

Research on the Application of Short Video in Teaching Chinese as a Foreign Language and Culture

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Abstract: With the booming development of modern self-media, short videos on the Internet have gradually replaced traditional book learning as an important channel for them to receive knowledge and information in fragmented time, and this change in the form of learning also has a certain impact on teaching Chinese as a foreign language and culture. In order to improve the teaching effect of Chinese as a foreign language and culture through the use of short videos, this paper first discusses the viability of using short videos in the process of practical teaching. It then discusses and provides the principles of short video screening in the process of practical teaching, and finally organically combines short videos with teaching Chinese as a foreign language and culture.

Keywords: Short video; Chinese as a foreign language; Cultural teaching; Application research.

1. Introduction

Nowadays, video entertainment is becoming more and more popular in China, and its linguistic expressions and cultural elements are very useful for foreign students to learn Chinese, such as movies and documentaries, and other kinds of films and videos. Movies and documentaries are being used more frequently in Chinese classrooms for international students as a result of the diversification of Chinese language instruction. The vivid and interesting contents of movies and documentaries provide the best materials for foreign students to practice listening, reading (with subtitles) and speaking, and especially in teaching Chinese as a foreign language, film and television works can give them a more intuitive feeling of the abstract Chinese culture and the cultural habits behind the social representations. However, there are still many problems with the use of audiovisual media in culture classes, such as inappropriate selection of materials, long running time, and weak timeliness of content. This essay examines the potential for employing brief videos in Chinese culture classes for foreigners, as well as the selection criteria and application formats, starting with the aforementioned scenario.

2. The feasibility of using short videos in teaching Chinese as a foreign language and culture

Short videos are suitable for teaching Chinese culture as a foreign language because they are full of useful information, engaging and timely, and have clear benefits in cross-cultural teaching.

2.1. Rich content

The properties of short films perfectly suit the requirements of cultural instruction of Chinese as a foreign language, which covers a wide variety of topics and is comprehensive. The video content of short videos is rich and diverse, which can provide rich video teaching materials for cultural teaching.

From the video bloggers on Tiktok, they come from all over the world, such as the blogger from Norway "Chris the Foreigner" and the blogger from China "Li ZiQi", they are all

spreading Chinese culture in their own way. The richness of short video resources is due to the creation of these bloggers, who have also contributed to the richness of short videos. In addition, the long-standing Chinese culture also provides rich and diverse materials for the creation of short videos.

2.2. Interesting format

Compared with static graphic knowledge, short video as a new dynamic communication media, more vivid and specific than simple textbook materials, short video can also stimulate the learning motivation and interest of learners. The advent of quick videos has changed the shortcomings of traditional textbooks and PowerPoint teaching materials, which are outdated and boring. Short videos enrich teaching materials, increase classroom fun, and create a more active learning environment that encourages students to actively explore and acquire knowledge. For example, the videos of Gao Yousi, the blogger of the "Research Association of Wai Guo Ren", and the videos of Peng Chuanming, the blogger, such short cultural videos made beautifully or humorous are the most suitable teaching materials for many Chinese culture lovers of Chinese learners in China.

2.3. Strong timeliness

When it comes to cultural communication, short videos outperform other kinds of media by a wide margin. The short duration of short videos and the outstanding core messages also fill the fragmented time well, which exactly meets the needs of people in today's era. People can use short videos for fragmented learning in their busy time, and therefore they are also loved by the general public.

The speed of updating is the most prominent feature of short videos, which is also a major advantage of short videos for cultural teaching. The speed of updating means that the cultural teaching materials are more up to date and can be periodically updated to keep up with the trend, which is more appealing to international students and easier for them to accept, which can lessen the unfamiliarity of international students, improve their learning motivation, and aid in their understanding of Chinese culture.

In conclusion, short videos can help foreign students better comprehend China and its culture. We can further improve the

efficiency of the classroom, the classroom environment, and the effectiveness of the classroom by using short cultural videos to supplement teaching materials while fully utilizing the qualities and benefits of short videos. This has significant benefits for cultural teaching.

3. Principles for the Selection of Short Videos for Teaching Chinese as a Foreign Language and Culture

The choice of short movies is especially crucial when utilizing them to teach Chinese as a foreign language and culture. Instructors should take into account a number of variables, including the learner characteristics, the lesson material, and the caliber of the quick films. The following criteria should be used to choose short videos:

3.1. Selection based on learner characteristics

3.1.1. Learners' Chinese Language Levels

According to their proficiency in the Chinese language, we divide learners into three levels: beginner, intermediate, and advanced. For those learning Chinese at the beginning levels who have a shaky foundation and poor Chinese ability, Chinese teachers can choose YouTube short videos with Chinese and English explanations to facilitate their understanding of the content of the short videos and better learning Chinese. For intermediate learners, who are relatively good at Chinese and know more about Chinese culture, they can use Chinese to perform some simple communicative behaviors, so Chinese teachers can choose some short videos of foreign bloggers who share their daily life in China. These movies employ Chinese that is simple to comprehend and appropriate for intermediate learners. Chinese teachers can choose brief videos that have a faster language speed and a richer cultural vocabulary that can reflect the depth of Chinese culture to support cultural teaching since advanced level Chinese learners have already reached the level of barrier-free communication with Chinese people.

3.1.2. Learner's learning motivation

Learning motivation is a powerful learning motivation, which can better motivate learners to learn Chinese and Chinese culture. The majority of Chinese learners are motivated to learn primarily by their jobs, and their learning objective is to be able to interact and do so well with Chinese people. Therefore, when selecting short videos for culture teaching, Chinese teachers should select some short videos involving work dialogues or professional terms, such as interviews, according to the communication needs of Chinese learners. Let Chinese learners increase their knowledge of Chinese etiquette culture while learning the language. In addition to work needs, there are also some Chinese learners who are interested in Chinese culture. Therefore, when choosing short videos, we can choose more short videos with different themes related to Chinese diet, history, customs, architecture, etc. The video content can focus on cultural interpretation and feelings.

3.2. Selecting short videos according to their content

Chinese language instructors should not only choose the topics for short films based on the learning objectives and crucial and challenging concepts, but the content of short videos should also follow three principles: cultural respect,

positive content, and cultural enrichment. First and foremost, when teaching Chinese students of diverse nationalities, Chinese teachers should treat them equally and with respect for their cultures, taking into account their differences, and try to choose short videos that are not culturally controversial for cultural teaching. Secondly, we should select short videos with positive and healthy contents that reflect the mainstream Chinese culture, and reject short videos that are vulgar and challenge the bottom line of popular culture. We should select short videos that are both positive and interesting and have rich cultural connotations to assist in cultural teaching. Finally, in order to aid in the teaching of Chinese as a foreign language and to spread and promote the superb Chinese traditional culture, we should pay attention to showing brief videos that contain rich Chinese traditional culture.

3.3. Selection based on the quality of short videos

Although short videos are now very convenient for teaching, the quality of short videos varies. This necessitates that Chinese language teachers choose short movies carefully, give them careful thought, and pay attention to their quality, to make a comprehensive consideration of them, and to choose quality short videos that use standard Mandarin and reflect correct values for cultural teaching. Such videos will not only provide Chinese learners with knowledge of Chinese culture, but also develop their ability to use Chinese to communicate and express themselves.

4. The application of short videos in teaching Chinese as a Foreign Language

Chinese as a foreign language instruction should develop students' overall language abilities as well as impart useful understanding of Chinese culture. In the process of cultural teaching, short videos, as a kind of teaching material, can be comprehensively used in conjunction with other teaching resources according to the content of textbooks. By assigning subjects and cultural experiences, teachers may make cultural instruction more thorough and interesting, so as to promote learners to better learn and understand Chinese culture.

4.1. Teaching of cultural courses

The most popular method for using brief films in the instruction of Chinese culture as a foreign language is to play them in accordance with the lesson's objectives. This method is not only convenient and fast, but also can increase the interest of the class and help learners understand the relevant cultural content. For example, when teaching medicinal food culture in Chinese diet, teachers can import relevant videos such as Ass hide glue Cake in Li Ziqi's short video before class or edit them in combination with the text content, in order for students to directly comprehend the manufacturing of Ass hide glue Cake through watching the film and to gain a deeper comprehension of the significance of Chinese cuisine culture behind therapeutic food. At the same time, the exquisite beauty of the visual picture can also stimulate learners' interest in learning. Of course, teachers can also supplement the previous teaching by choosing other food topic videos according to the learners' interests and needs, so that they can have a more comprehensive understanding of Chinese food culture.

In addition, teachers can also use those topics in modern

culture that are interesting, inspiring, and creative to teach traditional culture. The topics should be well suited to the needs of learners and reflect the characteristics of the times, such as take-out, health care, and environmental protection. For example, when teaching medicinal food culture, teachers can ask students to express their opinions on the topic of health or free living. Cultural knowledge is important but language output is equally important. Therefore, teachers should pay attention to the problem of lagging topics in textbooks in teaching culture, use the timeliness of short videos to make up for the shortcomings of textbooks, and choose themes that blend the demands of students with the circumstances of the day to pique kids' interest in learning.

4.2. Teaching cultural experience classes

In addition to topic setting we can also use experiential approach to teaching culture. Experiential learning encourages students to actively explore and practice new material while being guided by the teacher in order to gain knowledge and experience. This approach not only boosts learners' cultural awareness, but also improves their communicative skills. Take food culture as an example, the teacher takes the textbook content as the main teaching body and designs a variety of cultural experience activities with reference to the cultural presentation process in Li Ziqi's short video. Take Dragon Boat culture as an example, teachers can create a situation of Dragon Boat Festival based on the video "Dragon Boat Pillow Rice Dumplings" in Li Ziqi's short video. Take participate in the Dragon Boat Festival's traditional rituals to experience the festival's true ambiance and get insight into related cultural practices, which will help learners deepen their understanding, explain and apply the culture while experiencing the culture and improve their Chinese communication skills.

5. Conclusion

Teachers of Chinese as a foreign language should adapt to the current trend, apply the teaching concept of teaching for enjoyment to the teaching of culture, and follow the growth of the teaching of Chinese as a foreign language, change the traditional teaching form, continuously improve themselves and update their teaching concepts, draw nutrients from the rich Internet content in the new era, Investigate fresh formats that are appropriate for teaching Mandarin as a foreign language and culture, and add to the study and advancement of the field.

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