

Analysis on the Characteristics of International Chinese Classroom Teaching Videos

-- Take KUAILE HANYU Chinese Class as an Example

Jiamin Guo

Xi'an Shiyou University, Shaanxi, 710065, China

Abstract: Zhang Guiyuan's KUAILE HANYU teaching video, as an early classic material, has been used by countless international Chinese teachers for reference. In this paper, observation method, case study method and literature reading method are adopted to analyze this teaching video. Classroom introduction, teachers' language, teaching activity design could be discussed mainly. This paper analyses the advantages and disadvantages of the teaching process from the aspects of teacher language, teacher gesture and social culture of language, and puts forward corresponding suggestions to provide reference for future teachers.

Keywords: KUAILE HANYU Teaching Video; Advantages; Deficiencies; Suggestions.

1. The Background and Introduction

Teaching videos can meet the fragmented learning needs of learners and also let novice teachers understand the teaching process of real class. There are a total of 24 episodes of KUAILE HANYU Chinese classroom teaching videos posted by teacher Zhang Guiyuan on the website, and the reading volume of the author's observation on Bilibili alone has reached nearly 40,000. It has aroused a lot of discussion among teachers and students of international Chinese education. Therefore, I want to explore the advantages and disadvantages of this teaching video according to the literature research method and actual teaching cases, and put forward corresponding suggestions for its shortcomings. The teaching video includes the development of classroom activities, the design of teaching links, and the integration of Chinese cultural elements. All these have great reference significance for teachers' classroom teaching and the development of activities, which is worth further study.

2. Related Research on Chinese Video Teaching

Li Xiaoqi and Zhang Xin (2016) believe that courseware making is the foundation of course success, and teacher's input is the guarantee of teaching success. Zhang Yixin (2017) pointed out that teaching videos should also pay attention to the comments and clicks on the videos, and change teaching techniques based on the comments to promote teachers' further development. Teaching video is a new means and way of multimedia teaching. Nowadays, with the rapid development of network information technology, traditional classrooms can hardly meet the needs of foreign Chinese learners. So, video teaching is a good way for them to learn. For Chinese teachers, apart from classroom teaching, video teaching is a new way and channel to teach Chinese. Video teaching can use the unique advantages of combining text, voice, picture and other media, firmly grasp the interest of Chinese learners. It can not only have a strong impact on learners' vision, but also leave a deep and unforgettable impression in the hearts of Chinese learners. Li Huanhuan

(2019) analyzed the teaching and behavioral strategies used in online video teaching cases based on the research of Lingoace and HA TU online video teaching, and believed that its teaching advantages are highly targeted, flexible teaching methods and equipment, but it also has some shortcomings, such as lack of student activities, few offline teaching activities, and limited establishment of teacher-student intimacy. And put forward specific suggestions. Shi Haonan (2021) studies the learning situation of primary Chinese teaching videos on the Chinese teaching channel Learn Chinese Online based on the 5w theory on You Tube platform, and proposes that the professional level of the research subjects of teaching videos needs to be strengthened, and there are some video contents that are not conducive to learners' learning.

Actually, it can be seen that the study of classroom case teaching videos can specifically explore the actual situation of teachers' language, teaching methods and teaching effects based on teaching cases, and put forward teaching suggestions based on advantages and disadvantages, which is conducive to improving teaching and promoting the better development of teaching videos. I will discuss the advantages and disadvantages of Zhang Guiyuan's teaching videos in KUAILE HANYU from the aspects of classroom introduction, teacher language, teaching activity design and Chinese cultural elements, and put forward corresponding suggestions according to my own understanding.

3. The Analysis of the Advantages of Teaching Video

3.1. The Lead-in Progresses

Use familiar elements as a starting point. In the process of classroom introduction, the teacher carried out classroom activities with the clue of the most popular element at that time, "AoYun Jing Jing", which is a familiar thing to everyone and a popular Chinese element to everyone. This is a very appropriate choice for classroom introduction. Taking the relatively familiar things as a breakthrough can not only reduce students' fear of learning, but also quickly attract students' interest so that can easy hold the students' attention.

In the second lesson, in order to teach students "What's your name?" This sentence pattern sets up a good situation for students by taking the Chinese and foreign celebrities that most students are familiar with, such as Shakespeare, Bruce Lee, Jackie Chan and so on.

3.2. The Language of Teaching

The teacher's language has great affinity, the classroom language expression is concise, accurate, proper instructions. Stephen D. Krashen's input hypothesis suggests that students should have access to understandable language, emphasize the importance of comprehensible input, pay attention to the content and meaning of language expression, emphasize listening and speaking first, and believe that listening is the basis of language learning. Teachers are very good at inducing students to say the specific content they want to express. It can be found from the classroom content that the teacher mainly uses a foreign language, which may be due to the fact that the students have just started to contact Chinese, and their Chinese expression ability and level are limited. If the target language is used only for classroom teaching, it will be difficult for students to understand the real meaning of what the teacher wants to express, which will also make it difficult to carry on classroom activities. If a large number of Chinese vocabulary expressions are exported to students at the very beginning, students will feel that the difficulty of learning Chinese will increase. This will also enhance students' fear of difficulties from some aspects, so it is appropriate to use mother tongue for students with zero foundation in the primary stage.

3.3. The Design of Teaching Activity

Teacher's teaching process design step by step. In the first lesson about the difference in tone, and use gesture simulation and exaggerated pronunciation methods to let students learn Chinese tone, and take students to learn the fifth degree marking method. It is a simple way to let students understand how to correctly pronounce the word sound, and repeat the practice text key content, so that students open expression, improve students' classroom participation. This can help students to better grasp the knowledge point. The teacher also marked each word in the subsequent teaching content, so that students can clearly understand that the four tones of Chinese mastered in the first lesson are correctly output in the words and sentences in the following chapters, which reflects that the teacher's course arrangement is gradual and from easy to difficult.

It is very clever in the design process of teaching links. In the beginning of the narration, the main task is to let the students know about China and express their impression of China, which will make the students feel happy and interesting in the process of learning Chinese at the beginning. The teacher uses a variety of ways to facilitate the students' understanding of China, including finding the map location. Students will have a basic knowledge for China's major cities, population, major rivers and animals. These contents lay a solid foundation for students to have an overall perception of China before they begin to learn Chinese, and strengthen their concrete understanding of China and Chinese learning, which will lay a solid foundation for the later Chinese classroom teaching.

3.4. The Elements about Chinese Culture

International Chinese teaching is based on language

teaching and combined with cultural teaching. Culture is the environment in which language is produced and developed and language learning is based on the understanding of culture. Liu Xun pointed out that the semantic culture is the semantic system of language, which is mainly the social and cultural meaning contained in the vocabulary, and reflects the mental mode and thinking mode of the nation. In the teaching environment, teachers not only speak specific language knowledge points, but also integrate appropriate elements of China and Chinese. In the classroom teaching process, the teacher's activities and exercises are interesting. The song of Jasmine, the most famous flower in China, is used as the background music. When the music stops, the teacher needs to use "How are you? I'm fine." Such sentences are used to practice dialogues with other students, which not only makes the classroom environment and atmosphere more relaxed and pleasant, but also enables students to feel the unique charm of Chinese culture and Chinese songs. Emotion filtering hypothesis is a theory put forward by Krashen. Its basic logic is: positive emotion → low emotion filtering → more input → more learning; on the contrary, negative emotion → high emotion filtering → exclusion of input → less learning. This indicates that the imperceptible cultural influence may reduce students' rejection and resistance and strengthen their enthusiasm for Chinese learning. In this kind of classroom teaching environment, teacher adopts humanistic teaching methods, takes students as the center, and gives full play to students' initiative, with the traditional Chinese romantic music, which can create a relax and comfortable environment and make students feel the fun of learning Chinese. Teacher Zhang also uses the well-known Jingjing from the Olympic Games as a clue to teach classroom activities that include Chinese cultural elements such as pandas, kung fu, Shaolin Temple and Jackie Chan. These are very familiar to people, also have specific cultural connotations. In international Chinese classroom teaching, the teaching method that combines language, knowledge and culture will help students to have a deeper understanding of the connotation of language.

4. The Analysis of the Deficiencies of Teaching Video

4.1. The Deficiencies of the Teaching Language

Native language and interlanguage excessively. Liu Xun pointed out that the target language should be the main language in Chinese classroom, and appropriate mother tongue translation can be carried out. However, the teacher mainly outputs English in classroom teaching, and communicates with students in English most of the time. Although we know that at the beginning, due to the limited level of the target language, students just come into contact with a new language, it is very important for teacher to use more English to communicate with students to eliminate their fear of difficulties, which is also a feasible method, but when the level of students improves, with the continuous accumulation of students' Chinese vocabulary, the target language (Chinese) can be used to communicate with students in class. In this way, there will be more opportunity to exercise Chinese in the class of Chinese environment. Especially in the process of learning a second language in a non-target language country, the classroom is almost the place where students use the target language to communicate most. Students should also constantly use the target language

(Chinese) to better exercise the language expression ability. However, in the later classroom teaching process, the teacher always uses English to communicate with the students in some simple classroom expressions. Even when praising students, they simply use such feedback as "Ok, very good." Appropriate feedback also has a great impact on students' learning enthusiasm. When students can understand more Chinese, the teacher could try to use less English as an interlanguage and intentionally guide students to express themselves by the target language (Chinese).

In the process of international Chinese teaching, native language translation can be properly used, but it is not unconditional. When the target language is difficult to understand, and the mother tongue can better express the meaning, the teacher can use the mother language temporarily. Meanwhile, it may be more convenient to use the mother tongue translation and reduce the comprehension obstacles of students. However, the purpose of second language teaching is to cultivate students' ability to communicate in the target language. In the first instance, for some commonly used classroom expressions, the mother tongue and the target language can be used to translate them. After students are familiar with them, they can gradually transition to adapt to the expressions of the target language. This can not only exercise students' listening and understanding ability, but also provide students with a better situation for expression and practice.

4.2. The Social Meaning of the Teacher's Words is not Fully Explained

The profound connotation of the same word in different languages and cultural backgrounds may show different meanings. For example, dragon is a symbol of evil and terror in English, but it is a sacred and solemn symbol in the eyes of Chinese people, because in ancient times, people called the emperor the true dragon and the son of heaven, and Chinese people claim to be the descendants of the dragon. The social and cultural meanings expressed by Dragon and "dragon" in Chinese are not one-to-one correspondences. The teacher uses such words as dragon in the translation of Bruce Lee in the classroom. Learners are at the primary level of Chinese learning, and their exposure to Chinese cultural background knowledge before is limited. It is very likely to cause barriers in cross-communication and students' incomprehension of the examples given by teachers, resulting in failure in the whole class, or even misunderstanding. Therefore, teachers should pay attention to the influence of cross-communication on the Chinese classroom in the process of Chinese teaching.

4.3. The Expression of the Gestures

Gestures are an important part of non-verbal communication. In the process of teaching, correct use of gestures can better organize teaching and manage the classroom, bring great convenience to teachers, and produce a lot of positive effects. The teacher's overall gesture expression in the Chinese teaching class is very good, but in the process of teaching the four tones of Chinese, the "a" drawn by the teacher and the students see is just an opposite action, so that the students in the process of following the teacher to practice, it is easy to have a great misleading effect.

5. The Specific Teaching Suggestion

Classroom is the carrier of educational value, and the

teaching in the classroom is a planned and purposeful teaching activity. Appropriate teaching principles and methods should also be adopted in international Chinese classroom teaching, so as to organize the classroom scientifically and reasonably and maximize the classroom value. In view of the problems found by the author from Chinese classroom teaching videos, the following suggestions are available for reference:

5.1. Moderate to Use Medium Language

Using mother tongue and target language for comparative analysis, the teacher strictly controls the use of mother tongue or medium language principle. In lesson preparation, teachers should make targeted lesson preparation. Students in different classes can adopt different teaching methods according to their own characteristics and learning ability. Students in the same class can adopt different teaching methods in the following teaching links according to the students' acceptance and absorption of knowledge. The design of such flexible teaching activities requires teachers to have good professional ability and keen observation, and to make timely adjustment according to students' reactions. In the process of second language teaching, classroom teaching is not only the main platform for learners to learn new knowledge, but also an important occasion for the purpose of application, communication and practice. If teachers fail to provide the required environment for students to learn a second language, it may have a great impact on students' learning attitude and enthusiasm, and it is not conducive to students' learning of the target language. Therefore, at the beginning of learning, teachers can make corresponding adjustments in language use according to learners' ability. After learners have mastered a certain stage, teachers should gradually increase the use of the target language, and do not do native language translation when not necessary, so that students will gradually adapt to such a long-term Chinese learning environment. Therefore, as an excellent international Chinese teacher, we should control the use of language in the classroom teaching process.

5.2. Convey the Cultural Meaning behind the Words Appropriately

In teaching, teachers should not only pay attention to teaching the original meaning of words, but also teach the extended meaning of words, that is, the meaning of the words in the specific language environment. When the teachers translate "Bruce Lee" and "Jackie Chan", they directly refer to the famous martial artists. The examples given by the teachers are relatively familiar to students. There is no need to cause misunderstanding of cross-cultural communication to students in the translation of words like "dragon". When giving examples, teachers should have a fuller understanding of the examples themselves, always maintain sensitivity of cross-cultural communication, and have a proper understanding of the cultural background of learners' mother tongue. In this way, students' sensitive points in cross-cultural communication can be well preset before the course is carried out, and unnecessary misunderstandings can be avoided in classroom teaching.

5.3. Use Correct Gestures in Teaching

Teachers should use gestures correctly in teaching, especially in teaching some language items that learners do not have in the first language but have in the target language.

Learners should give accurate guidance and use sign language at the beginning of learning such content. For a brand-new language knowledge, if the teacher's gestures cause some confusion in the learning process of students, the students may not achieve the expected effect on the knowledge points they should have mastered better. In order to better teach the four-tone "a", teachers can use mirror gestures, so that students can better see the teacher's hand movements in the opposite position. Teachers can use their left hand, practice in front of the mirror during lesson preparation, and use mirror gestures in class, so that students can see the teacher's movements will be the same as those of students. It can better achieve teaching effect and reduce unnecessary misunderstanding.

6. Conclusion

In the process of analyzing the teaching video of KUAILE HANYU, I adopt a multi-angle analysis method, including the teacher's language, gestures, the social and cultural meaning of the language, and cultural background elements. At the same time, some knowledge content of Liu Xun in "Introduction to Teaching Chinese as a Foreign Language" and Zu Xiaomei in "Intercultural Communication" made the analysis more comprehensive. This article mainly adopts the observation method to observe how teachers' teaching activities in Chinese classroom are developed and how they are carried out. Through this observation, some teaching skills of the teacher is learned, which will be used for reference in the future teaching. At the same time, some deficiencies in teachers' teaching are analyzed and some personal suggestions are put forward. This paper also uses the literature survey method, during the preparation period to read the corresponding literature to provide some ideas for writing. However, this paper also has great shortcomings. Due to the limited time, I cannot watch all the videos of KUAILE HANYU, so we can only watch some videos by sampling. At the same time, this paper mainly adopts the case study method and only studies the classroom teaching video of "KUAILE HANYU". There are not many researches on other international Chinese teaching videos, the research breadth is

not complete, and the material and video sources are early. In the future study and research, I will continue to learn lessons, exercise my observation acuity and improve the novel representation of material selection.

References

- [1] Swain, The inseparability of cognition and emotion in second language learning. Language Teaching.[M] 2013.
- [2] Li Xiaoqi, Zhang Xin. Chinese network video Teaching implementation Exploration [C]. Chinese Teaching Modernization Society. Proceedings of the 10th International Symposium on Modernization of Chinese Teaching. Tsinghua University Press, 2016:11-20.
- [3] Liu Xun, Introduction to Pedagogy of Chinese as a Foreign Language [M] Beijing: Beijing Language and Culture University Press, 2016.
- [4] Zhang Yixin. Video Teaching of Chinese as a Foreign Language and its Trend [D]. Central China Normal University, 2017.
- [5] Jian Tao, Xuesong Gao, Teacher agency and identity commitment in curricular reform[J] Teaching and Teacher Education. 2017.
- [6] ZU Xiaomei, Intercultural Communication [M] Beijing: Foreign Language Teaching and Research Press, 2017.
- [7] Li Huanhuan. Chinese children Chinese network video teaching strategy research [D]. Suzhou university, 2019.
- [8] Shi Haonan. Research on Video Teaching of Chinese International Education Based on "5W" Communication Model [D]. Zhejiang University of Science and Technology, 2021.
- [9] Liao Qingqing. A Comparative Study on the Application of Hand Gestures in Classroom Teaching of Chinese as a Foreign Language in Cross-cultural Communication -- Taking Classroom gestures commonly used by domestic teachers as an example [J]. Industry and Technology Forum,2021.
- [10] Wang Shuangshuang, Chai Yan. Chinese Teaching Design in Thai Universities based on "Flipped Classroom" -- A case study of "How Much Is a Catty Apple" [J]. Chinese Character Culture, 2021.