

On the Applicability of Film and Television Works in the Practice of Information-based Teaching Chinese as a Foreign Language at Intermediate and Advanced Levels Taking “A Little Reunion” as an Example

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Abstract: With the advancement of information technology, the teaching forms and methods of teaching Chinese as a foreign language should also keep pace with the times, using the existing English classroom teaching film-assisted methods as a reference, which can also be used in foreign Chinese classrooms to help learners understand and practice Chinese, as a means of information education. Film and television works based on the theoretical basis of teaching Chinese as a foreign language, according to the selection principle of film and television works, this paper takes the film “A Little Reunion” as an example, designs a teaching plan, and analyzes its advantages and limitations, which aims to provide better teaching ideas for teaching Chinese as a foreign language to achieve information education.

Keywords: Teaching Chinese as a foreign language; Film and television works; Information Education

1. Theoretical basis

1.1 Subject foundation

Culture is a part of the content of teaching Chinese as a foreign language, and teaching Chinese as a foreign language can't be separated from culture teaching^[1]. Learners learning Chinese are not only to master a language skill but also to understand relevant Chinese culture. On the basis of straightening out the lines of the characters, students can understand the Chinese cultural characteristics and the general psychology of the people reflected in the film and television works through the in-depth exploration of the plot, environment and character relationships, grasp the Chinese cultural characteristics under the combined effect of Chinese traditional culture and the features of the times and learn China deeper, more comprehensive, and specific. And understanding vocabulary and grammar from the perspective of Chinese thinking can make Chinese learning more in line with the general laws of language learning.

From the point of linguistics, first of all, film and television works is one of the typical informations that show social language and take an oral expression as the main form of expression. The application of it is helpful for learners to integrate the Chinese language environment during the practice of middle and high-level teaching Chinese as a foreign language, which mainly guides them to improve their Chinese ability implicitly from the perspective of oral language, relieve the learning pressure and psychological burden. Secondly, students can be exposed to more specific speech phenomena and more intuitively master speech skills. Therefore, it is also necessary for learners to master the systematic knowledge of phonetics, vocabulary and grammar by summarizing a large number of linguistic facts into certain linguistic laws. In addition, the teaching of cultural factors closely related to Chinese is an indispensable content for it. Excellent film and television works embody Chinese culture in all aspects, show the unique thinking mode and cultural psychology of the Chinese. Applying them to teaching Chinese as a foreign language, can help students to understand Chinese culture in examples and try to use the Chinese way of thinking to learn Chinese.

From the angle of pedagogy, the first is the teaching process, its models mainly include the teaching method, the discovery method, and the development method. Applying the film and television works to the teaching Chinese as a foreign language is a teaching mode combined with the discovery method and development method. In this process, they not only solve all the new words, but also understand the language characteristics of the characters in a specific context, including the mental journey, emotional experience, and the cultural background and social psychology embodied in, and learn Chinese language and culture spontaneously throughout the process. Then from the perspective of teaching principles, it will promote the development of students' individuality in Chinese learning, and realize the combination between foreign Chinese teaching knowledge's teaching and intelligent development. Students can learn Chinese in actual situations by learning to imitate the relevant plots of film and television works, realizing the combination of integrating

theory with practice and theoretical knowledge, the leading factor. By this typical cultivating-based teaching, students can learn and consolidate Chinese knowledge by watching, imitating, and performing relevant video clips, and learn Chinese imperceptibly in specific situations. Thirdly, from the point of view of teaching methods, the film and television works are a kind of information. The application of Information Technology in teaching not only meets the requirements of the development of modern information technology, but also can make education individualized and humanistic, to develop students' ability to access, learn and use information in the Chinese language and to promote innovation in the Chinese as a foreign language.

2. Material applicability principle

2.1 Theme

Pertinence: In the selection of film and television works, it is necessary to take the learning level and needs of students into account and make targeted choices of different difficulties for students at different levels, realize the informationization of teaching mode^[2]. For beginners of the Chinese language, you can choose to infiltrate works with Chinese cultural factors, which are more appropriate to use daily life, communication scenes, and dialogues, instead of too complicated. For example, "Home With Kids" is based on life scenes, popular and common, among which scenes and conversations such as eating and going to school are also the content that foreign students need to learn at the beginning.

For middle-level international students, they can choose film and television works that reflect China's national conditions, such as "Romance of Our Parents". The theme is taken from life and reflects a series of social changes after the founding of the People's Republic of China. Every period of Chinese society is reflected in the film. Another example is "All is Well", the theme directly hits the current contradictions in all aspects of the Chinese family. Students who have reached an advanced level of study can further select works with professional cultural content, such as "A Dream of Red Mansions" and other films with profound traditional Chinese cultural connotations. Through the selection of information materials to achieve the educational environment of information, to create a variety of information environment.

2.2 Content

2.2.1 Normalization:

The ultimate purpose of the film as teaching material is to serve language explanation and learning. Therefore, when selecting film and television works, whether the pronunciation is standard and whether the used words are proper should be considered, which will directly affect students' studying of pronunciation and language learning. The film dialogue should be mainly in Mandarin, avoid slang, dialects, acronyms and professional terms, so as not to aggravate students' doubts and cause misunderstandings. There are also films that focus on special effects, music, and pictures, such as "Big Fish & Begonia". Although they can achieve audiovisual effects, they have fewer dialogues and texts and are not completely coherent. Instead, special effects and pictures increase the difficulty of students' understanding.

2.2.2 Interestingness:

On the basis of ensuring standardization, the Interestingness of the film should also be considered to practice language in a more relaxed way and get an immersive experience. Some films, such as documentaries about Chinese history, are naturally more standardized than other types of films, but for international students who do not fully understand Chinese history, they are too boring and lack practicality. In contrast, food documentaries like "A Bite of China" are more interesting to students. In considering the interestingness of the film, some scholars also pointed out that adult classrooms should add interesting things covered in children's teaching, "infantilizing" the adults to make the film more interesting.

Interestingness does not only mean that the content of the film contains jokes or humorous plots. Learners feel a sense of achievement, which is helpful to make them feel interested in film and television works when they apply the flexibility and diversification of language and the vocabulary use scenes in the film to daily life.

2.3 Culture

2.3.1 Internationalization:

When selecting works, the learner's acceptance should be considered. If the Chinese culture presented in a film is too difficult for the learner to substitute. In order to be better accepted by students, we can choose films that are well-known internationally, such as the "Raise the Red Lantern" and so on. Or works with international elements in the content that can reflect the integration of Chinese and foreign cultures. For example, "Pushing Hands" directed by Ang Lee reflects the differences between Chinese and American cultures, which is more cordial to language learners from the United States, and can resonate. Furthermore, the internationalization of the film can also be reflected in the internationally renowned Chinese elements, such as pandas, bamboos, lanterns, the Spring Festival, and so on, those distinctive Chinese cultural symbols are familiar to learners and are therefore easier to accept.

2.3.2 Objectivity:

When considering the cultural factors of the film, it is indispensable to consider objectivity. The film must not carry too much national sentiment. For example, some anti-Japanese war films indispensably will show hatred against Japan and contain the Japanese invasion of China. All kinds of crimes of burning, killing, and looting, although these are indelible facts the excessive national consciousness shown in the film will cause resistance from Japanese learners even cultural conflicts in the classroom, which deviated from the original intention of learning language and culture. Therefore, when choosing a film, we should fully consider the cultural background of different students and the degree of acceptance of cultural conflicts in the film. Try to choose films that are less controversial, less ethnically biased, and more objective.

3. Teaching-plan design

3.1 Introduction of works

“A Little Reunion” is an urban emotional drama, which mainly tells the story of Fang family, Ji family and Qiao family at the year of college entrance examination. With the idea of “Exams decide all your life”, the three families are all in an extremely anxious state of preparation, and the problems caused by this have also followed.

3.2 Analysis of teaching effect

Two foreign students’ classes with the same capacity of 15 students, one in regular class and the other in video teaching, were selected to carry out the same content teaching five times respectively. Through the comparison of the results of the classroom tests, we can see that the students’ grammar and reading comprehension have been improved, and their dialogue ability has also been improved.

Table: Contrast the effect of video teaching and traditional teaching

question types	Average accuracy(%)	
	Regular class	Use video class
Spelling of Chinese characters	86.34	84.58
Fill in the blanks with the grammar	61.72	75.62
dialogue	70.53	72.98
Reading comprehension	73.51	80.76

Data source: In-class test

3.3 The current situation of film and television works in the practice of teaching Chinese as a foreign language.

As mentioned in the previous article, many scholars have analyzed and even practiced how to use film and television works in Chinese as a foreign language. There is no shortage of Chinese textbooks such as the “Chinese Audiovisual Listening and Speaking Course- Home With Kids” published in 2009. It can be said that the exploration and application of Chinese film and television works are of great benefit to the development of teaching Chinese as a foreign language. The immersive teaching method of film and television works has also been recognized by many scholars. Next, this article will explain the current situation of film and television works in the practice of teaching Chinese as a foreign language from two aspects of function and limitation.

4. Function

4.1 Mobilize the enthusiasm of students

Compared with the text materials used in traditional classrooms, film and television works are undoubtedly more attractive to students. The combination of sound and picture of them are intuitive and vivid. In the practical experience of teaching Chinese as a foreign language, film and television works can express a lot of abstract content, and the immersive teaching experience it brings can drive the senses and emotions of students, and even arouse empathy^[3]. For classroom teaching, it can give full play to the effectiveness of teaching, fully mobilize learners’ enthusiasm for learning, and stimulate interest.

Also, the practice forms of this information-based teaching method are relatively diversified. Taking the “A Little Reunion” teaching-plan as an example, the simulated dialogue, scriptwriting, and plot interpretation can increase the participation of students in the classroom, and classroom interaction is also get promoted. Film and television works involve all aspects of life, including food culture, will also be shown in the video. For example, the rich dishes with Beijing characteristics in the drama “A Little Reunion” are often featured. When students see what they are interested in, they will naturally be more focused and enthusiastic.

4.2 Create a real Chinese information environment

According to the selection principle mentioned above, the film and television works that can be used in the practice of teaching Chinese as a foreign language must be close to real life. In language teaching, it is very important to create a target language environment, especially for students who study languages in non-target language countries, they need a three-dimensional and true target language environment. In the case that most students can only rely on Chinese classrooms and traditional textbooks to learn Chinese, film and television works can provide them with a Chinese environment that is relatively closer to real life.

To emphasize the role of language situations, constructing a learning theory is needed. If you want to learn a language well, you must experience it in a realistic language environment and conduct practical and communicative activities. Film and television works provide an immersive language environment, as well as a variety and real-life scenes, which can effectively improve students’ language level and oral communication skills. The teaching of Chinese as a foreign language emphasizes communicativeness, the use of parts of speech, grammar, and many nonverbal communication methods that are often used in real life. It is difficult for students to exercise in traditional classrooms, but can be brought about by film and television works. Immersive teaching for learning will do more with less, to obtain the most concrete, true, and perceptual experience.

4.3 Improve students’ language skills

The center of the foreign Chinese teaching classroom is skill training. The rational use of film and television works can improve students’ language skills of “listening, speaking, reading, and writing”. In film and television works, the appearance of a large

number of vocabulary can help learners gradually improve their vocabulary, and life-oriented oral language allows them to imitate the intonation and tone of different contexts.

The most important thing is that the standard spoken language of film and television works can help students better master the tones of Chinese. The imitation and interpretation of scripts in the design of the teaching-plan can exercise students' language expression skills and correct voice mistakes. In addition, polyphonic characters are one of the important content of Chinese phonetic learning. Using film and television works, students will more easily understand and learn how to use polyphonic characters. Moreover, since most of the selected film and television works are life dramas, they are very approachable in terms of expression of words and sentences, and can also correct grammatical errors for students and learn life-oriented usage that is not available in traditional textbooks.

4.4 Expose more Chinese culture

Every language has an inseparable relationship with the culture behind it, and Chinese is the same. In the teaching of Chinese as a foreign language, cultural content teaching is a part that cannot be ignored. The Chinese culture has a history of thousands of years, contains rich content, and has various forms of expression. In real life, it is difficult for students to experience and feel one by one. The use of multi-media teaching of film and television works creates conditions for students to experience different scenes and focus, creates a rich environment of cultural information, even can learn relevant historical knowledge through film and television works, and the cultural characteristics of the period. For example, in “A Little Reunion”, students can understand the family and school education aspects of current Chinese social life, even ordinary families' religious beliefs, which allow them to have a more comprehensive understanding of China.

5. Limitations

The first is the limitation of the selection of works. Film and television works carry the task of teaching oral Chinese to students, so it is necessary to select works in standard Mandarin for teaching. It is also necessary to pay attention to the background of the times and cultural indications. Besides, it is also inappropriate to speak too fast or the works of the whole ancient essays are not suitable. For details, please refer to the previous section “. material application principle “.

Secondly, this form has higher requirements for teacher and information equipment. Selecting suitable film and television works and intercepting clips to process the materials in an information way will test the information level of Teachers' educational quality. In the classroom, teachers also need to keep an eye on students' responses and provide timely language assistance. This kind of teaching mode cannot be separated from the assistance of information equipment, and in some countries' foreign Chinese teaching classrooms, multimedia equipment is not equipped at all, which makes it difficult to carry out teaching.

Finally, the adaptability of different students needs to be considered in practice. Different students have different cognitive styles and personalities. There may also be situations where students cannot accept the introduction of film and television works into the classroom, or some students are good at reading and writing but weaker than listening and speaking. Then they will find it difficult to practice in the classroom, and even produce fear, which hinders them from learning Chinese.

6. Conclusion

Film and television works are rich in content and lively in form. They have significant advantages in teaching. A reasonable selection of works can improve students' learning efficiency. According to the theoretical foundation and existing precedents, the information-based teaching of film and television works is feasible and popular, but it is still in the exploratory stage and still needs to be practiced and improved continuously.

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