

Practice and Reflection on the Application of the Stick Figures in Chinese International Education Lessons

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Abstract

The integration of stick figures into international Chinese lessons has a good practical value. Its lively characteristics can effectively supplement the shortcomings of other teaching methods, and play an important role in online Chinese teaching in the post-epidemic era. This paper focuses on solving the problem of improving students' attention in online International Chinese education and teaching in the post-epidemic era, proposes the idea of integrating stick figures into the classroom, and further applies stick figures in grammar and text teaching, and carries out preliminary practice and reflection.

Keywords

International Chinese education; Stick figure; Post-epidemic era; Conception and practical reflection.

1. Introduction

Since the outbreak of COVID-19 in 2019, international Chinese education has faced unprecedented challenges. With most Chinese language teachers unable to go abroad for face to face teaching and most foreign students unable to arrive in China to learn Chinese, some experts and scholars have questioned the future of international Chinese education. In view of the difficulties encountered in Chinese lessons, online teaching is the main method of Chinese teaching at present, which to some extent overcomes the problem of not being able to go abroad. However, online teaching is still in its infancy, and it is not perfect in all aspects. There are still many aspects for us Chinese teachers to explore and improve. Among them, online teaching has a major problem to control students' attention. In view of this problem, our research group proposes to integrate stick figures into the lessons, which can well concentrate students' attention. In this paper, stick figures elements are integrated into international Chinese lessons, and the impact of stick figures on international Chinese classroom is evaluated through teaching reflection after the idea is put into teaching practice.

In the past, researchers who focused on the application of stick figures in international Chinese teaching, were mostly teachers or volunteers with foreign teaching experience, and most of them were applied in offline teaching, and discovered it playing a supporting role for other teaching elements.

Researchers in the form of a test class and after class for Chinese beginners test: stick figures from the dominant teaching method, contact stick-figure teaching method and the conventional teaching method lacking of stick figures, the results from homework or testing, whether visible or invisible stick-figure teaching method the effect is much greater than the conventional teaching, the importance of flexible, interesting, makes the students with a sense of participation and contributes to the cultivation of aesthetics.

Previous research in our group, for the issue of the significance of stick figures used in primary international education in Chinese class, the argumentation the Application of Stick Figures in Primary Chinese International Lessons, has carried on the detailed argumentation to that, and

has pointed out the relevant teaching strategies, this study based on previous research results in the significance of stick figures in International Chinese lessons do added, and the teaching strategy Having done some preliminary practice.

2. The Significance of Stick Figures in International Chinese Lessons

2.1. Reducing the Difficulty of Teaching and Trying to Create Barrier-free Classes

In teaching Chinese as a foreign language, there will be some inevitable communication barriers between students and teachers, especially in the primary teaching classes. In the international Chinese teacher assessment project, the foreign language assessment is mostly the official and formal oral proficiency test, while in the teaching class, the language spoken by students is mostly the daily oral, with some habitual omission or linking, which is difficult for teachers in a short time to accommodate, While teachers' boring official language is also difficult for most students to accept readily. Some teachers even teach in their second or third foreign language, which makes it more difficult to communicate with students when they are not proficient in the language. In such a difficult phase, if teachers add the stick figures into the classroom, will largely reduce the distance between teachers and students, so it won't be long before they could conduct more effective communication in daily teaching, and be familiar with each other. In that occasion, they will easily adapt to each other's language and communication style, while the teaching obstacles gradually eliminate, the class going smoothly.

2.2. To Attract More International Students Learning Chinese, To Creating A Medium for Those People Who Are Interested in Chinese Culture

Taking the stick figures in Chinese International Education , the novel and vivid learning content, will attract a large number of people who love the language but suffer from too much difficulty of learning it, picking up the passion for Chinese culture, learning it breezily, obtaining more about Chinese culture.

2.3. Initial Solutions to Some New Difficulties and Challenges to Chinese International Education in the Post-epidemic Era

Due to the COVID-19 outbreak, most international Chinese lessons have to be proceeded online. In the process of network teaching, students only could face the teacher on a computer screen while the knowledge only pointed on the powerpoint presentation. Even some teachers can not though real-time synchronous teaching for students because of jet lag or other objective reasons , will be distributed to students recorded in advance course, students can't spatially feeling like face-to-face class the teacher's teaching process. Staring at a single knowledge point on the computer screen for a long time will distract students' attention unconsciously, which requires teachers to add elements that can effectively attract students' attention into each part of the class when preparing lessons, and pull students back to the classroom from the edge of distraction in time. Integrating stick figures into PPT of each link of online class can increase the vividness of class. The interaction between stick figures and teacher's explanation can effectively attract students' attention and reduce the possibility of distraction of students to a certain extent.

3. Conception and Practice

Based on the problem of students' attention in the online international Chinese lessons, we integrated stick figures into the class and designed the following teaching plan:

Teaching plan of the 厨师的高帽子

3.1. The Class Type

Chinese comprehensive course

3.2. Teaching Objects

Major in Chinese with a command of about 1000 words. Ten people in all, from Britain and the United States.

3.3. Teaching Content

New words: 12, including 5 nouns, 1 verb, 6 adjectives

Grammar:

越来越.....

Text: 厨师的高帽子

3.4. Teaching Objectives

1. Recognition goals

(1) Through word learning, students can accurately grasp the meaning and usage of new words and establish associations with relevant words in the psychological dictionary, with the accuracy rate reaching more than 90%.

(2) Through grammar learning, students can master the features, semantic features and accurate usage of "越来越....." sentence patterns, and the accuracy rate reaches 90%.

(3) After learning the text, students can understand and memorize the content of the central section of the text, retell the text completely and describe the origin of something or custom they are familiar with by using the words and sentence structure of the lesson. The accuracy rate of new language points is more than 90%.

2. Skill objectives

(1) Listening: Students can listen and understand the text at a speed of more than 120 syllables per minute.

(2) Speaking: Students can retell the text and speak naturally and smoothly.

(3) Reading: After listening to the text, students can read the text at about 160 words per minute, with basic accurate pronunciation and intonation, natural and smooth.

(4) Writing: Students can write the new words at the rate of 10-12 words per minute.

3. Emotional goals

(1) Students have strengthened their enthusiasm for learning Chinese.

(2) Students have the desire to describe the origin of the customs they are familiar with.

4. Learning strategies

Teacher helps students to consciously use classification, induction and other learning strategies, guides and cultivates students' awareness of independent learning through individualized learning, and experience the advantages of cooperative learning through group learning.

3.5. Main Points and Difficulties

1. The word

To master the meaning and usage of the key words like 厨师, 戴, 齐刷刷, 得意.

2. Grammar

To master the correct usage of the sentence "越来越.....".

3.6. Teaching Methods

(1) The class teaching should follow the sequence of "New words - Grammar - text - Paragraph-based expression" step by step.

(2) Teacher uses visual means and multimedia to assist teaching.

(3) Teacher provides students with reasonable and feasible methods to recite and understand the text, combines speaking and practicing, intensive speaking and practicing, takes the lead in listening and speaking, and strengthens the reading and writing training of Chinese characters.

3.7. Teaching Time

The whole class has two periods, divided into two lessons. Each lesson lasts about 45 minutes for two periods. (This lesson plan is the first lesson plan)

The first lesson:

(1) Read the text

(2) 1-6 new words

(3) Grammar point: 越来越...

(4) Text: paragraph 1 and 2

3.8. Teaching Aids

Objects: stick figures pictures, textbook

Pictures: illustrations in the textbook

Media: Teaching PPT, pictures, animation

3.9. Teaching Steps

The first lesson (30 minutes)

(1) Organize teaching

(2) the import

Have you ever seen such a group of people? They are the people who cook in the kitchen of the restaurant, and you can see that they all have a white, high hat on their head. Do you know why they all have such a hat? Now the I will tell you.

(3) New Words (1)

厨师 戴 齐刷刷 开朗 顾客 新奇 得意

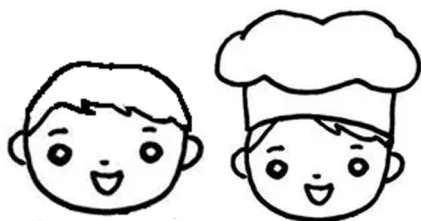
1. Reading and interpretation (the following is PPT design)



厨师 (chú shī) cook, chef.

他是一名厨师。

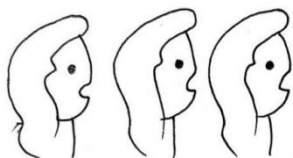
(Teacher's interpreting utterance: 在饭店里做饭的人)



戴 (dài), put on, wear

他戴上了帽子。

(Teacher's interpreting utterance: 图片中左边到右边多了一顶帽子可以说戴上了帽子。And compare “戴”with “穿”、“脱”)



齐刷刷 (qí shuā shuā), act consistently

她们齐刷刷地看向右边。

(Teacher's interpreting utterance: 有三个女生非常整齐地、一起地看向右边。整齐地、一起地可以说成“齐刷刷”)



开朗 (kāi lǎng), outgoing, optimistic

她们的性格都很开朗。

(Teacher's interpreting utterance: 图片中的两个女生脸上都有甜美的微笑，看起来非常活泼，我们可以说她们的性格开朗)



顾客 (gù kè), customer

饭店里，有一位顾客坐在那里。

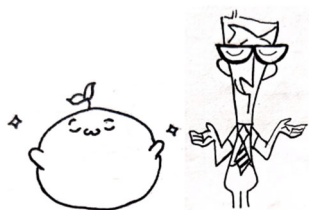
(Teacher's interpreting utterance: 去饭店吃饭的人，去商场买东西的人，我们都可以叫做顾客)



新奇 (xīn qí), new and novel

我们从来没有见过这样的动物，它看起来特别新奇。

(Teacher's interpreting utterance: 像图片上特别新的、特别奇怪、奇特的东西，我们可以说它新奇)



得意 (dé yì), proud of oneself, complacent

他当上了老板，看起来特别得意的样子。

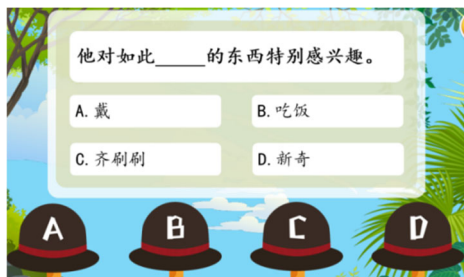
(Teacher's interpreting utterance: 形容心里感到满足的样子可以说为得意)

2. Teacher lead the reading

3. Practice: ppt game: Choose the true giraffe (Choose the right words to fill in the blanks)

齐刷刷 开朗 戴 顾客 厨师 新奇

- 1) 在做饭。
- 2) 她 上了眼镜。
- 3) 他们 地望向那里。
- 4) 他的性格很 。
- 5) 饭店里来了一位 。
- 6) 他对如此 的东西特别感兴趣。
- 7) 他考试得了A+，特别 。



(An example of the game Choose the true giraffe: Clicking on the correct option will bring up a giraffe and Clicking on the correct option will bring up a log)

(4) grammar: 越来越.....

1. The import

[PPT picture(a stick figure of the changes in the weather from spring to winter)

Question:这里的天气是怎么变化的?

Teacher's interpreting utterance: 我们可以看到这里的天气在逐渐变冷，我们就可以说：这里的天气越来越冷。

[PPT picture (stick figures of a small tree growing taller and taller)] Question: 这棵树有什么变化?

Teacher's interpreting utterance: 我们可以看到这棵树在一点点长高，我们就可以说：这棵树越来越高。

[PPT picture (three stick figures showing "I like you" are arranged in order of liking degree)]

Question:你喜欢我吗?

Teacher's interpreting utterance: 三张图片都表示“我喜欢你”，但是我们可以明显的看出，它们分别表示“我喜欢你”“我很喜欢你”“我非常喜欢你”，那么从“喜欢”到“非常喜欢”我们就可以说：我越来越喜欢你。



我越来越喜欢你。

(The PPT example)

今天我们学习的语法是：

S+越来越+Adj./V.+O

2. Issues need to be paid attention to : (the teacher gives a brief explanation and emphasizes it in the following exercises)

(1) The verbs that express psychological willing are the sole sort of verbs can be use after “越来越.....”. For example: 想 (think) ,喜欢 (like) ,爱 (love) , etc.

No other verbs can be used.

(2) No adverbs can be added before the adjectives that after“越来越.....” .

(3) Any noun, adverb or a separate function word can't be used after“越来越.....”.

3. Exercise: PPT game: Doll machine (choose the correct words to fill the blank)

1) 她越来越 。

2) 我越来越 上课了。

3) 他越来越 。



(An example of the game Doll machine: The doll that clicks the right option will be gripped into the black hole, and vice versa)

(5) Text

1. The import (Teacher's utterance guidance)

We have learned some new words about restaurants like 厨师 and 顾客. Next, let's learn the story of the hat on the head of the cook .

2. Free read

Set aside five minutes for students to read the text freely and consolidate the preview content before class.




3. Ask questions after free reading:

- 1) 哪里的人戴有一顶白颜色的高帽子？（饭店、餐馆里）
- 2) 第一顶厨师的白高帽出现在什么时候？（200多年以前）
- 3) 这位高级厨师的性格是怎样的？（性格开朗，还很幽默）
- 4) 餐馆的生意有什么变化？（餐馆的生意越来越红火）

4. Guide students to retell the text with PPT.

(The blank space is the key new words learned in this lesson or before, and put stick figures representing the new words in the blank space, and guide the students to think of the words to be filled in the blank space)

厨师的高帽子

在饭店、餐馆里，每个厨师都戴有一顶颜色的高帽子，的，整齐干净，厨师为什么要帽子呢？为什么帽子又是这么高呢？这里有一段十分有趣的故事。

(Sample PPT of The Text)

(6) Summarize the content of this lesson.

(7) Assign homework

1. Preview the new words.
2. Complete the vocabulary exercises
3. Recite the first and second paragraphs of the text

According to the above teaching plan, we recorded the micro lesson and sent the recorded lesson to some experienced international Chinese teachers and students who are receiving international Chinese education and we have received some positive feedback.

4. Feedback

The feedback we received is summarized as follows:

4.1. Recognition of the Role of Stick Figure in Class

The use of the stick figures in the classroom to help students intuitive understanding of the corresponding knowledge effectively, especially in the vocabulary section and the back of the text to fill up the part: intuitive stick figures cooperate with teacher's explanation to lexical information abstraction into image, so that the students clearly perceive the meaning of words, or even slightly reflect on usage, compared with traditional teaching methods that use the students' native language to translate the target language vocabulary, our approach is simpler and easier to understand; In the text with the use of stick figures when filling in the blanks, not only can consolidate the vocabulary learned before, but also can make students more easily get the answer to the vacancy through association, avoid the fatigue of blindly text information. Stick figure drawing can attract students' attention to a certain extent and arouse students' enthusiasm and initiative in learning.

4.2. Suggestions for the Course

One of the difficulties in integrating stick figures into international Chinese classes is embodied in the text part. If stick figures are used to reflect the content of the text in the link of sorting out the text, better teaching effect will be produced.

In view of the above suggestions, we have made further improvements to the course:

Referring to the series of Chinese comic books and cartoons of "半小时中国漫画史" and "如果历史是一群喵", we sorted out the text in the form of stick figures cartoon, added the key words in the text in the cartoon, processed it into a dynamic model with software, and dubbed the text content to form a set of stick figures animation. The previous part of carding the text that

students read freely was replaced by mute the animation after watching the animation, and the teacher led students to carding the text according to the animation content.



(Stick figure animation example)

In the questioning part of the text content, we replaced the teacher's way of drawing the source of the answers on PPT with the animation showing the position of the answers.

第一顶厨师的白高帽出现在什么时候？



(The sample of question part)

According to the revised teaching plan above, we recorded the course secondly and solicited the opinions of experienced international Chinese education teachers again, and got positive feedback: stick figure animation makes the text rigid become lively, which can strengthen the visual stimulation of students, make the text content in the mind of students vivid, better enhance the classroom teaching and student learning effect.

4.3. Reflection on This Innovation Practice

This practice integrates stick figures into grammar and text teaching, and is no longer limited to vocabulary teaching, and has achieved a good teaching effect, which confirms the significance of stick figures in international Chinese lessons.

The innovation of this international Chinese education classroom is mainly aimed at the practice of online teaching, but it is also applicable to the offline traditional face-to-face teaching. In addition, in offline teaching, teachers and students will have more interaction. Guiding students in the form of stick figures can effectively increase the interaction rate and practise rate of students in class.

In the feedback, some teachers raised questions about the comparison between stick figures and high-definition pictures. In practice, we have not concluded the prominent advantages of stick figures in comparison with ordinary hd photos. Many of the concepts of stick figures in teaching plans are reflected in courseware or explanation but the concept of pictures, and the definition of stick figures and pictures is not clear enough.

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