Design and Research of In-class Practice for the Course of Chinese Linguistic Elements Teaching with the Concept of “Zhuandong Classroom”

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Abstract. Traditional classrooms cannot meet students’ needs nowadays, which urges teachers to design more colorful in-class practice to arouse students’ interest at the same time improve the teaching and learning effect. This paper mainly discusses how to design and apply in-class practice for students in the course of Chinese Elements Teaching to help students have the ability to teach Chinese to foreign students and teach effectively.

Introduction

The application of “Zhuandong classroom teaching model” (a new mode used in the educational reform of Bohai University and the core concept is to make students and teachers use the time of before-class, in-class and after-class much more effectively and actively) change the traditional teaching mode, which has improved the teaching effect. The new mode gives students much more time for their inside and outside class time to study and to practice. Thus whether the teachers and students can use the in-class practice and the extracurricular practice organically or not will affect students’ learning results. How to make the in-class practice part become the effective extension of classroom teaching is the very important and urgent task.

This paper is committed to explore the effective in-class practice methods, which will have great importance to achieve the goal of professional personnel training for students. Effective in-class practice patterns can help students have the ability of teaching Chinese as a second language effectively, and then enhance the competitiveness for their future employment.

Design of In-class Practice Task Patterns

The in-class practice tasks give students more chance to solve problems in class time. At the same time, the in-class practice tasks will change students from passive listening to active learning to help students to solve problems by themselves or with the help of team members or with the help of teachers to improve students’ abilities of self learning and self-improvement.

Team Research-based Practice, Tasks and Reporting

The course of Chinese Linguistic Elements Teaching aims to improve students’ teaching abilities on Chinese pronunciation, Chinese characters, vocabulary, and grammar. For the team work, teachers should let students know the rubrics for that part and encourage students to put forward their own opinions, and then discuss and share with team members. This kind of practice can be used in different teaching parts and it can be a big practice which needs students to hand in a complete report on some discussion. Also this practice can be small one which may only take a few minutes in class. No matter which way, teachers need to give suggestions in class.

If the practice need much more time, teachers can give students some time to prepare, let them have enough time to think and discuss. A couple of weeks later, teachers ask the representatives of each group to present their team work. The teachers make the summary, encourage students, and select representative questions to carry on the review, to arouse students' interest to participate in activities.
In teaching Chinese to foreign students as a second language, there are some controversial problems, such as “Should the medium language be used in teaching Chinese as a second language?” “In teaching Chinese as a second language, which part should be taught at first, the initials, finals or tones?” “Can teachers put ‘y and w’ as initials in teaching Chinese as a second language like the way Chinese students use when they start to learn Chinese Pinyin?” and so on. Students will face many questions like these. If they have the opportunity to think, discuss and answer them deeply before graduation, then students will have a more thorough understanding of these problems and get a way to solve problems like these.

**Operational Practice Tasks**

In order to cultivate the students' self-confidence, improve learning interest, strengthen learning motivation, and enhance students’ experience of language teaching tasks, the teachers can ask students to make teaching cards which will let the students enjoy the pleasure of DIY. At the same time, encourage students to design colorful teaching games which are more suitable for their further teaching and foreign students’ learning, and also other teaching activities to make students really participate in these activities and let them display their outcomes.

**Teaching Competition Practice**

Each semester, the department can hold a contest of Teaching Chinese to Foreign Students as a Second Language for students, and students are encouraged to take an active part in and show their teaching ability, at the same time encourage students to participate in class and choose one or two outstanding students representative work of the judges.

Also teachers can give every student a chance to show their teaching ability through the way of asking students to design their own lesson plans, and adopt suitable teaching methods, which can greatly improve students’ ability of teaching Chinese as a foreign language, at the same time improve the students’ competitiveness.

**Paper Writing Practice**

University students are different from high school students from the aspect of thinking much critically. Teachers could encourage students to dig some controversial problems, read professional articles to train their thinking and scientific research ability and then to write professional papers which will be extremely help for their further study.

**Good Innovation Projects Practice**

On May 13, 2015, the state council general office issued “The implementation opinion on deepening the reform of innovation and entrepreneurship education” which requires universities to reform, and to cultivate students’ critical and creative thinking ability. According to the overall goal, our country began to deepen university creative education reform since 2015.

Teachers could motivate students to think deeply and to communicate with foreign students and to go into the society to find and complete good projects.

**Case Analysis Practice**

The main task of teaching Chinese as a foreign language is to enable students to master the language elements (pronunciation, Chinese characters, vocabulary, grammar) as teaching contents, teaching methods and skills of the project. Provide students with rich, typical teaching case and previous Chinese phonetics, vocabulary, grammar acquisition students when the types of errors can make students improve the interest in learning at the same time, to master the specific teaching approach.

**Things to be Taken into Consideration**

Chinese Elements Teaching’ in-class practice design will encourage students to exchange ideas with teacher and other students, and then to achieve understanding between teacher and students.
which will help teachers to know students’ learning needs and learning difficulties and then to analyze, research. All these efforts play important roles for students to perfect their own special skills, and face the world. At the same time, teachers should encourage students to be well-performed, encourage them to find meaningful innovative and entrepreneurial exchange experience, share achievements, resources and opportunities with others.

During the teaching of Chinese Elements Teaching course, in-class practice methods based on rotation of classroom teaching mode of exploration and practice can not only make students master basic knowledge of the Chinese language elements, but also apply that knowledge truly to practical teaching, and then to make students’ learning become “live” knowledge and be used freely.

**Conclusion**

In-class practice will mobilize students’ learning interest, cultivate students’ ability to analyze and solve problems, help students form right thinking way, and improve their team cooperation consciousness and practical ability of teaching Chinese elements to foreign students. The process of students’ participation in it is the process of students’ own ability development.

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**References**


