



## THE APPLICATION OF FILM AND TV PLAYS IN TEACHING CHINESE AS A FOREIGN LANGUAGE

### ЗАСТОСУВАННЯ КІНО ТА ТЕЛЕСЕРІАЛІВ У ВИКЛАДАННІ КИТАЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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**Abstract:** *The use of multimedia materials such as films, TV plays has been widely accepted as an useful and effective tool in the field of teaching Chinese as a foreign language (TCFL). Many studies and researchers have examined multimedia material's effectiveness from a number of aspects, including four skills of language learning: listening, speaking, reading (including vocabulary comprehension) and writing. However, the effectiveness of using films and TV plays from the aspect of understanding the traditional Chinese language, history and culture, which is conducive to the smooth development of the teaching of Chinese culture as a foreign language hasn't been well explored.*

*This work explains the effectiveness of multimedia material in teaching Chinese as a foreign language.*

**Key words:** *Teaching Chinese as a foreign language, film and TV series, language ability and interest.*

**Introduction** In the teaching of Chinese as a foreign language, there are relatively few studies on the use of film and television plays, but because of its multimedia characteristics, there are many possibilities in language teaching. The purpose of this study is to design a way of using film and TV plays in TCFL, and to test the effect of teaching. This kind of teaching method can improve students' language ability and interest.

When learning a new language, keeping up the motivation is a major challenge faced by language learners. Half of language learners quit after their first year of language study. Hence, making study plans to keep one motivated is critical for language learning success.

For teachers, providing learners with key vocabularies of the movie will reduce learners' burden and aid comprehension. Alternatively, learners may familiarize themselves with the description of the movie prior to watching to support comprehension.

Some students regard watching foreign language movies and television series as one of the most effective ways in improving their foreign language skills and is used as a tool for additional Chinese lessons.

However, the successful use of films depends on many factors, including the preparedness of the teacher and the right approach, and perhaps these considerations account for their virtual absence from classrooms in many countries. In this work we analyze the use of films in the teaching of foreign languages. We focus on the importance of films, the mode of their selection and the appropriate timing for their use.

**Main text** In recent years, with the development of the Internet and the rapid



rise of the film and television industry, the film and television industry has become more and more popular among young people, and become an indispensable part of their lives. In the past few decades of English teaching, the "audio visual oral" teaching mode has been applied to English Teaching for a long time, but in TCFL, this teaching mode has not been popularized, and the relevant materials are not complete. Therefore, the author has carried on some research in the application aspect, introduced the movie, the teleplay into the foreign language classroom, hoped to be able to play the ideal auxiliary teaching function.

There are many ways of entertainment for young people nowadays, among which movies and TV plays are the most popular choices for "otaku men" and "otaku women". The movie and TV series are vivid in sound, character and shadow. If they can be properly applied to the teaching of Chinese as a foreign language culture, it is a happy thing for both foreign students and teachers. But there are so many films and TV works that we must consider carefully in the selection. So, what kind of films and TV works should TCFL teachers choose to apply to TCFL culture teaching?

Students who study Chinese all hope to master Chinese and understand excellent traditional Chinese culture. Therefore, in this context, when teaching Chinese as a foreign language, teachers can choose more movies or TV series with life atmosphere and communication scenes, which will be helpful to both oral communication and cultural teaching. For example, the traditional cultural concept of "raising children and protecting the aged" in "family with children" is deeply rooted in the hearts of the people. When explaining, teachers of Chinese as a foreign language can adopt the mode of discussion and explanation to carry out cultural teaching. As for science fiction, thriller and suspense, idols are not suitable for cultural teaching.

Of course, you can also choose some excerpts from court plays and historical plays to explain culture, such as when explaining clothing, food, opera, terra cotta warriors, the Forbidden City, etc. In addition, we can also choose some films and TV plays with rural themes, such as warm spring, the road to heaven and so on. "Home with kids"

With the continuous development of China's film and television industry, some of China's excellent films and TV plays are also spread overseas with the help of the Internet. When it comes to Chinese Kung Fu, overseas students first think of Bruce Lee, Jackie Chan, Jet Li and others, because the kung fu films they starred in have a high international rating. Therefore, when explaining Chinese traditional culture such as Taiji or Kung Fu, teachers of TCFL can use the excerpts of movies and TV plays to assist in teaching, so as to stimulate the learning interest of foreign students and better conduct intuitive teaching. When it comes to cartoons, the first thing that foreign students think of is "Kung Fu Panda", the return of the great sage, Mulan, etc. at this time, teachers of Chinese as a foreign language can introduce panda, the national treasure of China, according to their main plots or through excerpts. They can also introduce Chinese mythology through the return of the great sage, which is vivid and interesting. Therefore, when teaching Chinese as a foreign language in the classroom, it can effectively improve the learning efficiency of students by using the related film and TV plays to assist in cultural teaching.

The teaching of Chinese as a foreign language is generally combined with



language teaching. On the basis of traditional Chinese as a foreign language classroom, we should try to introduce some films and TV works, vivid and interesting practical activities, etc., which will improve the activity of Chinese as a foreign language classroom and help students to learn Chinese and Chinese culture. Watching movies and TV plays can not only stimulate the students' enthusiasm for learning Chinese, but also eliminate the students' tension on learning the second language as much as possible, so that students can accept the learning of the second language and understand the local culture in a relaxed and pleasant environment. To a certain extent, watching movies and TV plays can learn some historical culture, local customs, communication culture, etc., which can not be learned in textbooks, such as "Chinese five thousand year history story animation series - little Taiji", "Legend of Zhen Huan", etc.3、Specific teaching methods. What kind of films and TV plays should teachers choose to assist in teaching Chinese as a foreign language depends on the level, age, nationality, interests and hobbies of students.

However, to let foreign students watch movies and TV plays is not simply for entertainment and leisure, but for teaching Chinese as a foreign language in such a relaxed and happy way, so it is very important for teachers of Chinese as a foreign language to choose what kind of teaching methods.

1. Preparation stage. The first is the choice of materials. It is very important for foreign students to watch what kind of film and television materials. The selection of films generally depends on the level of Chinese language and the level of learning at this stage. Of course, the nationality, age, interests and hobbies of overseas students should also be taken into account, and the connection with Chinese culture should be ensured. On this basis, some positive and sunny film and television materials should be selected to actively spread Chinese culture. Secondly, in order to enable students to learn excellent traditional Chinese culture more effectively, teachers should introduce the main content of film and television materials to students before the beginning of the classroom. Thirdly, teachers should identify and highlight the key and difficult points in the selected film and TV series materials, and foresee the possible problems in advance. In addition, teachers can also leave homework in the last lesson, let students look up new words or sentences that may appear in the video of the next lesson, let them guess the general content of the video of the next lesson, and let them speak before the TV play. This can effectively solve the problem of limited classroom time in cultural teaching.

2. Viewing stage. In order to consolidate the learning effect of students on traditional Chinese culture, teachers can make students guess which aspect the video material is about according to the learning content of this lesson or this stage before playing the video material, so as to stimulate students' interest in learning. In the broadcast of film and television materials, teachers can pause cultural points at any time, and explain and expand cultural points. In order to maintain students' enthusiasm for learning, students should be encouraged to guess the following story. At the end of the course, if the students have great interest in the cultural content, the teacher can discuss with the students after class, so that they can understand the cultural content of the film and television plays, and guide the students to study the Chinese culture in depth.



3. *Feedback stage after playback.* In order to consolidate the cultural content learned through the film and television materials in the classroom, after the course, teachers can carry out in-depth research with students, and can also take the means of assignment to promote the learning of Chinese culture by foreign students. For example, interviewing and investigating the parents' cognition of a certain cultural point; or asking students to play roles, Chinese teachers as a foreign language assign roles according to different students' personalities and learning levels or let students choose roles freely after grouping; or asking students to evaluate the film and television materials and express their opinions or feelings.

#### **Summary and conclusions.**

The work achieved its intended purpose of identifying the affordances of TV to build Students intercultural competence. It was concluded that the chosen TV drama can provide a great deal of cultural knowledge, but that fundamental beliefs and values cannot be recognized instantly by learners, instead they can only eventually be recognized by them with appropriate teacher guidance and extended engagement. The study explored some new ways to improve cultural teaching in non-Chinese contexts, thus, it makes an important contribution to the educational pedagogy of Chinese culture teaching and the cultivation of intercultural competence in learners of Chinese. Most importantly, the study provides a new perspective in understanding culture teaching in foreign language education that while acknowledging the traditional teaching of the target culture, also considers the influence of learners' background cultures. Powerful cultural teaching must consist of both C1( first culture) and C2 (second culture) perspectives and pedagogies, in order to cultivate learners' intercultural competence.

TV drama provides cultural knowledge in this regard, which is a necessary complementary resource in overcoming the weakness of current cultural teaching. In addition, with the rapid development of China, textbooks cannot reflect Chinese society in time, and in fact, most of the current textbooks lack depictions of contemporary China. Through contemporary TV drama, L2 learners could experience what authentic modern China is in its intimate manifestations between and among Chinese people, access that not every learner could have ever in China.

By demonstrating or explaining the film and television materials, teachers can continuously promote students' understanding and learning of relevant cultural knowledge, so as to improve the understanding of Chinese culture for foreign students. To sum up, with the rising of "Chinese fever" and the rising of China's international status, more and more students' love for Chinese traditional culture has become very common. In such a background, how to let students learn more Chinese culture is a very big challenge for TCFL teachers. This paper explores the effective application of TV plays in TCFL from the aspects of classification, auxiliary function and specific operation methods. Through the teaching of film and TV plays, students can understand the traditional Chinese language, history and culture, which is conducive to the smooth development of the teaching of Chinese culture as a foreign language, and then promote the effective improvement of students' Chinese culture level.

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***Анотація.** Використання мультимедійних матеріалів, таких як фільми, телевізійні серіали, широко прийнято як корисний та ефективний інструмент у галузі викладання китайської мови як іноземної (TCFL). Багато досліджень та дослідників вивчали ефективність мультимедійних матеріалів з багатьох аспектів, включаючи чотири навички вивчення мови: слухання, говоріння, читання (включаючи розуміння словника) та письмо. Однак ефективність використання фільмів та телепрограм з погляду розуміння традиційної китайської мови, історії та культури, що сприяє безперебійному навчанню китайської культури як іноземної, недостатньо вивчено.*

*Ця робота пояснює ефективність мультимедійних матеріалів у навчанні китайської мови як іноземної.*

***Ключові слова:** викладання китайської мови як іноземної, кіно- і телесеріали, мовна здатність та інтерес.*