Research on the Current Situation of Chinese Character Teaching in International Chinese Education: Based on Foreign Chinese Teaching Cases

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Abstract: Chinese character teaching is one of the difficulties in international Chinese education. This paper analyzes the cases of international Chinese character teaching, compares the outstanding problems of each case, summarizes the common points among the cases, finds the difficulties in Chinese character teaching, and puts forward improvement measures.

Keywords: International Chinese; Chinese character teaching; Case study

1. Presentation and analysis

1.1. "Achieve four things at one stroke" case display and analysis

1.1.1. Teaching design

This article talks about the Chinese language teaching lessons, four teaching parts in total designed by the teacher. The first part is reading Chinese numbers, the second part is counting with fingers, the third part is reading Chinese characters, and the fourth part is writing Chinese characters. The teaching of Chinese characters involves two parts in total.

1.1.2. Teaching process

The first part of teaching is Chinese character recognition. The teacher first shows " 一 " (one dash), " 二 " (two dashes), and " 三 " (three dashes) and their meaning in Chinese, and then shows the rest of the Chinese characters. Students can deepen their impression of Chinese characters through imagination to help them memorize and find the fun of learning Chinese. For example, " 四 " is shaped like a hanging curtain or a television.

The second part of the teaching is for writing Chinese characters. The teacher hands out Chinese grided

writing papers, shows the pronunciation and strokes of the characters, and explains the notes, such as one grid can only write one Chinese character, Chinese characters should be written word by word, and the top dash of " 二 " is shorter than the bottom dash. Finally, the teachers correct the students' problems in writing.

1.1.3. Case analysis

Students learn to read and write Chinese characters from " 一 " (one) to " 十 " (ten) and gain knowledge about Chinese character form and stroke [1]. In addition, students learn pronunciation in parts one and two and combine it with the learning part to make the content coherent and improve the learners' expression ability.

1.2. "Draw characters into graphics" case display and analysis
1.2.1. Teaching design and background

The teaching mode of high school students in Colombia and South America is student-oriented. The teacher imparts knowledge, practices knowledge, and consolidates knowledge within 90 minutes. The basic form of homework is that students use what they have learned to carry out extended learning [2].

1.2.2. Teaching process

First, after the teacher handed out the teaching materials, the students asked the teacher to use more graphics to teach the lesson. After improving the teaching method, the teacher used graphics to teach the students new words. If the teacher finds in the teaching process that the students only want to write *Pinyin* (Chinese phonetic alphabet) and do not want to write Chinese characters, or when the students ask for dictation, it means that the students prefer graphic-based teaching.

1.2.3. Case analysis

In the early stage of learning Chinese characters, teachers can make full use of the pictographic characteristics of Chinese characters combined with pictures to increase the fun of learning Chinese characters for students. However, teachers should be careful not to overemphasize the picture characters of Chinese characters, otherwise, students will be left with the impression that Chinese characters are picture characters. It is necessary to pay attention to the transformation of Chinese character learning, from the way of picture teaching to the strokes, components, and functions of Chinese characters, to establish the correct cognition of Chinese characters for students [3].

1.3. "One Chinese character writing class" case display and analysis
1.3.1. Teaching design

American middle school students have no Chinese language foundation, so the teaching material selected is easy to learn Chinese. The characteristics of American students are more willing to speak and read than to write Chinese characters.

1.3.2. Teaching process

In step one, the teacher aroused the interest of the students with handwritten calligraphy works, introduced the writing tools of Chinese characters, such as oracle knife carving, brush, and pen, and further introduced the theme of writing Chinese characters with pen [4].

In step two, the teacher introduced the evolution of Chinese characters. The teacher cited the evolution diagram of the Chinese character shape of " 众 ", let students guess the meaning of the character, and guided them to analyze the evolution of Chinese characters, so that students have a comprehensive understanding of

Chinese character writing. The teachers follow the steps of explaining, demonstrating, and practicing to train students.

1.3.3. Case analysis

The advantage is that the whole lesson is complete and progressive. It conforms to students' cognitive rules, cultivates students' interest in learning Chinese characters, and eliminates students' fear of writing Chinese characters.

The disadvantage is that the writing of Chinese characters is difficult, and the classroom writing practice is not enough, which leads to the instability of students' learning, and some students have the psychological existence of laziness [5].

1.4. Break through the psychological barrier of learning Chinese characters display and analysis

1.4.1. Teaching target

The teaching target is American middle school students who have a certain foundation but have never written Chinese characters.

1.4.2. Teaching process

In step one, the teacher introduced the videos on the formation of Chinese characters, combined with a group of Chinese characters games, to show the development process and expressive function of Chinese characters through the educational entertainment process.

In step two, the teacher first introduces the basic strokes and examples of Chinese characters, so that students can memorize them. Then the teachers teach the basic stroke rules, use metaphors to sum up the rules, and use the name-writing game to practice stroke. After that, the game of "making characters" is used to show the structure and combination rules of Chinese characters. Teachers can choose Chinese character cards and other small games in homework to maintain students' enthusiasm for Chinese character learning [6].

1.4.3. Case study

The advantage is that teachers adopt the teaching method from simple to difficult, step by step, and eliminate the negative mentality of students that Chinese characters are difficult to learn. In the teaching process, teachers utilized a large number of teaching aids such as cards, pictures, and videos to help students learn Chinese characters from a more intuitive perspective, extended students' learning methods in the homework session, and helped students improve their ability to write Chinese characters.

The disadvantage is that there are a lot of games involved in the teacher's teaching process, so this teaching method is not conducive to implementation in the actual teaching process, nor is it suitable for use in large class teaching [7]. If students blindly immerse themselves in the game, it may cause ignorance of the knowledge content itself.

2. Commonalities and differences between cases

The commonality of these cases is that all cases involve the basic knowledge of Chinese characters, such as the explanation of font, stroke, stroke, and so on.

The differences between these cases are as follows. Case 1 was more successful, the teacher explained the pronunciation first, and the second half explained the Chinese characters. The two are coherent and the

knowledge is complete [8].

In Case 2, the teaching effect is not good. The teacher considers the students' learning needs and teaches with pictures, which follows the students' wishes but goes against the functional characteristics of Chinese characters [9]. The most important part of Chinese characters is the ideographic function, and the picture form is very limited for the learning of Chinese characters, which makes it easy for students to misunderstand Chinese characters as so-called "picture characters."

Case 3 is very successful on the whole. The teacher correctly analyzed the students' attitude towards Chinese learning, started with the calligraphy works with cultural factors, and explained the evolution, basic knowledge, and structure of Chinese characters in detail, which changed the students' rejection of writing Chinese characters.

In Case 4, the classroom results are good, but the implementation is difficult. The teacher uses the game-based teaching method to attract students' interest and get them to participate in learning Chinese characters, but it is not suitable to fully apply this method, which poses a huge challenge to classroom management as well as the classroom setting and arrangement.

3. Present situation of Chinese character classroom teaching

3.1. Teaching content

The distribution of teaching content can be divided into two parts, one is the complete Chinese character classroom teaching, and the other is to teach Chinese characters as part of the classroom [10]. Among the several cases shown, the first case is to teach Chinese characters as part of the teaching content, and the remaining three cases belong to the complete Chinese character classroom teaching cases.

According to the study of students' learning of Chinese characters, it can be concluded that in the early stage of students' learning of Chinese characters, Chinese character teaching should be combined with the teaching of pronunciation, vocabulary, and grammar, to avoid the teaching content being too boring and causing learners to be afraid of difficulties. Moreover, the teaching content should focus on explaining the basic knowledge of Chinese characters and combine the related culture of Chinese characters to cultivate learners' interest in learning Chinese characters and writing Chinese characters [11]. When the students' Chinese level enters the middle and advanced stage, the teacher should focus on teaching the distinction between similar characters and words, and make the learners acquire Chinese characters through comparative practice.

3.2. Teaching methods

3.2.1. Imparting teaching

Case 1, Case 2, and Case 3 are teaching by imparting. Case 1 helps students to read and write Chinese characters using students' imagination, distributing characters, and showing strokes. Case 2 helps students learn Chinese characters by drawing pictures. Case 3 introduces students to calligraphy works, the evolution process of Chinese characters, and the way of formation of strokes, components, and structures. In the course of teaching, teachers will use some auxiliary teaching means such as multimedia, but all belong to the imparting teaching method [12].

3.2.2. Activity teaching

In Case 4, games run through the whole teaching process, which is a typical activity teaching method. In terms of teaching methods, teachers should fully consider various factors in teaching design, including but not limited to school curriculum arrangement, teaching objectives, class size, students' learning motivation, types of

teaching materials, students' language level and their differences, and so on, and comprehensively use various teaching methods according to the consideration of the factors [13].

4. The difficulties and improvement measures of Chinese character classroom teaching

4.1. Difficulties in Chinese character teaching

4.1.1. Chinese characters are complex

Chinese character is a kind of ideographic system, which is very different from the phonetic system, so it is difficult to recognize, remember, and write. For the secondary language learners whose mother language or first language belongs to the phonetic system, it will cause great learning difficulties. Chinese characters have a large volume of more than tens of thousands of words, and there are thousands of words used for communication in daily life. Moreover, Chinese characters have rich ideographic functions, and multi-pronunciation and multi-meaning words will further hinder foreign students' Chinese learning [14]. In the study of HSK dynamic composition corpus, it is very common for students to write wrong or different characters when writing, which is mainly due to the evolution of Chinese characters from complex to simple after many years. Therefore, the discrimination between traditional and simplified characters is also a major difficulty in Chinese character teaching. The actual teaching process of Chinese characters will involve the evolution of Chinese characters, the way of composition, strokes, and parts combination, which will cause great difficulties in writing Chinese characters when combined with the block structure. Therefore, the complexity of Chinese characters will form many difficulties in Chinese character teaching.

4.1.2. Complexity of teaching

Firstly, from the perspective of teaching objects during the teaching process, the students in the same class with different native language backgrounds may have different learning levels of Chinese characters. Secondly, in terms of the setting of teaching lessons, different schools have different requirements for teaching objectives, so the setting of teaching content will be very different. This is especially true in some schools with more comprehensive courses, less time is allocated for learning Chinese characters, which will also affect the teaching of Chinese characters. Finally, in terms of the selection of teaching materials. There are very few teaching materials for Chinese characters on the market at present, and some comprehensive teaching materials are also less involved in Chinese characters. The lack of system and practice makes teachers need to determine the specific content of Chinese character teaching in the teaching design process, which will lead to the problem of being unsure how and what to teach. The teachers need to decide to pay more attention to the teaching of common words and the distinction of similar words, focus on the explanation of basic knowledge, or choose the action-based teaching method that foreign students can accept and set up more games in the classroom to help students learn and use Chinese characters. These are problems that need to be taken into account by teachers. Therefore, there are many problems in Chinese character teaching in the actual teaching process.

4.2. Improvement measures for Chinese character classroom teaching

4.2.1. Teaching model

Teachers should focus on making students recognize Chinese characters, and guide students to learn the basic components of Chinese characters and the characters that are commonly used. Then, the teachers proceed to the stage of Chinese character writing, by teaching the stroke rules of Chinese characters and the combination of Chinese characters and their structure, following the teaching rules of stroke, component, and whole character.

Teachers should let students gradually learn to write Chinese characters [15]. At the same time, in the teaching process, teachers should pay attention to the teaching of Chinese characters that are not independent. The explanation of individual Chinese characters should be combined with vocabulary teaching, focusing on the combination of words and the use of the characters in daily life.

4.2.2. Teaching skills

First of all, teachers should give play to the principle of teaching students according to their aptitude and adopt different teaching strategies for students at different learning stages. For example, when students are in the primary stage, teachers should pay more attention to arousing students' interest in learning Chinese and introduce them to the history, culture, and stories of Chinese characters. For middle and advanced students and students with examination needs, teachers need to pay more attention to the practice of Chinese characters, focus on the distinction between words, avoid confusing students, and help students strengthen their memory skills. Finally, in the learning of Chinese characters, practice should not be ignored. Practice in class and practice after class should be combined to promote students' learning of Chinese characters.

5. Conclusion

Chinese character teaching is indispensable in international Chinese education, but there will be many problems in the implementation of Chinese character teaching. Therefore, it is necessary to analyze some real teaching cases, find out the problems, and formulate the relevant solutions, to make Chinese character teaching more efficient and the classroom livelier and more interesting. As the implementors of teaching, teachers should constantly devote themselves to the perfection and improvement of teaching methods, strive to improve the ability of learners of Chinese as a second language to memorize and write Chinese characters, cultivate foreign learners with all-round development of Chinese ability, and promote the development of international exchanges.

Disclosure statement

The author declares no conflict of interest.

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