A-14: Exploring effective language teaching strategies across different contexts

Abstract ID: H0088

Study of the understanding strategy of comprehension and expression of low grade students

Qiuju Li, Hangzhou Xinda Foreign language School, China

Using brain region where cognition and sports are first developed in children aged between 4-12 as scientific basis, the study of the understanding strategy of low grade students’ comprehension and expression is aimed at combining students’ learning with their own expression need to foster their language cognitive ability and problem-solving ability starting from solving practical problems. Using the characteristic that low grade students understand ambient environment with the help of imagination and through interactive learning activity, this paper makes children’s brain constantly related to external environment, integrates event, emotion, thinking and knowledge, turns discovery into experience to memorize in brain and mechanical memory into strategic learning, and helps low grade students code and extract their memories. In strategy implementation, according to the objective fact that low grade students’ comprehension ability develops more slowly than language development ability, this paper allows students to cognize word and expressions in specific context based on Chinese semantic meaning, character source and word-formation rule, so as to deepen their comprehensive memorization by body language. The improvement of low grade students’ comprehension ability is inseparable from reading, which helps them understand life and cognize external world. For students with rich life experience, it is easier for them to comprehend text content and express themselves. Through interactive learning, students will cognize specific image and imagine, to build a bridge of comprehension and expression. In the interactive learning activities, students prefer the way that others can understand to express, and they will pay more attention to the coordination with their partners. By filling in the gaps in characters’ dialogue, performing textbook drama, child play, picture book drama and paper drama, and creation of learning activities such as creation and compilation of micro fairy tales, students’ ability in comprehension and inference will be enhanced. In collaborative learning activities, art is integrated, to penetrate the aesthetic education function of education, develop students’ expression ability, help students cultivate their empathy and form a sense of prosocial behavior.

Keywords: Brain science, Imagination, Coding and extraction, Interactive learning
Abstract ID: G0613

“Role Transformation”: A method of effective breakthrough in the narrative reading obstacle

Xiaoping Chen, The Experimental primary School Attached to Chinese Academy of Sciences, China

Object: The main object of this class is to lead students to appreciate prose and to generate their own feelings and evaluations. According to the ‘Course Standard’ made by Ministry of Education, junior school students should know how to appreciate the various kinds of literary works, and gain their personalized understanding towards nature, society and human being. In this class, they are expected to understand author’s feeling, to make assessments based on the cultural background of author, to appreciate the exquisiteness of the language.

Method: This paper is based on the prose named ‘A-chang and ‘The Classic of Mountain and Seas’” written by Lu Xun. To teach students how to understand the author’s feeling, the ‘role transformation’ method was used in three different levels:

1. Suppose that you were the mother, would you hire A-Chang as a babysitter?
2. Suppose that you were the younger Lu Xun, would you like a babysitter such as A-Chang?
3. Suppose that you were A-Chang, what would you do… and why?

Result: With the method of ‘role transformation’, students’ thinking were activated. They gradually grasped the key methods to read the prose precisely and carefully, to taste the languages, to extract information, and to understand the author. Finally, they changed their first impression on ‘A-chang’, which means we made a breakthrough in narration-reading.

Conclusion: If the ‘role transformation’ method can be used properly in teaching process, we can make breakthrough in teaching students how to understand the author and estimate the literary works. Finally, we can also put the ‘Course Standard’ claim into practice.

Keywords: Role transformation, A-Chang and “The Classic of Mountains and Seas, The ability training
Abstract ID: H0030


Sammanie Upadya kandambi, Beijing Foreign Studies University, China

In recent years, as a result of the comprehensive national strength and influence of China throughout the world, teaching and learning Chinese language has stepped towards the education system in Sri Lanka. Chinese spread around the world would need more support of foreign language theory. The interactive teaching is a new method of teaching which gives priority to the activeness of teachers and students in the teaching process and therefore reinforcing the interaction between the teacher and the students. The interaction teaching emphasizes the concept of “student-centered” during the teaching period. Number of practical experiments has been proved that interactive teaching is an excellent method at increasing the students’ interest on learning and cultivating their communicative competence. Although the interactive teaching method has been widely used in the basic education field and formed relatively mature mode of teaching in Sri Lanka but it is still in the stage of preliminary construction in language teaching field. At the same time, it can be able to crate the necessary language environment, to promote the development of student’s language level and enhance pragmatic competence. Therefore, the language teaching requires the language teacher consider the student as the center and use the interactive teaching strategies properly and adequately for the betterment of the language teaching.

This article focuses on the theory research and practice research. The theory research is based on the theories of teacher – student interaction, analysis on components and influencing factors and application form of teacher- student interaction in TCFL classroom. This study also based on some theories used by the scholars related to the teacher- student relationship in foreign language teaching classroom from the perspective of psychology. The practice research is based is on the student aimed questionnaire in order to study the characteristics of teacher – student interaction and the effectiveness of interactive method used in Chinese language teaching in University of Kelaniya. The research sample consisted of 35 students belonging to 2014/2015 academic year, who study the Chinese language. They were questioned on the interactive teaching methods and strategies used by the Chinese language teacher, students’ satisfaction and the point of view regarding the interactive teaching in TCFL classroom.

The results reveal that the interactive teaching method prevailing in Sri Lankan TCFL classroom is not flexible to attain the language teaching enrichment goals in foreign language learning. It lacks classroom activities; students are exposed to very limited comprehensible Chinese language input etc. The interaction between teacher-student and student-student is not at all paid regular attention. Therefore, it affects foreign language leaner’s language learning efficiency.

The actions should be made in order to stimulate classroom teaching vitality and improve the quality of teaching in TCFL classroom. The study focuses on training students to maintain good learning attitudes and the teachers should also be practiced
to use effective teaching strategies. The classroom activities focused on strengthening to use interactive teaching method such as Q&A activities, the group activities and games based on interacting with each student can be arranged in order to let the leaner actively participate in language learning. This research will help the experts, scholars, and the Chinese language teachers to improve the standards of Chinese language teaching and betterment of teaching Chinese as a foreign language in Sri-Lanka.

**Keywords:** Chinese, Interactive teaching, Method, Strategy, TCFL classroom