A STUDY ON THE APPLICATION OF ROLE-PLAY TEACHING IN INTERMEDIATE ORAL CHINESE TEACHING

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Abstract: This paper analyzes the feasibility and practical significance of applying role-playing in teaching Chinese as a foreign language from the current situation of teaching Chinese as a foreign language at the intermediate level, focusing on the problem of inappropriate teacher input and learner output in the speaking classroom, and based on the theoretical study of role-playing, combined with the elements and principles of classroom activity design. In this paper, we have designed a role-playing classroom teaching practice, which effectively enhances teacher-student interaction, improves learners' classroom participation, and greatly increases students' output in the classroom, with a view to providing references for other Chinese teachers' oral teaching classroom design, as well as useful ideas or valuable discussions for the reform of oral Chinese language teaching.
Keywords: Role-playing; Intermediate Chinese language; Oral language teaching

1 INTRODUCTION

After the reform and opening up, with the gradual increase of China's discourse power in the international society and the rapid development of foreign economic and cultural exchanges, Chinese language learning has become a global trend, and the cause of teaching Chinese as a foreign language has been thriving, and the importance of theoretical research and practical exploration of teaching Chinese as a foreign language has become more and more prominent. The importance of theoretical research and practical exploration in teaching Chinese as a foreign language is becoming more and more prominent. Among them, more and more people have begun to pay attention to theoretical research and practical exploration in teaching Chinese as a foreign language because it is most directly related to international students' communicative competence. In the process of intermediate oral Chinese teaching, even though foreign students have a certain foundation of oral language, it is difficult to change the rules of language learning, and it is easy for them to encounter the "plateau" of learning, so how to "teach" is an important issue.

The author tries to introduce role-playing activities in intermediate oral Chinese teaching. By using a lot of materials such as Chinese movie clips, Chinese picture books, Chinese songs, etc., the author constructs a fictional language environment, groups international students into groups according to their different levels of speaking, and assigns them corresponding oral communication tasks. In the process, each international student has to perform different roles using the corresponding language knowledge and communication strategies. While completing the communication tasks, it not only increases the interaction and communication between teachers and students, but also experiences the communication patterns and cultures of different scenarios, which can better help the students to master the vocabulary, grammar, sentence patterns and other knowledge points, but also provides a lot of opportunities for international students to express themselves, which greatly mobilizes their interest in active learning.

2 REVIEW OF RELEVANT RESEARCH

Since the 1980s, Chinese as a Foreign Language (CFL) teaching has gradually become an independent subject, playing an important role in mobilizing foreign students' interest in learning Chinese and improving their oral communication skills. In recent years, many experts and scholars have explored the various aspects of oral language teaching and conducted in-depth researches with fruitful results. However, most of these results are focused on elementary and advanced oral language teaching, and not many of them are based on theoretical research to guide practical exploration, especially the theoretical aspect of intermediate oral language teaching is even weaker[1].

At present, the teaching of spoken Chinese at the intermediate level has made great progress, but there are still some problems that need to be solved urgently, such as: single teaching method, students' low motivation in learning spoken Chinese, and the teacher's excessive power of discourse in the classroom. Therefore, it is particularly important to introduce new teaching activities and redistribute classroom power in the spoken Chinese classroom.

Domestic research mainly introduces the theory and practice of role-playing activities in foreign language teaching, and discusses the teaching of role-playing activities in combination with communicative teaching method, while some propose the idea of using role-playing activities for teaching English or Chinese as a foreign language in China, but most of these researches are theoretical, and comprehensive and systematic researches as well as practical researches are less common. Therefore, there is still much room for research on role-playing activities in the practice of teaching Chinese as a foreign language, and it is of some value[2].

3 RESEARCH DESIGN

"S(Stimulate)-R(Representation)-T(Trait) is the theoretical basis of role-play teaching. Stimulation" mainly refers to the fact that the designer prepares specific scenarios (i.e., introduction of materials) and sets certain tasks (grouping, writing and performing scripts, etc.) according to the assessment purpose, and the participants play the corresponding roles according to the requirements and their own understanding [3]; "Representation" mainly refers to the fact that the participants play the corresponding roles during the role-playing process. Characterization" refers to the comprehensive performance of the subjects' interaction with the "assistants" during the role-playing process; "Traits" refers to the evaluator's evaluation based on the assessment elements of the role-playing (e.g., Chinese language proficiency, movement and expression, and emotion during the performance, etc.). "Trait" refers to the evaluator's assessment of the traits of the subjects based on the elements of the role-play (e.g., Chinese language proficiency, gestures, emotions, etc. during the performance, and linguistic errors during the performance). The process is mainly "grouping, selecting materials, and experiencing".
Role-play teaching creates a relaxed and favorable oral communication atmosphere for Chinese language learners in the Chinese as a Foreign Language classroom. In the role-play activities, students can develop their oral communication skills in an immersive manner, express what they want to express as accurately as possible, and communicate with each other and discuss with each other, which greatly improves the learners' communicative competence in Chinese.
Reality of the situation :In the speaking classroom, Chinese teachers use role-playing as a form of intercultural teaching. The main purpose of role-playing is to give each student an opportunity to participate in the speaking classroom and to experience and try to solve the typical communicative problems or dilemmas that they encounter in their lives. Because role-playing is meaningless if it is divorced from communicative reality, students can only be interested in oral learning if they understand it clearly. Authenticity of feelings :Teachers should role-play the dilemmas of culture clashes, as this is the most direct, simple and effective way to give the most realistic experience[4]. Clarity of instructions:To ensure the accuracy and consistency of the role-play, the role instructions need to contain the necessary constraints, e.g., "Please act as an elementary school teacher," "You are now an elementary school student"etc.Importance of clustering:Teachers should form groups in a targeted way, taking into account the learning foundation, motivation, age, personality and other factors of the international students, to ensure that there is complementarity among the members of the group, so that the tasks can be assigned to the right international students and the efficiency can be maximized.
In the teaching of spoken Chinese, teachers can introduce clips of Chinese movies and TV programs with suitable themes, appropriate roles, more dialogues, and contents matching the teaching objectives, so as to incorporate the knowledge they want the students to master into them and stimulate the international students' interest in using Chinese to express themselves. This will create a pleasant classroom atmosphere; In oral Chinese teaching, teachers can introduce the story contents of Chinese picture books, and then group students according to their learning bases and motivation to rehearse the Chinese picture book stories in different roles; In teaching spoken Chinese, teachers can introduce Chinese songs with easy-to-understand lyrics, rich in storytelling and pictures, and frequently used by students in their daily lives, so as to arouse the enthusiasm of international students in learning Chinese and to promote their memorization of Chinese. The process mainly includes group singing and song solitaire[5].

4 CONCLUSION

Compared with most teachers relying on multimedia courseware or adopting the traditional teaching mode, the introduction of role-playing activities has changed the traditional teaching mode of simple memorization and mechanical training, which is centered on the concept of "preview-listening-practice-review"[6]. It has changed the traditional teaching mode of simple memorization and mechanical training, and can give better play to the subjective initiative of foreign students, so that they can take the initiative to learn and lay a good foundation for Chinese language learning. At the same time, it solves to some extent the problem of inefficiency caused by individual differences (including learning foundation, motivation, age, personality, etc.) in the classroom.
Every student has the opportunity to participate in the speaking class, and give full play to their subjective initiative to stimulate their interest in learning spoken Chinese, so that the foreign students can effectively grasp the key sentence patterns of the lesson and increase the students' output in the classroom. To a certain extent, it promotes the change of the traditional mode of teaching spoken Chinese.
Since the author does not have rich teaching experience and has not studied and explored the theoretical knowledge of intermediate Chinese and role-playing deeply enough, the teaching program designed by the author is still not perfect and has many problems and deficiencies. This teaching research is only a guideline, and there is still a huge space for research and development of role-play teaching, which needs to be explored, researched and practiced. At the same time, the author hopes to make continuous improvement in the future teaching practice, so as to contribute to the research on second language teaching and better serve the teaching of Chinese as a foreign language.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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