



## Developing Strategies For An Easy Way To Learn Chinese Through Creative Activities

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**Abstract:** Chinese is becoming increasingly popular nowadays, although the techniques are limited. This article shows the method and process of foreigners learning Chinese through case studies and suggests learning Chinese Through Creative Activities.

**Keywords:** Learning Chinese, Traits of effective language learners, LLS, SDL, Snowball writing

### 1. METHODS

This study examines three college students' SDL tactics to complete creative writing assignments in a Chinese language classroom through observations, a focus group discussion, and interviews. In this subject, a quarter-long

A creative writing project on snowball writing is given. Three techniques are used in the research design to address the research questions.<sup>[1]</sup> The first technique is seeing classes in action-which aids the researcher in comprehending the interviewees' beginning points in light of the creative writing assignments and the suggested SDL techniques. The second technique is a focus group, which was created to create a rubric for interviewers to track the interviewees' proficiency development and SDL process.<sup>[2]</sup> Interviews are the final technique to learn more about the interviewees' viewpoints on their educational experiences.

By the way, there are some so basic Chinese strokes I want to show.



## **2.1 Participants**

This study focuses on students' self-directed learning processes and strategies in a college-level beginner Chinese language class at Forest College, a liberal arts college in the Midwest region of the United States. Three student volunteers participated in this project, and none were heritage learners.

## **2.2 Teacher qualification**

The three students were taking classes with the same teacher, Ms. Lin. She spent five years instructing English-speaking students in Chinese in the United States, and at the time of the study, she was pursuing a Ph.D. in linguistics. She holds the title of lecturer in her line of work. Even though this style of teaching philosophy has been attacked for its test-oriented and achievement-driven approach, the author asserts that a lecture-based method with drill techniques helps students' Chinese proficiency more than any other.<sup>[10]</sup> To make sure that the kids in this class understood the vocabulary and syntax from the textbook, Ms. Lin assigned snowball writing. Each snowball writing project was written by hand, and Ms. Lin provided written feedback to the students. If students provided revised versions in response to the comments, they might receive extra credit (0.5 points per draft). The students extended their writing in five snowball projects over the winter semester following their progress in learning.

## **2.3 Snowball writing**

A 10-week course was broken down into ten lessons. Every week, students had to learn one subject, which included writing. By broadening the scope of their writing assignments and requiring them to review grammar and characters every two weeks, Ms. Lin, the Chinese instructor, employed snowball writing to increase the students' productive knowledge. For one quarter, five essays were written, and each had to incorporate information from all prior lectures. The written submissions from the students have to match the lesson's subject matter for the week. As an illustration, the first class covered greetings, while the second lesson covered families. In their first writing project, students were to use their Chinese names to introduce themselves, describe their families, and discuss their careers. Each component of the first session was present in the second, along with information on additional family-related themes. This information and the third were included in data collection and analysis.

The results show that although Chinese are popular, research on Chinese learning techniques is still limited. Students around the World have different opinions. Creativity may be a perfect way to study Chinese, like how snowball writing works with three methods in research by three volunteers.

## **3. DISCUSSIONS**

Chinese is one of the oldest languages in the World, and it is also one of the most commonly used languages for the longest time, and it is also the most widely used language in the World. According to an article published on April 21, 2021, more than 60 countries have brought Chinese teaching into the national education system. With the global Chinese fever, more than 60 countries have brought Chinese teaching into the national education system. Ireland, for example, included Chinese in foreign language subjects for university exams in 2020, and Russia included Chinese in college entrance exams in 2019. In Australia, Mandarin has leaped to the second largest language. According to an article by Wang Ruixin and Wu Yinghui in the Journal of Sichuan Normal University, Chinese education in Malaysia is very mature. Primary school, junior high school, high school, undergraduate, graduate students, and Ph.D. all have Chinese curricula. Take the Malaysian Chinese education system as an example; basic education is divided into primary and secondary

education. Still, the school consists of three parts: national Chinese primary school, national Chinese secondary school, and independent secondary school. Among them, Huaxiao and Huazhong are entirely independent of the national education system to accept the government's reform and subsidy, fully self-financing, and their academic System and examination are completely independent. In primary education, the number of schools in primary schools continued to decline from 1970 to 2020, with a total decrease of 46 primary schools, while the number of students increased by 67695 (see table 1). The average number of students per primary school is about 390, compared with an average of about 327 students per school in 1970, an increase of 19.27 percent. According to conservative estimates, more than 90% of Chinese parents send their children to primary schools for education, reflecting Chinese society's importance to mother-tongue education.

Although different environments may lead to different opinions, learning and developing learning technologies are essential for teachers and should be based on everyone's interests.

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