



The Application of Archaeological Documentaries in Chinese as a Foreign Language Culture Class

Take “Archaeological China-Palace in a Cave” as an Example

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Abstract. With the development of society, it has become common to apply documentaries to teaching Chinese as a foreign language, which greatly enriches the classroom of Chinese as a foreign language culture. However, there are few studies on the application of archaeological documentaries in teaching Chinese as a foreign language. This article will discuss the problems and principles of applying documentaries to teaching Chinese as a foreign language and the feasibility of applying archaeological documentaries to cultural teaching. The Palace “as an example for teaching design”. I hope to contribute to the practice of Chinese as a foreign language and the dissemination of Chinese culture.

Keywords: Chinese as a foreign language · Chinese as a foreign language culture class · Archaeological documentary

1 Introduction

As China gradually moves towards the center of the world stage, teaching Chinese as a foreign language has become more and more important. In the process of learning Chinese, Chinese learners not only need to master language knowledge, but also need to understand Chinese culture, so as to help them learn Chinese better and quickly adapt to life in China. Cultural dissemination is a long process. How to arouse Chinese learners’ interest in learning Chinese as a foreign language in an intuitive, interesting and authentic way is a question worthy of long-term exploration.

2 Research Status

In Xiao Qingqing’s “Preliminary Investigation and Research on Setting up Special Documentary Courses in Teaching Chinese as a Foreign Language”, through the screening of 8 documentaries with different themes, he conducted a survey of international students in China with different Chinese proficiency levels to understand the understanding of Chinese culture and their areas of interest. To explore the feasibility of the screening of documentaries in teaching Chinese as a foreign language.

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Although the use of multimedia in teaching Chinese as a foreign language has become commonplace, there are few studies on the application of documentaries in Chinese as a foreign language culture class. Archaeological documentaries in documentaries are different from other types of documentaries in terms of documentary, documentary, knowledge, and storytelling [1], which enable Chinese learners to watch cultural relics, understand history through intuitive and real pictures, and cooperate with explanations, sounds, etc. Learn more about the deep-level history and culture, and in this way increase the interest in Chinese traditional culture and historical relics and achieve the purpose of popularizing Chinese cultural knowledge.

Purpose of this paper is to analyze the feasibility of archaeological documentaries in the course of Chinese as a foreign language, and take the second part of the archaeological documentary “Archaeological China” “The Return of the King - The Palace in the Cave” as an example for teaching design, using literature research methods and case analysis. To explore the application of archaeological documentaries in the teaching of Chinese as a foreign language culture.

3 The Feasibility of Applying Archaeological Documentaries to Teaching Chinese as a Foreign Language

On September 28, 2020, General Secretary Xi Jinping emphasized in the 23rd collective study of the Political Bureau of the Central Committee: “We must attach great importance to archaeological work, strive to build archaeology with Chinese characteristics, Chinese style, and Chinese style, and better understand the long history. The broad and profound Chinese civilization provides strong support for promoting excellent traditional culture and enhancing cultural self-confidence.” This is also the core concept and appeal to cultural values that CCTV wants to express in a series of archaeological documentaries. Applying archaeological documentaries to teaching Chinese as a foreign language can better spread Chinese culture in an intuitive and authentic way.

3.1 The Advantages of Archaeological Documentaries in Teaching Chinese as a Foreign Language

Archaeological documentaries have the same teaching value as film and television resources in the process of teaching Chinese as a foreign language, and their authenticity and culture are unmatched by other film and television resources.

3.1.1 Objective Truth

The biggest difference between documentary and other film and television shooting is that its shooting must take place in a real and specific scene environment, where the shooting occurs, and the shooting process is not limited by the simple or rough shooting conditions on site, the real is wonderful [2]. This is also the unique advantage of archaeological documentaries different from other types of documentaries. Different from TV dramas and movies with a strong commercial and entertainment color, it does not have complex character relationship networks and complicated storylines, which is conducive to Chinese learners to learn language and understand culture [3].

3.1.2 Language Specification, Concise Explanation

Archaeological documentaries are heavily scrutinized before being broadcast. Its content, dubbing commentary, text materials, etc. have all been carefully polished. At the same time, in order to widen the audience, the language used in the narration of archaeological documentaries is standardized and easy to understand. The dubbing of archaeological documentaries is often slow-paced, which is related to the content and mysterious atmosphere of the documentary, and at the same time, it is also related to the variety of knowledge points [4], which can enable learners to understand the content of the documentary well and achieve communication. cultural purpose.

However, due to the documentary and intellectual nature of archaeological documentaries, they must contain professional vocabulary beyond the class, which requires teachers to sort out and explain these out-of-class words, or arrange these out-of-class words to students in advance in the form of preview, so as not to affect the teaching effect of the class.

3.1.3 Audio-Visual Combination, Arouse Interest

Due to the influence of the environment and age, archaeological documentaries lack the aesthetics of the pictures and are not attractive to many learners. Therefore, in addition to the explanation of the pictures, the archaeological documentaries are also interspersed with a large number of character interviews and expert interviews. Improve the sense of hierarchy and experience of the documentary. And through the 3D restoration of the cultural relics explored, the audience can truly experience the magnificent scene. At the same time, the narration of the narration can be added to deepen the audience's understanding of the cultural relics and improve the learners' interest in watching.

3.2 The Theoretical Basis for the Application of Documentaries to Cultural Teaching

3.2.1 Audiovisual Teaching Method

Audio-visual method, also known as pattern method, structural method or situational method, originated in France in the 1950s. The biggest contribution of the audio-visual teaching method is the extensive use of modern audio-visual technology and equipment to make the method of combining language and image applied in second language teaching [6].

As a kind of second language teaching, foreign teaching can use audio-visual teaching method, while archaeological documentary is a kind of audio-visual film and television medium, in the process of teaching, knowledge can be input from two aspects of hearing and vision, so as to obtain better knowledge. High learning efficiency. Chinese as a foreign language culture course is not only a process of teaching and acquiring cultural knowledge, but also a process of perceiving Chinese culture. Through visual and auditory stimulation, learners can better understand the content of documentaries and deepen their impression of the culture.

3.2.2 Pragmatics

Language and culture are closely related. Pragmatic theory holds that language teaching should not only pay attention to pronunciation, vocabulary and grammar, but also pay more attention to the practical application of language form and structure, and pay attention to the suitability and appropriateness of language expression, that is, to pay attention to the cultural meaning behind the language [5]. Archaeological documentaries use modern technology to combine language and culture, enabling students to learn language and culture in depth.

3.2.3 Intercultural Communication Theory

“Cross cultural communication”, also known as communication between different cultures, refers to the mutual communication between people of different national and cultural backgrounds. It uses language as a means of information communication. However, language is the carrier of culture. It directly reflects culture, so in the process of language communication, although there are many commonalities, the differences in culture are very obvious [6].

Archaeological documentaries serve Chinese teaching, and at the same time focus on cultural teaching, which can leave a deep cultural imprint for learners, so that learners can have a certain degree of understanding of Chinese culture, and also allow Chinese Culture is effectively disseminated.

3.2.4 Media Communication Theory

Material entity between the communicator and the receiver to carry, transmit and extend specific symbols and information. [7] A complete communication activity includes communication media (also known as communication channels), communicators, communication objects, feedback, and internal and external environmental influences.

When media communication is extended to the field of teaching Chinese as a foreign language, we can regard teachers as communicators, archaeological documentaries as communication media, language learners as communication objects, and teaching feedback and effects as communication objects. feedback [8]. At the same time, the main way for humans to receive and respond to information is vision, accounting for about 83% of the total information acquisition, hearing about 11%, and smell, taste, and touch accounting for about 6%. It can be seen that the application of archaeological documentaries to the teaching of Chinese as a foreign language can more effectively improve the learning efficiency.

4 The Second Part of “Archaeological China” “the Return of the King-The Palace in the Cave” is Applied to the Teaching Design of Chinese as a Foreign Language Culture Class

The author analyzes the application principles of documentaries in the course of Chinese as a foreign language in the above, and the following takes “Archaeology of China -

Palaces in the Caves” as an example, and takes advanced Chinese proficiency scholars as the teaching objects to carry out teaching design (Table 1).

“Archaeological China-Palace in a Cave” is 39 min long. The content of this episode revolves around the tombs of Liu Sheng, King of Zhongshan Jing, and his wife Dou Wan. Before using the documentary for teaching, the teaching design should be based on the application principles of documentary in teaching Chinese as a foreign language. Attention should be paid to:

In order to ensure the principle of applicability, when selecting this documentary as the video teaching material of the Chinese as a foreign language culture course, it is necessary to ensure that the content of the documentary is closely related to the teaching purpose and teaching content of the course, that is, the introduction of golden thread jade clothes and Changxin palace lanterns. Secondly, it is necessary to ensure that the Chinese proficiency of the teaching subjects can adapt to the content of the documentary.

Table 1. Author’s own Drawing (Instructional Design)

Teaching object		Advanced Chinese students with good Chinese listening and speaking skills
Teaching time		One lesson (45 min)
Teaching aids		PPT, archaeological documentary “Archaeological China - Palace in a Cave”
Teaching objectives		To enable learners to basically understand the content of the documentary clips played in the documentary and understand the general idea Through classroom learning, they can express their opinions according to the content of the classroom, actively participate in classroom discussions, and improve their language communication skills. Understand the special cultural phenomenon of China reflected by cultural relics Experience the wisdom of ancient Chinese people displayed by cultural relics and promote the international spread of Chinese culture
Teaching process	Classroom import	Teachers introduce the documentary into the classroom by telling the historical background, character relationships, etc. involved in the documentary
	Answer new word questions	After the last class, students will be assigned preview tasks to sort out the difficult words in archaeological documentaries in advance and annotate them, so that students can preview them in advance and solve the new words that still have problems after the preview.

(continued)

Table 1. (continued)

Teaching object		Advanced Chinese students with good Chinese listening and speaking skills
Teaching process	Setup issues before watching a documentary	<p>Why did the ancient Chinese use jade to make golden thread jade clothes?</p> <p>The special symbolic meaning of “jade” to Chinese people found in the preview process, and whether “jade” has any special meaning in the countries where the students are located?</p> <p>What kind of jade clothes do people of different ranks wear? (Emperor, princes, nobles, princesses, again first-class nobles)</p> <p>What is the significance of the golden thread jade clothes unearthed in this tomb for archaeology?</p> <p>After reading the ancient Chinese’s environmental protection concept of making Changxin palace lanterns, their views</p> <p>Are there any cultural relics that are functional and environmentally friendly in the students’ respective countries?</p>
	Watch the documentary after watching the documentary, students discuss and answer questions, and teachers guide and explain and supplement	
	class summary	Students discuss and express their gains and experiences from today’s class.
	Homework	<p>Go down and check if there are any cultural relics similar to the golden thread jade clothes</p> <p>Inquire about some other special “lamps” in ancient China</p> <p>After class, students can organize a visit to Hebei Museum to visit Jinlu Jade Clothes and Changxin Palace Lanterns</p> <p>Assign preparatory tasks for the next lesson</p>
Teaching feedback ideas		Most of the students are interested in the class and can learn useful knowledge from it. Some students may not be very interested in the class due to personal interests, but the overall teaching effect is good.

In order to ensure the principle of pertinence and assistance, when introducing the documentary into the classroom, the video should be selected and edited according to factors such as the relevance of the content and the classroom. On the one hand, it can save more classroom time, and on the other hand to ensure that the content is targeted. The author selects 14 min 12 s to 16 min 18 s, 30 min 17 s to 31 min 17 s, and 31 min 46 s to 33 min 22 s of the archaeological documentary as the video teaching materials for the golden thread and jade clothing part (fragment 1), select 27 min 25 s to 27 min 57 s as the video teaching material of Changxin Palace Lantern (fragment 2).

In order to ensure the principle of participation, teachers should pay attention to students' sense of participation in the teaching design process. They can prepare some related questions before the video is played, let students watch the video with the questions, and guide students to conduct appropriate group discussions after watching. Teacher-student question-and-answer sessions.

Golden thread jade clothing is a national first-class protected cultural relic. It is the highest standard of funeral clothing in the Han Dynasty. This documentary is about the two golden thread jade clothing unearthed from the tombs of Zhongshan King Liu Sheng and his wife Dou Wan. The golden thread jade clothing is the earliest found among them, which is of great significance. In the Changxin Palace Lantern, the bronze statue of the palace maid is hollow in the body, and the hollow right arm and sleeve form a copper lamp shade, which can be opened and closed freely. In the surrounding environment, its environmental protection concept deeply reflects the wisdom of the ancient Chinese people, and Changxin Palace Lantern is known as "the first lamp in China". These two unearthed cultural relics can reflect the wisdom of the ancient Chinese people and have different extraordinary cultural values. In addition, the narration of the documentary is moderate (about 140 words per minute) and dubbing standard. It not only contains archaeological records, but also has the complete modeling and usage demonstration of the unearthed cultural relics, and is interspersed with the memories and explanations of experts. It is realistic and vivid and suitable as a video resource. For Chinese learners to learn Chinese culture.

5 Conclusion

Teaching Chinese as a foreign language has become an inseparable part of the dissemination of Chinese culture. With the development of the times, the teaching forms are becoming more and more diversified. The application of documentaries to teaching Chinese as a foreign language can not only arouse the learning interest of Chinese learners, but also enable learners to learn more. Feel the Chinese culture intuitively.

The research on the application of film and television resources and the teaching of Chinese as a foreign language is mainly based on movies and TV series, and there are few documentaries, and there is less research on the application of archaeological documentaries. Based on this, this paper takes archaeological documentaries as an example, and analyzes the existing problems, application principles and feasibility of documentaries applied to Chinese as a foreign language classroom. It is hoped that this research can provide some ideas for the better application of documentaries in Chinese as a foreign language classroom.

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