

A Comparative Study of Using Videos and Hands-on Activities for The Development of Listening, Speaking, Reading, and Writing Skills in Chinese Class of Grade 6 Students at NIVA American International School

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Abstract

Cultural teaching has become more and more important in language teaching in recent years. This paper divides the sixth-grade students of NIVA American International School into two groups of cultural teaching methods and multimedia teaching methods under the mode of cultural teaching to carry out teaching experiments. The objectives of this research were 1) to compare the students' satisfaction with watching video clips and hands-on learning activities. 2) to compare the learning achievement between the learners who learned through video clips and those who learned through hands-on activities. The main research methods are questionnaire survey, observation, interview, literature research, and comparative research. Based on questionnaires and interview records, collect students' preferences and learning situations for the two teaching methods, record classroom logs to observe the teaching situation, and conduct post-class tests at the end of the teaching, summarize and compare and analyze the learning situation according to the test results. The scores of students in the second group who learned and participated in activities through classroom observation and teaching materials were higher than those of the first group of students who mainly learned calligraphy and paper-cutting by appreciating and watching multimedia videos. Students prefer the cultural performance teaching method based on Hands-on activities and hope to provide more teaching guidance and direction for overseas Chinese teachers, especially Thai Chinese teachers.

Keywords: Multimedia teaching methods; Performed Culture Approach; Cultural teaching; language teaching; Videos, Hands-on activities; Thai students

Introduction

The global Chinese craze has continued to heat up since the launch of the "Chinese Bridge" program. (20th Anniversary of Chinese Bridge 2002-2021) Chinese language teaching in Thailand is in full swing in recent years with the development and implementation of the "Belt and Road" policy between China and Thailand. (CCTV International Online.cri.cn). It is derived from teaching Chinese as a foreign language in Thailand. There are various teaching modes, among which cultural teaching has become a popular search term. Nowadays, information transmission and resource sharing have provided people with great convenience with the rapid development of network information technology. The cultures of different countries blend. The different cultures of different countries come into the public's eyes and the learners have the motivation to explore the cultures of other countries. Language and culture are inextricably linked, and at the same time, influenced by the history and culture of overseas Chinese in Thailand, (Voice of China column "Reporters from the Headquarters See the World"), the advantages of the Chinese cultural teaching model are rapidly emerging.

(Xinhua News Agency Client: Thailand - Promoting Chinese Education and Cultural Exchanges) The tendency of cultural teaching is becoming more and more prominent. (China Education News Network) But in the schools where the author teaches, the Chinese learning objectives set by the school mainly focus on listening and speaking. The time for cultural teaching modules is limited. There is a 50-minute Chinese class for each class every week. The cultural teaching part lacks time after the teaching knowledge target part is taught within the designated time. Secondly, the author tries to use the multimedia teaching method to guide students to experience the cultural teaching part, but the teaching effect of a single teaching method is limited, so the author first wants to use the performed culture approach and multimedia teaching to make a difference between the two teaching effects under the mode of cultural teaching for comparison. A record investigation was also conducted on the increase or decrease of students' interest in Chinese learning after the cultural teaching part was extended.

The focus of this research is to study the relationship between the multimedia teaching method and the performance-based cultural teaching method through experiments. The difficulty of the research is that it is necessary to collect timely feedback on the teaching effect after the experiment is carried out in the actual teaching of the same cultural topic. The Chinese proficiency of the students is different. And the number of people who teach in line with the experimental implementation is very limited. Secondly, it is necessary to balance the coordination arrangement between the school's original duration of the Chinese curriculum and the duration required to carry out cultural teaching activities. The innovation of the research is the multi-dimensional assessment of the learning effects after using the two teaching methods. Tests, questionnaires, interviews, artworks, and other methods are used for consideration. At the same time, the papers based on Thai culture teaching are mostly from universities and middle schools. The school where the author conducts this research is a private school in Thailand, and the research objects are mainly concentrated. The Chinese level of the students is mostly in the primary stage for the sixth-grade students at primary school. The Chinese course is not a core class but an interesting class. Finally, the comparison of the student's interest in Chinese learning before and after the implementation of the cultural teaching model is the second small focus of this research. The experimental conclusions and teaching methods serve as references for Chinese teachers in practical teaching.

Related literature and research

Cultural teaching

1. The theoretical source of cultural teaching

During the literature search, the author found that there were few theoretical studies on cultural teaching. The related theoretical basis, "Communication Culture Theory", was widely discussed in academic circles by the concept of "Communication Culture" proposed by Professor Zhang Zhanyi in 1984. From the perspective of cultural background, its concept again distinguishes "knowledge culture" and "communication culture". Then in 1990, Professor Lu Bisong proposed that language culture and communicative culture are inseparable. From the 1980s to the mid-1990s, the importance of cultural teaching in language teaching gradually became prominent. The directly related research on cultural teaching mainly focuses on three aspects: the relationship between cultural teaching and language teaching, the content of language and culture teaching, and the strategies and principles of cultural teaching in teaching Chinese as a foreign language.

First, from the perspective of the relationship between cultural teaching and language teaching, Professor Lu Bisong pointed out that "language is a part of the culture, language is the carrier of culture, and language is the foundation of cultural development, emphasizing the importance of cultural factors in language understanding and use. In the 1980s, Zhang Zhanyi, Zhu Wenjun, and other scholars put forward the importance of cultural teaching in language

teaching through articles, and Yang Liu (2020) Proposes three relationships between language and cultural teaching: mutual inclusion, coherence of purpose, and interdependence. "Cultural factors are implicit in language, and cultural teaching should serve language teaching. Language and culture themselves contain each other and cannot exist independently. "Culture plays such an important role in language teaching. The two are inseparable.

The theoretical basis of cultural teaching is based on the author Deng Xia (2012). Two theoretical foundations are "Communication Culture Theory" and "Systemic Functional Language Theory". In teaching Chinese as a foreign language, emphasis is placed on the integration of "communicativeness" and "functionality", and the teacher-led teaching method focuses on communicative interaction. The theoretical basis is that the Greek scholar Dimitrios Thanasoulas proposed that cultural knowledge is not only a part of communication ability but a part of language teaching. target.

At the same time, Chen Ruiying (2020) pointed out the intersection and mutuality of knowledge culture and cross-culture, as well as the selection principles of cultural factors: representativeness, ductility, and practicality. Content analysis and suggestions, to conduct targeted research on teaching strategies. The author Tong Xiaosa (2020) pointed out that "the teaching strategies in teaching Chinese as a foreign language include annotation method, integration method, practice method, comparative analysis method, specialized explanation method, cultural penetration method, etc. However, there is no fixed method. When teaching, teachers also need to select appropriate teaching methods based on students' learning characteristics and teaching content." Mei Qian (2020) proposed three strategies for "changing concepts, teaching students by their aptitude, and entertaining". Subsequently, Zhou Jinghan (2021) pointed out the main points of promoting the two-way integration of cultural teaching and language teaching, optimizing the cultural teaching system of Chinese as a foreign language, improving teachers' cultural accomplishment, optimizing the construction of teaching materials, and enriching the curriculum.

To sum up, domestic and foreign literature research mainly focuses on the strategic response and analysis in the teaching of Chinese as a foreign language. Provide a variety of teaching methods, from the refinement to the application of teaching models, the comparison of specific teaching methods and experiments, and the realization of students. There are few research articles on the impact of learning outcomes, so the author will choose two teaching methods, "physical performance culture teaching" and "multimedia teaching", to investigate students' Chinese acquisition through the cultural teaching mode.

2. Research on Cultural Teaching in Teaching Chinese as a Foreign Language

The research on the relationship between cultural teaching and language has also promoted the development of the content of cultural teaching in language teaching. From the end of the nineteenth century to the beginning of the twentieth century, academic research on the cultural teaching of Chinese as a foreign language transitioned to the discussion of teaching modes and teaching methods.

3. The Current Situation of Cultural Teaching in Teaching Chinese as a Foreign Language in Thailand

Xu Jing (2012) selected five sets of Chinese textbooks specially written for middle school students in Thailand, namely "Experience Chinese", "Happy Chinese Course in Chinese", "Chinese Enlightenment", "Chinese Accumulation" and "Learn Chinese with Me". The Chinese culture in each textbook is systematically analyzed, and the commonality and characteristics of these textbooks in the arrangement of Chinese knowledge and culture are examined from three aspects: quantity setting, content selection, and form arrangement.

Overview of the two teaching methods

1. The theory of performance culture teaching and the current research status at home and abroad

The performance culture teaching method was proposed by Professor Wu Weike (2010) Galal Walker during his teaching in the United States. The author Chen Zhaowen (2020) comprehensively elaborated on the concept: "Performed Culture Approach" is based on "cultural studies, sociology, psychology, linguistics, education, based on performance theory, etc., learners of the target language conduct corresponding cultural exercises in the cultural scene created in the classroom to establish a personal experience of the relative culture. After repeated practice and experience, a certain memory is formed. 'Performed' means performance, drill, experience, experience, etc. Implementation method: 'Culture' here refers to the target culture and refers to the content implemented by the teaching method." Zhu Ting & Bo Tong. (2021) proposed the performance culture pedagogy as the advantage of second language learning. The cultural teaching method does not only focus on the language part, but makes the three aspects of culture, language, and communication development interact at the same time. It also achieves the goal of cross-cultural communication. At the same time, the author (2020) Chen Zhaowen makes a theoretical distinction between the "Performance Culture Teaching Method" from three aspects: "Functionalist Linguistics", "Cognitive Psychology" and "Cultural Pedagogy". Zhang Juan and Zhang Wei (2014) also expounded on the theoretical basis and function of performance culture teaching, which has certain implications for the application of the performance culture teaching method to cultural teaching. Guiding significance. Matthew B., Christensen, and J. Paul Warnick (2010) pointed out that the cultural pedagogy of performing arts can help the formation of sensitivity to cultural differences in learning in a real language environment and suggested performing cultural teaching and classroom skills are combined.

2. *Research on Performed Culture Approach in Chinese as a foreign language (cultural teaching)*

There are many theoretical studies on performance culture teaching, but there are not many kinds of literature that have been integrated into comprehensive courses and classroom special studies, and even fewer cases have been combined with actual classrooms in Thailand. Among them (2019) Yang Chenxu conducted research on three aspects of Chinese wine culture, food culture, and marriage culture in "Research on the Application of Physical Performance Culture Teaching Method in Teaching Chinese as a Foreign Language". (2020) Xia Huateng focuses on the "speaking and listening" module to design physical performance activities. It is not limited by the basic level of students' Chinese, and physical performance culture teaching. It can better meet the student's requirements for the teaching methods of listening and speaking (oral courses) and the student's learning goals. To teach physical culture in large classes, teachers need to improve their ability to control the classroom, manage the classroom order well, and ensure orderly teaching, progress and good teaching results.

3. *Multimedia teaching theory and research status at home and abroad*

Multimedia teaching means that in the teaching process, according to the characteristics of teaching objectives and teaching objects, through teaching design, rational selection and use of modern teaching media, and organic combination with traditional teaching methods, to participate in the whole process of teaching together, with the role of a variety of media information. For students, form a reasonable teaching process structure to achieve the optimal teaching effect. We mainly conduct literature discussions around the following five theories: Audition Teaching Theory, Multimedia Learning Generation Theory, A cognitive model of multimedia learning, Multiple Intelligences Theory, and Cultural fit model Theory.

4. *Research on Media Teaching in Teaching Chinese as a Foreign Language (Cultural Teaching)*

In 2011, the author Huang Hailiang took the lead in conducting a comparative experimental study on media teaching and traditional teaching in classroom teaching and came up with the experimental point of view that the combination of the two teaching modes is beneficial to teaching development. In 2013, Chu Rongmeng pointed out that modern

information technology has brought profound changes to traditional teaching, and the concept of multimedia-assisted teaching has developed from early electronic teaching to computer-assisted teaching in the "Analysis of Multimedia Teaching on the Influencing Factors of Thai College Students' Chinese Learning Motivation". Xiao Wenjie (2014) made three research summaries: first, how to correctly handle the relationship between multimedia technology teaching and students; the Level of learning, their acceptance and adaptation of multimedia technology in cultural teaching, 30 visible designs of multimedia teaching, how to improve the quality of courseware design and make it better serve to teach. Finally, Liu Yang (2019) classified the research on multimedia in teaching Chinese as a foreign language and the comprehensive course of elementary Chinese pointed out that there are not many types of research on multimedia teaching with Thai primary school students as the teaching objects. There is less research on overall Chinese classroom teaching, and there is still much room for improvement in the integrity of the research object and research content.

Videos in language

Meng Xian (2021) used short videos to explore the teaching practice of elementary Chinese as a foreign language and evaluated the effects through test scores, classroom interviews, and homework situations. The results show that Short videos have significant advantages in teaching Chinese as a foreign language primary comprehensive course, students recognize short video teaching, and short video teaching can mobilize students' enthusiasm for learning; Chen Yanche (2022) According to the development needs of the Internet era, we can use the "short video + Chinese culture" model to teach Chinese as a second language, which can realize the dissemination of Chinese culture to the outside world, and provide a reference for another teaching of Chinese as a second language teaching. The promotion of Chinese cultural soft power has a positive effect.

Hands-on activities in language

Xu Zhimin & Wang Ziqi (2022) pointed out that the vitality of language communication classrooms comes from the transition from the truth of the text to the truth of the activity. The appropriateness and social characteristics of the authenticity activities in the communicative classroom are of great significance to the successful interpretation and leap of the text, and the realization of the learners' authenticity.

Listening, speaking, reading, and writing in a language

Li Yuanyuan & Xu Yaqi (2020). In the process of comprehensive course teaching, according to the learner's learning purpose and learning level, follow the systematic rules of the four skills of listening, speaking, reading, and writing, and carry out systematic learning of language skills in stages, levels, and focus, to improve learning to better understand the charm of Chinese culture.

Research Methodology

The researchers conducted a teaching experiment with 16 sixth-grade students at the NIVA American International School in Bangkok, Thailand. The author compares students' learning outcomes and learning satisfaction through two teaching modes of video and hands-on activities combined with multimedia teaching methods and performance culture teaching methods. The researchers conducted a teaching experiment with 16 sixth-grade students at the NIVA American International School in Bangkok, Thailand. The author uses two teaching modes of video and hands-on activities combined with multimedia teaching method and performance culture teaching method to compare students' learning outcomes and learning satisfaction. First, we need to design a basic statistical questionnaire before the experiment. The questionnaire takes Chinese culture as the theme and includes five skill test sections: listening, speaking, reading, writing, and history-culture allowing students to conduct self-examination according to the five levels to master their actual Chinese proficiency. Secondly, the lesson plans and test papers are designed to prepare for the two test analyses before and

after the teaching and experiment. The lesson plan focuses on two themes calligraphy and paper cutting. Students are divided into two experimental groups. Eight students in group A learned calligraphy and paper-cutting culture through video teaching mode and multimedia teaching methods, and eight students in group B also learned the same topics as group A through Hands-on activities mode and performance culture teaching methods. After passing the two teaching modes, students take the test paper topic to end the test. The test consists of two parts: (1) listening and writing, (2) reading and speaking, with a total score of 20 points, and each part has ten questions, and one point for each question. The listening comprehension and Chinese writing ability are simultaneously tested through the listening test, and the speaking ability is tested simultaneously by questioning and answering after reading Chinese characters. It took two and a half months to pass the review by collecting the IOC expert scoring data of the Lesson plan, test paper, and questionnaire, and collecting the self-assessment data of students' cultural and Chinese skills through the questionnaire. Analyze the level of students' participation in teaching experiments and the average obtained in learning management. The values and standard deviation data are close, T-test data analysis it was found that the questionnaire responses of both groups of learners were significantly different at 0.5. The learning results after collecting the test paper were scored by the two parts of listening/writing and reading/speaking. The average score of the single item was calculated statistically, and the two groups of data were significantly different at 0.5 through the T-test test.

Results

Research Comparative study of the multimedia teaching method (Video clips mode) and performing the cultural approach (Hands-on activities) in terms of Chinese culture acquisition for Thai students in a primary school has two objectives: 1) whether the authors use a lesson plan that includes multimedia teaching methods, and the performed culture approach is suitable for the teaching of traditional brush and paper-cut culture and 2) The authors of the experiments in the control group wanted to determine whether the performed culture approach was better than the multimedia teaching method. Statistical analysis based on the results of the collected student questionnaires and Test paper scores were as follows.

1. The results of the assessment of the consistency of the lesson plan experts.

From the comprehensive table data of experts, it was found that three experts assessed the sum of the directness and the consistency of the lesson plan at 23. IOC is 0.96 appropriate in both plans. This lesson plan could be applied to elementary school students who can study in the 6th graders. The test paper has reliability by Cronbach's alpha = 0.887 with high confidence (more than 0.7). This questionnaire has reliability by Cronbach's alpha = 0.766 with high confidence (more than 0.7).

2. The results of the questionnaire assessment from both groups sample groups who are learners.

After the researcher has completed the planned teaching to both sample groups. The assessment form which has been tested for conformance by experts was used to collect data from both samples. Get the information as shown in the table below.

Table 1 Comparison table of the questionnaire responses of both groups of students

Group	N	\bar{x}	S.D.
1	8	3.32	0.67
2	8	3.32	0.74

The table of questionnaires for the students N=8. Student group 1 by Multimedia teaching methods. The table above belongs to group 1 of 8 students who study Chinese with video clips. There was an overall opinion towards teaching and learning management at the level of $\bar{x} = 3.32$, S.D. = 0.67.

Table 2 Comparison T-test table of the questionnaire responses of both groups of students.

T-test	F	Sig.	t	df	Sig.
Listening	.414	.530	-.506	14	.621
				12.769	.622
Speaking	2.080	.171	-.263	14	.797
				13.372	.797
Reading	1.409	.255	.000	14	1.000
				11.354	1.000
Writing	.761	.398	-.166	14	.871
				12.230	.871
History and Culture	.080	.781	1.684	14	.114
				14.000	.114

The table of the questionnaire for the students is N=8. The student group2 by Performing cultural teaching methods. The table above belongs to group 2 of 8 students who study Chinese with video clips. There was an overall opinion towards teaching and learning management at the level of $\bar{x} = 3.32$, S.D. = 0.74.

From the table above, it was found that the questionnaire responses of both groups of learners were significantly different at 0.5.

Lesson evaluation Questionnaire for Listening, Speaking, Reading, Writing, and History& Culture

The results of the processing show the basic statistical values of the dependent variables (score) classified by group. The program will test for variance using the F-test statistic. The F-test from listening, speaking, reading, writing, and history & culture equal to .414, 2.080, 1.209, .761, and .080 appears to be significant that .530, .171, .255, .398, and .781 are greater than .05 (Sig. $> .05$), indicating that the variance of two in this group is not different from then on to test the t-test statistic. The t-test statistics were equal to -.506, -.263, .000, -.166, and 1.684 df = 14, having statistical significance that are .621, .797, 1.000, .871 and .114 which are more than .05 (Sig. $< .05$), indicating that there are statistically significant not differences in mean scores. The score of the whole of Group 2 (Mean=3.3750) had a higher mean value than Group 1 (Mean = 3.2750).

If the result of the F-test shows that the value of Sig. $\leq .05$ means that the variance of both two groups was significantly different. The statistical significance of .05 is the variance of both If two groups are different, they will choose to look at the statistical value of the t-test, the color line Equal Variances not assumed, if the F-test value is Sig $> .05$, it means no significance. Statistically significant, the variance of the two groups was not different. Choose to see B Line Equal variances assumed.

3. The results of the exams of both groups of students.

3.1 The table of test papers for the students N=8. The student group1 by Multimedia teaching methods.

Table 3 Multimedia Teaching Test Group 1 Score Results

Student number	Listening & Writing	Reading & Speaking	Total scores
1	6	6	12
2	6	5	11
3	5	4	9
4	8	5	13
5	3	7	10
6	7	7	14

Student number	Listening & Writing	Reading & Speaking	Total scores
7	6	9	15
8	6	5	11
Total scores	47	48	95
\bar{x}	5.88	6	11.88

3.2 The table of test papers for the students N=8. The student group2 by Performing cultural teaching methods.

Table 4 Performed Culture Teaching Test Group 1 Score Results

Student number	Listening & Writing	Reading & Speaking	Total scores
1	8	8	16
2	6	7	13
3	7	7	14
4	8	7	15
5	10	7	17
6	7	7	14
7	6	8	14
8	6	6	12
Total scores	58	57	115
\bar{x}	7.25	7.13	14.38

Comparison table of the test paper responses of both groups of students.

Table 5 T-test Independent for test paper Listening and Speaking

T-test	\bar{x}	df	sig.
Group1	5.88	14	.074
		13.967	.074
Group2	7.25	14	.087
		9.180	.098

From the table above, it was found that the test paper responses of both groups of learners were significantly different at 0.5.

For the Listening and Speaking test paper to test the t-test statistic by selecting the first line (Equal variances assumed), the t-test statistic was equal to -1.932, df = 14, having statistical significance that .074 which is less than .05 (Sig. $< .05$, indicating that there is a statistically significant difference in mean scores. Today is the score of the sample group .05 Group 2 (Mean=7.2500) had a higher mean value than Group 1 (Mean =5.8750)

From the table above, it was found that the test paper responses of both groups of learners were significantly different at 0.5. For the test paper Listening and Speaking to test the t-test statistic by selecting the first line (Equal variances assumed), the t-test statistic was equal to -1.932, df = 14, having statistical significance that .074 which is less than .05 (Sig. $< .05$, indicating that there is a statistically significant difference in mean scores. Today is the score of the sample group .05 Group 2 (Mean=7.1250) had a higher mean value than Group 1 (Mean =.8750)

Conclusions, Discussion of Results, and Suggestions

This research is a “Comparative study of multimedia teaching method and performed culture approach in terms of Chinese culture acquisition for Thai students in a primary school “the objective were 1) to compare the students' satisfaction with watching video clips and

hands-on learning activities and 2) to compare the learning achievement between the learners who learned through video clips and those who learned through hands-on activities. The population was students in grade 6th at NIVA American International School and two samples were group one by Multimedia teaching methods 8 students and group two by Performing culture teaching methods 8 students. The tools used in the research consisted of a lesson plan for two groups, a questionnaire, and a test paper. Collect information manually data analysis summary of research results, discussion of results and recommendations, which will be presented accordingly Details are as follows.

1. Conclusions

1.1 To compare the students' satisfaction with watching video clips and hands-on learning activities. The lesson plan has two methods for two sample groups. The first plan of the Media method for group 1. The first group of lesson plan video learning activities lasted for two weeks, with one week each for brush writing and paper-cut culture. There are two videos on the theme of brush writing culture, which are divided into writing history and culture and writing practice videos. Paper-cut culture is divided into paper-cut history and culture and paper-cut practical steps video. In-class practice by learning about famous calligraphy and paper-cut works. Students talk about and read the meaning of these works. The second plan of culture learning method for group 2. The second group of activities lasted the same two weeks as the first group. Students learn about calligraphers and the history of calligraphy through listening, speaking, and speaking modules, and at the same time, they learn about the teacher's calligraphy skills in the writing and writing section, and finally read the content of their writing works. We start with the six basic strokes of Chinese characters (point, vertical, horizontal, swipe, shove, and lift), and then gradually transition to simple regular script fonts. The theme of paper-cutting culture starts from the folk-art history of paper-cutting culture and starts with practical paper-cutting exercises in three types: monochrome, color, and three-dimensional. This lesson plan evaluation by three experts. $IOC=0.96$ is appropriate in both lesson plans. And the lesson plan evaluation by sample group 1 assessed the lesson plan at a good level ($\bar{x}= 3.32$, $S.D.= 0.67$) same sample group 2 have score assessed the lesson plan at a good level ($\bar{x}= 3.32$, $S.D.= 0.74$)

1.2 To compare the learning achievement between the learners who learned through video clips and those who learned through hands-on activities. The first and second groups of students were given the same paper test at the end of the two weeks of the course. The test paper has two parts. The first part has 10 points divided into listening and writing. Students use the audio recording to write the vocabulary they hear in Chinese, and the interpretation of the Chinese content they hear in English. The second part is divided into reading and oral expression. Students read Chinese text according to the provided thematic materials, and freely express Chinese oral expression according to the teacher's questions. The above two parts are a total of 20 points. This test paper evaluation by three experts. $IOC=0.83$ is appropriate in both test papers. Sample group 1 has a score of 11.88 and sample group 2 has a score of 14.38. The scores of the second sample were higher than those of the first sample. statistically significant. The students in the first group mainly learned the two cultural themes of calligraphy and paper-cutting by appreciating and watching multimedia videos, to understand the relevant knowledge and answer related questions. The students in the second group mainly participated in the activities through classroom observation and learning through teaching materials. The calligraphy theme uses brush writing experience, and the paper cutting theme paper cutting hands-on experience.

2. Discussion of results.

2.1 Whether the author's use of a lesson plan that includes a multimedia teaching method and the performed culture approach is suitable for the teaching of traditional brush and paper-

cut culture.

For example, there was no difference in the assessment of the student lesson plans of the two groups. This is consistent with the abstract of Zhao Jin (2016). that the satisfaction of the experimental group and the control group were not different in teaching and learning.

2.2 The authors of the experiments in the control group wanted to determine whether the performed culture approach was better than the multimedia teaching method.

The shortcomings of multimedia teaching method (2022) Zhang Yuwen pointed out in "Analysis of the advantages, challenges and optimization paths of multimedia teaching in colleges and universities under the new situation" that major colleges and universities exposed many problems when using multimedia for teaching, not only It cannot really improve the teaching quality of professional courses, and it also reduces the conversion rate of teaching achievements. Therefore, college teachers need to reflect on multimedia teaching, clarify the defects and deficiencies of multimedia teaching, optimize teaching methods in a targeted manner, and comprehensively improve the quality and efficiency of multimedia teaching in colleges and universities. This result is in line with Zhu Ting (2021), Bo Tong's "Application of Performance Culture Teaching Method in Teaching Chinese as a Foreign Language - Taking Pado Middle School in the Philippines as an Example", pointing out that the performance culture teaching method can effectively stimulate students' Chinese learning Interest, significantly improve oral expression ability, lay a good foundation for cultivating cross-cultural communication ability, is an effective cultural teaching method.

3. Suggestion

3.1 Suggestion for this research.

- 1) During the teaching process, you can use the same teaching lesson plan and the same two teaching methods to plan for teaching.
- 2) In lesson planning and teaching, teachers can change the types and topics of activities to teach. For example, Spring Festival culture, Mid-Autumn Festival activities, etc.
- 3) According to the comparison of learning results and experimental test results, among the two ways, students prefer Hands-on activities. It is recommended to give priority to this mode of teaching in the future direction of cultural teaching.

3.2 Suggestion for next research.

- 1) The new research should be done with students in other grades.
- 2) Based on the teaching of Chinese language communication, we could research different countries' cultural themes teaching, other subjects, etc.

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