

PALACKÝ UNIVERSITY OLOMOUC

FACULTY OF ARTS

Department of Asian Studies

BACHELOR THESIS

The Advantage of Playing Games When Learning the Chinese Language

*Výhody učenia sa čínskeho jazyka hraním hier*

OLOMOUC 2020, Kristína Macháľková

The Supervisor: Liang-ting Juan, MA

I declare that I am the sole author of this Bachelor Thesis on The Advantage of Playing Games When Learning the Chinese Language under the professional supervision of my supervisor and I have listed all the materials and literature used.

In ..... on a date ..... Signature.....

## **ABSTRACT**

Number of pages:	48
Number of signs:	74 208
Number of literature sources:	39
Number of attachments:	0

Key words: learning, the Chinese language as a foreign language, teaching the Chinese language, three months course, the game, the benefits of playing games, syllabus, lesson plans

This thesis is designed to show the advantages of playing games when learning Chinese. One of its primary goals is to create the lesson plans built up on the games, with emphasis on listening, speaking, and reading skills. The syllabus and lesson plans are created based on a review of the literature dealing with the benefits of games as an instrument for learning foreign languages and according to the literature about macro and micro-planning of the lesson. The second objective is to explore what two nine-year-old students can learn in three months-long course using mainly games as the teaching method. Evaluating the course, the students were interviewed individually in the last lesson. From the interview, we are able to say that students liked the form of the course, mainly that they played many games. The study has shown that learning Chinese by playing games is successful by the proficiency the students have achieved at the end of the course.

## ANOTÁCIA

Počet strán:	48
Počet znakov:	74 208
Počet titulov priloženej literatúry:	39
Počet príloh:	0

Kľúčové slová: učenie sa, čínsky jazyk ako cudzí jazyk, výučba čínskeho jazyka, trojmesačný kurz, hra, výhody hrania hier, učebná osnova, učebné plány

Táto bakalárska práca je vytvorená, aby poukázala na výhody hrania hier pri výučbe čínskeho jazyka. Jedným z jej primárnych cieľov je vytvorenie učebných plánov postavených na hrách, s dôrazom na zručnosti počúvania, rozprávania a čítania. Učebné osnovy a plány hodín sú vytvorené na základe prehľadu literatúry zaoberajúcej sa výhodami hier pri výučbe cudzieho jazyka, a taktiež na základe literatúry o makro a mikro-plánovaní hodín. Druhým cieľom je preskúmať, čo sa dve deväťročné žiačky môžu naučiť v trojmesačnom kurze, pričom hry boli hlavnou vyučovacou metódou. Na poslednej hodine kurzu študentky odpovedali na otázky ohľadom hodnotenia kurzu. Z rozhovoru sa dá povedať, že študentkám sa forma kurzu páčila, hlavne hranie množstva hier. Znalosti, ktoré študentky dosiahli ku koncu kurzu ukázali, že hry dokážu byť plnohodnotnou súčasťou učebných plánov pri učení čínskeho jazyka, a ukázali sa ako efektívna forma prezentovania odlišnosti čínskeho jazyka od napr. slovenského, českého, alebo anglického jazyka.

## **Acknowledgments**

I would like to thank my supervisor Liang-ting Juan, MA for her advice, for the time she devoted to me and for providing me with materials for the thesis.

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>3</b>
<b>ANOTÁCIA</b> .....	<b>4</b>
<b>1 INTRODUCTION</b> .....	<b>7</b>
<b>2 LITERATURE REVIEW</b> .....	<b>9</b>
<b>2.1 Definition of a Game</b> .....	<b>9</b>
<b>2.2 Types of Games</b> .....	<b>9</b>
<b>2.3 Benefit of Games in Language Education</b> .....	<b>10</b>
<b>3 METHODOLOGY</b> .....	<b>12</b>
<b>3.1 Language Class Design</b> .....	<b>12</b>
<b>3.1.1 Creating the Syllabus</b> .....	<b>12</b>
<b>3.1.2 Creating the Lesson Plans</b> .....	<b>13</b>
<b>3.2 Target Students</b> .....	<b>15</b>
<b>3.3 The Evaluation of the Games</b> .....	<b>16</b>
<b>4 THE COURSE</b> .....	<b>17</b>
<b>4.1 The Syllabus</b> .....	<b>17</b>
<b>4.2 Schedule</b> .....	<b>18</b>
<b>4.3 The Lesson Plans</b> .....	<b>19</b>
<b>4.4 The Interview</b> .....	<b>44</b>
<b>5 CONCLUSION</b> .....	<b>45</b>
<b>BIBLIOGRAPHY</b> .....	<b>46</b>

# 1 INTRODUCTION

Over the last few years, China is opening its door to the world. The country has a big influence in politics, business, economy, and other countries in the world are trying to either compete, cooperate or keep pace with it. The best tool for improving relationships and trade with China is to know its culture, history and custom through its language which is a historical heritage itself. The Chinese language is different from other languages typologically because it has its own origin and has developed over more than 5 thousand years, therefore it is more challenging to learn. “It has been tremendously emphasized by linguists that the Chinese written script (characters) is one of the major characteristics of Chinese that are completely different from other languages of different typologies.” ( Hu, 2010; Huang, 2000; Shen, 2004; Shu, 2003) One of the reason that learners in Czech Republic and Slovakia are motivated to learn Chinese is that for them, learning Chinese most probably means having chance to work in China, live there and discover its rich culture. In this sense, it is a better option that the Chinese language should be an optional subject in schools and free course in companies which are in connection with China.

This thesis emphasizes on teaching Chinese to children. Children are a crucial group for learning a foreign language since one prediction of the critical period hypothesis is that “second language acquisition is relatively fast, successful, and qualitatively similar to first language only if it occurs before the age of puberty.” (Snow & Hoefnagel-Höhle, 1978) They are easily interested in things they are doing, they can remember a lot of new information. “According to critical period hypothesis, they have higher chance to achieve native-like proficiency in foreign language acquisition than adults. What's more, the attention span of children is shorter than adults.” (Plebanek & Sloutsky, 2017) “In order to catch more and longer attention span from children, playing games are often integrated into a language classroom because “having fun satisfies an inborn predisposition toward attentiveness in human subjects.” (Atake, 2003; Chen, 2007; Deesri, 2002) That is why games are the basic form of learning a foreign language for children.

This thesis tries to show the advantage of playing games when learning a Chinese language. One of its primary goals is to create the lesson plans built upon games, with emphasis on listening, speaking and reading skills. It is done by careful choice of the games

and following by evaluating the games used in the classes with target students. The second objective is to explore what students can learn in three months-long course using mainly games as the teaching method.

The hypothesis is that after the three-month-long course, both eight years old female students, introduced more in the third chapter, will be able to read and write pinyin perfectly, without any difficulties. They also will be able to have a conversation containing the greetings, introduction of themselves and family, numerals; also will be able to answer what they like to do, describe everyday objects and what their hobbies are. Estimated number of the vocabulary learned is about two hundred, in both pinyin and characters. The reading ability of the characters taught in the class will be expected at the end of the course but the writing skill is not going to be emphasized. As for a goal, reading comprehension is much more important than just master writing the characters. And most importantly, they will not only learn the phrases but understand the sentence structure in the Chinese language so that they are able to create the sentences on their own according to the given sentence structures with the new vocabulary.

The organization of this thesis will be as following. The second chapter contains a review of literature – the definition of a game, types of games, and benefit of games in language education.

In the third chapter, the research methodology is described. Target students, lesson plans and evaluation of games will be introduced in this chapter.

The fourth chapter is showing the syllabus of the course, and the detailed lesson plans which are prepared in a form of warm-up, presentation and wrap-up for every lesson on a specific date. There is also the description of each lesson, what games were used, what material was needed, and evaluation of the activities and lessons is added. At the end of this section is the interview made with the students about the course, games and gained achievement.

At the end of the thesis is the conclusion of the three-month-long course, the answer to the hypothesis, review of the lesson plan and the appreciation from the students.



## **2 LITERATURE REVIEW**

### **2.1 Definition of a Game**

“A game is an activity with rules, a goal, and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.” (Hadfield, 1999) Games are often mistaken for a fill-in-time activity when there is nothing to learn more till the end of the class. Mubaslat (2012) also points out that: “A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen.”

And according to Greenall (1990: 6): “The term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity.”

### **2.2 Types of Games**

Hadfield (1999) (cited in O’Riordan, 2008) explains two ways of classifying language games. “First, language games are divided into two types: linguistic games and communicative games.

1. Linguistic games focus on accuracy, such as supplying the correct antonym.
2. Communicative games focus on the successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.”

It is hard to divide the games only in two types, many games are overlapping and rather difficult to distinguish in which group they should belong. According to Hadfield (1999), there are more types of games such as, sorting games, information gap games, guessing games, search games, matching games, labeling games, exchanging games, board games, role-play games. McCallum (1980) gives slightly different types: structure games, vocabulary games, number games, spelling games, conversation games, writing games, role-play games.

There is do far no unified classification of the games since each of the activity has its own specific features, in accordance to Caillois (1957), it is funny, separate, governed by the rules, fictitious, it is still a game. Shanahan et al (2006) identify five key characteristics, based on research, of effective in-class games. Those five characteristics are: the game must relate to the learning outcomes; must be easy to understand; must not have predominance over learning; must motivate students to perform better; and last but not least, students must be able to provide feedback to the teacher on the game.

What should not be forgotten, is that acquiring language skills is still the main aim of the lesson and teachers should choose the games carefully, according to the target students and their needs. “For some years now the idea that we all have different emphases in the way we perceive and learn has become part of every teacher’s life. Learning styles are not considered to be exclusive. For example, the same person may sometimes want to be analytical and at other times may want to be creative. However, each person will probably have preferences.” (Wright, 2005: 6)

### **2.3 Benefit of Games in Language Education**

Games are interactive and people naturally react to their dynamic. “Regardless of age or economic, ethnic, or social background, people understand the language of play”. (Azriel, 2005: 9)

As noted in 2.1., games are supposed to be the full-featured part of the lesson. Games have a huge impact in learning, especially when learning a foreign language. “Learners are immersed in using the target language in all four skills, which assists them to better internalize a new language. Games, therefore, can be viewed as integral parts of communicative lessons and can be used, at any time whenever necessary and appropriate, to warm up a lesson, to present new items, to provide practice for previously introduced language points, to serve as a substitute for unsatisfactory materials, to end a lesson as follow-up activities.” (Yen-Hui, 2010: 131)

Motivation can be one of the strongest powers when speaking about the improvement in learning language. “Not only do games motivate students in a fun way offering interactive competitive learning environments, they also provide many other positive features. Games lighten the mood and this facilitates greater creativity and boost student

morale and interest.” (Shatz & Loschiavo, 2005: 66) Luu & Nguyen (2010) add that if we want the games to be motivational, they need to be challenging. All the students need to either, move around, activate their mental capacities or overcome their shyness and feeling of fear which raises the motivation to learn and strive for more knowledge.

The shyness or fear is natural when working in groups, people tend to be quiet and invisible and let others speak. Games can create a relaxing atmosphere and help to overcome the anxiety. “Different from conventional teaching methods through which many students have frustrating experiences of language learning, games present language learners with communicative or problem-solving situations that are enjoyable and relatively stress-free.” (Yen-Hui, 2010: 131) Relaxed atmosphere means that students enjoy learning and can remember more information than being in stress. Yen-Hui (2010) also points out that small children can completely get rid of the fear and shyness and while playing the game learn the language unconsciously.

According to O’Riordan (2008), games provide two ways how to increase learners’ achievement. Not only teachers are able to see where learners are not sufficient and in by that adjust next lesson, but also the students can observe their progress so they know where to put their effort and time.

“In brief, games prove to be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice to all language skills. Consequently, games can motivate learners, promote learners’ interaction, improve their acquisition and increase their achievement.” (Luu & Nguyen, 2010: 72)

### **3 METHODOLOGY**

This thesis is designed to explore the advantages of playing games while learning the Chinese language. Based on a review of the literature dealing with the benefits of games when learning foreign language and according to the literature about macro and micro-planning of the lesson, the syllabus and lesson plans were created. However, lesson plans will be subject to change according to the real situation in the classes, such as students' ability to communicate, the ability to remember new information, or their motivation. "Lesson plans are not meant to be tools that bind teachers to some preordained plan." (Jensen, 2002: 407)

#### **3.1 Language Class Design**

For this thesis, a course in the Chinese language for beginner children was created. The course took three months, from December 9<sup>th</sup> till February 10<sup>th</sup> with a break during the winter holidays. The fifty-minutes-long lessons were planned twice a week – every Monday at 5 pm, and every Saturday at 10 am at Leisure Centre Laura in Dubnica nad Váhom, Slovakia. The place was not demanding any fees. There were 13 lessons of studying the Chinese language, and an hour and a half long revising lesson with evaluation of the course.

##### **3.1.1 Creating the Syllabus**

According to Parkes & Harris (2002), the syllabus is a clear and accurate course calendar, an outline of the lectures. Syllabus is often regarded as a contract between the teacher and the student. "By having the requirements and expectations for performance by both the student and the instructor in writing, students can decide whether or not they wish to take the course, plan appropriately for what they need to accomplish during the term of the course, and check their performance and behavior against the written contract. For instructors, this contract perspective is particularly helpful in settling formal and informal grievances." (Parkes & Harris, 2002: 56)

The syllabus should contain clear information about the course that is: instructor's contact, time and date of the lessons, course introduction with the content of the lessons

will be and how the lessons will be organized, requirements, evaluation, attendance, and tentative schedule.

The course was created for this thesis which means that a pressure of any kind of evaluation or exams was not put on the volunteering students, they were only given stickers for the effort shown during the activities. The course was supposed to be realized at the beginner level, no skills were required and attendance was not penalized.

Based on the literature review on games, their types and benefits, and also the study of the Chinese textbooks, this course was divided into two parts. Each part emphasizes on different language proficiency training. The first part of the course was concentrated on Pinyin – distinguishing and pronouncing the tones, ability to read initials and finals combined together into the syllables and then into the words, understanding the possibilities of combinations between initials and finals, and prosody of the sentence. They were given Pinyin flashcards to practice at home. During this half of the course, all the vocabulary was learned by cards made individually for each student – from one side, there was a new Chinese word in Pinyin, with translation on the other side. Most of the games during this part of the course focused on listening, speaking and reading ability. In the second part of the course, characters were introduced – mainly how to write strokes. From that time on, a new vocabulary was learned by cards with Pinyin and translation on one side, and the character from the other. This part was focused mainly on improving reading skills.

The tentative schedule as a part of the syllabus contains 15 lessons with the specific date and the supposed content of the lessons. Each lesson has a topic with new vocabulary as the base for practicing the communicating skills, and the linguistic part where Pinyin, strokes, or grammar is introduced.

### **3.1.2 Creating the Lesson Plans**

Creating lesson plans was one of the most challenging parts of the study for the thesis. “A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students. A lesson plan is essential for novice teachers and convenient for experienced teachers.” (Jensen, 2002: 403.) And according to the Faculty Training and Development (2006, 3.): “the road map or framework

used to plan and conduct every class from first meeting to final exam. In addition, lesson plans ensure you have created a logical, systematic learning process essential to making sure your students achieve the most learning in the least time.” Lesson plans help the teacher to manage the lesson and use the time efficiently, which helps students to move smoothly forward with the education, and show them that teacher knows what he is doing. “A lesson plan is also a record of what we did in class; this record serves as a valuable resource when planning assessment measures such as quizzes, midterms, and final exams.” (Jensen, 2002: 403)

The basic features of lesson planning are decisions of what and how to teach, and for how much time. Basically, the lesson plan tells the teacher what to do next which gives teacher confidence, helps make the lesson coherent, provides all needed information – materials used, textbook, games, etc. “A plan can link the lesson explicitly to syllabus objectives.” (British Council, 2008: 4)

According to O’Neill et al. (2011: 2-13), when planning the lesson teacher should:

1. Read the lesson notes and the lesson materials.
2. Think about the stated learning objectives and consider whether the chosen activity will achieve this aim.
3. Estimate the time needed for each stage of the lesson.
4. Prepare homework in advance.
5. Make sure that there is a variety of activities in the lesson.

There are some basic parts of what the lesson plan should be comprised of. The date, teaching objectives, material used, warm-up, the presentation part with the activities which lead to achieve the objectives, and wrap-up (follow up) activities to see whether the teaching objectives have been achieved.

“Warming up activity is the kind of activities which aim to prepare the learners and insert them into the lesson.” (Bin-Hady, 2018: 279) Warm-up activities should aim at the background knowledge of the learner, prepare him for the new input by either introducing the background of the new information presented in the presentation part of the lesson, or by reminding and reviewing already learned information. It should not take much time, the main parts of the lesson need to be the presentation and wrap-up. Regarding this thesis,

warm-up activities are games mostly concentrated on Pinyin and the ability of distinguishing or pronouncing the tones which gave the basis for the presentation part.

“The middle component of a lesson plan is the lesson’s content; this includes procedures or activities along with transition notes, as well as time management...” (Jensen, 2002: 405) The presentation part of the lesson plans consists of the two stages. In the first part of the course which is concentrated more on Pinyin, stage 1 usually consists of the new information about tones or reading the Pinyin. In the second part of the course which focuses on the characters, the stage 1 aims at the writing skills. In stage 2 of the whole course, a new vocabulary is introduced, written on the blackboard so students can practice their pronunciation and using them to create the full sentences. Presentation part also sometimes contains a game to practice communicating skills with new vocabulary.

For the wrap-up, “a teacher can do the assessment by transferring the teaching objectives into questions and check whether the pupils can answer them or not. Teachers should not expect that the teaching objectives to be achieved a hundred percent. However, the higher the percentage, the more efficient are the teaching techniques.”

(Bin- Hady, 2018: 279) In the wrap-up section of this thesis’ lesson plans, games are used to see whether the teaching objectives have been achieved. At the end of the lesson, students are given the homework – usually to learn new vocabulary and review the Pinyin with tones.

### **3.2 Target Students**

The course of Chinese for the beginner children took place in Slovakia with two Slovak students. For the purpose of this thesis, there was a post about the course on social media. The parents of two students found it, and the students sign up. The course was free.

Both students are Slovak nine-year-old girls with no knowledge of the Chinese language. They are classmates in the third grade of primary school in Dubnica nad Váhom, Slovakia and both of them are learning the English language as a second language at school. The students knew the instructor and were familiar with Leisure Centre Laura where the course took place.

### **3.3 The Evaluation of the Games**

As mentioned before, “educational games (or serious games) are specifically designed to teach people about a certain subject, expand concepts, reinforce development, or assist them in drilling or learning a skill or seeking a change of attitude as they play.” (Dempsey, 1996) “But in order to use them effectively it is essential to systematically evaluate such games in order to obtain sound evidence on their impact.” (Petri & Wangenheim, 2016: 993)

There are many studies about evaluations of games (also educational computer games) done deeply in a scientific manner, using data collection, or analysis. But for this thesis it is enough to write down the conclusion of those studies, and what evaluation of the games should contain. “Evaluation should cover both the student learning, as well as the quality of elements, materials and resources that compose the instructional strategy.” (Branch, 2010)

According to Kirkpatrick (2006) there is the four-level model for evaluation. That is the evaluation of reaction, learning, behavior, design. It evaluates “how the participants felt about the training or learning experience, the increase in knowledge or skills, the degree to which new learning acquired transfers to the job performance, and the effect on the business environment by the learner.” (Petri & Wangenheim, 2016: 995)

In the lesson plans in chapter 4, lesson evaluation has got a structure of these four levels. It is concentrated on the reaction of the students, reaching the teaching objectives, and the success of the activity.



## 4 THE COURSE

### 4.1 The Syllabus

Chinese for the Beginner – Course for Children (December 2019-February 2020)

**Instructor:** Kristína Machálková – 可丽, kristina1machalkova@gmail.com

**Time:** 5:00-5:50 pm, Mon., 10:00-10:50 am, Sat

(break during winter holidays – 22<sup>nd</sup> December-3<sup>rd</sup> January + 6<sup>th</sup> January)

#### **Course introduction:**

This is a basic course of the Chinese language for children for the bachelor thesis. Students will learn everything from the base – tones, Pinyin, phonetics in the first part of the course. The second part will be more focused on characters and reading skills. Most of the course will be done in the form of games and activities. During the whole course, enlarging the vocabulary will be substantial for improving speaking and listening skills. Students need to review new vocabulary frequently with an emphasis on both Pinyin and characters. Drills and discussion are used to enhance speaking ability, recordings are used to enhance listening ability. Homework will be mostly learning new vocabulary and practicing the sentences. Sometimes it will be added with a small writing or speaking task.

#### **Requirements:**

1. Preview the vocabulary, both in Pinyin and characters.
2. Oral participation in class: drills, discussion.
3. Bring the exercise book and the cards to the class.

#### **Evaluation:**

The course is not obligatory, there will be no serious evaluation at the end. Students will be given stickers for successfully done work or for showing the effort during the classes. At the end of the course, the whole course will be evaluated by the interview with students.

## 4.2 Schedule

First part of the course – Pinyin  
(listening and speaking skills)

- 1. 12/09/2019**  
Introduction to tones  
Topic: Greetings
- 2. 12/14/2019**  
Introduction to Pinyin  
Initials (b, p, d, t, m, n, w, l, k, g)  
Topic: Pronouns
- 3. 12/16/2019**  
Initials (sh, zh, h, ch, c, z, s, f)  
Topic: Family I.
- 4. 12/21/2019**  
Initials (q, r, j, y, x)  
Topic: Family II.
- 5. 01/04/2020**  
Finals (first part)  
Topic: I like/do not like
- 6. 01/11/2020**  
Finals (second part)  
Topic: Counting to 10 and Colors
- 7. 01/13/2020**  
Big revision  
Introduction to characters  
Horizontal stroke

Second part of the course – Characters  
(mostly reading skills)

- 8. 01/18/2020**  
Numerals in characters  
Vertical stroke  
Throw and right-falling stroke
- 9. 01/20/2020**  
Dot, turning and hook stroke  
Structural particle 的  
Topic: Animals
- 10. 01/25/2020**  
Rising stroke  
Topic: What is your name?
- 11. 01/27/2020**  
Topic: What is this? Who is that?
- 12. 02/03/2020**  
Topic: What do you like to do?
- 13. 02/08/2020**  
Revise everything learned  
Measure word 个  
Topic: My favorite food is...
- 14. 02/10/2020**  
Revising lesson  
Evaluation of the course

## 4.3 The Lesson Plans

### Lesson 1

**Date:** 12/09/2019

**Topic:** Greetings

**Textbook:** Chinese Made Easy for Kids – Lesson 3

#### **Objectives:**

1. Students will be able to recognize the difference between the four tones.
2. Students will be able to read the four tones.
3. Students will be able to say Hi and Bye.

**Materials:** blackboard, pictures of China, cultural object from China, several sets of number cards, cards with a new vocabulary for each student, cards with the tone marks for each student

#### **Warm-up: (10 min)**

1. Introduce the course.
2. Present China to the students by showing them videos, pictures of China, and cultural objects like paintings.
3. Introduce them how Chinese names are given from the parents, and give students Chinese names to increase their interest in learning and get to know students before the class starts.

#### **Presentation: (32 min)**

##### **Stage 1 (17 min)**

1. Introduce the tones.
2. Write new vocabulary – Greetings 你好, 再见 on the blackboard in Pinyin, read it with tones, and let students repeat.
3. Since this point, use the greetings at the beginning and end of each lesson.

##### **Stage 2 (15 min)**

#### **Game – 4 Tones Game**

##### **Steps:**

1. Divide the class into 2-3 groups. Give each student a set of number cards which contains numbers of 1, 2, 3, 4.

2. The game has two rounds. The first round is for all the students to. The teacher says a word and then all students need to raise the number of cards that stand for the right tones for the word. For example, when saying “下雪”, students should raise 4 and 3. Whoever has the right answer, gets one point for their team.
3. The second round is a group competition. The teacher says a phrase or short sentence depending on the number of a group. Each student is responsible for one character when the teacher says the phrase, they need to show all the correct tones to get points. For example, when saying “午后阵雨”, 4 students should raise 3, 4, 4, 3 in order.

**Wrap-up: (8 min)**

1. Revise the tones with the students.
2. Let them choose one of the number cards, and they need to pronounce it, write it, or both.

**Homework:**

Give the students cards to learn the tone marks and vocabulary - 你好, 再见.

**Lesson Evaluation:**

I gave names to students. It seems like a game to them and by doing that, their interests in learning were aroused. So this is a successful activity to do. The tone game I did in the class is easy to understand but probably not so successful for the first encounter with the tones. First students are surprised by the differences from their mother language but later they got confused, especially for third and fourth tones. I will leave the game for the second lesson when they are already familiar with the tones.

**Lesson 2**

**Date:** 12/14/2019

**Topic:** Pronouns

**Preparation:** Create a chart with initials and finals.

**Objectives:**

1. Students will be able to read initials *b, p, d, t, m, n, s, f, l, k, g, w*, vowels *a, e, i, o, u, ü*, and syllables created by the combining the initials with every possible vowel.
2. Students will be able to read the syllables with tones.

3. Students will be able to say Pronouns in singular form and understand how to create the plural form.

**Materials:** blackboard, sets of number cards and cards with new vocabulary for each student, a chart with the initials and finals (each lesson enlarged of what has been learned), cards with the syllables and tones

**Warm-up: (7 min)**

Play *4 Tones Game* (Lesson 1, Presentation, Stage 2), make sure to practice third and fourth tone.

**Presentation: (33 min)**

**Stage 1 (15 min)**

1. Introduce Pinyin.
2. Introduce initials and finals. Explain that many of the initials and finals are not pronounced similarly to their counterparts in their native language. Use the chart with initials *b, p, d, t, m, n, s, f, l, k, g, w*, and vowels *a, e, i, o, u, ü*, read them, let them repeat and remember.

**Stage 2 (18 min)**

1. Introduce the topic of the Pronouns.
2. Write 我, 你, 他 / 她 in the Pinyin on the blackboard, let them try to read it.
3. Introduce the affix 们 to form the plural, let them create the plural on their own.

**Wrap-up: (10 min)**

**Game – Hold and read**

**Steps:**

1. The whole class may join the game.
2. Let one student go to the front and hold up a card with a vowel on it. The rest of the class read it out.
3. Those who do not say it correctly are out of the game.

(Yamin, *Chinese Made Easy for Kids*: 7)

**Reminder:**

Use also cards with the initials, whole syllables with tones: *mā, lē, bō, tí, dí, fǎ, wǒ, dì, pì*.

**Homework:**

Give the students cards to learn the initials - *b, p, d, t, m, n, s, f, l, k, g, w*, and vocabulary - 我, 你, 他 / 她, 我们, 你们, 他们.

**Lesson Evaluation:**

*4 Tones Game* which seemed so hard on the first lesson, was successful for the second time. The students made progress in distinguishing the third and fourth tones, and the game itself interested them. The activity I prepared for wrap-up was the competition for teams but in class with only two students that is not possible. I altered the game a bit, I held up the cards, so they could still compete. Students were able to read the syllables with tones.

**Lesson 3**

**Date:** 12/16/2019

**Topic:** Family I.

**Textbook:** My First Chinese Words – Lesson 1

**Objectives:**

1. Students will be able to read initials *sh, zh, h, ch, c, z*, and syllables created by combining the initials with every possible vowel, with tones.
2. Students will be able to name family members.
3. Students will be able to use the verb *love* 爱 in a sentence.
4. Students will be able to ask a question with the particle 吗.

**Materials:** blackboard, cards with new vocabulary for each student, a paper heart with the verb *love* 爱 in a center, a chart with the initials and finals (each lesson enlarged of what has been learned), cards with the syllables and tones

**Warm-up: (7 min)**

Play *Hold and read* game (Lesson 2, Wrap up) to review initials practiced on the previous lesson - *b, p, d, t, m, n, s, f, l, k, g, w*. Create different syllables using the initials and vowels, try words with two syllables, it will be challenging.

**Presentation: (33 min)**

**Stage 1 (15 min)**

1. Use the chart with initials and finals, enlarged by initials *sh, zh, h, ch, c, z*. Read and let them repeat. By pointing at the specific initial and the vowel at the same time, create syllables so students will read a lot.
2. Explain that after these initials, the finals –i and –e are not fully pronounced.

**Stage 2 (18 min)**

1. Introduce the family members, write it in Pinyin on the blackboard - 爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, read and repeat.
2. Tell students how to say *my mom* (without structural particle, for now) and let them think about other combinations - your mom, his dad, their older sister, etc.
3. Write the verb love 爱, in Pinyin, tell an example: I Love My Mom, and let them create their combinations.
4. Introduce how to create the question using the particle 吗.

**Wrap-up: (10 min)**

**Game – I Love My Family**

**Steps:**

1. Place paper heart on the table.
2. Student places different family member cards on the left and right side of the heart, creating and saying the sentences: “\_\_ 爱 \_\_”, e.g. “I love my mom,” “dad loves younger sister,” “older brother loves me,” etc.
3. You can also place cards on table and have students say the sentence.

(Better Chinese, 2009: 21)

**Reminder:**

Practice asking the question to see the difference between the question and the answer.

**Homework:**

Give the students cards to learn the initials - *sh, zh, h, ch, c, z*, and vocabulary - 爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, 爱, 吗.

### **Lesson Evaluation:**

The game we played for the warm-up was successful, using the words with two syllables is a good practice. I also tried to give them three-syllable words and it was confusing.

When learning new initials, I will emphasize the practice distinguishing difference between finals –i and –e in combination with the initials *sh, zh, h, ch, c, z*. I will create the game which concentrates on that. If there is a chance to use their family photos for the *I Love My Family* game, I will recommend that, it seemed to help them create the sentences by themselves, and students were able to name family members, and use them in a sentence with verb *love* 爱.

### **Lesson 4**

**Date:** 12/21/2019

**Topic:** Family II.

**Textbook:** My First Chinese Words – Lesson 1

**Preparation:** Create the test paper for *Listen and choose* game.

#### **Objectives:**

1. Students will be able to read initials *q, r, j, y, x*, and syllables created by the combining the initials with every possible vowel, with tones.
2. Students will be able to tell their family members in a full sentence - 我家有...
3. Students will be able to ask the classmate about their family makeup.

**Materials:** blackboard, cards with a new vocabulary for each student, a test made for *Listen and choose* game, a chart with the initials and finals (each lesson enlarged of what has been learned), cards with the two-syllable words in Pinyin.

#### **Warm-up: (7 min)**

Play *4 Tones Game* (Lesson 1, Presentation, Stage 2) for the last time to see the improvement.

#### **Presentation: (33 min)**

##### **Stage 1 (18 min)**

1. Use the chart with initials and finals, enlarged by initials *q, r, j, y, x*. Read and let them repeat. By pointing at the specific initial and the vowel at the same time, create syllables so students will read a lot.



2. Explain that in contrast to the previous group of the initials - *sh, zh, h, ch, c, z*, the final *-i* is fully pronounced.
3. Play *Listen and choose* game with those two groups of initials and finals *-i* and *-e*, so students will hear and learn the difference. (*she/shi, re/ri, zhe/zhi, che/chi, ji/yi, xi/se, qi/che, he/she, ze/re*)

### **Game – Listen and choose**

#### Steps:

1. Each student is given a paper with multiple-choice questions.
2. Read both syllables in one option twice, after that students need to pick the right option according to what do they hear.

### **Stage 2 (15 min)**

1. Write the question in Pinyin on the blackboard: How many people there are in your family?/你家里有几口人? And the answer: My family has..., and your?/我家有。。。你呢?
2. Read and let them repeat. Introduce lightly the sentence structure and usage of the particle 呢.
3. Ask the students question, they need to answer, and then should ask a classmate about their family makeup.

### **Wrap-up: (10 min)**

Play the game for practicing both new and also previously learned vocabulary.

### **Game – Tell me**

#### Steps:

1. The whole class may join the game.
2. Student A picks up a card with a phrase on it. Student B uses the phrase to make a sentence.
3. Those who do not make the correct sentence are out of the game.

(Yamin, M., 2005: 100)

### **Homework:**

Give the students cards to learn the initials - *q, r, j, y, x*, and vocabulary - 有, 家, 几, 口, 人, 呢, 你呢.

**Lesson Evaluation:**

*4 Tones Game* shown the improvement of students, distinguishing tones seemed to be an easy task for them. I would say that we do not need to play it anymore, and rather do more challenging tasks but as a learning tool, this game is a successful activity to do. When we were playing *Listen and choose* game, I realized we need to do more listening activities. I will use the recordings of different voice. Wrap-up activity was not successful, they did not learn enough vocabulary to do it, I will alter the game for practicing more family vocabulary.

**Lesson 5**

**Date:** 01/04/2020

**Topic:** I like/do not like

**Objectives:**

1. Students will be able to write tone marks above the correct vowel.
2. Students will be able to hear the difference in pronunciation of the finals *-an/-ang, -en/-eng, -on/-on.*
3. Students will be able to tell what do they like, and his classmate the same question.

**Materials:** blackboard, cards with new vocabulary for each student, a chart with the initials and finals (each lesson enlarged of what has been learned), Pinyin cards, an apple, a book, a box of tea, a pack of coffee, a pen, a sweater, a mobile, a bar of chocolate

**Warm-up:** (7 min)

**Game – Finding Pinyin Partners**Steps:

1. Ask students not to take their seats as they usually do, ask them to sit randomly with different classmates aside.
2. The teacher gives each student a Pinyin card.
3. The teacher pronounces a sound or raises a card. If students think the Pinyin card they hold can combine with the teacher's, they should stand up then.
4. The teacher picks out the first person or the first few people pronounce the sound. If it's correct, the student gets one point then. Whoever gets the most points wins.

Reminder:

Teachers can choose whether to pronounce the sound personally or ask students to take turns pronouncing the cards they hold.

(Bao, V.S., 2010)

**Presentation: (35 min)**

**Stage 1 (20 min)**

1. Use the chart with initials and finals, enlarged by finals *-ao, -ai, -an, -ang, -ei, en, eng, -er, -ou, -ong*. Read and let them repeat. By pointing at the specific initial and the final at the same time, create syllables so students will read a lot.
2. Learn the students about the vowel triangle – write the triangle on the blackboard, and explain the subordination of the vowels.

**Game – Say it Right**

Steps:

1. The teacher writes 5 sentences in Pinyin but without tones on the whiteboard.
2. Each member needs to mark the tones of one sentence, one person after one person.  
The group marks all the tones correctly and is the fastest wins.

Reminder:

The teacher can ask the other group to examine the tones and read it.

**Stage 2 (15 min)**

1. Write the phrases *I like/ do not like?*/我喜欢/不喜欢 on the blackboard.
2. Put the cards with new vocabulary next to objects they are referring to - an apple, a book, a box of tea, a pack of coffee, a pen, a sweater, a mobile, a bar of chocolate.
3. Go through the new vocabulary, read and repeat.
4. Start a conversation with: 我喜欢吃苹果, 你呢? Explain how to answer and let the students talk about what do they like.

**Wrap-up: (8 min)**

Play the game *Tell me* (Lesson 4, Wrap up), and add the new vocabulary.

**Homework:**

Give the students cards to learn the finals - *-ao, -ai, -an, -ang, -ei, en, eng, -er, -ou, -ong*, and vocabulary -书, 茶, 咖啡, 巧克力, 苹果, 喜欢/不喜欢, 看, 吃, 喝, 钢笔, 毛衣, 手机.

### **Lesson Evaluation:**

The warm-up game is probably better for bigger groups but I would evaluate it as a fruitful activity. Students were having fun and practiced the Pinyin. *Say it right* game should be played longer than ten minutes, it was one of the best activities which we played yet. Students were practicing the writing of tone marks above the correct vowel. I suggest playing it more, it has reached the objectives and students loved it. When talking about different objects which they like or not, it is better to have them in the room and interact.

### **Lesson 6**

**Date:** 01/11/2020

**Topic:** Counting to 10 and Colors

**Textbook:** Chinese Made Easy for Kids - Lesson 8

**Preparation:** Create the test paper for game *Listen and choose*.

#### **Objectives:**

1. Students will be able to hear the difference in pronunciation of the finals *-iu, -ui, -ing, -ian, -iang, -un, -uan, -uang*.
2. Students will be able to count to ten.
3. Students will be able to name the colors.

**Materials:** blackboard, magnets, cards with a new vocabulary for each student, a chart with the initials and finals (each lesson enlarged of what has been learned), cards with initials and finals for *Super Pinyin Team* game, big table, the coloring book, pencils, a test paper for *Listen and choose game*, the recordings 86-90 from Učebnice čínské konverzace

#### **Warm-up: (7 min)**

Play the game *Listen and choose* (Lesson 4, Presentation, Stage 1) for practicing listening skills, use recordings 86-90 from *Učebnice čínské konverzace*.

#### **Presentation: (33 min)**

##### **Stage 1 (18 min)**

1. Use the chart with initials and finals, enlarged by finals *-in, -ing, -ian, -iang, -iong, -iu, -ia, -iao, -ie, -ua, -uai, -ui, -uo, -un, -uan, -uang, -ueng, -üe, -ün, -üan*. Read and let them repeat. By pointing at the specific initial and the final at the same time, create syllables so students will read a lot.

2. Play the game to practice all initials and finals of the Chinese language, use also already learned vocabulary.

### **Game – Super Pinyin Team**

#### Steps:

1. “Prepare Pinyin cards which are divided into initials, final-heads, finals, tones. Place each part as a pile on the table.
2. Divide the class into two groups. Each group sends four students to compete at the time, these four students are No.1, No.2, No.3, No.4. The No.1 is responsible for taking the correct initial card, No.2 is responsible for the final-head, No.3 is for the final, and No.4 is for the tone.
3. The teacher says a vocabulary, the students need to find the correct cards and stick them on the whiteboard. The team has all the correct cards wins.”

#### Reminder:

Put three “blank cards” for words which do not have them.

(Shu, Z., et al., 2013)

### **Stage 2 (15 min)**

1. Learn how to count to ten, write the vocabulary 一, 儿, 三, 四, 五, 刘, 七, 八, 九, 十 on the blackboard. Use the hand gestures for counting.
2. Learn the colors with the textbook.

### **Wrap-up: (10 min)**

### **Game – Let’s draw!**

#### Steps:

1. “Tell the class the colors to color the pictures.”

(Yamin, *Chinese Made Easy for Kids*, 51.)

#### Reminder:

Combined it with the numbers – e.g. two blue, four white, as for how many objects they can color with that specific color.

### **Homework:**

Give the students cards to learn the finals *-in, -ing, -ian, -iang, -iong, -iu, -ia, -iao, -ie, -ua, -uai, -ui, -uo, -un, -uan, -uang, -ueng, -üe, - ün, - üan*, and vocabulary 一, 儿, 三, 四, 五, 刘, 七, 八, 九, 十, 黄色, 红色, 绿色, 蓝色, 黑色, 白色.

### **Lesson Evaluation:**

Counting and colors are hard topics, it is better to have the counting topic for one lesson, and colors for the other one. Using the recording during the listening game proved to be a good idea, it was a different voice than mine which was more challenging for students but after a while they got used. *Super Pinyin Team* is a very fortunate activity, students were able to hear the difference in pronunciation of the finals *-iu, -ui, -ing, -ian, -iang, -un, -uan, -uang*. They both wanted to play it for the whole lesson. Wrap-up activity was also successful, relaxing but reached objectives.

### **Lesson 7**

**Date:** 01/13/2020

**Topic:** Big revision

**Textbook:** Chinese Made Easy for Kids - Lessons 1, 2, 3

**Preparation:** Create the test paper for game Listen and choose.

#### **Objectives:**

1. Students will be able to pick the initial and final correctly when hearing the phrase.
2. Students will be able to distinguish all four tones.
3. Students will be able to answer questions containing the learned vocabulary.
4. Students will be able to draw the horizontal stroke.

**Materials:** blackboard, magnets, cards with a new vocabulary for each student, cards with initials and finals for *Super Pinyin Team* game, big table, the recordings 128-131 from Učebnice čínské konverzace, the homework sheet (Kučera, et al., 2005)

#### **Warm-up: (10 min)**

Play the game *Super Pinyin Team* (Lesson 6, Presentation, Stage 1) to revise all initials and finals, and see the improvement of students.

#### **Presentation: (37 min)**

##### **Stage 1 (22 min)**

1. Play *Listen and choose* game (Lesson 4, Presentation, stage 1), use recordings 128-131 from Učebnice čínské konverzace to test listening skills.
2. Play the *Race* game to test speaking skills.

## **Game – Race**

### Steps:

1. One student from each group competes, all start from the start line.
2. Students are asked the question, whoever knows the answer needs to raise the hand, and if the answer is correct he moves forward.
3. On the ground there are several objects on the way to the finish. After every right answer, student comes one object forward, after every bad answer, the student needs to come one object backward.

### Stage 2 (15 min)

1. Give the students some extra credit for successfully learned Pinyin, and for their improvement, ask them for their thoughts about the course.
2. Introduce characters, explain to the students what is the character and that strokes are written in strict rules.
3. Start with the horizontal stroke. Write on the blackboard, and let them try.

### **Wrap-up:** (3 min)

Give the students their first homework for writing, explain what they should do.

### **Homework:**

1. Give the students a sheet with the characters 一, 二, 三 to practice writing.
2. Give them cards with old vocabulary – greetings, family, pronouns, but in characters, to learn it.

### **Lesson Evaluation:**

I think that the lesson plan for this lesson is efficient, useful, and I will use it unchanged. *Race* game gave them a chance to compete again, and win some bonus stickers. They were striving for who tells the right answer first.

## **Lesson 8**

**Date:** 01/18/2020

**Topic:** Numerals and colors

**Preparation:** Create the charts for *Bingo*, and a short story for *Yes or No* game.

### **Objectives:**

1. Students will be able to draw a vertical stroke, a throw stroke, and right-falling stroke.

2. Students will be able to write characters 十, 王, 大, 八, 人.
3. Students will be able to read characters for numerals and colors.

**Materials:** blackboard, cards with a new vocabulary for each student, *Bingo* charts with the characters of colors and numerals different for each student, the homework sheet (Kučera, et al., 2005)

**Warm-up: (10 min)**

Play a game to practice reading the characters which were part of the previous homework (greeting, family, pronouns).

**Game – Bingo**

Steps:

1. Let students pick a card from the box one by one.
2. Student read the character on it.
3. Students who have the character in their Bingo chart, cross it.
4. Student with all nine characters crossed, wins a game.

**Presentation: (33 min)**

**Stage 1 (18 min)**

1. Introduce the vertical stroke, let students try.
2. Introduce the throw and right-falling stroke, let them try.

**Stage 2 (15 min)**

Write 十, 王, 大, 八, 人 on a blackboard, and give them time to practice.

**Wrap-up: (7 min)**

Play the game to practice communication skills.

**Game – Yes or No**

Steps:

1. The teacher uses the vocabulary and sentence patterns which students have learned before to write a short story.
2. Tell the story to the class.
3. Ask yes-or-no questions about the story to students. If the answer is yes, the students have to raise a circle with arms to show the answer; if the answer is no, then raise an X.



**Homework:**

1. Give the students a sheet with the characters 十, 王, 大, 八, 人 to practice writing.
2. Give them cards with old vocabulary – objects, but in characters.

**Lesson Evaluation:**

I wrote the strokes and characters on the blackboard but maybe a better option is to make a PPT with the characters, project it on the blackboard so the students are able to draw characters according to the projected ones. *Bingo* was a huge success, students were able to recognize and read characters for numerals and colors because we were playing it more times, so they could revise the vocabulary. Wrap-up activity was not suitable for their knowledge, it was too hard to remember the information from the story, and they do not understand how to make notes. I will alter the game to some light version. Tell a sentence and immediately ask the students about it.

**Lesson 9**

**Date:** 01/20/2020

**Topic:** Animals

**Preparation:** Create a short story for *Role Playing*, and the PPT with new characters 小, 四, 五, 六, 口, 几.

**Objectives:**

1. Students will be able to read characters for objects.
2. Students will be able to draw a dot, turning, and hook stroke.
3. Students will be able to write characters 小, 四, 五, 六, 口, 几.
4. Students will be able to name animals.

**Materials:** blackboard, cards with new vocabulary for each student, pictures of animals, two long rulers, the homework sheet (Kučera, et al., 2005)

**Warm-up: (5 min)**

Play a game to practice reading the characters which were part of the previous homework (objects).

## **Game – Character Tapping**

### Steps:

1. Draw a 3\*3 grid on the whiteboard and write one character in each lattice.
2. Divide the class into two groups. Each group sends one student at a time to compete.
3. When the teacher says a character, students have to tap the correct character on the whiteboard and then say a word which contains the character. Whoever is faster and also says the correct word gets one point.

### Reminder:

The size of the grid can be changed according to the learners' level. Characters can be substituted by radicals. If so, students need to say a character which falls under this radical.

(Shu, Z. et al., 2013)

### **Presentation: (35 min)**

#### **Stage 1 (20 min)**

1. Introduce the dot and turning stroke, let students try.
2. Introduce the hook stroke, let them try.
3. Use PPT to project characters 小, 四, 五, 六, 口, 几 on the blackboard, and give students time to draw according to it.

#### **Stage 2 (15 min)**

1. Introduce the structural particle 的, and let students use it in already familiar phrases (my mom, your book, etc.)
2. Show the pictures of different animals, write new vocabulary 狗, 猫, 猪, 牛, 羊, 老鼠, 熊猫, 鸡, 鸟, 兔子, 鱼 on the blackboard, read and let students repeat, or create short sentences which animals they like.

### **Wrap-up: (10 min)**

Play the game to practice vocabulary and listening.

## **Game – Role Playing**

### Steps:

1. You are the narrator while students listen and act out the cues.
2. Each student is assigned to play the role of a specific animal.

3. You say “我邛我的狗出去散步，我的狗看见了一只兔子，兔子看见了一只鸟，鸟看见了一只猫，毛看见了一条鱼。。。 (I took my dog out for a walk... My dog saw a rabbit... The rabbit saw a bird... The bird saw a cat... The cat saw a fish...)
4. When the student hears the name of his/her animal, he/she has to stand up, turn around once, and sit down. Alternatively, the student can stand up, run around the other animal mentioned, and then sit down.
5. Come up with a fun ending together as a class.

(Better Chinese, 2009: 66)

### **Homework:**

1. Give the students a sheet with the characters 小, 四, 五, 六, 口, 几 to practice writing.
2. Give them cards with vocabulary – 爱, 喜欢, 不, 看, 狗, 猫, 猪, 牛, 羊, 老鼠, 熊猫, 鸡, 鸟, 兔子, 鱼 but in characters to learn it.

### **Lesson Evaluation:**

I make a PPT with the characters, project it on the blackboard so the students were able to draw characters according to the projected ones, and it was better than the previous lesson. The students were more concentrated, it was easier to draw the characters. *Character Tapping* game is a good option for two students although in the description of the game is written that it is activity for teams. It was competitive, funny, and helped to revise characters. I was afraid that the *Role Playing* would be hard to understand because they are not familiar with all the vocabulary used but it was successful, creative.

### **Lesson 10**

**Date:** 01/25/2020

**Topic:** What is your name?

**Preparation:** Create the charts for *Bingo*, and PPT to project new characters 我, 你, 她, 他, 们, 好.

### **Objectives:**

1. Students will be able to read characters for animals.
2. Students will be able to draw a rising stroke.

3. Students will be able to write characters 我, 你, 她, 他, 们, 好.
4. Students will be able to read sentences with already learned vocabulary.
5. Students will be able to ask and answer the question: What is your name?

**Materials:** blackboard, cards with a new vocabulary for each student, cards with all learned sentences and phrases, PPT, *Bingo* charts, an old sock, buttons, brown paper lunch bags, crayons, glue, scissors, wiggle eyes or other decorations, the homework sheet (Kučera, et al., 2005)

**Warm-up: (10 min)**

Play *Bingo* (Lesson 8, Warm-up) to practice reading the characters which were part of the previous homework (animals and verbs – to like, love, read).

**Presentation: (30 min)**

**Stage 1 (15 min)**

1. Introduce the rising stroke, let students try.
2. Use PPT to project characters 我, 你, 她, 他, 们, 好 on the blackboard, and give students time to draw according to it.

**Stage 2 (15 min)**

1. Write the sentence: What is your name? 你叫什么名字? on the blackboard in both Pinyin and characters, let them read and repeat.
2. Ask them, create more variations – What is her name? What is the name of your dad?

**Wrap-up: (10 min)**

Play the game to practice asking and answering the question: What is your name?

**Game – Paper Bag or Sock Animal Puppets**

**Steps:**

1. Cut out the shapes of heads, bodies, legs, arms, ears, and tails for one animal.
2. Glue the animal parts onto the paper bags. Use the bottom of the bag as the head and/or mouth of the puppet.
3. Alternatively, decorate an old sock to use as a puppet.
4. Each animal can ask the other animals, 你叫什么名字? What is your name?

(Better Chinese, 2009: 66)

Reminder:

The children should answer the name of the animal they are referring to: 我叫小猫，你呢？ / My name is Kitty, and yours?

**Homework:**

1. Give the students a sheet with the characters 我，你，她，他，们，好 to practice writing.
2. Ask the students to bring their family photos on the next lesson.

**Lesson Evaluation:**

I choose *Bingo* for this lesson again, and it helped students to revise all characters, and realize what have they already learned. The activity which I prepared for the wrap-up was efficient but I will alter the game, it is more suitable for smaller children.

**Lesson 11**

**Date:** 01/27/2020

**Topic:** What is this? Who is that?

**Preparation:** Create the PPT to project new characters 对，再见，这，那，是，什么，prepare the houses with family members.

**Objectives:**

1. Students will be able to write characters 对，再见，这，那，是，什么.
2. Students will be able to ask and answer the question: What is this? Who is that?

**Materials:** blackboard, cards with a new vocabulary for each student, cards with all learned sentences and phrases, PPT, an apple, a book, a box of tea, a pack of coffee, a pen, a sweater, a mobile, a bar of chocolate, pictures of the house with different family members in it, crayons, photos of family members, the homework sheet (Kučera, et al., 2005)

**Warm-up: (10 min)**

**Game – Stroke Master**

Steps:

1. Show the character PPT on the whiteboard, each slide has one big character on. Ask students to take turns to come to the front and write the same character as PPT on the whiteboard.

2. The rest students have to watch the stroke of his/her writing carefully to see if it is correct or not.
3. If the student's writing stroke is wrong, he/she can ask others for help to correct the character.

(Bao, V., et al., 2010)

**Presentation: (30 min)**

**Stage 1 (15 min)**

1. Write the sentence: What is this? 这是什么? on the blackboard in both Pinyin and characters, let them read and repeat.
2. Use the objects (an apple, a book, a box of tea, a pack of coffee, a pen, a sweater, a mobile, a table of chocolate), point at them and ask students.

**Stage 2 (15 min)**

1. Write the sentence: Who is that? 那是谁? on the blackboard in both Pinyin and characters, let them read and repeat.
2. Let them tell you who is that on their family photo.

**Wrap-up: (10 min)**

Play the game to practice asking and answering the question: Who is that?

**Game – The Chimney**

**Steps:**

1. Give the students houses with pictures of different family members inside.
2. Let students pick the crayons, everyone needs to have a different color.
3. Point to the picture of a house, and ask the student who is that.
4. If the student can identify all the pictures in the house correctly, he should color the chimney.
5. Let them ask each other, the student with the most colorful chimney wins.

(Better Chinese, 2009: 51.)

**Homework:**

Give the students a sheet with the characters 对, 再见, 这, 那, 是, 什么 to practice writing.

**Lesson Evaluation:**

Practicing the questions (What is this? Who is that?) requires more time than only one lesson, it is too much information at once. On the other hand, activities for practicing the questions are valuable, useful. Drawing the chimney to practice the family topic was amusing, students were able to ask and answer the question: Who is that? But it is the game for bigger groups, to make a sense it needs to be more people involved.

**Lesson 12**

**Date:** 02/03/2020

**Topic:** What do you like to do?

**Preparation:** Make the blank charts separately for Pronouns, Family, Objects, and Numerals.

**Objectives:**

1. Students will be able to recognize the characters 睡觉, 画, 学习, 玩, 电视, 汉语.
2. Students will be able to ask and answer the question: What do you like to do?

**Materials:** blackboard, magnets, several pairs Chopsticks, some peas, 4 paper plates, 2 tables cards with new vocabulary for each student, cards with all learned sentences and phrases, blank charts separately for Pronouns, Family, Objects, and Numerals, several bars of chocolate

**Warm-up: (10 min)**

Play the game to practice writing, use the characters from homework sheets.

**Game – Chopsticks and Characters**Steps:

1. Place one table in front of the whiteboard as the terminal point and the other across it as the starting point. Put two paper plates on each table and put some peas in it.
2. Divide the class into two groups. Each group sends one student at a time to compete.
3. The teacher says a word first, students start to use chopsticks to pick up one pea and move it to the terminal plate. After, they need to write down the word on the whiteboard.

(Shu, Z., et al., 2013)

**Presentation: (25 min)**

**Stage 1 (10 min)**

1. Introduce new vocabulary 睡觉, 画, 学习, 玩, 电视, 汉语, write it on the blackboard, let the students repeat and read.
2. Write the question: What do you like to do?/ 你喜欢做什么? Read, let them repeat.  
Introduce the verb 做.

**Stage 2 (15 min)**

1. Start a conversation by asking the question. Let the students speak, and create their variations using also older vocabulary.

**Wrap-up: (15 min)**

Play the game to practice recognizing the characters.

**Game – Stick it right**

Steps:

1. Put the blank charts for Pronouns, Family, Objects, and Numerals on the blackboard.
2. Leave the vocabulary of the above groups on the table.
3. Students take a card and need to stick it to the right chart.
4. Students can cooperate, they are allowed to do 7 mistakes.
5. If they succeed, everybody wins the chocolate.

**Homework:**

There is no homework.

**Lesson Evaluation:**

Warm-up game I chose to practice their writing was successful activity to do, it needs a longer time because children cannot use chopsticks but it is also the fun factor. And *Stick it right* game was their favorite game from the whole course. I did not want to interrupt, they needed to do it together. It is a game full of benefits – train their interaction, cooperativeness, ability to recognize characters, and put them into the correct group of the words.



## Lesson 13

**Date:** 02/08/2020

**Topic:** My favorite food is...

**Preparation:** Create a short story using all the learned vocabulary for *Yes or No* game.

### Objectives:

1. Students will be able to name fruit 水果, 香蕉, 草莓, 西瓜, 桃子.
2. Students will be able to ask and answer the question: What do you like to eat/drink?

**Materials:** blackboard, paper

### Warm-up: (10 min)

Play the game *Yes or No* (Lesson 8, Wrap-up) to practice listening skills.

### Presentation: (25 min)

#### Stage 1 (10 min)

1. Introduce measure word 个.
2. Write the names of the fruit on the blackboard -水果, 香蕉, 草莓, 西瓜, 桃子, read, and let them read and repeat.
3. Combine the numerals with the measure word and fruit. Let students practice.

#### Stage 2 (15 min)

1. Write the questions on the blackboard: What do you like to eat/drink? 你喜欢喝/吃什么? 你喜欢做什么?
2. Start a conversation by asking the question. Let the students speak, and create their variations using also older vocabulary.

### Wrap-up: (15 min)

1. Give students five minutes to prepare introduction about themselves, write the phrases which they can use on the blackboard – 叫, 家有, 喜欢, 爱, 做, 岁
2. Ask them to tell it to the class.

### Homework:

Students should review everything: Pinyin and characters.

### Lesson Evaluation:

I have no special comments on this lesson.

## Lesson 14

**Date:** 02/10/2020

**Topic:** Revising lesson

### **Objectives:**

1. Students will be able to distinguish all four tones.
2. Students will be able to read Pinyin.
3. Students will be able to recognize learned characters, and use them in the sentences.
4. Students will be able to communicate, ask and answer the questions.

**Materials:** blackboard, paper

### **Warm-up: (30 min)**

Play the games to revise Pinyin: *Say it right* (Lesson 5, Presentation, Stage 1), *Super Pinyin Team* (Lesson 6, Presentation, Stage 1), and *Pinyin Friends*.

### **Game – Pinyin Friends**

#### Steps:

1. Each student is given a Pinyin card. Ask all students to stand in a circle.
2. Give students 10 seconds to look around other's cards, for them to find out the Pinyin card that can be combined with the card of their own.
3. When the teacher says “找朋友!”, students then need to find other Pinyin cards that can be combined with.
4. When the teacher says “停”, students should stop finding. Ask students to say their Pinyin, if they have the correct answer, they can get one point.

#### Reminder:

The game rules are subject to change, it could be altered depending on student numbers and levels.

### **Presentation: (30 min)**

#### **Stage 1 (15 min)**

Play *Bingo* (Lesson 8, Warm-up).

#### **Stage 2 (15 min)**

Play the *Stick it right* game (Lesson 12, Wrap-up) to revise all characters.

**Wrap-up: (30 min)**

1. Let students describe the Picture, e.g. Picture of an Apple: 这是一个红色的苹果。
2. Use pictures of as many learned vocabulary as possible; objects, numerals, colors, people, activities: 妈妈看书, 爸爸看电视。
3. Ask them additional questions even with unfamiliar nouns, the students should understand the sentence structure, and by pointing at what are you asking they should not have a problem, e.g.: 你爸爸的头发是什么颜色的?
4. Interview the students to evaluate the whole course.

**Lesson Evaluation:**

In this lesson, I wanted to pick the most favorite games from the whole course. Students had fun, were able to distinguish all four tones, to read Pinyin, to recognize learned characters, and use them in the sentences. Students were able to communicate, ask and answer the questions. All those activities from this lesson have proven to be successful. I suggest using them in any course of the Chinese language, even for adults.

#### **4.4 The Interview**

An interview is a good way to get insight into a research topic, or needed feedback. When conducting this interview, I leaned on the four-level evaluation system by Kirkpatrick (2006). I wanted to know the students' thoughts about the course, whether the games were rather funny or boring, or if they can subjectively consider their achievement. The interview was part of the last lesson in the place where both students feel comfortable and safe. I asked the students separately for an individual approach.

##### The asked questions:

1. What did you like about the course? What did you dislike?
2. Were the games we played mostly funny, or boring? What game did you like the most and why?
3. Do you think you are now able to distinguish all four tones perfectly?
4. Do you think you can answer the questions and have a conversation about the topics we have learned?
5. Do you want to say something else about the course?

##### The result:

1. Students like that we were playing so many games, and while playing they were learning new information, sometimes without noticing it. The new information was easy to remember because they have it connected with the game.
2. Games were so much fun. The most liked games are: Bingo, Stick it right, and Super Pinyin Team.
3. Yes, they think they are able to distinguish all four tones perfectly, and instantly demonstrated that.
4. Yes, they think they can answer the questions and have a conversation about the topics we have learned. They think they learned a lot of new information.
5. It was fun, they liked everything. The games, Pinyin slightly more than characters. And they built their relationship with each other.

## 5 CONCLUSION

This thesis is designed to show the advantages of playing games when learning Chinese. One of its primary goals is to create the lesson plans built up on the games, with emphasis on listening, speaking, and reading skills. The syllabus and lesson plans are created based on a review of the literature dealing with the benefits of games as an instrument for learning foreign languages and according to the literature about macro and micro-planning of the lesson. The second objective is to explore what two nine-year-old students can learn in three months-long course using mainly games as the teaching method. The course was divided into two parts. The first part dealt with Pinyin, and the second part with characters. Based on the literature review, the plan for one lesson had three main parts: Warm-up, Presentation, Wrap-up. In general, there were 13 lessons, about 50 minutes long, and one revising lesson at the end of the course which lasted 90 minutes. Evaluating the course, the students were interviewed individually in the last lesson. From the interview, we can say that students liked the form of the course, mainly that they played many games.

The study has shown that learning Chinese by playing games is successful by the proficiency the students have achieved at the end of the course. It was the beginner course, so students did not have any knowledge, not even background knowledge, about the Chinese language before the start of the course. On the last lesson, they were able to distinguish all four tones perfectly, to read Pinyin, to recognize all learned characters, and use them in sentences, and to communicate, ask and answer the questions about several topics, such as Family, Colors, Counting, Animals, etc. As estimated in hypothesis, students actively know around two hundred words, and are able to create the sentences on their own according to the sentence structures with the new vocabulary.

As the literature review provided, games have many benefits in the education. Luu & Nguyen (2010) note, games offer learners a highly motivating class, motivate learners, promote learners' interaction, improve their acquisition and increase their achievement. Chinese language is different from Slovak, Czech, or English in morphology, phonology, or syntax. And according to this study, games have proven to be one of the best ways how to deal with the difference, and learn Chinese as a second language.

## BIBLIOGRAPHY

1. Atake, K. (2003). *Using games to teach English in Japanese junior high school*. Retrieved November 3, 2009, from ERIC database.
2. Azriel, J., Erthal, M., Starr, E., *Answers, Questions, and Deceptions: What Is the Role of Games in Business Education*. In: *Journal of Education for Business*, Sept/Oct 2005, p.9-13.
3. Bao, V. S., Bao S. & Tian J. (2010). *The Vault of Teaching Games*. Beijing, China: Peking University Press. (中文游戏大本营: 课堂游戏 100 例)
4. Better Chinese Ltd. (2009). *My First Chinese Words*. Hong Kong
5. Bin-Hady, W. R. A.. (2018). *How Can I Prepare an Ideal Lesson-Plan?* In: *International Journal of English and Education*, Vol.7: 275-289.
6. Branch, R. M.. (2010). *Instructional Design: The ADDIE Approach*. Springer New York; Dordrecht Heidelberg, London
7. British Council. (2008). *Module 2 – Lesson plan components*. The United Kingdom's International Organisation for Educational Opportunities and Cultural Relations.
8. Caillois, R.. (1957). *Les jeux et les hommes*. Paris: Gallimard.
9. Chen, J. L. (2007). *Using games in teaching English to preschool students*. Unpublished master's thesis, National Dong Hwa University, Hualian, Taiwan.
10. Corno, L., and Snow, R. (1986) *Adapting Teaching to Individual Differences among Learners*. In M.C. Wittrock (Ed.), *Handbook of Research on Teaching* MacMillan, New York.
11. Deersi, A. (2002). *Games in the ESL and EFL class*. *The Internet TESL Journal*, 9(9). Retrieved November 3, 2009, from <http://iteslj.org/techniques/Deesri-Games.htm/>
12. Dempsey, J., Rasmussen, K., Lucassen, B.. (1996). *The instructional gaming literature: Implications and 99 sources*. Technical Report 96-1. College of Education, University of South Alabama, AL
13. Faculty Training and Development. (2006). *Planning a Successful Lesson*. Teaching for Success Presents.

14. Greenall. S.. (1990). *Language games and activities*. Hulton educational publications Ltd, Britain.
15. Hadfield, J.. (1999). *Beginners' communication games*. Longman.
16. Hu, B (2010) *The challenges of Chinese: A preliminary study of UK learners' perceptions of difficulty*. In: Language Learning Journal 38(1): 99–118.
17. Huang, J (2000) *Students' major difficulties in learning Mandarin Chinese as an additional language and their coping strategies*. Report, Monmouth University, NJ. ERIC document reproduction service no. 440537.
18. Jensen, L. (2002). *Planning Lessons*. In M. Celce-Marica (Ed.), *Teaching English as a foreign language* (pp. 403–407).
19. Kirkpatrick, D. L., Kirkpatrick, J. D.. (2006). *Evaluating training programs: the four levels*. 3. ed., Berrett-Koehler Publishers, USA
20. Kučera, O. et al. (2005). *Učebnice čínských znaků I*. University of Palacky Olomouc. Vol. 1
21. Luu, T.T., Nguyen, T. M. D. (2010). *Teaching English Grammar Through Games*. In: *Studies in Literature and Language*, Vol 1., No. 7: 61-75.
22. Matejka, K., and L. Kurke. 1994. *Designing a great syllabus*. *College Teaching* 4(3): 115–17.
23. Mccallum, G. P.. (1980). *101 Word Games*. 1st Edition. USA: Oxford University Press
24. Mubaslat, M. M.. (2012). *The Effect of Using Educational Games on the Students Achievement in English Language for the Primary Stage*. Amman, Jordan.
25. O'Neill, T., Snow, P., O'Neil, H. (2011). *English course for yemen: teacher's book 4*. Beirut: Oxford University Press.
26. O'Riordan, F., Kirkland, D.. (2008) *Games as an Engaging Teaching and Learning Technique: Learning or playing?*. In: *Novel Approaches to Promoting Student Engagement*: 77-78.
27. Parkes, J., & Harris, M. B. (2002). *The Purposes of a Syllabus*. *College Teaching*, 50 (2), 55-61.

28. Petri, G., Wangenheim, Ch.. (2016). *How to Evaluate Educational Games: a Systematic Literature Review*. In: Journal of Universal Computer Science. Vol. 22, No.7: 992-1021
29. Plebanek, D. J., Sloutsky, V. M. (2017). *Costs of selective attention: When children notice what adults miss*. In: Psychological science, 28(6), 723-732.
30. Shanahan, K., Hermans, C., Haytko, D. (2006) *Overcoming Apathy and Classroom Disconnect in Marketing Courses: Employing Karaoke Jeopardy as a Content Retention Tool*. Marketing Education Review, 16 (1), p.85-90.
31. Shatz, M. and Loschiavo, F. (2005) *Learning Through Laughter*. Industrial Engineer, IE, 37 (9) p.66
32. Shen, HH (2004) *Level of cognitive processing: Effects on character learning among non-native learners of Chinese as a foreign language*. In: Language and Education 18(2): 167–182.
33. Shu, H (2003) *Chinese writing system and learning to read*. International Journal of Psychology 38(5): 274–285.
34. Shu, Z. -M., Ou, X. -C., Lin, P. -Y., Chen, Y. -H., Chen, R. -H., Xu, P. -W. & Liu, P. -J. (2013). *Effective Learning Chinese with FUN*. Taipei, Taiwan: Cheng Chung Book Co., Ltd.
35. Snow CE, Hoefnagel-Höhle M (1978). *The Critical Period for Language Acquisition: Evidence from Second-Language Learning*. In: Child Development. 49 (4): 1114–1128.
36. Uher, D., Xuemin, L., Vykoukal J.. (2007). *Učebnice čínské konverzace*. Prague: LEDA spol. s. r. o.
37. Wright, A., Betteridge, D., Buckby, M.. (2005). *Games for language learning*. 3rd edition. New York: Cambridge University Press.
38. Yamin, M. (2005). *Chinese Made Easy for Kids 1*. Hong Kong: JOINT PUBLISHING Co., Ltd
39. Yen-Hui, W. (2010). *Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools*. In: Journal of Engineering Technology and Education, Vol. 7, No.1: 126-142