

## Teaching-Learning-Based Optimization: An Efficient Method for Chinese as a Second Language

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**Abstract :** In the classroom, teachers have been trained to complete the target task within the limited lecture time, meanwhile learners need to receive a lot of new knowledge, however, most of the time the learners come without the proper pre-class preparation to efficiently take in the contents taught in class. Under this circumstance, teachers do have no time to check whether the learners fully understand the content or not, how the learners communicate in the different contexts, until teachers see the results when the learners are tested. In the past decade, the teaching of Chinese has taken a trend. Teaching focuses less on the use of proper grammatical terms/punctuation and is now placing a heavier focus on the materials from real life contexts. As a result, it has become a greater challenge to teachers, as this requires teachers to fully understand/prepare what they teach and explain the content with simple and understandable words to learners. On the other hand, the same challenge also applies to the learners, who come from different countries. As they have to use what they learnt, based on their personal understanding of the material to effectively communicate with others in the classroom, even in the contexts of a day to day communication. To reach this win-win stage, Feynman's Technique plays a very important role. This practical report presents you how the Feynman's Technique is applied into Chinese courses, both writing & oral, to motivate the learners to practice more on writing, reading and speaking in the past few years. Part 1, analysis of different teaching styles and different types of learners, to find the most efficient way to both teachers and learners. Part 2, based on the theory of Feynman's Technique, how to let learners build the knowledge from knowing the name of something to knowing something, via different designed target tasks. Part 3. The outcomes show that Feynman's Technique is the interaction of learning style and teaching style, the double-edged sword of Teaching & Learning Chinese as a Second Language.

**Keywords :** Chinese, Feynman's technique, learners, teachers

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