Teaching Methodology of Specialty Chinese Based on Smart Class: A case study of legal Chinese

Metodología de enseñanza de chino especializado basada la clase inteligente: un estudio de caso de chino legal

基于智慧教学的专业汉语教学法——以法律汉语为例

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Abstract: Through the analysis of the changes of classrooms and classes of Chinese and the characteristics of the information age, relying on smart classroom and mind map, the author takes the teaching method for legal Chinese as a case, to explore the smart teaching during the stage of specialty Chinese teaching. Moreover, through the study of the characteristics of legal Chinese, this article also

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discusses the characteristics and difficulties in the preparation of the specialty Chinese textbook with legal Chinese as an example and the countermeasures for them. In this article, the author introduces the student language questionnaire, and based on the data analysis of the language questionnaire, tries to summarize the factors influencing the students' language learning process and the method of applying the factors to the preparation of the specialty Chinese textbook.

Key Words:specialty Chinese, teaching methodology, smart class.

Resumen: el estudio de la enseñanza inteligente en la etapa de enseñanza de un idioma profesional, por ejemplo, mediante el análisis de los cambios en las clases y clases de idiomas y las características de la era de la información, sobre la base de un mapa de la clase y el pensamiento inteligentes.Además, mediante un estudio de las características del chino jurídico, se estudiaron las características, las dificultades y las respuestas de la elaboración de material didáctico en idiomas especializados, como el chino jurídico.En este documento se presenta el cuestionario sobre los idiomas de los estudiantes, que trata de resumir los factores que influyen en el proceso de aprendizaje de los idiomas de los estudiantes y la forma en que esos factores se aplican a la elaboración de material didáctico en los idiomas profesionales, sobre la base de un análisis de los datos del cuestionario.

Palabras clave: idiomas profesionales, métodos de enseñanza, clases inteligentes.

摘要：笔者通过当前汉语教室和课堂的变化，结合信息化时代的特点，以智慧教室和思维导图为依托，以法律汉语教学法为个案，探讨汉语教学进行到专业教学阶段后的智慧教学法。通同时过对法律汉语特点的研究，讨论以法律汉语为例的专业汉语教材编写中的特点、难点，以及应对方法。在文中，笔者引入了学生语言调查问卷，并以语言调查问卷的数据分析为基础，试图归纳影响学生语言学习过程的因子，以及如何将因子应用到专业教材编写中。

［**关键词**］ 智慧教学；专业汉语；教学法

1. Smart classroom, smart class, and mind map

1.1 Smart classroom

The classroom, as a prerequisite for teaching, has undergone three major stages of development: traditional classrooms, electronic classrooms, and now digital classrooms. While the digital classroom, after the original multimedia classroom and the multimedia network classroom, has now evolved into the stage of smart classroom. If trying to define the above classrooms, they might be the following: the traditional classroom is the one most commonly seen only with desks and chairs. The electronic classroom refers to the classroom form produced by the application of electronic equipment and electronic audio-visual equipment to traditional classrooms with the development of electronic technology. The digital classroom is the classroom form after a variety of digital devices and tools are applied to the classroom with the digital revolution's integration with the education field. When information is collected, stored, and transferred with digital

signal instead of analog signal, classrooms that use these digital devices and tools then become digital classrooms. Multimedia classrooms, multimedia network classrooms and smart classrooms are different development stages of digital classrooms. The multimedia classroom refers to the classroom form produced by the application of multimedia computer technology to the education field with the development of multimedia computer technology.

Smart classroom, in fact, is a more advanced form of the digital classroom. However, what is a smart classroom? The definition of the smart classroom in Baidu is that "it is a typical materialization of the smart learning environment, a high-end form of multimedia and network classrooms, and a new type of classroom built with the help of Internet of things technology, cloud computing technology and intelligent technology. This new classroom, which includes tangible physical space and invisible digital space, is a new type that assists in the presentation of teaching content through various intelligent devices, facilitates the acquisition of learning resources, promotes classroom interaction, and realizes situational awareness and environment management functions. The smart classroom aims to provide a user-friendly and intelligent interactive space for teaching activities. By combining physical space and digital space as well as local and remote resources, it improves the relationship between people and the learning environment, and realizes the natural interaction between human and the environment in the learning space, so as to promote personalized learning, open learning and ubiquitous learning." Here, the author believes that compared to the traditional classroom, the smart classroom in simple terms is the electronic classroom that can use the multimedia and the Internet to obtain information instantly in the classroom. "Smart", in English dictionary, means "clever and responsive". The function of the smart classroom should be to realize the students' active thinking and control over the learning process in the form of Team-Model. To some extent, the current dilemma of multimedia classrooms is closely related to the design and technical equipment of the classroom environment; it is an inevitable trend to reconstruct the classroom environment and create a new classroom environment suitable for students' learning and teachers' teaching. With the appearance of the concepts of smart earth and smart city and the flourishment of other related technologies, it will become an inevitable choice to make full use of sensing technology, Internet of Things technology, artificial intelligence technology, multimedia technology, cloud computing technology, etc. to equip classrooms, improve the learning environment and build smart classrooms.

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1.2 Smart class

The smart class, the author believes, is to realize the three levels of the Internet of Things (application layer, network layer, and perception layer) in the classroom by means of the smart classroom equipment, and to enable students to sense and obtain the information they need in real time through information by using sensing devices sensors, radio frequency identification (RFID) and other technologies in teaching activities. Meanwhile, the smart class enables students to develop, practice and research relevant knowledge through the experimental platform of smart classroom.

What closely links the smart classroom with the smart class is the smart teaching methodology. The author calls it the "Team-Model-And-Smart Teaching Methodology". Its meaning lies in using the smart classroom and the smart class as the media and the mind map as the learning orientation to realize the students' active thinking in the learning process and to understand and master knowledge in the end.

1.3 Mind map

There is an important concept here, the mind map.

The mind map[1] is a practical tool to express divergent thinking. It was invented by an Englishman, Tony Buzan, who is internationally known as "Mr. Brain" for his "mind map", and he himself became the president of the Brain Trust Charity. To put it simply, the mind map is to express the relationships between the various levels of subjects with the hierarchical graphs subordinate each other and establish memory links through the technique of using illustrations and texts. Its essence is a method of visualizing thoughts, meaning starting from any knowledge point in thinking to establish a center of thinking, and thousands of link points branch from the center. Each link point represents the joint that is closely related to the central theme, and each joint can become another central theme, and then tens of thousands of link points branch out. Eventually a neuron-like radioactive stereo-structure database is formed. There are many other names for the mind map, such as the brain map, mental map, brainstorming map, concept map, tree diagram, branch diagrams, or thinking map.

At present, the mind map is already widely used around the world, and many Fortune Global 500 companies are also learning the mind map.

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[1] About MindManager mind map. http://www.mindmanager.cc/aboutus.html.

The mind map has a history of decades since it was introduced into mainland China in the 1980s.

2. Basic/general Chinese, specialty Chinese, and legal Chinese

There are different names and definitions in the academic world about the study of Chinese basic knowledge and language skills. The same situation could also be found in the textbooks. The textbook published by the People's Education Press in 2007 calls it Basic Chinese (People's Education Press, 2007). Du Houwen used Introductory Chinese in his *Ordinary Chinese Course* (Du Houwen, 2012). Another example is Hu Fengwei and Chen Yuqian's Elementary Chinese Character (*Introduction to Elementary Chinese Characters*, Fujian People's Publishing House, 2016). The more widely used names also include Comprehensive Chinese, such as Feng Shengli's *Comprehensive Chinese* (Higher Education Press, 2007), and the Comprehensive Course in Beijing Language and Culture University Press' series of *Developing Chinese*. Regardless of what it is translated into in English, the study of Chinese basic knowledge and language skills is actually relative to professional Chinese. *Basics of Chinese Language* of *a Series on Standards for Teachers of Chinese to Speakers of Other Languages* (Beijing Language and Culture University Press, 2011) written by Liu Xunzong and Cui Yonghua, includes volumes of Phonetics, Vocabulary, Grammar and Text. This series covers all aspects of Chinese basic knowledge and language skills that should be involved in the primary stage of Chinese language learning to international students. For example, the book of Phonetics includes the principles and methods of Chinese phonetic scheme, initial consonant, simple or compound vowel, tone, phonetics change, intonation, and phonetics; the book of grammar includes grammatical unit, lexical system, part-of-speech system, phrase system, and sentence system. The above content is also the starting point for most international students' Chinese language learning.

Besides the basis Chinese, the other aspect of Chinese language is Specialty Chinese. How to give a definition to the Specialty Chinese language? Here the author understands that Specialty Chinese does not mean the Chinese Language major for international students, but more close to language knowledge related to the special-purpose Chinese for specific fields, such as scientific Chinese, medical Chinese, and business Chinese. Compared with basic Chinese, specialty Chinese involves specialized

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knowledge in specific fields, and the focus of its learning is on professional vocabulary and stylistic expression in these fields. As a supplement to basic Chinese, specialty Chinese is a special-purpose Chinese language that has the bonding function that some international students need to master before entering specialty studies after a period of basic Chinese learning. In the process of learning, specialty Chinese, as a stepping stone and entry ladder for students to enter the field of specific knowledge, has strong professionalism. Therefore, its teaching methodology and teaching materials become more and more important in the process of guiding students' learning.

Legal Chinese, like the above mentioned scientific Chinese, medical Chinese, and business Chinese, should undoubtedly belong to the category of specialty Chinese. There is no uniform definition of legal Chinese. It is generally believed that legal Chinese is the Chinese language used by the legal profession, such as case language, statute language, legal opinion language, and so on.

3. Application of team-model-and-smart teaching methodology in specialty Chinese class teaching: case analysis on legal Chinese

3.1. Two major questions: "What to teach" and "How to teach"

No matter it is basic Chinese or specialty Chinese, the teaching process can be summarized and questioned into two major questions. The first is "what to teach" and the second is "how to teach." The process of answering these two questions is the process of studying the law of teaching; it is also the issue that needs to be considered in advance to optimize the teaching methodology. Therefore, the first thing to consider in the teaching practice of legal Chinese is also "what to teach and how to teach".

The China University of Political Science and Law, where the author works, is a higher education institution featuring law, and its law discipline ranks first among Chinese universities. The international students first have the needs of learning the Chinese language. After the basic/general learning stage, most of the international students hope to continue their studies in the law major. Therefore, how to make such students smoothly transition to the learning of legal professional knowledge through the learning of legal Chinese after a period of basic Chinese learning has become a key point as well as a difficult point that Chinese language teachers including the author need to consider.

3.1.1. Legal Chinese textbook

Legal Chinese textbooks, quite soon, have become the first problem that has emerged in teaching practice. This is also the most important basis for answering "what to teach". Compared with the specialty Chinese mentioned in the previous section, especially compared with the vast amount of business Chinese textbooks, the number of textbooks of legal Chinese is so small. The reason may be the complicated way of expression of the legal language itself, and the other reason is the characteristics of the Chinese language itself.

At present, there are two influential legal Chinese textbooks in circulation in mainland China, all of which are published by Beijing University Press. One is *Chinese Course for Legal Chinese Profession* by Wang Ruojiang, while the other is *Legal Chinese in Business* by Zhang Taiping. These two textbooks each have their own characteristics. *Chinese Course for Chinese Legal Profession* is "advanced Chinese textbook. The main difference between it and general Chinese textbooks is that the content of the textbook is limited to the scope of Chinese law. In terms of its professionalism, it is not about systematic legal knowledge, but about general legal knowledge; In terms of its teaching purposes, it is to further improve the Chinese language level, accumulate professional vocabulary, and complete the transition from language learning to professional learning by means of legal materials."[2] *Chinese Course for Chinese Legal Profession* explains professional words through cases, and tries to analyze the common sentence patterns of legal Chinese; at the end of each lesson, it introduces the professional knowledge related to the cases and provides extended reading materials. Through the overall design of the textbook, we can feel the writer's devotion and intentions. *Legal Chinese in Business* is a "targeted and professional legal Chinese textbook for foreign students interested in Chinese business law."[3] It integrates relevant knowledge and proper nouns involved in business activities into dialogues, by which the legal vocabulary and legal language that need to be learned are introduced. For example,

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[2] Wang, Ruojiang 王若江.2007.中国法律专业汉语教程 *Chinese Course for Chinese Legal Profession*. Beijing Univerity Press. "它与一般汉语教材的主要区别在于教材内容限定在中国法律的范围内，就其专业性而言，不是讲系统的法律知识，而是讲一般的法律常识；就其教学目的而言，是通过法律方面的材料，进一步提高汉语水平，积累专业词汇，完成从语言学习到专业学习的过渡。"

[3] Zhang, Taiping 张泰平 . 2007. 法律汉语商事篇 *Legal Chinese in Business*. Beijing University Press. "一本具有针对性和专业性的法律汉语教材。适用于对中国商业法律感兴趣的留学生。 "

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in the first lesson of the first unit of the textbook, the form of dialogue is used to introduce professional vocabulary related to the history of Chinese legal system, such as "定为一尊the most authoritative person" and "亲亲得相首匿covering up for relatives' crimes" and "五服制five convictions according to closeness in relationships". The author has used these two textbooks in teaching practice. After practice in class, the author found that although the writer has good intentions, the content and vocabulary of the textbooks are still difficult for international students who are initially involved in the legal profession. Although some of the students has passed HSK5 or even HSK6 for the Chinese language, there are still many obstacles in learning.

3.1.2. Legal Chinese teaching methodology

The second problem is the teaching methodology of legal Chinese. The professional teaching methodology of law or the teaching methodology of linguistics is now commonly used as the teaching methodology of legal Chinese. Because of the professional knowledge involved, in the original class teaching activities, the author adopted the methods for Chinese basic/general knowledge teaching and language skill training: First, the characters and phrases involved in legal Chinese were first explained, and then the chapters of the study cases and legal opinions were studied. However, after a period, it was found that the effect was minimal. This kind of teaching effect may be caused by many reasons. One of them is that the law is a subject of high practicality, so practicality is the first priority and class learning is more like the basis of legal practice; but all legal practices are almost impossible without certain legal professional language knowledge. This contradiction is more prominent in the study of departmental legal Chinese. The departmental legal Chinese involves aspects of the departmental legal knowledge, such as Chinese in the litigation law, commercial law, and economic law, and so on. Compared with the basic legal Chinese, the departmental legal Chinese is at a higher level because it involves legal provisions. All these levels are basically unattainable for those international students if they only rely on their basic/general Chinese language knowledge.

3.2. Smart teaching methodology based on smart class and smart classroom

3.2.1. Change on class and classroom

For the above two problems, it is particularly important and urgent for teachers, including the author, to prepare legal Chinese textbooks of

moderate difficulty and explore effective teaching methodology of legal Chinese in teaching. In the university where the author works, during the years of teaching reform, a number of measures have been taken to improve the quality of teaching through new methods and measures. The university first updated the equipment of the multimedia classroom, equipped the smart classroom so as to achieve the screen projection of the mobile phone and use the online educational system to conduct teaching management; introduced the "rain classroom" to realize the instant sharing and correction of the teaching materials and students' assignments; and conducted Team-Model online discussions, etc. This series of changes and measures have led the author to start thinking about whether the teaching activity can also make some "smart" changes in the legal Chinese for international students in the current information world. In the preparation of legal Chinese textbooks and the improvement of teaching methodology, can we also introduce the "smart" methods, integrate the teacher's "what to teach" with the students' "what to learn", and make classroom teaching become the "guidance" rather than "dominance" of "active learning"; at the same time in students' active learning of knowledge points, let them master knowledge through induction and thinking. Of course, the students mentioned here refer to international students who have grown up and have independent thinking skills.

3.2.2. Change on legal Chinese textbook

The author first tried the Legal-Specialty Chinese textbook. The author compares the two volumes of Beijing University, combines the author's own process of learning related knowledge of law, and tries to compile the trial textbook of the basic legal Chinese series, first discussing the issue of "what to teach". The trial book compiled by the author, based on Chinese, taking legal culture as the content, aims to make readers learn the language through culture and finally achieve effective teaching of legal Chinese.

Legal culture refers to the theory, concepts, and the sum of legal techniques on the formulation of laws and the application of laws accumulated in the course of historical development. It is the crystallization of people's wisdom, knowledge and experience in applying the law to adjust social relations. It reflects the level of legal adjustment achieved. The legal cultural conditions of a certain society are manifested through the legal consciousness of the society, the degree and efficiency of a country's legislation and judicature. A certain legal culture shows the degree of

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development of the law as a social adjuster and the degree of its role in society, shows the level of development of legal ideology of members of society and shows the degree and state of social legal life. Legal Chinese, as a concentrated manifestation of legal culture in language, is not only a carrier, but also a phenomenon of legal culture. At its root is the deep expression of the culture of a particular nation.

So, what material of legal culture should be selected into the textbook? In order to make the teaching materials more targeted and effective, the author designed two questions in the student questionnaire. One is "the cultural field you are most exposed to" and the other is "the cultural element you are most interested in". The questions were not specifically for the preparation of legal Chinese textbook but still on language and culture surveys. That was because the purpose was to find out the factors that influence learning and content from the subconscious of students' learning.

Some of the data in the questionnaire are as follows (Figure 1, Figure 2):

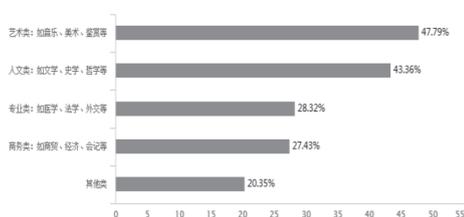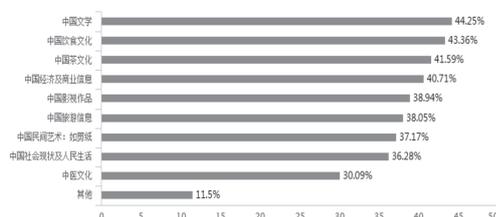**Figure 1: Cultural fields you are most exposed to**

Figure 2: Cultural elements you are most interested in

It can be seen from Figure 1 and Figure 2 that the top three Chinese cultural types international students are most exposed to are: first, art: such as music, art, and appreciation; second, humanities: such as literature, history, and philosophy; third, business: such as business, economics, and accounting. Among the nine specific elements listed by the questionnaire designer, the cultural elements that students are most interested in are: Chinese literature, food culture, and tea culture. This shows that no matter how students' professional background and personal background change, the rich and colorful life culture and the diverse forms of literature always occupy the main position not surprisingly.

The other two questions in the questionnaire are "factors hindering Chinese learning" and "factors promoting Chinese learning". The data is

shown in Figure 3 and Figure 4. Through data analysis, it can be seen that interest has become the most important factor in the learning process. This also proves that "interest is the best teacher"; while the level of Chinese is the second factor that hinders learning. If the data results are applied to the textbooks and teaching methodology of legal Chinese, then it can be concluded that if there is interest, there is motivation for learning; but interest is not enough, and understanding is a prerequisite. The author believes that this conclusion is universal to some extent in the teaching process of professional Chinese.

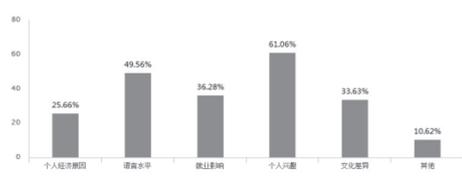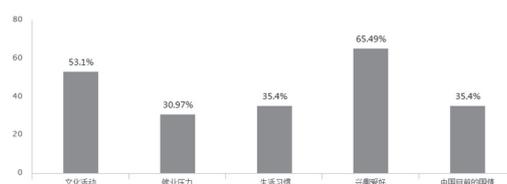**Figure 3: Factors hindering Chinese learning**

Figure 4: Factors promoting Chinese learning

The author applied the results of the questionnaire to the trial textbook of the basic legal Chinese series written, and adjusted the structure and content of the textbook. It began the course with the Chinese legal history, and through questions provoking students' thinking, legal knowledge and culture within the chapter was introduced. This way, through the specific culture teaching, the purpose of specialty Chinese language teaching is achieved.

For instance, "The Origin and Formation of Chinese Legal Civilization", the first chapter of "The History of Chinese Legal System" is written by the author as follows:

Starting from "Haechi"——the Origin and Formation of Chinese Legal Civilization

[questions before start]

(1) Can you distinguish the following three phrases? 法制(rule by law), 法治(rule of law), and法律(the law).

(2) Do you know the following characters? 法, 灋(different characters in history meaning law), 罰, 罚(different characters in history meaning punishment), and俐、砌、铡((different characters in history related to penalty).

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(3) Among the following are names of books, which do you think are related to the history of Chinese legal system?

少数民族习惯法研究Research on Common Law of Ethnic Minorities.

龙筋凤髓判笺注Royal Court Verdicts.

臀部的尊严——笞杖刑罚亚文化Dignity of Buttocks: Subculture of Cudgel Penalty.

契纸千年Contracts in Chinese History.

戒石铭与皮场庙——中国古典名著的法眼解读Legal View on Chinese Literal Classic Works.

公主之死Death of a Princess.

唐律疏议Law of Tang Dynasty.

囹圄内外On Ancient Chinese Prisons.

(The answer is shown on the next page).

In the explanation of the legal knowledge of the Han dynasty, the word "history" in English (His+Story=History) was introduced through Sima Qian's bitter experiences and China's first biographical history book written by him. And after learning the knowledge, I let the students think openly:

Is there a coincidence on the issue of *Story of History* (史记) between Sima Qian of the Chinese Han Dynasty and the English word "history"? So how do you say the word "history" in your native language?

In the study involving ancient cases, the trial textbook of the basic legal Chinese by the author is written in this way. It takes a historical classic case from the Three Kingdoms, the Jin Dynasty and the Northern and Southern Dynasties as an example:

Remember the few books mentioned at the beginning of the textbook? One is Death of a Princess. It is a classic case in Chinese history. Let us look at this century trial 1,500 years ago. Things seemed to be like this: The princess was dead. She was kicked to death by the emperor's son-in-law, pregnant with their child. So that was one dead body with two lives. Details of the Case: The eldest princess of Lanling in the state of Northern Wei suffered her husband's infidelity and domestic violence in marriage and died of miscarriage.

This case demonstrated the tit-for-tat competition between the officials of the Menxia Department representing the royal will and the Han bureaucrats represented by officials of Shangshu Department. They had a fierce struggle with four civilians involved in this case on how to deal with the emperor's son-in-law.

Significance: From their consensus and differences, we can get a glimpse of the Confucianization process of Chinese law and the status of women's legal status between the Han and Tang Dynasties.

The bolded underlined parts in italics in the above text are the language points that need to be mastered from the text.
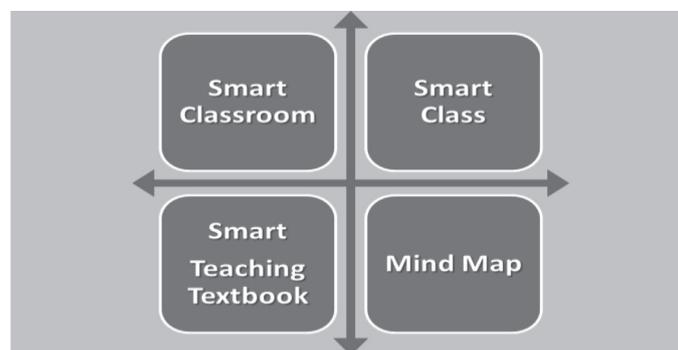
Through these pre-set cultural questions, the author introduced the Chinese legal history and legal culture to be explained. Through the study of culture, it aimed to achieve effective teaching of specialty Chinese. As far as students' response was concerned, the effect was good and exceeded the expectation.

3.2.3. Change on teaching methodology: based on mind map

Besides the Legal Chinese textbook, then comes to the teaching methodology. What kind of "smart change" could be done?

Here, the "smart change" proposed on the teaching methodology includes the following four factors: the smart classroom, the smart class, the mind map, and the so-called smart textbook (see Figure 5).

Figure 5

Among them, the smart classroom and the smart class are the material guarantee of teaching; the mind map is to guide students' active learning and knowledge mastering; and the smart textbook is the bond linking material guarantee and students' initiative thinking. When the four factors are combined, the overall teaching activity is the smart teaching methodology.

In the trial of the legal Chinese teaching methodology, the author taught the students without any Chinese language knowledge, starting

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from the basic Chinese language, and then cultivating students' ability to use the mind map to learn.

Regarding the application of the mind map in teaching, Chinese academic circles have different views on this. The mind map was introduced to the Chinese mainland in the 1980s. Originally it was used to help those who have some difficulties in learning to overcome the obstacles. It was later used by the business community (especially in the corporate training field) to improve the learning effectiveness and innovative thinking of individuals and organizations. But in terms of teaching, the mind map has seldom adopted at school. Some scholars thought that the mind map was not suitable for direct application to subject teaching. The raised reasons included that the mind map places too much emphasis on "image memory" and "free divergence association" rather than "understanding memory" and "structured thinking". For students with poor abstract thinking ability, "image memory" can help students improve the efficiency of "remembering knowledge", but it can't deepen students' understanding of knowledge. It is a kind of shallow learning; in addition, "free divergence association" has the characteristics of unconstrained thinking, so it is more suitable for "brainstorming" creative activities, but not for subject knowledge teaching. That's because any subject knowledge has its inherent logic and fixed structure, which don't allow too much unconstrained thinking. Based on the characteristics of subject knowledge, in subject teaching, "understanding memory" and "structured thinking" must be emphasized. As the phase of studying increases, knowledge becomes more abstract and complex, and it is even more important to emphasize "depth of understanding" rather than "speed of memorizing". It is for these reasons that the thinking visualization research team grafted the advantages of the concept mapping (proposed by Dr. Joseph D.Novak from Cornell University, USA), knowledge tree, issue tree, and other graphic methods, while at the same time, ways of thinking such as structured thinking, logical thinking, dialectical thinking, and questioning consciousness are integrated. Therefore, the "mind map" is transformed into "discipline mind map"[4].

So, can the mind map be used in teaching activities? In this regard, the author also designed the topic "questionnaire submission way" in the

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[4] The mind map applied to subject teaching Tencent Reading. http://topic.qq.com/a/20151215/040196.htm.

questionnaire. The purpose was to see the changes in the main ways in which students acquire knowledge in language learning through questionnaire submission. The data is shown in Figure 6:

Figure 6: Questionnaire submission way

As can be seen from Figure 6, due to the popularity of new media means, the main submission way of the questionnaire is by WeChat on mobile phone. This also shows that the WeChat developed by Tencent has become an indisputable new lifestyle. From this it can be seen that in the information age, instant information has gradually integrated into all aspects of life, and will also bring about changes in learning style. This also shows that the way students acquire knowledge is already an instant diversified smart model. Then, in this model, it is possible to explore the use of the mind map in learning activities. At present, some scholars in China have begun to study the use of the mind map in classroom teaching, but there have been very few results. Among them, Feng Dongmei of Sichuan University published *the Mind Map in Teaching Chinese as a Foreign Language*. This book is based on the *development Chinese* published by Beijing Language and Culture University, and shows the learning and thinking process for the vocabulary and grammar of the international students from Southeast Asia by drawing the mind maps.
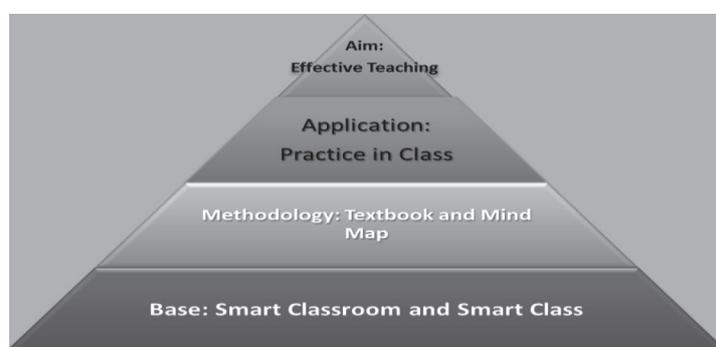
In the author's class, after a period of training and study, the international students without any Chinese language knowledge had basically been able to use the mind map to summarize the thinking path of learning and to connect related knowledge.

The above-mentioned classroom teaching activities were presented in class in a timely manner in the smart classroom and in the form of group cooperation. The homework completed by the students in class was

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presented in front of the class by mobile phone projection. Through the process of students' learning and thinking, the teachers could also discover each student's learning characteristics and way of knowledge mastering in a timely manner, and provide effective and targeted suggestions for students' after-class study according to their personal characteristics, thereby achieving effective teaching and effective learning.

4. Conclusion and Outlook

Figure 9: Pyramid mode of the smart teaching

In short, in the era of information explosion, people's lifestyles have undergone fundamental changes. What following will be changes in the various fields, such as language teaching, as one of the main activities, will be endowed with new meaning by the times. Chinese teaching, undoubtedly, will also follow this trend, applying new technologies, new ideas and methodologies to practical teaching environment and activities, so as to achieve the ultimate effective teaching at a deeper and broader level from basic/general Chinese teaching to specialty Chinese teaching. The whole process of the smart teaching committed to by the author will be expressed in the pyramid mode of the following figure (Figure 9). The base of smart teaching lies in smart classroom and class, where both textbook and mind map will be used and introduced to the students. An application with different materials in classroom is a practice for students to grasp the language points. By doing so, an effective teaching and learning are expected.

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