

The Practice of the Initial Writing Mode Combined with Children's Picture Books and Mobile Devices: Take Argentine Students for Example

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The purpose of this study is to investigate how to solve the current problems of Chinese language teaching in Argentina. Through the primary writing of children's picture-book teaching to explore the effect of the scaffolding mode, under the assistance of the mobile devices, integrating the explore the themes of construction concepts, designing the activities to get on the “write speaking” teaching of language communication, to make up for the lack of hours, make the teaching materials more diverse, add interest, and generate interest in learning. In this study, there were 42 students (17 primary and high school students, 25 adult students) and 40 students in the language center and mainstream school. The results of their text output and scaffolding activities are analyzing vocabulary grades through the system Chinesereadability to present “speaking and writing” capabilities and use the mind map to verify the relationship of images to language writing. Finally, to use the questionnaire of To Learn Chinese by Games and digital-game education values to analyze the support teaching functions of technology. According to the research results, there are four points in this study's findings and conclusions. First, the constructive concept of theme exploration facilitates the planning and connect of teaching. Second, the collocation of the picture book and the mind map stimulates the functions of the left and right brains, facilitating the realization of the four-phase writing. Third, the assistance of the mobile devices facilitates the preparation of lessons and the curriculum is multi-dimensional. Fourth, the elasticity of scaffolding teaching, 5W questions to activate the teaching content and reorganize the teaching framework.

Keywords : Argentine Mandarin, Children's picture book materials, primary writing, writing teaching by mind map, scaffolding, mobile devices