

# Performance of Bilingual Dramas on the Cloud: a Vivid Practice of the Concept of Family-kindergarten Coeducation

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**Abstract:** With the continuous development of artificial intelligence, big data, and VR, the biggest blessing that "cloud based" education brings to education is the realization of "continuous teaching without stopping classes", which was previously unimaginable convenience. Whether you are in a bustling city or a remote mountainous area, as long as you have the internet and mobile terminals, you can anytime and anywhere use online teaching resources+live interactive teaching to carry out course teaching, group discussions, online Q&A and other learning knowledge and improve yourself. The performance of bilingual dramas can also be extended to the "cloud". The focus of education is shifted from kindergarten to family. In the Cloud interaction with children and their parents, preschool teachers can try to explore the new forms and new content of parent-child activities at home to transform them into a new opportunity for parents and children to grow up together. This paper considers the family as a unit, the children's interests as a guide, a story as a clue, the bilingual drama Cloud performance as the carrier, and the joint participation of teachers, children, and parents as the premise, attempting to establish a "trinity" interactive cooperation mode to create the ideal situation of "home coeducation."

**Key words:** Cloud Based Education; Family-kindergarten Coeducation; Bilingual Drama; the KANO model

## 1. Introduction

In medium-high risk areas, the burden of child care is forced to return to their families. Based on the changes of the epidemic in internal and external factors affecting education and teaching, a new situation of China's education reform is the prominent role of family education (Xue Eryong, 2020). This emphasizes that the educator education concept, education quality, and teaching ability requirement are very high but limited to each parent's education level and education level of individual differences. Early childhood education may not be properly solved, and acting blind and random cannot replace more scientific and comprehensive kindergarten education and is not conducive to children's all-round development and long-term development. On this occasion, it is particularly important for parents to organize and guide the kindergarten with a height, breadth, depth, temperature, and a goal to carry out family education. This is also the *Teaching Guideline for Preschool Education (trial)* that advocated the following concept: "Kindergarten should be in line with the principle of respect,

equality and cooperation, strive for parents' understanding, participation and support, kindergartens should actively help parents improve the ability of family education, and jointly promote children's physical and mental health development" (Ministry of Education 2001). "Home coeducation" is a set of scientific and perfectly coordinated development mechanisms of preschool education, including respect, tacit cooperation, information sharing and collective wisdom, on the basis of full communication between kindergartens and families. Preschool teachers must learn how to think from the perspective of human development, to be in close communication with parents for children's family education problems that may exist or have appeared, to provide professional, effective solutions and psychological guidance and support, to recognize the burden is reduced but responsibility, parenting is exhausting but should accompany around, and to strive to promote "family-kindergarten coeducation" systems. The kindergarten should come up with specific plans and implement specific strategies to effectively transform this special home time into parent-child time that is of great benefit to children's development, encourage parents to actively participate in preschool education rather than passive cooperation, think about how to reduce the burden of parents, and make the parent-child company more interesting and warm.

## 2. Data Mining Qualification Setting

The "family-kindergarten coeducation" was searched in the CNKI database. The time was set to 2000-2022. The literature type was journal papers. After manually deleting the meeting notice, index, results, books, dissertations and entries that did not meet the inclusion criteria, 507 valid Chinese literature data were finally obtained.

## 3. Presentation and Analysis of Data Results

The retrieved literature data were quantitatively analyzed according to the year (see Fig. 1). 2000-2010 is the initial stage of research, and 2011-2017 research entered a stage of stable development. Although the number of publications declined from 2018 to 2022, it generally entered a stage of rapid development. An increasing number of domestic scholars have paid attention to the research field of "home coeducation". The following will explore the current situation of family-kindergarten coeducation from the perspective of "Keywords".

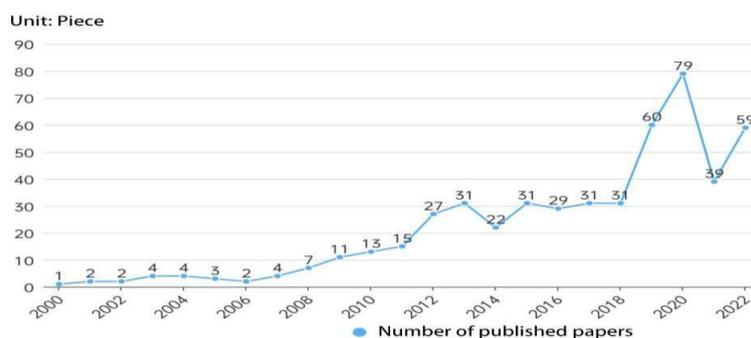


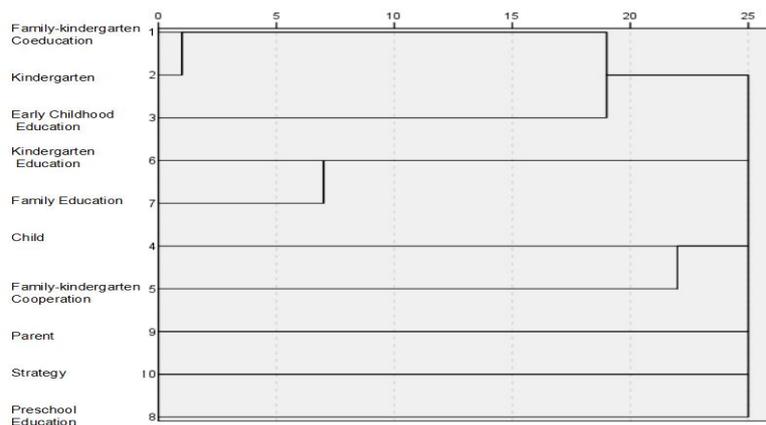
Figure 1. The curve of the number of published papers in CNKI



|  |        |        |        |        |        |        |        |       |        |   |
|--|--------|--------|--------|--------|--------|--------|--------|-------|--------|---|
| <b>Coeducation</b>                     |        |        |        |        |        |        |        |       |        |   |
| <b>Kindergarten</b>                    | 0.8459 | 0      |        |        |        |        |        |       |        |   |
| <b>Early Childhood Education</b>       | 0.9189 | 0.9966 | 0      |        |        |        |        |       |        |   |
| <b>Child</b>                           | 0.9798 | 0.9971 | 1      | 0      |        |        |        |       |        |   |
| <b>Family-kindergarten Cooperation</b> | 0.9973 | 0.9965 | 0.9967 | 0.9801 | 0      |        |        |       |        |   |
| <b>Kindergarten Education</b>          | 0.9653 | 1      | 0.9926 | 0.9988 | 0.9763 | 0      |        |       |        |   |
| <b>Family Education</b>                | 0.9847 | 0.9982 | 0.9913 | 0.9985 | 0.9983 | 0.8881 | 0      |       |        |   |
| <b>Preschool Education</b>             | 0.9881 | 0.9979 | 1      | 1      | 0.998  | 1      | 0.9976 | 0     |        |   |
| <b>Parent</b>                          | 0.9946 | 0.9806 | 1      | 0.9975 | 0.997  | 0.997  | 0.986  | 1     | 0      |   |
| <b>Strategy</b>                        | 0.9786 | 0.9992 | 0.9984 | 0.9901 | 1      | 1      | 1      | 0.996 | 0.9941 | 0 |

### 3.3 Cluster Analysis on Keywords

The Table 1 is input into SPSS 27.0.1 (Statistical Package for the Social Sciences) to generate the cluster map (Figure 3). Cluster map can divided the keywords into different groups according to the similarity. The method is set to "hierarchical clustering", and the measurement interval is set to "squared Euclidean distance".



**Figure 3.** The Cluster Map of Keywords

According to the Figure 3, the ten keywords are divided into 3 groups, as following. A: Family-kindergarten Coeducation, Kindergarten, Early Childhood Education; B: Kindergarten

Education, Family Education; C: Child, Family-kindergarten Cooperation. The keywords of "Parent", "Strategy" and "Preschool Education" are not clearly clustered.

### 3.4 Multidimensional Analysis on Keywords

Strategic diagram is a widely used visual co-word analysis method. The Table 1 is input into SPSS 27.0.1 to generate the strategic diagram (Figure 4). Centrality represents the intensity of interaction between a research field and other research fields, and "Density" represents the intensity of internal connections in the certain field. As shown in the Figure 4, the keywords in this field present the mixed distribution features, indicating that the cluster groups are easily influenced by each other.

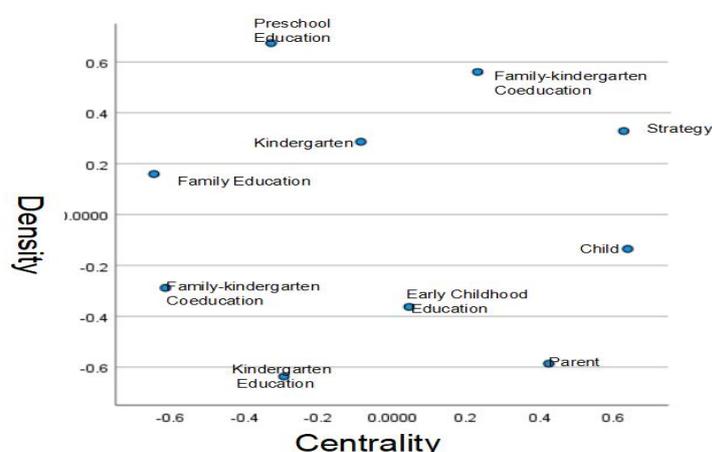


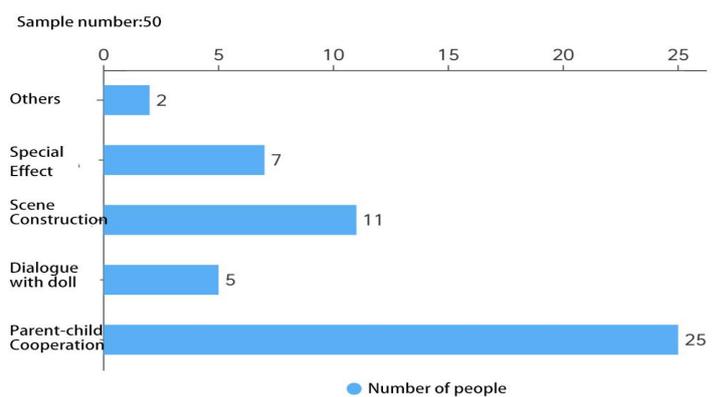
Figure 4. The Strategic Diagram of Keywords

## 4. Whole-process Record

During home quarantine of the epidemic, early childhood educators should think about their needs from the perspective of children and their families and focus on the scientific guidance of children's learning and life and active and effective home interaction to help children grow up. For this reason, the author takes children's interest as the guidance, on the basis of weekly push of optional resource package, observes its performance and feedback, and excavates the activities that children are interested in to provide strong support for the follow-up activities. In the process of online home guidance, the author observed that children like to listen to the story *Silly Bear into Town* recorded by the teacher, and parents spontaneously upload their children's story videos in the class group album. Most children can tell the whole story or fragments more smoothly. Through the observation of child in the video, he found that he held two dolls, which was very into play. In this regard, the author gives it timely affirmation and encouragement in the form of voice calls. At the same time, the above scene is also thought-provoking; why not according to the child's interest, the point of acting along with the trend to create a space for its performance? Therefore, with the help of the network platform,

the kindergarten has built a “small stage” for children and parents on the Cloud (Weiwei Zhang et al, 2022).

The author first explained the implementation content and organizational form of the activity in the form of documents and divided the story into six plays in both Chinese and English to help parents clarify the performance instructions and encourage them to use the existing resources in their families to create a performance atmosphere so that they can actively guide and inspire children on the basis of understanding. Then, after locking in children's interests and popularizing the details of the activities, the author published the quota in the class group. According to the registration situation, a cast list was prepared for group publicity, parents and children were encouraged to actively prepare to record, and the recorded video was uploaded to the file package established by teachers in advance. When viewing the video list, the author was pleasantly surprised to find that some children played with dolls for dialogue; some children cooperated with their parents to perform the work; some parents used the blue tent in the home according to the story; some parents added special effects to show the firefighters (see Figure 5); and most of the children and parents chose the performance mode of parent-child cooperation. Among children and parents, companionship and communication between parents and children is more popular.



**Figure 5.** Statistics chart of Activity Types

When six players were all recorded, the author used editing software for its series together, with the appropriate transition (Laura Lee McIntyre; Tanya L. Eckert, etc., 2007), opening, and ending table, and according to the story tone, chose the right score, made into a micro film. The micro film also received the positive feedback of parents, became the garden class-related family hit drama, and raised a bilingual drama boom. In the situation created by teachers, children and their parents experience the fun of drama performance by discussing the script, allocating roles, and enhancing the emotional communication between children and their parents.

In the expectation of the children and their parents, the author struck while the iron was hot and started the second phase of the bilingual drama performance recording activities. Among them, child B plays two roles in the performance of Act 5 and can distinguish the roles according to plot development, which is impressive.

Therefore, I asked child B, "Why did you think of playing two roles by yourself?"

He replied, "Whether it is a silly bear or a giraffe, I like both, so I want to play both."

I continued by asking: "Wow, so smart you are! How did you distinguish these two roles?" He replied, "When I played silly bear, I wore brown clothes. Because giraffe is a fireman, I wear red clothes to play it."

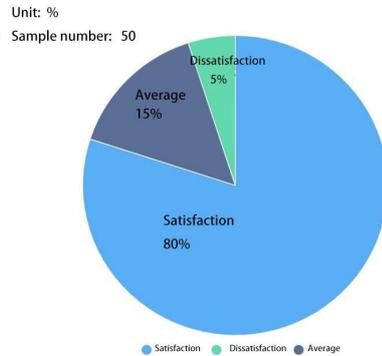
I kept asking, "It turns out that you distinguished roles by different costumes. Do you have any good suggestions to share with us?"

He happily emphasized that "You'd better remember what the silly bear and giraffe said!"

I affirm: "That is right! Thank you for your sharing!"

This conversation made the author think about the fact that young children's drama performance is a play activity that sprouts from "self-entertainment" and needs to go through a developmental process from general performance to vivid performance, which is very helpful to promote the formation of young children's dramatic and literary literacy. In the summary session after the presentation, the author invited parents and children to enter into a Tencent meeting, tasting the play on the basis of watching it and discussing it in Chinese or English around *Silly Bear into Town*. This play was discussed, and the children expressed their thoughts as you said one thing and I said another, even in nonverbal forms such as frowning and laughing... Afterwards, the author fully affirmed each child's speech and then set new questions to cause further thinking and a new round of discussion, so that they have something to say, and in the problematic situation to continuously improve the effectiveness of interaction, thus promoting the development of children's drama performance ability to a higher level. After the third phase of the activity, the author found that the children became increasingly skillful in grasping the storyline, more profound in understanding the characters, more accurate in their psychological state, and more comfortable in switching between Chinese and English; parents also chose appropriate scenes according to the development stage of the storyline, some parents chose an outdoor natural environment, some parents used pots and pans and other tools to reproduce the original text, and some parents improvised into the play, creating a humorous performance atmosphere.

The author conducted a satisfaction questionnaire survey on 50 people, and the results showed that (see Figure 6) the bilingual drama "cloud" performance was loved by children and their parents during the epidemic period, which opened a "new" mode of parent-child communication and played a positive role in promoting the parent-child relationship.



**Figure 6.** Satisfaction survey of the bilingual drama Cloud performance

When school resumes, teachers can also extend their online activities to offline activities (on Cloud and off Cloud), discuss innovative play with children and parents, combine bilingual drama performance activities with regional activities in a planned way, and guide children to choose and determine the theme of drama according to their own interests (Chung, Gil Wha, 2018). At the same time, teachers should also follow children's age characteristics and interest needs, create an environment conducive to stimulating children's enthusiasm for participating in drama performance, and provide appropriate props to meet children's game needs. In addition, the growth of children in drama performance is reflected not only in the improvement of performance ability but also in the harvest of rich inner experience. In addition, the author believes that teachers should also encourage children to apply the creativity and thinking power shown in drama to study and life, use Chinese and English two languages and even the culture behind it to think and express in learning, and learn to get along with partners, teachers, parents and society in life.

## 5. Reflection on Chinese and English Bilingual Education

The American linguists Fisherman and Cummins have a more representative definition of bilingual education. According to Fisherman, "In its most general sense, bilingual education refers to a mode of education in which two languages are used in all classes other than language classes." Cummins points out, "Bilingual education usually refers to the use of two languages of instruction at some stage of student learning" (Pan Zhangxian, 2003). In China, the definition of bilingual education cannot be generalized. In ethnic areas, bilingual education mostly refers to the education of the Chinese language for minority students on the basis of learning their own language so that they can acquire the dual understanding and cognition of their own language and Chinese; in nonethnic areas, especially in the developed eastern coastal areas, bilingual education mainly refers to exposing students to English, Russian, French and other foreign languages while learning Chinese as their mother tongue and mastering their pronunciation. In nonethnic regions, especially in the developed eastern coastal regions, bilingual education mainly refers to exposing students to English, Russian, French and other foreign languages while learning Chinese as their mother tongue and mastering their pronunciation skills and grammar rules as well as the cultural customs behind them. This paper mainly discusses the issues related to bilingual education in Chinese and

English and does not elaborate on bilingual education for ethnic minorities. Bilingual education for young children should be carried out and evaluated in a targeted manner according to the characteristics of young children's physical and mental development and their scientific and cultural knowledge reserves (한규용, 2010), and should not be equated with adult English education and should not be examined with the thinking and evaluation mechanism of adult English learning.

Therefore, what are the dimensions of bilingual education for young children that deserve attention? First, the development of bilingual education should highlight the main and core position of the mother tongue. A questionnaire about the position of Chinese learning was released to 50 people (see Table 2).

**Table 2.** The Questionnaire about the Position of Chinese Learning

| Item   | Content  | Score |   |   |   |   |
|--|--|-------|---|---|---|---|
|  |  | 1     | 2 | 3 | 4 | 5 |
| 1  | If the Chinese learning in early childhood education is highlighted, your evaluation is:     | 1     | 2 | 3 | 4 | 5 |
| 2  | If the Chinese learning in early childhood education is not highlighted, your evaluation is: | 1     | 2 | 3 | 4 | 5 |
| <b>Note: You should rate your satisfaction from 1 (the least satisfaction) to 5 (the best satisfaction).</b> |  |       |   |   |   |   |

The KANO model is a typical qualitative analysis model to classify and prioritize the needs of users. The statistical data of Table 2 was input into the SPSSAU (An online data science algorithm platform system) to generate a KANO model, and its analysis is shown in the Table 3.

**Table 3.** Summary of KANO Model Analysis Results

| A  | O      | M      | I      | R     | Classification Result  |
|--|--------|--------|--------|-------|------------------------|
| 12.24%   | 30.61% | 36.73% | 20.41% | 0.00% | <b>Must-be Quality</b> |
| <p><b>Note:</b></p> <p><b>Attractive Quality:</b> If a function/ service has a higher degree of perfection, the user satisfaction will increase significantly; if there is no such function/ service, the user satisfaction will not decrease significantly.</p> <p><b>One-dimensional Quality:</b> If a function/ service has a higher degree of perfection, the user satisfaction will increase; if there is no such function/ service, the user satisfaction will decrease.</p> <p><b>Must-be Quality:</b> If a function/ service has a higher degree of perfection, the increase of user satisfaction is not obvious; if there is no such function/ service, the user satisfaction will decrease significantly.</p> <p><b>Indifferent Quality:</b> There is no obvious relationship between a function/ service and satisfaction.</p> <p><b>Reverse Quality:</b> If the perfection degree of a function/ service is higher, the user satisfaction will decrease.</p> |        |        |        |       |                        |

Table 3 indicates that Chinese learning is necessary for the early childhood education in the mind of most people. Gu Mingyuan, president of the Chinese Education Association, also believes that "for young children who are too young to learn a foreign language before their native language is learned, it will affect the learning of their native language. He believes that younger children can be exposed to foreign languages, but it is better not to learn them deliberately as a curriculum" (Jiang Naiqiang, 2010). If foreign language learning affects the

roots of mother tongue learning, then such foreign language education is a failure, so it is important to distinguish the primary and secondary relationship between the two language education in bilingual education. At the same time, patriotic education and the maintenance of ideological security should start from early childhood, beginning with language education, to cultivate children's sense of identity and pride in their motherland's language, culture, and historical traditions; to make them use English as a tool and means to understand the world, read the world, and dialogue with the world; and to make better use of English to tell the Chinese story and spread the Chinese voice. Second, it is necessary not only to learn foreign language skills but also to develop foreign language thinking. In the training of the four basic skills of "listening", "speaking", "reading" and "writing", attention should be given to the inherent logical mechanism and the gradual progression of levels. Listening" and "reading" are the necessary preparation for "speaking" and "writing", i.e., input is the basis and prerequisite for output. Therefore, early childhood English education should strengthen "speaking" and "writing" on the basis of "listening" and "reading. We should also pay attention to the development of English thinking, so that when children use English, they do not have to go through the process of English reference - Chinese reference - the existence of ideas in the human brain, but directly from the English reference - the existence of ideas in the human brain. --This eliminates the intermediate "translation" process and reduces the risk of inefficiencies associated with interlanguage transfer. Of course, this kind of foreign language thinking is not universally applicable. When encountering difficult English, converting it to Chinese first and then understanding it is a superior strategy. Third, teachers should teach children according to their abilities and take advantage of the situation. For some children who are strong learners, if they are willing to do so, we can provide them with appropriate advance training and tutoring by recommending reading materials and textbooks that are within their reach for prestudy; for the rest of the children who are not particularly strong learners, we can start with basic, kindergarten-assigned learning materials and urge them to make steady progress. On the one hand, when conducting bilingual education for young children, we should not just instill knowledge or help them to grow up but emphasize the fun of knowledge, which is not something that interests adults but the interest of young children. On the other hand, the development of bilingual education for young children requires high economic conditions, and economically developed metropolitan cities have unique advantages in this field, while economically less developed small and medium-sized cities and villages can try to develop it, but they do not do so reluctantly and do not raise kindergarten fees arbitrarily without the real conditions under the banner of bilingual education, which will bring a burden to the education investment of parents. Finally, in terms of the methods and strategies of bilingual education, we can use new media to assist teaching, forming new media teaching matrices such as WeChat groups, WeChat public numbers, Tencent meetings and Rain Classroom to deliver more video, sound, image and text messages to children and help them understand the content taught by teachers more deeply; at the same time, new media means also allow parents to communicate and exchange with teachers on child-rearing issues. At the same time, the new media tools also allow parents and teachers to communicate more closely and in real time on childcare issues, which enhances the development of family-kindergarten coeducation to a greater extent.

## 6. Conclusion

During the epidemic, based on the children's interests, the author experienced a bilingual drama Cloud performance with the children and parents, and practiced together the concept of "coparenting" recognized by the famous educators Tao Xingchi and Chen Heqin, which not only enhanced the parent-child. It not only enhances the relationship between parents and children but also deepens the tacit understanding of home and family cooperation, and provides diversified values for children's growth, and realizes a new model of three-dimensional construction of children's growth and development(Anonymity, 2017). At first, the children only told the stories without vivid bilingual lines and without detailed actions and gestures. After one period of recording and interaction, the children's interpretation of the play became more in depth, and they had more ideas about the content of the story (Zhang Qi & Huang Xiang, 2014). Based on this favorable situation, teachers and parents should encourage and support children, give them the opportunity and space to create and express themselves boldly, and let them interpret their own dramas to their heart's content, which will help enhance children's self-confidence and cultivate their learning qualities of active learning, positive thinking, and willingness to express themselves. At the language level, the author realizes that although bilingual education is still emerging and promising, the requirements for all aspects in concrete practice are still very high and cannot be achieved in one day. The improvement of children's bilingual ability also requires the consensus of teachers, parents and children and the formation of synergy. In the future, the author will put this bilingual drama Cloud performance activity into practice and promote parent-child drama performance in a systematic and orderly way by combining the "on-cloud" mode with the "off-cloud" mode and systematically promote research on parent-child drama performance activities so that parents can further understand the bilingual teaching activities of kindergarten, explore with them in practice and grow in exploration.

Furthermore, there exists some troubles on online teaching. Although there are various methods to urge students to learn, after all, students are on the other end of the network, and the teaching scale is large, which cannot monitor all students; Students without self-discipline will on-hook to do other things, and what's more, the impact of prolonged use of computers on students' vision will have to be concerned, etc.

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