

Exploration and practice of online teaching of Chinese as a foreign language

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Abstract: This paper discusses the online teaching of Chinese as a foreign language in domestic universities with its openness and convenience, which helps Chinese education to enter a new stage. Online teaching is gradually changing the teaching process in China, which will be a major challenge for teachers who have been practicing traditional teaching methods. At the same time, problems such as weak interactivity and disconnection between "teaching" and "learning" also enable relevant scholars to think deeply about improving the quality of online teaching of Chinese as a foreign language. In view of the current implementation status and existing problems of online teaching of Chinese education, the author integrates various teaching resources, and puts forward targeted suggestions and paths, in order to improve the quality of online teaching of Chinese education and make the foreign Chinese major develop in a more positive direction.

Keywords: Teaching resources; speaking Chinese as a foreign language; open; online teaching

1. Introduction

The closure of educational institutions has led to disrupted student learning, especially in countries with weak Internet connectivity or students lack important resources such as computers[1]. In contrast, in countries with reliable information and communication technology (ICT), the teaching and learning process becomes online learning[2]. The development and integration of ICT into education has made significant progress in China, so that some cities have gained full coverage[3]. Furthermore, many Chinese universities have been offering online courses, although re-researches indicate that the proportion of students choosing this educational approach is lower compared to face-to-face courses and often target adult vocational students[4]. Furthermore, research shows that most Chinese students need appropriate ICT training and advantageous rings for online learning at home[5,6].

As into the rapid development of information technology, the education of Chinese as a foreign language into a new stage, from the traditional teaching auxiliary gradually become an independent means of teaching, the organic combination of language teaching and information technology, with its openness, convenience, real-time characteristics attracts the participation of the school students, broke the limitation of time and space, at the same time get the rich teaching resources. At the same time, with the continuous development of online teaching, many disadvantages are gradually exposed, and many students struggle to find a favorable environment to focus and study at home[6]. Furthermore, teachers need to design a new teaching method, which may require additional ICT and teaching training[7,8]. This is a major challenge for many teachers focusing on traditional teaching[7,9]. Instead, research shows that teachers accustomed to interactive technology can quickly adapt to online teaching[10]. Furthermore, teachers' perception and understanding of interactive learning theory and practice can influence their perception of applying different learning activities in the classroom[11]. Based on this background, this study discusses the online teaching of Chinese as a foreign language from the perspective of current situation and problems. Through in-depth analysis, in order to provide some reference and technical support for the online teaching of Chinese as a foreign language.

2. Online teaching status of Chinese as a foreign language

As mentioned above, higher education institutions have transformed their teaching process into "online teaching and learning," which is often considered as a distance learning method through the Internet. Jena (2020) research in India showed that learning online courses can be as effective as face-to-face courses[11]. Other authors also stress that prolonged idling can affect people's health and

well-being. For example, it may lead to depression and anxiety[12]. However, Pokhrel and Chhetri (2021) said that online teaching and learning have various limitations: "the online teaching infrastructure is weak, teachers have limited access to online teaching, and the information gap, which is not conducive to the home learning environment, equity and academic excellence in higher education". Authors further showed the need for different teaching methods appropriate to the courses taught. Although the research literature in this field is ongoing, various authors state that online learning has certain limitations and advantages over face-to-face learning[13]. Furthermore, the challenges facing online learning are relevant both across countries and within countries. As Schleicher (2020) says, students from privileged countries and backgrounds often have the resources to help them get through closed school gates and access to alternative learning opportunities to continue learning through the Internet, television or radio. Higher education institutions (HEI) took the lead in replacing face-to-face courses with online learning. They began to change their learning environment in order to "digitally expand and complement the student-teacher and other relationships". However, as mentioned above, this teaching shift is not easy for teachers who have been practicing traditional teaching methods. Therefore, they need appropriate training to improve their teaching knowledge as well as ICT skills and abilities[14]. This can help them effectively manage online learning, thus meeting students' learning needs using student-centered pedagogy.

3. Problems existing in the online teaching of Chinese Chinese as a foreign language

3.1 Reduce classroom interactivity and practical activities

From the current situation, in the process of online learning, although teachers try their best to find ways to interact with students, but on the whole, students are still in a passive position in the classroom. Compared with the traditional classroom, online teaching lacks a community due to a certain distance between teachers and students life experience. This means that there is no emotional basis for interaction, leading to a one-way interaction pattern between teachers and students. As a language learning course, Chinese as a foreign language course must pass a lot of practice and practice before students can truly master the skills of this language and achieve the goal of improving their oral communication ability. In the general offline teaching form, teachers and students, students and students can easily communicate through face-to-face forms, and conduct language practice in real life scenes. However, after conducting online teaching, students' collaborative learning, outdoor learning and practice are limited. This section was related to the online education environment, group discussion management, and / or a lack of physical and emotional interactions. In addition, many teachers show that the number of undergraduate students is not very large. Teachers want to organize class discussions, but this is very troublesome. When everyone starts talking at Tencent conferences, management becomes noisy and challenging. Once the numbers are large, there is confusion. The situation also gets worse when the students are new, namely, students that the teacher has never taught before, because the teacher cannot accurately tell who is speaking, thus losing the classroom pertinence. Online learning is not the best way to capture student nonverbal communication. Moreover, many students do not open the video, making it difficult to see the students' body language. By looking into the students, teachers can know whether they have a teacher thinking or are confused. This online teaching is mostly impossible or limited, and the lack of emotional interaction. Most scholars believe that the lack of physical and emotional interaction in online learning may boring students and teachers. Furthermore, when the students turn off the camera, the teacher may not know whether their students are unhappy or whether they are concentrating and doing other things. Teachers further emphasized that a lack of physical and emotional interaction may lead to limited classroom participation, weak teacher-student relationships, low interest in learning, and eventually lead to ineffective learning or knowledge acquisition.

3.2 The student management is limited, and the assessment effect is reduced

China's rooted traditional face-to-face teaching method allows teachers of Chinese as a foreign language to find online teaching challenging. At first, many teachers had negative views about online learning, which affected the confidence and motivation of teachers and students. However, they have come to recognize the benefits that online teaching can offer. The evidence provided by Ashraf et al. (2021) and Jena (2020) adds to the insight that online learning may be more effective if used with relevant teaching methods and teaching aids. However, the reality shows that the current online platform can only pay attention to whether students are online. In this case, many students can hang

their accounts and do other things. When the roll call occurs, they can excuse the poor network. These defects of online teaching limit the process of teaching management. In addition, because the current assessment mechanism of online education platform is not particularly perfect, many students can privately send the assessment content to other students after the online questionnaires or papers, but teachers cannot directly distinguish them. As for the examination of Chinese knowledge, there are many disadvantages in the online closed-book exam, which is unable to truly detect the students' learning situation, and the teachers cannot carry out effective teaching feedback and evaluation, so as to affect the teaching effect.

3.3 Teachers are lack of online technical knowledge, and they have a large workload to integrate online data

The process of online teaching It often requires the support of various online platforms, so teachers' computer skills and familiarity with each platform Limiting the forms of interaction that can be used. Teachers play a leading role in network education, and have a certain decisive influence on students' learning direction, methods and content. Some old teachers, in the encounter of network teaching this new teaching method, often show helpless, such as platform selection, network technology, interface switching, platform function use and even courseware playback. Online group discussion function, for example, in Tencent meeting, there is a group function, teachers can through this function to students are divided into several groups for classroom discussion or group activities, but some older teachers often unable to master the platform too complex function, students do not understand how to join the group, at the same time, the teacher cannot discuss through online platform, unable to grasp the discussion time. Therefore, teachers need to combine online teaching activities with the functions of the platform, and the ability to use software to teach is an important measure of teachers' ability. Higher education institutions have not given enough time to provide ICT and teaching training for teachers. Most teachers use the small amount of knowledge they have to learn how to create videos and independently manage online courses. In contrast, others rely on external support, such as family support. While many universities do not have a history of online teaching, many institutions and faculty members change the new teaching practices without making the necessary preparation. This requires teachers to learn how to use communication technology independently and to seek help from others. Furthermore, teachers perceived their lack of teaching skills and knowledge and positive perception of digital learning. All these circumstances give teachers multiple responsibilities, mainly for fully accepting online learning and preparing themselves in ICT and pedagogy. In addition, in order to ensure better teaching effect, teachers must use multiple online platform, record students' attendance, interaction and test data, and attendance and interactive situation, to understand students' classroom performance, at the same time, students each test scores also need to record and analysis, part of the platform did not develop data transverse comparison function, teachers need to separate statistical analysis, data integration, makes the teachers' workload increasing[15,16].

4. Suggestions for improving online teaching of Chinese as a Foreign language

In view of the problems existing in online teaching of Chinese as a foreign language, the following practical improvement path are proposed to provide reference for improving the quality of online teaching of Chinese as a foreign language.

4.1 Teachers should improve their computer technology skills and innovate their teaching forms

From the perspective of course content and teaching process, in addition to teaching Chinese as a foreign language, in addition to teaching basic knowledge and skills, it ultimately needs to be implemented into practical application, so that students can experience the process of real situation communication and communication, and improve their comprehensive expression ability through the implementation and evaluation feedback of each stage. Teachers of speaking Chinese as a foreign language should deeply realize that information technology, as an important means and support of education in the new era, provides a guarantee for the promotion of curriculum. At present, many college teachers do not deeply understand this point. Teachers need to change Teaching thinking, taking online education as an important part of general education, Attach importance to the important role of online platforms in learning.

4.2 Enrich extracurricular practical activities and create a good atmosphere for language learning

The smooth completion of online teaching is inseparable from the benign and interactive interaction between teachers and students and so on education yes The key to success, however, the intimacy between teachers and students is not as high as offline learning due to the limitation of shared space in online learning. As mentioned above, this is also associated with class size, given the time teachers could invest in classroom interaction. Research suggests that large class size is one of the challenges of student classroom interaction because teachers do not have enough time to identify all students at once. In the large number of classes, the reduction of exercise activities greatly reduces the quality of learning, so that students' language ability cannot be fully exercised. In view of this, teachers can conduct more in-depth discussion and analysis in extracurricular activities. Extracurricular activities are mainly designed to assist classroom learning, as an effective supplementary means. In language teaching, extracurricular practical activities are of great significance for the improvement of students' language use ability. The relaxed and pleasant classroom atmosphere brings deeper emotions and encourages students to dare to express their true feelings of learning Chinese. For example, the friendly and gentle tone, bright and sunny facial expressions and gesture demonstration can help students master Chinese knowledge and trust their teachers emotionally. The more frequent the teacher-student interaction, the stronger the pupils' overall language ability. Teachers need to create situational interaction in the online classroom and develop reasonable and flexible interactive exercises. First, to ensure that these contents are not only suitable for the student's current level of learning, but also for subsequent extended learning, so that students do not feel a significant gap in the learning ladder. Secondly, when choosing the dialogue situation, teachers should pay attention to the students' communication needs, and try to choose the situation appearing in real life. Besides, Under the influence of the epidemic, when teachers arrange extracurricular activities, they should first consider the theme of practical activities, present them with a variety of theme activities, and design communication and communication scenarios according to relevant languages, so as to improve students' interest in learning. At the same time, it is not restricted by the teaching materials, so that each student can give full play to their individual language use potential; Then, in the design form, teachers encourage students to use a variety of media to achieve their practical goals, whether it is paper newspapers, manuscripts, PPT or short videos, so that students can feel the charm of language learning in the production process, further improve the language listening, speaking, reading and writing skills, with high comprehensive practicability, so as to create a good language learning environment.[17-19].

4.3 Improve the online teaching process, and diversify the teaching evaluation

It is an important challenge for teachers to turn foreign Chinese courses into online learning. From pre-class preparation, course explanation and interaction to course activities and evaluation are all online forms. Teachers should have a strict control in each link. The teaching process should transition the traditional "teaching" to guiding students to "learn" actively, and use rich online teaching videos, interactive platforms and imported exercises to catch students' attention and attract their attention. The interactive platform aims to improve students' learning enthusiasm, and to show their learning results through group reports or debate surveys, such as the current flipped classroom. Second, in the main part of the course content, to let students form research atmosphere, for language skills or writing related questions, and through the interactive platform to answer the data statistics and analysis, the difficulty of the teaching content, causes the students to absorb and become their own language knowledge or skills. Classroom interaction runs through the whole teaching process, which can be the interaction between teachers and students or the interaction between students. Make full use of the Internet platform, for example, Tencent classroom can not only realize the interaction between students, but also call the names, providing an important channel for the interaction between teachers and students[20,21]. At the end of the course, the practical activities are diversified and taken as the process evaluation of the course.

5. Conclusion

Despite the challenges, traditional teaching methods may continue to become student-centered in the later stages of teaching. The findings suggest the limitations of online learning in the lack of social interaction and field research. However, teaching methods have both short-term and long-term advantages. Online learning can also change to some extent the deeply rooted traditional teaching methods in China, and teachers are expected to strengthen the use of a student-centered approach and

incorporate ICT into the classroom. This study focuses on the adoption of online teaching of Chinese as a foreign language in Chinese higher education. Combining the views of various scholars, it is found that similar research on online learning in academic disciplines or research fields is needed to strengthen the survey results and expand people's understanding of online teaching, so as to help teach Chinese as a foreign language.

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