

Research on the Effectiveness of Online Teaching Chinese as a Foreign Language

Junyi Liu

Xi'an Shiyou University, Xi'an, Shaanxi 710000, China

Abstract: In recent years, there has been a new method of teaching Chinese as a foreign language: online teaching. Its distinct teaching style has a natural benefit when teaching Chinese as a foreign language, allowing the culture to proliferate in the information environment. However, how to increase the efficacy of online Chinese as a foreign language is one of the most significant topics to be explored right now. Paying attention to the success of online education is an excellent strategy to improve the quality of instruction. This research examines the elements that influence the success of online Chinese instruction and makes some tangible recommendations.

Keywords: Chinese as a Foreign Language; Online Teaching; Effective Teaching.

1. Research Objective

For the field of teaching Chinese as a second language, although the online education model undoubtedly solves the biggest problems of time and space limitation and cost, the existing limiting factors and weak research results make it difficult to ensure the teaching quality. The effectiveness of online teaching has been further concerned and valued by us. As an emergency teaching measure, under the background of abnormal teaching, what is the quality of online teaching, whether classroom teaching meets the standards of effective teaching, what are the factors affecting the effectiveness of teaching, and what are the experiences and lessons worth providing for Chinese teaching in the future encounter with unexpected social events are all questions worthy of exploration, and also the main content of this study.

2. Current Research Status

2.1. Research Status of Online Chinese as A Foreign Language Teaching

At the beginning of the rise of the Internet, education at home and abroad began to gradually show the trend of multimedia. Liu Cheng (2010) introduced the sources of students, teaching objects, teaching methods, teaching arrangements, teaching contents, teaching principles and teaching theories of the remote interactive Chinese promotion project in kindergartens and primary schools of the Confucius Institute cooperation project at the University of Kansas, and put forward suggestions on the development of the remote interactive Chinese promotion project. Bai Lina (2009) elaborated the characteristics of distance interactive Chinese teaching and the challenges that teachers may meet in teaching, and put forward the requirements from the teachers' ideas, textbooks, teaching environment and teaching methods, providing references for the teacher training of distance interactive Chinese teaching. Liu Yongquan (2013) evaluated the existing websites of teaching Chinese as a foreign language in China from the perspective of course planning and teaching mechanism of distance Chinese education for international learners, and believed that the development of distance Chinese education for international learners must focus on elements such as instructional design, resource

integration, learning activities, learning support, learning evaluation and feedback, and technology strengthening. And put forward specific suggestions on how domestic colleges and universities should give full play to their advantages in course education and carry out the development and online teaching of Chinese as a foreign language online course.

Tian Ying (2015) and Chen Yinan (2018), based on their own experience in interactive distance teaching in Confucius Institutes of higher education cooperation, introduced the specific teaching conditions of their cooperative programs in terms of teaching objects, textbooks, teaching modes and teaching satisfaction. After summarizing the teaching mode and experience of colleges and universities during the epidemic period, Chang Guilan (2020) proposed that the mixed teaching mode of online and offline teaching could be adopted in teaching Chinese as a foreign language, believing that this mode would play an optimization role in teaching Chinese as a foreign language. To a certain extent, the academic community has recognized online Chinese teaching as one of the important models of Chinese teaching.

3. Effective Teaching

3.1. The Concept of Effective Teaching

effective teaching, the effectiveness of teaching, that is, the positive expected results obtained in the process of classroom teaching. Since the emergence of teaching activities, how to improve the effectiveness of teaching has been an important topic that educators and educational researchers strive to explore. In a sense, the history of human teaching is a vivid history of "effective teaching theory". Confucius's "teach according to your aptitude", "he will not be angry, he will not be enlightened, and he will not be surprised." Western educators' "new and old three-centered theories", such as Herbart's and Dewey's, and the educational ideas and teaching methods put forward by educators have all improved the effectiveness of teaching to varying degrees.

3.2. Current Situation of Effective Teaching in Foreign Countries

Effective teaching research arose in the United States in the first half of the 20th century. The following characteristics can be found by examining the history of effective teaching

research abroad: (1) The main purpose of research is to improve students' academic performance. At that time, after the progressive education movement in the United States, students' academic performance was generally declining, and people were eager to find a more effective teaching method to improve academic performance. (2) Empirical research methods of psychology, behavioral science and experimental science were mainly adopted in the research ideas and methods. In the western educational theories before the 20th century, the view that "teaching is an art" is dominant, and it is generally believed that teaching is a teacher's personal behavior, the factors affecting the teaching process are complex, and the teaching results are rich, which is difficult to be studied by scientific methods. (3) Focus on the statistical research of single factor characteristics in the research content. The initial research on effective teaching focuses on the study of teachers' "teaching". First, the characteristics or qualities of effective teachers are studied, and then the teaching effectiveness, teaching behavior, teaching skills, teaching organization design, teaching strategy and other aspects are studied. (4) In the evaluation of effective teaching, effective teaching is distinguished mainly according to academic performance. Academic achievement is not only the starting point of effective teaching research, but also the main criterion for evaluating the effectiveness of teaching. Most of the research on effective teaching abroad is based on the change of academic achievement.

3.3. Current Situation of Effective Teaching in China

Compared with foreign research on effective teaching, domestic scholars' attention to the new curriculum reform started at the beginning of the 21st century has the following characteristics: (1) In terms of research purpose, it is mainly to solve the problem of "exam-oriented education", implement the concept of quality education, and try to find a teaching theory, method or model that can replace traditional teaching to promote the all-round development of students. (2) In the research ideas and methods mainly adopt the literature research method, on the basis of introducing and commenting on the research process, achievements and current situation of foreign effective teaching, theoretically explore the "prescription" to solve the problem of "exam-oriented education" in China or the revelation to the new curriculum reform, few scholars adopt the methods of behavioral science and experimental science, combined with teaching practice to conduct systematic research. (3) In terms of research content, it pays attention to the analysis of the overall characteristics of teaching concepts, teaching methods and teaching modes, and emphasizes the interactive way of teaching activities. (4) In terms of evaluation criteria, special emphasis is placed on the developmental, pluralistic and hierarchical evaluation with the personality development of students as the core, while the competitive, unified and quantitative evaluation based on academic achievement is opposed. The life value and subject significance of teaching are emphasized, while the scientific value and instrumental significance of teaching are resisted.

4. The Theoretical Basis of the Effectiveness of Online Chinese as a Foreign Language Teaching

4.1. Pedagogical Theories

Education is a special activity to cultivate people in human society, and effective teaching is that which can promote the development of students. Vygotsky's "zone of proximal development" theory holds that the development of students can be divided into two stages: the present level of students and the possible level of students' development. The present level refers to the level that students can reach in independent activities, and the possible level refers to the potential obtained through teaching activities. The development type is represented by the teaching theory thought of "general development" by the Soviet psychologist Zenkov. This view breaks through the traditional educational thought that the teaching process is only limited to intellectual education, and emphasizes the comprehensive education and cultivation of morality, intelligence, physical beauty. This requires teachers to pay attention to the content that is meaningful, can train students' skills and has certain difficulty in the process of online classroom teaching, so as to help students go beyond the recent development area, stimulate potential and mobilize motivation, so as to achieve level improvement.

4.2. Theories of Psychology

Ausubel believes that learning can be divided into two types: mechanical learning and meaningful learning. Mechanical learning is an appropriate concept used to assimilate new knowledge on the basis of learners' original knowledge. Meaningful learning is the psychological meaning caused by knowledge symbols in learners' minds; Mechanical learning refers to the non-substantive and artificial connection between the new knowledge represented by the symbol and the existing knowledge in the learner's cognitive structure. From the perspective of educational psychology, the effectiveness of online TCSL teaching is to make students' learning more effective and the results more meaningful as much as possible.

4.3. Chinese as a Second Language Acquisition Theory

Liu Xun (2000), "The research on the law and theoretical system of second language acquisition will be the scientific basis for deepening the teaching theory, promoting the teaching reform and improving the teaching efficiency." Online Chinese classroom teaching is the teaching of Chinese as a second language, and the guidance of acquisition theory can help teachers and students understand the law of language acquisition, so as to adopt more effective teaching and learning methods in class and improve the effectiveness of teaching.

5. The Effects of Online Chinese Teaching and Learning

The factors that affect the effectiveness of online teaching are very complicated. This paper mainly analyzes the teaching situation of teachers and the learning situation of students.

5.1. Teaching Situation of Teachers

Table 1. Teaching situation of teachers

Influencing factors	Specific contents
Teaching objectives	Whether the teaching objectives meet the requirements of the students; Whether the teaching objectives are comprehensive and comprehensive, including the teaching of Chinese listening, speaking, reading and writing skills and cultural teaching; Whether the content and method of assessment are clearly defined; Whether the teaching objectives are valuable and reflect the teacher's high expectations of the students; Whether the teaching goal is only knowledge memory, whether attention is paid to the cultivation of students' thinking ability and the establishment and improvement of noble character.
Teaching activities	Whether teaching has been introduced; Whether the teaching activity is carried out in the context; Whether the teaching situation meets the requirements of teaching objectives and teaching content; Whether classroom activities are rich in form and teaching activities are complete; Whether the time allocation of each activity in classroom teaching is reasonable; Whether the teaching activities are carried out in a respectful, harmonious, healthy and beneficial classroom learning atmosphere.
The teaching abilities of teachers	What is the quality of the teacher's questions and whether they can provoke students to think and discuss; Whether the teaching methods are varied and suitable for the majority of students; Whether the teacher is ready to help the students when they need it, but does not replace them; Whether the teachers teach in Chinese; Whether the vocabulary used by the teacher is accurate and appropriate; Whether the teacher can train the students' learning methods and thinking ability according to the characteristics of the subject in a planned way; Whether teachers provide students with online learning resources.
Teaching evaluation and feedback	Whether teachers provide feedback to students by means of tests, homework correction, conversation, answering students' questions, etc.; Whether teachers reflect on teaching and adopt students' opinions; Whether the teacher will communicate with students and other teachers after class; Whether the school organizes students to evaluate teaching; Whether the homework assigned can better feedback students' learning situation; Whether the exams and tests give a good feedback of the student's learning.
Classroom organization and management	Whether there is clear discipline in the classroom; Whether teachers handle students' disciplinary behavior appropriately; Whether teachers are able to manage students' behavior and engage them in learning; Whether the teacher can organize and manage the teaching process well.

5.2. Learning Situation of Students

Table 2. Learning situation of students

Influencing factors	Specific contents
Learning attitude	How well the students complete the tasks of preview and review assigned by the teacher; Whether the student is late or absent and why; How well the student is paying attention during class; How well students complete their assignments; Solutions to problems they did not understand.

6. Strategies to Improve the Effectiveness of Chinese as a Foreign Language Teaching

Chinese as a foreign language involves many factors such as students, teachers, teaching contents, cross-cultural communication, etc. In order to improve the effectiveness of teaching, teachers should pay attention to various problems, and effective teaching strategies are of great importance.

(1) Teachers and teaching methods

The teacher is the leader of classroom teaching, the guide of student learning and the promoter of development, the developer and builder of curriculum, and the researcher of education and teaching. As a teacher, we should realize that each learner is a unique, developing and independent person, and a learning subject that is not diverted by the will of the teacher. To improve the effectiveness of classroom teaching, learners should be the center, respect the personality of learners, appreciate the advantages of learners, and arrange the teaching process from the perspective of learners.

Teachers should set reasonable teaching objectives, estimate teaching difficulties and highlight teaching key points. In addition to the general requirements of the syllabus, they should also combine the teaching materials and the actual situation of students. After determining the teaching objective, the teacher should not exert equal effort on each teaching objective. For the key teaching objectives to elaborate more practice, for the difficult teaching objectives

to speak slowly and carefully practice. Of course, all these are based on reasonable teaching objectives.

Teaching methods are flexible and changeable, modern education theory advocates student-centered, teacher-led, and teachers are the helpers of students' learning, so all teaching activities should be carried out according to the characteristics and needs of students. Understand the learner's learning motivation, cultural background, mother tongue characteristics, Chinese level and learning rules. According to these characteristics, combined with the actual teaching content, choose targeted teaching methods.

(2) Teaching conditions

Due to the influence of objective factors such as different levels of network infrastructure construction in different countries and bad weather, the phenomenon of network delay in the process of online teaching is inevitable. Therefore, in the course of teaching, teachers should make full use of the video playback and conference recording functions of teaching platforms such as "Dingding" and "Tencent Conference", and try to adopt the way of "live + video broadcasting", so that students can review the class content independently according to needs after class.

(3) In terms of teacher-student interaction

In many cases, liking Chinese teachers is the main reason why international students like Chinese. However, in online classes, students and teachers can only look at each other across the screen and are strangers to each other. This kind of Chinese as a foreign language class lacks the enthusiasm and temperature it should have, which is not conducive to the

cultivation of teacher-student relationship. Therefore, it is necessary to broaden the communication channels between teachers and students by using Wechat and other applications, which can deepen the understanding between teachers and students, enhance the relationship between the two sides, promote the interest of international students in Chinese learning, and encourage them to participate in online classroom activities more actively.

7. Epilogue:

It is a general trend that online teaching has become the main teaching form of Chinese as a foreign language. Online Chinese education is faced with a series of difficulties and challenges. Therefore, while maintaining a peaceful mind, educators should adopt a more active and flexible attitude to deal with various problems, innovate teaching ideas, innovate teaching methods, improve the effectiveness of classroom teaching, and jointly promote the development of teaching Chinese as a foreign language.

References

- [1] Chen Huonan. Research on Chinese Distance Teaching Model based on Instant messaging [D]. Xiamen University, 2018.
- [2] Chen Huilin. Research on Distance Interactive Chinese Teaching [D]. Huazhong University of Science and Technology, 2019.
- [3] Wang Chengying. Current Situation and Future development Trend of effective teaching research at home and abroad [J]. Journal of Hubei University of Technology, 2015, 35(01): 84-88.
- [4] Yang Xiaotong. Current Situation analysis and optimization of online teaching of Chinese as a foreign Language "Dream High Yue" [D]. Guangxi University, 2022.
- [5] Zhang Yi. A probe into the effectiveness of classroom teaching for new volunteer Chinese teachers [J]. Taste · Classics, 2023, (04): 170-172.
- [6] Liu Xun, Introduction to Teaching Chinese as a Foreign Language [M]. Beijing: Beijing Language and Culture University Press, 2000. 86-107.
- [7] Sun Yaling, Research on the Effectiveness Standard of Classroom Teaching [D], East China Normal University, 2004.