

# *Online Teaching of Chinese International Education in Post Epidemic Era*

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**Abstract:** The sudden outbreak of COVID-19 caught most schools by surprise. Compared with offline education, online education has greater space-time flexibility. With the arrival of 5g era, even after the end of the epidemic, online and offline mixed teaching is likely to become the norm of Chinese international education. In view of this, we think that the current Chinese international education can make a long-term plan for the online teaching system and develop its own teaching resource platform. This paper constructs and improves the online course system., On the one hand, we can make full preparations for the future online education, on the other hand, we can take this as an emergency plan to deal with the public social crisis.

## **1. Introduction**

Due to the outbreak of COVID-19 worldwide, many countries are affected by the epidemic, the population flow is reduced, the economic development rate is slowing down, and the ways of communication and mutual learning between countries have changed. From the situation in China, affected by the new epidemic situation, the working mode of all units at all levels has changed. For the education industry, students come home from the classroom, teaching mode from offline teaching to online teaching, Chinese international education is facing a huge test. The first problem is the source of students. The number of students in each school has dropped sharply. Even after the epidemic, it will take a long time to recover. The second is the problem of teaching, teaching ecological environment, teaching mode, teaching resources, teaching content, teaching management and other aspects have changed. In addition, the language environment, cultural identity and learning needs of learners are not met, which leads to the slow down of Chinese communication speed, the narrow range of communication, the weakening of Chinese influence and other crises. The author believes that whether during the epidemic period or in the post epidemic era, the change of Chinese learning ecological environment is the fundamental reason for the impact of Chinese international education, and we should actively explore countermeasures.

## **2. The Impact of the Change of Chinese Learning Ecological Environment on Chinese International Education**

“Language ecology” was first created by the American linguist Einar Haugen [1-2]. He made a

metaphorical analogy between language environment and ecological environment and pointed out the interaction between language and its environment. Since then, more and more scholars have begun to pay attention to the influence of ecological environment on language development and change. Here the ecological environment mainly refers to the political, economic, cultural, natural environment, social environment and other related factors [3]. The author believes that second language acquisition is also influenced by the ecological environment, which is the reason why language learners are encouraged to learn in the context of the target language.

From the perspective of the ecological environment of Chinese learning, it can be divided into three types: one is “mother tongue - mother tongue ecological environment”, that is, learners are taught in their mother tongue by teachers using their mother tongue. Generally speaking, Chinese learners learn Chinese in their own countries and are taught by teachers in their own countries [4-5]. When teaching, teachers often use the learner's mother tongue as the teaching language. This form is generally applicable to the primary stage of Chinese learning, as well as the Chinese learners who are not qualified to study in China. This way is often used in the second foreign language learning [6]. The second is “mother tongue Chinese ecological environment”, that is, learners are taught Chinese by Chinese teachers in the environment of mother tongue. Confucius Institutes around the world generally adopt this form. This form is very suitable for the primary promotion stage of Chinese [7-8]. The third is “Chinese - Chinese ecological environment”, that is, learners come to China and Chinese teachers teach in Chinese. This form of teaching and learning effect is the best, students have a deep understanding of China, Chinese progress quickly, this is also the previous form of teaching Chinese as a foreign language in Colleges and universities in our country. However, during the epidemic period, many students can not come to China and can only learn Chinese with a computer in their own country. The teaching environment of Chinese international teaching has changed from face-to-face classroom to computer at home; Teaching practice has changed from practicing with Chinese language partners to practicing alone in exercise books; After class feedback has changed from face-to-face real-time puzzle solving with teachers to wechat communication with time difference. Therefore, the ecological environment of Chinese learning has changed from “Chinese Chinese ecological environment” to “mother tongue Chinese ecological environment”, which has lost the Chinese context, and Chinese learning has been hindered by many obstacles, including the mastery and understanding of some vocabulary, such as “mobile payment, carpooling, Beipiao, number restriction, Hutong”, and so on. These words in the past teaching even do not need teachers to teach, students can easily grasp and use in daily life. Another example is some special grammatical forms, such as “adverbial postposition”, “oral implication, repetition, interposition”, and so on.

Moreover, the online learning environment is not even as good as the “mother tongue Chinese ecological environment”. Because in the previous “mother tongue Chinese ecological environment”, teachers and students communicate face to face in real time. In addition to voice, students can also perceive the teacher's mood, expression, posture, habits and other three-dimensional teaching environment. Now teachers and students can only meet on the screen, and most of the time the screen is playing PPT, teachers can not see the teacher when explaining, only by listening, reduce the feeling of class. Most importantly, due to the time difference and other problems, even if online teaching mode is adopted, it is difficult to adopt the form of live broadcast. At present, according to the situation of each school, teachers mostly use the form of video or MOOC, which makes the original lively classroom become a teacher's “one talk”. Teachers and students lack direct language communication, eye and body communication, so it is difficult to grasp the teaching effect and rhythm. The Chinese learning environment has changed. Fortunately, students' enthusiasm for learning has not decreased, and teachers are trying their best to ensure the quality of teaching, which requires that teachers' teaching methods and students' learning methods should be adjusted.

### 3. Network of New Words Generated Cognitive Motivation

At the 2008 Conference on Language, Communication and Cognition, Peter Harder, a professor at Copenhagen University, officially proposed the concept of “social shift in cognitive linguistics” and the latest trends. And cognitive linguistics is different from the social cognitive linguistics or social cognitive linguistics is more as a means of research and research scholars have been mentioned, the theoretical framework of cognitive linguistics and empirical research methods Combine. In addition, social cognitive linguistics not only focuses on the impact of cognition on the mechanism of language operation, but also pays more attention to the exploration of its linguistic and cultural backgrounds, studies the interaction between human thinking and the environment in the process of language production, cognitive social context, Knowledge, culture and the interaction between languages. Therefore, the concept of cultural cognition came into being, the cognitive system comes from individual cognition, but at the same time it restricts the individual's cognition, showing the relationship between the two.

The advent of the Internet age not only allows us to obtain information more quickly, but also spawned a new culture - the Internet new words, such as rookie, high handsome. The World Cup as a national carnival sports event, of course, cannot avoid the invasion of network culture. Taking the new online words emerging from the 2014 World Cup in Brazil as an example, the following text elaborates the cultural cognition mechanism of new words from the social and cognitive dimensions respectively.

Similarity-based metaphors and relevance-based metonyms are important inner cognitive drivers of meaning variation. Here is a case of the new word which was hot up at the 2014 World Cup in Brazil. As one of the most popular terms in this World Cup, the original meaning refers to ascending the height of a building on a terrace and later extended to suicide. As the following example:

Yesterday bought Italy, I went to the rooftop after the game. But I actually did not die! The original downstairs lying down the day before yesterday bought a friend in England. (I'm very angry because my beloved team lost the game).

Metaphors based on the similarities between new and old meanings are their important basis. The original meaning of “rooftop” “terrace” is at a height where it is exposed outside the building and so on. The second meaning of semantic meaning is developed from the implied meaning. However, during the World Cup in Brazil, due to the high frequency of use of the word, the meaning of the word was further expanded and expanded to a place. Many fans mentioned the rise to the sky with implicit meaning as anger and self-righteousness the idea, mostly for joke. In comparison, in Example 3 and Example 4, the part of the rooftop changed its part of speech from an original noun to an adjective. The conversion between the different parts of the same word is the result of metonymic thinking because of the synonymous.

Different part of speech is to highlight different aspects of things only. The process actually goes through a double metonymy. Here, taking the former as an example, the metonymy on the first floor replaces the entire action on the rooftop with rooftops, and secondly, one of the features on the rooftop is further highlighted. The semantic three highlights the actors, what the people forced on the rooftops. The semantic highlights of the four for the recipients. that is forced on the rooftop of what kind of person. After this double metonymy, we finally got the words like “rooftop game” and “rooftop love” that we saw.

Another big hit at the 2014 Brazil World Cup was “The Guard,” a word that has undergone a process of integrating multiple meanings. The term was intended to guard garrison barracks and later extend guards who were hired to guard the gates of buildings and thereby prevent outsiders from entering. The 2014 Brazil World Cup was nicknamed the “Goalkeeper World Cup” by netizens and fans because the goalkeeper played the role of “key player” in many games, not only keeping

the goal, but also playing an excellent guard role. Foot for the team rescue. The word meaning development is as follows: tiger ben for the guard, when access to Fu Ji. “Han Wang Mang Biography” (guarding the door). Guard posts should wear a uniform security service. (Caretaker building). Speaking of “guard”, in this session of the World Cup, it became the glory of the German goalkeeper, goalkeeper + guard. (Goalkeeper + guard). I want to become your exclusive “guard”, just as promise to guard the German team as guarding you. (Waiting for people around).

In the course of the development of semantic meaning, semantic four actually evolved from the common metonymy of semantic two and semantic three, highlighting one of the semantic two and semantic three, respectively, and integrating it into a conceptual domain. In this process, the motivation for metonymic translation of the word meaning is socio-culturally driven (see Figure 1).

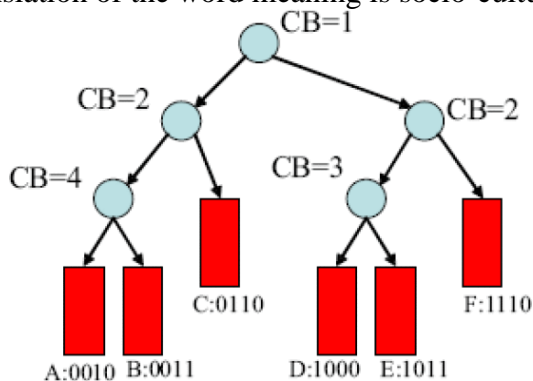


Fig.1 An Example of a Complete Binary Search Tree

When a word is accepted by a considerable number of groups, each group will follow suit and be more widely disseminated and shared under the influence of a converging culture or the mass-appealing psychology. The following is still the “sky top” as an example, the use of advanced search capabilities Baidu, in chronological order statistics since the start of the 2014 World Cup the term in different periods of Baidu News frequency of use.

Before the World Cup, the word “rooftop” remained around a hundred times a month in the news. It was basically the more normal usage. For example, going up to the rooftops, climbing to the rooftops and so on, all just meant walking to the roof, did not carry any “suicidal tendencies”. During the World Cup, we can see that the frequency of the use of the news in the news jumped nearly 190 times, reaching 18,900 times. Although some advertisers also use the term to advertise, most of them are used in conjunction with the World Cup fans and Lottery related. In the ten days after the end of the World Cup, although the frequency of use of the term was somewhat lower than during the World Cup, the field of application increased. For example, investment financing was provided in Example 5, while advertisement number 6 in the dating site. It shows that the word has been well known and accepted in more fields after being widely spread in the World Cup. Both of these processes are major contributors to popular culture. The main target audience for online news coverage and advertising is the largest number of Internet users, and editors tend to cater to the general public using the most popular terms of the day. On the contrary, due to media intervention, it will further promote the spread of new words. Readers regard the vocabulary in the media as the trend of the current development, and they also show some willingness to accept and adopt the attitude toward it. The two are a complementary and mutually reinforcing process (see Figure 2).

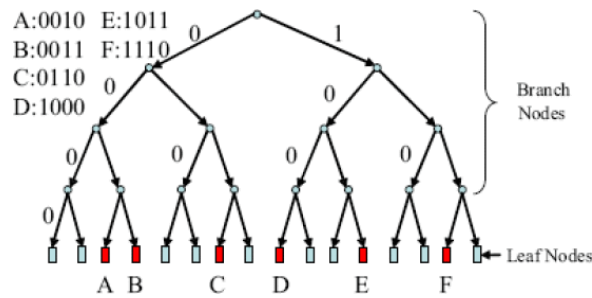


Fig.2 An Example of a Compressed Binary Search Tree

#### 4. Teaching Strategies of International Chinese Education in the Post Epidemic Era

“The form of network information further narrows the communication distance of pragmatics and makes human beings become” zero distance “residents of the global village, which indicates that the information society has brought a new atmosphere to the language ecology.” In the past teaching, we used the general form of ecological communication. Then online teaching can use the special form of ecological communication of language, and use the advantages of network information to create online teaching ecological environment.

(1) Create a real context. Since it's online teaching, teachers don't have to stick to the classroom, they can teach in real situations. For example, teachers can show students the real social language in restaurants, shopping malls, banks and other places in the form of live or video. Especially for students who have never been to China, they not only learn Chinese, but also see the real Chinese life.

(2) The master network skills. Teachers should constantly update their knowledge and develop new technologies to adapt to online teaching. For example, VR (Virtual Reality Technology) can be used for scene restoration to provide students with a realistic learning environment. If students are personally on the scene, they can experience the communication process. Compared with watching the live broadcast of teachers, VR technology can make students feel more intuitive. But the development of VR technology for schools and teachers is not a very simple thing, so it is difficult to apply to every teaching scene.

(3) Trying various forms. Teachers in various schools have adopted many teaching methods, such as wechat Q & A, VR (Virtual Reality Technology) scene restoration, small programs, mobile games and other forms. All in all, we have noticed that in the process of Chinese learning, interaction is essential. Interaction depends on the teaching ecological environment. Simulating the ecological environment of Chinese teaching is a new challenge for teachers.

#### 5. Conclusion

Affected by the epidemic, the number of international students in all schools has greatly decreased, and it may be difficult to restore the original number for a long time. However, there are still many people who need to learn Chinese. Some of them are unable to come to China because of the epidemic situation, and many of them are not qualified to study in China even before the outbreak of the epidemic. We can serve these people by building excellent Chinese teaching network database. At the same time, we can find elite teachers in it, create brand effect, expand the influence of Chinese, and attract more people to learn Chinese through network publicity.

According to the statistics of my school, at first, the number of online learning students is only 1 / 5 of the original number of offline learning, but at the end of learning, these students' satisfaction with online teaching reaches 95%. It shows that with the joint efforts of teachers, online teaching can still ensure the teaching quality, even increase the teaching interest, exercise the students'

autonomous learning ability and improve the learning efficiency.

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