

# *Research Report on Online Chinese Teaching Effect*

--Taking One Medical University as Example

Yu Song

*Neeraj Yadav, Ningxia Medical University, Yinchuan, Ningxia 750004, China*

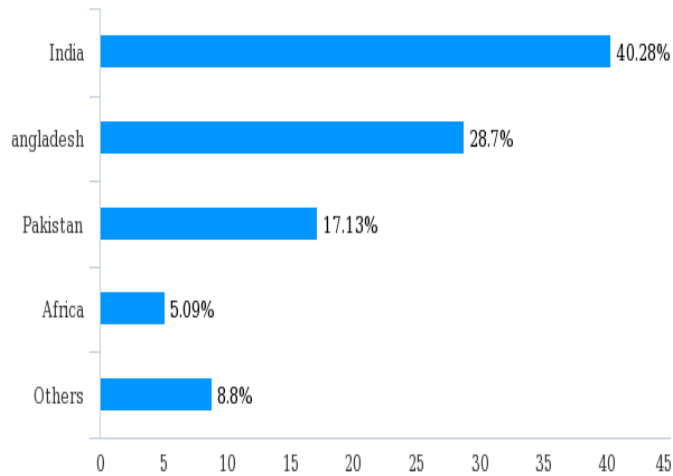
**Keywords:** Online teaching, Chinese language, International students

**Abstract:** Although online teaching is not very ideal to the previous sitting-in-classroom teaching mode, this reform has a far-reaching impact. In the process of teaching implementation in the future, online teaching will become a normal and parallel teaching form. Online and offline mixed teaching mode has become a real conventional form. Modern online teaching can not only ensure that most overseas students participate in cloud live Chinese class, but also meet the needs of a small number of international students with poor network conditions to review the video at the right time, so as to enable foreign students to complete their Chinese language study with quality and quantity as much as possible so as to meet the differentiated needs of foreign students with rich and diverse teaching methods.

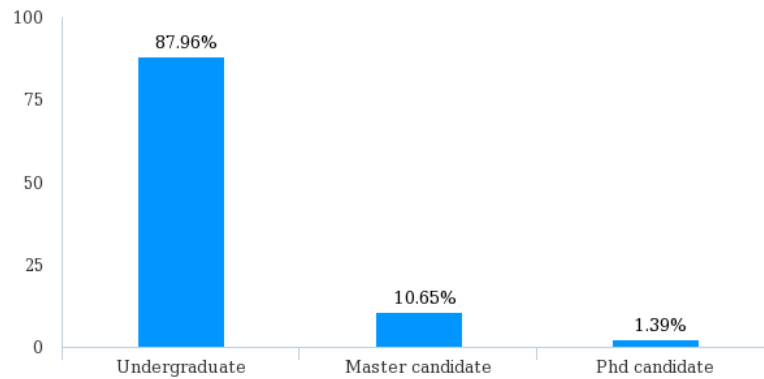
## 1. Introduction

The outbreak of COVID-19 is a worldwide public health emergency. The spread of the epidemic has brought enormous threat to human life. The resulting national security crisis, trust crisis, economic crisis, education crisis and other issues have become the common concern of all mankind. Online teaching has become the only feasible teaching method during the epidemic period. International students of the Medical University have also adopted the online teaching mode. So far, online teaching has been carried out for four semesters. In order to ensure the order and quality of international students' online teaching, plan for the integration and implementation of online and offline teaching in the post epidemic era, and improve teachers' information-based teaching ability, the institute has conducted an online teaching survey. [1]The details are as follows:

Our college offers three courses: Chinese, medical Chinese and Chinese culture, involving 6 grades, which are 5 undergraduates and 1 graduates. There are 10 teachers. 266 people were sent the questionnaire. A total of 216 valid questionnaires were received in this survey, with a recovery rate of 81.2%, covering all grades and majors. The survey results are valid.

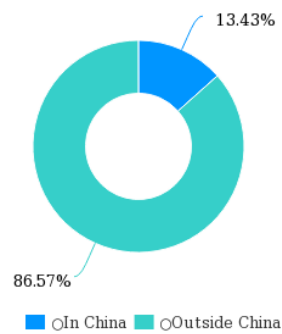


*Fig.1 Distribution of Source Countries of Respondents*



**Fig.2 Hierarchical distribution of respondents**

The survey involves mainly from South Asia, such as India, Bangladesh and Pakistan. Therefore, the online teaching time of the main students' countries and China is relatively unified, the time gap is two and a half hours, without involving more complex time difference adjustment. In terms of students level, 87.96% of the teaching objects are undergraduates, and Chinese related courses account for a very important proportion as their general compulsory courses. [2] Among them, students after 2019 batch are under the pressure to pass HSK 4 Chinese proficiency test, so the study of Chinese related courses is very important for them.



*Fig.3 Current Location of Respondents*

It can be seen from Fig.3 that at present, the vast majority of foreign students still stay in their own countries, and online teaching is the only common learning method for them. Therefore, this survey truly reflects the attitudes and opinions of foreign students who failed to return to China on Online Chinese teaching.

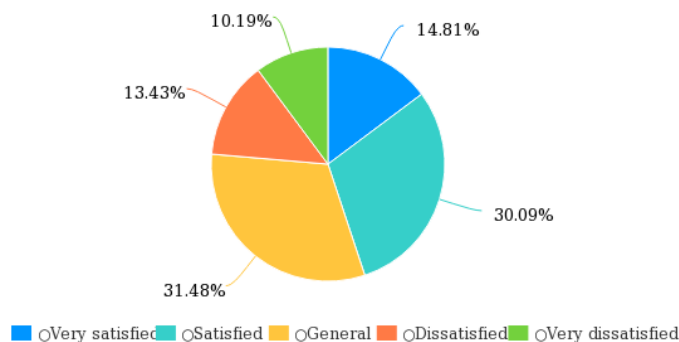


Fig.4 Overall Satisfaction with Online Chinese Learning

## 2. Questionnaire Analysis

For the overall satisfaction of online Chinese teaching, dissatisfied students account for 23.62% of the total. It can be seen that most foreign students are relatively satisfied with the overall situation of online Chinese teaching. Online teaching is the most effective teaching mode during the current epidemic situation. At the beginning of the course, the enthusiasm of the students was high, and with the freshness slowly declining, the teachers found that some students have become “good babies” in class without a sound. When the teacher asked him to answer the question, it seemed to wake him up from his dream. He was very confused and did not even understand what the teacher was talking about. Through the students’ daily feedback and the answers to the open questions in the questionnaire, we can know that the students recognize the teachers’ use of various teaching methods in online teaching, such as roll call in class, recording attendance, and formulating homework rewards and punishments to make the foreign students concentrate and mobilize the enthusiasm of the students.[3]

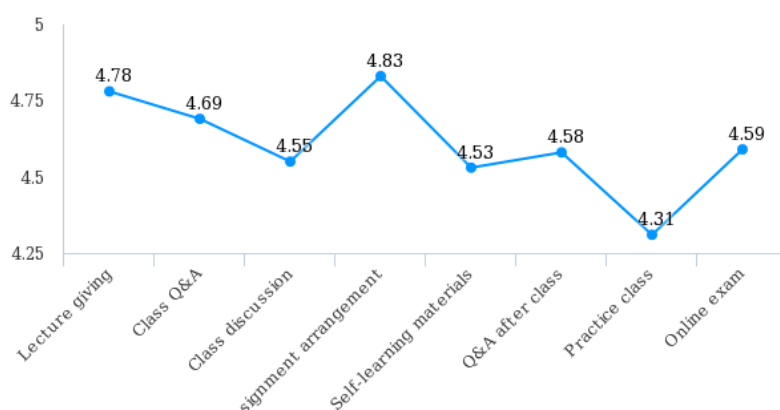
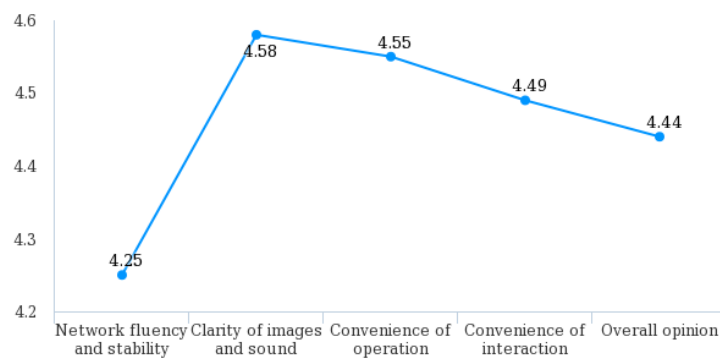


Fig.5 Satisfaction of Respondents with Different Teaching Aspects

For the satisfaction degree of different teaching aspects, this survey mainly focuses on 8 aspects: course teaching, classroom Q & A, classroom discussion, homework arrangement, self-study materials, after-school Q & A, practical courses and online examination. 6 points are recorded for very satisfied and 1 point is recorded for very dissatisfied. Therefore, the higher the score, the higher the satisfaction. It can be seen from Fig.5 that the scores in all eight aspects are more than 4, and the

satisfaction is basically more than 2 / 3. Among them, the top two with the highest satisfaction are classroom teaching and homework arrangement, which shows that students are highly satisfied with teachers' knowledge teaching and homework arrangement. Online teaching does not reduce the teaching quality of Chinese courses, and teachers can ensure Chinese pronunciation and vocabulary, correct teaching of grammar and usage. At the same time, the lowest score of satisfaction appears in the practical course. In teaching Chinese as a foreign language, the current language practice course is mainly an extension of classroom teaching and is auxiliary. Its main purpose is to improve students' language communication ability and cultural perception ability. Chinese practice class is conducted in a real communication environment, and its communication environment is neither imagined nor simulated. For foreign students coming to China, experiencing a real communication environment is a favorable condition for them to learn Chinese. Due to the limitations of the epidemic situation, teachers cannot make good use of this environmental advantage, and students cannot experience it personally, learn by doing and improve learning efficiency. Therefore, the low satisfaction of language practice class is also within the understandable range.

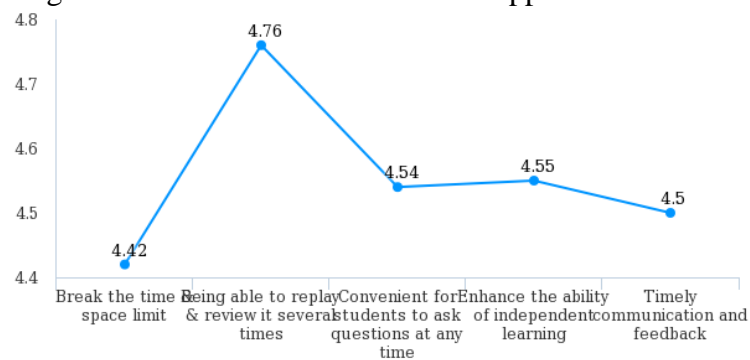


*Fig.6 Satisfaction of Learning Platform*

For the satisfaction of the learning platform, this survey mainly focuses on the network fluency, stability, the clarity of picture and sound, the convenience of operation and communication. Similarly, 6 points are recorded for very satisfied and 1 point is recorded for very dissatisfied. Therefore, the higher the score, the higher the satisfaction. As can be seen in Fig.6, the lowest point of the score appears like a cliff in terms of network fluency and stability. In terms of the survey of network status, some foreign students in China said that their local network status was good and they could watch online courses normally, but some foreign students in China still thought that their local network status was poor and did not work.

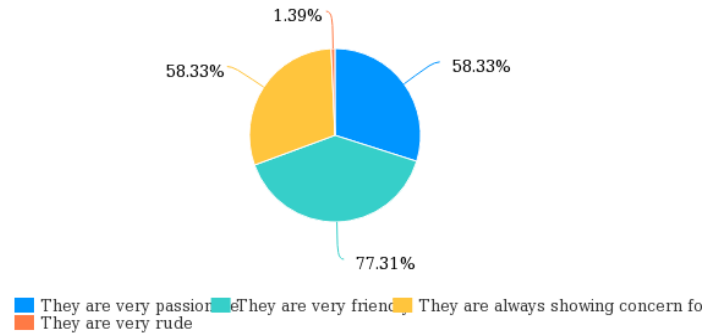
It can be seen that the network situation has a great impact on the online teaching of some foreign students. As for the data sources of network access, some foreign students in China use Wi-Fi at home, and a large number of foreign students use mobile data. The additional costs generated by online teaching show that online teaching has caused additional economic burden to foreign students. The university can not help them change their mobile devices, let alone improve their network environment. What teachers can do is live broadcasting of online teaching software, switching of conference mode, assistance of words and pictures in the discussion area, and even synchronous live broadcasting of wechat platform. Local Chinese students can use online classroom teaching software, including wisdom tree, QQ group, Tencent series online teaching platform, Chinese University MOOC, school online rain classroom, superstar learning link and other effective learning platforms with rich teaching resources, but these are not suitable for international students to use online. There is a technical barrier to the registration and use of each teaching software, even the barrier of transnational network. [4] If foreign students master each teaching software skillfully, it needs

various conditions and basic Chinese ability. The development of online teaching software for international users as the goal still needs time and financial support.



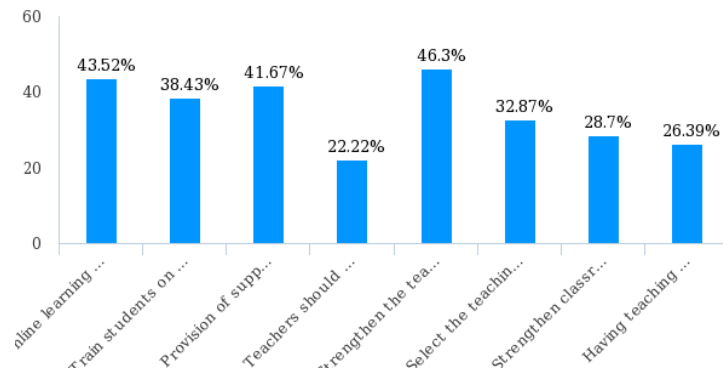
*Fig.7 Advantages of Online Teaching*

In view of the advantages of online teaching, this survey focuses on five aspects: breaking the boundaries of time and time, being able to watch repeatedly, facilitating students to ask questions at any time, enhancing autonomous learning ability, and timely communication and feedback. 6 points are recorded for very agree, 1 point is recorded for very disagree. It can be seen from Fig.7 that the advantage of online teaching that students most agree with is that they can watch it repeatedly, which shows that most students cannot understand and digest the knowledge taught in class, and need to learn it again and again. This is incomparable with offline learning. Learning in the classroom, the teachers' teaching is a "one hammer deal". If you don't understand it in class, it is difficult for the teacher to tell it again after class. However, in online teaching, students can watch the teachers' teaching repeatedly, just like a private tutor, who can explain the content repeatedly at any time to help students speed up their understanding and deepen their memory. On the other hand, the lowest point of scores is that online teaching can break the boundaries of time and space, which is very unexpected. The original intention of online teaching is that online teaching can make knowledge acquisition convenient and break through the boundaries of time and space." Class suspension without school suspension" makes online teaching the main source of foreign students' learning. Online teaching breaks the original boundaries of time and space. A mobile phone or iPad can start a day's learning when connected to the Internet. However, through the questionnaire survey, we found that students do not like this "single wolf" learning. Online teaching makes online education individuals separated and group activities reduced, which is not conducive to emotional communication. As for online teaching, "out of sight, out of mind", there is a distance between teachers-students and students-students. Students may be reluctant to invest in their own learning because of a sense of distance. Online education makes foreign students become individuals and does not form a team. The communication between teachers-students and students-students is reduced, which weakens the feelings between international students as well as the good teacher-student relationship. Therefore, long distance teaching is not suitable for teaching and learning for a long time. It can only be a plan B in the case of unavoidable situation.



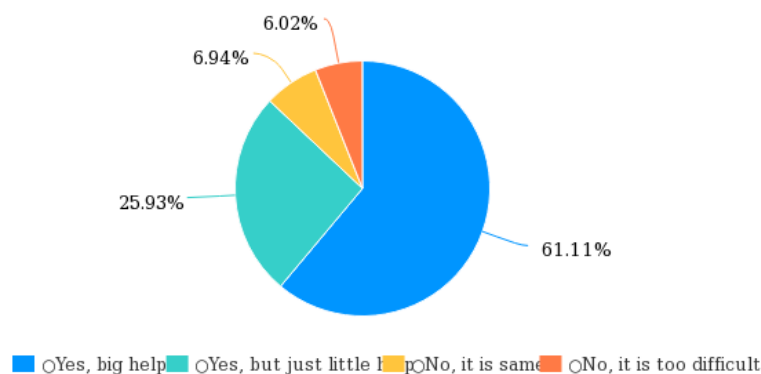
*Fig.8 Attitudes of Online Chinese Teachers*

Through the survey, it is found that students are generally satisfied with teachers' teaching. Of the 216 questionnaires collected, 90% of the students believe that Chinese teachers are serious and responsible for teaching, organized and clear, the classroom atmosphere is relaxed and active, and the interaction between teachers and students is good. 10% of the students thought that the classroom atmosphere of individual teachers was not active, the driving force for students was insufficient, and the problems raised by students were not solved in time. In view of the above problems, teachers should develop their strengths and avoid weaknesses, constantly improve teaching skills to enhance attraction, ensure students' active participation in the classroom and implement comprehensive learning results.



*Fig.9 Aspects to Be Improved in Online Chinese Teaching in the Future*

The Fig.9 shows the suggestions from foreign students on the aspects that need to be improved in online Chinese learning in the future. The top four opinions are: strengthening the interaction between teachers and students, strengthening the construction of online learning platform, providing auxiliary learning materials for courses, and guiding students how to use online learning system. It can be seen from the survey results that students need a Chinese online learning platform that can communicate smoothly with teachers and is easy to use, and enable students to easily obtain more course related learning materials from the online platform. The online teaching platform currently used is not an ideal software.



*Fig.10 Help from Medical Chinese to Actual Clinical Practice*

Through the investigation of medical Chinese learning enthusiasm and learning situation of foreign students, 87.04% of the students believe that learning medical Chinese is helpful for entering the hospital for internship and practice in the future. According to the survey, it shows that students have high enthusiasm for medical Chinese learning. After learning medical Chinese for a period of time, you can learn more commonly used medical vocabulary, and through simulating the dialogue between doctors and patients and between teachers and students in medical scenes such as hospitals or schools, which is more helpful for students' daily learning and Chinese communication after entering clinical practice. Most students think they should spend more time learning medical Chinese; medical Chinese teaching should always be student-centered, pay attention to improving students' medical Chinese communication ability, understand students' learning situation, adjust teaching progress and difficulty according to students' situation, improve teaching methods, let students know more Chinese knowledge related to medicine, and cultivate students' interest in medical Chinese learning.[5]

### 3. Benefits and Future Results of the Online Teaching

Although online teaching is passive, not very ideal to the previous sitting-in-classroom teaching mode, this reform has a far-reaching impact. In the process of teaching implementation in the future, online teaching will become a normal and parallel teaching form. Online and offline mixed teaching mode has become a real conventional form. All kinds of schools will explore at the two levels of theoretical construction and practical application.

First, the transformation of our Internet thinking. Traditional educational thinking is to fix students in a teaching place, and teachers carry out one to many education. Internet education liberates the time and space constraints of teachers and students to the greatest extent. It can teach in different places at the agreed time, which highlights the characters of education.

The second is the breakthrough of teaching resources. The teaching resources of the traditional teaching mode come from books, books are the carrier of knowledge, and the resources of Internet online education come from the network. In the past, the evaluation system of classroom teaching mainly focused on test scores, and students' test scores have become the most important learning objectives. The traditional teaching mode and the needs of modern life and production have natural obstacles of ability requirements. The online teaching evaluation system aims at practical application, and application has become the most direct purpose of learning. The update of network knowledge base is faster and more direct than the book, the degree of personalization is higher, and it is easier to share the cases of social practice.

Third, from the beginning of online teaching, in order to ensure the smooth development of online Chinese teaching and ensure the teaching quality, the college has carefully organized and done a good job in online course teaching supervision. The college establishes a three-level supervision group led by the Teaching Supervisor - Teaching and research office - Chinese teaching office to formulate the supervision scheme and implement the supervision for all online courses to ensure the full coverage of all online course supervision. In order to adapt to the characteristics of online teaching, the college has formulated corresponding teaching plans: according to the characteristics of online teaching, update the teaching organization and teaching content to improve the teaching effect; strengthen foreign students' preview before class and extended learning after class; make full use of free online resources to provide learning materials for foreign students; pay attention to checking the teaching effect in time, checking the learning effect and shortening the teaching feedback cycle; pay attention to record the teaching process and the whole learning process of foreign students, and comprehensively and objectively evaluate the learning effectiveness of foreign students.

Modern online teaching can not only ensure that most overseas students participate in cloud live broadcasting, but also meet the needs of a small number of international students with poor network conditions to review the video at the right time, so as to enable foreign students to complete their studies in China with quality and quantity as much as possible so as to meet the differentiated needs of foreign students with rich and diverse teaching methods.

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