

Research on the Teaching Reform of Comprehensive International Chinese Course Based on "Online + Communicative Tasks"

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Abstract: At present, there are problems in the teaching of comprehensive international Chinese courses, such as the lack of visual resources supporting textbooks, and the lack of emphasis on the transformation from of language knowledge into language skills, resulting in unsatisfactory teaching results. Based on the perspective of "online +", this study adopts a controlled experiment method, and construct a teaching model of comprehensive international Chinese language teaching of "online + communicative tasks" with a one-year deadline. This model has the characteristics of task-based teaching content, digital teaching carrier, multi-dimensional teaching evaluation, and diversified teaching methods. The experiment shows that: under the condition of no small class teaching, no increase of class hours and non-immersion teaching, compared with traditional classroom teaching, the teaching effect of the new teaching mode of comprehensive international Chinese course is significantly improved, which has a very positive impact on students' subsequent professional studies.

The Comprehensive International Chinese Course is a type of course that provides comprehensive training in listening, speaking, reading, and writing. It is the main course in international Chinese teaching and the main course type that undertakes the task of systematic teaching of language functions. Through the establishment of comprehensive international Chinese courses, schools provide comprehensive skills training for international students in listening, speaking, reading and writing, aiming to improve students' language communicative ability, provide corresponding language support for the subsequent learning of other special skills courses, and then guide students to participate in more extensive and in-depth skills training. Therefore, the teaching quality of comprehensive international Chinese course directly affects the overall quality of international Chinese teaching.

At present, the traditional comprehensive international Chinese course teaching has some drawbacks in teaching methods and teaching effects, mainly reflected in two points. First, there is a lack of visual resources matching the teaching materials. At present, the popular comprehensive international Chinese course textbooks in China generally only support paper texts and audio recordings, without supporting visual materials. On the one hand, the lack of supporting visual teaching resources makes it difficult for traditional texts and recordings to arouse students' interest

in learning. This is not conducive to students' pre-class preview and after-class review; On the other hand, it is not conducive for students to convert language knowledge into language skills. The second is the lack of task drills in the classroom and the lack of interaction between teachers and students. For language courses, it is very important for teachers to encourage students to speak more in class. However, the goal of organically combining "comprehensive teaching of knowledge" and "comprehensive training of skills" is often difficult to implement in classroom practice. A lesson is usually 45 minutes in length. Teachers spend most of their time just completing the task of explaining, and the time for students to speak is correspondingly reduced, not to mention the group cooperation activities in the classroom. The internalization of Chinese comprehensive communication skills can often only be completed by students themselves after class. Students only learn language knowledge, but have not acquired the corresponding communicative competence. In a specific communicative environment, they cannot choose the language structure correctly, which easily leads to incomprehensible and misunderstood Chinese expressions.

With the advent of the "online +" era, various visual information carriers are developing rapidly. They are constantly changing the channels and ways for people to obtain information, as well as the cognitive mechanisms by which people understand and process information. The rapid development of digital information makes visual learning one of the most important learning methods in the digital age. In international Chinese teaching, the use of visualization methods can "effectively enhance the representation effect of explicit knowledge and tacit knowledge, promote the transformation between the two, and realize the transfer of knowledge, cultivate innovative thinking and promote the learning and acquisition of language knowledge". Improving the matching of visual resources and strengthening classroom task drills will help enrich the Chinese learning channels of international students, stimulate their enthusiasm for learning, and realize the transformation of students' language knowledge into language skills. Therefore, the construction of a new teaching model of "online + communicative tasks" can effectively improve the effect of classroom teaching and students' language expression ability. This has certain teaching significance for the theoretical research and teaching practice of international Chinese comprehensive courses.

1. The Feasibility of Applying "online+" in Comprehensive International Chinese Courses

With the rapid development of information technology, the rapid popularization of intelligent terminals, and the sharp drop in the cost of Internet access, the younger generation who grew up in the digital environment is more and more accustomed to using mobile phones or computers to obtain information and exchange information on the Internet. These developments and changes in society have brought new opportunities for the teaching reform of comprehensive international Chinese courses.

(1) The Internet has enriched the teaching content options of the comprehensive international Chinese course

The simplified and easy-to-operate mode of the video production software makes it easy for non-professionals to create videos. The development of network sharing makes it easy for teachers to find Chinese teaching videos with different forms and rich contents through the Internet. According to the communication items and language characteristics of the comprehensive international Chinese class, teachers sort and trim the fragmented videos on the Internet, so as to compile complete, systematic and orderly teaching resources and push them to students.

(2) The Internet has changed the way teachers and students communicate and interact in comprehensive international Chinese courses

The convenience of intelligent terminals provides convenience for teachers and students to communicate and interact, which is conducive to reconstructing a new type of teacher-student

relationship. Teachers change from disseminators of knowledge to interlocutors, managers to guides, and actors to directors. Teachers and students become partners learning together. Through social media channels such as WeChat group and QQ group, teachers and students can carry out task information transfer, teaching resource sharing, online communication, and course answering of comprehensive international Chinese courses.

2. The "online + Communicative Task" Teaching Mode of the Comprehensive International Chinese Course

In view of the problems existing in the actual teaching of the comprehensive international Chinese course, we take the teaching materials of the comprehensive international Chinese course as the main line and rely on the Internet to construct a new "online+communicative task" teaching mode of comprehensive international Chinese course. This model is characterized by task-based teaching content, digital teaching carrier, multi-dimensional teaching evaluation, and diversified teaching methods. We aim to enrich teaching resources, increase the practice time in class, improve the efficiency of students' transformation of knowledge into practical communication skills, and improve students' Chinese information processing ability.

(1) The construction of a comprehensive international Chinese course teaching model of "online + communicative tasks"

The comprehensive international Chinese course teaching model of "online + communicative tasks" is based on the "General Syllabus for International Chinese Teaching". Based on second language acquisition (SLA), it deduces the teaching tasks of comprehensive international Chinese courses, guides students to complete the teaching task objectives, and thus cultivates students' language ability and communicative ability.

(2) Implementation of the "online + communicative task" teaching model of the comprehensive international Chinese course

In terms of the creation of the teaching environment, the implementation of the comprehensive international Chinese course teaching model of "online + communicative tasks" is mainly divided into distance classes and face-to-face classes. The specific implementation process is as shown in the figure 1. In the remote classroom, before the class, the teacher makes a micro-lecture or organizes the corresponding Chinese learning video according to the set sub-tasks. Through remote classrooms, teachers send visual learning materials and learning tasks to students. Students study on their own before class. Teachers communicate and interact with students online, track students' self-study, and record and evaluate students' self-study and interaction.

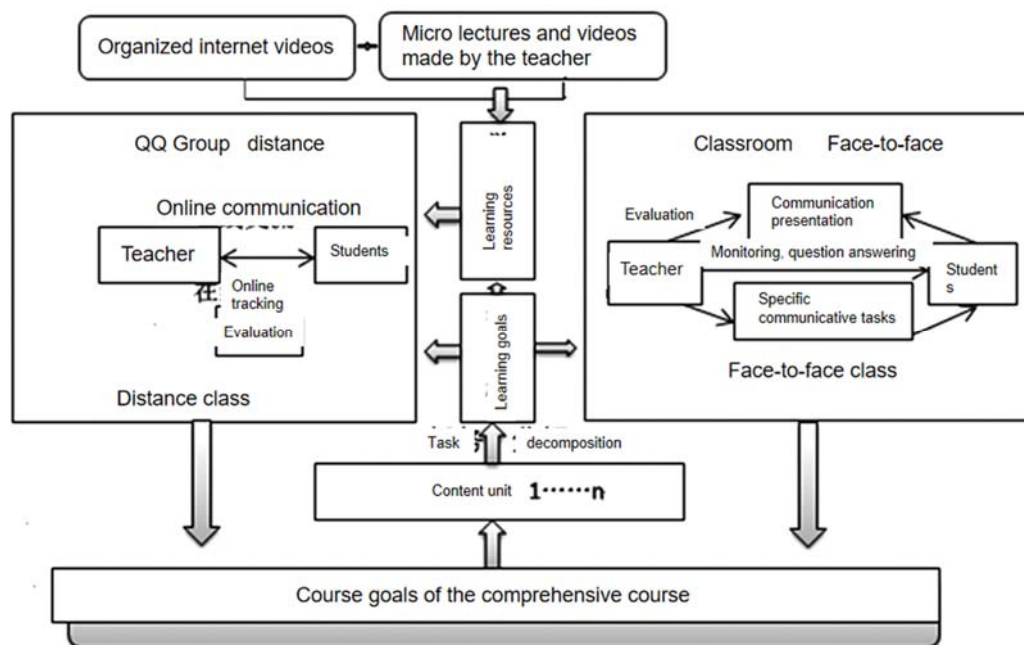


Figure 1. The implementation diagram of the "online + communicative tasks" teaching model of the comprehensive course

In face-to-face classrooms, teachers and students communicate face-to-face in the classroom. First, by designing a series of teaching activities, teachers can test students' mastery of the learning content on the spot. In addition, teachers give necessary explanations according to students' learning situation, and answer questions for students before and during the class. Secondly, teachers organize students to cooperate in groups to complete the practice of communicative tasks and demonstrate them. The teacher then evaluates the student's cooperation and presentation.

(3) The characteristics of the "online + communicative task" teaching model of the comprehensive international Chinese course

1) Task-based teaching content

One of the responsibilities of teachers is to design tasks, provide necessary Chinese learning materials, set activity requirements, monitor and evaluate students' ability to complete tasks independently or in small groups. The overall goals of the primary stage: While learning Chinese language knowledge and skills, students further strengthen their learning goals, cultivate the ability of independent learning and cooperative learning, understand the basic knowledge of traditional Chinese culture, form effective learning strategies, and finally have the ability to comprehensively use the basic cross-cultural language.

2) Digital teaching carriers

The teaching carrier is a tool used to carry and transmit the teaching content that is put into the inner cognitive response. Traditional teaching carriers are mostly symbolic carriers, such as text-based textbooks. For the international Chinese acquisition that needs to form internalized skills through practice, it is more effective to learn through photoelectric information carriers, such as providing HSK practice website (www.hsChinese.com), pre-exam simulation website (www.cnHSK.org), mobile learning software, etc.

Based on the visual learning theory, the visualization of language knowledge is the demand of the visual age, and it is also an inevitable trend for the in-depth development of language teaching research. Visual resources can break through the limitations of time and space. They are lively and

interesting, providing students with convenient, intuitive and realistic learning materials. Students can learn anytime and anywhere, and can learn repeatedly. The rich visual resources provide students with more choices.

The comprehensive international Chinese course teaching model of "online + communicative tasks" requires the establishment of a basic Chinese visual learning resource package that "takes comprehensive textbooks as the main line, takes HSK level 4 vocabulary as basic vocabulary, and aims to cultivate comprehensive communication skills in listening, speaking, reading, writing, and writing". The resource package includes online videos and micro-lectures. In the process of self-made micro-lectures, teachers should try to choose videos that are close to real life, and divide and organize the videos according to communication tasks and difficulty levels, highlighting the key points and difficulties of the course.

3) Multidimensional teaching evaluation

The teaching evaluation under the comprehensive international Chinese course teaching mode of "online + communicative task" should have the characteristics of evaluation process and diversified evaluation content. First, process evaluation means that teachers' evaluation of students should run through the entire learning process. Students' pre-class self-assessment throughout the semester, interaction in learning groups, oral expression in class (including group cooperation and communicative presentation), and staged written tests should all be included in the evaluation, and the weight of each evaluation link should be set according to teaching needs. Secondly, the diversity of evaluation content emphasizes that teachers' evaluation of students should not be limited to written tests, but should also be extended to students' interactive communication in virtual classrooms, group discussion and communication performance, and the presentation of communication activities.

4) Diversified teaching methods

The development of information technology has gradually transformed the presentation of information from traditional text-based methods to image-dominated methods. The changes of information carriers and the development of teaching media have brought about not only changes in teaching content, but also profound changes in the entire teaching mode and teaching process. The visualization trend of knowledge presentation will inevitably lead to changes in learning methods and teaching modes.

(1) Diversified communication methods. First, in the remote classroom, teachers send learning tasks and learning resources to students through learning groups. Secondly, teachers and students communicate with each other on smart terminals. The form of communication is not limited to text, but can be voice, picture, video, or a link to a web page. Students can send the problems encountered in their studies to the group by voice or by taking pictures, and ask teachers and classmates for help. Teachers or classmates can provide instant help through smart terminals.

(2) Diversified diagnostic methods. In the face-to-face classroom, diagnosis can be carried out not only in the traditional pen-and-paper way, but also in the learning group using mobile phones. For example, if you dictate "bu yao liao tian er", messages such as "bu yao lao tiao, bu yao liao tian er, liao tiao" will appear in the student group immediately. Students can see who responded quickly and accurately, who made the wrong spelling, and who chose the wrong word. This can not only check the students' mastery of words and sentences, but also check the students' Chinese information processing ability. The words and sentences entered by the mobile phone are instantly displayed in the group. Students are not only nervous but also excited, laughing when they see funny mistakes. This makes the whole dictation process not boring and distressing, but more like a fun-filled game, which motivates the students.

(3) Standardization of pre-exam simulations. Pre-test simulations like HSK usually allow students to go directly to the relevant website test in the classroom. For example, the Distance

Education Center of the Confucius Institute provides free online mock tests for candidates. Students can experience the exact same web interface, test format and test time as the formal HSK test. After many times of simulation training, the students' fear before the test can be well eliminated, so that they can know the test format, time and difficulty.

3. Conclusion and Reflection

(1) The classroom model of "online + communicative tasks" is suitable for the teaching practice of comprehensive international Chinese courses

The results of the controlled experiment show that the classroom teaching mode of "online + communicative tasks" can significantly increase the proportion of exercises in the classroom without the need for small classes, no increase in class hours and non-immersive teaching. It can arouse the enthusiasm of students to participate in classroom activities, accelerate the formation of students' communicative ability, improve students' self-learning ability and group cooperation ability, and has a very positive help for students' follow-up study of other majors.

The students in the teaching reform class and the control class were selected in the same way, and their cognitive abilities and cultural backgrounds were very similar. However, after the teachers adopted different teaching modes, the teaching effect of the two classes was very different. In particular, the results of the HSK test show that the teaching mode of "online + communicative tasks" is indeed effective in helping students to accelerate their Chinese acquisition. Therefore, this model is suitable for comprehensive international Chinese teaching practice.

(2) The teaching mode of "online + communicative tasks" has a positive impact on students' subsequent professional learning

The research team conducted interviews with international students after one year of Chinese study. The research team found that the students in the teaching reform class studied with Chinese students for a year in different majors. Although they are still slightly behind Chinese students in writing speed of Chinese characters, they no longer have any language problems in their professional studies. The self-disciplined study habits they have developed in the International Chinese Comprehensive Course will still benefit them a lot in their subsequent professional studies. Moreover, their professional grades are generally good, and many international students have even represented the school in participating in national skill competitions and won awards. In addition, the students in the education reform class showed more love for China than other international students, and many participated in volunteer activities for many times. In contrast, students in the control class were about to enter subsequent majors, but they all lacked confidence in their ability to keep up with the pace of professional learning.

(3) The promotion of the "online + communicative task" teaching model requires the joint efforts of teachers and students

The "online + communicative task" teaching model has higher requirements on teachers than traditional classes: On the one hand, the course group has basically sorted out relevant visual materials and designed specific communication tasks, but the use of learning materials, tutoring, answering questions, and evaluation before class, during class, and after class all pose new challenges to teachers' sense of responsibility, knowledge structure, teaching ability and classroom management ability. The deficiency of teachers in any aspect will make the teaching effect of this model worse. On the other hand, even though teachers often urge students to learn, this model still relies on students' conscious and active learning to a certain extent. Therefore, the use and promotion of the "online + communicative task" teaching model still requires the joint efforts of teachers and students to play its important role.

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