Analysis of Teaching Chinese as a Foreign Language under Network Teaching

Guo Jie

Jilin International Studies University, Jilin, China

Abstract: In the year 2020, an unanticipated public health event swept the globe, affecting global politics, the economy, and the lives of ordinary people. As a practical subject, Chinese foreign education is no exception. Countries, in order to ensure the long-term development of education, adhere to the "closed not suspended" principle, which means teaching practice the line to connect to the Internet, and both the advantages and disadvantages of network teaching have been widely debated in recent years. Against this backdrop, this paper examines two aspects of Chinese international education: online teaching and online teaching platforms.

1. Introduction

In many nations, the rapid spread of COVID-19 over the last two years has resulted in slower economic growth and limited population mobility, as well as disruptions in international relations. TCSOL (Teaching Chinese to Speakers of Other Languages) is a unique and useful major, particularly in light of COVID-19. It is capable of not only delicately responding to international relations but also foreseeing the evolution and trend of international events. The COVID-19 epidemic will very certainly have an impact on the cause of international Chinese language teaching, and it may even result in a "cooling off" period for this profession or sector. For example, the number of Confucius Institute volunteers abroad has reduced, as has the number of foreign Chinese learners, and some teaching methods and resources may need to be updated.

2. An Analysis of the Duality of Online Teaching

Despite the seriousness of the outbreak, Chinese teachers swiftly modified their teaching methods. Teachers and students have added a slew of platform clients to their mobile phones and laptops, and teachers' online instruction is likewise well-organized. The debate about the dualism of online education, on the other hand, has never ended. Some academics argue that online education is merely a convenience. According to Liu Lening (2020), "Online Chinese teaching is time-consuming and laborious, and the effect is far inferior to in-class face-to-face teaching." "An emergency measure should never replace classroom teaching, let alone become the inevitable future development direction of Chinese education, as some people claim." East China Normal University's Professor Wu Yongyi also mentioned: "Learning a language is a humanistic activity

that is divided by time and geography." It is impossible for teachers to generate new energy without face-to-face connection, exchange, conversation, and experience. "(2020) This highlights the difficulties that both traditional and online education encounter. On the other hand, some academics believe that online teaching is a demonstration of a teacher's ability and that accepting challenges requires guts and ability. For example, Wen Xiaohong, a University of Houston teacher, argues that "only by observing the evolution of Chinese language education with an open and compatible viewpoint can we make timely judgements and adjust flexibly to developments."

In terms of the impact of online teaching on international Chinese education, the author believes that, first and foremost, both online and offline teaching have unique learning and teaching techniques with distinct strengths and characteristics. As a result, it is pointless to focus on the right and wrong of the two options in order to determine which is the best. What we should be concentrating on is how to overcome both sides' flaws, learn from one another, and maximize the combination of the two in order to maximize teaching resources and teachers' talents. Second, in light of the current epidemic, the principle of merging online and offline teaching should be implemented, as it is conducive to increasing teaching space and resources, boosting Chinese instructors' teaching quality and level, and improving students' learning outcomes. In the information era, the principle of mixing online and offline teaching is a challenge for teachers and students, as well as a chance for our educational circle to change the teaching mode and approach. If concepts are updated, behaviors change, and the ideal of mastering online teaching models and methodologies becomes a reality.

3. Analysis of Online Teaching Platform

At the moment, online Chinese teaching for Chinese instructors is divided into two parts: one for international students and the other for students majoring in Teaching Chinese to Speakers of Other Languages at Chinese universities. These two sections have separate teaching subjects and teaching objects, as well as various teaching outcomes. The first is Chinese language instruction for international students through the internet. A seminar on "Project Construction and Cooperation Mode of the Online Chinese Classroom" was held on December 14, 2021 on the live platform of Chinese Alliance. More than 30 specialists, front-line teachers, and administrators from the United States and overseas shared their real teaching experience and successful instances. Chinese language training is well supported by some modern digital cloud systems. Italki, TutorMing, and ChineseBon are examples of online Chinese teaching platforms that provide excellent support for domestic teachers who are unable to travel abroad to teach. These sites allow Chinese learners to pay for Chinese language instruction.

There were many mature Chinese teaching platforms flourishing before the outbreak of the epidemic, so the managers of these platforms have a complete and mature teaching management system, so the teaching effect is relatively notable, and it is also an important way for many foreign students to learn Chinese. On the other hand, teachers face difficulties since it is difficult for them to attain the same level of quality and efficacy as offline instruction. Teachers must, for example, perform various roles in online live instruction, which is referred to as "one expert, many abilities." Teachers must work hard before, during, and after class as a director, actor, or in dubbing, post-production, or other jobs.

The second is undergraduate and postgraduate students specializing in teaching Chinese to Speakers of Other Languages who teach online. The pandemic has altered the atmosphere in which overseas Chinese education takes place. Many students and instructors are unprepared when the classroom shifts from offline Chinese practice lessons to online observation classes. However, online teaching, as a vigorous modern higher education and a combination of Internet big waves,

has spread to almost every school in China, almost every teacher and every student, but to everyone's delight, the internal structure of Internet technology has finally entered the field of education, effectively speeding up the educational information construction in China. The education of Han students at colleges and universities serves a dual purpose. Beginning in 2021, graduates of the Han master's degree may be classified as Chinese instructors of junior middle schools, senior middle schools, and secondary vocational schools without examination, according to a document released by the Ministry of Education in 2020. The second is that many worldwide Chinese libraries and university case libraries are available to the public online for free, allowing students to see micro-class instruction, case studies from well-known institutions, and benefit from Chinese professors' teaching experiences. This is the social situation's preferential treatment of students in this major. However, the disadvantages are distinct from those of other majors: there are numerous and dispersed online teaching platforms, with varying levels of support; teachers have a variety of teaching platforms to choose from, such as learning pass, Dingpin, Tencent conference, QQ live, rain classroom, wisdom tree, enterprise wechat, and so on, and are unfamiliar with their operation. The absence of online engagement, as well as the fact that teaching situations can only be watched online but not utilized personally, According to Chen Wenwen (2021), the creation of a worldwide Chinese live teaching platform must go through a trial phase, adaptation period, and adaption period.

According to the author, online teaching should continue to adhere to a variety of innovative teaching modes coexisting at multiple levels, promote the development of Chinese teaching quality and the network in Chinese classes, as well as stick to demand-oriented, reservoir-building teaching resources, maximize the network teaching platform function of the classroom, and strive to build the online management of the Chinese international education service system. For teachers, improving the quality of interaction between teachers and students in the network classroom is a critical factor in ensuring the quality of Chinese online teaching. In addition to classroom interaction, after-school students may be present in class at any time and from any location via the network platform, which poses a significant challenge for the teacher. Reduce the feeling of alienation generated by online platform teaching, increase the "temperature" of the online classroom, and improve the overall online teaching experience. In order to enhance their own teaching materials, Chinese instructors should strike a good balance between effective communication with themselves and their students.

4. Thinking about the Prospect of This Major

The COVID-19 pandemic has caused a fundamental transformation in Chinese language instruction in the context of a worldwide public health emergency, but it is also a once-in-a-lifetime chance to objectively advance the development of international Chinese language education. Many Chinese professors have found success as internet anchors. They must master many talents in a short period of time and raise their degree of educational information technology in order to create effective teaching impacts. The acute demand for teachers has driven Internet businesses to speed up invention and design, resulting in the emergence of a slew of online education technologies that have dramatically enhanced Chinese classroom instruction. With so many tools and resources at their disposal, Chinese teachers must constantly strive to improve and enrich the form of Chinese teaching in order to make international Chinese teaching more professional, efficient, and interesting, as well as contribute to the cause of international Chinese education.

The onset of the virus has caused many instructors to reconsider their major's growth chances and pathways. The online approach was created without allowing time for trial and error in the educational community. For all Chinese instructors, this adjustment is akin to a full exam. In terms

of higher education, it assesses not only the general skill and quality of higher education teaching but also the capacity of colleges and universities to build educational innovation. When it comes to Chinese teaching, it might be difficult to carry out certain important teaching activities, and there is a lack of engagement when using online teaching. Online Chinese instruction, on the other hand, retains its high vigor and dynamism in the long term. Teachers in China should enhance their teaching abilities, learn how to use internet resources, and promote Chinese culture. In the outbreak era, Chinese international education is likely to return to prioritizing practical teaching in the offline mode of development, but the platform of online teaching and online resources is still expected to play a vital role because the relative line in terms of teaching and online teaching against external political and economic risk is stronger, Online teaching and low cost, high degree of resource sharing without being limited by the Internet is still expected to play a vital role, because the relative line in terms of teaching, online teaching against external political and economic risk ability is stronger. Online Chinese education can help to disseminate the Chinese language and culture while also increasing the reach and impact of Chinese education across the world.

5. Conclusion

The COVID-19 pandemic has caused a fundamental transformation in Chinese language instruction in the context of a worldwide public health emergency, but it is also a once-in-a-lifetime chance to objectively advance the development of international Chinese language education. Many Chinese professors have found success as internet anchors. In order to create effective teaching impacts, they must master many talents in a short period of time and raise their level of educational information technology. The acute demand for teachers has driven Internet businesses to speed up invention and design, resulting in the emergence of a slew of online education technologies that have dramatically enhanced Chinese classroom instruction. With so many tools and resources at their disposal, Chinese teachers must constantly strive to improve and enrich the form of Chinese teaching in order to make international Chinese teaching more professional, efficient, and engaging and to contribute to the cause of international Chinese education.

The TCSOL community must band together in the face of the current scenario and deal with it calmly. The most crucial thing is for them to preserve their strategic commitment and faith in TCSOL's goal. Now, large-scale online education is an emergency action in form, but to expose the essence, the importance is all-encompassing, the effect is deep, and the impact is long-term. We have gathered certain experience in the post-epidemic age via large-scale online education practice, and the growth of worldwide Online Chinese education is no longer "sitting and chatting" or "armchair" (Li Yuming et al. 2020). Students majoring in teaching Chinese to Speakers of Other Languages who are still in college or university should improve their strategic awareness, use open online resources to learn teaching methods, and enrich their teaching experience so that they can lay a solid foundation for teaching Chinese to Speakers of Other Languages when the situation improves. Those Chinese instructors or college professors who have been working to teach Chinese to speakers of other languages should embrace the chance and take advantage of the current trend to advance Chinese education to a new level of growth and build a new pattern. In the not-too-distant future, I think that online Chinese language instruction for international education will take on a new dimension, and the worldwide impact of the Chinese language will flourish in all places across the globe, thanks to the network's terminal.

References

[1] Li Di. Investigation and Analysis of International Online Chinese Teaching in the context of COVID-19 [D]. Liaoning Normal University, 2021.

[2] Yan Xu. Research on International Online Chinese Teaching in the Post-epidemic Era [D]. Harbin Normal University, 2021.

[3] Xie Zhiyong. Research on International Chinese Education in the context of COVID-19 [J]. Journal of Tianjin Foreign Studies University, 2021, 2801:81-91+160.

[4] Lu Z H, Zhao Xin. Challenges and countermeasures of Confucius Institutes in the US in the post-EPIDEMIC era [J]. Journal of North China University of Water Resources and Electric Power (Social Science Edition), 2021,37 (02):110-114.

[5] Chen Wenwen. Practice and enlightenment of international Chinese live teaching based on multi-platform collaborative use [J].International Research on Chinese Language Teaching, 2020, 02:89-96.

[6] Wang Hongyu. Exploration and Practice of online Teaching Mode of TCSL in the New Era -- A Case study of Sichuan University of Arts and Sciences [J].Journal of Sichuan University of Arts and Sciences, 2021,31(04):127-132.

[7] Cui Xiliang. Chinese Language Teaching in the context of Global Public Health Emergencies [J]. World Chinese Language Teaching, 2020, 3403:291-299.

[8] Wu D G, Li W. Stage characteristics of large-scale online teaching in Chinese universities: An empirical study based on a questionnaire survey of students, teachers and educational administrators [J].Journal of East China Normal University (Education Science), 2020, 3807:1-30.

[9] Wen Q F, Yang J.A comparative study on the strategic value of international Chinese online education under COVID-19 [J].Language Teaching and Research, 2020, 06:1-8.

[10] Chen J J, Chen L. Reflections on the Advantages and disadvantages of online Teaching of Chinese language during COVID-19 [J].Teacher, 2020, 32:78-79.

[11] Shao Z L, A study on interactive Strategies of Online Chinese Teaching[C]. Chinese Doctoral Forum and the 14th Academic Forum on Teaching Chinese as A Foreign Language, 2021, 10.