

# *A Study on the Optimization of Applied Text Teaching in International Chinese Language Education*

Na Liu\*, Mengmeng Zhang, Wenyan Wang

*School of Humanities and Management, Shaanxi University of Chinese Medicine, Xianyang, China*

*\*Corresponding author*

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**Abstract:** Application writing has always been a difficult task in international Chinese language education. However, the importance of application writing in foreign communication is self-evident, as it is needed to coordinate various affairs between countries and communication between social groups and individuals. This paper develops a study of teaching materials, teachers and teaching platforms around the problems in the teaching of applied Chinese, with the aim of better promoting the development of applied Chinese teaching, expanding the depth and boundaries of international Chinese teaching, meeting the diverse needs of learners and facilitating the development of international Chinese education in an epidemic context.

## 1. Introduction

The new crown epidemic's outbreak has put people's health and safety worldwide at risk. Under this unprecedented change in a century, the idea of a community of human destiny put forward has been widely recognized by the international community, providing not only Chinese wisdom for the global fight against the epidemic but also Chinese solutions for the communication and exchange among countries under the epidemic. Based on this, international Chinese language education has taken on a new mission and significance. As one of the five official languages recognized by the United Nations, the importance of the Chinese language in international communication and applied writing is self-evident. As the "One Belt, One Road" progresses, the need for teaching applied writing in international Chinese language education is becoming more and more prominent due to the influence of exchanges among countries under the wave of globalization and cooperation among countries under the new epidemic. Whether coordinating and managing various affairs between countries or communicating between social groups and individuals, correctly using applied language can reduce the miscommunication and friction caused by information delay.

## 2. Importance of Teaching Applied Chinese

International Chinese education is a kind of "sensitive international education", which is the "barometer" and "pointer" of international relations and international affairs [1]. To a certain extent, the new epidemic has changed the mode of international Chinese language education and promoted

the upgrading and transformation of international Chinese language education. Application essays are an essential tool for communication because of their standardized format, simple and formal language, easy-to-understand and practicality, and their everyday use in dealing with official and personal matters. Learners at any level have a natural need for writing. The higher the learning stage and the better the Chinese language level, the greater the demand for Chinese writing skills. Whether people are international students or a worker in China, they will need writing skills to express their needs accurately, for example, to find a job or to submit information to the government, a company, a unit or a community, etc. People need good application writing skills to receive and output information. Writing is a more complex form of language output. Improving writing skills will promote the comprehensive improvement of listening, speaking and reading skills, which can help learners quickly improve their understanding of grammar, vocabulary and chapter structure. Application writing is a kind of writing teaching that cannot only effectively improve learners' language and writing skills but also can improve logical thinking and the ability to deal with matters, which can help learners make reasonable and practical responses in unexpected situations and reduce unnecessary misunderstandings and cultural shock.

### 3. Problems in Teaching Applied Writing

"Listening, speaking, reading and writing", as the four basic skills for international Chinese education to cultivate Chinese talents, are emphasized in the teaching as comprehensive requirements of "listening, speaking, reading and writing", with a phased focus and coordinated development of spoken and written language. However, in actual teaching, "listening and speaking" are often emphasized because of their communicative function, while "writing" is often neglected because of the difficulty of reading and writing Chinese characters. However, "writing" is an essential part of international Chinese language teaching as a comprehensive examination of various skills. As a recognized "difficult to prepare, organize and give feedback" writing class, it is difficult for teachers to teach and students to learn, which is one of the weak points of writing modules in international Chinese education [2]. The total number of application essays is enormous. There are many kinds of them, and the ones closely related to international students' study life are mainly the ordinary affairs and job application documents. These seem simple and have "framework" templates for learning, but the problems revealed in practical teaching should not be underestimated.

First, the design and quality of teaching materials vary. At present, there are a lot of Chinese writing textbooks published in the market, and some results have been achieved. However, they are comprehensive writing textbooks, including various styles, and there are few textbooks specifically for application writing. Moreover, the writing textbooks are mainly written in the style of topics or genres and need more distinction between the structure and types of application essays, which cannot help students build their ability to frame the discourse of application essays. Secondly, the textbooks differ significantly in the arrangement of model essays, theoretical knowledge, keywords and phrases, and extension training, which makes them less exemplary and more difficult for students to master. In addition, the textbooks could be more interesting, relevant and operable. Most textbooks have arrangements involving letters, thank-you letters, leave slips, investigation reports, etc. However, the common problem is the need for more student exercises, analysis, and explanation of common biases in application texts. In contrast, the textbook arrangements of contracts, condolence letters, complaint letters, conversation notes, summaries, etc., which are more commonly used in recent years and are related to learners' study, work and life, vary greatly and need to be more balanced. This inevitably affects teaching activities and outcomes and hinders students' mastery of the types of application essays and their writing skills.

Second, the teachers' teaching design and guidance arrangement could be more reasonable. Teachers play a leading role in teaching activities and are the main body of teaching activities. The teacher's choice of teaching content, emphasis and teaching methods are inextricably linked to the student's learning and mastery of application essays. There has always been the phenomenon of "theory, not practice" in teaching application writing. Most teachers still adopt the traditional "teach-write-revise" single model, with little introduction, direct exposition of theory and model templates, and lack of review of learners' work. Although such a teaching process is complete, it lacks a variety of teaching tools to assist teaching, students cannot exert their initiative, and teachers cannot effectively guide learners' writing process, which makes learners' classroom participation less active, less attractive and less practical, and less efficient, and learners cannot improve their writing skills and level. They often need help using application essays correctly to solve practical problems [3]. At the same time, due to the rapid progress of social development, the teaching materials are updated slowly. Part of the content of the teaching materials is relatively behind the needs of the actual society. At the same time, some teachers do not adapt in time, do not reasonably guide the arrangement, and ignore the needs of learners, which can lead to a large gap between the needs of learners and the teachers' teaching content and cannot effectively transform the comprehensible input of knowledge into the output of writing skills.

Third, the learner's own factors. Students are the objects of teachers' teaching activities, directly reflecting teachers' teaching results, and occupying the main position in teaching activities. Due to the different ways of thinking between China and the West, and the different cultures nurtured by maritime civilization and river civilization, it is easy for learners to bring their native language thinking into application essay writing, while the difference between written and spoken Chinese is slightly large, and learners who are not precise enough in the use of grammar and vocabulary are prone to produce indecent or insufficiently written expressions; and the generalization of the rules of the target language and native language migration are more likely to The generalization of the rules of the target language and the migration of the mother tongue make learners feel intimidated and less motivated in learning application essays; in addition, the lack of effective application essay vocabulary accumulation will lead to the limitation of writing in practice, and the development of technology makes various kinds of translation software emerge, which brings convenience to learners but also restricts learners' thinking, so the cycle is not conducive to learners' construction of writing framework.

## **4. Suggestions for Optimizing the Teaching of Application Essays**

### **4.1. Follow the Principle of Writing Teaching Materials to Meet the Development of the Needs of the Times**

Among the four significant aspects of teaching activities, preparing teaching materials is crucial to developing teaching activities. Teaching materials are the concrete embodiment of the curriculum's overall design, reflecting the curriculum designer's teaching requirements and principles, the materials used by teachers to achieve the training objectives and teaching contents, and the examples and tools for learners to learn [4]. Therefore, preparing teaching materials should conform to the general rules of education and teaching and constantly adapt to the new needs of changing and developing teaching. First, the types of application texts selected for teaching materials should be practical and concise to meet the characteristics and needs of learners. The preparation of application textbooks should consider grading and subspecialization, conform to the principle of systematization of textbook development, meet the diverse needs of different learners, and consider the learners' national cultural background and existing Chinese language level. Secondly, the textbook should be written for understanding and application by learners without

pursuing literary interpretation and avoiding the "snake and foot" type of interpretation [5]. As the name suggests, the focus is on practical application. The selection of application essays should be diversified, not confined to campus topics, but close to social life and employment so that the application essays chosen should come from life, be as authentic and natural as possible, have a language environment for practice, and reflect the contemporary nature of the essays. For example, in the post-epidemic era, people worldwide must work together to fight the epidemic. In this context, the frequency of using various application essays, such as initiative and application letters, increases significantly. Finally, the design of application essay materials should implement the principle of more practice and more lectures [6]. The examples and exercises should be varied and detailed, with emphasis on repetition, and the critical knowledge, such as grammar points and vocabulary and sentence patterns, should be recycled; the exercises should be selected from the corpus and be close to learners' common mistakes and errors, to gradually improve learners' level of writing sentences. This study aims to promote the teaching of application essays by helping learners overcome their fear of writing application essays and increase their sense of accomplishment.

#### **4.2. Improve Teachers' Teaching Level and Cultivate Learners' Skills and Abilities in Application Essay Writing**

Teachers are the designers and leaders of teaching activities and the link between teaching materials and students. The teacher is the first user of the materials and the first to have feedback on how well the materials fit the classroom and students' needs [7]. While teachers may be unable to decide which textbook to use, they can be flexible in using the content, so they must make the right choices about the textbook. Teachers need to use textbooks creatively to fully explore the suitability of textbook content to students' needs, to make good use of the white space in textbooks, to actively supplement the content of short textbooks, to fit learners' work, study and life, and to let students deeply feel the role of application essays in real life. At the same time, no one teaching method or model can meet the needs of all situations and learners. Teachers must start from the actual teaching and learning situation, take the needs and problems as the guide, and teach step by step, from shallow to deep [8]. At the beginning of lesson preparation, teachers can take the initiative to understand students' mastery of Chinese and their needs for application writing through chatting and questionnaires and set teaching goals together with students so that "teachers' teaching" and "students' learning" can be kept at the same starting point. This is to keep "teacher's teaching" and "student's learning" at the same starting point, motivate students to be interested in the classroom and writing applied essays, and understand and cooperate with the teacher's teaching behaviour and tasks. After establishing the teaching objectives, teachers should also anticipate the problems and situations that may arise during the teaching process and prepare solutions to help students construct the framework and meaning of the application essay, enhance the learners' sense of learning, and complete the teaching tasks [9]. Completing teaching tasks can only be achieved with appropriate teaching methods. "For example, by combining the constructivist teaching method with the situational teaching method, students are the main body and teachers are the leading body, using classroom simulation scenarios, designing dramas, allowing students to participate and play the role, and feeling the communicative nature of application essays. After assimilating and conforming, students can summarize and retell the scenarios, train their thinking about Chinese writing, discuss the outline and framework of the text, achieve the construction of meaning, and lay the foundation for completing the application essay writing [10]. In addition, teachers should pay attention to the consolidation and improvement of students' basic Chinese knowledge. The difficulty of writing and understanding Chinese characters is a common problem faced by most Chinese learners, partly because of the unique nature of Chinese characters themselves and partly because of the teachers'

lax requirements at the elementary level; therefore, teachers should deepen the explanation of basic Chinese knowledge and appropriately assign the homework of copying and accumulating written words, to apply the accumulated vocabulary in the actual writing. Moreover, they should strengthen the interaction of correction to enhance students' ability to recognize and correct errors without damaging their self-esteem and learning motivation.

#### **4.3. Create a Diversified Writing Platform to Realize the Teaching of Application Essay According to the Material**

Using modern technical means such as the Internet, we build an international Chinese educational writing and application writing platform to maximize the effect of teaching application essays. With the development of Internet technology, the development of platforms such as Rain Classroom, Learning Pass and MOOC (MUOC) is becoming more and more perfect [11]. By improving teaching planning, breaking the barriers between online and offline teaching, implementing a three-step three-dimensional teaching design of "before class, during class, and after class", truly achieving independent pre-study on the platform before class, real-time interactive absorption during class, and extension and enhancement after class, allowing teachers to dynamically control the class rhythm and regulate the classroom atmosphere. It also allows teachers to grasp learners' learning trajectory and understanding, and to give different learning tasks and assessment instructions to learners in different situations, so as to improve learners' participation and effective learning time, allowing teachers to truly form a diversified assessment and evaluation combining process evaluation and summative evaluation, and to make the teaching assessment process data and objective, so as to facilitate the adjustment and implementation of the next teaching strategy and realize the real Teaching according to ability. As the needs of learners vary, teachers cannot take care of the specific needs of each learner. The teacher can also provide personalized guidance to learners who need help, which greatly enhances learners' independent inquiry learning ability, fully reflects the teacher's dominance and students' subjectivity, and has many optimized qualities for teaching applied literature.

#### **5. Conclusions**

Writing in international Chinese language education is a litmus test of how well learners have learned Chinese, and this is especially true of application essays. Whether it is the coordination and management of various affairs between countries or social groups and individual communication, the correct use of application documents can largely reduce the miscommunication and friction caused by information delays, application documents, a common style of writing should be given attention. Therefore, it is urgent to upgrade the research of teaching applied writing. Not only does it effectively improve learners' language use and writing skills, it also improves logical thinking and the ability to handle matters, and can help learners respond reasonably and effectively in unexpected situations, reducing unnecessary misunderstandings and cultural shock. The arrangement of teaching materials, the choice of teachers, and teaching aids all affect the classroom teaching of applied writing and the improvement of learners' level of applied writing. A good command of applied writing facilitates learners' working life, explains and promotes Chinese wisdom and solutions to the world, tells the Chinese story, spreads the Chinese voice, and shows accurate, three-dimensional, and comprehensive China.

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