The Situation and Countermeasures of International Chinese Language Teaching

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Abstract: The outbreak of the COVID-19 has made online teaching the main channel for international Chinese language teaching. Based on modern education technology, online teaching can break the limitation of time and space and has a huge amount of network resources. However, with the development of teaching activities, some problems have also been exposed, such as the existing training mode is not attractive for students, too little interaction in teaching, and teachers are under great pressure to prepare lessons. The use of modern educational technology can create an authentic communicative environment and increase students' participation. In addition, cultivating teachers' scientific and technological literacy and establishing onlin international Chinese language teaching resource libraries can also promote the development of online teaching.

1. Background analysis

The global outbreak of the COVID-19 in 2020 has not only affected the economic development of countries around the world, but also severely hindered exchanges and communication between countries. In the field of education, the education of international students has also undergone significant changes in the epidemic situation. On the one hand, due to the unstable world situation, economic wars, trade wars and other factors, as well as the epidemic, the number of international students in China has dropped sharply, and the education of studying in China is facing a crisis. On the other hand, the teaching form has also changed, not only the education of international students, but also the education of local universities, primary and secondary schools are affected. It is mainly manifested in the widespread use of online teaching. When students cannot return to the classroom, they can use the online platform to study, and "suspend classes but keep learning". The forms of international Chinese online teaching include online live, recorded broadcasts, and MOOCs. However, from the perspective of the characteristics and teaching effects of language majors, online live classes are still the choice of most teachers. Due to the needs of epidemic prevention and control, the entry of international students will continue to be restricted in a short period of time, and online international Chinese language teaching will continue. In the past two years, most colleges and universities have carried out online teaching and online management for international students, and "classrooms on the Internet" have become the norm.

Modern educational technology is the foundation for the realization of online teaching. Modern educational technology is a science and technology that uses modern communication technology as a carrier and applies it in the field of education. It can break the constraints of time and space and improve teaching effects. The application of modern educational technology in international Chinese language teaching is constantly developing and innovating. From audio and video, television, and multimedia to live classes, MOOCs, and various websites and software for learning Chinese, modern educational technology can already support Chinese in all aspects. International Chinese language teaching is a second language teaching for non-native Chinese speakers. Language teaching has communicative characteristics, which is to enable students to master the four skills of listening, speaking, reading and writing, and to use the language to communicate. This is the purpose of students' learning. In order to achieve this goal, it is necessary to create realistic and

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perceptible situations in the classroom and immerse students in a simulated environment of Chinese communication for practice. In the offline classroom, people are in direct contact with each other, and the interaction between teachers and students is more direct and natural. The students themselves live in the target language environment, which is a unique advantage of offline classrooms. Online teaching can create a simulated environment for Chinese communication with the help of modern educational technology and improve the teaching effect. By using modern teaching tools flexibly and reasonably, we can even achieve better teaching effects than offline classes.

Online teaching is not a simple translation of offline teaching mode to online. How to innovatively use modern education technology to break through the bottleneck of online teaching, and how to carry out online international Chinese language teaching quickly and effectively on a large scale still need to be explored and summarized in practice.

2. Problems of Online International Chinese Language Teaching

2.1. Training mode needs to be optimized

OBE education philosophy is a kind of results-oriented training mode, as an advanced education concept, it has become the mainstream of education reform in the United Kingdom, the United States and other countries as well as China. The OBE education philosophy focuses on students' learning outcomes, and reverse-designs all aspects of teaching based on outcomes, with the ultimate goal of enabling students to achieve expected outcomes in their learning. The core of the OBE concept is student-centered, the needs of students determine the teaching objectives, the teaching objectives determine the assessment requirements, and the assessment requirements in turn determine the curriculum system.

Affected by the COVID-19, international students abroad are not allowed to enter China yet, and some students will take this into consideration when choosing their study countries. At present, the training mode of Chinese majors in many colleges and universities is mainly based on language learning and introduction of Chinese culture and national conditions, while the learning of short-term language students is basically completely focused on language learning. Li Yuming (2020) mentioned that language learning is not an end but a means. The ultimate goal of learning a language is to use it to acquire knowledge, information, and skills. In addition, learning a language online without being able to use it in the target language environment is a disincentive for international students who are abroad. In order to enhance the attractiveness of Chinese language learning, the needs of learners must be fully considered. When designing the curriculum system, the corresponding "Chinese + X" courses can be developed according to the OBE concept. X refers to the information or skills that learners hope to acquire by learning Chinese in a certain profession, such as business, law, tourism, computer, etc. The future career or professional direction of the students is planned in advance in language learning. In view of the fact that Chinese teachers may be not familiar with the content of other majors, it is necessary to invite teachers from related majors to work together on the development of teaching materials during the preliminary preparation. Colleges and universities can determine the direction of enrollment according to their own strengths and advantages, attract specific students, and cultivate students with the ability to engage in research or employment in related industries.

2.2. Problems in the teaching process

Online teaching has been normalized, and teachers and students can be more proficient in online teaching and learning after a period of adaptation, while the problems and difficulties encountered in the teaching process are gradually exposed.

In terms of hardware and software, online teaching requires students to have a good network, computer, camera, microphone, and another device such as a mobile phone or tablet computer when doing certain practice activities. However, some students cannot participate in online live classes due to unstable networks, or there are problems with the microphone that prevents them from

participating in interactive speech, and the inability to turn on the camera because of network or hardware problems makes it impossible for the teacher to monitor the students' status, and although the teacher can send the lesson playback to the students for self-study, the learning effect is also compromised.

Language is communicative in nature, and the purpose of learning a language is to communicate. Therefore, interactive exercises in the classroom are particularly important. Many teachers have responded that the difficulty of online teaching lies in interaction. The practice methods commonly used in offline classrooms such as group exercises, dictation, and classroom quizzes require students to turn on the camera and microphone online, but it will also affect the network quality. It is impossible to monitor the students' learning situation if we let them turn off the camera, and the teaching effect is difficult to guarantee. Therefore, it is necessary to use modern educational technology to design a variety of interactive exercises suitable for online teaching to meet the needs.

International Chinese language teaching not only teaches Chinese language to students, but also has the responsibility to spread Chinese culture and let students know about contemporary China. If the students are not in China and cannot experience it in person after class, they can only learn about China through the content prepared by the teacher in the online class. Pictures and videos are the most commonly used for teachers, but this is a single and traditional approach that makes it difficult to engage students' interest and allow them to get to know the real China.

For teachers, teaching online is like starting from scratch. Many of the materials previously used in offline teaching are not applicable, and course content needs to be redeveloped. Online teaching requires more preparation, it's a lot of work for teachers. In addition to preparing basic course content, they also need to learn how to use some teaching platforms. The shortage of teaching resources and teaching materials also makes it difficult for teachers to prepare for lessons.

3. All-round application of modern educational technology in online international Chinese language teaching

Online teaching relying on modern educational technology has great development space and operability. Online teaching can be connected to the Internet at any time, and teaching materials can be searched and displayed at any time according to teaching needs, so as to answer questions for students. Many teachers worry about assessment, interaction, monitoring and other issues, in fact, we can find a suitable solution with the help of modern educational technology, the key lies in bold innovation and exploration.

3.1. Specific applications in different teaching stages

Modern educational technology can be applied to the three stages of international Chinese teaching: pre-class, in-class and after-class, it can effectively improve teaching efficiency, even better than traditional offline teaching. The main purpose of the application of modern educational technology is to increase students' participation in the classroom and allow more effective interaction. The BOPPPS teaching model is an effective teaching model commonly used in language teaching, emphasizing the play of students' initiative, consisting of Bridge-in, Objective/Outcome, Pre- assessment, ParticipatoryLearning, Post-assessment, and Summary. the focus of this model is to allow students to fully participate in all aspects of teaching. Whether students can effectively use the learning time in the classroom and participate in learning with participate in learning in a highly motivated manner is an important factor in the effectiveness of teaching and learning.

In the pre-class stage, teachers can use platforms such as Rain Classroom/Dingding/WeChat Group to post pre-class tasks, which can be vocabulary, texts, grammar explanation videos or other content that teachers want students to know in advance. They can also post simple pre-test exercises, and students can check the accuracy of the exercises and self-assess the effectiveness of their preview. The teacher can also adjust the teaching focus according to the students' preview situation.

In the in-class stage, the most difficult part of online teaching, the interactive exercises, can also be realized through different teaching software or platforms. The Kahoot website, for example, can

be used to conduct classroom exercises in the form of multiple-choice questions. Teachers create their own questions in advance, including stems and options, and indicate the correct answers and the prescribed time for answering the questions. Teachers share the questions to students through the screen, and students answer the questions on their mobile phones after reading the questions. After answering, students can see whether their answers are correct, and teachers can also see the students' answers, including how many people choose each option, and the list of students who chose the correct answer fastest. The students who answer each question correctly will get the highest points. After the test, the system will automatically generate a ranking of the top three points based on the students' answers. This type of software makes it easy for teachers to monitor and analyse and also makes it mandatory for students to participate in the interaction. In addition, teachers can also use other software to create information gaps, create scenarios for students, and issue tasks for practice.

In the after-class stage, teachers assign homework through platforms such as Rain Classroom/Dingding/WeChat group, which can be audio/video homework in addition to written homework, students can submit it after completion, teachers can review it online, students can check the teacher's review results and check the gaps, teachers can also reflect on the teaching results of the last class according to the students' homework completion.

3.2. Creating an authentic communicative environment

Constructivist learning theory believes that learning is the construction of meaning in the process of cooperating with others or using necessary information in a certain situation, that is, a social and cultural background. Therefore, constructivist learning theory believes that "contexte", "collaboration", "conversation" and "meaning construction" are the four elements of the learning environment. In this porcess, in order for learners to take initiative and internalize their knowledge, teachers need to create realistic communicative scenarios so that students can acquire knowledge in the process of completing tasks.

No matter how well students learn online, they may still not be able to communicate successfully when they are actually facing Chinese people. Therefore, creating an authentic communicative environment is an important way to exercise students' communicative skills and allow them to truly master what they have learned. The online teaching in   universities basically involves teachers in China and students abroad. After the teacher has finished explaining the language points of the lesson or this stage, he or she can choose a venue related to the text for a live broadcast and let students and Chinese people communicate directly. For example, let students order food   from the waiter in a restaurant, ask the salesperson the price of clothes in a shopping mall, chat with tourists in a park, etc. Teachers can set the tasks that students need to complete or the information they need to obtain in the live broadcast before the class, or they can give students the freedom to play. The live broadcast creates communicative opportunities for students, but it is also a way to show contemporary China. Students can visually see the life of Chinese people and the face of Chinese cities, so that they can understand and fall in love with China, and inspire them to learn Chinese. In addition, pairing Chinese and foreign students is a more convenient and effective way, a team of Chinese and foreign students communicate on selected topics each week, and international students then give a written or oral report on the results of the communication.

4. The requirement of developing online international Chinese language teaching

4.1. Establish an online international Chinese language teaching resource library

The lack of online teaching resources, scattered and unsystematic, are the common problem faced by teachers since the large-scale launch of online international Chinese language teaching. Teachers need to search for high-quality and available resources on the Internet, and nowadays, people are more and more aware of copyright so the use of pictures and videos on the Internet is also facing complex copyright issues. If a teaching resource library can be established for teachers, online teaching resources can be recycled after being collected by the platform, it can also save

teaching costs. It can not only relieve teachers' pressure of preparing lessons, but also improve the quality of online teaching.

Online teaching resource library first needs to establish access standards and form a complete system. Not any resources can be included in the library, otherwise teachers still have to screen and search for them in a huge amount of resources, and teaching resources for a certain target should not be too many, but just few and precise. The resource library can establish different levels according to HSK level standards, and the resources in the library need to be labeled with the content and the corresponding HSK level as required for teachers' convenience. Resources such as pictures, videos, micro-lessons, lesson plans, etc. can be included in the library. In addition to language knowledge, resources such as introduction to Chinese culture and national conditions, teaching software and platform recommendations can also be included in the library.

4.2. Strengthening the training of international Chinese language teachers in science and technology literacy

The combination of modern education technology and international Chinese language teaching has become inevitable. In the future, besides online teaching, online and offline hybrid teaching will also become a trend, so teachers must improve their scientific and technological literacy to adapt to the new needs. Teachers must first consciously reach out to new things themselves and stay close to the interests of the younger generation of students. For example, interesting China-related videos on TicTok or videos showing rural idyllic life by Li ZiQi can be shown to students. When students have an interest in China, their motivation to learn Chinese will be strengthened. Secondly, there are many different types of software or platforms that can be used in class, but it is time consuming and expensive for teachers to figure out how to use them on their own. It is believed that the quality of online teaching can be greatly improved if regular teacher training is organized from the school or higher level to explain and promote the software applicable to online teaching, and to improve teachers' technological awareness and professional ability. In addition, for the current students of Teaching Chinese to Speakers of Other Languages, the requirements of modern education technology should be added to their training objectives, and additional theoretical and practical courses should be set up to cultivate compound talents with both technological knowledge and professional knowledge.

4.3. Support the development of modern education technology

The development of online teaching is inseparable from the development of modern education technology. The advancement of technology drives the reform of teaching, and many of the dilemmas of online teaching can be solved from the technical level. There have been many studies on the application of modern technology in international Chinese language teaching, such as the use of artificial intelligence to create human-computer interaction, artificial intelligence to capture all the students' performance in class, including expressions, text, voice intonation, etc., and then analyze these data for a multi-dimensional portrait, and finally send personalized exercises and other learning resources for students. Virtual reality technology is also an effective way for students who are abroad to experience China first-hand. Its immersion and interactivity can immerse students in a virtual environment and gain a sense of real experience, which is a good choice for Chinese culture and national conditions courses. In addition, the current online teaching platform is basically chosen by teachers independently according to their needs. A single platform does not meet the needs of the course, and teachers and students need to switch between different platforms, which to a certain extent causes inconvenience to teaching. It would be a great convenience for teachers and students if a stable online teaching platform combining live class, group interaction, interactive exercises in class, student data statistics and other functions could be developed. At present, new technology is not widely used in international Chinese language teaching, and this large-scale online teaching is an opportunity to promote the popularity of modern education technology. Through the progress of science and technology, international Chinese language teaching can turn "crisis" into "opportunity" and achieve leap-forward development.

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