

Study on the Application of Online One-to-one Teaching Platform of TCFL

Ling Qin
Xi'an University
Xi'an, China 710065

Abstract—In recent years, the rapid development of network technology and surging number of global Chinese learners have promoted the development of the online teaching platform of TCFL (teaching Chinese as a foreign language) courses. Taking the advanced network technology as the medium, the online Chinese language teaching realizes the network real-time screen teaching online, and presents the diversification trend gradually. And the one-to-one teaching mode in particular, has attracted more and more learners, in which they can have customized Chinese courses anytime and anywhere and enjoy the sense of harvest brought by Chinese learning. With its convenience and practicality being gradually recognized by the public, the online one-to-one teaching has broad prospects for development.

Keywords—TCFL; network; one-to-one teaching platform

I. INTRODUCTION

In the past 10 years, the TCFL network platform, supported by modern network technology and audio-video communication equipment, has integrated the teaching principles and teaching methods of Chinese as a second language into the platform, thus innovating the forms of Chinese teaching activities. Compared with offline Chinese teaching, online Chinese teaching has the advantages of convenient learning, low cost, wide audience and concentrated resources, etc. Therefore, online Chinese teaching, as a teaching organization in line with the times, has been accepted by more and more learners.

II. FEATURES OF ONLINE CHINESE TEACHING PLATFORM

One-to-one online Chinese teaching is derived from traditional Chinese classroom, but it is not limited by time and space. It maximizes the internationalization and lifelong goal of Chinese teaching, and opens up a new way for the international promotion of Chinese.

A. The Background of "Internet Plus"

The development of the Internet is a direct support for the development of online education. With the help of Cisco WebEx, Skype, Zoom and other platforms, the online Chinese teaching software, connects teachers and students to the same network classroom, integrates voice, video, pictures and other teaching methods, and adopts one-to-one teaching to establish a new teaching model. For Chinese learners, the online interactive teaching platform of Chinese learning

enables them to have exclusive access to learning resources in a certain space at a certain time, facilitate their learning methods, and maximize their learning efficiency so that they acquire a new and efficient learning method.

B. "Customized" Cross-border Teaching Mode

For those overseas learners who want to learn Chinese, but do not have relevant resources and environment, online Chinese teaching platform provides the most convenient learning channel for different Chinese learning needs. The one-to-one teaching model helps learners to have an immersive experience in the local Chinese environment. The platform provides courses designed according to the needs of learners, whether it is business people or company employees who need to learn business Chinese for work, or enthusiasts who want to improve their oral English out of their interest in Chinese culture. As the leading role in the learning process, learners can flexibly arrange their own learning time, place, content and progress, and can also purposefully select teaching resources that interest them and are suitable for their own level, so that learning activities can be more autonomous and personalized.

C. The Student-centered Teaching Thought of "to Teach in Accordance of Aptitude"

With the rise of China's international influence, the nationality of learners is becoming more and more extensive. From the perspective of platform, online learners have a large cardinal number, and have been extended to all age groups in all walks of life. With a variety of cultural backgrounds, they can be students of universities, middle schools and primary schools, company employees, government functionary, university professors and full-time housewives, etc. There is a series of problems including differences in learning needs among these people. Yet the network teaching environment makes it possible to teach students according to their aptitude. Teachers can make teaching plans according to learners' different learning base and progress.

The purpose of Chinese language teaching is to provide professional training for the Chinese language skill, and allow learners to have a "professional skill" that matches their personal level and ability. Online Chinese teaching courses are flexible, different course types can be designed and different teaching plans can be made according to the

actual needs of learners and their foundation of Chinese proficiency. The student-oriented teaching principle is practiced, and a learning plan that matches the learner's ability can be made then according to according to the knowledge acquisition ability of different learners so that the learning plans match students better.

III. ADVANTAGES OF ONLINE CHINESE TEACHING

A. Interactive Teaching Mode

Online one-to-one teaching goes beyond the traditional classroom and overcomes the difference in time and the breadth of space. It brings teachers and students together in another space, use network technology to simulate real classroom, and realizes communicate in real time, allowing students to have close contact with Chinese without leaving home and feel the authentic explanation of the Chinese teacher. And because each learner is the only one taught in the classroom, both the attention and attention of teachers and students reach the highest threshold and students are more active in learning. Through this method, the teacher can change teaching strategy by observing the student's accept ability at any time in the process of teaching, so that the teaching is more targeted

B. Teaching Through Multimedia Has Become the Normal State in the Classroom

The parallel Chinese learning environment of online classroom teaching and multimedia teaching can maximize the use of text, video, audio and other means to organize teaching information due to its integration of more technological elements. Knowledge points in teaching are carried by text, diagram, image, audio, video, hyperlink, etc. to provide learners with abundant teaching resources and varied learning environment. And the adequate language input can fully mobilize learners' multiple senses, make the language learning more vivid and interesting, help stimulate their interest and motivation and enhance the learning effect, so as to help them improve their communicative competence in Chinese.

IV. THE DEFICIENCY OF ONLINE CHINESE TEACHING

Online teaching belongs to distance teaching, in which the limited time cannot allow teachers and students to have in-depth discussion on a certain knowledge point. And in the virtual cyberspace, teachers can only teach by "verbal instruction" but cannot "by personal example". Secondly, from the perspective of teaching management, the online platform has a weak ability to control students, who thus can only rely on their self-control ability to urge and manage their own learning.

A. The Course Content Is Not Systematic Enough

Due to the complex sources of online learners and different learning objectives, it is difficult for online course system to meet the needs of various personnel. Therefore, there are two situations in the course design: in the first case, the course focuses on the teaching and training of language

level certification, such as the teaching of HSK and HSKK in the course design; and in the second case, the teaching becomes an order-form teaching according to students' intention. This kind of teaching form has the distinct characteristic of personality cultivation, but lacks the teaching material, and can only provide very limited teaching materials that match the teaching and are detailed. Some online courses are equipped with teaching materials, which are mainly the PPT compiled by platform developers. There are inevitably problems including limited coverage breadth and incomplete content, etc. in the compiling process. Thus compared with the traditional offline text books, such teaching materials lack systematicness and authority.

Up to now, there is no reliable and authoritative online Chinese teaching syllabus for online teaching. The only reference is the term list of graded objectives and content in the "General Curriculum for International Chinese Teaching jointly formulated by the Office of Chinese Language Council International and Office of Research and Development of Confucius Institute Headquarters. This "term list" provides certain reference for HSK originators and examinees. However, there is no specific stipulation on the language expression level and specific expression ability of learners, so the guiding significance for online Chinese teaching is not ideal, and there is no great guidance for online Chinese curriculum setting. Due to the lack of a complete syllabus and curriculum system, although teachers and students have frequent interactions in class, most of them are rambling chat, with weak topicality, and the key vocabulary and grammar involved can rarely form a system. So it is difficult to guarantee the teaching effect due to the lack of continuous teaching in accordance with the law of Chinese learning.

B. It Is Difficult to Detect the Teaching Result

Currently there are evaluation systems in common network teaching platforms. Taking the Chinese teaching platform Youpanda as an example, star rating options for students and feedback on lectures will pop up on the teacher side when the course is over. Teachers are supposed to timely evaluate the students' learning effect in class and evaluate the students' class performance and seriousness, point out the students' problems in class and put forward suggestions for improvement. On the student side, two star evaluation options will pop up, one for the teacher's teaching and the other for the network status of the course. Of course, the teaching platform also arranges to monitor the teacher's classroom. As for teachers who have problems in their teaching, the research group of the network platform ill communicate with teachers at once and give them feedbacks in hope that the teachers can make adjustments and improvements in time.

Although the management and operation of network teaching monitoring system can provide powerful technical support in the teaching process, the mutual evaluation between teachers and students after class can also help teachers to optimize the class effect, but the classroom evaluation tend to stay in whether the teacher has a positive teaching attitude, whether there is a phenomenon of early

leave, whether the classroom atmosphere is active, or whether the students' rating is full stars, none of which is the rigid index that evaluates a class to be good or bad. Multimedia means depending on the technology and the entertainment teaching means of "chat" teaching cannot effectively ensure the realization of the course objectives.

C. The Quality of Teachers Varies

Under the business operation mode, online education often has a relatively low entry threshold for teachers due to the control of investment costs. In addition, due to the great number of students and large demands of teachers, the background of the teachers is complicated, and most of them are part-time who lack professional skills and have great mobility. In some platforms, the pre-service training for teachers becomes a mere formality and teachers usually take up their quarters immediately after they are employed. After these teachers whose understanding of Chinese teaching is still at the level of speaking Chinese characters and teaching characters put in their work, they will inevitably make mistakes in their practice of teaching. As a result, the development of educational activities is not deep enough to meet the needs of international Chinese teaching, and classroom efficiency is often not high.

V. COUNTERMEASURES

While the online one-to-one Chinese teaching has been affirmed in the field of education in its continuous development, many problems have been found along with this. In the face of learners from different countries, different cultural backgrounds and different learning motivations, how to customize strategies to cope with them, make learners have the best learning experience, and ensure the sound operation and long-term development of the platform is put on the agenda.

A. Being Based on Advanced Linguistic Theories

Even for online one-to-one Chinese teaching, in the teaching design attention should also be paid to the internal system and cohesion of the curriculum, and a scientific teaching syllabus that the teaching can follow should be developed. "Immersive" teaching method is conducive to creating a natural language acquisition environment. However, attention should also be paid to the timely use of various teaching methods in the teaching process to ensure the comprehensibility of the input, and ensure that learners have appropriate output to help them truly master the pronunciation, vocabulary and structure of Chinese and form a real ability of Chinese expression. In addition, teachers should be able to freely use the knowledge of pedagogy and psychology and select appropriate teaching methods for learners of different countries and with different levels of learning, so as to teach students in accordance with their aptitude.

B. Improving the Quality of Chinese Teachers

The evaluation of a teacher in terms of teaching can be roughly based on these points, namely, the richness of

teachers' knowledge, teacher's ability to control and advance the classroom, students' initiative in performance in class and the improvement of students' learning level. Of course there is a close relationship between the improvement of students' learning level and their learning ability. The implementation of teaching ideas depends on the realization of teaching activities, which in turn depends on the leader of teaching activities — teachers. So teachers should not only have high quality language ability, profound multi-disciplinary knowledge and multicultural quality, but also have advanced educational theories and scientific teaching methods and means.

In order to ensure the sound operation of TCFL platform, teacher training must be paid attention to, and the cultivation of capable and responsible TCFL teachers should be included in the daily tasks of the maintenance of the platform. Only in this way can new vigor and vitality be continuously injected to the teaching of Chinese as a foreign language. When there is a huge insufficiency of teachers, the employment of non-professional teachers through assessment is also acceptable. However, attention should be paid to hiring professionals to strengthen the regular training and guidance of online teachers, and conduct teaching evaluation irregularly. Teachers who are not precise and strict in class and have low teaching ability should be knocked out or punished, so as to improve the whole faculty. As individual teachers, they should also evaluate the situation, take the initiative to participate in Chinese professional knowledge training, and improve their abilities.

C. Carrying out Online Distance Chinese Teaching Relying on Colleges and Universities

For students who cannot learn Chinese through traditional classroom, distance teaching can meet their needs to the greatest extent, while one-to-one teaching makes teaching activities vivid and three-dimensional. There are various means of modern distance teaching, including satellite digital broadcasting, video conference system, electronic whiteboard and network courseware on demand, etc. As a teaching system project, it needs the integration and investment of various resources, among which the technology and teachers are the key factors for the success or failure of distance education and the strong technical resources and teachers in colleges and universities are very important to improve the quality of distance education. The development of distance Chinese teaching relying on universities can not only provide technical support to a certain extent, but also ensure the quality of teaching in terms of the reserve of teachers and increase the influence of one-to-one online classes. At present, many Chinese network resources lack teacher guidance, while the online participation of teachers can improve students' confidence, efficiency and effect of using network resources, so that the distance Chinese teaching course can return to humanity and naturalization and achieve sustainable development. Therefore, joint development with universities is more feasible in the long run.

VI. CONCLUSION

The combination of new educational technologies with TCFL applies modern educational theory to TCFL, and opens up new channels and approaches for the internationalization of Chinese language education. With the support of network technology, online one-to-one Chinese teaching conforms to the trend of historical development and pushes Chinese onto the international stage. This form of teaching, which facilitates learners around the world to have the opportunity to learn Chinese face to face with Chinese teachers, has gradually become the most beneficial supplement to traditional Chinese teaching. However, what is concomitant is the higher social requirements for online teaching — "relying on advanced language theories, taking into account the learning characteristics of Chinese, aiming at learners' diverse learning needs, and taking professional construction team as guarantee" has become a consensus. In the virtual cyberspace, greatest efforts should be made to let learners fully experience the charm of learning Chinese, and create the real language environment as much as possible, so that students can realize the successful transformation from classroom language learning to communicative language use.

REFERENCES

- [1] Zhang Xiaoli. Design and Realization of Chinese Network Courseware for Indonesians [D]. Beijing Language and Culture University, 2007. (in Chinese)
- [2] Chen Shiyou, Yao Benxian, Definition, Development status and Trend of the Concept of Network Teaching [J]. Adult Higher Education Journal, 2006 (4). (in Chinese)
- [3] Liu Songhao. Discussion on Teaching Mode and Academic Environment Construction of Teaching Chinese as a Foreign Language [J]. Teaching and research in Chinese, 2016 (1). (in Chinese)