



Comparison of International Chinese Education development between Shaanxi Province and Heilongjiang Province

Yumeng WAN

College of Humanities, Xi'an Shiyu University, Xi'an, Shaanxi, China

1075781943@qq.com

Abstract. Under the Belt and Road construction, the development of Confucius College is in full swing. As the starting point of the Belt and Road, Shaanxi has not played its due advantage of location, and the situation of "distant relatives are better than close neighbors" has emerged. With the degree of internationalization of colleges and universities, the phenomenon of East-West imbalance has also emerged. Based on data analysis and literature review, this paper explores the possible ways for universities in Western China to build distinctive brands with their surrounding Confucius Institutes.

Keywords: College and university construction, "Internet+", Data handling

1 Introduction

China's mid-western and northern regions are foreign exchange gateways with strong government support. This research focuses on the comparison between Shaanxi Province and Heilongjiang Province. The following data is taken from the website of the Ministry of Education. [1] Regarding the selection of provinces, first of all, the two provinces are similar in terms of foreign trade level. According to the statistics, in 2018, there were 5,856 foreign investment enterprises in Shaanxi Province and 5,028 in Heilongjiang Province. [7] To a certain extent, foreign investment indicates understanding. Second, the level of education should be considered. Heilongjiang Province has a similar number of universities as Shaanxi Province. The results are shown in Fig. 1.

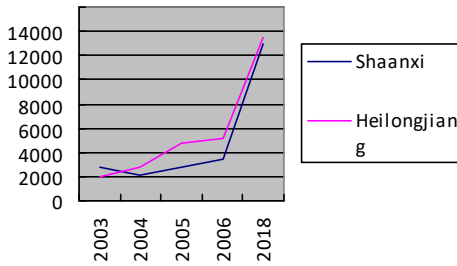


Fig. 1. comparison of the number of international students from Heilongjiang and Shaanxi province from 2003 to 2018[12]

The figure shows that although there has been a large increase over the past 14 years, however, according to data from 2004, Shaanxi has the first-mover advantage in the number of foreign students, but the subsequent growth rate is slow. In 2014, the number of Heilongjiang students in China exceeded 10,000, according to the Ministry of Education's official statistics on international students in China, while Shaanxi only had 12,919 students in 2018.[12] Meanwhile, Heilongjiang has almost 10 fewer regular universities than Shaanxi. In the history of China, Shaanxi's culture and educational resources are better. So How should universities in Western China improve?

2 The possibility of the joint construction of Western universities in China and Confucius Institutes

2.1 Find the link and possibility

Since the construction of six major economic corridors in 2015, the link between economic and trade promotion of cultural exchanges has gradually become clear, and the number of international students in China has been on the rise. The education of foreign students in China has become a new academic hot spot. The Belt and Road Economic Corridor is one of the six major economic corridors. Has the promotion of "One Belt and One Road" promoted educational research on international students in colleges and universities in Shaanxi Province? This paper takes the data of CNKI academic papers as a sample, takes "Shaanxi AND Overseas Students" and "Overseas Students in China" as the topic, respectively, selects academic papers from 2015 to 2021, conducts search and statistics, and analyses the correlation between the two with Kendall's consistency test. [13] The final result is shown in Table 1:

Table 1. Kendall's consistency test in the research literature of Chinese and Shaanxi international students

Name	Kendall's W Result			P
	Ran k means	Me- dian	Kendall's W Coefficient	
Literature on international students in China	2	381	1	0.008 ***
Literature on foreign students from Shaanxi province	1	6		

PS: ***, **, *represent 1% , 5% , 10% significance level

The result of the Kendall coefficient consistency test shows that the P value of the total data is 0.008 * * *, $P < 0.05$, which is significant at the level and rejects the original hypothesis, so the data are consistent, so the degree of correlation is almost completely consistent.

Therefore, under the background of "One Belt and One Road", the overall research on international students is increasing, and the research on the education of international students in colleges and universities in Shaanxi Province is also growing together, showing a good trend. Colleges and universities in Shaanxi Province need to take advantage of this and actively conduct research to contribute to international student education research in China. At the same time, multi-modal teaching has begun to attract the attention of international Chinese education scholars.

2.2 Find the weak points and learn from the wise

Multimodal teaching refers to the teaching mode that uses visual, auditory, tactile, and other sensory stimuli to strengthen memory in the teaching process. Since it was first proposed in 2000, it has developed rapidly and attracted wide attention from scholars at home and abroad. In current classroom teaching, we can only use visual mode and auditory modes to teach. To study the application and influence of "Internet + Chinese" on multimodal teaching in Heilongjiang Province. The author observed and studied 30 online elementary Chinese grammar teaching videos.

First of all, the reason for selecting elementary teaching videos is that this is the stage of learners' initial understanding of Chinese, and their attitude towards Chinese mainly depends on this stage. Therefore, teachers will pay more attention to the construction of the primary class. Secondly, grammar teaching is chosen mainly because grammar is difficult and focuses on primary Chinese learning, which is more valuable for research. To ensure the academic teaching of videos, videos are selected from open courses on the MOOC platform of Harbin Normal University. [16] ELAN 4.9.4 (EUDICO Annotator) will be used to annotate 30 linguistic videos from different perspectives and hierarchies. ELAN (Eudico Annotator) is a video and audio annotation software developed by the Max Planck Institute for Psycholinguistics in the Netherlands. Based on obtaining the original data of multimodal discourse analysis, the "multimodal discourse database of grammar teaching" will be established, and the final available data will be obtained through data processing.[17]

Table 2. Duration statistics of vision in multimodal teaching

Words	Pictures	Body Lan- guages	Environ- ment	Vid- eos	Total /times	Duration /minute	Density
941	500	253	170	61	1923	826.78	2.33

Table 3. Duration statistics of hearing in multimodal teaching

Total duration /minute	Teacher's discourse duration /minute	Percentage
826.78	406.5	0.49

The data in **Table 2** and **Table 3** show that in online primary Chinese grammar classes, static and dynamic models are used extensively in visual modal types, and the total density, that is, the number of visual modes per minute, is 2.33, with a high density. Classes that rely only on words are lacking in vitality. The demonstration class at Harbin Normal University uses GIFs and animated videos to liven up the class, which can also attract students' interest.

The auditory mode reveals some problems, such as the dominant position of the teacher's discourse in the classroom, which also indicates that the common discourse between teachers and students is less, and the classroom interaction is poor. Western universities must avoid this when building wisdom classrooms in the future.

2.3 Combination of virtual and real

This article on "interactive linguistics", "multimodal teaching", and "interactional linguistics" as the theme, title, and keyword search, in 2000-2020 CNKI, WOS interaction of linguistics research statistics, the number of papers After eliminating irrelevant and repetitive content such as news, conference solicitation, and book review, 89 valid Chinese and 153 English kinds of literature was obtained. The details are shown in the **Fig.2**: [14][15]

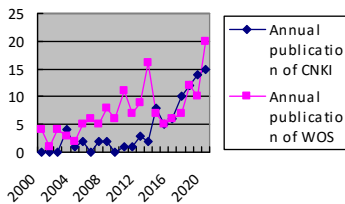


Fig. 2. Multimodal linguistics literature data map in CNKI and WOS

As can be seen from the trend of the data in the figure, after the publication volume of foreign research increased significantly in 2013 and 2018, respectively, the domestic research also increased significantly in 2014 and 2019. This shows that domestic research on multimodal interactive linguistics is closely following the foreign trend. At the same time, domestic research has been growing rapidly year by year since 2015, reaching a 20-year peak of 15 articles in 2020. This may be related to the gradual increase in awareness of the linguistics discipline after the construction of the Belt and Road [5]. From 2016 to 2020, colleges and universities in Shaanxi Province published six articles on interactive linguistics, while colleges and universities in Heilongjiang Province published one article. This also shows that colleges and universities in Shaanxi Province are keeping up with the development trend of linguistics, constantly innovating language teaching theories and exploring new development paths. [8]

3 Western universities in China and Confucius Institutes

3.1 “Interaction + experience” to enhance emotional energy

From a micro-process perspective, interactive ritual (IR) is the most basic human activity. [2]Group solidarity is formed through face-to-face interaction and mutual attention in the same 'ritual'. The formation of a "ritual" requires following certain rules, group interpersonal communication, and shared feelings. According to Collins, each classroom of Confucius Institutes can form a cultural community. [18]Zu.XM points out that current cultural textbooks rarely mention subjective cultural content. [3] What individuals need is an empathetic classroom to evoke strong shared emotions. Concerning the construction of the interactive ritual chain, the possible path of cultural community can be simulated in **Fig.3**:

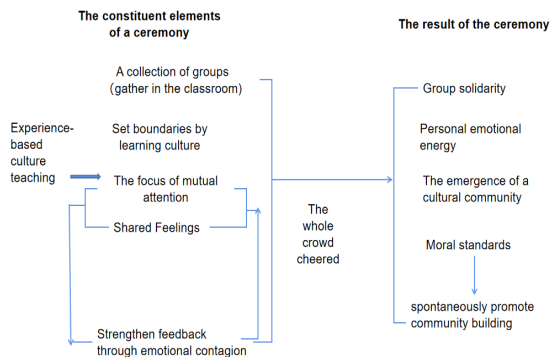


Fig. 3. The possible way of Interactive ritual chain in international Chinese education

3.2 “Virtual + real”, to use multi-modal teaching

In the past two years, Confucius Institutes have realized the limitations of time and space and started to build Wisdom Classrooms. However, it is difficult for Chinese classes alone to meet the diverse motivational needs of students. For students who want to work in local Chinese companies, Confucius Institutes can consider the support of both universities and companies. Most colleges and universities in western China are comprehensive universities, among which the popular science and engineering majors are now flourishing, and the Chinese language international education majors are rapidly developing. Therefore, colleges and universities in Shaanxi Province can cooperate with Confucius Institutes to organize "Chinese +" and "2+2" double major training programs in electronics, machinery, petroleum, and other fields with characteristics of science and technology. [11] Due to the repeated impact of the current epidemic, Confucius Institutes and universities in Western China should combine the advantages of "Internet Plus" to transform and improve the teaching mode of Chinese into a combination of virtual and real. For example, continue to promote and improve the mobile platform combined with the SPOC mode of teaching mode.[4][9]

4 Conclusions

The main reason why the number of international students in colleges and universities in Shaanxi Province is lower than that in colleges and universities in Heilongjiang Province is mainly due to the lack of communication between colleges and universities in Shaanxi Province and the homogeneous trend in the construction of Confucius Institutes. [6] The Confucius Institutes affiliated with universities in Heilongjiang Province have developed their characteristics. The colleges and universities in Shaanxi Province need improvement and deserve further development.[10]

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