



Research on Teaching Strategies for Teaching Chinese as a Foreign Language

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Abstract. With the enhancement of China's comprehensive national strength, the demand for learning Chinese has been growing globally as more and more people wish to understand China. Teaching Chinese as a foreign language (TCFL) is significant for promoting China's cultural influence and spreading the Chinese language. However, there are existing issues in the current TCFL classroom teaching that lead to suboptimal teaching quality. This study aims to investigate these issues and propose corresponding teaching strategies to improve the level of TCFL classroom teaching.

Keywords: Teaching Chinese as a Foreign Language; Teaching Strategies; Teaching Methods.

1 Introduction

Chinese international education plays an important role in China's foreign exchange, and the development of the discipline of Chinese international education is a long-term and arduous task. This requires teachers to actively innovate teaching methods and approaches, to convey the Chinese spirit and Chinese style to students in every aspect of Chinese language teaching, and to realize cross-cultural and cross-ethnic exchanges and communication. At the same time, Chinese language teachers should also base on the rich learning resources in the Chinese language teaching materials, take Chinese characteristics as the basis, and at the same time take advantage of modern technology such as multimedia technology, so as to enable students to develop their Chinese language ability, and at the same time enhance the world's understanding of China, so that the Chinese language can really go to the international arena, improve China's influence in the world, and let the world really understand China. Therefore, this paper is based on Chinese as a foreign language classroom and briefly analyzes the teaching strategies of Chinese as a foreign language classroom.

In recent years, with the frequent exchanges among countries and the establishment of economic globalization and cultural diversity, the rise in China's comprehensive strength has attracted an increasing number of people to focus on and learn Chinese.^[1] Therefore, the importance of TCFL is self-evident. In TCFL classroom teaching, only by continuously improving teaching methods and enriching teaching content can the

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quality of TCFL teaching be enhanced. As a TCFL teacher and a cross-cultural communicator, it is the vision and responsibility to spread Chinese culture, teach the Chinese language, and contribute to the prosperity and development of the world's multiculturalism. Therefore, TCFL teachers should conduct research on TCFL classroom teaching in a timely manner, innovate the content of classroom teaching, improve teaching models, and actively use new teaching methods to improve classroom teaching quality and promote the comprehensive development of students' qualities.

2 The Existing Problems in the Current Classroom Teaching of Chinese as a Foreign Language are as Follows

2.1 Teachers Dominate the Teaching Process

TCFL, as a special discipline, advocates the teaching principle of "student-centered, teacher-guided." It requires starting from the characteristics and needs of students to formulate appropriate teaching strategies and methods, respecting student needs, and stimulating students' enthusiasm for learning. At the same time, students' learning starts with their own needs and interests, and only by taking a leading role can they truly understand the profound meaning behind the learning content. The traditional teaching model involves teachers instilling knowledge into students, who passively absorb knowledge. At present, some teachers still use old teaching methods, immersing themselves in their own knowledge output during the teaching process, making teachers the main body of the classroom and students passive recipients of knowledge, losing their leading role. Students in the classroom blindly accept the teacher's views, and over time, they will lose their enthusiasm for seeking knowledge and become disinterested in classroom learning. Therefore, it is necessary to strictly adhere to the teaching principle of "student-centered."

In actual teaching, TCFL teachers need to use diversified teaching methods based on classroom teaching situations, communicate with students, clarify their weaknesses in learning, and thus formulate targeted teaching strategies to achieve the goal of enhancing students' enthusiasm for learning.

2.2 Ignoring Student Needs, "One-Size-Fits-All" Teaching Methods

Needs analysis plays a crucial role in second language teaching. It helps us truly achieve a learner-centered approach, starting from the actual needs of learners, selecting appropriate teaching methods, content, and assessments, and helps us compile teaching materials that meet student needs. Learning Chinese is challenging and requires gradual progress.^[2] Due to the differences in personality and background, learners have different needs for teaching methods. In the classroom for teaching Chinese as a foreign language, teachers are the main disseminators of knowledge, and students are the main learners of knowledge. However, in the current specific classroom environment, the main form of teaching is still the teacher's continuous impart-

ing of knowledge in class. The teaching methods are conservative and singular, and inquiry-based teaching is merely formalistic. The teaching method that focuses on the teacher's lecture is so dominant that student discussion and learning, as well as teacher-student interaction, have become a luxury. The teacher's endless explanations in class put students to sleep, and the teacher's self-centered approach in class does not consider the students' learning experiences, making the classroom merely a one-way transmission from the teacher. However, in the current classroom teaching, some teachers ignore students' needs and personalities, using the same teaching method for any class, leading to students losing interest in learning.

2.3 Not Giving Enough Importance to Chinese Culture Teaching

Chinese culture contains rich cultural connotations and spiritual strength. Strengthening the teaching of Chinese culture in teaching can improve students' cultural literacy and promote the cross-cultural dissemination of Chinese culture, enhancing China's international cultural influence. However, there is a phenomenon of not giving enough importance to Chinese culture teaching in actual TCFL classroom teaching. Firstly, Chinese teachers lack the necessary professional quality of Chinese culture, do not have a deep understanding of Chinese culture, and some teachers are influenced by "Westernization" thinking, lacking confidence in Chinese culture. They cannot or are unwilling to involve Chinese cultural knowledge in the classroom. Secondly, inappropriate selection of Chinese culture materials and teaching methods make students lose interest in Chinese culture. Against the backdrop of the "Chinese fever," TCFL teachers need to overcome the problems in classroom teaching, continuously improve their comprehensive quality and cultural literacy, and let students better learn Chinese knowledge and Chinese culture, allowing the world to better understand and recognize China.

3 Teaching strategies for Teaching Chinese as a Foreign Language

3.1 Centered on Students, Respecting Students' Subject Position

The ultimate goal of TCFL is to cultivate students' ability to use Chinese for actual communication, making the students' subject position more prominent in teaching activities. To improve teaching effectiveness, it is necessary to change the teacher-centered one-way communication model and adopt a student-centered interactive communication model, highlighting the students' subject position in specific contexts. Students are the main body of classroom learning and the recipients of knowledge. The main purpose of teachers' teaching is to enable foreign students to master Chinese knowledge and communication skills to better achieve cross-cultural communication and exchange. Therefore, international Chinese teachers should focus on students and fully respect their subject position during the teaching process. Firstly, teachers need to create a democratic, equal, and harmonious classroom atmosphere, which can pro-

mote students' enthusiasm for learning, break down the barriers between teachers and students, and make students more willing to participate in the classroom. Secondly, students are individuals full of personality, and the differences in intelligence, original knowledge level, and cognitive methods also cause individual differences in learning Chinese. Therefore, teachers must adhere to the principle of teaching students according to their aptitude, adapting Chinese teaching to different students' situations, allowing all students to develop fully. ^[3]At the same time, stratified teaching should be conducted according to students' different ability levels, ensuring that every student has the space to learn and develop, giving full play to their subjectivity in the classroom, and better learning Chinese knowledge. In the teaching process, fully highlight the students' subject position, allowing students to better exert their initiative in the classroom.

3.2 Respecting Student Needs, Innovating Teaching Methods

Chinese language learners are developing subjects with agency. Due to their cultural background, individual personality, and differences in development speed, each Chinese language learner has different needs for learning Chinese. This requires Chinese teachers to fully analyze their different needs based on the students' cultural background, individual differences, and development, and flexibly use teaching methods and skills to meet the needs of different learners. To enhance students' interest in learning Chinese as a foreign language and improve the efficiency and quality of TCFL teaching, teachers should scientifically choose and use modern diversified teaching methods based on students' learning situations and needs. ^[4] For example, when students learn Chinese knowledge, teachers can use situational teaching methods according to the situations students learn, allowing students to feel as if they are on the spot and better appreciate the connotations of Chinese knowledge. At the same time, micro-course video teaching methods can also be used in teaching, analyzing and solving problems encountered in the autonomous learning process in classroom teaching, improving the efficiency of TCFL teaching; related cultural content can also be integrated into the production of micro-videos, helping students deepen their understanding of Chinese knowledge while increasing their interest in learning.

3.3 Integrating Chinese Culture into the Classroom

The current selection of cultural teaching content needs to focus on and pay attention to the issues of selecting teaching content based on the characteristics of learners' nationality, comprehensive background, and learning demands, and exploring the material and spiritual connotations of excellent Chinese culture from a highly experiential and representative micro-perspective of modern Chinese culture. ^[5] Teachers, as designers of classroom teaching, should combine language teaching with cultural activities when designing teaching, build a two-way interactive teaching environment of teaching and learning, create a classroom atmosphere with Chinese cultural characteristics, and learners learn Chinese and understand China in this environment, obtaining an integrated learning experience of language and culture.

Teachers can integrate cultural teaching of the Chinese language and organize cultural activities after class, allowing students to understand Chinese culture through various means such as videos, movies, and pictures. It is widely accepted that the standards of society and the state of its art education stand in direct relationship. Accordingly, in the quest for modernisation, it is one of the major tasks of governments to increase the value that is being attributed to art education.^[6] This enables students not only to see the excellent and representative traditional culture of China, such as the Great Wall, Peking Opera, traditional Chinese medicine, and traditional cuisine, but also to observe the achievements and progress made by contemporary China in various fields, such as aerospace technology, high-speed rail, 5G, and new energy vehicles. Through vivid presentations in class, teachers can help Chinese language learners deeply understand the profound historical heritage and vibrant vitality of China. This allows learners to personally experience and observe cultural heritage, gaining insights into China's history, art, and traditional values. Such practical teaching enables students to have a more intuitive experience and understanding of Chinese culture, deepening their comprehension.

When organizing and implementing specific teaching activities, teachers should focus on introducing diversified technologies and materials, striving to conduct educational teaching comprehensively and to build a diversified and comprehensive platform for cultural dissemination. This approach guides students to feel the charm of the Chinese language and stimulates their initiative and autonomy in learning Chinese cultural knowledge. Intercultural education has a vision of a 'good society' – which is one marked by interculturality.^[7] Incorporating Chinese culture into the classroom allows Chinese language learners to experience and perceive Chinese culture during the actual learning process, deepening their understanding of China and facilitating better cross-cultural communication, exchange, and dissemination. Learning a language involves not only accumulating grammar and vocabulary but, more importantly, understanding and internalizing the cultural content behind it. Conclusion: As the "Chinese-style modernization" progresses, the global "Chinese language fever" continues to expand its influence, and the demand for Chinese culture is increasingly growing. In this process, the teaching of Chinese as a foreign language plays a significant role. Therefore, the teaching of Chinese as a foreign language must first overcome the existing problems in teaching and adhere to the student-centered teaching principle. It is essential to fully respect the students' primary role, innovate teaching methods based on respecting students' learning needs, and flexibly apply these methods in the classroom.

4 Conclusion

The internationalization of Chinese language has become a new situation for the development of Chinese language in the new era. Under this background, teaching Chinese as a foreign language should not only focus on its own development, but also formulate different teaching strategies for different learners. At the same time, it should also be based on the learning needs of students at different levels, formulate

different teaching objectives, realize the innovative and pioneering development of teaching Chinese as a foreign language, and make Chinese language international education develop towards internationalization.

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