

Distance Education Technology in Teaching Chinese as a Foreign Language

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Abstract: Due to the continuous improvement in China's world status, there is now greater international exchange, and around the world Chinese is becoming more widely spoken. This has started a wave of learning Chinese languages. Many colleges and universities are actively offering courses in Chinese as a foreign language and, at the same time, the teaching model of Chinese as a foreign language is being reformed. The widespread application of distance education technology to teaching Chinese as a foreign language has promoted teaching it as a foreign language innovation. This article will mainly focus on using distance education technology in teaching Chinese as a foreign language, in conjunction with explaining the current situation of distance education in Hong Kong's colleges and universities.

Introduction

Chinese as a foreign language as a major is a course that all Hong Kong colleges and universities are actively introducing, mainly targeted at people from other countries to learn Chinese. Since knowledge of Chinese languages needs to be relatively extensive and profound, many find this difficult to learn, so qualified staff is in demand to design the courses, adhering to the fundamental principles of teaching and making corresponding enhancements to the teaching concepts and models. As Hong Kong is a major centre of international exchange, many foreigners study through colleges and universities that have developed appropriate majors. With the continuous development in information technology, there is a clear need to strengthen distance education technology through applications that aim to teach Chinese as a foreign language.

1. Concepts of Distance Education [1]

Distance education mainly uses Internet technology and devices to deliver the teaching. It is a teaching method relying on continuous development of information technology that is widely used in many modern disciplines. With distance education, students do not need to study in a fixed place at a fixed time, and this breaks down some of the barriers presented by traditional teaching. Such students have freedom to choose their study periods, and it saves them a certain amount of time. They use mobile phones, computers and other mobile terminals to commence their learning through the Internet, which greatly improves their learning efficiency and promotes reform and innovation in the teaching methods.

There are inevitable risks in conventional teaching that can affect students' learning, such as those posed by the pandemic currently raging. At this time, distance education technology is playing a prominent role. Educational technology can produce videos to enable students to learn online. Students can use the Internet to search for further information to avoid any delay in their learning. The Internet also plays a role in expanding students' horizons, allowing them to learn more fully.

2. Practical Significance of Using Distance Education Technology in Teaching Chinese as a Foreign Language

Distance education technology is a new teaching model that deploys information technology. It has a vast range of application. The following sections analyse the significance of the application of

distance education technology in teaching Chinese as a foreign language.

2.1 More flexibility in teaching

In the traditional teaching mode, it is mainly the teacher who conducts the lesson, and their explanations comprise most of the content. When using information technology to deliver distance education, students can learn online through Internet technology by watching an associated video to obtain a full understanding of the knowledge that is imparted in the class.[2] Moreover, the videos can be played back and watched repeatedly to focus on aspects that were not understood at the first viewing. These features are absent from the traditional teaching delivery and greatly improve the efficiency of the classroom, making the teaching more flexible.

2.2 Teaching content should be more abundant

The traditional teaching model for teaching Chinese as a foreign language uses a textbook. However, when using distance education technology to deliver the content, the network resources can be shared between students. This leads to learning, and then supplementing the initial learning materials so that students continue to expand their knowledge, and this makes the materials more plentiful. At the same time teachers continually innovate their teaching, thus the overall content is constantly enriched. [3] In itself, the study of Chinese is a difficult process and the individual knowledge points are relatively trivial, so teachers need to encourage students to understand the relationship behind each point that they explain, designing further mind maps to help them and at the same time assembling further relevant knowledge resources through online media, allowing them to carry on improving their abilities.

3. Specific Application of Distance Education Technology in Teaching Chinese as a Foreign Language

From the above, we can fully appreciate the practical significance of distance education technology in teaching Chinese as a foreign language and the important role that it plays at the time of an epidemic. What follows is an analysis of specific applications.

3.1 Rich teaching resources

In distance education, video teaching is the main form of expression. First, teachers interact with students in real time and deliver live broadcasts, during which they and their students can interact, which narrows the distance between them. Compared to traditional classroom teaching, the attention is more concentrated. Second, the teacher records the video and uploads it to the Internet; and the students learn through associated websites, so that they can continuously enrich their knowledge.[4]

When producing a micro-teaching video, teachers should follow the basic teaching principle of regarding their students as the target audience. They should pay attention to creating learning situations. The method makes teaching more flexible as, while the video is being produced, teachers can aim for a wide range of knowledge points to ensure that students have plenty of content to think about after the class. Although the language elements are relatively trivial, overall there should not be too many points. The video should not be too long, perhaps roughly 15 minutes. In a video the teacher can choose to highlight a challenging point, allowing students to learn in a targeted manner and thus compensate for any shortcomings in this regard.

As an example, some students find it difficult to learn the Chinese pronunciation rules. While the video is being recorded, as the main topic the teacher can explain the rules and teach students to pay attention to the key issues. These concern correcting common problems in Chinese pronunciation by describing the changes in various speech-making organs, such as mouth shape, vocal cords, and so on, so that students understand the rules more fully. During the actual recording, teachers must make full use of a variety of teaching resources so that students can learn anytime and anywhere, and can browse through relevant learning materials to assist their learning. In this way, they can improve their learning efficiency and consolidate their knowledge better.[5]

3.2 To use relevant online courses for learning

With the increase in demand for online learning, the use of appropriate online learning apps is growing. Making use of an online learning platform to learn stimulates teachers, as well as students: teachers can upload the learning tasks, monitor students' attendance, check students' learning duration, and so on, to obtain a full understanding of each student's learning status. The more that teachers use the online platform to deliver courses, the more they are concerned with which platform to use, and the current online platforms for courses are chiefly Zoom, Skype and Moodle. Zoom network teaching platform, standing in the point of view of teachers, students can click on the button quickly added to the corresponding dialog or in the classroom, do not need to download the corresponding hardware, can through the web browser or mobile terminal such as a visit, it can support the 49 personnel to carry out the video at the same time, is a good way to improve the efficiency of the whole classroom teaching. Skype learning platform, this platform can support the online class of ten people at the same time, and at the same time, there is a function of annotation when watching the video, which can help students to carry out corresponding thinking, can well realize the improvement of students' self-thinking ability, also plays a certain auxiliary role for the teacher's teaching. Moodle it is a software package of network course, its overall interface is simple, students can through their own needs to adjust the corresponding interface, at the same time, in the course for each course are introduced briefly, and also includes whether to allow use, students can through their own needs to search for the corresponding study course, convenient the teacher to carry out the contents of their aptitude. Each of the three online platforms has inherent advantages and disadvantages, so when planning to teach a course online a teacher should make the selection on the basis of the teaching goals and content. Online learning is highly efficient and, in a sense, can both improve students' acquisition of knowledge and mobilize their enthusiasm to learn Chinese.

3.3 To teach according to aptitude

As people's pace of life accelerates, the pressure that they face increases steadily. To a large extent, people's learning can be achieved through distance education technology, with the underpinning knowledge being obtained by watching the corresponding video. This is especially true in studying Chinese as a foreign language. In the process, students must fully and rationally use various resources to realize their own knowledge system, compensating for the shortcomings of their own knowledge system by watching an associated video. Students choose the teaching video on the basis of their personal need, so that they can fully understand the relevant points. This has the potential to achieve the aim of teaching students according to their aptitudes. At the same time, teachers can divide the learning sections by topic, such as the letter shapes, writing, and so on, each with a specific deadline, if the student does not complete the stipulated learning by the specified deadline or there is no record of corresponding learning, this will affect the student's grade. This encourages students to participate actively in the teaching process. At the same time, when delivering the associated teaching, teachers must make full use of a variety of resources. For example, in delivering the associated oral teaching, to enrich the teaching content a teacher can upload a "news broadcast" so that students achieve a fuller understanding and develop their sense of the language.[7]

Conclusion

With the intensification of reforms and opening up to overseas influence, China's international status is constantly improving, and the requirements for teaching Chinese as a foreign language are becoming greater. The application of distance education technology to deliver courses on modern Chinese is appropriate in modern China. The spread and development of the language simultaneously allow greater numbers to appreciate its charms by breaking down the barriers to foreigners presented by traditional Chinese teaching. This serves to promote Chinese language acquisition in an internationalized manner, thereby enhancing China's rapid economic development.

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