Research and Practice of Chinese Class Discipline Management for Overseas Students

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Abstract. With the continuous development of teaching Chinese as a foreign language, some problems have also appeared in the process, especially the classroom discipline problems of foreign students, which can be divided into different types. There are internal factors such as students' attitudes, cultural factors, and Chinese proficiency, as well as external factors including the environment and teachers. In response to the problems mentioned, we make suggestions on disciplinary management methods which are based on the classroom practice of teaching Chinese as a foreign language.

1. Introduction

Classroom disciplinary management of teaching Chinese as a foreign language is a prerequisite for the smooth progress of teaching. The handling of problematic behaviors of foreign students is the core of classroom management, which is a dynamic and complex process. The ultimate goal is not only to complete the teaching content and achieve the teaching purpose, but also to cultivate the sense of responsibility of students. And how to be responsible for their behaviors and ultimately promote their own development. Teachers need to explore the classification, causes, and laws of classroom discipline problems for foreign students, and find strategies to improve problem behaviors. Chinese teachers construct classroom management models that are in line with reality, thereby enriching theories in classroom management.

2. Types of Classroom Discipline Problems for Overseas Students

Based on the teachers’ classroom observations and teacher-student interviews, according to the nature of the students’ problem behaviors, it is divided into the following five types:

2.1 Violation of Class Time Requirements

(1) Absenteeism: Each semester, 5%–10% of students will have a serious problem of missing classes. At the beginning of the semester, due to the delay in updating some of the schedules, the overseas students could not communicate well with the teaching secretary of the major, could not find the classroom or missing classes such as the wrong time. During the semester, students are poor motivation to learn the course, lack self-management, tired of learning and give up classes. At the end of the semester, the students lack confidence in the exam and hold the attitude of learning again in the coming year.

(2) Lateness: It often occurs in some students in Africa and the Middle East. Firstly, it is affected by the students' time perspective. Secondly, some students have the habit of sleeping late and getting up late. The lateness of morning classes is common. Therefore, the lateness rate of the third and fourth lessons is often Lateness rate of less than the first and second lessons. Also, affected by the weather, the cold weather and rainy days in Northeast China winter can also cause students to be late to a certain extent. Studies lack strict requirements and control on themselves to find objective reasons for being late.

(3) Early leave: It is mostly manifested to physical discomfort or visa and other reasons, and left after the class or after the roll call.

(4) Leaving the classroom at any time: Leaving the classroom at any time for reasons of going to
the bathroom, going to the International Student Management Office, answering important calls, and being unwell.

2.2 Intentional Disruption of Discipline in Class

(1) Talk in class: gossiping with classmates, making a mobile phone call, interrupting the teacher's speech at will, asking questions that are not related to the learning content.

(2) Leave the seat at will: leave the seat at will, change seats, and change the seat for reasons of borrowing stationery, helping classmates, asking for important information, etc.

(3) Make noise: maliciously imitate the teacher's pronunciation, coax, and sing.

(4) Drunk class: After hangover, the consciousness is not clearly, and he takes the class with vague consciousness, deliberately shows ugliness in class, and disrupts other students' learning.

(5) Conflicts and conflicts: due to the discussion of viewpoints in class, some students' improper speech caused conflicts and frictions in terms of countries and values.

2.3 Hidden Disciplinary Violation

(1) Use your mobile phone to chat, browse videos, and play games in class.

(2) Listen to music with headphones.

(3) Eating: It often occurs in the morning and afternoon classes, and students eat snacks quietly because they don't eat breakfast and lunch.

(4) Sleeping: Especially during the first quarter of the afternoon, students are not getting enough sleep due to late sleep and other reasons, and it is easy to get sleepy and sleep in the class.

(5) Distraction: Students are not interested in what they are learning, do not understand, have poor motivation to learn or are attracted by the actions and sounds of their classmates. They do not focus on the teaching content of the classroom.

(6) Learn other books and content: Students have temporary exam assignments, other classroom assignments, etc.

2.4 Disciplinary Violations

(1) Plagiarism: plagiarize students and cell phones in the classroom quiz.

(2) Substitute test: ask other international students or Chinese students to replace the answer sheet.

(3) With Examination-Irrelevant tools: use mobile phones to search for answers, look up dictionaries, copy notes, and more.

2.5 Negative Adversarial

(1) Dissatisfied with the teacher's teaching style and teaching content, showing an offensive attitude and discomfort during the learning process.

(2) Dissatisfaction with the test system and the language standards that should be met. Resist the test and complain frequently.

(3) Questioned the correlation of the curriculum and majors, completely lost interest in learning Chinese, and produced useless negative thoughts in Chinese. Inspiration and questions from teachers were taken in a silent manner during class.

(4) Refuse to purchase and use textbooks. For economic reasons, only use mobile phones to take pictures in class, or ask teachers to provide electronic versions.

(5) Refuse to bring stationery, such as pens, notebooks, etc., or several people share a stationery, and treat class notes negatively.

3. The Influencing Factors of Foreign Students' Class Discipline

In the teaching of Chinese as a foreign language, the influential factors of classroom discipline problems for foreign students are complex and diverse. The main reason usually comes down to the students' own reasons, including internal factors such as attitude factors, cultural factors, and Chinese proficiency, of course, including the environment and teachers external factors.
3.1 Attitude Factors

The attitude of foreign students towards Chinese is the inherent psychological response of their likes and dislikes. A good learning attitude and a strong motivation for learning will have a positive impact on the entire learning process, and students will show diligent compliance and active cooperation in class discipline. Conversely, if the learning attitude is not correct or if Chinese learning is optional, the above-mentioned series of problems will arise. Behind many problem behaviors, students think that Chinese is too difficult to learn or not worth learning at all. There are also some Students don't think that their class discipline problems will cause them to fail the exam or be expelled from the school. At the same time, Chinese will not help their majors greatly, which will lead to negative thoughts at the root.

3.2 Cultural Factors

Affected by the culture of the country in which the student is located, students have huge differences in terms of time and learning habits. Many people have developed a self-behavioral model before studying in China, and this model may be far from the Chinese teaching model. For example, some countries do not make specific requirements for the attendance of college students. If students can meet the assessment requirements of the door at the end of the term, they are allowed to adopt self-learning. Students from many countries are used to going in and out of the classroom at any time when they are late or have an accident in the middle of the class, but in the eyes of Chinese teachers, this kind of behavior lacks politeness. In addition, because international students have cultural conflicts with classmates or Chinese friends in daily life, this contradiction will also be brought to the classroom. Doubting, disgusting and angry emotions will also cause class discipline problems to some extent.

3.3 Mandarin Levels

Many domestic colleges and universities adopt the spring and autumn enrollment methods, and in the middle of the two semesters, there is often a phenomenon of uneven student registration time. It may be affected by factors such as the student's home visa application time and admission information acquisition time. Although most schools are able to classify students according to their learning level at the beginning of the semester, due to the time of registration, it is difficult for new students to integrate into the Chinese class that has already started, thus becoming truly less advanced students, disappointment and frustration with Chinese classes. In the entire teaching process, students in the same class may also have a huge gap in language level due to individual differences. Some content is too simple for some students, and students will be tired of learning, which will cause them to slip away and make mistakes; the same content some students are too difficult to understand and lose their interest in learning for a long time, complaining, anger, and eventually disrupting class discipline.

3.4 Environmental Factors

There are different types of Chinese teaching for international students, including professional compulsory courses, elective courses, language advanced students, and interest classes. Generally, the size of students in a class should not be too large, but the number of Chinese students in each school is generally too large. The number of students in many classes is about 20-30. During the learning process, many students reported that it was difficult to obtain opportunities for speech and practice, and could not get the teacher's continuous attention, thus losing their interest in learning. The large number of students also caused the teacher to fail every lesson. They all check and arrange student seats, so students who are tired of learning and have a sense of chance often gather in the back row or a corner of the classroom, and the gathered students are often the main factor affecting classroom discipline.
3.5 Teacher Factors

Some teachers of Chinese as a foreign language are too tolerant, especially for new teachers, and hope to establish a relationship with students as teachers and friends. Therefore, it is not timely to adopt a tolerant attitude to students' classroom discipline issues or consider factors such as student self-esteem. Stop students' behaviors, leading to group indulgence. Some teachers start from classroom teaching practices, worrying that disciplinary management will affect the class rhythm and teaching progress to a certain extent, so they ignore their problematic behaviors, but in the long run, they will let these classrooms disciplinary problems are getting worse. Of course, if a teacher of Chinese as a foreign language has an improper teaching attitude, insufficient knowledge reserve, and insufficient teaching ability, it will directly affect the student's attitude towards the course, leading to classroom discipline problems.

4. Suggestions for Classroom Discipline Management for Foreign Students

4.1 Understand and Care about International Students, and Guide International Students to Self-Regulate

Only teachers who fully understand the needs of international students and care about each international student can make the teacher-student relationship harmonious and the classroom atmosphere harmonious, which can fundamentally stimulate students' learning motivation. Behavior, using only criticism and control often does not achieve the desired effect. Students should be consciously guided to understand their behavioral cognition, and reduce the occurrence of classroom problem behaviors through students' self-regulation and behavior control. For example, teachers can use praise and encourage students 'good classroom behaviors to strengthen students' understanding of their own behaviors, thereby improving their problematic behaviors. When students frequently chat with other students in the classroom, teachers can praise them when they are seriously studying, and praise them for their good behaviors. Praise not only allows them to strengthen their behavioral awareness themselves, but also enables other students to do the same.

4.2 Classroom Discipline is Formulated and Explained at the Beginning, and Make Sure it is Consistent

At the beginning of the new semester, teachers should tell students the rules and penalties for classroom discipline. These rules are to ensure the normal order of class. If the rules are not formulated at the initial stage, a problem is found and solved. One problem is that they usually do more with less. Students will think that the teacher ’s punishment is arbitrary and lacks authority. Similarly, how to explain after the rules are also important. Because class students come from different countries and are limited by language levels, teachers often cannot explain classroom discipline only in Chinese. We recommend using both Chinese and English languages, and keep the paper version for the students while making oral announcements. In addition, during the implementation of the rules, teachers must keep in mind the front and back, and relax the requirements for students as the teaching progresses. Instead, it must be consistently implemented and executed. When common problems are found, students must be educated in a focused way. Students' classroom awareness of discipline should be strengthened.

4.3 Cultivating Good Teaching Ability and Classroom Organization Ability Which are the Foundation of Ensuring Class Discipline

Because when the teaching content is enough to attract students, the classroom atmosphere and environment can enable students to enjoy learning, it will greatly reduce the students' bad behaviors. When students have problematic behavior due to difficult teaching content, such as using mobile phones or asking other students' knowledge points, teachers should adjust teaching methods and teaching content in a timely manner, slow down the teaching progress, and answer student doubts in a timely manner. When students show loss of interest and distracted attention At that time, teachers should immediately reflect on whether the teaching arrangements are reasonable and whether the
content is boring and dull, and whether they can bring students' attention back to the classroom through classroom activities. When organizing classroom activities, teachers are required to have good organizational ability. Control the rhythm, avoid procrastination, and be a good organizer and guide.

5. Summary

Good classroom discipline is the prerequisite for other Chinese classroom teaching activities. Under the influence of themselves and external factors, students have shown violations of class time requirements, intentional disturbance of class discipline, hidden violations of class discipline, violation of class examination discipline, and adopting negative attitudes. In view of the above-mentioned classroom discipline issues, from the perspective of teachers, we should understand and care about international students and guide them to self-regulate; initially formulate and explain classroom discipline and consistently; more importantly, cultivate good self-teaching and classroom organization skills.

References