Teaching Chinese as a Foreign Language under Informationalization

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ABSTRACT

In the context of globalization, with the rapid development of China's economy and the continuous increase in international exchanges, the influence of Chinese has gradually expanded and teaching Chinese as a foreign language has risen rapidly around the world. At the same time with the progress of science and technology, information technology has been shocking the traditional education model. The new form of education, which combines the information technology with the teaching of Chinese as a foreign language to create a new digital teaching environment, has received increasing interest from the society. Based on present situation of the information technology and the teaching Chinese as a foreign language, this paper will objectively analyze the necessity of the combination and in this position further explore the effective measures of the combination to gradually promote the development and improvement of teaching Chinese as a foreign language.

KEYWORDS

Technology information, Teaching Chinese as a foreign language, Education.

INTRODUCTION

In October 2000, the Minister of Education Zhili Chen pointed out: "While offering good information technology courses, we should strive to promote the integration of information technology and other subjects and encourage the wide use of information technology in other subjects. Every region should actively create conditions for the progressive realization of multimedia in each classroom, and actively explore the integration of information technology education and other subjects’ teaching " 1. The National Medium and Long-term Educational Reform and Development Plan (2010-2020) proposes that information technology has a revolutionary impact on the development of education, so it must be given high priority. The Encyclopedia of the Chinese Language write: "Teaching Chinese as a Foreign Language refers to Chinese teaching for foreigners." Teaching Chinese as a foreign language is a young discipline whose core content is teaching Chinese as a second language or teaching Chinese as a foreign language. With the acceleration of the globalization and the rise of China in the world, the teaching of Chinese as a foreign language has attracted more and more attention from all walks of life. While

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constantly adapting to the teaching needs, the teaching content and mode are changing constantly. At present, under the conditions of relatively developed information technology, the organic combination of the two begins to attract the attention of scholars. Based on the understanding of the complexity of the two, how to combine them and achieve the innovation of both form and content teaching of Chinese become the main research content of this article.

THE PRESENT CONDITION OF INFORMATION TECHNOLOGY AND THE DEVELOPMENT OF TEACHING CHINESE AS A FOREIGN LANGUAGE

With the accelerated process of economic globalization and China's rising economic, political and cultural status in the world, other countries’ expectation of China's future development is becoming higher and higher, and the strong international demand for learning Chinese has spawned an unprecedented Chinese fever. According to the latest statistics of HSK (2017), as of December 31, 2016, there have been 512 Confucius Institutes and 1073 Confucius Classrooms in 130 countries and regions. In addition, the number of students studying Chinese is also rapidly increasing with a number of countries listing Chinese as a compulsory subject. Chinese fever continues to heat up and Chinese is gradually becoming a powerful language.

Compared with the increasingly popular Chinese learning, China's Chinese teaching model still remains the same as that in the 80s, reflecting the cognitive level of international Chinese teaching in the 60s to the 70s. The results of nearly 30 years of domestic and foreign linguistics, language psychology, second language teaching, language acquisition research, language awareness and other aspects fail to be absorbed in the existing education model. As a result, the current education model fails to make a breakthrough, not only looking boring but also making it difficult to achieve the expected teaching results. Meanwhile, the current teacher-centered teaching model takes behaviorism as its theoretical basis, regarding learning as irrelevant to the internal psychological process. They argue that as long as the stimulation is controlled, the behavior can be controlled and predicted, thus the learning effect can be controlled and predicted. In this perspective, the human learning process is interpreted as a passive process of accepting external stimuli, with teachers considered as active advisers. But this teaching model has been abandoned with the development of teaching. At the current social environment, the students are self-learning more, and teachers are playing the role of counseling, changing 'teach' to 'guide'. In summary, the reform of teaching Chinese as a foreign language is imperative.

The present world is a global village of informationalization with information technology surrounding us. The information society presents significantly different characteristics from the industrial society in all respects. The popularity of the Internet impels online schools, online hospitals, online shopping, online booking, online banking and other new things to spring up. Information technology affects our ideas and lifestyles. We rely more and more on information technology.
THE NECESSITY OF COMBINING INFORMATION TECHNOLOGY WITH TEACHING CHINESE AS A FOREIGN LANGUAGE

Information technology can enhance fun and effectiveness in the teaching of Chinese as a foreign language

Psychology studies show that the learning effect varies under different techniques: students can remember 10% of reading materials, 20% of the audio materials, 30% of the visual materials, 50% of the audio-visual materials, 70% of the oral materials, and 90% of the reading and oral materials. Thus, the significance of using a variety of information technology to offer students multi-sensory stimulation is self-evident. Multimedia technology in the informationization environment refers to the integration of various information carriers, including text, symbols, graphics, language, sound, still images and moving images. The use of multimedia technology for teaching makes the classroom become lively and interesting, while the place of articulation of complex pronunciation can be shown by the motion graph and video to students. At the same time, the animation and acoustic training can also complete the teaching objectives with less efforts, and students will not feel boring because of long-time text education so that their interest in Chinese and the teaching quality can be both improved.

Break the time and geographical restrictions on teaching Chinese as a foreign language

Chinese fever makes more and more people eager to learn Chinese, but Chinese as a foreign language is a special subject only for non-Chinese learners. Therefore, the traditional teaching of Chinese as a foreign language must have time and geographical constraints, which means that the courses can only be carried out in fixed time and fixed places. However, with the development of information technology, the distance education effectively solves the time and geographical constraints. No matter it is video class or online education, they both effectively open up the methods of teaching Chinese as a foreign language.

Ensure the information update speed

With the development of Internet technology, the updates and exchanges of knowledge and information are becoming faster. In the current network conditions and the global social environment, the annual generation of new words and hot words is difficult to measure. According to the Language Situation in China (2016) issued by the Ministry of Education and the National Language Committee on May 31, 2016, the daily hot words reached up to 1.3 in 2016. In this context, the traditional Chinese teaching can hardly cope with and enrich the increasing teaching vocabulary, so that the teaching process is detached from the timeliness as well as hinders the teaching entertainment to a certain extent. The organic combination of information technology and the Chinese teaching makes it possible that the teaching process can renew hot words and new words in addition to relying on traditional teaching materials, enhancing the timeliness and flexibility of knowledge, so as to achieve the continuous improvement of teaching Chinese as a foreign language.
Combination with teaching content (listening, speaking, reading and writing)

Listening: Information technology can provide real-time listening for students. Due to geographical differences in China, Mandarin also has different accents, with non-standard Mandarin accounting for the majority in daily life. The use of live listening offers the real reproduction of various communication scenes, enhancing students' voice recognition ability and daily communication skills.

Speaking: At the beginning of the teaching of Chinese as a foreign language, the use of pronunciation video, pictures and voice can help students master the correct pronunciation places and pronunciation skills, making it easier for them to learn pronunciation. In the late period of teaching Chinese as a foreign language, it is possible to stimulate the enthusiasm of students through the simulation of multimedia communication scenes.

Reading: Modern society is an information explosion and also a busy society. With the development of information technology, people are able to use the fragmentary time to read, and students can take full advantage of time to improve their reading level. At the same time, through intelligent information technology, difficulty of reading can be adjusted according to the students' learning progress, enhancing students' enthusiasm for learning and breaking the constraints of learning time and space so that students can learn Chinese at any time.

Writing: The complicated strokes of Chinese characters have always been a problem for students. The multimedia display used in teaching combines the stroke and objects to facilitate students' understanding and memory.

The entertainment and diversity of teaching forms

With the increase in the number of foreigners learning Chinese, Chinese programs have also sprung up, such as "Chinese characters hero", "Chinese bridge", "Chinese character dictation" and other programs. Teachers can use multimedia to organize students to watch them and improve their interest in Chinese characters. At the same time, students can obtain new Chinese knowledge imperceptibly. Chinese characters games are also popular with the majority of students. There appeared "Chinese Characters Link", "Chinese character map", "Chinese character room" and other games on the network. In the "magic thousand words OL", the learner will become the story of the hero. The game centers around the original comic book "magic thousand words" story, and the learners will get award through the task of learning Chinese characters, the use of magic words and others to continue to grow. This software not only has a game function, but also allows learners to master the Chinese characters in a relaxing and happy environment. Four students of Central China Normal University find out through the "Practical Chinese learning game system research" that: game teaching can attract learners’ interest, so that learners will fell tired later or never. In this way, the effect of continuous learning can be achieved, promoting the formation of learners’ self-learning.

Information technology promotes the diversification of teaching methods. Teaching Chinese as a foreign language, while adopting the traditional teaching mode,
can also take the "network classroom", mobile app, high quality teaching resources sharing and other method to break through the space and time constraints in the traditional teaching mode and achieve some form of "one to one" teaching. Thus, the single and fixed textbook teaching form can be abandoned and the diversification of the teaching of Chinese as a foreign language will be gradually realized in the process of combining learning and entertainment.

**Change of teaching system**

The author believes that the teaching system includes teachers, teaching tools and teaching environment and the final teaching evaluation test. The realization of the organic combination of information technology with Chinese teaching is inseparable from the adjustment and improvement of this part.

First of all, for the teachers, with the development of information technology, demands for the teachers' quality are also getting higher and higher. Chinese teachers should not only master the solid foundation of traditional Chinese teaching, but also improve the ability to adapt to information technology and learn to use multimedia teaching methods. They are required to master the use of PowerPoint, Photoshop, Authorware and other software. While teachers are producing the teaching materials, high-quality sharing of resources for teaching platform according to information technology should also be achieved to enhance the teaching level with the field.

Secondly, the improvement of teaching tools and teaching environment is more basic. Informationalization is inseparable from the Internet technology. Therefore, in the process of teaching Chinese as a foreign language, the "cloud classroom" in a virtual environment should be actively built to achieve the link and interaction between teaching resources and teachers and students under the education cloud foundation. At the same time, the boundary between the formal learning and informal learning can be broken to achieve the "cloud environment" teaching model. In addition, teaching tools should be improved by using the low-cost, easy, reliable real-time interactive teaching tools such as Clicker to gradually realize the paperless teaching, and thus truly achieve its flexibility.

In addition, the teaching evaluation test update is also particularly important. Learners use the network teaching platform for self-test. While they are taking the self-test, the results will be linked with the individual learning process and put into specific analysis with other copies of the same papers under the large data. In this way, the data database at different stages of teaching Chinese as foreign language can be improved, and the effective learning program can be customized according to their lacks showing in the test process. The personalization of teaching Chinese as a foreign language and increase of pertinence can be both realized.

**CONCLUSION**

Teaching model is not immutable. With the development of times, the teaching model also advances with the times, so as to be accepted by learners to carry out more effective learning. Although there are still some problems in the process of informationalized teaching, such as the lag of some teachers' multimedia technology, the imperfection of multimedia facilities in the field of foreign language teaching, the
excessive reliance on information technology which leads to the lack of teaching orientation and the difficulty of copyright protection. But the combination of information technology and teaching Chinese as a foreign language is an irresistible trend of today's society. The development of information technology has created the conditions for updating the knowledge of Chinese language teachers and even all educators. In order to better grasp the opportunity in the new round of Chinese fever and further expand the international exchange and cooperation in education, teachers of teaching Chinese as a foreign language Chinese must actively and consciously learn and use computer technology to promote the development of teaching Chinese as a foreign language.

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