Investigation on the Problems of Students who Major in Teaching Chinese to Speakers of Other Languages in Oral Chinese Teaching Demo Classes

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ABSTRACT

Through leading an investigation on 2014 grade undergraduates who major in teaching Chinese to speakers of other languages in Guilin University of Electronic Technology, we found a various of problems and manifestations in their oral Chinese teaching training. And we put forward that things in some aspects should be improved and enhanced, and should find out the ways to solve all kinds of problems in Chinese teaching demo classes effectively.

Keywords: Teaching Chinese to speakers of other languages; oral Chinese teaching; demo class

1. Introduction

We investigated the students from class 2014 in Guilin University of Electronic Technology who major in Chinese International Education by means of questionnaire and in-depth interview, aiming at realizing the problems of undergraduates who major in teaching Chinese to speakers of other languages in oral demo classes. In the meanwhile, this article will provide some suggestions for improvement of the training.

2. Research Methods

We will investigate 2014 grade undergraduates major in teaching Chinese to speakers of other languages for the classroom of oral Chinese as a foreign language in Guilin University of Electronic Technology through the methods of questionnaire and in-depth interview, a total of 28 people, including 2 boys and 26 girls. We will find out the problems and manifestation through the investigation.

3. The overview of oral demo classroom teaching

"Chinese Classroom Teaching" is a demo teaching course set up by teaching Chinese to speakers of other languages of Guilin University of Electronic Technology from 2014, which is set in the third grade of the university. The course starts every semester in the junior year, with 96 hours per semester. The way the course works is letting the students take turns in the teaching of the simulation of spoken Chinese as a foreign language. When one student is teaching, other students play the role of foreign students who study spoken Chinese and cooperate with the students in the demo classes. The course instructor conducts on-the-spot guidance to the
students’ demo teaching and put forward some suggestions. The demo class teaching can effectively connect the professional theoretical knowledge of the past with the overseas internship of the first semester of the senior year. In addition, it is the comprehensive training of the students' practical ability before their overseas Chinese teaching internship. The teaching object of overseas internship of teaching Chinese to speakers of other languages is generally the Chinese learners at the beginning stage in Thailand. In consequence, the teaching content of Chinese as a foreign language is mainly based on primary oral English at present.

4. The specific manifestation of the oral demo classroom

Every student majoring in teaching Chinese to speakers of other languages who was surveyed was impressed with his first lesson. The first lesson often showed nervousness. Some students even had frequent situations. According to the interviews, Chinese Classroom Teaching Training is the first lesson of a lot of students' teaching career. In other words, a number of students do not have any experience of part-time teaching at an outside school. It is understood that the first class of 2012 Grade undergraduates major in teaching Chinese to speakers of other languages at Taiyuan University in Vietnam is a little torment.

When practicing classroom teaching for the first time, the novice teachers who lack teaching experience are not confident in their teaching effectiveness, so all kinds of anxieties are obvious. "Quite nervous, with a mouth parched and tongue scorched, the mouth is very dry, my heart is much faster than usual" Zhou said in the interview. He also said it was the first time he had stepped onto the platform, he has never been directly in the face of a real teacher. Therefore, the problem is frequent. According to the observation, we also found that many students were excessively nervous in the early stage of teaching, and the "biting lip" and "smearing the nose" occurred frequently. Most of the students showed in the interview that they had insufficient preparation in the first lesson, especially the lack of sufficient anticipation for the possible situation in the teaching process. In the interview, one of the students said that half of the class time had passed, and the content of his preparatory course was almost finished. He said, "I don't know what to do in the second half of the class!"

4.1 Problems in classroom questioning

Questioning is one of the essential links in the course of classroom teaching, and the design of questions is an important part of the course preparation. Better questions can effectively carry on the teaching link and play an important role in the teaching process. However, classroom questioning is mostly based on teaching content in the process of teaching implementation, which is unpredictable, and some teachers are unable to prepare in advance. In consequence, this is the test of teachers' ability to strain.

In the process of in-depth interview, Xu said that he didn't know how to ask questions. His questions were often instructed by teachers, pointing out that there were various deficiencies. Take explaining more simple words with more difficult words for example. The schoolmate whose surname is He expressed her lack of consciousness of teaching objects. When she was lecturing, it was habitual for her to "jump out of" a few more difficult vocabularies. Explaining easier words in more difficult words means that the teaching object is simply unable to understand and the teaching effect is ineffective.

Through watching the teaching video, we also find that many students' initial teaching questions are often more rigid and monotonous. They are not related to the overall teaching process, which is similar to "preparing questions to prepare questions". The students copied the question designs of the teacher and other students. Those who lack of a certain creativity are not able to start from the perspective of teaching and teaching goals.
4.2 Problems in the building of classroom atmosphere

In the course of teaching, students also worry about the bad atmosphere in the classroom or the destruction of classroom order. Zhou indicates in the interview she worried about the awkward silence when students answer questions and language activities. Or the students do some of the answers that let themselves out of teaching expectations.

The teaching activities of Chinese as a foreign language need a lot of interaction between teachers and students, and pay more attention to the students' active participation and practice. If the students are not in good condition, or the difficulty of teaching content is unsuitable, it is possible to make the active classroom atmosphere a single corner of the teacher. However, according to the in-depth interview, we also found there were still a considerable number of students design the teaching link creatively, so that the atmosphere of the classroom was relaxed and pleasant which had a better effect on teaching.

4.3 The problems in the preparation of lessons

A teacher's "performance" is the essence of teaching, that is, with the help of curriculum content, teaching plan and student feedback, he or she should carry out creative teaching activities according to local conditions in the context of interaction between teachers and students. It can be said that it is valuable to create an active atmosphere during the classroom meeting. Thus, it is essential for teachers to teach students in accordance of their aptitude and background. According to the interview, it is found most of the students who major in teaching Chinese to speakers of other languages will choose to follow the plan to ensure the safety of the teaching process in the course of teaching Chinese as a foreign language. In general, novice teachers with a higher level of teaching anxiety often need very detailed lessons to relieve their anxiety. And in class, they will strictly follow the lessons to teach, and try not to change the teaching plan and teaching plan as far as possible.

The excellent and mature Chinese teachers will not depend on the teaching plan completely, the teaching plan must be flexible according to the actual situation of the implementation of the classroom. In the classroom observation, we also found that novice teachers often looked at textbooks and teaching plans in the first few rounds of class. Besides, they look at the content of the lesson first before writing examples and asking questions to the students. Both of the behaviors are very unconfident performance. In an in-depth interview, Zhou said: in the three rounds of lectures, he always took the textbook on his hand or held it on his chest. Or just follow the PowerPoint entirely. On one occasion, because of the classroom equipment, he accidentally pressed PPT to the next page and suddenly felt blank and flurried. It is obvious that some students are too dependent on teaching programs in the course of classroom teaching, which it results in the weak ability of teaching flexibly.

4.4 The problem of low anti-stress ability

According to the classroom observation, we found that some students showed a slow response and decreased stress ability at the beginning of the platform. And according to the in-depth interview, students who showed low anti-stress ability were all caused by excessive tension. At the beginning of the platform, a lot of students in the psychological have not been able to overcome this obstacle. Qiu said in the interview that he used to be a student in the classroom, but now he is teaching himself. What is more unexpected is that she can "hold" the class on her own. Qiu, Xu and Gan pointed out the phenomenon of biting lips, looking at the ceiling, fiddling with hairs and so on which appeared in the course of their lecture. They often gaze at the ceiling and pause for seconds before continuing to teach. Therefore, the efficiency of students' memory and problem solving in classroom teaching is relatively low.
4.5 Problems in classroom communication with students

In order to determine whether their own teaching can be understood and accepted by the audience, many students have the habit of asking for immediate feedback from the teaching object. In the interview, Zhou said that he always subconsciously asked the students "Can you?" "Understand?" and so on. Similar phenomenon in the interview is not a few, which shows that the students have insufficient confidence in their teaching schedule and difficulties. As a result, they need to receive feedback from students immediately. It is understood that the positive feedback of the students can quickly improve the teachers' sense of self-efficacy in teaching. Appropriate teaching feedback can help to enhance teaching interaction. However, too many requests for students' feedback show that students do not have enough confidence in teaching process and are not confident in teaching. At the same time, they also affect the fluency of teaching to some extent. In the course of teaching, the students on the platform would ask the following students several times "Do you understand?" when they finished every point of language.

Through classroom observation, we found some students were short of majesty as a teacher after they walked up to the platform. They were laughing and joking with the students underneath when standing on the platform. In the interview, Qiu said that he had prepared a snack package in advance during the third round of the lecture, so that the students at the bottom of the class were busy eating and forgot to listen to the lecture. Looking backward the mature Chinese teachers of Chinese as a foreign language, they don't blindly follow the affectionate routine, although the teaching style is different, but at least they are serious when it's severe. What's more, there are tension and relaxation in class. The novice teacher at the beginning of the platform treats the students in a special affinity to the students for their own love education, however, as a teacher, they cannot lose dignity. In the words of the interviewee Zhou, this is "trying to please the students".

4.6 Lack of basic skills in Teaching

Through nearly three years' learning of teaching Chinese to speakers of other languages, we still found that a lot of students' basic skills had a big problem in the course of teaching Chinese as a foreign language. The following are some problems in teaching basic skills:

The first is English expression. The teaching objects of the teaching of Chinese as a foreign language are mostly elementary or zero elementary students. That's to say, it is inevitable to use English as a teaching language in the course of teaching. However, according to the observation, we found many students had poor English expression skills. For example, when Gan was explaining the new words, she said "爸爸 is father." instead of using "爸爸 means father". It is understood that there are four semester English oral and College English links in the training program of the 2014 grade teaching Chinese to speakers of other languages major, but according to the questionnaire, 84% of the students think they have some grammatical errors in their English speaking, and their pronunciation is hard to understand.

College English Test Band 4 and Band 6 can reflect the students' level to a certain extent. According to statistics, we find the total marks of students who passed the College English Test Band 4 are higher than those who didn't pass the College English Test Band 4. In the same way, the total marks of the students who passed the College English Test Band 6 are higher than those who only passed the College English Test Band 4.

As for self-scoring, we found there was a large confidence interval of data that has passed the College English Test Band 4 but has not passed the Band 6 and the overall distribution was similar to the distribution of students who have not passed the Band 4. But the self-scoring of students who have passed the College English Test Band 6 are obviously higher than those who have not passed College English Test Band 6. It can be seen from this: a good English level can also have a positive impact on the self-evaluation of classroom teaching.
By comparing the four and six levels of the students who major in teaching Chinese to speakers of other languages and their own teaching evaluation and final general comments, we find that good English ability can not only play a direct role in the teaching class, but also have a certain effect on the confidence of the teacher's own teaching.

The second is the level of Mandarin Chinese. In the course of teaching Chinese as a foreign language, we found some students didn't have standard pronunciation of mandarin Chinese, like cacuminal is flat and the front and back vowels on the lingual surface is confusing. According to the questionnaire, although the Mandarin Chinese was opened as early as freshmen, but by the end of the second semester of the junior year, 14.3% of the students from class of 2014 grade who major in teaching Chinese to speakers of other languages failed to pass the two level of Putonghua proficiency test, so they did not meet the professional requirements.

<table>
<thead>
<tr>
<th>Mandarin grade</th>
<th>Number of people</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>below level 2A</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>level 2A</td>
<td>22</td>
<td>78.6%</td>
</tr>
<tr>
<td>level 1B</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>Amounts</td>
<td>28</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

According to the survey, we found: the students who had passed 1B in the Level Test of Mandarin got higher grades on the teaching self-rating, so they had better self-evaluation. It's not difficult to see the better pronunciation of Mandarin can not only directly affect the teaching class, but also improve the students' confidence in teaching in a certain degree.

The next is the problem of the writing standard of Chinese phonetic alphabet. Many students have some problems with the pinyin in the process of blackboard writing. At first, they do not know the order of the tone, often write a word of the pinyin directly on the tone, and do not to follow the proper order of writing. The second is that there is no capital in the first letter of the sentence and the place name. The third is spelling mistakes in pinyin. For example, some students have written the pinyin of "您贵姓" into “nǐn guì xìn”.There is confusion about the writing of the front and back nasal vowels. There may be a lot of reasons for this, which may be the negligence of the students in the lecture, or the obstacles that the students themselves have.

The last is the question of the writing standard of Chinese characters. The basic requirements for foreign language teachers to write Chinese characters on the whiteboard is: vertical and horizontal, square, angular features, to embody the of characteristics of Chinese characters, some requirements for balance symmetry, correct stroke order, to follow from top to bottom and left to right basically. At the same time, the layout should be arranged, and the distribution of the words must be linear, which can make the learners clear at a glance. Many students have great randomness in the writing of Chinese characters during current blackboard-writing of teaching Chinese as a foreign language, like "Dragons and snakes follow one's writing brush" and "Handwriting like chicken scratch". Aside from the aesthetic value of calligraphy, the overly scrawled Chinese characters cannot be understood by the students and are not in conformity with the requirements. According to our observation, some students even have some mistakes in the most basic strokes.

5. Conclusion

In view of the above problems in the oral demo classroom of teaching Chinese to speakers of other languages, we believe that in the training of professional talents, we need to improve and enhance the following aspects.
While strengthening professional theoretical teaching, we must infiltrate into the teaching of professional identity in teaching Chinese as a foreign language, so that students can understand the concept of teaching and educating people in teaching Chinese to speakers of other languages, and consciously cultivate their own image of teachers.

In view of the students' problems in the English expression, the standard of Mandarin, the writing of Chinese Pinyin and the writing of Chinese characters, the following improvement measures are put forward: The teaching of students' English classroom language should be incorporated into the students' oral English teaching so that students can learn to use it; bringing the promotion of students' ability of Putonghua into the scope of professional teaching; pay more attention to strengthening students' phonetic writing, spelling, and teaching Chinese characters in basic courses such as Modern Chinese.

In the professional curriculum system, add Educational Psychology in Teaching Chinese to Speakers of Other Languages to the class which lets students understand the psychology of the teaching objects. In this way, the students can organize the teaching according to the students' rules in the classroom teaching and pay attention to regulate their mental state. They can also respond to all kinds of problems in classroom teaching with the ease of mind.

Encourage students to actively participate in various campus cultural activities, the students' union and youth league management activities, as well as a variety of social practice activities, so that they sharpen themselves in all kinds of activities, be willing to express themselves, and be good at showing themselves. In the future teaching, they can face the students and stand on the platform with a warm and open attitude.

6. ACKNOWLEDGEMENT

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