# Exploration of New Teaching Mode of Chinese International Education Courses in the Era of Big Data Empowerment

Ze Liu

School of Chinese Studies, Dalian Foreign Languages University, Dalian, China

`liuzeworkmail@163.com`

**Abstract.** Education reform energized by big data is an active exploration in establishing China into a powerful higher-education-country. Its strategic deployment lies in promoting discipline innovation in humanities and social science internally, improving the dialogue-mechanism in talent exchange externally, and enhancing both the ability to spread the Chinese culture worldwide and the international influence of Chinese education. This results in not only the new challenges to domestic college students, but also the higher training goals for international students in China. However, the traditional curriculum teaching mode and the complexity of the characteristics of international students in the new era obviously hinder the process of the reform. Therefore, confronted with the new situation, new changes and new needs, taking the educational reform empowered by big data as an entry point, sticking to the "student-centered" concept, this paper explores a new course-mode for international Chinese language education -- a design of hybrid "online and offline" under the information technology empowerment. Practice has proved that such a new mode can not only stimulate the enthusiasm of those international students and cultivate their awareness of independent learning, but also improve their language level so as to realize the double lifting of both knowledge and ability. Therefore, this is a feasible path to improve the education quality of international students, and helps to advance the internationalization process of Chinese education and cultivate more excellent talents who know China and love China.

**Keywords:** big data empowerment; international students in China; student-centered; a hybrid "online and offline" teaching mode.

## 1    Introduction

Two crucial expressions cannot be overlooked in the topic of global development today. One is large international pattern, which results from economic globalization, cultural diversification and educational internationalization. Such a pattern has prompted Chinese and foreign scholars taking a global foothold, to explore deeply

and widely so as to discover problems and express their views, as Jo Guldi and David Armitage, two distinguished professors from the United States, point out in their joint work entitled *History Manifesto*, "For the last half century, humanities as a whole in the world, have been in crisis, though with different manifestation in each country."[1] The other is big data era ushered in with the rapid development of digital information technology, which is characterized by taking data as core and cloud computing technology as drive. The report of the 20th National Congress of the Communist Party of China points out, "Promoting education digitization, and building a learning-oriented society and country in which all the people keep lifelong study."[2] *2022 Work Points*, issued by Ministry of Education, emphasizes "the necessity to implement the strategic guideline of education digitization, to develop actively 'internet + education', and accelerate the digital transformation and intelligent upgrading of education".[3] When the big pattern meets with big data, a universal education reform of humanities and social disciplines becomes naturally imperative. Under the background, the Party Central Committee has made a positive response to the reform and put forward a new strategic task of "enhancing the comprehensive national strength and cultural soft power, building a strong higher education country, and establishing a talent cultivating system for liberal arts with Chinese characteristics"[4], which poses new challenges to Chinese college students, also sets a higher talent training goal for international students in China: not only cultivating language skills, but also training the critical thinking ability, intercultural communicative competence and other comprehensive abilities, so as to play an active role in the construction of Chinese foreign discourse system, to serve as bridge between Chinese and foreign cultures. However, the traditional teaching mode is no longer able to assume this responsibility, and the characteristics of the international students themselves in the new era are complicated and diverse. Therefore, confronted with the new situation, new changes and new needs, this paper, upholding the teaching concept of "student-centered", with the help of the teaching platform empowered by big data, explores a new teaching mode for international Chinese language education, and makes efforts to find a feasible path to improve the teaching quality so as to promote the internationalization of Chinese higher education.

## 2     Necessity of Curriculum Reform for Chinese Language International Education

### 2.1     Great Importance Paid by China to the Education of International Students

With the further promotion of the higher education internationalization, Chinese government attaches great importance to the education cause of international students in China, and Ministry of Education issued a series of measures which either enforced the admission threshold, or strictly regulate management, or clearly proposed the guidelines and series of measures of ensuring the education quality, such as "Measures for the Management of School Recruitment and Training of International

Students"[5] in 2017, "Standard for the Quality of Higher Education for International Students in China (Trial implementation)"[6] in 2018, "Quality First to Achieve the Connotative Development of Studying in China"[7] in 2019. Besides, "China's Education Modernization 2035", issued by CPC Central Committee and State Council, focuses on the deployment of ten strategic tasks for education modernization, of which the ninth "New Pattern of Opening Education to the Outside World", once again emphasizes "implementing the plan of studying in China, establishing and improving the quality assurance mechanism of education for international students in China, and comprehensively improving the quality of overseas students in China"[8]. The document also provides a path for implementation, advocating giving full play to the enthusiasm and creativity of schools at all levels and encouraging bold exploration, active reform and innovation, so as to form an education system and mechanism that is full of vitality, efficient, more open and conducive to high-quality development. In practice, new concepts, new courses and new models are introduced to stimulate the potential of independent learning for international students, so that they should not only lay a solid language foundation, but also experience Chinese culture at multiple levels. This is a far-reaching work that conforms to the development requirements of the times.

## 2.2    Particularity of International Students in China

Under the background of the development of Sinicization and globalization, with an open and inclusive attitude, Chinese government welcomes foreign students to China for study and cultural exchanges, which also creates excellent opportunities for the teaching and dissemination of Chinese. According to the latest statistics in 2011 released by the Ministry of Education, 292,611 students from 194 countries and regions came to China for study, spreading in 660 institutions of higher learning, research institutes and other teaching institutions in 31 provinces, autonomous regions and municipalities. The total number of international students in China, the number of countries and regions of origin, the number of institutions receiving international students and the number of government scholarships all reached new highs since the founding of China. However, the specific situations of this group are both complex and special. First of all, the majority are young. Their world outlook, outlook on life and values are in the formative period; Secondly, different educational background results in the irregularity and unevenness of their Chinese proficiency and pragmatic ability. Moreover, different nationalities give rise to their different cultural backgrounds and religious beliefs, and so on. All the concrete things bring about the difficulty for international students to study as well as the new challenges for Chinese teachers to teach. Obviously some old traditional teaching ways are no longer qualified to shoulder such a task. Therefore, it is imperative to find a new teaching mode that adapts to the actual situation.

# 3      Exploration of New Teaching Mode for Chinese International Education

## 3.1      "New Shape" Requirements in the Era of Big Data Empowerment

A major has its own cultivating pattern, which refers to the process of implementing talent education under the guidance of certain modern educational theories and teaching conceptions, according to specific training goals and talent specifications with relatively stable curriculum system, management system and evaluation methods,[9]of which the course content and structure, teaching mode and  organization form play a primary role. The era of big data empowerment requires that higher education should focus on "exploring and implementing networked, digitized, intelligent and personalized education, and promoting the formation of a new shape of 'internet + higher education'".[10] Wu Yan, director of the Department of Higher Education in Ministry of Education, explained the "new shape", holds that education should neither resist nor despise technology, but pay attention to technology and to change.[11] This "new shape" is also applicable to the teaching of Chinese as an international language. The world today is a world of technology and information. The application of modern information technology undoubtedly provides a new entry point and method to meet the new challenges faced by Chinese teaching, and makes language learning benefit from the widespread adoption of a series of intelligent mobile facilities.[12] In view of this, a hybrid "online and offline" teaching mode comes into being.

## 3.2      Hybrid "Online and Offline" Teaching Mode Empowered by Big Data

Teaching activity is the core link of teaching quality. In a certain teaching context, teaching behavior refers to that taken by teachers and students, in order to achieve the predetermined goals , including the "teaching" behavior of teachers and the "learning" behavior of students as well as the interaction between teachers and students, between students and students.[13] Guided by big data and intelligent technology, the paper carries out reasonable online and offline design during the whole process in teaching to obtain dynamic evaluation and feedback, and to reveal the relevance between teaching effects and the regular behavior of teachers and students so as to better guide the implementation of teaching reform, and further promote the improvement of teaching quality.

*1) Teaching Environment:* The teaching environment of this mode mainly includes offline physical classroom, online intelligent platform and other multi-modal media platforms. The offline environment includes multimedia classroom, situational interactive language lab, audio-visual-speaking laboratory, interpretation club and language training room. The online environment not only includes port-based Learnmaster, UOOC, MOOC, We-chat group and QQ group which are convenient for teachers and students to interact, but also includes instructive atlas drawn by artificial intelligence (AI) as well as virtual reality (VR/AR) which are conducive to online practical teaching.
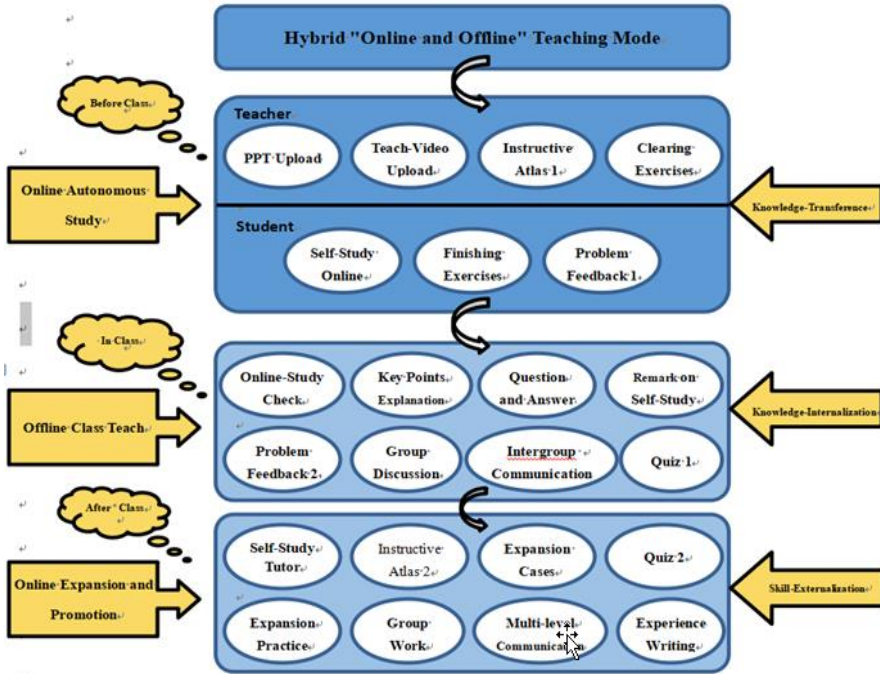
**Fig. 1.** Hybrid "Online and Offline Teaching Mode

*2) Teaching Design and Steps:* With the help of intelligent means such as Learn-master, UOOC and MOOC, the hybrid online and offline teaching mode can reasona-bly arrange the teaching content and process, and reallocate the roles of teachers and students. In this way, it can not only integrate teaching resources effectively, but also stimulate students' interest in independent learning. The teaching session includes three spaces: online, offline and online. That's to say, the process is divided into self-study before class on line, succinct teaching and question-answering in offline class, and expanding and improving after class on line. The teaching of knowledge points is divided into three steps: knowledge-transference, knowledge-internalizing and skill-externalizing. Step 1, the teacher carefully prepares teaching resource relevant to the text and uploads it to the network platform. After that, the teacher designs clearing links to guide the students to complete the online autonomous learning tasks. Step 2, students go to the offline class with some problems found in the previous study, and the teacher explains key points of the text face-to-face and solve the problems. Step 3, after class, students return to on line again to reinforce what they have learned so as to expand and improve their ability. As shown in Figure 1.

*3) Taking "Making friends" as an example:* "Making friends" is the first lesson in the subject of "Advanced Chinese 3", the specific teaching process is as follows:

Step 1. Before class, students can complete online self-study through online plat-forms such as Learnmaster, UOOC and MOOC: Browse the preview materials up-loaded by the teacher, including texts, PPT and videos materials concerning making

friends, instructive atlas (Group 1) on how to make friends, and clearing puzzles such as "Match the following 10 words with Atlas 1-10". Students need to finish warm-up questions assigned by the teacher, such as "What does it mean that distant relatives are not as good as close neighbors?"

Step 2. Offline in class, the teacher interprets the lesson, from new words like "please, hospitality, grace, dinner, like-minded, bittersweet" to some language points, such as "at the same time, until, or...or", and then to the penetration of such themes as "the importance of friends, ways of making friends". From shallow to deep, from point to surface, the teacher gradually inspires students to think by putting forward such questions as "What are the traditional ways of making friends in China?" "What's your attitude toward online dating?" After that, group discussions are held to study the questions in depth. Finally, the teacher summarizes to remove all the doubts. Only in this method can realize the communication and interaction between students as well as between teachers and students.

Step 3. Online again after class, in order to deepen the digestion of knowledge points, the teacher uploads materials similar to the lesson for students to make pair reading. For example, by comparing the text "My Chinese Friend" with Bacon's "Of Friendship", the students may think about such questions as "What are the different ways of making friends between China and the West?" "How to understand the sentence 'Whatsoever is delighted in solitude, is either a wild beasts or a god'?" and so on, to guide students to think and use in a transferring manner. The instructive atlas (Group 2) is set according to some specific words and expression encountered in the lesson so as to introduce the concepts of "Laoxiang, comrade, Laobiao", "bullying, Daye, Chujia" and so on, to expand students' thinking and preview the next lesson, and also make the preparation for the study of another subject of "Advanced Reading in Chinese". Finally, the teacher assigns written and oral tasks according to the students' mastery of grammar rules and vocabulary. Thus, the mode can make students not only consolidate and digest the newly learned language knowledge, improve their language sense, but also enhance their understanding of foreign cultures.

*4) Experimental Result*: The above introduction shows that this teaching mode is interlinked in design, and the steps are reasonable and feasible. Besides, the teachers prepare every lesson together, contributing ideas, exchanging what they have. Thus, the new mode can make students not only consolidate and digest the newly learned language knowledge, improve their language sense, but also enhance their understanding of foreign cultures. The Teaching Affairs Office of the university establishes a teaching quality evaluation system, through which students can evaluate each course and each teacher at the end of the semester, and the student satisfaction rate of this course is 98%. In addition, the school also organized a university-level and school-level supervision groups to attend lectures at any time, and the results of the two levels of supervision are excellent.

# 4    Conclusions

Education reform empowered by big data is an active exploration of higher-education-power construction of China, which not only reveals the strong demands of the global education reform, but also puts forward "new shape" requirements for higher education. In this new round of curriculum and teaching reform and research, the education of international students in China, as an important part of higher education, cannot be ignored. The talent training program and specific courses designed for this educational group will become the main content of the reform. The new teaching design mode is a revision of the traditional single style model, which conforms to the goal of talent training and social needs. Practice has proved that the new mode can stimulate international students' interest in learning and enthusiasm for participation, cultivate their awareness of independent learning, and then improve their language level, so as to achieve the dual improvement of knowledge and ability. Therefore, the new mode is able to ensure their education quality, to cultivate more excellent talents of Zhihua, Youhua and Aihua, to improve the level of education internationalization of China.

# References

1.  Guldi, J., Armitage, David. (2014) The History Manifesto. Cambridge University Press, Cambridge.
    https://book.douban.com/subject/26994331/.
2.  Xi, Jinping. (2018-09-11) Adhere to the Path of Developing Socialist Education with Chinese Characteristics and Train Socialist Builders and Successors Who are Well-developed Morally, Intellectually, Physically.
    http://politics.people.com.cn/n1/2018/0911/c1024-30284697.html.
3.  Ministry of Education of China. (2022-02-08) Ministry of Education Work Points of 2022.
    http://www.moe.gov.cn/jyb_xwfb/gzdt/202202/t20220208_597666.html.
4.  Ministry of Education of China. (2020-11-03) Declaration of New Liberal Arts Construction.
    http://www.eol. cn/news/yaowen/202011/t20201103_2029662.html.
5.  Ministry of Education of China. (2017-06-02) Measures for Administration of School Recruitment and Training of International Students.
    http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/201705/t20170516_304735.html.
6.  Ministry of Education of China. (2018-12-31). Standard for the Quality of Higher Education for International Students in China (Trial Implementation).
    http://www.gov.cn/zhengce/zhengceku/2018-12/31/content_5441217. htm.
7.  Ministry of Education of China. (2019-07-22).Quality First to Achieve the Connotative Development of Studying in China.
    https://edu.gmw.cn/2019-07/22/content_33015981.htm.
8.  CPC Central Committee and State Council.(2019-02-25)China's Education Modernization 2035.
    https://chuzhong.eol.cn/news/201902/t20190223_1645861.shtml.
9.  Pettit, J., Kukulska-Hulme, A. (2006) Going with the Grain: Mobile devices in practice. Australasian Journal of Educational Technology, 23(1): 17-33.

http://www. ascilite.org. au/ajet/ajet23/ajet23. html.

10. Ministry of Education of China. (2018-10-8). Opinions on Construction Acceleration of High-Level Undergraduate Education and Comprehensive Improvement of Personnel Training.
http://www.moe.gov.cn/srcsite/A08/s7056/201810/t20181017_351887.html.

11. Wu, Yan. (2019). New Mission-Big Pattern-New Liberal Arts-Big Foreign Language. Frontiers of Foreign Language Education Research, 2: 3-7+90.
https://www.bfsujournals.com/c/2019-07-26/487020.shtml.

12. Kukulska-Hulme, A. (2007) Mobile Usability in Educational Contexts: What have we learned. International Review of Research in Open and Distance Learning, 8:1-16.
https://xueshu.baidu.com/usercenter/paper/show?paperid.

13. Wang, Lu. (2012) Classroom Observation Methods and Techniques. Beijing Normal University Press, Beijing.
https://book.douban.com/subject/24313295/.