The Competencies of Blingo Chinese Platform Novice Teachers in Online Teaching of Chinese as a Foreign Language

Ruyuan shi

Supinda Lertlit

Bilingual Education and English Language Teaching, Rangsit University

E-mail: 381249028@qq.com

Abstract

As a result of COVID-19 worldwide, countries around the world have been affected to varying degrees. The shift from offline to online teaching Chinese as a foreign language course, many teaching Chinese as a foreign language teacher has little or no experience on online teaching Chinese as a foreign language. The aim of this research was to understand the teachers' competencies of 265 novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform as well as their views on online teaching of Chinese as a foreign language. Using both quantitative and qualitative research methods, this research explored the views of novice teachers of online teaching Chinese as a foreign language as well as teachers' competencies.

The research found that novice teachers agreed with online teaching Chinese as a foreign language, and that teaching experience and online teaching experience influenced novice teachers' views to a certain extent. In addition, the research found the competencies that novice teachers on the Blingo Chinese Platform should have were, for instance, knowledge of Chinese culture, basic knowledge of Chinese language, knowledge of teaching Chinese as a foreign language, classroom organization and management competencies, observation, adaptability, and generalization competencies. The findings showed that novice teachers should maintain an enthusiastic teaching outlook and needed to keep learning relevant knowledge to improve themselves and create a favorable teaching environment. Novice teachers need to strengthen their professional knowledge and theories, participate in relevant teaching training, increase the opportunities to communicate with colleagues, and learn classroom skills from excellent teachers.

Introduction

With the increase of China's international status, Chinese has been used more and more frequently in international communication. More and more foreigners have felt the charm of the Chinese language, and the "Chinese popular" has received more and more attention from more and more countries (Jin, 2016). In 2013, President Xi Jinping formally proposed to the world an initiative to develop international cooperation among Confucius Institutes, which proposed to increase the popularity of Confucius Institutes in countries around the world and to increase the number of foreigners learning Chinese (Lin, 2016). A total of 154 countries have established 548 Confucius Institutes and 1,193 Confucius Classrooms. Over 70 countries have incorporated Chinese into their national education systems, and more than 4,000 foreign universities offered courses in Chinese (Wu, 2020). Therefore, the importance of teaching Chinese as a foreign language was becoming more and more prominent. The Hanban has also increased the dispatch of Chinese language teachers and Chinese language volunteers. The number of overseas Chinese volunteers and Chinese teachers has been increasing year by year. The teaching Chinese as a foreign language in the 21st century has achieved an unprecedented development, and the teaching Chinese as a foreign language, which has a history of more than half a century, has entered a new period in which the Chinese language was accelerating to the world. Today, the number of people learning Chinese has exceeded 25 million, and the cumulative number of people learning to use Chinese has spread to more than 180 countries and regions, nearly 200 million people (Liu, 2021). With the increasing number of Chinese language learners, the number of Chinese teachers sent out was far from enough to meet the real demand (Gao, 2020).

As a result of COVID-19 worldwide, countries around the world have been affected to varying degrees. The shift from offline to online teaching Chinese as a foreign language course, many teaching Chinese as a foreign language teacher has little or no experience on online teaching Chinese as a foreign language (Cui, 2020), and most teachers of online teaching Chinese as a foreign language were novice teachers for the Internet (Zhou, 2022). Therefore, it was necessary to train novice teachers of online teaching Chinese as a foreign language (Cui,

2020). It means that the standards of Chinese as a foreign language teacher competency have changed somewhat. It has been proposed by Cui that online teaching Chinese as a foreign language suffered from many problems and new topics as a result of global public health emergencies. Wu (2021) also suggested that with the change of the general environment, the training of novice teachers of online teaching Chinese as a foreign language should be strengthened so that they can face the new market as soon as possible and do a better job of teaching Chinese as a foreign language online. As novice teachers of online Chinese as a foreign language lack experience in teaching Chinese as a foreign language, and the current form of teacher competency standards has undergone some changes, it is necessary to further explore the teacher competency standards in line with the current form of teacher competency standards, and novice teachers can also need to continuously improve their own teacher competency. Therefore, the researcher, based on the new situation of the moment, has chosen to work on the Blingo Chinese Platform, and take novice teachers of online teaching Chinese as a foreign language on this Platform as research objects. The researcher has collected data, both quantitatively and qualitatively, to explore what teacher competencies novice teacher of online teaching Chinese as a foreign language should possess and to assess the views of novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language. The research findings expected to provide some insights for those who want to teach online teaching Chinese as a foreign language and help them to identify the competencies of online teaching Chinese as a foreign language teacher so that they could better cope with the problems encountered in online teaching Chinese as a foreign language in the future.

Research Objectives

1. To find the competencies of Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language.

2. To assess the views of Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language.

Literature Review

Wu (2014) suggested the need to emphasize and strengthen the development of teachers' information-based teaching competencies. Luo (2019) proposed focusing on the new changes in the market demand for teachers of teaching Chinese as a foreign language to train teachers of teaching Chinese as a foreign language who teach online teaching Chinese as a foreign language at home and abroad.

Lin and wu (2020) also suggested that it was necessary for teachers to first understand online teaching and have a deep appreciation of the various aspects of teaching and the problems that tend to arise as well as comprehend the characteristics of online learning and the needs of students (Zhang, 2019).

Liu (2021) suggested that online teachers of Chinese as a foreign language should have the competency of active learning, learn to self-reflect, and continuously improved their teaching methods to enhance their teacher competence. Gao (2021) suggested teachers should appropriately incorporate the cultural content into the Chinese as a foreign language classroom. If Chinese learners could master appropriate knowledge of Chinese culture and understand Chinese customs, taboos, Chinese ways of thinking and life lessons, they would be able to achieve twice the results in their daily communication.

In Gao's (2023) research study, it was concluded that as novice teachers of online teaching Chinese as a foreign language increased their experience in online teaching Chinese as a foreign language, the more confident these teachers were in facing the classroom and the more positive their outlook on online teaching Chinese as a foreign language.

Liu (2023) believed that novice teachers of online teaching Chinese as a foreign language, should have the attitude of lifelong learning, not only a certain grammar point, but also to connect the knowledge of Chinese language ontology and the knowledge of teaching Chinese as a foreign language into a line to form own knowledge system.

Conceptual Framework

This research investigated the experience of Blingo Chinese Platform novice online teaching Chinese as a foreign language teacher, as well as their experience in online teaching Chinese as a foreign language. The teacher's competencies of Blingo Chinese Platform novice online teaching Chinese as a foreign language teacher should possess include content

knowledge competencies (CK), pedagogical knowledge competencies (PK), technological knowledge competencies (TK), and other competencies. The teachers' teaching experience in teaching Chinese as a foreign language affected novice teachers' views on online teaching Chinese as a foreign language and their views of teacher competencies.
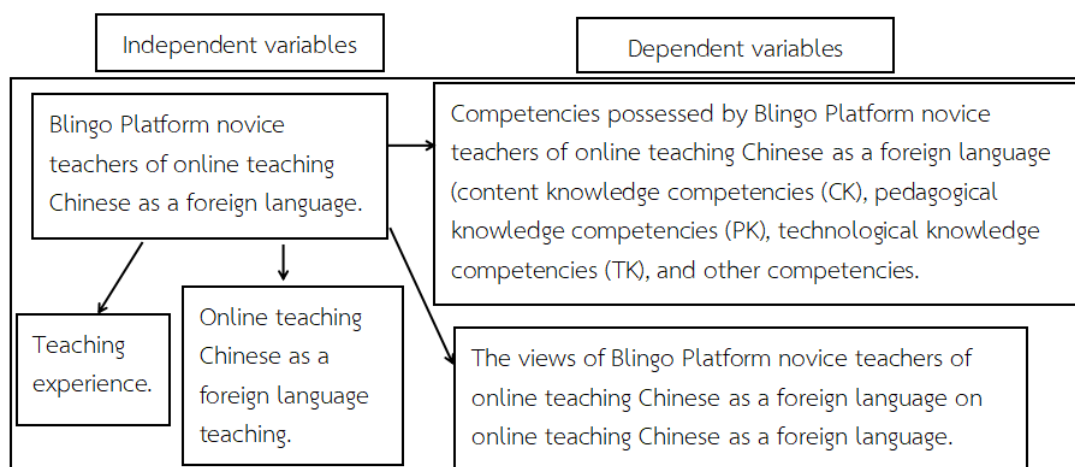

Figure 1 conceptual Framework

Research Methodology

This research used the mixed method of quantitative method and qualitative method, firstly to answer the two research questions with the quantitative research and then to supplement the quantitative findings with qualitative research.

1. Data Collection

There were 73 (27.55%) male participants and 192 (72.45%) female participants. In addition, the age of the participants varied. 95 (35.85%) of the participants were under 25 years of age, 103 (38.87%) were between 25-30 years of age, 58 (21.89%) were between 31-35 years of age, and 9 (3.4%) were between 36-40 years of age. There were 97 participants (36.6%) majored in teaching Chinese as a foreign language, 79 participants (29.81%) majored in Chinese language and literature, 62 participants (23.4%) majored in English, and 27 participants (10.19%) majored in other majors. 169 (63.77%) teachers of online teaching Chinese as a foreign language and 96 (36.23%) were engaged in both online and offline teaching Chinese as a foreign language. 107 (40.38%) with 3 years of online teaching Chinese as a foreign language teaching experience and 158 (59.62%) with less than 3 years of online teaching Chinese as a foreign language teaching experience. And based on the distribution of

the questionnaire, the researcher selected 11 novice teachers of online teaching Chinese as a foreign language from the Blingo Chinese Platform to conduct semi-structured interviews on online software WeChat phone.

   2. Data Analysis

   The SPSSPRO, an online data processing and analysis Platform. The researcher used frequency and percentage to analyze the participants' personal information, and used mean, standard deviation to analyze the views of novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language and teachers' competencies. The researcher interpreted this according to the 5-rating scales of Likert (1932). Content analysis was used in this research and the interview data was through MAXQDA. "Views", "Teacher Competencies", and "Problems" were the key words used for segmentation and coding. The researcher analyzed the content of the text by counting and analyzing the frequency of occurrence of some key words or sentences. Then the analysis report was formed.

Research Results

Table 1 Novice Teachers' Views on Online Teaching Chinese as a Foreign Language

No.	Items	Means	SD	Interpretation
1	I understand the online teaching Chinese as a foreign language.	3.804	0.701	Agree
2	I agree that online teaching Chinese as a foreign language is a good way for foreigners to learn Chinese.	4.185	0.529	Agree
3	I agree that online teaching Chinese as a foreign language is a useful complement to offline teaching.	4.057	0.616	Agree
4	I agree that online teaching Chinese as a foreign language incorporates multimedia technology in learning, which helps to increase learners' motivation and learning effectiveness.	4.211	0.477	Strongly Agree

No.	Items	Means	SD	Interpretation
5	I agree that the future of online teaching Chinese as a foreign language is very good.	3.883	0.655	Agree
6	I'm interested in continuing to teach online teaching Chinese as a foreign language in the future.	4.023	0.662	Agree
7	I agree that online teaching Chinese as a foreign language is a good career choice.	3.623	1.077	Agree
8	I agree that it is easy to find a job related to online teaching Chinese as a foreign language in China.	3.200	0.880	Neutral
9	I'm well aware of the content of the International Standards for Teachers issued by the Center for Language Education and Cooperation.	3.615	0.676	Agree
10	I agree with myself that teaching Chinese as a foreign language online is a meaningful career.	4.226	0.572	Strongly Agree
	Overall Mean	**3.883**	**0.685**	**Agree**

According to Table 1, the average view was 3.883 (S. D. 0.685).

Table 2 Cross tabulation of novice teachers' online teaching experience and level of understanding of online teaching Chinese as a foreign language

Online teaching experience	Strongly disagree	Dis agree	Neutral	Agree	Strongly agree	Frequency
3 years	0	0	0	78(72.90%)	29(27.10%)	107
< 3 years	0	9(5.70%)	69(43.67%)	74(46.84%)	6(3.80%)	158

Table 3 Cross tabulation of online + offline teaching experience and level of understanding of online teaching Chinese as a foreign language

Teaching experience	Strongly disagree	Dis agree	Neutral	Agree	Strongly agree	Frequency
Online/3years	0	0		35(72.92%)	13(27.08%)	48
Both/ 3 years	0	0	0	43(72.88%)	16(27.12%)	59
Online/ < 3 years	0	9(7.44%)	69(57.02%)	42(34.71%)	1(0.83%)	121
Both/ < 3 years	0	0	0	32(86.49%)	5(13.51%)	37

Combined with Table 2, Table 3 further showed that the majority of those teachers who had longer experience in online teaching Chinese as a foreign language and agreed that they understood online teaching Chinese as a foreign language were teachers who had experience in offline teaching Chinese as a foreign language.

Table 4 Cross tabulation of novice teachers' online teaching Chinese as a foreign language teaching experience

Online teaching experience	Strongly disagree	Dis agree	Neutral	Agree	Strongly agree	Frequency
3 years	0	0	6(5.61%)	61(57.01%)	40(37.38%)	107
< 3 years	0	0	68(43.04%)	87(55.06%)	3(1.90%)	158

Table 5 Cross tabulation of online + offline teaching experience in teaching Chinese as a foreign language and agreed future of online teaching Chinese as a foreign language

Teaching experience	Strongly Disagree	Dis agree	Neutral	Agree	Strongly Agree	Frequency
Online/3 years	0	0	6(12.5%)	27(56.25%)	15(31.25%)	48

Both/3 years	0	0	0	34(57.63%)	25(42.37%)	59
Online/ $<$ 3 years	0	0	66(54.55%)	54(44.63%)	1(0.82%)	121
Both/ $<$ 3 years	0	0	2(5.41%)	33(89.19%)	2(5.41%)	37

Combined with Table 4, Table 5 further showed that the novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years and agreed that the future of online teaching Chinese as a foreign language was good were mostly novice teachers with offline experience in teaching Chinese as a foreign language.

Table 6 Teacher competencies for novice teachers of online teaching Chinese as a foreign language

No.	Items	Means	SD	Interpretation
A1	I think online teaching Chinese as a foreign language teacher should have basic knowledge of Chinese.	4.611	0.488	Strongly Agree
A2	I think online teaching Chinese as a foreign language teacher should master the knowledge of Chinese culture.	4.679	0.468	Strongly Agree
A3	I think online teaching Chinese as a foreign language teacher should have knowledge of linguistics, pedagogy and psychology.	3.928	0.848	Agree
A4	I think online teaching Chinese as a foreign language teacher should have knowledge of second language learning and teaching.	4.204	0.800	Agree
A5	I think online teaching Chinese as a foreign language teacher should have knowledge of teaching Chinese as a foreign language.	4.608	0.489	Strongly Agree

No.	Items	Means	SD	Interpretation
A6	I think online teaching Chinese as a foreign language teacher should acquire knowledge about learners and the learning environment.	3.977	0.835	Agree
B1	I think online teaching Chinese as a foreign language teacher should have the competency to arrange the teaching order reasonably.	4.509	0.501	Strongly Agree
B2	I think online teaching Chinese as a foreign language teacher should have the competency to observe, adapt and generalize.	4.547	0.499	Strongly Agree
B3	I think online teaching Chinese as a foreign language teacher should have the competency to express and communicate.	4.408	0.550	Strongly Agree
B4	I think online teaching Chinese as a foreign language teacher should have classroom organization and management competencies.	4.623	0.486	Strongly Agree
B5	I think online teaching Chinese as a foreign language teacher should have the competency to judge the level of learners and the teaching environment.	4.362	0.588	Strongly Agree
B6	I think online teaching Chinese as a foreign language teacher should have the competency to assign homework.	4.385	0.487	Strongly Agree
C1	I think online teaching Chinese as a foreign language teacher should have foreign language competency.	3.891	0.843	Agree
C2	I think online teaching Chinese as a foreign language teacher should have lesson preparation competency.	4.404	0.499	Strongly Agree

No.	Items	Means	SD	Interpretation
C3	I think online teaching Chinese as a foreign language teacher should have the competency to write on the board.	4.177	0.775	Agree
D1	I think online teaching Chinese as a foreign language teacher should be proficient in the use of computers.	4.351	0.647	Strongly Agree
	Overall Mean	**4.354**	**0.613**	**Strongly Agree**

Table 6 showed that the average views were 4.354 (S. D. 0.613).
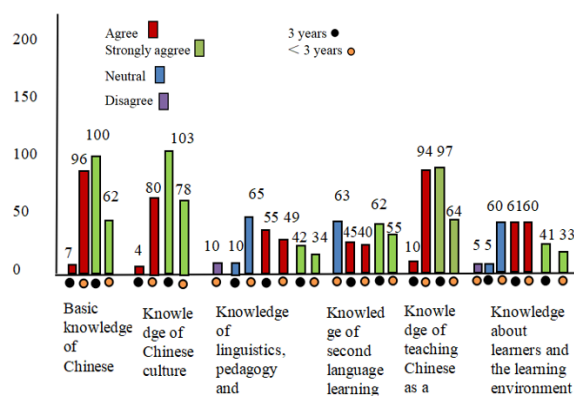
Figure 2 Cross tabulation of experience in online teaching Chinese as a foreign language and the content knowledge competencies (CK)

Figure 2 showed that although there were only 107 novice teachers who had engaged in online teaching Chinese as a foreign language for 3 years and 158 novice teachers who had less than 3 years.

Table 7 Cross tabulation of novice teachers' experience in online teaching Chinese as a foreign language and importance of basic knowledge of Chinese

Online teaching experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Frequency
3 years	0	0	0	7(65.42%)	100(93.46%)	107
< 3 years	0	0	0	96(60.76%)	62(39.24%)	158

Table 7 showed that 7 novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years agreed that novice teachers of online teaching Chinese as a foreign language should have the basic knowledge of Chinese, and 100 agreed strongly, totaling 107. 96 novice teachers who had been engaged in online teaching Chinese as a foreign language for less than 3 years agreed that novice teachers of online teaching Chinese as a foreign language should have the basic knowledge of Chinese, and 62 strongly agreed, totaling 108.

Table 8 Cross tabulation of novice teachers' online + offline experience in teaching Chinese as a foreign language and the importance of basic Chinese knowledge

Teaching experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Frequency
Online/3 years	0	0	0	2(4.17%)	46(95.83%)	48
Both/3 years	0	0	0	5(8.47%)	54(91.53%)	59
Online/ < 3 years	0	0	0	95(78.51%)	26(21.49%)	121
Both/< 3 years	0	0	0	1(2.70%)	36(97.30%)	37

Combined with Table 7, Table 8 further showed that most of the novice teachers who had engaged in online teaching Chinese as a foreign language for 3 years and agreed that novice teachers of online teaching Chinese as a foreign language should master the basics of Chinese were novice teachers with offline experience in teaching Chinese as a foreign language.
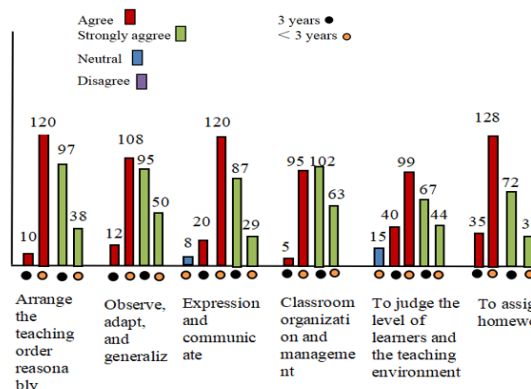
Figure 3 Cross tabulation of experience in online teaching Chinese as a foreign language and the pedagogical knowledge competencies (PK)
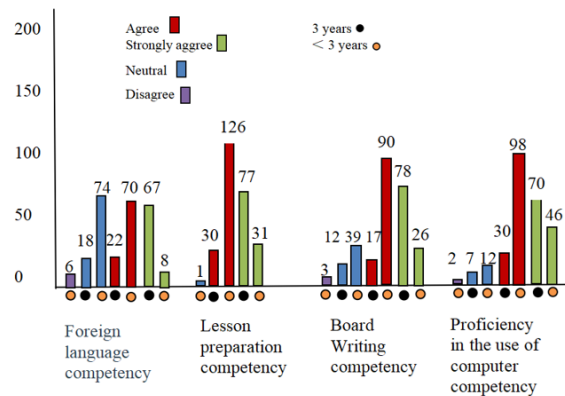
Figure 3 showed that although there were only 107 novice teachers who had engaged in online teaching Chinese as a foreign language for 3 years and 158 novice teachers who had less than 3 years. However, regarding pedagogical knowledge competencies, teachers with longer time of online teaching Chinese as a foreign language experience are more concentrated in the strongly agreed views, and novice teachers with less than 3 years are more concentrated in the agreed views.

Table 9 Cross tabulation of novice teachers' online + offline online experience in teaching Chinese as a foreign language and the importance of classroom organization and management competencies

Teaching experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Frequency
Online/3 years	0	0	0	5(10.42%)	43(89.58%)	48
Both/3 years	0	0	0	0	59(100%)	59
Online/ < 3 years	0	0	0	93(76.86%)	28(23.14%)	121
Both/ < 3 years	0	0	0	2(5.41%)	35(94.59%)	37

Combined with Figure 3, Table 9 further showed that most of the novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years and agreed that novice teachers of online teaching Chinese as a foreign language should have the

competency of classroom organization and management were novice teachers with offline teaching Chinese as a foreign language experience.

Figure 4 Cross tabulation of online teaching Chinese as a foreign language experience and others competencies and technological knowledge competencies (TK)

Figure 4 showed that although there were only 107 novice teachers who had engaged in online teaching Chinese as a foreign language for 3 years and 158 novice teachers who had less than 3 years. However, regarding the other competencies, teachers with longer time of online teaching Chinese as a foreign language experience are more concentrated in the strongly agreed views, and novice teachers with less than 3 years are more concentrated in the agreed views.

Table 10 Cross tabulation of novice teachers' online + offline experience in teaching Chinese as a foreign language and the importance of lesson preparation competencies

Teaching experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Frequency
Online/3 years	0	0	0	19(39.58%)	29(60.42%)	48
Both/3 years	0	0	0	11(18.64%)	48(81.36%)	59
Online/< 3 years	0	0	1(0.83%)	117(96.69%)	3(2.48%)	121

Both/ <	3	0	0	0	9(24.32%)	28(75.68%)	37
years							

Combined with Figure 4, Table 10 further showed that most of the novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years and agreed that novice teachers of online teaching Chinese as a foreign language should have the competency of lesson preparation were novice teachers with offline teaching Chinese as a foreign language experience.

Semi- Structured Interviews

Through content analysis, the results of the interviews with the 11 participants showed that novice teachers of online teaching Chinese as a foreign language should have the following competencies: 1) Basic knowledge of Chinese language, knowledge of Chinese culture, and knowledge of teaching Chinese as a foreign language. 2) Classroom organization and management competencies, expression and communication competencies, preparation of lessons, proficiency in using computers, homework assignments, observation, adaptability, and generalization competencies. 3) Teachers should keep an enthusiastic outlook on teaching in a large number of classes.

Discussion

The findings of this research were basically consistent with the knowledge content frameworks of content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK) in the TPACK framework and the 2021 edition of the Standards for International Chinese Language Teachers, which were basic knowledge of the Chinese language, knowledge of Chinese culture, knowledge of teaching Chinese as a foreign language, and knowledge of learning and teaching a second language in CK.

Classroom organization and management competencies, observation, adaptability, and generalization competencies, and arrange the teaching order reasonably, expression and communication competencies, and judgment of learners' levels and teaching environments in TK, and proficiency in using computers in TK.

Other competencies such as preparation of lessons. And in this research, relatively not so important for novice teachers of online teaching Chinese as a foreign language were CK's

mastery of knowledge about learners and the learning environment, with a mean of 3.977 (S. D. 0.835), mastery of knowledge of linguistics, pedagogy, and psychology, with a mean of 3.928 (S. D. 0.848), and other competencies foreign language competence, with a mean of 3.891 (S. D. 0.843), and board writing competency, with a mean of 4.177 (S. D. 0.775). To some extent, this indicated that novice teachers of online teaching Chinese as a foreign language viewed these competencies relatively less positively. However, both the TPACK theoretical framework and the 2021 version of the Standards for International Chinese Language Teachers mentioned the need to acquire these knowledge or competencies (Fan, 2021). Such as, from Shulman's (1986) definition of CK, it could be concluded that teachers of Chinese as a foreign language should develop knowledge, skills and strategies in the target language. Combined with the the Standards for International Chinese Language Teachers (2021), online teachers of Chinese as a foreign language should master knowledge of learners and learning environments, knowledge of linguistics, pedagogy and psychology, and so on.

Conclusion

The competencies that novice teachers of online teaching Chinese as a foreign language think they should possess include knowledge of Chinese culture, basic knowledge of Chinese language, basic knowledge of Chinese as a foreign language, knowledge of learning and teaching a second language, as well as the competencies of class organization and management, expression and communication, competency in preparation of lessons, competency in assigning homework, observational and adaptability, generalization, proficiency in the use of computers, competency in arranging a reasonable sequence of teaching and learning. Competence in judging the level of learners and the teaching environment. Relatively less important knowledge is knowledge about learners and learning environments, linguistics, pedagogy, and psychology, and less important competencies are competency in writing on the board and foreign language competency.

Through content analysis, the results of the interviews with the 11 participants showed that novice teachers of online teaching Chinese as a foreign language should have the following competencies: 1) Basic knowledge of Chinese language, knowledge of Chinese culture, and knowledge of teaching Chinese as a foreign language. 2) Classroom organization and management competencies, expression and communication competencies, preparation

of lessons, proficiency in using computers, homework assignments, observation, adaptability, and generalization competencies. 3) Teachers should keep an enthusiastic outlook on teaching in a large number of classes.

The researcher found that novice teachers of online teaching Chinese as a foreign language agreed with online teaching Chinese as a foreign language, with a mean value of 3.883, and that novice teachers of online Chinese as a foreign language's views on online teaching Chinese as a foreign language were influenced by a number of factors (showed figure 5). According to the content analysis of the semi-structured interviews in this research, among the 11 novice teachers of online teaching of Chinese as a foreign language, those who had been teaching online for 3 years or who also had offline teaching experience had a more positive views on online teaching Chinese as a foreign language, and these teachers indicated that they understood and were optimistic about the future of online teaching. Teachers who were actively learning and exploring were mostly those who had offline teaching experience and less than 3 years of online teaching experience. Teachers with less understanding were those who had less than 3 years of experience in online teaching Chinese as a foreign language. Obviously, teaching experience or online teaching Chinese as a foreign language experience influenced novice teachers of online teaching Chinese as a foreign language's views on online teaching of Chinese as a foreign language.

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┌─────────────────────────┐          ┌──────────────────────┐
│ Factors influencing the │─────────▶│ Teaching experience  │
│ views of the            │          └──────────────────────┘
│ novice teachers of      │
│ online teaching         │          ┌──────────────────────┐
│ Chinese as a foreign    │          │ Online teaching      │
│ language on the         │─────────▶│ Chinese as a foreign │
│ Blingo Chinese Platform │          │ language experience  │
│ on online teaching      │          └──────────────────────┘
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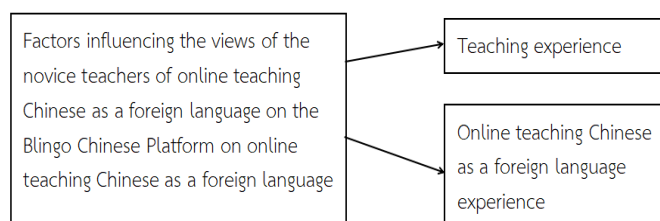
Figure 5 Factors influencing the views of the novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform

Recommendations for Future Research

Based on the results of the study, the researcher suggests that novice teachers of online Chinese as a foreign language focus on several key areas to enhance their teaching effectiveness. First, they should emphasize a solid understanding of the basic Chinese language, Chinese culture, and the principles of teaching Chinese as a foreign language.

Additionally, for future research, it is recommended to explore several key areas that can further enhance the teaching of Chinese as a foreign language online. First, researchers could investigate the long-term impact of digital teaching tools and platforms on both teacher performance and student learning outcomes. Studies could also focus on how different cultural backgrounds of learners influence their engagement and success in online Chinese language courses.

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