



**THE COMPETENCIES OF BLINGO CHINESE PLATFORM  
NOVICE TEACHERS IN ONLINE TEACHING OF  
CHINESE AS A FOREIGN LANGUAGE**

**BY  
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### **Abstract**

The aim of this research is 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.

(Total 185 pages)

**Keywords:** Novice teachers, Novice teachers' competencies, Online teaching Chinese as a foreign language, Novice teachers' views.

Student's Signature ..... Thesis Advisor's Signature .....

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# Chapter 1

## Introduction

This chapter introduced the background of this research, the significance of the problem, the research objectives, the research questions, the definitions of terms, the significance of the research and scope of research.

### 1.1 Background of the Study

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 (Li, 2016). Li (2018) once said, "Foreigners' Chinese learning was a barometer of China's strength and weakness, and the scale of the barometer shows the number of learners". 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). Chinese became the only official language they have added since IATA was founded in 1945, as reported (Chen,2021). Therefore, the importance of teaching Chinese as a foreign language was becoming more and more prominent.

In order to attach importance to Chinese as a foreign language, major universities had actively established a master's degree in Chinese as a foreign language and included it in the second level of national disciplines, cultivating more outstanding talents for the international promotion of Chinese. 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). In addition to the arrival of the epidemic, many Chinese volunteers had to be employed in China, as well as many teachers in China who wanted to teach Chinese abroad. Due to the epidemic, most of these teachers chose to be employed in online Chinese language institutions in China to teach online (Chen, 2021). Therefore, online teaching Chinese as a foreign language is becoming more and more popular.

Globally, the COVID-19 epidemic broke out in December 2019. Various countries around the world were affected by the epidemic to varying degrees. The offline education of students has been disrupted in several countries by schools temporarily suspending offline classes. The arrival of the epidemic has also had an impact on every aspect of life in China. Due to the development of the pandemic, schools have not been able to reopen normally, which has had a significant impact on classroom teaching. In order to stop the spread of the epidemic, "social distancing and avoiding crowd gathering" has become an effective measure to fight the epidemic. In order to ensure the continuity of teaching, the Ministry of Education called on everyone to "stop teaching, stop teaching, stop school" (Yan, 2020). Schools across the country were quickly responding to their own circumstances. Schools have set up

cloud classrooms, shifting their teaching positions from offline to online, including teaching Chinese as a foreign language class.

Early in 2001, Zheng (2001) proposed the concept of “network in the classroom” and “classroom on the network” and advocated that the classroom be placed on the network. Her belief was that classroom teaching Chinese as a foreign language could take advantage of computer technology, multimedia technology, and network technology to transmit information. In 2019, when the global epidemic broke out, domestic online Platforms for speaking Chinese as a foreign language developed rapidly. The development of science and information technology has solved the problem of overseas friends who want to learn Chinese. Nowadays, the Internet has become an important part of people’s life. With the support of Internet technology, people could communicate with people on the other side of the ocean, transcends the limitation of time and space (Liu, 2021).

Multimedia and networking technology had significantly changed the teaching of Chinese as a foreign language at that time, and the online teaching trend resulting from the epidemic accelerated the “hurricane” of Chinese teaching. According to Lin and Wu (2020), They believed that the development of Internet technology provided sufficient objective conditions for online teaching Chinese as a foreign language, and that online teaching could overcome the limitations of space and provide a professional Chinese learning Platform for students from all over the world. As a result of the development of the whole epidemic situation, Huang (2021) believed that overseas students will continue to study Chinese online for a long time to come. To carry out online teaching through the network, this has been a great change in the history of Chinese education. Such a historic change would inevitably bring great influence to our traditional teaching mode, teaching means, teaching methods and teaching ideas. By online teaching Chinese as a foreign language, we could not only resolve the contradiction between the increasing number of students and the lack of teacher resources, but also overcome the disadvantages associated with offline education, such as time and space constraints (Gao, 2020). As early as 2011, Bai and Yu (2011) mentioned that teaching Chinese as a foreign language, teachers were often

confronted with a variety of educational objects, including different age levels, different knowledge backgrounds, and different motivations and needs for learning Chinese. The more diverse the teaching objects, the more diverse the teaching methods of teaching Chinese as a foreign language teacher should be. The role of mobile Internet for Chinese language learning has become irreplaceable (Liu, 2016), and with the sudden outbreak of the epidemic, then, this has placed new demands on the basic literacy and teaching skills of teachers. We needed to move with the times, keep up with the times, and strive to explore teaching methods that adapted to the new era and new models.

In the current social environment, online teaching Chinese as a foreign language has been developing rapidly, but many teachers have not been able to adapt to this mode of online teaching. Most teachers of online teaching Chinese as a foreign language were novice teachers for the Internet, and many problems arose in online teaching Chinese as a foreign language, such as lack of classroom organization, classroom teaching competencies, and classroom supervision competencies. Therefore, it was necessary to conduct specific and intensive training for novice teachers of online teaching Chinese as a foreign language (Zhou, 2022), and there has been a need to further identify what competencies needed for novice teachers of online teaching Chinese as a foreign language.

Faced with the change of teaching mode, teaching Chinese as a foreign language has ushered in many challenges and opportunities. Teachers of online Chinese as a foreign language needed to have solid subject matter expertise, as well as pedagogical and information technology knowledge. 2005, American scholars Koehler and Mishra (2005) proposed a technology-integrated teacher knowledge framework, named TPACK, It described teachers' professional competencies as the integration and enhancement of specialized subject matter knowledge, pedagogical knowledge and information technology knowledge. The competency of integrating the used of three kinds of knowledge in teaching was defined as the subject teaching competency of integrating technology, that was TPACK competency (Technological Pedagogical and Content Knowledge).

Xu, Liu, and Wang (2013) believed that in the information technology era, the TPACK framework has redefined and reapplied the knowledge structure of teachers, and it was considered to be an important breakthrough in the field of teacher education research in the future, which was of great research value. TPACK measurement-related research was the basis for the study of subject knowledge, information technology and pedagogical knowledge, and the whole study had the role of a carrier, which could not only amend and improve the existing theoretical framework of TPACK, but also provided a certain reference for guiding the strategies and methods of teachers in TPACK teaching and learning.

Liu and Zhang (2019) examined the literature and practice in China, and strengthened the integration and innovation of “subject content-technology-teaching” under the framework of TPACK. In addition, they built a framework of “Modern Educational Technology” and prepared a course outline of “Modern Educational Technology” to help improve the information technology application competency of teacher trainees.

Chen and Hu (2020) conducted a questionnaire survey on Chinese language students participating in a micro classroom competition, used the TPACK teaching competency structure as a guideline. The results of the study showed that the overall level of TPACK of the students of Master of International Chinese Education was very high, but there were some deficiencies in the area of information technology. It could be seen that the research of TPACK has received great attention from scholars all over the world, and research on TPACK from various perspectives has been carried out one after another. However, there were few studies on TPACK for novice teachers of teaching Chinese as a foreign language in China.

Two teachers, Lin and Wu (2020), conducted an online survey of teaching Chinese as a foreign language teacher in universities who participate in online teaching. Most of these teachers were novice teachers of online teaching Chinese as a foreign language for online teaching Chinese as a foreign language. Four aspects of the questionnaire were included in the questionnaire: “the implementation of online

teaching Chinese as a foreign language and teachers' work", "the classroom interaction of online teaching Chinese as a foreign language", "the teaching effect of online teaching Chinese as a foreign language", and "the future expectations of online teaching." According to the survey results, the two teachers found significant changes in online teaching Chinese as a foreign language compared to offline teaching. Such as changing from the same space class to a different space class, from the noon class without a time difference to a class with a time difference, and from paper textbooks to network textbooks have greatly increased the difficulty of teaching, increasing the workload of many novice teachers of teaching Chinese as a foreign language. In particular, 77% of novice teachers felt the preparation time for lessons is longer than offline teaching. They also felt that the pressure they were under was high. Compared with offline teaching, novice teachers of online teaching Chinese as a foreign language needed to devote more time and energy. In this context, in order to train teachers with online teaching competencies, teachers must first understand online teaching and gained a deep appreciation of the various aspects of teaching and the problems that were likely to arise, as well as understanding the characteristics of online learning and the needs of students (Zhang, 2019). As a result, more and more teachers of teaching Chinese as a foreign language were devoting themselves to improving their competencies.

Li (2021) analyzed and observed her own classroom. According to the survey results, Teacher Li found that there was a significant correlation between teachers' teaching time and the frequency of various classroom activities. Li believed that this was due to the novice teacher's lack of classroom management competencies and a certain level of lesson planning. Based on the survey results, Li put forward relevant suggestions, such as online teaching Chinese as a foreign language teacher should comprehensively improve their teaching competencies, such as enhancement of knowledge base competencies, classroom management competencies, lesson planning competencies, intercultural communication competencies, etc.

Through several months of online teaching Chinese as a foreign language practice, Teacher Liu (2021) found many problems in novice teachers of online teaching Chinese as a foreign language, such as unstable network, low learning enthusiasm of students and lack of online teaching experience of teachers. Teacher Liu believed that, on the one hand, the sudden outbreak of the epidemic made online education a new teaching method to cope with the epidemic. Many teachers of offline teaching Chinese as a foreign language were converted to teachers of online teaching Chinese as a foreign language, and they were not adapted to online teaching. As a result, the communication between teachers and students was not smooth in the teaching process, and to some extent, the enthusiasm of students to learn was also affected. In view of such a situation, Liu suggested that online teaching Chinese as a foreign language teacher should have the competency to learn actively, learn to reflect on themselves, continuously improve their teaching methods and enhance their competencies as teachers.

Online teaching Chinese as a foreign language really broke the limitations of time and space, therefore, in the context of the current “Internet + education”, the flourishing of online teaching Chinese as a foreign language teaching enterprise needed online teaching Chinese as a foreign language teacher with professional online teaching competency (Zhou & Ge, 2022). The State has always attached great importance to the training of teaching Chinese as a foreign language teacher and has published several documents to establish standards of competencies for teaching Chinese as a foreign language teacher.

China’s ministry of education issued *the Measures for the Examination and Approval of Qualifications for Teachers of Chinese as a Foreign Language* as early as 1990 which emphasized the business quality requirements of Chinese teachers, and specified detailed rules for the knowledge structure and capacity structure of foreign Chinese teachers. The knowledge structure of foreign Chinese teachers should include four elements: teaching theory and teaching method, linguistics and textual knowledge, literary knowledge, and other cultural knowledge. The competency structure consists

mainly of verbal and working competency (Wu, 2020). In 1991, the Chinese education committee held a meeting on the certification of Chinese as a foreign language teacher at Harbin Heilongjiang University. The central topic of the conference was to study and discuss the implementation of *the Measures for the Examination and Approval of the Qualifications for Teachers of Chinese as a Foreign Language* promulgated by the State Education Commission. At that time, based on the opinions and suggestions of the representatives, the Examination Committee discussed and approved *Several Opinions on the Investigation, Assessment and Examination of Teachers of Chinese as a Foreign Language*, as a supplement to *the Detailed Rules of Implementation* (Li, 1991).

In August 2004, the Ministry of Education promulgated *the Measures for the Determination of Chinese as a Foreign Language Teaching Competency*. The examination subjects for teachers of Chinese as a foreign language were divided into three levels: Elementary examination subjects (Basic knowledge of modern Chinese, basic knowledge of Chinese culture, mandarin proficiency), intermediate examination subjects (Modern Chinese, Theory of teaching Chinese as a foreign language, Basic knowledge of Chinese culture) and advanced examination subjects (Modern Chinese and ancient Chinese, Linguistics and theory of teaching Chinese as a foreign language, Chinese culture). In 2005, Hanban promptly issued *the Standards and Examination Syllabus for the Teaching Competency of Chinese as a Foreign Language*, which was the main basis for identifying teaching competency and aims to further promote the professionalization and specialization of teachers of teaching Chinese as a foreign language, and was of pioneering significance (Hou, 2012). In October 2007, Hanban issued *the Standards for International Chinese Language teachers* (Zhang, 2007). In December 2015, in order to further adapt to the actual needs of international Chinese language education and improve the competency and level of international Chinese language teachers, Hanban once again revised the 2007 edition of *the Standards for International Chinese Language Teachers* and officially issued *the revised Standards for International Chinese Language Teachers*. The 2015 edition of *the Standards for International Chinese Language Teachers* covered five major standards: Chinese

teaching basis, Chinese teaching method, teaching organization and classroom management, Chinese culture and intercultural communication, professional ethics and professional development, on which the international Chinese language teacher certificate examination was held (Hou, 2016). The 2021 edition of the *the Standards for International Chinese Language Teachers* focused on the competency areas of Chinese culture and intercultural communication, teaching organization and classroom management, and Chinese language teaching methodology, and indicated a direction for the training of teachers of Chinese as a foreign language (Fan, 2021).

Zhang (2007) categorized the knowledge levels of teachers of Chinese as a foreign language into a pyramidal structure of importance, with four levels from the bottom to the top in order of increasing importance: basic, helpful, important and critical. She classified knowledge into content knowledge, knowledge about learners, general pedagogical knowledge and knowledge of teaching Chinese as a foreign language, where knowledge of teaching Chinese as a foreign language was practical knowledge based on the other three types of knowledge. In the study of the structure of competencies, she categorized the competencies of teachers of teaching Chinese as a foreign language into general competencies, competencies for teaching Chinese as a foreign language in the classroom, competencies for making judgments about teaching Chinese as a foreign language, and competencies for designing teaching Chinese as a foreign language. Classroom teaching competencies could be divided into communication competencies, classroom teaching competencies, and classroom organization and management competencies. Zhang's classification of teaching competencies has provided a theoretical basis for other scholars to a certain extent, and her "knowledge structure and competency structure of teaching Chinese as a foreign language teacher" scale has also of great reference value.

The evaluation standards for teaching Chinese as a foreign language teacher's teaching competency have been developing and improving. Because of the complexity of teaching Chinese as a foreign language, teaching objects and teaching environment, it was not possible to establish a set of scientific and universal teaching competency

standards overnight, and such standards must also be revised and improved with the continuous development of teaching theories and learning theories as well.

The researcher has been working as an online teaching Chinese as a foreign language teacher in several online Chinese as a foreign language institution since 2019. These institutions were all global online Chinese education institutions for children. They have been focusing on the field of Chinese education, and have been providing professional, efficient and interesting Chinese online courses for overseas Chinese children aged 3-15. At present, the researcher has more than 1,800 hours of video playback of lectures, teaching a total of more than 110 students. The teaching mode has been divided into “one-to-one” and “one-to-many” teaching. The students came from all over the world, such as the United States, Singapore, Italy, Germany, Chile, Denmark, Thailand and other countries. They were all learners who love Chinese.

The Blingo Chinese Platform has been one of the Chinese learning Platforms where the researcher works as an online teaching Chinese as a foreign language teacher. The Blingo Chinese Platform has been a professional Chinese brand owned by New Oriental Education and Technology Group, focused on improving Chinese language literacy for overseas Chinese children aged 3-15. Blingo Chinese Platform was based on 28 years of teaching and research at New Oriental. This Platform scientifically divides course levels and builds a complete course system. At present, Blingo Chinese Platform has 850 online Chinese as a foreign language teacher, with a very comprehensive teacher management and assessment system.

This research focused on novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform. Because, in the current social environment, online teaching Chinese as a foreign language has been developing rapidly, but many teachers have not been able to adapt to this mode of online teaching (Cui, 2021). Most online teachers of teaching Chinese as a foreign language were novice teachers for the Internet (Wu,2022), and many problems have arisen in online

teaching Chinese as a foreign language, such as lack of classroom organization, teaching competencies, and classroom supervision competencies (Zhou, 2022), Therefore, it was therefore important to further identify what competencies were required of novice teachers of online teaching Chinese as a foreign language. Liu (2014) has suggested that teachers with less than 3 years (included 3 years) of teaching experience in teaching Chinese as a foreign language could be used as novice teachers. so, online teaching Chinese as a foreign language teacher with less than 3 years (included 3 years) of teaching experience were considered as novice teachers in this research. As a large group of online teaching Chinese as a foreign language teacher, the development of their teachers' competencies could be very crucial to the teaching Chinese as a foreign language education that was currently being carried out globally.

## 1.2 Significance of the Problem

As early as 1988, Lu (1988) pointed out that the central task of the entire teaching Chinese as a foreign language is to improve the quality of teaching, learn to respond to the development of the times, and constantly improve the quality and competency of teaching Chinese as a foreign language teacher.

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.

During this period, a number of online teaching Chinese as a foreign language teacher has identified many problems with online teaching Chinese as a foreign language through their own practice. For example, Li (2021), Lin and Wu (2020) found that novice teachers on online teaching Chinese as a foreign language had poor classroom interaction and were unable to control the pace of the class well. Liu (2021) found that students showed a low level of enthusiasm for learning and poor communication between teachers and students in the classroom of novice teachers. The researcher also encountered these same problems in teaching practice.

From 2019 to now, the researcher has accumulated a lot of experience online teaching Chinese as a foreign language. In addition, the researcher kept in close contact with fellow teachers to exchange teaching experiences with one another and improve mutual online teaching Chinese as a foreign language teacher competency. According to the communication, many novice teachers on online teaching Chinese as a foreign language hold that online Chinese as a foreign language teaching has certain standard requirements for the teacher's competencies of online teaching Chinese as a foreign language teacher. However, such standard requirements have not been unchanged for a long time, and it has been updated with the development of the times.

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.

### **1.3 Research Objectives**

1.3.1 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.

1.3.2 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.

### **1.4 Research Questions**

1.4.1 What competencies do Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language they should have for online teaching Chinese as a foreign language?

1.4.2 What are the views of Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language toward online teaching Chinese as a foreign language?

### **1.5 Research Framework**

This research explored the teacher competencies Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language should have, and the views of Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language about online teaching Chinese as a foreign language.

As shown in Figure 1.1, 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.

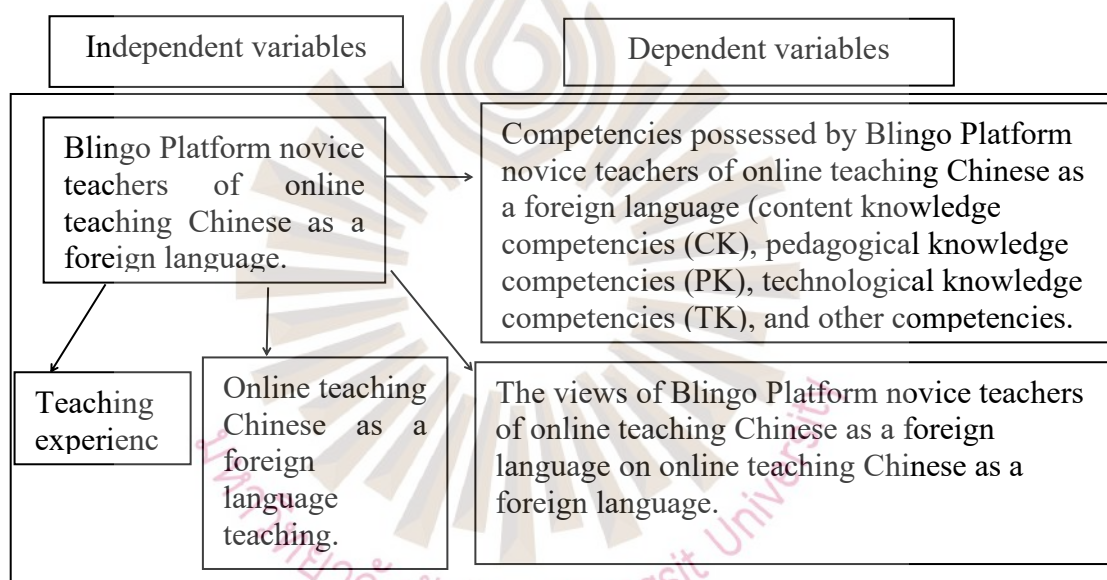


Figure 1.1 Illustration of the Conceptual Framework.

As shown in Figure 1.2, the researcher distributed questionnaires to novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform after determining the aspects of the research subjects, research questions and research tools, and the valid interview outlines were compiled in a timely manner by collating the returned valid questionnaires. During the research process, the researcher used SPSSPRO software to analyze the collected data.

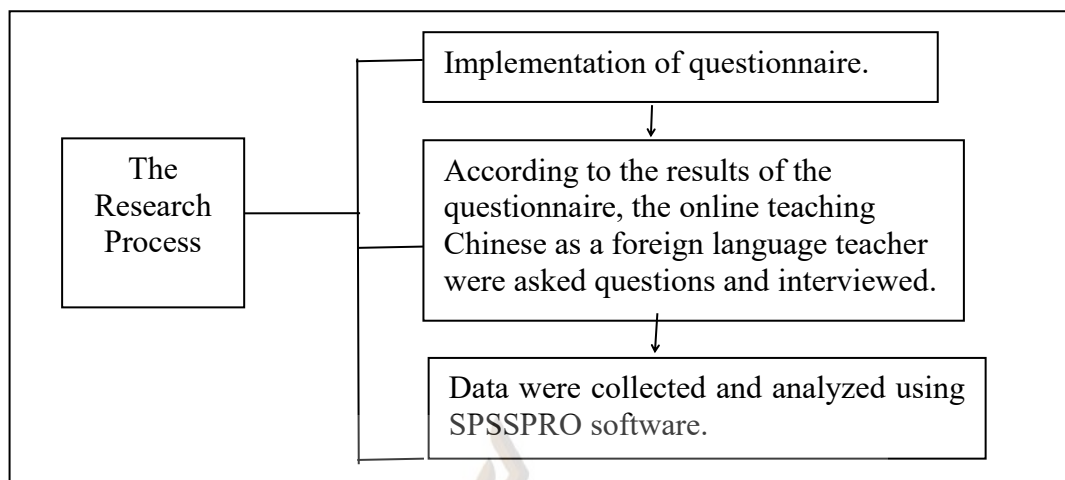


Figure 1.2 Research process of this research

## 1.6 Significance of the Study

Through an investigation of the competency of novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform. The results of this research have been useful in promoting the growth of online teaching Chinese as a foreign language.

1) For the online teaching Chinese as a foreign language teacher, this could help them to develop their own self-improvement plans and actively learn the appropriate teaching competencies for their work, and could help to make online teaching Chinese as a foreign language classes more interesting and smooth. In the classroom, teachers of online teaching Chinese as a foreign language have been able to better manage the classroom and the students. The quality of teachers' teaching were improved.

2) For the online Chinese as a foreign language teaching enterprise, enterprises had teachers with guaranteed teaching competencies, which reduced some training costs to a certain extent. In terms of training, enterprises targeted to train online teaching Chinese as a foreign language teacher. With professional teachers, enterprises were able to grow and expand.

3) For the students, their interest in learning Chinese would increase, they would be able to understand Chinese more easily and would learn Chinese more smoothly, which would be helpful for their Chinese language performance. Students would have more choices of regular online teaching Chinese from foreign language teaching companies.

## **1.7 Scope of Research**

### **1.7.1 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. The questionnaire included personal information about the participants, their views on online teaching Chinese as a foreign language and views on the competency to online teaching Chinese as a foreign language. The questions for the semi-structured interview were designed based on the results of the questionnaire.

### **1.7.2 Population**

The Blingo Chinese Platform has approximately 850 novice teachers of online teaching Chinese as a foreign language. (according to the report of the Blingo Chinese Platform administration office, in 2023)

### **1.7.3 Sample**

Two Sample Groups used for data collection in this research as follows.

1) First Group of teachers to answer the questionnaire.

Simple random sampling method used to this first sample group. Based on Johnson and Larry (2015), the recommended sample size based on the 95% confidence level was 265. Therefore, the researcher fully utilized the WeChat and DingTalk workgroup to send the questionnaires online in the form of a QR code to the Blingo Chinese Platform, in order to maximize the quality of the recovered data, the researcher firstly designed the questionnaire with a special question to ensure that the participants were novice teachers of online teaching Chinese as a foreign language. Secondly, the researcher also eliminated the answers that were obviously answered incorrectly and that do not fit the characteristics of the subjects of this research or incomplete to the questionnaire items by manual exclusion, and received 265 valid questionnaires.

#### 2) Second Group of teachers to take a semi-structured interview.

Purposive sampling method used to select this second sample group, Based on Creswell (2012), recommended interview size samples of 8-12. Semi-structured interviews further compensated for the limitations of the questionnaire. 11 teachers selected from 265 teachers who answered the questionnaire and they were willing to volunteer to participate in the interviews. All 11 teachers were from the Blingo Chinese Platform and all of them have less than 3 years (included 3 years and the ages of years of their experiences are not included) of experience in online teaching Chinese as a foreign language.

#### **1.7.4 Location**

The research conducted online and the researcher sent a questionnaire to the Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language via the DingTalk workgroup route. Semi-structured interviews were conducted via an online WeChat phone call and recording of the conversations were kept with permission on the interviews.

#### **1.7.5 Length of Research**

The research has begun in January 2023. The data collection process began in October and collection process continued for one month.

## **1.8 Definition of Terms**

In order to better understand this research, the following terms were defined in the context of this research.

### **Novice teachers**

Novice teachers referred to who have taught online teaching Chinese as a foreign language experience for less than 3 years (included 3 years and the ages of years of their experiences are not included).

### **Blingo Chinese Platform novice teachers**

Blingo Chinese Platform novice teachers referred to all from the Blingo Chinese Platform, and novice teachers have taught online teaching Chinese as a foreign language experience for less than 3 years (included 3 years and the ages of years of their experiences are not included).

### **Novice teachers' competencies**

Novice teachers' competencies in this research referred to the competencies of online teaching Chinese as a foreign language, included the content knowledge competencies (CK), the pedagogical knowledge competencies (PK), and technological knowledge competencies (TK), and other competencies, such as foreign competencies, lesson preparation competencies and write on the board competencies.

### **Blingo Chinese Platform**

The research site for this research was online and the subject was the Blingo Chinese Platform, an online teaching Chinese language as a foreign language agency. Blingo is a professional Chinese brand owned by New Oriental Education and Technology Group, focusing on improving Chinese language literacy for overseas Chinese children aged 3-15. Based on 28 years of teaching and research at New

Oriental, through the cultivation of oral expression, reading comprehension, understanding and listening, writing and other competencies, to enhance children's language competencies, general competency and humanistic quality, so that more overseas Chinese children could improve their Chinese language competencies and understand Chinese culture.

### **Online teaching Chinese as a foreign language**

Online teaching Chinese as a foreign language referred to teaching as a foreign language via online, also known as distance Chinese teaching. The sample of this research were all novice teachers who had been teaching on the Blingo Chinese Platform and engaged in online teaching Chinese as a foreign language.

### **Novice teachers' views**

Views referred to the act of looking or seeing or observing, and opinions and perspectives on something. In this study, novice teachers' views referred to the perceptions on the level of understanding of teaching Chinese as a foreign language online and the recognition of this job among the novice teachers on the Blingo Chinese Platform in this research.



## **Chapter 2**

### **Literature Review**

This chapter presented related literature review on online teaching Chinese as a foreign language and the competencies of novice teachers of online teaching Chinese as a foreign language. It included developments, concepts, advantages and disadvantages, types, competencies structures and related studies.

#### **2.1 Online Teaching**

Online teaching referred to the use of the Internet as a medium for teaching and learning, through which students and teachers can carry out teaching and learning activities even if they were far apart (Jiang & Wang, 2015).

The start of the Internet in China began in 1994 with the opening of a 64K international dedicated line to the Internet on the China National Computing and Networking Facility NCFC project, which enabled a fully functional connection to the Internet. In March 1995, the Chinese Academy of Sciences completed the remote connection of four branches in Shanghai, Hefei, Wuhan and Nanjing, starting the first step to expand the Internet to the whole country (Chen, 2015). In January 1996, the CHINANET national backbone network of China's public computer Internet was completed and officially opened, and a nationwide public computer Internet network began to provide services. Therefore, the larger-scale used of the Internet in the real sense in China was in 1996 (Chen & Bao, 2014).

Online teaching was creating a new and distinct educational realm, and it was the future of education. There was a global market here that was potentially worth hundreds of billions of dollars. (Drucker, 2000). In 2000, online teaching entered the

multimedia phase and online teaching colleges emerged. The New Oriental Online School went live and operated in 2000, marking the beginning of traditional training schools competing with each other in the online teaching market (Zhou & Zhang, 2017). Around 2010, the operating model of Khan Academy in the US began to influence the world, and online teaching attracted the attention of Internet companies (Liu, 2016). In 2012, influenced by the massive financing of the three major MOOC Platforms in the United States, online teaching in China developed rapidly, and online teaching, as a sub-sector of the Internet industry, began to receive the attention of Internet giants, with hundreds of Internet education companies entering this market and online teaching showing a spurt of growth (Ma, 2017).

As the rent of offline training institutions and teachers' salaries have been increased, the cost of traditional offline teaching has become more and more expensive and stressful. There were also many problems with traditional offline teaching, such as time and space constraints, problems with teachers (Wang, 2017), inability to meet students' individual needs and so on (Rachel, 2023). In contrast, online teaching had a great deal of flexibility. Online can meet the different needs of different users and learn whenever and wherever they want. Online teaching increases the freedom of users and reduces the cost of education, so it was loved by more and more users (Wang, 2017). According to statistics, billions of dollars entered the online teaching industry in 2013 and nearly 1,000 new online teaching institutions were added throughout the year. 2014 was the year of the big explosion of online teaching in China (Liu, 2014).

The main advantage of online teaching was that it can break through the constraints of time and space, and break the long-standing inequality in the distribution of resources in the traditional teaching industry, allowing educational resources to be shared, regardless of economic and geographical constraints (Xiao, 2014). Online teaching had the advantage of being terminal, allowing learners to study on the go as long as they have access to the internet. Compared to traditional education, learners no longer have to worry about missing a lesson or a teacher's lecture (Zhang, 2014). Online teaching allowed learners to repeat their learning.

Learners have the flexibility to choose the pace and path of learning. Education resources, which were limited by geography, are rapidly changing towards virtualization, openness and sharing (Zhang, 2014).

The US online teaching market had led the way since 2012, with online teaching providers such as Lynda.com, Coursera and Udacity securing major funding rounds. Amazon acquired TenMarks, an online teaching company that offered online math courses, and Google launched and tested Helpout, an online teaching Platform with social networking as its core concept (Zhang, 2014).

In China, major Internet companies such as Baidu, Tencxun, Alibaba and NetEase had also started to expand their presence in the online teaching market. The Taobao classroom, which was only an exploratory project within Taobao, has attracted widespread attention. The education industry had always been a major customer for Baidu's advertising, and Baidu had been exploring various ways to capture traffic through Baidu's education channels, library, and Baidu. In addition, NetEase had started to expand its presence in the industry with the launch of Youdao Dictionary, NetEase Public Classes and NetEase Cloud Classes. Internet giants have entered the field of online teaching, which will trigger profound changes in the industry (Zhang, 2014).

In terms of vertical breakdown, online teaching could be broadly classified into "K12" level education, examinations and certification training, language education, skills upgrading, civil service examinations, overseas counseling and door-to-door services (Qu, 2018). At that time, China Distance Education Holdings Ltd was the only listed company in China in the field of online teaching, providing professional learning services through distance learning. The training has been very successful.

By the end of 2017, the cumulative user size of China's digital publishing industry had reached 1.825 billion people, with the emerging segments: internet advertising, mobile publishing, online teaching and online games ranking among the top four in terms of revenue, with the combined revenue accounting for approximately

54.7% of the total revenue of the digital publishing industry. Among them, the online teaching segment gained dramatic growth, overtaking the online gaming industry and ranking 3rd in the digital publishing revenue ranking (Zeng, 2018). A series of figures showed that online teaching has become a major area leading the industry trend (Gacs, 2020).

In conclusion, the emergence of online teaching has been a new trend in the development of teaching and brought about profound changes in the concept of education, education system, teaching methods and talent training mode.

## **2.2 Online Teaching Language**

With the emergence of online teaching, major companies had seized the opportunity to actively explore the online teaching sector.

Since 1990, the training market in China has developed a diversified product mix, with language training, computer training and extra-curricular training for primary and secondary school students as the three main pillars, stimulated by the demand for training. Language training in China has been growing rapidly since the end of the 20th century. For example, the New Oriental Education and Technology Group, the first foreign language training company, was established in November 1993. In 1994, Li Yang founded the International English Promotion Studio, starting the process of “Crazy English” training industry. The famous English training institution Wall Street English entered the Chinese training market in 2000. Since 1995, the market size of the language training industry has been increasing at an annual rate of around 20%. In 2010, the value of China’s language training industry reached 30 billion yuan, and by 2016 the value of China’s language training industry exceeded 80 billion yuan (Chen, 2017).

Language tests were becoming increasingly popular due to the demand for further education, going abroad and assessing titles. TOEFL, IELTS, GRE, etc. Were swelling in the Chinese market. The size of the English IV and VI examinations was

also increasing year on year. At the same time, as China's economic power continues to grow, the "Chinese language fever" has begun to spread around the world and Chinese language tests for foreigners were developing rapidly. The continuous development of various language tests has given rise to a new testing industry (Chen, 2017).

With the emergence and development of computers, Internet Platforms and mobile devices, language technology had entered a new era, revolutionising the way we acquire and use language. From the perspective of language elements, language information technologies can be broadly classified into the following categories: (1) technologies that classify, organise, retrieve and store language materials (Words, segments, parts of speech, etc.). (2) Information processing technologies that used text as graphics, such as text input and speech shape recognition. (3) Information processing techniques for speech, such as speech recognition, speech synthesis, etc. (4) Information technology for content processing of natural language, e.g. machine translation, automatic digest, human-computer dialogue, etc. (5) Integrated language processing technologies, such as language proficiency assessment, language function rehabilitation, etc. (Chen, 2017).

At the 2014 stage, online teaching service providers could be divided into six categories according to the content provided, which were universities providing online academic education, training institutions, learning tool providers, equipment providers, skill learning online schools, and second-hand Platforms (Chen & Bao, 2014). Training institutions appeared, and many parents enrolled in courses at training institutions with the aim of improving their children's academic performance and learning an additional language. The New Oriental School, for example, included subject education, online extra-curricular tutoring, and online teaching language (Liu, 2021).

In addition, in 2014, TutorGroup, the world's leading online education Platform and the largest online English learning provider, announced the completion of a Series B round of funding of nearly US\$100 million from Alibaba Group,

Singaporean investment firm Temasek and Qiming Ventures, with which TutorGroup plans to further accelerate its growth as a leader in Asia and expand into the Americas. Since its inception in 2004, TutorGroup built the world's first commercial synchronous learning portal Platform through a network of offices across Asia, with its Silicon Valley R & D team at its core. The Platform connects online learners and teachers around the world and dynamically recommended optimal class sizes and intelligently selected material content from over 10,000 hours of generated learning materials (Ban, 2014).

After a long period of development, online teaching language broken through the original single mode of selling, adding live interaction, one-to-one education, voice recognition, assessment, APP punching learning, foreign language question banks, speaking practice, word memorization and many other forms. This solved to a large extent the drawbacks of online language education that cannot interact and correct pronunciation, eliminated the biggest concerns of language learners and attracted more learners with more favorable prices (Liu, 2015). The market size of online teaching language in China was RMB19.38 billion in 2014, up 23.7% from 2013 (Su, 2020). By 2016, China's online teaching language market reached RMB30.22 billion, up 26.69% year-on-year (Yan & Xu, 2018).

According to data, the online language education market in China was RMB 147.76 billion in 2014, of which 8.911 million people were enrolled in online language education for people with higher education. The number of online language educators for the professional population reached 3.72 million. The number of online language learners for primary and secondary education reached 1.491 million. There were 597,000 online language education students studying abroad. The number of online language learners in preschool education reached 56,000 (Liu, 2015). In the online language education market, English was the main language of research, accounting for 44.7% of the total. This was followed by Chinese with 28.7%, Japanese, Korean and other minor languages with 16.6%, and French, German, Russian, Spanish, Portuguese, Arabic and other minor language learners with a total of 9.8% (Liu, 2015).

In conclusion, teaching language was gradually becoming a popular area of the online teaching market.

## **2.3 Online Teaching Foreign Language**

In this research, the foreign language referred to Chinese, so it is online teaching Chinese as a foreign language.

### **2.3.1 The Concept and Development of teaching Chinese as a Foreign Language**

Chinese as a foreign language was the teaching Chinese as a foreign language to people from countries or nationalities where other languages were spoken as their mother tongue (Duan, 2019).

The teaching Chinese as a foreign language in China began in 1950, when the first institution in China specialising in Chinese as a foreign language was the Chinese Language Course for Eastern European exchange students at Tsinghua University, which hosted the first foreign students in the new China (Guan, 2015). In 1952, Zhu and other famous linguists went to Bulgaria to teach Chinese for the first time, which was the beginning of China sending teachers overseas to teach Chinese after the liberation (Xu, 2009). From 1961 to 1964, China trained four classes of reserve teachers of Chinese abroad and established the higher preparatory school for foreign students in 1962, which was renamed the Beijing Language Institute in 1965 (Zhang & Wu, 2018 ).

At a symposium on the planning of language disciplines in Beijing in 1978, the issue of treating the teaching of Chinese to foreigners as a special discipline was discussed for the first time, and it was proposed that “the teaching of Chinese to foreigners should be studied as a special discipline, and special research institutions should be set up to train special talents.” The establishment of the Society for the Teaching of Chinese as a foreign language indicates that the teaching Chinese to

foreigners has been officially recognised as a specialised discipline. The recognition of Chinese language teaching to foreigners as a specialized discipline has far-reaching significance in promoting the development of this undertaking, which was one of the important signs that the development of Chinese language teaching to foreigners in China has reached a new stage (Lu, 1983).

Between 1980 and 1992, a national academic group for the teaching Chinese as a foreign language was established, and a preparatory meeting for the Chinese language teaching research institute for foreigners was held at the Beijing language institute (Shi & Yan, 1990). 1992 saw the promotion of the Chinese language proficiency test by the ministry of education at home and abroad (Zhang, 2000).

With the improvement of China's international status, Chinese has an important position in international communication, and more and more people from more and more countries are learning Chinese. Zhu (2017) mentioned that the Chinese as a foreign language business in China has become better and better, and had developed to have a strong and stable teaching team as well as teaching resources.

### **2.3.2 The Concept and Development of Online teaching Chinese as a Foreign Language**

Online teaching Chinese as a foreign language referred to teaching Chinese as a foreign language online, which was also known as distance learning Chinese as a foreign language (Ma, 2021). Teachers and students taught Chinese as a foreign language in their own real space through an online Platform. Liu (2022) mentioned that online teaching Chinese as a foreign language was a relatively new form of teaching formed by the combination of Chinese international education and the Internet.

Online teaching Chinese as a foreign language was developed from the computer-assisted instruction (CAI) of the 1960s as a result of its networking. Li and Ding (2009) proposed that computer-assisted instruction is a teaching process that

creates interactive activities between teachers and students in the network. In terms of teaching methods, it was the latest stage in the contemporary development of distance learning.

Distance learning had gone through three stages of development. The initial phase, traditional distance learning, could be traced back to the European correspondence courses of the 1840s, when printed materials were sent by post. In the 1930s, the development of electronic information technology provided a new technical basis for distance learning, and the era of radio and television education was entered, distance learning was carried out with radio and television technology as the main media. The third stage of the development of distance learning with network multimedia technology as the main media was thus formed. As network technology continued to break through and virtual technology continued to improve, the third generation of distance learning was developing towards virtualization, especially with the formation of a large-scale virtual university as a symbol. Virtual teaching based on virtual universities was the latest form of contemporary online teaching development and the latest crystallization of digital technology in cyberspace (Li & Gao, 2001).

Modern educational technology used in teaching Chinese as a foreign language for nearly 30 years. From e-learning and computer-assisted teaching Chinese as a foreign language in the 1980s, to online teaching Chinese as a foreign language and E-Learning and teaching Chinese as a foreign language in the late 1990s, to digital teaching Chinese as a foreign language, which was commonly used today (Xu, 2012).

Distance network teaching, called “modern distance learning” in China, began in 1994 with the implementation of the “China Education and Research Network Demonstration Project”. In January 1999, the State Council approved the Ministry of Education’s Action Plan for the Revitalization of Education in the 21st Century, which clearly put forward the idea of “modern distance education projects, forming open education networks and building a lifelong learning system” (Pei, 2013). As the Chinese language popular rose worldwide, the Chinese government attached more and more importance to the cause of Chinese language education for foreigners,

and given strong support to the development and construction of websites for teaching Chinese as a foreign language. The earliest websites for teaching Chinese as a foreign language included “Online Confucius Institute”, “Chinese Net”, “Online Beiyu” and “ChinesePod” and so on. Through the intervention of remote network technology, the online classroom Platform could achieve convenient, massive and rapid retrieval of teaching materials, and the teaching process was more visual and intuitive, and the scenarios are more realistic through the network multimedia technology (Li, 2018).

In 2019, the globally outbreak of the epidemic forced many schools to temporarily suspend offline instruction and opt for an online mode of delivery model (Jiang & Wu, 2022). Chinese classes for foreigners were no exception, transforming from an offline teaching position to online. As a result, more and more online Chinese teaching Platforms came into being, and more and more foreigners who loved Chinese chose to learn Chinese. For example, “Wukong Chinese”, “Hare Chinese”, “Preply”, “LingoAce” etc.

### **2.3.3 Online teaching Chinese as a Foreign Language Teaching Model**

There were two types of online teaching Chinese as a foreign language teaching model, “one-to-one” and “one-to-many”. There were two main ways to implement this model (Wen, 2018).

1) Both teachers and students relied on modern online communication Platforms for teaching. Some common ones are Dingtalk, Tencent meetings, WeChat video sharing, Tencent qq, etc (Liu, 2021). Online teaching Chinese as a foreign language teacher needed to prepare teaching contents according to the students’ situation and taught through the function of screen sharing (Zhou & Huo, 2020).

2) Both teachers and students relied on the proprietary webcasting Platform developed by online teaching Chinese as a foreign language institution to teach. Online teaching Chinese as a foreign language institution was generally more mature Platforms with professional teaching and research teams as well as rich and

comprehensive processes and courseware resources. Online teaching Chinese as a foreign language teacher did not need to make their own courseware, they just needed to log on to the institution's proprietary live streaming Platform 5-10 minutes in advance and waited for their turn to teach (Han, 2020). Both teachers and students could rely on the Platform to teach face-to-face in the online classroom and complete their teaching tasks. After the lesson, the teacher needed to fill in a feedback form, which sent to the student automatically. Many online teaching Chinese as a foreign language institution in China were based on this teaching model. There were many popular online teaching Chinese as a foreign language institution in the market, such as Blingo Chinese, Hatu Chinese, Chinese Road, Koala Chinese, PPtutor, etc (Luo, 2019).

#### **2.3.4 Features and Advantages of Online teaching Chinese as a Foreign Language**

Online teaching Chinese as a foreign language was a transition from traditional offline teaching to a modern teaching model, with the following features and advantages.

##### 1) Higher network technology requirements

Online teaching Chinese as a foreign language relied on online technology, so there were higher technological requirements in teaching than in traditional Chinese classes. The primary prerequisite for realising online teaching Chinese as a foreign language was that student and teacher can establish a smooth two-way Internet connection during the teaching process, which required both teachers and students to have the necessary skills to operate Internet tools and knowledge of the Internet (Wen, 2018). On the one hand, teachers and students were required to have the necessary methods to deal with emergency network emergencies, while on the other hand, background network maintenance was required to avoid technical incidents such as dropped connections and delays. As mentioned in Zhou (2022), the online teaching system had gradually improved. Under the influence of the epidemic, Chinese

language teaching worldwide had changed from offline to online teaching, and the online teaching system had gradually improved, with a variety of teaching Platforms and teaching resources. Online teaching had overcome the difficulties of time and space, broke through the traditional “paper textbook + blackboard + chalk” model of fixed classroom teaching, and online teaching had replaced almost all offline classroom teaching.

## 2) Flexible and relaxed teaching style

What online teaching Chinese as a foreign language and offline traditional teaching had in common were the teaching purposes, teaching objects, teaching contents and other aspects, and there were differences in teaching styles. Online teaching Chinese as a foreign language was more flexible and relaxed, and it could easily achieve situational teaching (Wen, 2018). Online teaching Chinese as a foreign language class for foreigners could simulate real-life situations in a vivid and imaginative way, and could directly use different forms of teaching content such as pictures, videos and audio to promote students’ interest in learning, thus enabling them to better learn vocabulary, grammar and other knowledge. Through their own practices, Zhou and Ge (2022) believed that the class format of online teaching could be diversified, for example, there could be classes for beginners, children and adults based on age groups, exam classes and regular classes based on learning needs, and each class could be set based on the students’ personal situation to suit the learners’ work and study. The online teaching Chinese as a foreign language format was increasingly recognised and chosen by overseas Chinese language enthusiasts, who find the class format very flexible. In addition, Liu (2021) also believed the view that online teaching Chinese as a foreign language class for foreigner had enriched the form of Chinese language education and occupied a place in the current education sector. Online teaching Chinese as a foreign language with flexible schedule and location, thoughtful in terms of teaching services, enriched in teaching resources in the teaching environment, diversified in terms of teaching content, and different in terms of teaching focused for different learning objectives and different learning purposes, so that teaching could be tailored to meet students’ learning needs.

### 3) Enhanced learners' intrinsic motivation to learn

The rise of online Chinese as a foreign language teaching was the inevitable result of the development of modern information technology. It could strengthen learners' intrinsic motivation (Jia, 2022). When learners became interested in Chinese language and took the initiative to look for ways to learn Chinese online, their intrinsic motivation would be stronger and their learning effect would even exceed expectations. Through practice, Zhao (2022) believed that overseas Chinese learners were a very large group, regardless of the learners' motivation, online teaching Chinese as a foreign language could match knowledge to different people, and learners could simply choose what to learn according to their needed on the online Platform, effectively expanded the coverage of Chinese as a foreign language education and strengthened children's motivation to learn to a certain extent.

### 4) Emphasized on immediate interaction between teachers and students

Online teaching Chinese as a foreign language emphasized the immediate interaction between the teacher and the learner (Luo, 2022). During the teaching process, learner could seek help directly from the online teaching Chinese as a foreign language teacher when they encounter problems. Moreover, during the teaching process, The online teaching Chinese as a foreign language teacher could grasp the learner's phonetic mastery as a whole through the Internet and corrected the learner's pronunciation in time, which could effectively avoid having biased pronunciation (Zhao, 2022).

### 5) Effective time cost saved

Another convenient advantage of online teaching Chinese as a foreign language was that both teacher and student could teach or learn Chinese without having to leave their home, which saved their travel time compared to traditional classroom teaching and made Chinese learning more convenient (Ma, 2021). Bu (2022) proven through practice that the online teaching Chinese as a foreign language model

could make full use of the advantages of online teaching to solve some corresponding problems, such as increased effective teaching time, improved teaching efficiency and enhancing students' independent learning competency.

#### 6) Solved the problem of teaching Chinese as a foreign language teacher

The online teaching Chinese as a foreign language was a shortcut to solve the shortage of Chinese teachers for foreigners, as suggested by Wang (2008). Every year, China sent out Chinese language volunteers and public teachers to overseas countries. With the development of China, the number of overseas Chinese learners was growing, and the volunteers and public teachers were no longer able to meet their Chinese learning needs (Zhan & Lu, 2019). Online teaching Chinese as a foreign language could mobilize the resources of international Chinese teachers and provided more learning opportunities for Chinese learners (Wang, 2017).

### 2.3.5 Shortcomings of Online teaching Chinese as a Foreign Language

The new mode of online teaching Chinese as a foreign language had many advantages that could not be replaced by the traditional classroom teaching mode, but at the same time, there were also problems that needed to be solved (Sun, 2023).

#### 1) Online teaching Chinese as a foreign language was not easy

Online teaching Chinese as a foreign language was dependent on higher network technology, such as the needed for good network and the needed for operators to have rich experience in network maintenance and updated when there were problems with the network (Zhou, 2022). Live classrooms on online Platforms had a wealth of virtual tools for teaching, which required online teachers to be skilled in online office work, which required a certain level of online skills (Fu, 2020).

#### 2) Unstable teaching environment

It was suggested that the online teaching Chinese as a foreign language model required both teachers and students to maintain a stable and efficient Internet speed, and any one of the parties such as network disruptions affected the teaching progress by Lu and Zhang (2017). Therefore, the network environment greatly affected online teaching Chinese as a foreign language.

4) Poor real-time monitoring of online teaching Chinese as a foreign language.

Online teaching Chinese as a foreign language teacher and learner were connected through the Internet, which provided a lot of convenience for teaching, but this connection was too fragile (Geng, 2021). Shi and Wang (2021) concluded through practice, for example, that teachers could not monitor learners in real time, and teachers needed to juggle more things when conducting lessons, such as Internet speed, online teaching tools, and conversion of lesson materials, and if students had shifted attention or other classroom problems, it was possible that the teacher was unable to monitor them in real time.

5) The standard of online teaching Chinese as a foreign language teacher varies

Many teachers of online teaching Chinese as a foreign language were not majoring in Chinese international education, and they did not have systematic theoretical knowledge or practical training in teaching, which was also irresponsible to learners (Jin & Wang, 2022). Zhang and Zheng (2021) found from their experience and by looking at the recruitment requirements for online teaching Chinese as a foreign language teacher in major companies that most teacher did not have high requirements for their professional competencies, and some of the recruitment requirements did not even restrict the teacher's major, which meant that job seekers who were not majoring in teaching Chinese as a foreign language could also work as online teaching Chinese as a foreign language teacher.

## 2.4 Blingo Chinese Platform

The New Oriental Education and Technology Group was founded in 1993 as Beijing New Oriental School. It was a large and comprehensive education and technology group with language training as its core, short-term training system, basic education system, cultural communication system, technology industry system and consulting service system.

Blingo was a wholly-owned subsidiary of the New Oriental Education and Technology Group, was dedicated to improving the international comprehensive competency and cultural literacy of Chinese students. Based on the 28 years of teaching and research of New Oriental, Blingo has scientifically divided the curriculum levels and built a complete curriculum system.

The Blingo Chinese Platform was developed in collaboration with Chinese language experts to provide a curriculum with different levels of difficulty for children with different levels of language learning, integrated the curriculum with the developmental characteristics of Chinese children and helped them to improve their Chinese language skills. At Blingo Chinese Platform, each lesson was taught online by a dedicated quality Chinese teacher, and children could interact with the Chinese teacher in real time and had fun in the classroom.

#### **2.4.1 Teachers and Teaching Materials for the Blingo Chinese Platform**

The Blingo Chinese Platform strictly selected licensed and professional teaching Chinese as a foreign language teacher. The teaching Chinese as a foreign language teacher on the Platform were all licensed, such as domestic language teaching qualification or international Chinese teaching qualification.

The Blingo Chinese Platform curriculum was developed based on the New Oriental language products for children and primary schools. The content was benchmarked against the Ministry of Education's "Language" textbook and referred to the "*International Chinese Language Education Chinese Language Proficiency Standards*" to be released in March 2021. For children at different levels of language

learning, the Blingo Chinese Platform curriculum system offered two types of learning content. Children at the introductory stage of Chinese language learning could start from K1-K3 level to develop the five skills of “listening, speaking, reading, writing and recognition” and to consolidate their Chinese language foundation. Children who had a certain level of language proficiency could choose from G1-G6 Chinese core classes after language assessment to develop their interest in language learning, improved their overall Chinese culture, expanded their general cultural knowledge and enhanced their overall humanistic skills.

#### **2.4.2 The Blingo Chinese Platform Application Technology Teaching Approach**

The Blingo Chinese Platform fully applied the technology teaching approach and used technology to create an efficient classroom. It provided a rich and interesting learning app for overseas Chinese children and a convenient teaching Platform for online teaching Chinese as a foreign language teacher.

The Blingo Chinese Platform had its own App, teacher-side website for live teaching for teachers and students. It was based on the widespread use of computers, mobile phones and the Internet. the Blingo student side App included pre-course previews, videos of course content, picture aids and post-course reviews. The live teacher app included a wealth of classroom teaching aids inside. The teacher-side website includes a lesson scheduler, time management schedule and more.

#### **2.4.3 Blingo Chinese Platform Applying the Problem-Based Learning Method**

The Blingo Chinese Platform scientifically applied the Problem-Based Learning method, which was a student-centred approach to learning through problem solving, where each student was supported by a classroom teacher, a teaching manager, and a teacher of choice. The Blingo Chinese Platform made classroom learning more

effective through scenario introduction, intensive text reading and word learning, cultural expansion, oral expression practice, and teacher feedback and assessment.

#### **2.4.4 The Blingo Chinese Platform Needed What Kind of Teachers**

The following requirements were posted by Blingo Chinese Platform in the job search software.

- 1) Full-time undergraduate degree or above, majoring in Chinese, Chinese as a Foreign Language, Linguistics and Applied Linguistics, Chinese International Education and other related liberal arts.
- 2) Must hold an International Chinese Teacher's License or Teacher's Qualification Certificate
- 3) Standard and fluent Mandarin, with a Standard spoken Chinese horizontal checkout rank certificate second levels of first-class
- 4) More than one year of online teaching experience related to Chinese as a foreign language or experience as a Confucius Institute volunteer or selected teacher preferred.
- 5) Experience in online education or international schools preferred.
- 6) Have an internet environment with smooth sound quality on the screen.
- 7) The total time available for scheduling is not less than 18h per week (weekend+midweek).
- 8) English or a small language preferred

From the application requirements, it could be seen that the most basic conditions to enter the Platform to work as an online teaching Chinese as a foreign language teacher must be: 1) Academic qualifications. 2) Must hold an International Chinese Language Teacher's Certificate or Teacher's Qualification Certificate. 3) Standard and fluent Mandarin, with a Standard spoken Chinese horizontal checkout rank certificate second levels of first-class. 4) A smooth network environment. 5) Weekly scheduling time could be provided. Others, after meeting the above conditions, such as teachers with foreign language competency, wired teaching experience, and small language competency would be given preference.

After passing the trial interview, job seekers were unified for training. The platform trained teachers in five aspects: platform-related introduction, preparation before class, student situation, platform use and class structure, pedagogy and emergency response. This also included requirements for teachers' dress and makeup, equipment and network requirements, response competency, and lesson preparation competency.

## **2.5 Competencies for Novice Teachers of Online teaching Chinese as a Foreign Language**

Teachers with less than 3 years (included 3 years) of teaching experience in teaching Chinese as a foreign language can be considered as novice teachers (Liu, 2014). Therefore, in this research, teachers who had taught Chinese as a foreign language online for less than 3 years (included 3 years) were considered as novice teachers, and the researcher selected the Blingo Chinese Platform, where the researcher worked, to used novice teachers of online teaching Chinese as a foreign language on this Platform as the research population.

Due to the worldwide outbreak of Covid-19, countries around the world had been affected by the epidemic to varying degrees. In the current social environment, online teaching Chinese as a foreign language was developing rapidly, but many teachers were not yet able to adapt to this mode of online teaching, and most online

teachers of teaching Chinese as a foreign language are novice teachers for the Internet and had many problems in online teaching, such as lacked of classroom organization competency (Li, 2021), classroom teaching competency (Liu, 2021), and classroom supervision competency (Zhou, 2022), It was therefore important to further identify what competencies were required of novice teachers of online teaching Chinese as a foreign language.

### **2.5.1 Teachers' Competencies Structure for teaching Chinese as a Foreign Language**

The Ministry of Education's training requirements for students majoring in Chinese international education were to master the basic theory, basic knowledge and basic skills of Chinese linguistics, to understand the application prospects and development dynamics of the discipline, and to have the basic language professionalism of a teacher (Wang, 2021). Different scholars had different definitions of "competency in teaching Chinese as a foreign language". The broad definition of teaching competency referred to three aspects: intercultural communication, pedagogy and theories of teaching Chinese as a foreign language. In a narrower sense, it referred to the competency to prepare lessons, organise classroom teaching, write on the board, focus students' attention, made them learn actively and creatively, used modern teaching technology, and conducted research (Zhou & Mou, 2014).

According to Zhang (2007), the formation of knowledge and competency structures was dynamically constructed, practice-oriented and individual in nature. In terms of knowledge structure, Zhang categorised the knowledge levels of teaching Chinese as a foreign language teacher into a pyramid of importance, with the four levels from the bottom to the top being basic, helpful, important and critical in order of increasing importance. In terms of content, Zhang divided knowledge into pedagogical content knowledge, knowledge about learners, general pedagogical knowledge and knowledge of teaching Chinese as a foreign language, of which knowledge of teaching Chinese as a foreign language was a practical knowledge based on the other three types of knowledge. In terms of research on the structure of competencies, Zhang

categorised the competencies of teaching Chinese as a foreign language teacher into general competencies, competency in teaching Chinese as a foreign language in the classroom, competency in making judgments about teaching Chinese as a foreign language, and competency in designing teaching Chinese as a foreign language. To a certain extent, Zhang's classification of teaching competencies provided a theoretical basis for other scholars, and her "Knowledge structure and competency structure of Chinese teacher in foreign countries" survey was also her "Knowledge structure and competency structure of Chinese teacher for foreigners" scale was also of great reference value.

The knowledge structure of teaching Chinese as a foreign language teacher was divided into basic theoretical knowledge of linguistics, theoretical knowledge of Chinese language and cultural knowledge and theoretical knowledge of related disciplines, and the competency structure of teaching was divided into the competency to organize teaching, innovation, classroom organization and management, and the competency to express by Che (2011). Li (2016) believed that the knowledge structure of teaching Chinese as a foreign language teacher contained teaching content knowledge, basic theoretical knowledge, the knowledge of teaching Chinese as a foreign language and the form of teaching organization, while the competency structure was knowledge mastery competency, teaching organization competency and teaching expression competency, and teachers who were not strong in any of these competencies in the classroom were not be able to achieve the best teaching effect. Zhang and Wang (2015) elaborated that teaching Chinese as a foreign language teaching competencies should contain five modules: Chinese application competency, foreign language application competency, humanistic literacy, professional knowledge, and teaching competency. From the perspective of practical teaching, Wang (2018) believed that teaching competencies consist of four major components: "preparation competency", "classroom teaching competency", "discussion competency" and The four major components of teaching competency were "preparation competency", "classroom teaching competency", "discussion competency" and "reflective competency".

The teaching Chinese as a foreign language teacher should not only have fluent mandarin and accurate comprehensive knowledge of Chinese, but also have bicultural literacy in both Chinese and foreign countries, so that they could better teach Chinese (Xu, 2012). Che (2020) had put forward requirements for teaching Chinese language as a foreign teacher's teaching competencies in terms of their knowledge of Chinese ontology, teaching theory knowledge, teaching practice competency, and basic research literacy, with special emphasized on the classroom management competency of teaching Chinese as a foreign language teacher. Ge and Sun (2018) divided the competencies of teaching Chinese as a foreign language teacher into teaching design competency, teaching practice competency, and teaching reflection competency, with emphasized on teaching practice competency and the expectation that comprehensive competencies that could be adapted to employment positions could be developed.

In conclusion, scholars were more consistent in their delineation of the structure of teaching competencies, but the knowledge and competencies of teachers of teaching Chinese as a foreign language were complex and difficult issue to study. Some of the specific elements of this knowledge and competency were subject to change with the times and the market. Especially with the arrival of the epidemic, online teaching Chinese as a foreign language had sprung up.

### **2.5.2 Competency to teaching Chinese as a Foreign Language Standard and Evaluation Indicator**

At a time when the promotion of Chinese as a foreign language was booming, China attached great importance to the training of teaching Chinese as a foreign language teacher, and had issued a number of documents in order to establish standards for the teaching competencies of Chinese teachers and to set benchmarks for the training of qualified teachers.

China's ministry of education issued *the Measures for the Examination and Approval of Qualifications for Teachers of Chinese as a Foreign Language* as early as

1990 which emphasized the business quality requirements of Chinese teachers, and specified detailed rules for the knowledge structure and capacity structure of foreign Chinese teachers. The knowledge structure of foreign Chinese teachers should include four elements: teaching theory and teaching method, linguistics and textual knowledge, literary knowledge, and other cultural knowledge (Hou, 2012). The competency structure consisted mainly of verbal and working competency (Wu, 2020).

In 1991, the Chinese education committee held a meeting on the certification of Chinese as a foreign language teacher at Harbin Heilongjiang University. The central topic of the conference was to study and discuss the implementation of *the Measures for the Examination and Approval of the Qualifications for Teachers of Chinese as a Foreign Language* promulgated by the State Education Commission. At that time, according to the opinions and suggestions of the representatives, the Examination Committee discussed and approved *Several Opinions on the Investigation, Assessment and Examination of Teachers of Chinese as a Foreign Language*, as a supplement to *the Detailed Rules of Implementation* (Li, 1991).

In August 2004, the Ministry of Education promulgated *the Measures for the Determination of Chinese as a Foreign Language Teaching Competency*. The examination subjects for teachers of Chinese as a foreign language were divided into three levels: Elementary examination subjects (Basic knowledge of Modern Chinese, basic knowledge of Chinese Culture, Mandarin proficiency), intermediate examination subjects (Modern Chinese, Theory of teaching Chinese as a Foreign Language, Basic knowledge of Chinese culture) and advanced examination subjects (Modern Chinese and Ancient Chinese, Linguistics and Theory of teaching Chinese as a foreign language, Chinese Culture). In 2005, Center for Language Education and Cooperation promptly issued *the Standards and Examination Syllabus for the Teaching Competency of Chinese as a Foreign Language*, which is the main basis for identifying teaching competency and aimed to further promote the professionalization and specialization of teachers of Chinese as a foreign language, and was of pioneering significance (Hou,2012). In October 2007, Center for Language Education and

Cooperation issued *the Standards for International Chinese Language Teachers* (Zhang ,2007).

In December 2015, in order to further adapt to the actual needed of international Chinese language education and improved the competency and level of international Chinese language teachers, Center for Language Education and Cooperation once again denied the 2007 edition of *the Standards for International Chinese Language Teachers* and officially issued *the revised Standards for International Chinese Language Teachers*. The 2015 edition of *the Standards for International Chinese Language Teachers* covered five major standards: Chinese teaching basis, Chinese teaching method, teaching organization and classroom management, Chinese culture and intercultural communication, professional ethics and professional development, on which the International Chinese Language Teacher Certificate examination was held (Hou,2016). The 2021 edition of the *the Standards for International Chinese Language Teachers* focused on the competency areas of Chinese culture and intercultural communication, teaching organization and classroom management, and Chinese language teaching methodology, and indicated a direction for the training of teachers of Chinese as a foreign language (Fan, 2021).

In conclusion, the assessment criteria for Chinese as a foreign language teachers' teaching competency were always being developed and improved. With the complexity of the work of teaching Chinese as a foreign language, the teaching targeted and the teaching environment, it was not possible to develop a set of scientific and universal teaching competency standards overnight, and they needed to be revised and improved in line with the continuous development of teaching and learning theories.

## **2.6 Related theory**

### **2.6.1 Technology Teaching Approach**

The modernization of education could not be achieved without the widespread use of modern educational technology based on information technology. The technology teaching approach, which referred to the application of information technology tools in teaching, digitises all aspects of teaching, thus improved the quality and efficiency of teaching. Teaching with modern teaching philosophy, supported by information technology and applying modern teaching methods. (Zhang, Du, Wang, Zheng & Ma, 2004). In the long-term teaching practice, the utilization of information technology helped to improve the quality and efficiency of learning and to develop the multiple intelligences of the students. (Luo, 2023).

The information-based teaching model was student-centred, and learners gave full play to their own initiative and motivation in the context, collaboration and conversational learning environment created by the teachers to construct meaning to the current knowledge and used what they have learned to solve practical problems (Wang, 2019). In teaching, Teachers were transformed from a transmitter and instiller of knowledge to a helper and facilitator of students' active access to information, and students were transformed from passive recipients of external stimuli and objects of knowledge instillation to subjects of information processing and active constructors of knowledge meaning. The knowledge carried by information is no longer the content taught by teachers, but the object of students' active construction of meaning (Yu & Wang, 2016). The teaching and learning process changed from a process of explanation to a student-led process through scenario creation, problem solved, negotiation and meaning making. The role of media also changed from being a presentation tool for teacher explanation to a cognitive tool for students' active learning, collaborative exploration, meaning construction and solved practical problems, which students used to look up information, search for information, collaborative learning and conversational communication (Chen, 2020)

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### 2.6.2 TPACK Theory

In 2005, Mishra and Koehler of Michigan State University, USA, proposed the idea of “Technological Pedagogical Content Knowledge (TPACK)” based on the framework of “Pedagogical Pedagogical Knowledge for Subject Matters (PCK)” by Schulman (2005), which they defined as a “framework for integrating technological teachers’ knowledge”. The TPACK framework consisted of three foundational core elements and three convergent elements, with Content Knowledge (abbreviated as CK), Pedagogical Knowledge (abbreviated as PK), and Technological Knowledge (abbreviated as TK) as the foundational core elements (Mishra & Koehler, 2006).

Content Knowledge (CK) referred to the knowledge contained in specific disciplines and was composed of discipline-specific concepts, perspectives, theories, frameworks for the organization of knowledge, proofs of knowledge, and the practices and methods established for the development of such subject content knowledge (Shulman, 1986). 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 basic knowledge of Chinese language, knowledge of Chinese culture, knowledge of teaching Chinese as a foreign language, knowledge of second language learning and teaching, knowledge of learners and learning environments, knowledge of linguistics, pedagogy and psychology, and so on.

Pedagogical Knowledge (PK) was the deep knowledge about the practices or methods applied to the process of teaching and learning, and it was the structure of knowledge that assisted in reaching the purpose of education and realizing the value of education (Zhu, 2018). Teachers’ pedagogical knowledge could be utilized in classroom management, curriculum implementation, student learning and teaching assessment. In conjunction with *the Standards for International Chinese Language Teachers* (2021), online teaching Chinese as a foreign language teacher should have, for example, the knowledge of classroom organization and management, the

knowledge of expression and communication, and the knowledge of judging the level of students and the teaching environment, and so on (Chen, 2022).

Technological knowledge (TK) could be categorized into traditional technological knowledge and digital technological knowledge, and technological knowledge was the most changing uncertain element. TPACK's requirement for TK was that teachers needed to go beyond the traditional sense of technological knowledge, i.e., computer information literacy, which required teachers to continuously learn and use new information technologies in teaching (Meifeng Li, 2008). Combined with *the Standards for International Chinese Language Teachers* (2021), online teachers of teaching Chinese as a foreign language should master modern educational technologies, such as proficiency in the use of computers (Fan, 2021).

Therefore, in this research, the researcher investigated the teacher competencies of novice teachers of online Chinese as a foreign language on the Blingo Chinese Platform based on the frameworks of Subject Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) in TPACK. To a certain extent, this could give novice teachers of online Chinese as a foreign language a clearer and clearer idea of what kind of competencies they should have, and it could also help teachers who were preparing to work in the online Chinese as a foreign language industry as a reference.

## **2.7 Previous Research Related to the Study**

### **2.7.1 Research on Online Teaching**

In 2012, the Ministry of Education issued the *Ten-Year Development Plan for Education Informatization (2011-2020)*. From the introduction of this strategic blueprint of education informatization to the deployment of strategic action of education digitization nowadays, in the process of China's education informatization moving towards high-quality development, informatization in colleges and universities,

as a pioneer, has experienced a wonderful decade of bearing up and innovating across. In this decade, the informatization of colleges and universities could be divided into three stages. The first was the construction and application stage during the 12th Five-Year Plan, in which network infrastructure and education management informatization had achieved remarkable results. The second was the stage of integration and innovation during the 13th Five-Year Plan, in which the construction of a digital campus with the integration of physical space and cyberspace began. The third phase was the transformation and rebirth phase from the beginning of the epidemic to the present (Ben, 2022).

In April 2014, China's Ministry of Education established the Online Education Research Center of the Ministry of Education. The establishment of the Online Education Research Center signified that the state invested more resources in the development of online education, and thus online education was likely to become a new direction for the future development of education, which enabled the sharing of quality educational resources, provided more ways for people to learn, and was conducive to the establishment of a learning society, while that it also promoted the change of education philosophy, etc. (Ma, 2017).

Online teaching could be delivered on a large scale at a fraction of the cost, with more freedom of time and space, and a greater variety of content and formats. Initially, online education took the form of simply uploading teaching videos online or accessing learning materials via the Internet. Information technology was only an aid to teaching and learning and was not fundamentally different from traditional teaching models. Nowadays, online education was no longer simply about uploading classroom videos, but had developed in depth at all levels.

With Liu (2015) used the example of children in mountainous areas using online classes to learn English effectively, Liu (2015) explored how to share quality online education resources to schools lacking English teachers, thus promoting the development of English education in primary schools in mountainous areas while talking about it. Through a questionnaire research of all students in a certain class of

the first grade randomly selected from a middle school in Yanji City, Meng (2016), the results of the research showed that the current situation of middle school students' choices against online education in Yanji City was characterized by the inherent nature of traditional thinking and the insufficient level of teachers' information technology.

Through a case research by Wu and Chen (2015), Wu and Chen (2015) summarised the strategic adjustments and strategies for the development of online education. Taking the Skyline English learning website as an example, Dong (2016) has pointed out that online education was a new trend in the development of English teaching and an extension of the traditional classroom, in terms of the impact of the new model of English online education on English teaching.

To summarize, with the rapid development of information technology, online education combined with the Internet and education should not only be considered for the sustainable development of education in the future, but also continued to explore and innovate. The essence of online teaching was the deep integration of teaching concepts and teaching methods with the Internet, changed the original teaching structure and developed mode, which was conducive to promoting the modernization of education and realized digital, networked, intelligent and multimedia teaching methods (Li, 2017).

### **2.7.2 Research on Online Chinese as a Foreign Language**

In 1998, Beijing language and culture university developed the first website for teaching Chinese as a foreign language in China (Li, 2017). The establishment of this website meant that Chinese language teaching entered a new era.

Then, more and more scholars began to advocate and advocate the integration of modern means such as information technology with teaching Chinese as a foreign language. For example, in 2000, Zhang (2000) summarized the progress of online teaching Chinese as a foreign language in China from four aspects: participating units, teaching techniques, teaching methods and teaching institutions, and also discussed

how to unify technical standards in teaching, improve network speed, cultivate talents and avoid duplication of investment. In 2001, Tang and Li (2001) analyzed the main dilemmas currently faced by overseas Chinese language education and proposed that one of the ways to solve the dilemma was to establish a general website for overseas online teaching Chinese as a foreign language education. In 2004, Song and Xu and Xu (2004) proposed theoretical principles for the development of courseware for online teaching Chinese as a foreign language, suggesting that it should follow the laws of language teaching, master the software engineering methods and other suggestions. Zheng (2006) discussed the achievements of computer-assisted teaching Chinese as a foreign language in the last ten years. The theoretical aspects are shown in the beginnings of Chinese information processing and computer-assisted teaching in Chinese, the integration of multimedia and network technologies with computer-assisted teaching in Chinese, and the development of computer-assisted teaching in Chinese in the context of modern educational technology. The practical aspects were manifested in Chinese computer-assisted teaching and supporting environment, multimedia classroom teaching design methods, distance learning design methods, multimedia teaching materials and resources construction, teaching experiments and testing and teaching management, etc. Zheng (2006) believed that this mode of teaching was better developed in the future of online teaching Chinese as a foreign language.

In the context of this global “Chinese language popular”, Kang (2009) also has proposed a new way of thinking on teaching Chinese as a foreign language. Kang (2009) argued that in order to meet the eager demand of people from all over the world to learn Chinese and to better enable foreigners to learn Chinese, teaching Chinese as a foreign language should deepen the teaching reform, innovated the curriculum system and increased the training of teaching Chinese as a foreign language teacher. Kang (2009) advocated that we should make full use of various Platforms and adopt flexible and diverse teaching modes to improve the quality of teaching Chinese as a foreign language.

In recent years, scholars have devoted themselves to the cause of online teaching Chinese as a foreign language, and there were more and more online websites for learning Chinese as a foreign language, and while they were developing, there were also a lot of problems, and everyone was trying to find ways to solve them. In 2009, Ji and Zeng (2009) analyzed the current situation of the construction of three major types of websites for learning Chinese as a foreign language: comprehensive, special skills and tools, and proposed principles for the design of Chinese learning websites in response to their problems, including the principle of gradual progression, integration of audio-visual, reading and writing, real-time openness and interactive collaboration.

At that time, more and more scholars also recognized this problem, and Zheng (2015) examined 29 websites for teaching Chinese as a foreign language at that time, and made a detailed analysis of all 29 websites, summarized the problems that existed in online teaching Chinese as a foreign language website. For example, all of these online websites had problems such as the lack of standardization of resources, the single presentation of teaching contents, the lack of flexibility and personalization of the websites, and the serious disconnect between the post-management and the effective use of resources. Zheng (2015) proposed specific strategies for the construction of online teaching Chinese as a foreign language website in response to the prevailing situation. Zheng (2015) suggested that each website should strengthen the content construction of website resources, improved the quality of information on the website, and ensured the authority of the content. Secondly, Zheng (2015) also mentioned suggestions such as highlighting the personalization of content and focusing on the diversity of content.

By summarizing previous studies and reports, aggregating and collating some of the data now known, Ma (2016) used theories of teaching Chinese as a foreign language and distance learning, and sought to build a sound and effective online teaching Platform for teaching Chinese as a foreign language in terms of website model, teaching model, software design, curriculum, web design, teaching material design, and supporting panels. For example, a simple web design could reduce the

loading speed of the website. It was best to use less flash on the website. Animations not only take time to load and slow down the opening of the website, but also cannot be recognized by search engines, which was not conducive to optimizing the website later on. In addition, Ma (2016) believed that in addition to choosing a good quality server to improve the speed of the site, the physical location of the server and the location of the visitors also affected the speed of the site, so selected a good quality server as much as possible in the early stages. From what she saw at the time, Ma (2016) believed that there was no global organization that could come up with a standard to measure the Internet speed of each country, but one thing was for sure, China's infrastructure was one of the faster to achieve a relatively leading position in the world, and the Internet was also part of the infrastructure, in the era of global popularity of the Internet and Internet speed updates, the future of China's Internet development was bright.

From the above literature, it could be seen that, with the development of the Internet, online teaching Chinese as a foreign language has received widespread attention from educational researchers, but online education at home and abroad was still in the exploratory stage, and the teaching system of "Internet + education" was not yet perfect. How to carry out online teaching efficiently was the main problem we all faced, and the establishment of a personalized education system also needed to be explored.

### **2.7.3 Research on Online teaching Chinese as a Foreign Language**

Online teaching Chinese as a foreign language was a teaching mode that crosses the limits of time and space, expanded the scope of Chinese language teaching and promoted the Chinese language to the world (Ren, 2021). At the 10th Confucius Institute Conference in 2016, the presidents of Confucius Institutes expressed their concern about the development of online teaching Chinese as a foreign language material, the training of online teaching Chinese as a foreign language teacher and the evaluation of online teaching performance. They also pointed out that although this teaching mode faces many challenges, the positive impact of this teaching mode on

teaching Chinese as a foreign language should not be overlooked. They also said that they were looking forward to seeing more excellent cases (Li, 2021).

As exchanges between China and the rest of the world increase and the demand for foreigners to learn Chinese grows, the traditional teaching Chinese as a foreigner language business had hit a bottleneck in the 21st century (Liang, 2022). It was worth thinking about how to use the Internet as a powerful tool to break through the bottleneck and allowed foreigners to learn Chinese in a better and comprehensive way. In addition, if new forms of Internet teaching were pursued unilaterally without tracing the language learning itself, it was difficult to achieve the purpose of teaching in this way. Huang (2016) started from the perspective of foreigners' cognitive psychology and cultural differences in learning Chinese, and tried to explore and design a new and detailed online learning programme for Chinese as a foreign language by combining new tools such as the Internet, and he wanted to really achieve the purpose of making the world listen to Chinese voices and understand Chinese culture across. In terms of children's learning, Huang designed the teaching from several demand points respectively, such as gamified learning, the content of the game was synchronised with the classroom material, the game needed to be fun and the students' learning needed to be fed back to the teacher's parents in time. Li (2017) summarized the similarities and differences between online and offline teaching Chinese as a foreign language through a comparison of online and offline teaching Chinese as a foreign language and analyzed the characteristics of online teaching Chinese as a foreign language. Li (2017) also summarized the bottlenecks encountered in online teaching Chinese as a foreign language. such as the technology of the Platform, teachers' qualifications and the control of learning outcomes, and concluded with suggestions for improvement at the level of teachers' "teaching", students' "learning" and technology.

On the basis of combined the domestic and international literature, the main problems of classroom teaching effectiveness at that time were analyzed by Zhang and He (2019). Zhang and He (2019) argued that teachers relied too much on multimedia technology and made excessive use of information technology, for example, during

lessons, some teachers showed videos for the whole lesson. Zhang and He (2019) believed at the time that classroom effectiveness was about teachers and students collaborating and interacting with each other in the classroom so that the objectives could be better achieved. Zhang and He (2019) pointed out that the effectiveness of classroom teaching is the process of teachers and students participating and interacting with each other in the classroom in order to achieve the objectives in an effective way. In the context of “Internet + education”, teaching resources and teaching conditions could be further improved and enhanced, which played a greater role in promoting the effectiveness of classroom teaching.

In conclusion, the rapid development of online teaching Chinese as a foreign language Platform had led more and more scholars to recognise that the current changes in the Chinese language teaching model have placed new demands on teaching Chinese as a foreign language teacher, requiring them to have knowledge of Chinese language teaching as well as the appropriate online operational competencies to ensure teaching effectiveness. Therefore, the importance of training teachers of Chinese as a foreign language was becoming more and more prominent.

#### **2.7.4 Research on the Competencies of Novice Teachers on Online teaching Chinese as a Foreign Language**

With the rise of the online teaching Chinese as a foreign language model, scholars conducted research on the problems of online teaching Chinese as a foreign teacher and teacher’s competency development of online teaching Chinese as a foreign teacher.

Table 2.1 Researchers on online teaching Chinese as a foreign language

Problems	Researchers	Suggestions for perspectives
Foreign students’ Chinese phonological skills cannot be effectively and efficiently improved.	Wang (2012)	Wang (2012) found through practice that reflective note-taking was an effective way to improve Chinese language teachers’ teaching practice.

Table 2.1 Researchers on online teaching Chinese as a foreign language (cont.)

Problems	Researchers	Suggestions for perspectives
Teachers lack the competence to teach with information technology.	Wu (2014)	Wu (2012) suggested the need to emphasize and strengthen the development of teachers' information-based teaching competencies.
Novice teachers' views and perceptions of online teaching Chinese as a foreign language were not created out of nothing, they were gradually internalized in their own minds as a result of long-term environmental influences. Online teaching Chinese as a foreign language experience can influence teachers' views on online teaching Chinese as a foreign language to a certain extent.	Liu (2014) Gao (2023)	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.
The social environment neglected the training of online teachers of teaching Chinese as a foreign language.	Luo (2019)	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.

Table 2.1 Researchers on online teaching Chinese as a foreign language (cont.)

Problems	Researchers	Suggestions for perspectives
Training programs in higher education were lacking in relevance and timeliness.	Wu (2020)	Wu (2020) suggested that the course structure should be restructured to broaden the range of course choices, as well as increased university-enterprise cooperation to provide students with online internship opportunities.
Online novice teachers of teaching Chinese as a foreign language thought that the length of lesson preparation exceeded the length of lesson preparation for offline instruction, and teachers found lesson preparation very stressful.	Lin and wu (2020)	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)
Novice teachers lack classroom management competencies as well as a degree of lesson preparation.	Li (2021)	Li (2021) advocated that online novice teachers of Chinese as a foreign language should comprehensively improve their teaching competence through professional pathways to enhance their knowledge base competence, classroom management competence, lesson planning competence, and possess cross-cultural communication competence.

Table 2.1 Researchers on online teaching Chinese as a foreign language (cont.)

<p>The problems in the classrooms of online novice teachers of teaching Chinese as a foreign language included unstable network, students' low enthusiasm for learning, and teachers' inexperience in online teaching.</p>	<p>Liu (2021)</p>	<p>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.</p>
<p>The introduction of cultural factors was as important as the knowledge of the Chinese language itself in teaching Chinese as a foreign language,</p>	<p>Gao (2021)</p>	<p>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.</p> <p>Wen and Zhou (2023) mentioned that in terms of teaching content, teachers need to guide students to understand the excellent traditional Chinese culture, and at the same time, they need to experience the changes and development of contemporary China in a multi-dimensional way.</p>

Table 2.1 Researchers on online teaching Chinese as a foreign language (cont.)

<p>Online teaching Chinese as a foreign language teacher without offline teaching experience faced more problems than those with offline teaching experience.</p>	<p>Yang (2022)</p>	<p>In terms of their views on online teaching Chinese as a foreign language, teachers with offline teaching experience were more optimistic about the future of the industry and believed that online teaching was a useful supplement to offline teaching.</p> <p>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.</p>
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### 2.7.5 What Areas of Competencies the Teachers Can Do

In the course of the study, the researchers proposed their own perspectives through teaching practice, and suggested that some subjects as well as teacher competencies hold an important place in Chinese language teaching.

Table 2.2 Researchers' perspectives on the competencies of online teachers of Chinese as a foreign language

Subjects	Researchers	Suggestions for perspectives
<p>Knowledge of Chinese culture.</p>	<p>Gao (2021) Wen and</p>	<p>The introduction of cultural factors was as important as the knowledge of the</p>

Table 2.2 Researchers' perspectives on the competencies of online teachers of Chinese as a foreign language (cont.)

Subjects	Researchers	Suggestions for perspectives
Knowledge of Chinese culture.	Zhou (2023)	Chinese language itself in teaching Chinese as a foreign language, and that 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.
Basic knowledge of Chinese language.	Wu (2020)	Basic knowledge of Chinese language and their own cultural literacy and methods of teaching Chinese as a foreign language are still the most important and essential. Online teaching Chinese as a foreign language targets more or less come to learn Chinese with certain learning interests, so how to emphasize teachers' professionalism is particularly important.
Knowledge of teaching Chinese as a foreign language	Liu (2023)	Novice teachers of online teaching Chinese as a foreign language, 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.

Table 2.2 Researchers' perspectives on the competencies of online teachers of Chinese as a foreign language (cont.)

Knowledge of second language learning and teaching.	Jin and Hou (2016)	Jin and Hou (2016) suggested that teachers can notice and derive language rules through a large number of communicative examples. The result would be to help learners subconsciously acquire language rules through examples, regularity of language, and frequency of occurrence.
Lesson preparation competencies.	Lin and wu (2020) Li (2021) Liu (2021) Huang (2021)	Novice teachers of online teaching Chinese as a foreign language needed to have rich classroom activities while teaching, which required teachers to spend time to collect information, designed classroom activities, and well prepared before class.
Classroom management competency.	Li (2021) Zhou (2022) Hua (2021) Chen (2021)	Online teaching Chinese as a foreign language has developed rapidly, and novice teachers of online teaching Chinese as a foreign language should adapt and adjust their status in time.
Observation, adaptation, and generalization competencies.	Chen (2021) Yang (2023)	Novice teachers of online teaching Chinese as a foreign language should observe the learning situation of their students, scientifically select and use existing teaching materials for Chinese as a foreign language, and if necessary, have the competence to design their own new materials according to the actual situation of Chinese language learners.

Table 2.2 Researchers' perspectives on the competencies of online teachers of Chinese as a foreign language (cont.)

<p>Arrange the teaching order reasonably.</p>	<p>Chen (2021) Liu (2021) Yang (2023) Yue (2023)</p>	<p>Novice teachers of online teaching Chinese as a foreign language were expected to have the competency of active learning, to learn self-reflection, to continuously improve teaching methods, to rationalize the teaching sequence, and to enhance teachers' competence. Online teaching differed from traditional teaching in terms of teaching equipment, students' level, and students' feedback competency, and so on. Therefore, novice teachers of online teaching Chinese as a foreign language need to rationalize the teaching sequence based on the students' learning conditions.</p>
<p>Expression and communication competencies.</p>	<p>Wang (2021) Chen (2022)</p>	<p>As a knowledge transmitter, teachers needed to transmit knowledge to students through linguistic coding, which meant that teaching and learning activities were mainly carried out in verbal and body language communication between teachers and students, so novice teachers of online teaching Chinese as a foreign language needed to have good expression and communication competencies, which could be said to be the basic threshold of the teaching profession.</p>
<p>Competency in assigning homework</p>	<p>Wu (2021) Zhao (2022)</p>	<p>Assigning homework needed to be designed and assigned according to the learning environment and situation.</p>

Table 2.2 Researchers' perspectives on the competencies of online teachers of Chinese as a foreign language (cont.)

Competencies in judging the level of learners and the teaching environment	Li (2017) Wu (2023)	Teachers should familiarize themselves with the students before class. A Chinese language teaching class would have students from different countries, so it is important to know the basic situation of the students in all aspects. Teachers could use questionnaires and tests to understand and judge the learning level of the students, and then tailor the teaching to the students' needs.
Proficiency in the use of computer competency.	Wu (2022) Wu (2023) Zhu (2023) Zhang (2023)	Novice teachers of online teaching Chinese as a foreign language must change their educational concepts, combine Chinese language teaching with modern educational technology, master online teaching Chinese as a foreign language teaching platforms, tools, and methods, integrate online teaching resources effectively, and give full play to the advantages of modern educational technology to customize the personalized classroom interaction mode.

It was clear from this that the development of teaching competencies required the state and universities to improve and optimize training programmes, provided regular training for teaching Chinese as a foreign language teacher, and offered more opportunities for learning and exchange, while at the same time requiring teaching Chinese as a foreign language teacher to constantly reflected on and improve themselves and their own competencies and training.

## 2.8 Conclusion

From the literature review, it can be concluded that with the development of the Internet, online teaching has gradually matured. Online teaching Chinese as a foreign language has also received a lot of attention from educational researchers in recent years, but online teaching at home and abroad was still in the exploratory stage, and the teaching system of “Internet + education” was not yet perfect. The main problem we all faced now was how to teach online efficiently, and the establishment of a personalized teaching system also needed to be explored. In addition, with the rapid development of online Chinese teaching Platforms, more and more scholars recognized that the changes in the current Chinese teaching model have placed new demands on teachers teaching Chinese as a foreign language, requiring them to have knowledge of Chinese teaching as well as the appropriate online skills to ensure the effectiveness of their teaching. Therefore, the importance of training teachers of Chinese as a foreign language was becoming more and more prominent.

In addition, from the above-mentioned literature, it was found that the structure of teaching competency was relatively consistent among scholars, and the criteria for evaluating the teaching competencies of teachers teaching Chinese as a foreign language was always being developed and improved, and some of the specific contents may deviate with the changes of the times and the market. It could be seen that with the complexity of the work of teaching Chinese as a foreign language, the teaching objects and the teaching environment, the development of a set of scientific and universal teaching competency standards could not be achieved overnight, and needed to be revised and improved in line with the continuous development of teaching and learning theories. The development of teaching competency required the state and universities to improve and optimize training programs, provided regular training for novice teachers of teaching Chinese as a foreign language, and offered more opportunities for learning and exchange, while at the same time requiring novice teachers of teaching Chinese as a foreign language to constantly reflected on and improved themselves and their own competency and training.

## **Chapter 3**

### **Research Methodology**

This chapter covered the research methodology, the research design, population and sample, the research instruments, the data collection procedures, and the methods of data analysis.

#### **3.1 Research Design**

This research assessed the views of novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language, as well as explored what teacher competencies novice teachers of online teaching Chinese as a foreign language should have. This research collected data in a quantitative and qualitative manner. The main purpose of the questionnaire survey was to find out the views of novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language as well as teacher competencies. To supplement the limitations of the questionnaire survey, the researcher used semi-structured interviews to collect additional information.

#### **3.2 Population and Samples**

##### **3.2.1 Population**

The Blingo Chinese Platform has approximately 850 novice teachers of online teaching Chinese as a foreign language. (according to the report of the Blingo Chinese Platform administration office, in 2023).

### 3.2.2 Sample

According to the report of the Blingo Chinese Platform administration office, there were 850 (N=850) online teaching Chinese as a foreign language teacher at the Platform. There were two sample groups of teachers to answer the questionnaire and teachers to take a semi-structured interview.

Table 3.1 Determining Sample Size for Activities.

N	n	N	n	N	n	N	n	N	n
55	48	200	132	480	214	1800	317	30000	379
60	52	210	136	500	217	1900	320	40000	380
65	56	220	140	550	226	2000	322	50000	381
70	59	230	144	600	234	2200	327	75000	382
75	63	240	148	650	242	2400	331	100000	384
80	66	250	152	700	248	2600	335	250000	384
85	70	260	155	750	254	2800	338	500000	384
90	73	270	159	800	260	3000	341	1000000	384
95	76	280	162	850	265	3500	346	10000000	384
100	80	290	165	900	269	4000	351	50000000	384

N=Population n=Sample

Source:Johnson & Larry, 2015

- 1) First Group of teachers to answer the questionnaire.

Simple random sampling method used to this first sample group. Based on Johnson and Larry (2015), the recommended sample size based on the 95% confidence level was 265 (n=265) as shown in Table 3.1 (Johnson & Larry, 2015, p.220). Therefore, the researcher fully utilized the WeChat and DingTalk workgroup to send the questionnaires online in the form of a QR code to the Blingo Chinese Platform, in order to maximize the quality of the recovered data, the researcher firstly designed the questionnaire with a special question to ensure that the participants were novice teachers of online teaching Chinese as a foreign language. Secondly, the

researcher also eliminated the answers that were obviously answered incorrectly and that do not fit the characteristics of the subjects of this research or incomplete to the questionnaire items by manual exclusion, and received 265 valid questionnaires.

## 2) Second Group of teachers to take a semi-structured interview.

For qualitative studies, purposive sampling method used to select this second sample group, semi-structured interviews further compensated for the limitations of the questionnaire. Based on Creswell (2012), recommended interviews, and observations, and case studies to include about 8-12 cases. The researcher invited 11 novice teachers of online teaching Chinese as a foreign language to participate in a semi-structured interview, 11 teachers were selected from 265 teachers who answered the questionnaire and they were willing to volunteer to participate in the interviews. All 11 teachers were from the Blingo Chinese Platform and all of them have less than 3 years (included 3 years) of experience in online teaching Chinese as a foreign language. The researcher protected the privacy of the samples. The researcher created nicknames for the samples. The researcher was then keeping a recording of the interview, as well as taken notes.

### 3.3 Research Instruments

The researcher's questions and semi-structured interviews contained no commercial content of any kind for the Blingo Chinese Platform. All research has been approved by all novice teachers of online teaching Chinese as a foreign language of the Blingo Chinese Platform. The information obtained was kept strictly confidential by the researcher. Children were not included in this research.

Two research instruments were used in this research which were questionnaires and semi-interviews to answer the two research questions. The design of the questionnaire was based on the theoretical framework of CK, PK, and TK in TPACK as well as the questionnaire adapted from Wu (2020). In addition, these items covered the knowledge structure and competency structure of Chinese as a foreign

language teacher proposed by Zhang (2007) and the 2021 version of the *Standards for International Chinese Language Teachers*. During the design process, the researcher listened to and adopted the suggestions of the IOC experts to design a teacher competency questionnaire for novice teachers of online teaching Chinese as a foreign language. Therefore, the questionnaire for this study was credible. To supplement the limitations of the questionnaire survey, the researcher used semi-structured interviews to collect additional information.

### 3.3.1 Questionnaire

The researchers used a questionnaire that was created online in the form of a QR code and sent to participants via WeChat and DingTalk workgroup. The questionnaire included three sections.

Part one: Personal information section, which included five questions, included the participants' gender, age, profession, teaching experience, online teaching Chinese as a foreign language teaching style and offline teaching Chinese as a foreign language teaching style.

Table 3.2 The Content of the Five-Point Likert Scales

Degree	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Source: Likert, 1932

Part two and part three used table 3.2 the content of the five-point Likert scales (5 = “Strongly Agree”, 4 = “Agree”, 3 = “Neutral”, 2 = “Disagree”, and 1 = “Strongly Disagree”) as shown in Table 3.2 to measure the participants' online teaching Chinese as a foreign language view and teacher's competency for online

teaching Chinese as a foreign language teacher. In part two items 1-10 covered the views of novice teachers of online teaching Chinese as a foreign language toward on online teaching Chinese as a foreign language, and in part three items 1-16 covered the teacher competencies that novice online teaching Chinese as a foreign language teacher should have (see Appendix A).

### **3.3.2 Semi-Structured Interview**

This research used semi-structured interviews to make up for the limitations of the questionnaire. According to Wu (2016), the main purpose of the interviews was to get a closer look at the work experience of online teaching Chinese as a foreign language teacher, to understand whether there were biases and omissions in the researcher's assumed knowledge structure and competency structure, and to achieve two-way communication more closely. The semi-structured interview method facilitated the interviewer to get the information he wants more directly and more quickly.

This research used the following outline to conduct semi-structured interviews. 1) The views of novice teachers of online teaching Chinese as a foreign language toward online teaching Chinese as a foreign language. 2) The views of novice teachers of online teaching Chinese as a foreign language on the competencies required for online teaching Chinese as a foreign language as opposed to offline teaching Chinese as a foreign language. 3) What were the most important knowledge or competencies that novice teachers of online teaching Chinese as a foreign language considered, and what kind of knowledge or competencies they would like to add at present. 4) Problems and difficulties encountered by novice teachers of online teaching Chinese as a foreign language in the teaching proceeds (see Appendix B).

## **3.4 Validity and Reliability**

### **3.4.1 Validity**

In order to ensure the scientific validity and accuracy of this research, it was necessary to test the validity and reliability of the questionnaire. The Index of Item-Objective Congruence (IOC), developed by Rovinelli and Hambleton (1977), was an instrument development procedure used to assess content validity during the item development phase. In this research, the IOC were used to assess questionnaires and semi-structured interviews and were evaluated by three experts (Invitation letters to experts shown in Appendix C, D & E).

In this research, each expert rated each item of the questions in the questionnaire on the basis of three options +1, 0 and -1.

+1 = The question was definitely congruent with the research objective

0 = Uncertain whether the question was congruent with the research objective

-1 = The question was definitely incongruent with the research objective

According to Turner and Carlson (2003), the score of item congruence for each item must not be lower than 0.5 to be recognized and accepted. If the score was below 0.5, the researcher needed to make modifications based on the comments of the three experts. The formula for calculating the IOC:

$$IOC = \frac{\sum R}{N}$$

R = Point given by experts

$\sum R$  = Total points of each expert

N = Numbers of experts

The criteria were set up for the score of the test item, if the score fell between 0.67 and 1.00, the item was considered valid and acceptable (Li,2021). The test items in this research study all scored higher than 0.67, therefore, these items were valid for data collection in this research (see Appendix F).

### 3.4.2 Reliability

Before the official distribution of the questionnaire, the researcher sent the questionnaire to some online novice teachers of teaching Chinese as a foreign language who were not participants in this research, and the researcher used SPSSPRO to interpret the data collected.

The researcher used the SPSSPRO application to analyze the Cronbach's coefficients of the returned pilot research questionnaires. According to Table 3.3, it could be seen that the higher the Cronbach's alpha coefficient, the more reliable the instrument was considered acceptable in the research and the reliability must be at least 0.7 (Xu, 2016).

Table 3.3 Description of Internal Consistency Using Cronbach's Alpha

Cronbach's $\alpha$	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Taber, 2018

The researcher calculated the pre-experimental questionnaire by using SPSSPRO and the Cronbach's alpha value of the questionnaire was 0.894. Table 3.3 showed that the questionnaire used in this experiment was good (see Appendix G).

## **3.5 Data Collection Procedures**

### **3.5.1 Approval**

Firstly, for research ethical considerations, the research received a certificate of approval from the Rangsit University Research Ethics Review Board, approved on September the 15th, 2023. Numbered COA. NO. RSUERB2023-135 (see Appendix H). Secondly, the researcher submitted a letter of request for permission to collect data to Suryadhep Teachers College of Rangsit University, and then the researcher obtained a letter of permission to collect data (see Appendix I). Finally, the researcher started to prepare for the research.

### **3.5.2 Data Collection**

The data collection process for this research was as follows.

Step one, the researcher constructed a questionnaire based on the identified research objectives and questions and distributed it to online teachers of teaching Chinese as a foreign language on the Blingo Chinese Platform. To ensure that the data collected was authentic and accurate, the researcher randomly distributed the pilot questionnaire to 15 online teachers of teaching Chinese as a foreign language, and Cronbach's alpha formula was used to measure the reliability of the questionnaire after data collection. The researcher calculated the pre-experimental questionnaire by using SPSSPRO and the Cronbach's alpha value of the questionnaire was 0.894. Table 3.3 showed that the questionnaire used in this experiment was good (see Appendix G). The questionnaires were sent to Blingo Chinese Platform via WeChat and DingTalk workgroup on October 26, 2023, and finally 265 valid questionnaires were recovered that met the objectives of this research.

Step two, 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 WeChat

phone call. This research focused on the questions asked during the design phase of the dissertation, which revised and formulated as necessary during the interview process. Each novice teachers of online teaching Chinese as a foreign language were questioned for 10 to 15 minutes and the researcher recorded the interview with the consent of the interviewees while taking notes.

## **3.6 Data Analysis**

### **3.6.1 Quantitative Research**

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 in Table 3.4.

A mean value of 4.21-5.00 means that the samples' views of online teaching Chinese as a foreign language were very high or positive and their views of teachers' competencies were very high or positive. A mean value of 3.41-4.20 meant that the samples had high or positive views of online teaching Chinese as a foreign language and high or positive views of teachers' competencies.

A mean value of 2.61-3.40 meant that the samples' views on online teaching Chinese as a foreign language were moderate and their views on teachers' competencies were moderate. A mean value of 1.81-2.60 meant that the samples' views on online teaching Chinese as a foreign language were low or negative and their views on teachers' competencies were low or negative. A mean of 1.00-1.80 meant that the samples' views on online teaching Chinese as a foreign language were very low or negative and their views on teachers' competencies were very low or negative. The final results were presented in table and text form.

Table 3.4 The 5-Rating Scale

<b>Descriptive Rating</b>	<b>5-Rating Scales</b>	<b>Likert Scales</b>
<b>Strongly Agree</b>	4.21-5.00	5
<b>Agree</b>	3.41-4.20	4
<b>Neutral</b>	2.61-3.40	3
<b>Disagree</b>	1.81-2.60	2
<b>Strongly disagree</b>	1.00-1.80	1

### 3.6.2 Qualitative Data Analysis

Qualitative content analysis referred to the systematic coding and categorization of textual data and its interpretation to discover the themes embedded in it (Li, 2021). Content analysis was used in this research and the interview data was through MAXQDA. MAXQDA is a specialized software for qualitative data analysis (Li, 2021).

Firstly, the researcher placed the interviewer's interview data in 11 different files, and the researcher translated the interviews' data from Chinese to English, which then be uploaded to MAXQDA.

Secondly, the researcher created a project in MAXQDA and chose an appropriate name location for the project. This project was used to manage and organize the data, analyses, and results of this research to be found.

Thirdly, if the interview data were to be coded and a categorical name formed, it would be appropriate to begin with text describing the content of the data segments and then divide all data into meaningful units of analysis (Johnson & Larry, 2015). The researcher selected the most frequent and meaningful keywords, therefore, "Views", "Teacher Competencies", and "Problems" were the key words used for segmentation and coding.

Finally, 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.

### **3.7 Ethical Consideration**

To ensure that the research was conducted ethically, the researcher received a certificate of approval from the Rangsit University Research Ethics Review Board, approved on September the 15th, 2023. Numbered COA. NO. RSUERB2023-135 (see Appendix H). Meanwhile, the researcher obtained approval from different participants and protected the identity of all participants, included survey respondents and interviewees. To protect the privacy of all participants, a number of specific steps were used:

1) Participants were informed in advance and consent were obtained prior to the research.

2) Data was collected and maintained in a secure manner by the researcher during the course of the research.

3) To prevent disclosure of participant information, data collected was deleted within one year of the publication of this research.

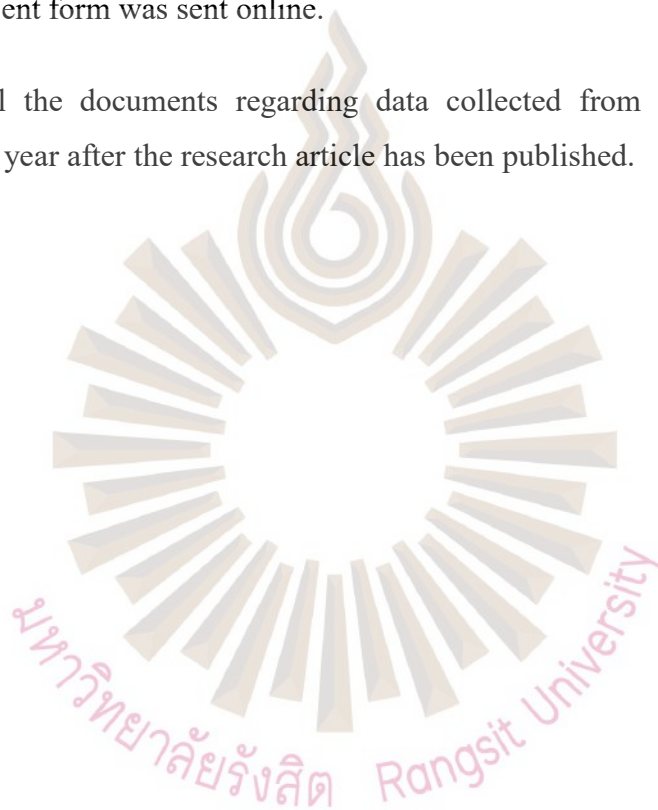
4) All samples signed an Informed Consent Form to confirm that their personal information and identity would not be disclosed as a result of this research. The informed consent form for this research included an 18+ Informed Consent Form which was adapted from the RSU Ethical Review Board (ERB) form. The researcher followed the requirements of the RSU Ethical Review Board (ERB) and the researcher conducted the informed consent process without pressure or undue influence by providing sufficient information and ample opportunity for potential subjects to consider whether to participate in the research. Furthermore, the researcher would not

disclose personal information or the identity of the sample and was used the data collected solely for the research purposes of this research.

5) The samples of this research were adult novice teachers of online teaching Chinese as a foreign language, and did not include minor children.

6) Due to the novice teachers of online teaching Chinese all in China, the informed consent form was sent online.

7) All the documents regarding data collected from the samples will be destroyed one year after the research article has been published.



## **Chapter 4**

### **Data Analysis**

This chapter collated and introduced the quantitative results of the questionnaire survey and the qualitative results of the semi-structured interviews.

#### **4.1 The Analysis of Questionnaire**

The researcher fully utilized the WeChat and DingTalk workgroup to send the questionnaires online in the form of a QR code to the Blingo Chinese Platform were to answer the two research questions posed in Chapter one. In order to maximize the quality of the recovered data, the researcher firstly designed the questionnaire with a special question to ensure that the participants were novice teachers of online teaching Chinese as a foreign language. Secondly, the researcher also eliminated the answers that were obviously answered incorrectly or incomplete to the questionnaire items by manual exclusion, and received 265 valid questionnaires. The questionnaire was divided into three sections: personal information, views of novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language, and teacher competencies that novice teachers of online teaching Chinese as a foreign language should have.

##### **4.1.1 Personal Information**

As could be seen from Table 4.1, there was considerable difference in the gender ratio. 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.

Table 4.1 Gender and age of novice teachers of online teaching Chinese as a foreign language

	Categories	Frequency	Percentage
<b>Gender</b>	Male	73	27.55%
	Female	192	72.45%
	Total	265	100%
<b>Age</b>	Under 25 years old	95	35.85%
	25-30 years old	103	38.87%
	31-35 years old	58	21.89%
	36-40 years old	9	3.4%
	Total	265	100%

#### 4.1.2 Professions, Forms of Work, and Teaching Experience of Novice Teachers of Online Chinese as a Foreign Language

According to the Table 4.2, the professional distribution of the novice teachers of online teaching Chinese as a foreign language were analyzed. 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.

Table 4.2 Major of novice teachers of online teaching Chinese as a foreign language

Major	Frequency	Percentage
Teaching Chinese as a foreign language	97	36.6%
Chinese language and literature	79	29.81%
English	62	23.4%
Other	27	10.19%
Total	265	100%

According to the Table 4.3, the distribution of teaching forms of novice teachers of online teaching Chinese as a foreign language was analyzed. There were

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.

Table 4.3 Forms of work of novice teachers of online teaching Chinese as a foreign language

Categories	Frequency	Percentage
Online teaching Chinese as a foreign language	169	63.77%
Online + offline teaching of Chinese as a foreign language	96	36.23%
Total	265	100%

According to Table 4.4, the distribution of teaching experience of novice teachers of online teaching Chinese as a foreign language was analyzed. There were 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.

Table 4.4 Teaching experience of novice teachers of online teaching Chinese as a foreign language

Teaching experience	Frequency	Percentage
3 years	107	40.38%
< 3 years	158	59.62%
Total	265	100%

#### 4.1.3 Novice Teachers' Views on Online Teaching Chinese as a Foreign Language

The means were interpreted as follows: Strongly agree 4.21-5.00; Agree 3.41-4.20; Neutral 2.61-3.40; Disagree 1.81- 2.60 ; Strongly disagree 1.00-1.80 (Taber, 2018)

Table 4.5 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
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

Table 4.5 Novice Teachers' Views on Online Teaching Chinese as a Foreign Language (cont.)

No.	Items	Means	SD	Interpretation
	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
	<b>Overall Mean</b>	<b>3.883</b>	<b>0.685</b>	<b>Agree</b>

According to Table 4.5, the average view of online teachers of Chinese as a foreign language on teaching Chinese as a foreign language online was 3.883 (S. D. 0.685).

Item 1, novice teachers of online teaching Chinese as a foreign language agreed to understand online teaching of Chinese as a foreign language, with a mean of 3.804 (S. D. 0.701). Item 2, novice teachers of online teaching Chinese as a foreign language agreed that online teaching Chinese as a foreign language is a good way for foreigners to learn Chinese, with a mean of 4.185 (S. D. 0.529).

Item 3, novice teachers of online teaching Chinese as a foreign language agreed that online teaching Chinese as a foreign language is a useful complement to offline teaching Chinese as a foreign language, with a mean of 4.057 (S. D. 0.616). Item 4, novice teachers of online teaching Chinese as a foreign language strongly agreed that online teaching Chinese as a foreign language incorporates multimedia technology in learning, which helps to improve learners' motivation and learning effectiveness, with a mean of 4.211 (S. D. 0.477).

Item 5, novice teachers of online teaching of Chinese as a foreign language agreed that the future of online teaching Chinese as a foreign language is very good, with a mean of 3.883 (S. D. 0.655). Item 6, novice teachers of online teaching Chinese

as a foreign language agreed that they were interested in continuing to work related to online teaching Chinese as a foreign language in the future, with a mean of 4.023 (S. D. 0.662).

Item 7, novice teachers of online teaching Chinese as a foreign language agreed that online teaching Chinese as a foreign language is a good career choice, with a mean of 3.623 (S. D. 1.077). Item 8, novice teachers of online teaching Chinese as a foreign language, showed a neutral view that it is easy to find a job related to online teaching Chinese as a foreign language in China, with a mean of 3.200 (S. D. 0.880).

Item 9, Novice teachers of online teaching Chinese as a foreign language agreed that they were well aware of the content of the *International Standards for Teachers* issued by the Center for Language Education and Cooperation, with a mean of 3.615 (S. D. 0.676). Item 10, novice teachers of online teaching Chinese as a foreign language strongly agreed that online teaching Chinese as a foreign language is a meaningful career, with a mean of 4.226 (S. D. 0.572).

Table 4.6 Cross tabulation of novice teachers' online teaching experience and level of understanding of online teaching Chinese as a foreign language

<b>Online teaching experience</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Frequency</b>
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 4.6 showed that among the novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years, 78 (72.9%) agreed that they understood online teaching Chinese as a foreign language, and 29 (27.1%) strongly agreed that they understood online teaching Chinese as a foreign language.

Table 4.6 showed that among the novice teachers who had been engaged in online teaching Chinese as a foreign language for less than 3 years, 9 (5.70%) disagreed that they understood online teaching Chinese as a foreign language, 69 (43.67%) were neutral that they understood online teaching Chinese as a foreign language, 74 (46.84%) agreed that they understood online teaching Chinese as a foreign language, and 6 (3.8%) strongly agreed that they understood online teaching Chinese as a foreign language.

It could be seen that the number of novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years was more concentrated in the number of those who agreed and strongly agreed in agreeing to understand the views of online teaching Chinese as a foreign language. However, for novice teachers who had been online teaching Chinese as a foreign language for less than 3 years, their views were more dispersed among those who agreed that they understood the views of online teaching Chinese as a foreign language.

Table 4.7 Cross tabulation of online + offline teaching experience in teaching Chinese as a foreign language and level of understanding of online teaching Chinese as a foreign language

Teaching experience	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Frequency
Online/3y	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

In particular, it was explained that both in the research tables in this chapter refer to have experience in online teaching Chinese as a foreign language as well as also offline teaching Chinese as a foreign language.

Combined with Table 4.6, Table 4.7 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. For example, of the 78 teachers that they agreed with the understanding of online teaching Chinese as a foreign language, they were made up of 35 teachers who had been engaged in online teaching Chinese as a foreign language for 3 years, and 43 teachers who had been engaged in online teaching Chinese as a foreign language for 3 years as well as those who also had experience in offline teaching Chinese as a foreign language. And of the 29 teachers who strongly agreed that they understood online teaching Chinese as a foreign language, 13 were teachers who had been engaged in online teaching Chinese as a foreign language for 3 years, and 16 were teachers who had been engaged in online teaching Chinese as a foreign language for 3 years as well as had experience in offline teaching Chinese as a foreign language.

Meanwhile, most of the teachers who had less than 3 years of experience in online teaching Chinese as a foreign language and agreed that they agreed to understand online teaching Chinese as a foreign language were teachers with offline experience in teaching Chinese as a foreign language. For example, of the 74 teachers who agreed that they agreed with the understanding of online teaching Chinese as a foreign language, they were made up of 42 teachers who had been engaged in online teaching Chinese as a foreign language for less than 3 years, and 32 teachers who had been engaged in online teaching Chinese as a foreign language for less than 3 years as well as teachers who had experience in offline teaching Chinese as a foreign language as well. The 6 teachers who strongly agreed that they understood online teaching Chinese as a foreign language consisted of 1 teachers who had been online teaching Chinese as a foreign language for less than 3 years and 5 teachers who had been online teaching Chinese as a foreign language for less than 3 years as well as having

experience in offline teaching Chinese as a foreign language. In addition, the views of novice teachers of online Chinese as a foreign language who had been engaged in the work for less than 3 years on teaching Chinese as a foreign language online were neutral in 69 cases (57.02%).

Therefore, on the basis of both engaged in online teaching Chinese as a foreign language, the number of teachers who also had experience in offline teaching Chinese as a foreign language held a higher number of agreeing and strongly agreed views on online teaching Chinese as a foreign language. The views of these teachers were more concentrated. This may be because the offline teaching experience base enabled the teachers to understand and be more familiar with online Chinese as a foreign language teaching more quickly.

Table 4.8 Cross tabulation of novice teachers' online teaching Chinese as a foreign language teaching experiences and agreed prospects of online teaching Chinese as a foreign language

<b>Online teaching experience</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Frequency</b>
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 4.8 showed that among the novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years, 6 of the novice teachers neutrally that the future of online teaching Chinese as a foreign language was very good, 61 of the novice teachers agreed that the future of online teaching Chinese as a foreign language was very good, and 40 of the novice teachers strongly agreed that the future of online teaching Chinese as a foreign language was very good.

Meanwhile, novice teachers who had been online teaching Chinese as a foreign language for less than 3 years, 68 were neutral that the future of online

teaching Chinese as a foreign language was very good, 87 agreed that the future of online teaching Chinese as a foreign language was very good, and 3 strongly agreed that the future of online teaching Chinese as a foreign language was very good.

Therefore, it could be seen that the number of novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years were more concentrated in the number of those who expressed agreed and strongly agreed in the views that were good to the future of online teaching Chinese as a foreign language. For novice teachers who had been engaged in online teaching Chinese as a foreign language for less than 3 years, the number of those who were neutral and agreed in the views that were good for the future of online teaching Chinese as a foreign language were even higher.

Table 4.9 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	Disagree	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 4.8, Table 4.9 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. For example, among the 61 novice teachers who agreed that online teaching Chinese as a foreign language was a good future, 27 were novice teachers who had been online teaching Chinese as a foreign language or 3 years, and 34 were novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years as well as offline teaching experience in teaching Chinese as a foreign language. 40 novice teachers who strongly agreed that online teaching Chinese as a foreign language has a good future were 15 novice teachers with 3 years of online teaching Chinese as a foreign language, and 25 novice teachers with 3 years of online teaching Chinese as a foreign language and offline teaching experience in teaching Chinese as a foreign language.

Meanwhile, the novice teachers who had less than 3 years of experience in online teaching Chinese as a foreign language and agreed that the future of online teaching Chinese as a foreign language was very good were mostly novice teachers with offline experience in teaching Chinese as a foreign language. For example, among the 68 novice teachers who were neutral that online teaching Chinese as a foreign language was good, 66 were novice teachers with less than 3 years of online teaching Chinese as a foreign language teaching experience, and 2 were novice teachers with less than 3 years of online teaching Chinese as a foreign language teaching experience and teaching experience in offline teaching Chinese as a foreign language. Among the 87 novice teachers who agreed that online teaching Chinese as a foreign language has a good future, there were 54 novice teachers who had been online teaching Chinese as a foreign language for less than 3 years, and 33 novice teachers who had been online teaching Chinese as a foreign language for less than 3 years as well as had experience in offline teaching Chinese as a foreign language. 3 novice teachers who strongly agreed that online teaching Chinese as a foreign language has a good future were 1 novice teacher with less than 3 years of online teaching Chinese as a foreign language, and 2 novice teachers with less than 3 years of online teaching Chinese as a foreign language and offline teaching experience in teaching Chinese as a foreign language.

Therefore, it could be seen that on the basis of all equally engaged in online teaching Chinese as a foreign language for 3 years or less, novice teachers with experience in offline teaching Chinese as a foreign language were more in number in expressing the views that they agreed and strongly agreed that the future of online teaching Chinese as a foreign language was good. The views of these teachers were more focused.

#### 4.1.4 Teacher Competencies for Novice Teachers of Online Teaching Chinese as a Foreign Language

Table 4.10 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

Table 4.10 Teacher competencies for novice teachers of online teaching Chinese as a foreign language (cont.)

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

Table 4.10 Teacher competencies for novice teachers of online teaching Chinese as a foreign language (cont.)

No.	Items	Means	SD	Interpretation
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
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
	<b>Overall Mean</b>	<b>4.354</b>	<b>0.613</b>	<b>Strongly Agree</b>

Table 4.10 showed that the average views of novice teachers of online teaching Chinese as a foreign language on the teacher competencies that novice teachers of online teaching Chinese as a foreign language should have were 4.354 (S. D. 0.613).

Regarding content knowledge competencies (CK), Item A1, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have basic knowledge of Chinese, with a mean of 4.611 (S. D. 0.488). Item A2, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have knowledge of Chinese culture, with a mean of 4.679 (S. D. 0.468). Item A3, novice teachers of online teaching Chinese as a foreign language agreed that novice teachers of online teaching Chinese

as a foreign language should have knowledge of linguistics, pedagogy, and psychology, with a mean of 3.928 (S. D. 0.848). Item A4, novice teachers of online teaching Chinese as a foreign language agreed that novice teachers of online teaching Chinese as a foreign language should have knowledge of second language learning and teaching, with a mean of 4.204 (S. D. 0.800). Item A5, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have knowledge of teaching Chinese as a foreign language, with a mean of 4.608 (S. D. 0.489). Item A6, novice teachers of online teaching Chinese as a foreign language agreed that novice teachers of online teaching Chinese as a foreign language should have knowledgeable about learners and learning environments, with a mean of 3.977 (S. D. 0.835).

Regarding pedagogical knowledge competencies (PK), item B1, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to arrange the teaching order reasonably, with a mean of 4.509 (S. D. 0.501). Item B2, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competencies of observe, adapt, and generalize, with a mean of 4.547 (S. D. 0.499). Item B3, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to express and communicate, with a mean of 4.408 (S. D. 0.550). Item B4, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have classroom organization and management competencies, with a mean of 4.623 (S. D. 0.486). Item B5, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to judge the level of learners and the teaching environment, with a mean of 4.362 (S. D. 0.588). Item B6, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to assign homework, with a mean of 4.385 (S. D. 0.487).

Regarding other competencies, item C1, novice teachers of online teaching Chinese as a foreign language agreed that novice teachers of online teaching Chinese as a foreign language should have foreign language competency, with a mean of 3.891 (S. D. 0.843). Item C2, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to prepare lessons, with a mean of 4.404 (S. D. 0.499). Item C3, novice teachers of online teaching Chinese as a foreign language agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to write on the board, with a mean of 4.177 (S. D. 0.775).

Regarding technological knowledge competencies (TK), item D1, novice teachers of online teaching Chinese as a foreign language strongly agreed that novice teachers of online teaching Chinese as a foreign language should have the competency to use computers proficiently, with a mean of 4.351 (S. D. 0.647).

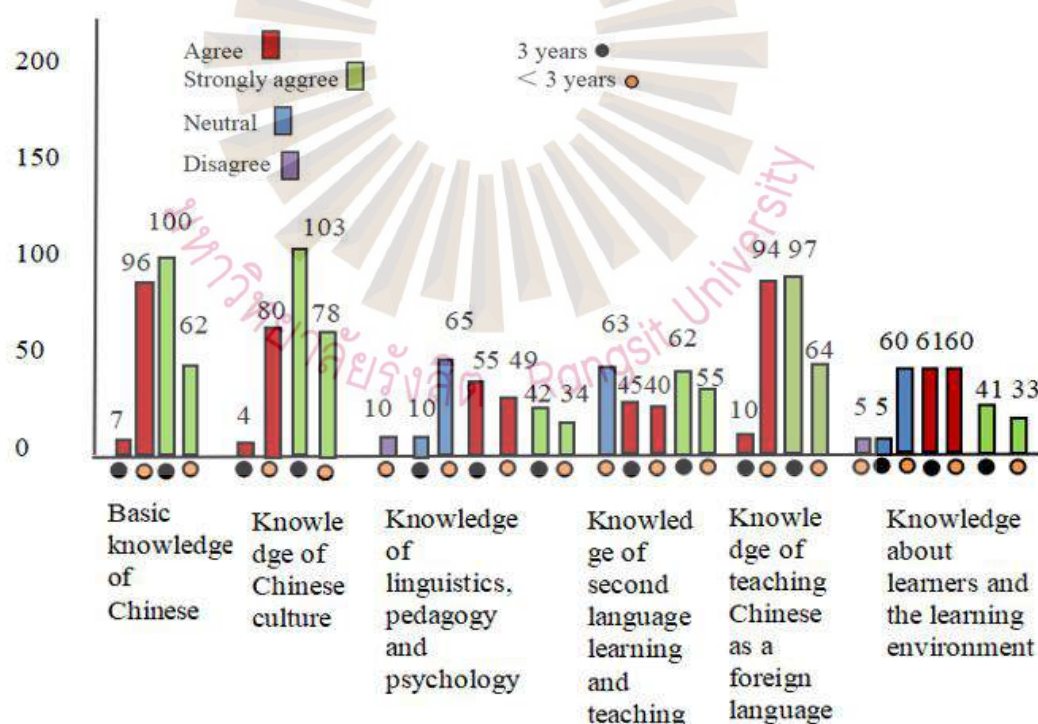


Figure 4.1 Cross tabulation of experience in online teaching Chinese as a foreign language and the content knowledge competencies (CK)

Figure 4.1 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 content knowledge competencies (CK), teachers with longer time of online teaching Chinese as a foreign language experience are more concentrated in the strongly agreed views, and the views of novice teachers with less than 3 years are more dispersed, distributed in the disagreed, neutral, agreed, and strongly agreed views. Obviously, novice teachers with longer online teaching experience have more positive views than novice teachers with less than 3 years of experience.

Table 4.11 Cross tabulation of novice teachers' experience in online teaching Chinese as a foreign language and importance of basic knowledge of Chinese

<b>Online teaching experience</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Frequency</b>
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 4.11 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.

Therefore, it could be seen that although the number of 3 years novice online teachers was comparatively small, more teachers with longer experience in online teaching Chinese as a foreign language strongly agreed with the views that they should master the basics of Chinese.

Table 4.12 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 4.11, Table 4.12 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. For example, the 7 teachers consisted of 2 novice teachers who had engaged in 3 years of online teaching of Chinese as a foreign language and 5 novice teachers who had engaged in 3 years of online teaching Chinese as a foreign language and also had experience in offline teaching of Chinese as a foreign language. Among the teachers who strongly agreed, 46 were novice teachers with 3 years of experience in online teaching Chinese as a foreign language, and 54 were novice teachers with 3 years of experience in online teaching Chinese as a foreign language and offline.

Meanwhile, most of the novice teachers who had engaged in online teaching Chinese as a foreign language for less than 3 years and agreed that novice online teachers of Chinese as a foreign language should master the basic knowledge of Chinese were novice teachers with offline experience in teaching Chinese as a foreign language. For example, the 96 teachers consisted of 95 novice teachers who had engaged in online teaching Chinese as a foreign language for less than 3 years, and 1 novice teacher who had engaged in online teaching Chinese as a foreign language for

less than 3 years and also had experience in offline teaching Chinese as a foreign language. The number of novice teachers who strongly agreed was made up of 26 novice teachers who had engaged in online teaching Chinese as a foreign language for less than 3 years and 36 novice teachers who had engaged in online teaching Chinese as a foreign language for less than 3 years and also had experience offline teaching Chinese as a foreign language

Therefore, it could be seen that the number of novice teachers of online teaching Chinese as a foreign language with offline teaching experience was more concentrated in the “strongly agreed” viewpoints. For novice teachers who have been online teaching Chinese as a foreign language for less than 3 years, there was a higher concentration in the “agreed” view.

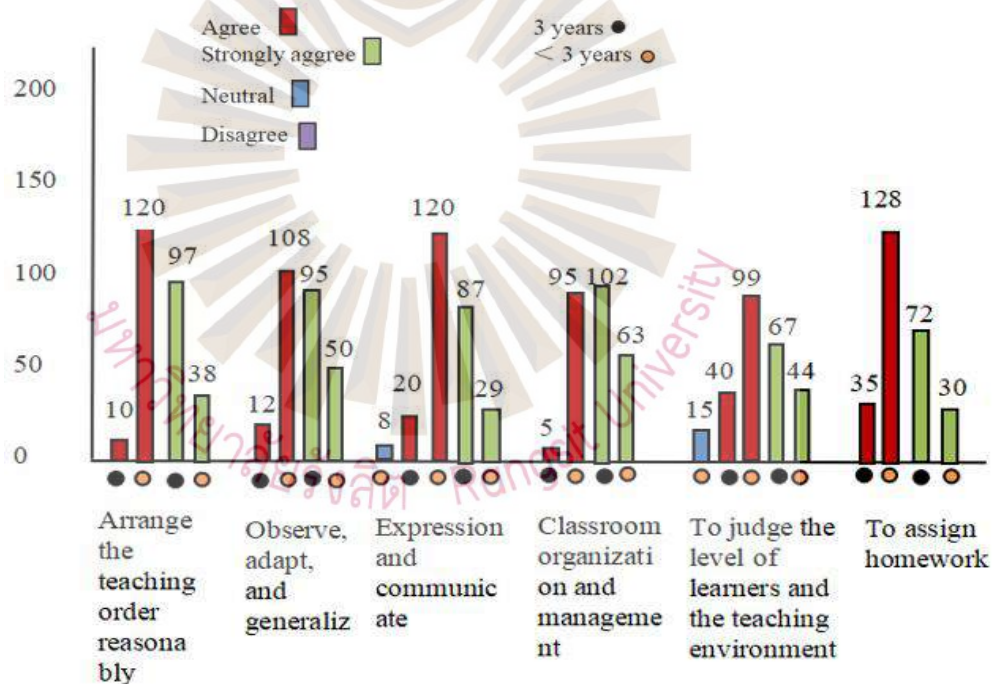


Figure 4.2 Cross tabulation of experience in online teaching Chinese as a foreign language and the pedagogical knowledge competencies (PK)

Figure 4.2 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. 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. Obviously, novice teachers with longer online teaching experience have more positive views than novice teachers with less than 3 years of experience.

Table 4.13 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 4.2, Table 4.13 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. For example, among the novice teachers who strongly agreed, 43 were novice teachers with 3 years of experience in online teaching Chinese as a foreign language, and 59 were novice teachers with 3 years of experience in teaching Chinese as a foreign language online and offline.

Meanwhile, although the number of novice teachers who had been engaged in online Chinese as a foreign language teaching for less than 3 years and agreed that novice teachers of online Chinese as a foreign language teaching should have the ability of classroom organization and management was only 37, 35 of them expressed the view of strongly agreed, while 121 novice online Chinese as a foreign language

teachers who had been engaged in teaching for less than 3 years were more likely to hold the view of agreed.

Therefore, it could be seen that the number of novice teachers with offline experience in teaching Chinese as a foreign language was more concentrated in the “strongly agreed” view.

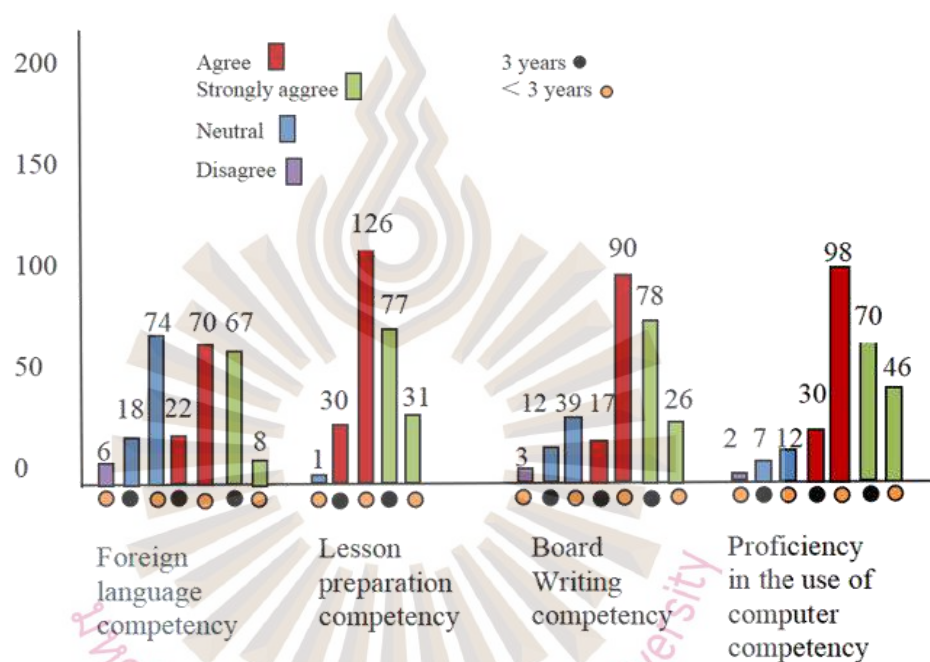


Figure 4.3 Cross tabulation of online teaching Chinese as a foreign language experience and others competencies and technological knowledge competencies (TK)

Figure 4.3 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 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. Obviously, novice teachers with longer online teaching experience have more positive views than novice teachers with less than 3 years of experience.

Table 4.14 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 years	0	0	0	9(24.32%)	28(75.68%)	37

Combined with Figure 4.3, Table 4.14 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. For example, 30 consisted of 19 novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years, and 11 novice teachers who had been engaged in online teaching Chinese as a foreign language for 3 years and also had offline experience in teaching Chinese as a foreign language. Among the novice teachers who strongly agreed, 29 were novice teachers with 3 years of experience in online teaching Chinese as a foreign language, and 48 were novice teachers with 3 years of experience in teaching Chinese as a foreign language online and offline.

Meanwhile, although the number of novice teachers who had been engaged in online Chinese as a foreign language teaching for less than 3 years and agreed that novice teachers of online Chinese as a foreign language teaching should have the ability of classroom organization and management was only 37, 28 of them expressed

the view of strongly agreed, while 121 novice online Chinese as a foreign language teachers who had been engaged in teaching for less than 3 years were more likely to hold the view of agreed.

Therefore, it could be seen that novice teachers of online teaching Chinese as a foreign language with offline teaching Chinese as a foreign language experience were more numerous in the choices of strongly agreed. They were more concentrated in the “strongly agreed” views.

## **4.2 The Analysis of Semi- Structured Interviews**

In this section, the researcher collected data through semi-structured interviews. A total of 11 participants were involved in this semi-structured interview. 7 females and 3 males. They were under 25 years old and between the ages of 25 and 40 years old and had 3 years or less of teaching experience. All of these participants were from the Blingo Chinese Platform.

The interview data were divided into three themes, views, competencies, and problems, which were used to explain and supplement the online teaching Chinese as a foreign language teachers' views on online teaching Chinese as a foreign language and what teacher competencies they should have.

### **4.2.1 Views**

#### **4.2.1.1 The analysis of the first question**

The question one was ‘How did you first find the job of online teaching Chinese as a foreign language? And was it easy?’ The results of the interviews with the 11 participants showed that there were several main ways to find a job in online teaching Chinese as a foreign language, and the views on whether it was easy or not to find this job were as follows.

### 1) WeChat Public accounts

“I majored in Chinese as a foreign language and worked in Chinese as a foreign language as soon as I graduated, I worked offline first, then by chance I found the way to find the job search on the job recommendation post pushed by WeChat public accounts. After two weeks of training, trial lectures, lesson sharpening, assessment and other processes, it’s quite hard to find a job in online teaching Chinese as a foreign language (Teacher A, personal communication, November 11, 2023)”

“I sent in my active resume on a WeChat that specializes in teaching Chinese as a foreign language job search, and I think it's pretty easy to find an online teaching Chinese as a foreign language job.” (Teacher B, personal communication, November 11, 2023)

### 2) Red Booklet social software

“I saw someone sharing online teaching Chinese as a foreign language experience on the Red Booklet social software app and further inquired about the job search path. Training, lesson sharpening and assessment all take time and I don't think it's too easy. (Teacher C, personal communication, November 11, 2023)

### 3) Boss Job search software

“Unsolicited resumes at Boss Job search software. Training, assessment, all take time and not too easy.” (Teacher D, personal communication, November 11, 2023)

“I actively submit on the Boss Job search software, not too easy. I didn't have much experience with online teaching Chinese as a

foreign language, so it wasn't too easy.” (Teacher E, personal communication, November 11, 2023)

#### 4) Recommendation from friends

“Recommended by a friend, I have experience in offline teaching Chinese as a foreign language and it was easier to find a job in online teaching Chinese as a foreign language.” (Teacher F, Teacher G, Teacher H, Teacher I, personal communication, November 11, 2023)

“Recommended by a friend, I have less experience with online teaching Chinese as a foreign language, it takes a lot of time to sharpen the lessons and then pass the test, which I don't think is too easy” (Teacher J, Teacher K, personal communication, November 11, 2023)

#### 4.2.1.2 The analysis of the second question

The question two was ‘Do you understand online teaching Chinese as a foreign language? What do you think about the future of online teaching Chinese as a foreign language?’ The results of the interviews with 11 participants were showed as follows.

##### 1) Understanding online teaching Chinese as a foreign language

“Understand, it has a quite good future, many foreigners learn Chinese.” (Teacher K, Teacher I, personal communication, November 11, 2023)

“I've been working in online teaching Chinese as a foreign language for 3 years now, and I think I understand online teaching Chinese a

a foreign language better. I think the future of online teaching Chinese as a foreign language is not bad.” (Teacher F, personal communication, November 11, 2023)

“I had experience in offline teaching Chinese as a foreign language before I engaged in online work, so after I engaged in online, I could understand and familiarize myself with online teaching Chinese as a foreign language very quickly. I think more and more foreigners will want to learn Chinese afterward, so I think the prospect of teaching Chinese as a foreign language online is not bad.” (Teacher G, personal communication, November 11, 2023)

“I’ve been engaged in online teaching Chinese as a foreign language for the past 3 years, and my teaching experience has helped me to understand online Chinese as a foreign language. The future is very good.” (Teacher B, Teacher H, personal communication, November 11, 2023)

## 2) Still learning and exploring

“Although I’m just now engaged in online teaching Chinese as a foreign language, I have the basis of experience in offline work, so I believe that with my hard work and study, I will understand more about online teaching of Chinese as a foreign language. “Chinese Popular” is very popular, and I am optimistic about the future of online teaching Chinese as a foreign language.”(Teacher C, personal communication, November 11, 2023)

“When I was working in offline teaching Chinese as a foreign language, I had the active understanding about online teaching Chinese as a foreign language, so I have been learning and exploring.

The future of online teaching Chinese as a foreign language is very good.” (Teacher A, personal communication, November 11, 2023)

“Although I don’t have much experience in online teaching Chinese as a foreign language, I’ve been learning and exploring, and I’ll learn more about online teaching Chinese as I get more experience in teaching. It has a pretty good future.” (Teacher J, personal communication, November 11, 2023)

### 3) Not too understanding of online teaching Chinese as a foreign language

“I don’t understand much about online teaching Chinese as a foreign language, I just started working in online teaching Chinese as a foreign language and I have so little teaching experience.” (Teacher D, Teacher E, personal communication, November 11, 2023)

#### 4.2.1.3 The analysis of the third question

The question three was ‘What do you think are the differences in the competencies required for online teaching Chinese as a foreign language as opposed to offline?’ The results of the interviews with 11 participants were showed as follows.

##### 1) Classroom organization and management competencies

“I think online teaching of Chinese as a foreign language requires more classroom organization and management competencies.” (Teacher J, personal communication, November 11, 2023)

“Online teaching Chinese as a foreign language requires teachers to have higher teaching skills and skills to active the classroom atmosphere, which means that classroom organization and management competencies are more demanding. Especially in the

children's classroom, teachers need different interesting games to motivate students.” (Teacher F, personal communication, November 11, 2023)

“The difference between online and offline is that one is the number of students being taught and the other is the way of teaching. So I think classroom organization and management competencies will be more demanding.” (Teacher C, personal communication, November 11, 2023)

“In my previous offline classes, there were more than fifty students in a class and I was able to communicate face-to-face in the real life. Now, after working online, I feel that online teaching requires a higher level of teaching, organization, management skills and active classroom atmosphere, especially in the children's classroom where teachers need different interesting games to motivate students.” (Teacher G, personal communication, November 11, 2023)

“I have not been engaged in offline teaching Chinese as a foreign language, but online teaching Chinese as a foreign language requires a great competency in the classroom.” (Teacher E, personal communication, November 11, 2023)

## 2) Expression and communication competencies

“I think the expression and communication competencies are much more demanding.” (Teacher C, personal communication, November 11, 2023)

“Most of my classes are one-to-one, so I think expression and communication competencies are also a little more demanding.” (Teacher A, personal communication, November 11, 2023)

“Due to the different forms of teaching, most of which are one-to-one, and the need for feedback on the child's learning with the relevant teacher, expression and communication competencies are required to a higher degree.” (Teacher H, personal communication, November 11, 2023)

### 3) Lesson preparation competencies

“Because teachers are faced with a group of people with different language levels and learning backgrounds, the competencies required for lesson preparation are higher. It takes a long time to prepare for different students, different textbooks, and different teaching contents.” (Teacher I, Teacher K, personal communication, November 11, 2023)

“Although there are fewer students to teach online, classroom content should be more targeted, so better lesson preparation competencies are needed.” (Teacher A, Teacher G, personal communication, November 11, 2023)

### 4) Observation, adaptation, and generalization competencies

“I think observation, adaptability, and generalization competencies are more demanding, and teachers need to deal with emergencies that occur on the fly in the classroom.” (Teacher H, Teacher K, personal communication, November 11, 2023)

“I think that observation and adaptability are much more demanding, teachers need to be constantly observing their students' listening, and then need to keep them focused in a variety of ways.” (Teacher E, Teacher J, personal communication, November 11, 2023)

“Students in small classes have different language levels and learning backgrounds, so i think that adaptability is more important.”  
(Teacher D, Teacher I, personal communication, November 11, 2023)

#### 5) Proficiency in the use of computers

“More than offline, teachers also need to have the competency to familiarize themselves with computer use. Since the teaching is online, there are times when classroom technology situations arise in the classroom and the teacher needs to assist the students and the technology instructor.” (Teacher A, Teacher B, Teacher C, Teacher H, Teacher I, Teacher K, personal communication, November 11, 2023)

#### 6) Teachers need to be jet-lagged

“Since online teaching of Chinese as a foreign language involves students from countries all over the world, online teaching requires jet lag.” (Teacher D, Teacher I, Teacher K, personal communication, November 11, 2023)

### 4.2.2 Competencies

#### 4.2.2.1 The analysis of the fourth question

The question four was ‘What knowledge or competencies do you think are most important and necessary for online teaching Chinese as a foreign language?’ The results of the interviews with 11 participants were showed as follows.

#### 1) Knowledge of Chinese culture

“It is most important for teachers to have knowledge of Chinese culture.” (Teacher A, Teacher B, Teacher C, Teacher F, Teacher G, Teacher H, Teacher I, Teacher K, personal communication, November 11, 2023)

## 2) Basic knowledge of Chinese language

“It is most important for teachers to have a strong basic knowledge of Chinese.” (Teacher A, Teacher C, Teacher H, Teacher I, Teacher K, personal communication, November 11, 2023)

“Most of my students are teenagers, and they ask harder, more detailed questions, so I think the most important knowledge needed is basic Chinese language knowledge.” (Teacher D, Teacher F, Teacher J, personal communication, November 11, 2023)

“Compared with offline teaching, online teaching Chinese as a foreign language has more forms of teaching, such as one to one, that way, the knowledge of Chinese language taught to the children will be more detailed, so it is most necessary to master the basics of Chinese language.” (Teacher B, Teacher G, personal communication, November 11, 2023)

“I think it should be the basics of the Chinese language, so that it can introduce students to the origin of Chinese characters in a vivid way.” (Teacher E, personal communication, November 11, 2023)

## 3) Knowledge of teaching Chinese as a foreign language

“Online teaching Chinese as a foreign language is not the same as teaching a language class in China, so knowledge of teaching

Chinese as a foreign language is important.” (Teacher A, Teacher C, Teacher F, Teacher H, personal communication, November 11, 2023)

#### 4) Classroom organization and management competencies

“I think the most important competencies are classroom organization and management competencies.” (Teacher A, Teacher F, personal communication, November 11, 2023)

“The age of most of my students is children, and the most important competencies needed for me are classroom organization and management competencies.” (Teacher D, personal communication, November 11, 2023)

“Because I don’t have a lot of experience in online teaching Chinese as a foreign language, I currently think the most important competencies are classroom organization and management.” (Teacher E, personal communication, November 11, 2023)

#### 5) Expression and communication competencies

“Most of my students are teenagers, and I feel that the most important competencies are expression and communication competencies.” (Teacher A, Teacher F, Teacher H, Teacher J, personal communication, November 11, 2023)

“I have a lot of one-to-one students, and many times I need to customize a specialized lesson plan for them, so I think the expression and communication competencies are important.” (Teacher C, personal communication, November 11, 2023)

#### 6) Lesson preparation competencies

“Students’ diverse personalities, learning characteristics, and learning objectives vary, and the importance of lesson preparation competencies.” (Teacher A, Teacher I, Teacher K, Teacher F, personal communication, November 11, 2023)

“Because I need to drive the students in the classroom, I need to spend a lot of time to prepare the lesson and use it to enrich my teaching, the preparation competency is very important.” (Teacher D, personal communication, November 11, 2023)

7) Arrange the teaching order reasonably

“In class, teachers cannot simply follow the courseware, and should arrange the teaching sequence reasonably according to the students’ learning level and characteristics.” (Teacher K, Teacher I, personal communication, November 11, 2023)

8) Observation, adaptation, and generalization competencies

“Most of my students are younger children, and sometimes when there are slightly more people in a small class, it is easy for me to fail to observe some of the children in the class, and try to make simple phrases when speaking. If there is an urgent network problem in the classroom, I need to cooperate with the technical teacher as well as the children, so I think it is important to have observation, adaptability, and generalization competencies.” (Teacher E, personal communication, November 11, 2023)

9) Proficiency in the use of computers

“Before class, I need to search a lot of information to make ppt or pictures, so I have to have the competence to familiarize myself with

the use of computer.” (Teacher F, personal communication, November 11, 2023)

“There are a lot of teaching tools available in the lesson platform, but they need to be constantly operated. So it is important to have the competence to be familiar with the use of computers.” (Teacher C, Teacher G, personal communication, November 11, 2023)

#### 10) Competency in assigning homework

“In a small one-to-three class, each child learns differently, and I assign homework according to the student’s learning situation, so it is important to have the competency to assign homework as well.” (Teacher I, Teacher K, personal communication, November 11, 2023)

#### 11) Keep an enthusiastic outlook on teaching

“Many of my students only have two classes a week, and I usually have a full schedule, so the most important thing I need to have when dealing with each student is to have an enthusiastic teaching outlook. This way my students will respond to me with enthusiasm as well.” (Teacher I, Teacher K, personal communication, November 11, 2023)

### 4.2.2 2 The analysis of the fifth question

The question five was ‘What knowledge or competencies would you like to add or improve at the moment?’ The results of the interviews with 11 participants were showed as follows.

#### 1) Knowledge of Chinese culture

“I need to supplement and improve my knowledge of Chinese culture.” (Teacher C, Teacher D, Teacher I, Teacher J, Teacher K, personal communication, November 11, 2023)

“For the moment. I don't have enough experience, so I want to learn more, such as supplementing my knowledge of Chinese culture.” (Teacher A, personal communication, November 11, 2023)

“In class, especially when it comes to Chinese culture knowledge board, students ask some questions, I sometimes can't answer them, in order to avoid such embarrassment, I need to improve my knowledge of Chinese culture again.” (Teacher B, personal communication, November 11, 2023)

## 2) Basic knowledge of Chinese language

“I want to teach better, and I need a good knowledge of the basics of Chinese at the moment, I need to keep learning, supplementing and improving.” (Teacher A, Teacher C, Teacher D, Teacher I, Teacher J, Teacher K, personal communication, November 11, 2023)

“I want to have more sources of students, so I need to know more about the basics of Chinese. This way I can be more detailed when explaining Chinese characters, and I can make my classes more interesting.” (Teacher G, personal communication, November 11, 2023)

## 3) Knowledge of teaching Chinese as a foreign language

“I need to supplement and improve my knowledge of teaching Chinese as a foreign language.” (Teacher D, Teacher I, Teacher J, Teacher K, personal communication, November 11, 2023)

“I don’t have enough teaching experience, but I want to have more students, so I want to learn more about teaching Chinese as a foreign language so that I can teach my students better.” (Teacher A, personal communication, November 11, 2023)

#### 4) Classroom organization and management competencies

“I don’t have enough teaching experience and need to improve my classroom organization and management competencies so that I can better pace the classroom.” (Teacher A, Teacher E, personal communication, November 11, 2023)

#### 5) Lesson preparation competencies

“Online teaching of Chinese as a foreign language requires a very rich and interesting teaching process, so I need to prepare my lessons well, retrieve and collect detailed information, and improve the efficiency of lesson preparation.” (Teacher E, personal communication, November 11, 2023)

#### 6) Observation, adaptation, and generalization competencies

“I want to improve my observation and adaptability. Sometimes in small group classes, individual children may be noisy, or children may suddenly drop out of the class, etc. I need to solve such situations in a timely manner.” (Teacher E, personal communication, November 11, 2023)

#### 7) Competency in a foreign language

“I want to have a greater number of students and more teaching opportunities, so I want to improve my foreign language competency.

So that I can communicate with children in medium language when appropriate.” (Teacher B, Teacher F, Teacher G, Teacher H, personal communication, November 11, 2023)

“Since most of my students are native English speakers, I also need to improve my foreign language competency.” (Teacher C, personal communication, November 11, 2023)

#### 8) Keep an enthusiastic outlook on teaching

“Usually I have more classes or classes that are more concentrated. So the most important thing I need is to keep an enthusiastic outlook on teaching.” (Teacher D, Teacher I, Teacher J, Teacher K, personal communication, November 11, 2023)

### 4.2.3 Problems

#### 4.2.3.1 The analysis of the sixth question

The question six was ‘What are the problems and difficulties you encounter in online teaching Chinese as a foreign language?’ The results of the interviews with 11 participants were showed as follows.

#### 1) Lack of teaching skills and classroom management methods

“I have less work experience in online teaching of Chinese as a foreign language, so I lack teaching skills and classroom management methods when teaching classes, especially for children.” (Teacher E, personal communication, November 11, 2023)

“I have an individual student who is usually quite anorexic, I have tried many ways to increase her interest in learning, but none of them

are very useful, I lack some teaching skills.” (Teacher B, personal communication, November 11, 2023)

2) Lack of clear understanding of the content and requirements of the Chinese Language Level Examination

“Not clear enough about the content and requirements of the Chinese Language Level Examination.” (Teacher A, Teacher H, personal communication, November 11, 2023)

3) Lots of classes, but need to keep an enthusiastic teaching outlook

“I have to meet different students in a day, and most of them have two Chinese lessons a week. Sometimes I feel a little tired after several lessons, but I still have to be emotionally available to every student.” (Teacher C, Teacher D, Teacher I, Teacher J, Teacher K, personal communication, November 11, 2023)

4) The jet lag is too large, and the schedule is unstable.

“The jet lag between me and my students is so great that sometimes my breaks are unstable.” (Teacher F, Teacher D, Teacher J, personal communication, November 11, 2023)

5) Communication is not smooth in language

“Some children whose mother tongue is a small language are not very good at Chinese, and sometimes the language communication is not smooth enough.” (Teacher C, Teacher E, Teacher G, personal communication, November 11, 2023)

4.2.3.2 The analysis of the seventh question

The question seven was ‘What do you want your online teaching Chinese as a foreign language company to help you with?’ The results of the interviews with 11 participants were showed as follows.

1) Organize more training in classroom management skills categories

“I think it’s possible to organize more training on classroom management skills.” (Teacher E, personal communication, November 11, 2023)

2) Organize more training on interpreting the content of the Chinese language level examination

“Organize more training on interpreting the content of the Chinese language level examination.” (Teacher A, Teacher H, personal communication, November 11, 2023)

(3) Organize more training on excellent teachers’ teaching cases

“Organize more training on teaching cases of excellent teachers, so that we can learn from excellent teachers.” (Teacher F, Teacher G, Teacher J, personal communication, November 11, 2023)

4) Organize more training on teaching skills

“Organize more training on teaching skills, such as how to better explain Chinese characters, how to better introduce some more difficult words, etc.” (Teacher B, Teacher C, Teacher D, Teacher I, Teacher J, Teacher K, personal communication, November 11, 2023)

### 4.3 Summary

In summary, by analyzing the data collected from the questionnaires completed by 265 novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform, and purposively selecting 11 teachers from the 265 novice teachers of online teaching Chinese as a foreign language to conduct semi-structured interviews. All of the demographic information, the questionnaire's answer, and the interview's answer were determined by using statistical calculation and descriptive statements. The conclusion and discussion of the results found in this chapter would be described in Chapter 5.



## **Chapter 5**

### **Discussion, Conclusion and Recommendation**

This chapter presented the conclusions of the analysis results, discussion of the results, and recommendations and implications for future research. It is divided into four sections, conclusions, discussion, recommendations, and implications.

#### **5.1 Research Conclusion**

This research has two research objectives, and they were: 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.

##### **5.1.1 Responses to the First Objective**

The first research objective is

‘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’

###### **5.1.1.1 Results from the Questionnaire Answers**

The questionnaire survey data were collected from 265 novice teachers of online Chinese as a foreign language on the Blingo Chinese Platform. The researcher found that novice teachers of online teaching Chinese as a foreign language thought

that the most important items of knowledge that novice teachers should have among their competencies in online teaching of Chinese as a foreign language were knowledge of Chinese culture, knowledge of the basics of the Chinese language, knowledge of teaching Chinese as a foreign language, knowledge of second language learning and teaching, etc.

Meanwhile, the most important competencies that novice teachers should have were classroom organization and management, observation, adaptability, and generalization, the competency to arrange the teaching sequence reasonably, expression and communication, lesson preparation, the competency of assigning homework, the competency of judging the level of the learner and teaching environment, and proficiency in computer use. Relatively less important are knowledge about learners and learning environment, linguistics, pedagogy, and psychology, and competencies such as competency in writing on the board, and competency in a foreign language.

In addition, the findings showed that novice teachers with 3 years of experience in online teaching of Chinese as a foreign language were more positive in their views that novice teachers should master the basics of Chinese language, with 100 out of 107 strongly agreed with the views. Meanwhile, it could be seen that most of these novice teachers have offline teaching experience in teaching Chinese as a foreign language, and these teachers with offline teaching experience accounted for more of the agreed and strongly agreed views or were concentrated. This was because novice teachers of online teaching of Chinese as a foreign language with offline teaching experience were more experienced in their work on regular days and encountered relatively more comprehensive classroom teaching problems (Yang, 2021), so these teachers' awareness of the mastery of content knowledge would be relatively more positive as well.

Therefore, online teaching Chinese as a foreign language experience affected novice teachers' views on teachers' competencies to a certain extent. In addition, offline teaching Chinese as a foreign language experience also affected the novice

online Chinese as a foreign language teachers' views to a certain extent, with more people choosing to agreed and strongly agreed for the same number of years of online Chinese as a foreign language teaching or were more concentrated. This was because novice online teaching Chinese as a foreign language teacher who also had offline teaching Chinese as a foreign language teaching experience would have more experience.

In summary, 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.

#### 5.1.1.2 Results from the Semi-structured interview Answers

The researcher collected semi-structured interview data from 11 novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform, and the researcher found that the competencies that novice teachers of online teaching Chinese as a foreign language should possess in online teaching Chinese as a foreign language were generally in line with the conclusions drawn from the questionnaire (Table 4.10). Table 4.10 The competencies that novice teachers of online teaching Chinese as a foreign language should possess are as follows: 1) Knowledge of Chinese culture, basic knowledge of Chinese language, knowledge of Chinese as a foreign language, knowledge of learning and teaching a second language, etc. 2) Competencies in classroom organization and management, observation,

adaptability and generalize competencies, arrange the teaching sequence in a reasonable manner, expression and communication competencies, lesson preparation competencies, homework assignments, and proficiency in the use of computers etc.

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.

### 5.1.2 Responses to the Second Objective

The second research objective is

‘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.’

The questionnaire data were collected from 265 novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform. By the analysis of the questionnaire data (Table 4.5), 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.

Based on the questionnaire results of this research cross-tabulation analysis of Tables 4.6 and 4.8 showed that most of the novice teachers engaged in online teaching of Chinese as a foreign language for 3 years were concentrated in the views of agreed,

strongly agreed, and the views of these teachers were more positive. The views of novice teachers who had been engaged in online teaching of Chinese as a foreign language for less than 3 years were more dispersed and were mainly distributed among the views of disagreed, neutral, and agreed. And according to Tables 4.7 and 4.9, most of the novice teachers of online teaching Chinese as a foreign language who had been engaged in the online teaching Chinese as a foreign language for 3 years or less who expressed agreed and strongly agreed with the views had experience in offline teaching Chinese as a foreign language or were concentrated in “agreed” and “strongly agreed” views.

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. As shown in Figure 5.1.

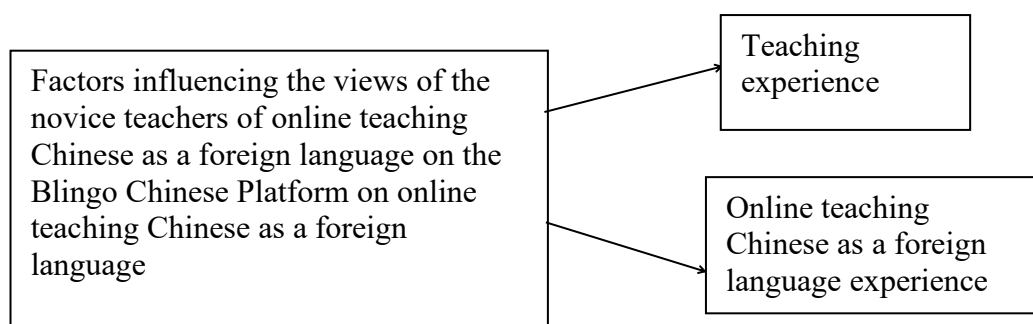


Figure 5.1 Factors influencing the views of the novice teachers of online teaching Chinese as a foreign language on the Blingo Chinese Platform

## 5.2 Research Discussion

This section discussed that responses to research questions, and the research had two questions. They were 1) What competencies do Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language they should have for online teaching Chinese as a foreign language? 2) What are the views of Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language toward online teaching Chinese as a foreign language?

### 5.2.1 Responses to the First Question

The first research question of this research is

‘What competencies do Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language they should have for online teaching Chinese as a foreign language?’

The results of the research showed that the knowledge that novice teachers of online teaching of Chinese as a foreign language on the Blingo Chinese Platform should have were 1) knowledge of Chinese culture, basic knowledge of Chinese language, knowledge of teaching Chinese as a foreign language, knowledge of learning and teaching a second language.

Table 5.1 The knowledge novice teachers of online teaching Chinese as a foreign language should master

Knowledge	Means
Knowledge of Chinese culture	4.679
Basic knowledge of Chinese language	4.611
Knowledge of teaching Chinese as a foreign language	4.608
Knowledge of learning and teaching a second language	4.204

The results of the research showed that the competencies that novice teachers of online teaching of Chinese as a foreign language on the Blingo Chinese Platform should have were 1) classroom organization and management competencies, observation, adaptability, generalization competencies, arranging a reasonable sequence of teaching, expression and communication competencies, preparation of lessons, assignment of homework, judging the level of learners and the teaching environment, proficiency in using computers. Comparatively less important were knowledge of learners and learning environments, knowledge of linguistics, pedagogy, and psychology, as well as the competency to write on a board, and the competency in a foreign language.

Table 5.2 The competencies novice teachers of online teaching Chinese as a foreign language should master

Competencies	Means
Classroom organization and management competencies	4.623
Observation, adaptability, generalization competencies	4.547
Arranging a reasonable sequence of teaching	4.509
Expression and communication competencies,	4.408
Preparation of lessons, assignment of homework	4.404
Judging the level of learners and the teaching environment	4.385
Proficiency in using computers	4.362

Through the study, the researcher found that the view of the knowledge that novice teachers of online teaching of Chinese as a foreign language should master was consistent with the views of some researchers, as shown in the table.

Table 5.3 The view of the knowledge novice teachers of online teaching Chinese as a foreign language should master

<b>Knowledge (means)</b>	<b>Researchers</b>	<b>Perspectives</b>
Knowledge of Chinese culture (4.679)	Gao (2021) Wen and Zhou (2023)	Gao (2021) believed that the introduction of cultural factors was as important as the knowledge of the Chinese language itself in teaching Chinese as a foreign language, and that teachers should appropriately incorporate the cultural content into the Chinese as a foreign language classroom. Wen and Zhou (2023) mentioned that in terms of teaching content, teachers need to guide students to understand the excellent traditional Chinese culture, and at the same time, they need to experience the changes and development of contemporary China in a multi-dimensional way.
Basic knowledge of Chinese language (4.611)	Wu (2020)	According to Wu (2020), basic knowledge of Chinese language and their own cultural literacy and methods of teaching Chinese as a foreign language are still the most important and essential. Online teaching Chinese as a foreign language targets more or less come to learn Chinese with certain learning interests, so how to emphasize teachers' professionalism was particularly important.

Table 5.3 The view of the knowledge novice teachers of online teaching Chinese as a foreign language should master (cont.)

<b>Knowledge</b>	<b>Researchers</b>	<b>Perspectives</b>
Knowledge of teaching Chinese as a foreign language (4.608)	Liu (2023)	Liu (2023) believed that novice teachers of online teaching Chinese as a foreign language, 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.
Knowledge of second language learning and teaching (4.204)	Jin and Hou (2016)	Jin and Hou (2016) elaborated on the importance of second language learning and teaching knowledge and suggested that teachers could notice and derive language rules through a large number of communicative examples. The result would be to help learners subconsciously acquire language rules through examples, regularity of language, and frequency of occurrence.

Through the study, the researcher found that the view of the competencies that novice teachers of online teaching of Chinese as a foreign language should master was consistent with the views of some researchers, as shown in the table.

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master

<b>Competencies</b>	<b>Researchers</b>	<b>Perspectives</b>
Classroom organization	Hua (2021) Chen (2021)	Zhou (2022) believed that in the current social environment, online teaching

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master (cont.)

Competencies	Researchers	Perspectives
and management competencies	Zhou (2022)	<p>Chinese as a foreign language has developed rapidly, and novice teachers of online teaching Chinese as a foreign language should adapt and adjust their status in time. When teaching classes, teachers need to grasp the rhythm of the classroom and have the classroom organization and management competencies. Hua (2021) mentioned novice teachers should optimize the rhythm of teaching, which would include the rhythm of teaching language, the rhythm of teaching content and the rhythm of teaching time. Teachers have been required to control it effectively and make timely adjustments according to the actual situation in the classroom. Excellent teachers of online teaching Chinese as a foreign language should create a good learning environment for Chinese learners, stimulate students' interest in learning Chinese, formulate classroom rules, emphasize classroom discipline, strengthen communication and interaction with students in classroom teaching, and complete classroom management efficiently (Chen, 2021).</p>

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master (cont.)

Competencies	Researchers	Perspectives
Observation, adaptation, and generalization competencies	Chen (2022) Yang (2023)	According to Chen (2022), novice teachers of online teaching Chinese as a foreign language should, on the basis of a full grasp of professional knowledge, observe the learning situation of their students, select and creatively use existing teaching materials for Chinese as a foreign language, and if necessary, have the competence to design their own new materials according to the actual situation of Chinese language learners. This would test teachers' competency, which requires timely observation, timely feedback, and teaching with a more precise teaching program. According to Yang's (2023) findings, the results concluded that novice teachers should pay attention to observation, should understand the basic situation of the students, and adopt teaching methods that match to mobilize the use of students' learning strategies. Supervision of students should be strengthened so that teachers could give timely feedback in unexpected situations. Teachers' supervision could urge learners' Chinese learning and increase the frequency of using learning strategies.

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master (cont.)

Competencies	Researchers	Perspectives
Arrange the teaching order reasonably	Yue (2023)	In Yue's (2023) research, it was concluded from the survey results that the interaction between teachers and students in online Chinese as a foreign language classroom would be more inclined to "reflect convenience". It could be concluded from the interviews with teachers that online teaching differed from traditional teaching in terms of teaching equipment, students' level, and students' feedback competency, and so on. Therefore, novice teachers of online teaching Chinese as a foreign language need to rationalize the teaching sequence based on the students' learning conditions.
Expression and communication competencies	Wang (2021) Chen (2022)	Wang (2021) mentioned that as a knowledge transmitter, teachers needed to transmit knowledge to students through linguistic coding, so novice teachers of online teaching Chinese as a foreign language needed to have good expression and communication competencies. Chen (2022) mentioned that in Chinese classroom, the quality of teachers' Chinese expression directly affects students' mastery of Chinese knowledge and their competency to communicate in Chinese.

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master (cont.)

Competencies	Researchers	Perspectives
Lesson preparation competencies	Liu (2021) Huang (2021)	Liu (2021) found that many teachers of offline teaching Chinese as a foreign language who transformed into teachers of online teaching Chinese as a foreign language were not yet comfortable with online teaching and did not prepare their lessons adequately, which led to insufficient communication between teachers and students during the teaching process, it would also affect the degree of students' enthusiasm for learning. Liu suggested that novice teachers should have good lesson preparation competencies. Huang (2021) also suggested that novice teachers of online teaching Chinese as a foreign language needed to spend time to collect information, designed classroom activities, and well prepared before class.
Competency in assigning homework	Wu (2021) Zhao (2022)	Zhao (2022) found that assigning homework was not just simply posting the homework, but needed to be designed and assigned according to the learning environment and learning situation at the time. Wu (2021) mentioned that novice teachers needed to tailor their assignments to the students' learning situation.

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master (cont.)

Competencies	Researchers	Perspectives
Competencies in judging the level of learners and the teaching environment	Li (2017) Wu (2023)	Li (2017) analyzed the characteristics of online teaching Chinese as a foreign language and summarized the bottlenecks currently encountered in online teaching Chinese as a foreign language. Finally, Li suggested improvements from the level of teachers' "teaching", novice teachers of online teaching Chinese as a foreign language should judge the students' learning level according to the different characteristics of the first students before conducting classroom teaching and organizing the corresponding classroom activities. Wu (2023) mentioned that teachers should familiarize themselves with the students before class. It was important to know the basic situation of the students in all aspects. Teachers could use questionnaires and tests to understand and judge the learning level of the students, and then tailor the teaching to the students' needs.
Proficiency in using computers	Wu (2022) Wu (2023)	Wu (2023) suggested that an excellent online teaching Chinese as a foreign language teacher should not only have a complete mastery of the Chinese language, but also be proficient in

Table 5.4 The view of the competencies novice teachers of online teaching Chinese as a foreign language should master (cont.)

Competencies	Researchers	Perspectives
Proficiency in using computers	Wu (2022) Wu (2023)	<p>the use of modern educational technology. Zhu (2023) mentioned that, it is important to update the concept of interaction, learn the latest interactive ways, improve the competence of information technology application, and flexibly cope with online problems. Wu (2022) argued that the online teaching mode allowed students to learn Chinese anytime and anywhere, but most of the students would take lessons at home. And home was a relatively loose and comfortable environment for the younger students, so they always had trouble concentrating. Teachers should make use of various forms of teaching. Teachers should be skilled in the use of computers, displaying teaching content in the form of children's songs and animations, and using PPT courseware rich in animation to assist teaching, so that students could enter virtual scenarios through images and animations to conduct drills. Fully utilize the platform function. Zhang (2023) promoted that in order to better adapt to distance teaching, novice teachers must change their educational concepts.</p>

In summary, 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).

### **5.2.2 Responses to the Second Question**

The second research question of this research was

'What are the views of Blingo Chinese Platform novice teachers of online teaching Chinese as a foreign language toward online teaching Chinese as a foreign language?'

The research showed that the mean views of novice teachers of teaching Chinese as a foreign language on online teaching Chinese as a foreign language were 3.883. However, novice teachers' views on online teaching Chinese as a foreign language were influenced by a number of factors.

#### 1) Online teaching Chinese as a foreign language experience

Through the research, the researcher found that online teaching Chinese as a foreign language experience influenced online teaching Chinese as a foreign language teachers' views on online teaching Chinese as a foreign language to a certain extent. This view was consistent with Liu (2014). Liu (2014) argued that novice teachers' views and perceptions of online teaching Chinese as a foreign language were not created out of nothing, they were gradually internalized in their own minds as a result of long-term environmental influences. The updating of teachers' views and conceptions were also mostly stimulated and influenced by external factors. Online teaching Chinese as a foreign language experience could influence teachers' views on online teaching Chinese as a foreign language to a certain extent. 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.

#### 2) Teaching experience

Through the research, the researcher found that teaching experience influenced online teaching Chinese as a foreign language teachers' views on online teaching Chinese as a foreign language to a certain extent. This view was consistent with Yang (2022), who found in her survey that online teaching Chinese as a foreign language teacher without offline teaching experience faced more problems than those with offline teaching experience. In terms of their views on online teaching Chinese as a foreign language, teachers with offline teaching experience were more optimistic

about the future of the industry and believed that online teaching was a useful supplement to offline teaching.

### **5.3 Research Recommendations**

The results of the research showed that the competencies that novice teachers of online teaching of Chinese as a foreign language on the Blingo Chinese Platform should have were 1) knowledge of Chinese culture, basic knowledge of Chinese language, knowledge of teaching Chinese as a foreign language, knowledge of learning and teaching a second language 2) classroom organization and management competencies, observation, adaptability, generalization competencies, arranging a reasonable sequence of teaching, expression and communication competencies, preparation of lessons, assignment of homework, judging the level of learners and the teaching environment, proficiency in using computers. Comparatively less important were knowledge of learners and learning environments, knowledge of linguistics, pedagogy, and psychology, as well as the competency to write on a board, and the competency in a foreign language.

In addition, the research found that novice teachers of online teaching Chinese as a foreign language had a mean view on online teaching Chinese as a foreign language of 3.883. Teachers' views were influenced by two factors, which were 1) online teaching Chinese as a foreign language experience 2) teaching experience. Based on the findings, the researcher made the following recommendations.

#### **5.3.1 Recommendations for Implementation**

In online teaching Chinese as a foreign language, novice teachers' simple and boring classroom teaching forms and dull and boring teaching state will only make students feel that it was difficult to learn Chinese, and they may even develop an aversion to learning. In order to mobilize the interest and enthusiasm of Chinese language learners to learn Chinese, and to get twice the result with half the effort,

based on the results of the study, the researcher puts forward the following suggestions for novice teachers of online Chinese as a foreign language.

1) Emphasizing knowledge of basic Chinese language, Chinese culture, and teaching Chinese as a foreign language

In the process of online teaching Chinese as a foreign language, Chinese language knowledge was essential as a foundation and theoretical basis. Although the researcher found that most of the novice teachers of online teaching Chinese as a foreign language agreed that they should master the knowledge of basic Chinese language, Chinese culture, and teaching Chinese as a foreign language, most of them agreed that they needed to continue to improve their knowledge during the semi-structured interviews. When novice teachers were asked about the problems and difficulties they encountered in the classroom, many of them also expressed their lack of teaching skills, such as not knowing how to explain Chinese characters and how to introduce the origin of Chinese characters in a more interesting way. Therefore, for novice teachers of online teaching Chinese as a foreign language to excel in online teaching Chinese as a foreign language, building a good professional foundation was the first task. Only by insisting on theoretical knowledge learning and repeatedly consolidating their professional knowledge in the concrete teaching process could they continuously improve their teaching competency.

2) Emphasizing knowledge of the learner and the learning environment

Knowledge about learners referred to teachers' understanding of students' learning competencies, motivation, academic performance, cognitive patterns, learning attitudes, or cognitive processes, while knowledge about the learning environment was expressed in teachers' knowledge and understanding of the social and cultural context in which education operated, such as classroom contexts, teachers' cultures, school climates, community politics, cultural traditions, and so on (Liu, 2023). Therefore, novice teachers of Chinese as a foreign language should acquire knowledge about learners and learning environments in the process of teaching.

### 3) Emphasizing knowledge of linguistics, pedagogy, and psychology

Since the 1990s, the relation between language teaching and cultural teaching Chinese as a foreign language has become a hot topic in theoretical research. Therefore, philosophy, linguistics, pedagogy, psychology, and culture were established as the theoretical basis of the discipline of teaching Chinese as a foreign language (Zhang, 2021). The 2021 version of *the Standards for International Chinese Language Teachers* explicitly stated that teachers of Chinese as a foreign language should master the knowledge of linguistics, pedagogy, and psychology. Therefore, novice teachers of online teaching Chinese as a foreign language on the line were required to master knowledge about linguistics, pedagogy, and psychology. Teachers needed to understand systematic knowledge of the language, know how students should learn a language, understood how language and culture are closely related, and utilized appropriate educational methods to tailor their teaching to the needs of their students. In the process of teaching, novice teachers should understand and grasp students' motivation, and pay attention to how students learn and develop.

### 4) Emphasizing board writing competencies

Board writing was an important factor in improving the effectiveness of teaching, it plays a role in strengthening knowledge and consolidating memory. Teachers' board writing should be neat and standardized, the content should be simple and clear, the writing should be fast and accurate, and the board arrangement should be appropriate. To improve the competency of board writing was a major event that every teacher should not neglect (Zheng, 2010). In online teaching Chinese as a foreign language, novice teachers of online teaching Chinese as a foreign language needed to appropriately utilize the whiteboard function within the Platform app, especially in the review session, which could build the knowledge structure with the students in a good and clear way.

### 5) Emphasizing the training of foreign language competency

In the semi-structured interviews, a number of novice teachers of online teaching Chinese as a foreign language wanted to improve their foreign language competency, or encountered problems with poor language communication. Novice teachers of online teaching Chinese as a foreign language who wanted to improve their foreign language competency so that they wanted to add more learners to their existing base, and the teachers believed that having foreign language competency would result in a broader resource of learners. That showed that the lack of foreign language competency would limit the novice teachers of online teaching Chinese as a foreign language's competency to have a wide range of learners' resources and to teach. Therefore, it was necessary for novice teachers of online teaching Chinese as a foreign language to emphasize the development of their foreign language competency and actively learn English during the teaching stage, so that they could have more opportunities for learning resources as well as better communication with students who are not so good at Chinese.

6) Doing a good job by preparing for lessons and managing teaching during lessons to improve the quality of teaching and learning

As the organizer of classroom teaching, teachers play a leading role in Chinese language teaching activities. Before class, novice teachers of online teaching Chinese as a foreign language should firstly study the teaching materials. Teachers should select and use the existing teaching materials of Chinese as a foreign language scientifically on the basis of their professional knowledge, and if necessary, they are able to design their own new teaching materials according to the actual situation of the Chinese learners or supplement the relevant contents. Secondly, teachers should choose the best teaching methods on the basis of studying the teaching materials and mastering the learning situation. In class, teachers should create a good learning atmosphere for Chinese learners, stimulate students' interest in learning Chinese, set classroom rules, emphasize classroom discipline, strengthen communication and interaction with students in classroom teaching, and complete classroom management efficiently. Improving the quality of teaching requires not only the efforts of teachers, but also the cooperation of students. Whether the students could insist on attending the

lectures on time, finish the homework seriously, and discover and solve problems in the process of doing the homework, as well as continuously improve their own Chinese language proficiency, is an important criterion for evaluating the effectiveness of Chinese language course teaching.

#### 7) Emphasizing on self-regulation competencies

Online teaching Chinese as a foreign language is a teaching activity conducted online, which means that teachers need to face computers for long hours. During this semi-structured interview, some teachers mentioned that they were troubled by the need to be emotionally full and jet-lagged from time to time. In online teaching, staying emotionally full is one of the good images of teachers (Chen, 2022). Novice teachers of online teaching Chinese as a foreign language could choose classes that are not so close together in the early stages of picking up classes to give themselves a transition process. After a long class, pay attention to get up and walk around to promote blood circulation, which is conducive to emotional relief. In terms of time difference, teachers could choose students who are not too different from their own country. It is important to get up early and go to bed early in the day to self-regulate emotions.

Improving the teaching competencies of novice teachers of online teaching Chinese as a foreign language requires better communication and connection between the teachers themselves, and between the teachers and the Platforms. Based on the results of the research, the researcher makes the following recommendations for online teaching Chinese as a foreign language enterprise Platforms.

1) Organizing competitions of teaching competencies for teachers of Chinese as a foreign language on line

The competitions of teaching competencies of teaching Chinese as a foreign language were one of the important ways to comprehensively display and review the teaching competencies and teaching level of teachers of teaching Chinese as a foreign

language, as well as an effective way to improve the teaching competencies, teaching level and teaching quality of teachers of teaching Chinese as a foreign language (Liu, 2010). Similarly, the initiative of organizing online teaching competence competition for teachers in teaching Chinese as a foreign language could, on the one hand, check teachers' competence in handling Chinese as a foreign language teaching material, their familiarity with and understanding of the content of the lectures, their actual classroom teaching organization, teaching skills, teaching styles and attitudes, teaching methodology, linguistic expression, computer multimedia use, and so on; on the other hand, the process of preparing for and taking part in the competition could also objectively and realistically show the quality of teaching and the quality of teaching. On the other hand, the process of preparing for and participating in the competition could also objectively and truthfully reflect the strengths and weaknesses of teachers of Chinese as a foreign language in the whole teaching process, and give them the opportunity to have in-depth exchanges and learning with other participating teachers.

## 2) Conducting a continued periodic training

This research found that some novice teachers of teaching Chinese as a foreign language encounter some difficulties in teaching, such as lack of teaching skills and classroom management experience. The online teaching Chinese as a foreign language enterprise Platform could collect the recent difficulties encountered by the teachers and provide training on a regular basis. These trainings could be divided into several topics, such as “teaching skills training, classroom organization and management training, and excellent teachers' teaching case sharing”. In this way, novice teachers of teaching Chinese as a foreign language could receive training on a continuous basis, learn new ways and methods of teaching, and continuously improve themselves.

### **5.3.2 Recommendations for Future Studies**

This research was just a preliminary exploration of this issue and it is hoped that this discussion will attract more researchers to join in the research of this issue.

Based on the results of this research, the researcher would like to make the following suggestions to future researchers:

1) Future studies could further expand the sample by taking samples from different online teaching Chinese as a foreign language institution Platforms rather than the same Platform to ensure a more representative sample.

2) Future studies should use more tools to understand and discover the teacher competencies that novice teachers of online teaching Chinese as a foreign language should possess and their views on online teaching Chinese as a foreign language.

3) This research was a preliminary exploration of the teacher competencies of novice teachers of online teaching Chinese as a foreign language. This research focuses on the competencies that novice teachers of online teaching Chinese as a foreign language should possess and their views on online teaching Chinese as a foreign language. Subsequent studies could be supplemented and improved in other directions.

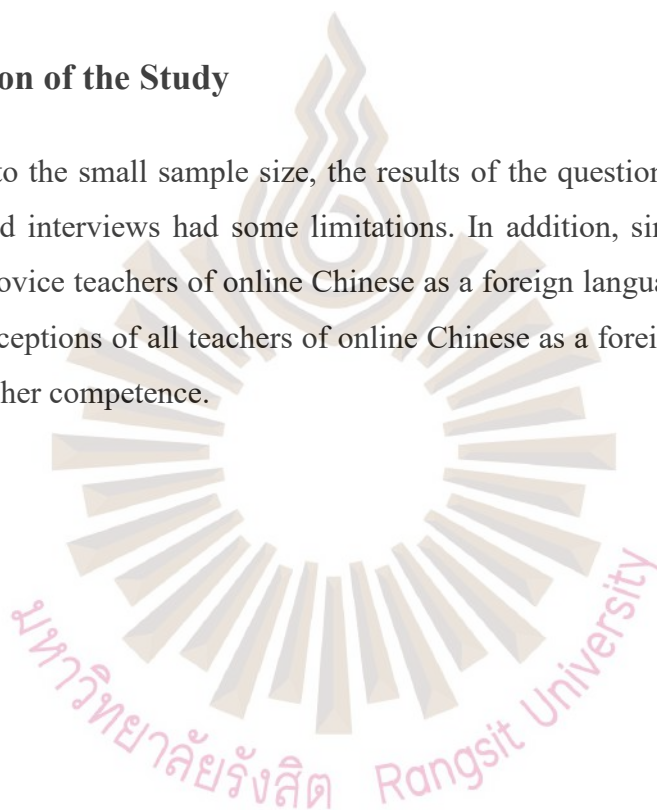
#### **5.4 Educational Implications**

The findings of this research may be helpful to novice teachers of online teaching Chinese as a foreign language, they could use the research findings of this research, which were the teacher competencies that novice teachers of online teaching Chinese as a foreign language should have as well as the views of novice teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language. The purpose of this research was to find the competencies that novice teachers of online teaching Chinese as a foreign language should have in online teaching Chinese as a foreign language as well as the views of novice online teachers of online teaching Chinese as a foreign language on online teaching Chinese as a foreign language.

Through the findings of this research, novice teachers of online teaching Chinese as a foreign language could learn what kind of teacher competencies they should have for online teaching Chinese as a foreign language. Teachers could learn in a targeted way to improve themselves and continuously improve their competencies in online teaching Chinese as a foreign language, so that they could better carry out their work of online teaching Chinese as a foreign language and promote the development of Chinese language education.

### **5.5 Limitation of the Study**

Due to the small sample size, the results of the questionnaire survey and the semi-structured interviews had some limitations. In addition, since the study sample consisted of novice teachers of online Chinese as a foreign language, it could not fully reflect the perceptions of all teachers of online Chinese as a foreign language teaching as well as teacher competence.



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**Appendix A**  
**Questionnaire**

มหาวิทยาลัยรังสิต Rangsit University

Dear teachers,

Hello, my name is Ruyuan Shi. I am a postgraduate student at Rangsit University in Thailand, majoring in bilingual education and English Teaching. This questionnaire is not a test, but part of my postgraduate studies. Your answers will only be used for my research on the views of novice teachers of online teaching Chinese as a foreign language of online teaching Chinese as a foreign language and to confirm what teacher competencies are available and will be kept confidential. Thank you very much for your help.

Ruyuan shi

各位老师，您们好：

您好，我是石入元，是泰国兰实大学的研究生，主修双语教育。这份问卷调查不是测试，而是我研究生学习的一部分。您的回答将只用于我研究新手线上对外汉语教师对线上对外汉语教学的看法及确认教师能力有哪些的情况，并将保密。非常感谢您的帮助。



**Part 1: Personal Information (私人信息)**

Please choose the answer based on your personal information. 请根据您的个人信息选择答案。

1. **Gender 性别:** Male 男  Female 女
2. **Age 年龄:** Under 25 years old 25 岁以下  25-30 years old 25-30 岁   
31-35 years old 31-35 岁  36-40 years old 36-40 岁   
41-45 years old 41-45 岁  46-50 years old 46-50 岁   
Over 50 years old 50 岁以上
3. **What is your major? 您的专业是?**
  - A. 汉语国际教育 Teaching Chinese as a foreign Language
  - B. 汉语言文学 Chinese Language & Literature
  - C. 英语 English
  - D. 其他 others
4. **What is your form of teaching Chinese as a foreign language? 您从事国际中文教学的形式是?**
  - online 线上
  - offline 线下
  - both 两个都有
5. **How long have you been working with online teaching Chinese as a foreign language? 您从事线上国际中文教学多长时间了?**
  - Three years 三年
  - Less than three years 三年以下
  - More than three years 三年以上

**Part 2: Novice teachers of Online Teaching Chinese as a Foreign Language's views on Online Teaching Chinese as a Foreign Language 初任线上对外汉语教师对线上对外汉语教学的看法**

Please choose how much you disagree or agree with the given statements.

(1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree).

请选择你在多大程度上不同意或同意所给的陈述。(1=非常不同意, 2=不同意, 3=不确定, 4=同意, 5=非常同意)

Items 条目	1	2	3	4	5
1. 我了解线上国际中文教学。 I understand the online teaching Chinese as a foreign language.					
2. 我认同线上国际中文教学是外国人学习汉语的很好途径。 I agree that online teaching Chinese as a foreign language is a good way for foreigners to learn Chinese.					
3. 我认同线上国际中文教学是线下国际中文教学的有益补充。 I agree that online teaching Chinese as a foreign language is a useful complement to offline teaching.					
4. 我认同线上国际中文教学在学习中融入多媒体技术, 有助于提高学习者的积极性和学习效果。 I agree that online teaching Chinese as a foreign language incorporates multimedia technology in learning, which helps to increase learners' motivation and learning effectiveness.					
5. 我认同线上国际中文教学的前景很不错。 I agree that the future of online teaching Chinese as a foreign					

language is very good.					
6. 我在未来有兴趣继续从事与线上国际中文教学相关的工作。 I'm interested in continuing to teach online teaching Chinese as a foreign language in the future..					
7. 我认同线上国际中文教学是与专业对口且比较好的就业选择。 I agree that online teaching Chinese as a foreign language is a good career choice for me.					
8. 我认同在国内找一份与线上国际中文教学相关的工作很容易。 I agree that it is easy to find a job related to online teaching Chinese as a foreign language in China.					
9. 我很了解国家语合中心颁发的《国际教师标准》的内容。 I am well aware of the content of the International Standards for Teachers issued by the Center for Language Education and Cooperation.					
10. 我认同我自己把线上国际中文教学当作一份有意义的事业。 I agree with myself that teaching Chinese as a foreign language online is a meaningful career.					

**Part 3: Teacher Competencies for Novice Teachers of Online Teaching  
Chinese as a Foreign Language 初任线上国际中文教师的教师能力**

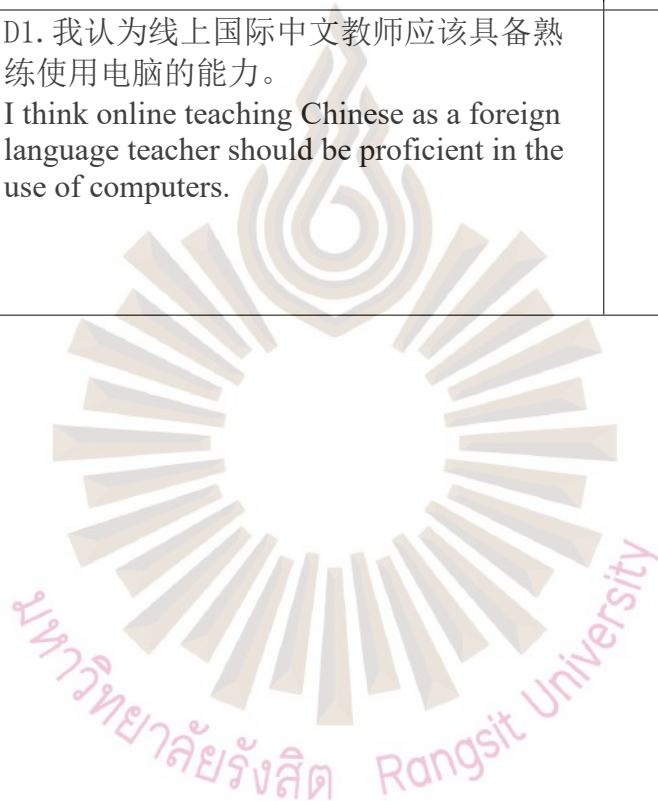
Please choose how much you disagree or agree with the given statements.

(1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree). 请选择你在多大程度上不同意或同意所给的陈述。(1=非常不同意, 2=不同意, 3=不确定, 4=同意, 5=非常同意)

Category	Item	1	2	3	4	5
学科内容 知识能力 Content knowledge competen cies (CK)	A1. 我认为线上国际中文教师应该具备中文基础知识 I think online teaching Chinese as a foreign language teacher should have basic knowledge of Chinese.					
	A2. 我认为线上国际中文教师应该掌握中国文化知识 I think online teaching Chinese as a foreign language teacher should master the knowledge of Chinese culture.					
	A3. 我认为线上国际中文教师应该掌握语言学、教育学、心理学知识。 I think online teaching of Chinese as a foreign language teacher should have knowledge of linguistics, pedagogy and psychology.					
	A4. 我认为线上国际中文教师应该掌握第二语言学习与教学知识。 I think online teaching of Chinese as a foreign language teacher should have knowledge of second language learning and teaching.					
	A5. 我认为线上国际中文教师应该掌握中文教学知识。 I think online teaching of Chinese as a foreign language teacher should have knowledge of teaching Chinese as a foreign language.					
	A6. 我认为线上国际中文教师应该掌握关于学习者与学习环境的知识。 I think online teaching of Chinese as a foreign language teacher should acquire knowledge about learners and the learning environment					

<p>教学法知识能力 Pedagogical knowledge competencies (PK)</p>	<p>B1. 我认为线上国际中文教师应该具备合理安排教学顺序的能力 I think online teaching Chinese as a foreign language teacher should have the competency to arrange the teaching order reasonably</p>					
	<p>B2. 我认为线上国际中文教师应该具备观察力、应变能力、概括能力 I think online teaching Chinese as a foreign language teacher should have the competency to observe, adapt and generalize</p>					
	<p>B3. 我认为线上国际中文教师应该具备表达与沟通能力 I think online teaching Chinese as a foreign language teacher should have the competency to express and communicate</p>					
	<p>B4. 我认为线上国际中文教师应该具备课堂组织与管理能力 I think online teaching Chinese as a foreign language teacher should have classroom organisation and management competencies</p>					
	<p>B5. 我认为线上国际中文教师应该具备判断学习者水平和教学环境的能力 I think online teaching Chinese as a foreign language teacher should have the competency to judge the level of learners and the teaching environment</p>					
	<p>B6. 我认为线上国际中文教师应该具备布置作业的能力 I think online teaching Chinese as a foreign language teacher should have the competency to assign homework.</p>					
<p>其它能力 Other competencies</p>	<p>C1. 我认为线上国际中文教师应该具备外语能力. I think online teaching Chinese as a foreign language teacher should have foreign language competency.</p>					

	<p>C2. 我认为线上国际中文教师应该具备备课能力</p> <p>I think online teaching Chinese as a foreign language teacher should have lesson preparation competency.</p>					
	<p>C3. 我认为线上国际中文教师应该具备板书能力</p> <p>I think online teaching Chinese as a foreign language teacher should have the competency to write on the board.</p>					
<p>技术 知识能力 technological knowledge competencies (TK)</p>	<p>D1. 我认为线上国际中文教师应该具备熟练使用电脑的能力。</p> <p>I think online teaching Chinese as a foreign language teacher should be proficient in the use of computers.</p>					





### Interview Questions

E1	What is your gender? 你的性别是?			
E2	What is your age? 你的年龄是?			
E3	How long have you been working with online teaching Chinese as a foreign language? 您从事线上国际中文教学多长时间了?			
F. Views				
F1	How did you first find the job of online teaching Chinese as a foreign language ? 您在开始的时候是怎样找到线上国际中文工作的?			
F2	Did you find it easy to apply for the online teaching Chinese as a foreign language was it easy? 您觉得找到线上国际中文工作容易吗?			
F3	What do you think are the differences in the competencies required for online teaching Chinese as a foreign language as opposed to offline? 您认为线上国际中文教学与线下线上国际中文在能力要求上有哪些不同?			
G. Competencies				
G1	What knowledge or competencies do you think are most important and necessary for online teaching Chinese as a foreign language? 您认为线上国际中文教学最重要、最需要的知识或能力是什么?			
G2	What other knowledge or competencies would you like to add or improve at the moment? 目前,您还想补充或提高哪些知识或能力?			
H. Problems				
H1	What are the problems and difficulties you encounter in online teaching Chinese as a foreign language? 您在线上国际中文教学中遇到了哪些问题和困难?			
H2	What do you want your online teaching Chinese as a foreign language company to help you with? 您希望您的线上国际中文教学公司给您提供什么帮助?			

The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต Rangsit University" is written in a semi-circle below the logo.

**Appendix C**  
**Invitation letter to expert 1**

มหาวิทยาลัยรังสิต Rangsit University



## Memorandum

STC 4800/0228

26 September 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Boonsri Cheevakumjorn,

Miss Ruyuan Shi student number 6305253, a student in the Master of Education (Bilingual Education), who has already completed her coursework and thesis proposal defense on 17 July 2023. Her research is entitled "The Competency of Blingo Chinese Platform Novice Teachers on Online Teaching Chinese as a Foreign Language". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are: 1) A Questionnaire 2) Semi-structured Interviews.

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,

  
Malivan Praditceera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University

The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

**Appendix D**  
**Invitation letter to expert 2**

มหาวิทยาลัยรังสิต Rangsit University



## Memorandum

STC.4800/0229

26 September 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Natchaporn Dechrach,

Assistant Dean for Academic Affairs, Head of Chinese Language Department, College of Liberal Arts, Rangsit University

Miss Ruyuan Shi student number 6305253, a student in the Master of Education (Bilingual Education), who has already completed her coursework and thesis proposal defense on 17 July 2023. Her research is entitled "The Competency of Blingo Chinese Platform Novice Teachers on Online Teaching Chinese as a Foreign Language". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are: 1) A Questionnaire 2) Semi-structured Interviews

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle surrounded by a ring of radiating lines. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle at the bottom of the emblem.

**Appendix E**  
**Invitation letter to expert 3**

มหาวิทยาลัยรังสิต Rangsit University



## Memorandum

STC-4800/0230

26 September 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Li Haochang,

Chinese Language Department, College of Liberal Arts, Rangsit University

Miss Ruyuan Shi student number 6305253, a student in the Master of Education (Bilingual Education), who has already completed her coursework and thesis proposal defense on 17 July 2023. Her research is entitled "The Competency of Blingo Chinese Platform Novice Teachers on Online Teaching Chinese as a Foreign Language". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is: getting the IOC experts to review her instruments (Attached herewith) which are: 1) A Questionnaire 2) Semi-structured Interviews.

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,

Malivan Praditceera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University



**Appendix F**  
**IOC Result of the Questionnaire**

มหาวิทยาลัยรังสิต Rangsit University

### IOC Result of the Questionnaire

Items	Rating by Experts			IOC Average	Remarks
	Expert 1	Expert 2	Expert 3		
<b>Part I: Personal Information</b>					
1	+1	+1	+1	1	Accepted
2	+1	+1	+1	1	Accepted
3	+1	+1	+1	1	Accepted
4	+1	+1	+1	1	Accepted
5	+1	+1	+1	1	Accepted
<b>Part II: Novice Online Teaching Chinese as a Foreign Language Teachers' Views on Online Teaching Chinese as a Foreign Language</b>					
1	+1	+1	+1	1	Accepted
2	0	+1	+1	0.67	Accepted
3	+1	+1	+1	1	Accepted
4	+1	+1	+1	1	Accepted
5	+1	0	+1	0.67	Accepted
6	+1	+1	+1	1	Accepted
7	+1	+1	+1	1	Accepted
8	+1	0	+1	0.67	Accepted
9	+1	+1	+1	1	Accepted
10	+1	+1	+1	1	Accepted
<b>Part III: Teacher Competencies for Online Novice Teaching Chinese as a Foreign Language Teachers</b>					
A1	+1	+1	+1	1	Accepted
A2	+1	+1	+1	1	Accepted
A3	+1	+1	+1	1	Accepted
A4	+1	+1	+1	1	Accepted
A5	+1	+1	+1	1	Accepted
A6	+1	+1	+1	1	Accepted

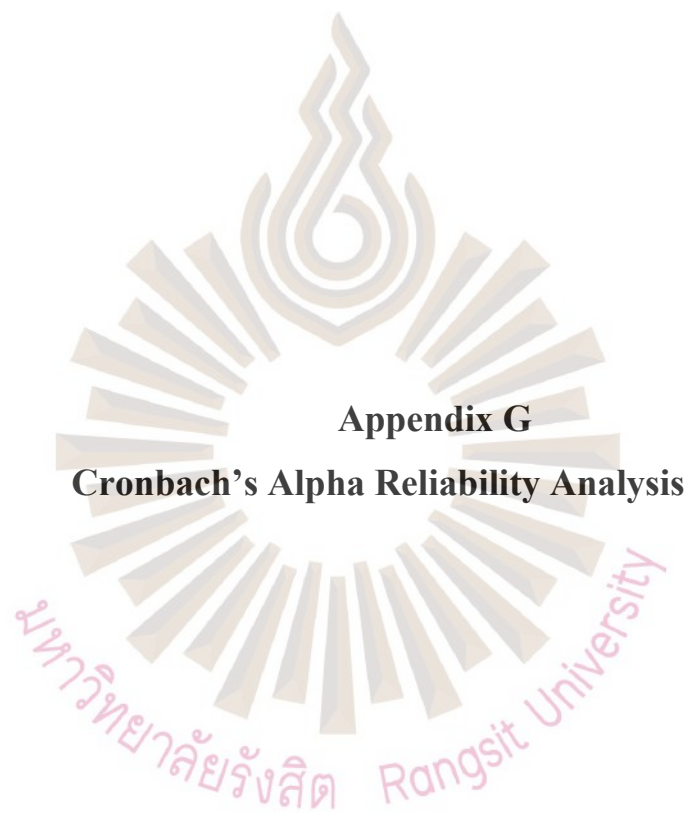
B1	+1	+1	+1	1	Accepted
B2	+1	+1	+1	1	Accepted
B3	+1	+1	+1	1	Accepted
B4	+1	+1	+1	1	Accepted
B5	+1	+1	+1	1	Accepted
B6	+1	+1	+1	1	Accepted
C1	+1	+1	+1	1	Accepted
C2	+1	+1	+1	1	Accepted
C3	+1	+1	+1	1	Accepted
D1	+1	+1	+1	1	Accepted

### IOC Result of the Semi-Structured Interview

Items	Rating by Experts			IOC Average	Remarks
	Expert 1	Expert 2	Expert 3		
<b>E. Personal Information</b>					
E1	+1	+1	+1	1	Accepted
E2	+1	+1	+1	1	Accepted
E3	+1	+1	+1	1	Accepted
<b>F. Views</b>					
F1	+1	+1	+1	1	Accepted
F2	+1	+1	+1	1	Accepted
F3	+1	+1	+1	1	Accepted
<b>G. Competencies</b>					
G1	+1	+1	+1	1	Accepted
G2	+1	+1	+1	1	Accepted
<b>H. Problems</b>					
H1	+1	+1	+1	1	Accepted

H2	+1	+1	+1	1	Accepted
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### Cronbach's Alpha Reliability Analysis

Items	Corrected Item-Total Correlation (CITC)	Cronbach's Alpha
1	0.660	0.894
2	0.632	0.894
3	0.670	0.894
4	0.569	0.894
5	0.504	0.894
6	0.626	0.894
7	0.573	0.894
8	0.670	0.894
9	0.682	0.894
10	0.583	0.894
A1	0.506	0.894
A2	0.522	0.894
A3	0.514	0.894
A4	0.710	0.894
A5	0.553	0.894
A6	0.738	0.894
B1	0.694	0.894
B2	0.666	0.894
B3	0.677	0.894
B4	0.593	0.894
B5	0.690	0.894
B6	0.677	0.894
C1	0.330	0.894
C2	0.569	0.894

C3	0.413	0.894
D1	0.464	0.894
Average Cronbach's Alpha: 0.894		







COA. No. RSUERB2023-135

**Certificate of Approval**  
By  
**Ethics Review Board of Rangsit University**

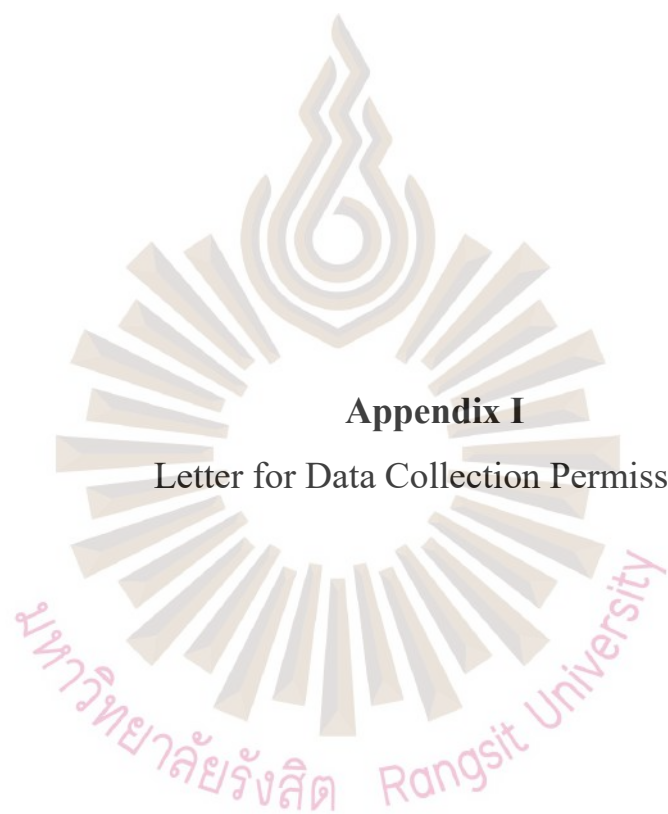
COA. No.	COA. No. RSUERB2023-135
Protocol Title	The Competency of Blingo Chinese Platform Novice Teachers on Online Teaching Chinese as a Foreign Language
Principle Investigator	Ruyuan Shi
Co-Investigator	Asst. Prof. Dr. Supinda Lertlit
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	15 September 2023
Date of Expiration:	15 September 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....


(Associate Professor Dr. Panan Kanchanaphan)  
Chairman, Ethics Review Board for Human Research





**Appendix I**

Letter for Data Collection Permission

RSU	มหาวิทยาลัยรังสิต RANGSIT UNIVERSITY		มหาวิทยาลัยรังสิต เมืองพญาไท กรุงเทพมหานคร ปทุมธานี 12005	Rangsit University Phong-Arc, Pathayothin Rd. Pathumthani 12005, Thailand	T. 066 2997 2200-30 F. 066 2791 5717 E. info@rsu.ac.th
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Suryadhep Teachers College

STC.4800/0398

13 November 2023

Subject: Request for Permission to Collect Data for a Master's Thesis at Blingo Chinese Platform

Dear The Academic Director,  
Blingo Chinese Platform  
New Oriental Mansion, No. 27 Zhongguancun Street, Haidian District, Beijing, China


Miss Ruyuan Shi, Student ID: 6305253 is now studying in the Master in Education (Bilingual Education) at Suryadhep Teachers College, Rangsit University, Pathum Thani, Thailand. She is now planning to collect the data for her thesis in 265 novice teachers of online teaching Chinese as a foreign language. Two instruments will be used for her thesis entitled "The Competency of Blingo Chinese Platform Novice Teachers on Online Teaching Chinese as a Foreign Language".

The objectives of the research are:

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

After completion, this study will be taken as partial fulfillment of the requirements for the Degree of Master of Education in Bilingual Education. It is hoped that the research findings will be useful for all the parties concerned to use for their benefits. Thus, I would like to seek for your kind permission for the student, Miss Ruyuan Shi, Student ID: 6305253 to collect the data in Blingo Chinese Platform which is in New Oriental Mansion, No. 27 Zhongguancun Street, Haidian District, Beijing, China.

On behalf of Rangsit University, I truly appreciate all the help and support you can give in Miss Ruyuan Shi's thesis endeavor.

Yours sincerely,  


Assistant Professor Anchalee Chayanuvat, Ed.D.  
Program Director of Bilingual Education  
Suryadhep Teachers College  
Rangsit University

www.rsu.ac.th

## Biography

Name	Ruyuan Shi
Date of birth	February 16, 1998
Place of birth	Guilin City, Guangxi
Education background	XingJian College of Science and Liberal Arts of Guangxi University, China Bachelor of Arts, 2020 Rangsit University, Thailand Master of Bilingual Education and English Language Teaching, 2024
Address	No. 10/130 Unit B2 Lumpini Township Rangsit- Nakornnayok 28 T. Prachathipat A.Thanyaburi Patumtani Province Thailand 12130 Tel.
Email Address	381249028@qq.com
Place of work	Blingo Chinese Platform
Work position	Teaching Chinese as a foreign language teacher

