

A Brief analysis of Teachers' Language of Instruction in International Chinese Classroom

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Abstract: With the rise of global Chinese learning, the role of teachers in teaching language in international Chinese classrooms has attracted much attention. This paper aims to explore the theories and best practices of teachers in language teaching in this environment. The study found that teachers' language use in international Chinese classrooms has a profound impact on students' language input and output, promoting students' communicative skills and cultural understanding. Therefore, the language of instruction of teachers in the international Chinese classroom should be considered as one of the key factors. Best practices include teacher training, multimodal teaching methods and the introduction of feedback mechanisms to improve teachers' language of instruction. The results of this study will help guide the practice of international Chinese education and provide directions for future research. In short, the research on the teaching language of teachers in international Chinese classrooms is of great significance for improving the quality and effect of Chinese education, aiming at cultivating more excellent Chinese teachers with cross-cultural educational background and contributing to the prosperity and development of global Chinese education.

Keywords: International; Chinese class; Teaching; Language; Study

1. Overview of teachers' language of instruction in international Chinese classroom

1.1 Characteristics of teaching language of international Chinese classroom teachers

The characteristics of teachers' language of instruction in the international Chinese classroom involve the challenges of intercultural and intercultural communication, as well as the requirements of effective teaching in different educational backgrounds and cultural environments. Teachers teaching languages in such Settings often need to deal with students from different native language backgrounds, which makes the diversity of language input and output a prominent issue. At the same time, teachers in international Chinese classrooms need to use the language of instruction to promote students' language acquisition and transfer cultural knowledge and values. In addition, the teaching language of teachers in international Chinese classrooms also needs to adapt to diverse educational backgrounds, and students may have different language learning experiences and education levels. This puts higher demands on teachers' teaching strategies and language choices, which need to be flexibly adjusted to meet the needs of students.

1.2 International Chinese classroom language teaching theory

The language teaching theory in international Chinese classroom integrates the concepts of language acquisition theory, educational theory and intercultural communication theory to meet the needs of international Chinese education. Specifically, language acquisition theory plays an important role in the international Chinese classroom. These theories focus on the process of language acquisition, including oral communication, listening comprehension, reading and writing. Under this theoretical framework, teachers need to pay attention to students' language input and output in order to help them effectively acquire Chinese in a cross-cultural environment. Educational theory is also an important part of international Chinese classroom language teaching theory, including the principles of educational psychology and educational methodology, as well as classroom management and assessment strategies. Within this framework, teachers need to design courses that are adapted to the needs of students and use different teaching strategies to increase student motivation and engagement. In addition, cross-cultural communication theory emphasizes the importance of cultural factors in language teaching. In the international Chinese classroom, teachers need to focus on cultural adaptation and cultural sensitivity to help students understand Chinese culture and values.

1.3 Importance of instructional language in language education

Instructional language plays a crucial role in the international Chinese classroom, and its importance is reflected in many aspects. First of all, instructional language is the main communication tool between learners and teachers, which is used to transfer knowledge, stimulate learning interest, guide the learning process and provide feedback. Secondly, the language of instruction plays the role of cultural inheritance in the international Chinese classroom. Through the language of instruction, teachers are able to impart Chinese culture, values and customs, helping learners to understand the Chinese context more deeply. This not only contributes to a better understanding of the language, but also helps to develop learners' cultural sensitivity. Most importantly, the language of instruction can affect the learner's learning experience and emotional engagement. Teachers use inspiring and clear language, which can stimulate learners' enthusiasm and participation, and promote the improvement of teaching results. On the contrary, inappropriate language use may lead to learners' comprehension difficulties and reduce their motivation to learn.

2. Best practice of teachers' language of instruction in international Chinese classrooms

2.1 Teacher training and development

In the international Chinese classroom, teacher training and development is seen as a key link in the implementation of best instructional language practices. This process aims to improve teachers' linguistic competence in order to meet complex intercultural and cross-linguistic communication needs. First, teacher training should focus on the improvement of teachers' language ability, including the correction of grammar and pronunciation, to ensure that teachers can provide accurate language input. Secondly, the training should emphasize the cultivation of cross-cultural educational background. Teachers need to understand students' cultural differences to avoid cultural conflicts and misunderstandings. Teacher training should include the cultivation of cross-cultural communication skills and cultural sensitivity to ensure that teachers can adapt to the needs of students with different cultural backgrounds in the international Chinese classroom. Finally, teacher training and development should adopt a diversified learning approach, including seminars, workshops, online courses, etc., to meet the needs and time constraints of different teachers. This helps to ensure that teachers can continue to develop their language of instruction skills.

2.2 Selection and design of teaching materials

In the international Chinese classroom, the selection and design of teaching materials is the key best practice, which directly affects the use of teaching language by teachers and the learning effect of students. The teaching material should fully reflect the reality of the target language environment, including the authenticity of the dialogues, texts and cultural backgrounds contained in the teaching material, so as to ensure that the language learned by students can be applied in real situations. In addition, the design of teaching materials needs to take into account the language level and cultural background of students. Students at different levels require materials of different difficulty and complexity to ensure that they progress under the right challenges. Teaching materials should also promote students' language input and output, including interactive and interactive elements in teaching materials to encourage students to actively participate in classroom activities. Textbooks should also provide rich language samples to help students imitate and practice the language of instruction, thereby improving their language expression ability.

2.3 Multi-modal teaching methods

In the international Chinese classroom, multimodal teaching methods are designed to improve teachers' use of teaching language and students' learning experience. This practice involves the integrated use of multiple senses and communication modes to facilitate language acquisition and cultural understanding. Firstly, the multimodal teaching method emphasizes the pluralism of language teaching. Including oral, written, visual, auditory, hands-on and other ways of teaching activities to meet the learning needs of different students. By using tools such as images, audio, video, interactive games and practical experiences, teachers can stimulate students' interest and increase their motivation to learn. Secondly, multimodal teaching methods help to provide rich language input. Students receive language input through multiple sensory channels, which helps to enhance their perception of vocabulary, grammar, and phonics, thus facilitating more comprehensive language acquisition. For example, by watching videos, listening to audio and reading graphic materials, students can be exposed to the use of language in different contexts and expand their language skills. Finally, multimodal teaching methods help to promote cross-cultural understanding. By demonstrating language and social practices in different cultural contexts, teachers can help students better understand Chinese culture and cultural differences, thereby improving their intercultural communication skills. Multimodal teaching methods can deeply convey cultural elements, such as etiquette, customs, food, traditional festivals, etc.

2.4 Feedback and evaluation strategies

Feedback and evaluation strategies aim to support teachers' instructional language improvement and students' language acquisition. Feedback and evaluation strategies should have diverse forms. Including oral and written feedback, self-assessment and peer evaluation to meet the different learning needs and styles of students, teachers should provide clear and specific feedback to students on their strengths and areas of improvement in language use. At the same time, feedback and evaluation strategies should be conducted on a regular basis. This helps students to continuously improve their language skills in the learning process, and also enables teachers to adjust teaching strategies to better meet the needs of students. Through regular language assessments, students are able to monitor their progress and be motivated to learn. In addition, the assessment strategy should cover multiple aspects of language skills. This includes speaking, listening comprehension, reading and writing. By comprehensively assessing students' language abilities, teachers are able to provide them with targeted feedback to help them develop their language skills comprehensively.

3. Concluding remarks

As a cross-cultural and cross-lingual field of education, the research on the teaching language of teachers in the international Chinese classroom provides valuable insights and guidance for the sustainable development of Chinese learning and the improvement of Chinese education worldwide. Teachers' use of language in this environment is obviously crucial, involving not only language teaching, but also cultural inheritance, cross-cultural communication and learners' language acquisition. Therefore, the language of instruction for teachers in the international Chinese classroom must be seen as a complex and important task. This study highlights the multi-layered and diverse nature of language education, as well as educational challenges in cross-cultural contexts. It provides an in-depth understanding of teacher training, material selection and design, multimodal teaching, and feedback and assessment strategies, providing educators and practitioners with practical guidelines for effective teaching. Through continuous in-depth research and practice, we can better understand how to deal with the challenges of teaching language in international Chinese classrooms and provide students with a more inspiring and culturally meaningful learning experience. This will promote the further prosperity of cross-cultural understanding, language acquisition and Chinese language education, contributing more wisdom and experience to the future of Chinese language education worldwide.

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