

# Strategies for Enhancing Digital Ability Towards Chinese as a Foreign Language Teacher: A Text Analysis-Based Approach

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## Abstract

In the era of globalization, teaching Chinese as a foreign language (TCFL) serves as a crucial conduit for disseminating Chinese culture. Digital teaching is pivotal in this domain as educational technology continues to evolve. However, Chinese language educators still face shortcomings in their digital teaching proficiency. This study, employing text analysis, delves into strategies for enhancing the digital teaching skills of Chinese as a foreign language teacher, aiming to furnish valuable insights for the advancement of Chinese language education. The paper begins by delineating prevalent issues in the digital teaching competence of Chinese language educators: inadequate comprehension of digital teaching concepts, limited resource development and integration capabilities, deficient operational skills, and a lack of familiarity with digital teaching evaluation methods. The study proposes strategic interventions to address these challenges, including enhancing training, promoting educators' grasp of digital teaching concepts, and promoting educators' capacity to develop and integrate digital teaching resources. Fortify training in digital teaching skills, establish and refine the digital teaching evaluation framework, cultivate a conducive digital teaching environment, and foster international exchanges and collaboration. By implementing these strategies, the digital teaching prowess of Chinese as foreign language educators can be augmented, thereby elevating the overall standard of Chinese language education. Embracing modern educational technology, educators in this field can contribute significantly to the global propagation of Chinese culture.

**Keywords:** Digital Teaching; Teaching Chinese as a Foreign Language; Teacher Ability; Text Analysis

## Introduction

With the deepening of globalization, Chinese, one of the most widely used languages in the world, is increasingly spreading and communicating internationally. Teaching Chinese as a foreign language has become an important way of international cultural exchange in our country, and teachers of Chinese as a foreign language play an important role in this process (Gong, Lyu & Gao, 2018). In recent years, with the development of science and technology, digital technology has gradually penetrated various fields, and teaching Chinese as a foreign language is no exception (Huang, 2020). Digital teaching has become an important trend in developing Chinese as a foreign language education, and teachers must improve their digital teaching ability (Zhang & Zou, 2022).

Teachers of Chinese as a foreign language face many challenges in digital teaching. First, there are still some problems with teachers' age structure, knowledge structure, and educational concepts. Many teachers of Chinese as a foreign language lack sufficient training and experience in digital teaching, which makes them feel powerless in teaching with new technologies (Fan, Guo, Wang, 2021). Secondly, although some achievements have been made in teaching Chinese as a foreign language, there is still a significant gap in the overall teaching level compared with developed countries. This is mainly because we still have shortcomings in teaching methods, teaching materials, and curriculum Settings, which make it difficult to meet the needs of domestic and foreign learners (Li, 2016). In addition, the existing Chinese as a foreign language teaching resources are unevenly distributed, and high-quality digital teaching resources are scarce, which also puts higher requirements for teachers' digital teaching ability.

In this context, this study explores strategies to improve the digital teaching ability of Chinese as a foreign language teacher. It provides useful references for developing Chinese as a foreign language educator. Based on text analysis, this study combs and analyzes relevant literature at home and abroad to find ways to improve the digital teaching ability of Chinese teachers as a foreign language (Li & Ma, 2021). Specifically, this study will be carried out from the following aspects: First, the current situation and existing problems of digital teaching ability of teachers of Chinese as a foreign language are analyzed; The second is to summarize the excellent practice cases in the field of digital teaching of Chinese as a foreign language at home and abroad, to provide reference for teachers; The third is to explore the strategies to improve the digital teaching ability of teachers, including policy support, teacher training, curriculum, teaching evaluation and other measures; Fourthly, combined with empirical research, verify the actual effect of the proposed strategy, and summarize and reflect on the research results.

Through the research on the strategies to improve the digital teaching ability of teachers, this project aims to bring the following contributions to the cause of teaching Chinese as a foreign language: First, to provide a reference for policymakers and formulate policies and measures conducive to the improvement of teachers' digital teaching ability; The second is to provide Chinese as a foreign language teachers with helpful teaching methods and skills to help them better adapt to the educational needs of the digital age; The third is to provide research ideas for researchers in related fields and promote the sustainable development of the cause of teaching Chinese as a foreign language (Hong, 2023).

In short, with the rapid development of digital technology, it has become an urgent task to improve the digital teaching ability of teachers of Chinese as a foreign language. Based on text analysis, this study aims to provide strategic suggestions for solving this problem. Through the research on this subject, I hope to contribute to developing the cause of teaching Chinese as a foreign language.

## Literature review

In an era characterized by globalization and technological advancement, the dissemination and instruction of Chinese as a foreign language (TCSL) have gained paramount importance. As Chinese language education becomes increasingly globalized, integrating digital technology into teaching practices has become a pivotal trend. However, despite the recognized significance of digital teaching, TCSL instructors encounter numerous challenges in adapting to this evolving landscape. This literature review aims to delineate the current state of TCSL teachers' digital teaching ability, elucidate existing challenges, and propose strategies for enhancement.

The connotation of digital teaching ability within the TCSL context encompasses multifaceted dimensions. Scholars such as (Luo & Yang, 2018) have elucidated various facets of digital teaching ability, including proficiency in digital teaching theories, utilization of digital resources, implementation of teaching activities through information technology, and evaluation and reflection on teaching practices. Such delineations provide a comprehensive framework for assessing and enhancing the digital teaching proficiency of TCSL educators. Investigations into the present scenario of TCSL teachers' digital teaching ability reveal a mixed landscape. (Zhang, 2017) conducted a survey highlighting prevalent issues such as insufficient application of digital teaching methods, inadequate skill levels among teachers, and shortcomings in teaching design and implementation. Despite recognizing the importance of digital teaching, many TCSL instructors lag in adapting to contemporary pedagogical paradigms, necessitating targeted interventions to augment their digital teaching competence.

Efforts to ameliorate the digital teaching ability of TCSL educators have been multifaceted. Researchers have undertaken endeavors to compile exemplary cases of digital teaching practices within the TCSL domain, drawing insights from domestic and international contexts. These cases encompass diverse methodologies, including blended teaching via online platforms, integration of multimedia resources in classroom instruction, and leveraging mobile applications for language learning (Wang, 2021; Dangxing, 2020; Shen & Cai, 2022). Educators can glean valuable insights to enhance their digital teaching efficacy by synthesizing and disseminating these best practices.

Moreover, scholars have proposed strategic interventions to bolster TCSL teachers' digital teaching prowess. These strategies encompass policy support, targeted teacher training initiatives, optimization of curriculum design, and refinement of teaching evaluation mechanisms (Qu & Ding, 2023). For instance, advocating for policies conducive to digital teaching integration, enhancing technical training programs, and fostering collaborative platforms for teacher communication and resource sharing are recommended interventions (Xu & Shi, 2013).

Empirical research endeavors have underscored the efficacy of these strategies in enhancing TCSL educators' digital teaching proficiency. Through feedback mechanisms and observation of teaching outcomes post-strategy implementation, researchers have documented improvements in teachers' digital application abilities and heightened student engagement and learning outcomes (Su, 2018; Zheng, 2022).

In reflecting on the research findings, it is imperative to acknowledge both the strides made and the areas warranting further attention. While the proposed strategies have yielded tangible benefits, continual refinement and optimization are necessary. Future research endeavors should prioritize sustained teacher training, expansion of digital teaching resources, and nuanced understanding of educators' diverse needs and challenges in digital pedagogy.

In conclusion, the imperative to enhance the digital teaching ability of TCSL educators underscores the transformative potential of integrating digital technologies into language instruction. This literature review contributes to the ongoing discourse on advancing Chinese language education in the digital age by elucidating the current landscape, identifying challenges, and proposing targeted interventions. Through concerted efforts encompassing policy support, pedagogical innovation, and professional development, TCSL instructors can navigate the complexities of digital teaching, fostering enhanced learning experiences for students worldwide.

## Research method

Analysis of the current situation of digital teaching ability of TCSL teachers. By combining relevant literature, this study will conduct a descriptive analysis of the current ability level of TCSL teachers in digital teaching to reveal their advantages and disadvantages in digital teaching.

Summary of excellent practice cases. This study will summarize excellent practice cases in digital teaching of Chinese as a foreign language at home and abroad to provide beneficial references and inspiration for Chinese teachers who are foreign languages in China.

Discussion on strategies to improve the digital teaching ability of TCSL teachers. Based on the analysis of the current situation and summary of excellent practice cases, this study will further explore the strategies to improve the digital teaching ability of TCSL teachers, including measures in terms of policy support, teacher training, curriculum setting, and teaching evaluation.

## Results

Through the text analysis of relevant literature, this study finds that there are the following problems in the digital teaching ability of TCSL teachers: First, there is a certain degree of lag in age structure, knowledge structure, and educational concepts; Second, teachers are not proficient in mastering and applying new skills when using digital teaching methods; Thirdly, teachers are deficient in the use of digital resources for teaching design and organization.

This study summarizes some domestic and foreign excellent practice cases in the field of digital teaching of Chinese as a foreign language, including the use of online platforms to carry out blended teaching, the use of multimedia resources to enrich classroom teaching, and the use of mobile phone applications to learn Chinese. These cases provide a beneficial reference for Chinese teachers as a foreign language.

Based on the current situation and excellent practice cases, this study discusses the strategies to improve the digital teaching ability of Chinese teachers as a foreign language. First, at the policy level, the government should increase its support for Chinese as a foreign language education and formulate policies and measures conducive to improving teachers' digital teaching ability. Secondly, teacher training should be strengthened to improve the professional quality of teachers in digital teaching; thirdly, the curriculum should be optimized and integrated with digital teaching elements; and lastly, the teaching evaluation system should be improved, and teachers should be encouraged to adopt digital teaching methods actively.

By collecting feedback from first-line Chinese as foreign language teachers, this study observed the teaching effect after the implementation of the strategy. It is found that after the implementation of the digital teaching strategy, teachers' digital application ability in classroom teaching is improved, and students' learning interests and participation are also improved.

In the reflection and summary of this study, it is pointed out that although the proposed strategy has achieved certain effects in practice, it still needs to be optimized and perfected. Future research can be carried out from the following aspects: First, strengthen the continuous training and support for teachers' digital teaching ability; Second, enrich and expand the digital teaching resources of Chinese as a foreign language; Third is to pay attention to the needs and perplexities of teachers of different ages and educational backgrounds in the process of digital teaching, to provide more accurate guidance for the development of Chinese as a foreign language education in China.

Through the above research content, this topic aims to provide beneficial theoretical and practical references for improving the digital teaching ability of Chinese as a foreign language teacher.

The composition of digital teaching ability of teachers of Chinese as a foreign language Digital teaching ability refers to the ability and quality of teachers to apply digital technology in teaching. Specifically, the digital teaching ability of teachers of Chinese as a foreign language includes the following aspects: technical application ability, teachers need to master basic computer operation skills, network application skills, and the ability to use teaching software. Teaching design ability: Teachers need to use digital technology to carry out reasonable teaching design according to the teaching objectives and the actual situation of students, including the organization of teaching content, the arrangement of learning activities, and the development of teaching resources. Classroom control ability: Teachers need to effectively guide students in learning in class, maintain class order, and stimulate students' learning interest and enthusiasm through digital technology. As for assessment and feedback ability, teachers need to use digital technology to evaluate students' learning and adjust teaching strategies in time according to students' feedback.

Strategies to improve the digital teaching ability of teachers of Chinese as a foreign language.

Strengthen technical training: Education departments and schools should regularly organize technical training for teachers of Chinese as a foreign language, including computer operation skills, network application skills, and the ability to use teaching software. In addition, teachers themselves should actively learn and master the new digital technology to improve their technology application ability.

Change teaching concept: Teachers should change from traditional teaching concept to digital teaching concept, and fully understand the role and advantages of digital teaching in teaching Chinese as a foreign language. At the same time, attention should be paid to cultivating students' digital literacy and independent learning ability.

Optimize course design: Teachers should fully consider teaching objectives and students' actual situation when designing digital courses and reasonably arrange teaching content and learning activities. At the same time, we should pay attention to the interaction and interest of the curriculum to stimulate students' interest and enthusiasm in learning.

Development of digital teaching resources: Teachers should actively develop digital teaching resources, including multimedia courseware, online videos, and interactive games. These resources can not only enrich the teaching content but also improve the learning effect of students.



**Table 1:** Strategies for improving the digital teaching ability of Chinese as a foreign language teacher

Strategy domain	Policy description	Implementation steps
Popularization of information-based teaching concept	Through lectures, seminars, and other forms, the teachers of Chinese as a foreign language are deeply aware of the importance of information teaching and establish the concept of integrating information technology and Chinese teaching.	--Organize special lectures and invite experts to share their experience and experience in information-based teaching. --Hold seminars among teachers to exchange the results of information-based teaching practice. --Formulate relevant policies to encourage teachers to participate actively in the information-based teaching reform.
Construction and integration of digital teaching resources	Build a rich and diverse digital teaching resource library, including courseware, video, audio, and exercises to facilitate teachers in choosing and integrating resources according to actual needs.	--Collect and organize all kinds of digital teaching resources. --Establish a resource base to realize resource sharing. --Train teachers to master the methods of resource search, selection, and integration; --Encourage teachers to create and share teaching resources independently according to teaching needs.
IT skills training	According to the actual needs of Chinese teachers as a foreign language, targeted information technology training should be carried out to improve teachers' ability to use information technology in teaching.	--Analyze teachers' information technology needs and develop training plans. --Carry out online and offline training activities, such as online and physical training courses. --Implement multi-level training, teaching according to the actual needs of teachers at different levels. --Hold review classes regularly to consolidate the training results.
Instructional design and innovation	Guide teachers to use information technology to optimize teaching design, stimulate students' interest in learning, and improve teaching effect.	--Promote advanced teaching design concepts and methods. -- Provide teaching design templates and cases for teachers' reference. -- Encourage teachers to carry out teaching experiments and explore suitable teaching methods. --Hold teaching competitions to encourage teachers to innovate.
Teacher team collaboration and communication	Build an information communication platform, promote team cooperation and communication among teachers, and jointly improve digital teaching ability.	--Build communication platforms for teachers, such as WeChat group and QQ group --Organize regular team activities, such as collective lesson preparation and teaching discussion, --Encourage teachers to share teaching experience and experience and learn from each other; -- Introduce expert guidance to improve the overall level of the teacher team.
Evaluation and feedback mechanism	Establish an evaluation system for digital teaching ability, conduct regular evaluations of teachers, provide feedback, and promote continuous improvement of teachers.	--Develop evaluation criteria covering all aspects of information-based teaching ability; --Adopt diversified evaluation methods, such as student evaluation, peer evaluation, self-evaluation, etc. --Make regular evaluations and timely feedback on teachers' teaching. --Provide targeted improvement suggestions for teachers according to the evaluation results.

## Conclusion and Prospect

In the current education landscape, the continuous evolution of information technology underscores the growing significance of digital teaching in Chinese as a foreign language instruction. Augmenting the digital teaching prowess of Chinese language educators enhances instructional quality and efficiency and fosters comprehensive student development. Consequently, education departments and schools must intensify technical training initiatives, overhaul pedagogical paradigms, refine curriculum design, and cultivate digital teaching resources. These concerted efforts effectively elevate teachers' digital teaching acumen, thus enriching the educational experience for learners. Concurrently, teachers must proactively engage in ongoing professional development to acquaint themselves with emerging digital technologies. By embracing new tools and methodologies, educators can better cater to the diverse needs of students studying Chinese as a foreign language. Looking ahead, the relentless march of technological innovation, including advancements in artificial intelligence and big data, will impose increasingly rigorous demands on the role of educators in the education sector. Hence, teachers must commit to continuous learning and skill enhancement to effectively navigate the shifting landscape of educational requirements. This entails staying abreast of emerging trends and embracing novel teaching methodologies to ensure relevance and efficacy in Chinese language education. In summary, by fortifying digital teaching competencies and embracing professional development opportunities, educators can position themselves to effectively meet the evolving demands of the education industry and propel the field of Chinese as a foreign language instruction into a dynamic and transformative future.

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