

## Research on the Paths of Monitoring and Evaluation of Chinese Classroom Teaching Quality for International Students

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**Abstract:** Quality is the lifeline of education, and Chinese classroom is the basic content of education for Chinese international students. This paper analyses the problems existing in the Chinese classroom teaching of international students, based on the core theory of teaching quality monitoring and evaluation, construct the content framework consisting of target system, organization system, information system, institutional system, the evaluation system and feedback system and put forward the path of monitoring and evaluating the quality of Chinese classroom teaching for international students. Specific paths include: strengthening the organization and management of classroom teaching quality monitoring and evaluation, formulating a scientific system of classroom teaching quality monitoring and evaluation, using feedback system to achieve long-term monitoring and evaluation of teaching quality, and implementing teachers' reflection mechanism on international students' Chinese classroom teaching.

### 1. Introduction

As the Chinese government continues to attach importance to the work of accepting and training international students in China, the education of international students in China has begun to integrate into the global education market, expanding its scale, optimizing its layout and upgrading its quality to a new level. The number of international students in China has been growing steadily, and China has become the largest destination of studying in Asia. The attraction of studying in China has been further enhanced with the matching degree of national economic strength and comprehensive strength. In the future, more international students will study and live in China. Studying in China by international students not only promotes cultural exchanges between China and other countries, but also promotes the spread and development of Chinese culture.

The Ministry of Education promulgated the "Standards for the Quality of Higher Education for International Students in China", pointing out that institutions of higher learning are the main body responsible for the quality of education for international students in China. They should constantly improve the quality assurance of education for international students in China and promote the continuous improvement of the quality of education. The quality assurance of international students' education in China is a part of the overall quality assurance system of education in schools. Institutions of higher learning should actively participate in educational quality assurance activities for international students in China implemented by educational authorities, professional institutions and social organizations. Institutions of higher learning should, according to the characteristics of international students' education in China, supplement the various elements and links of the internal education quality assurance system in order to meet the needs of the quality assurance of international students' education in China.

Under the background of the rapid development of international students' education, in order to improve the quality of personnel training comprehensively and realize the coordinated development of scale, quality, structure and efficiency, we should strive to build a systematic, scientific and effective monitoring and evaluation system of teaching quality, implement the overall management of teaching quality, and promote the continuous improvement of teaching quality of international

students. Based on the theory of system science and quality management, this paper puts forward a feasible paths of monitoring and evaluation of Chinese classroom teaching quality for international students, which plays an important role in promoting the improvement of Chinese language proficiency of international students in China. The research results serve the reform of teaching Chinese as a foreign language and provide a scientific reference for the formulation and implementation of relevant policies.

## **2. Existing problems of Chinese Classroom Teaching Quality for International Students**

Through in-depth investigation and research, this paper summarizes the problems existing in Chinese classroom teaching for international students as follows:

(1) The teaching staff is insufficient and the teaching level is low. Under the trend of "Chinese fever", teachers of Chinese as a foreign language are in short supply, and most of them teach international students in the College of Literature or the College of Foreign Languages. Teachers in the College of Literature have rich knowledge of language and culture, but their English level is low, their communication with students is difficult, they are prone to problems such as unclear explanation and unclear instructions, and their teaching efficiency is low. Teachers of Foreign Language College have linguistic advantages, but they lack a comprehensive understanding of Chinese grammar and Chinese culture. In the face of students' errors in vocabulary and grammar learning, sometimes they are helpless.

(2) Language teaching is the main course, and thinking training is lacking. Chinese classroom teaching includes many aspects. It is the most important for international students to teach basic knowledge of Chinese and to cultivate the ability of Chinese application. In Chinese class, most teachers simply explain Chinese knowledge, students lack thinking training, only imitate textbook knowledge for simple communication, cannot use Chinese correctly outside the classroom time. Classroom teaching needs more thinking training to avoid the Chinese language of international students becoming "dumb Chinese".

(3) Students' learning consciousness is poor and their enthusiasm is easily frustrated. When international students first come into contact with Chinese, they are more interested and motivated to learn. They can cooperate well with teachers to complete teaching tasks in class. However, with the continuous deepening of learning, some international students' inertia and problems also show up. Their learning consciousness is poor, they do not take notes in class, do not like to write Chinese characters, and do not review and consolidate after class, which leads to the failure to keep up with the teaching progress and make it difficult to continue high-level learning.

(4) Literature course is less and reading is more difficult. The arrangement of TCFL courses should vary according to the level of students. For senior international students, it is not a problem to read articles in textbooks, but it is more difficult for junior international students. Because the teaching of Chinese as a foreign language pays attention to language teaching, there are fewer Literary Courses and students have few opportunities to read. International students are very interested in Chinese excellent traditional culture. They should offer more literature courses to improve their cultural accomplishment and increase their cultural connotations through extensive reading.

## **3. Core Theory of Monitoring and Evaluation of Teaching Quality**

There are many theories involved in the monitoring and evaluation of teaching quality, but the core theories only include the following two:

(1) System science theory. Systematology, cybernetics and information theory are collectively called syllogism or system science. Without system, there would be no control. Cybernetics provides a more extensive and effective form of generalization and processing methods, provides theoretical tools for mathematical and modelling of objects, and introduces important feedback concepts. Feedback is neither material nor energy, but information. The three theories provide theoretical guidance for monitoring and evaluation of Chinese classroom teaching quality for

international students.

(2) Quality management theory. International students' Chinese classroom teaching quality monitoring and evaluation belongs to the category of quality management and is a method of teaching management. PDCA theory and total quality management theory provide a basis for this. PDCA is a process of continuous circulation. Each cycle solves some quality problems and improves the level of teaching management. Total quality management is the application of system theory and comprehensive development theory in quality management activities. It advocates omni-directional management, whole process management and full participation management.

#### 4. Content Framework of Monitoring and Evaluation of Chinese Classroom Teaching Quality for International Students

According to system science theory and quality management theory, quality monitoring and evaluation should run through the whole process of education, involving many factors of the whole system, requiring the participation of all relevant personnel, and making comprehensive use of advanced management methods and technical means. The content framework of the system is shown in Fig. 1.

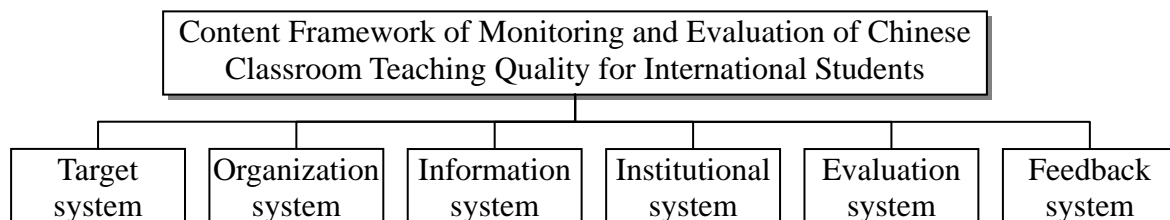


Fig. 1. Content Framework of Monitoring and Evaluation of Chinese Classroom Teaching Quality for International Students

(1) Target system. The target system includes three aspects: firstly, the orientation of specialty, more specialties learned by foreign students in China, and Chinese is the basic teaching. Secondly, the most important thing is to lay a solid cultural foundation for the goal of personnel training. Thirdly, the goal of teaching quality is to master the basic knowledge of Chinese and basic skills of listening, speaking, reading and writing, and to cultivate the ability of using Chinese for cross-cultural communication.

(2) Organization system. The organization system is the guarantee of the effective operation of the teaching quality monitoring and evaluation system. Firstly, the concept of organizational system is the idea and core value that must be followed to ensure that the flow of information is fast and accurate, and to ensure the realization of the target system. Secondly, the organizational execution system is the most direct and critical organization of the teaching quality monitoring and evaluation system to complete routine work.

(3) Information system. The information system is used to coordinate all links of the teaching quality monitoring and evaluation system and form an orderly network. First, information collection, the use of advanced information collection methods, collection of foreign students in Chinese classroom teaching related data. Second, the evaluation and judgment of information, the processing of collected information into a digital form, the effective use of various resources.

(4) Institutional system. The smooth implementation of monitoring and evaluating the quality of Chinese classroom teaching for international students needs scientific and reasonable monitoring system. The institutional system mainly includes: teaching routine system, leadership system, teaching supervision system, teaching inspection system, peer evaluation system, student evaluation system, classroom management system, social practice system and examination system.

(5) Evaluation system. Teaching evaluation includes the evaluation of teachers, students, teaching content, teaching methods, teaching environment and teaching management in the process of teaching. The evaluation system should combine the connotation of the evaluation index of foreign students' Chinese classroom teaching quality, judge the effect of classroom teaching,

provide real information for teachers and managers, and promote the improvement of teaching quality.

(6) Feedback system. Feedback system builds a bridge between teaching quality evaluation and students' development. Establish feedback mechanism of teaching quality evaluation, through benign information feedback, quickly and accurately feedback evaluation results to relevant departments and teachers themselves, help teachers understand their own teaching situation, correctly understand their own teaching level, find problems, and gradually improve the teaching level.

## **5. Paths of Monitoring and Evaluation of Chinese Classroom Teaching Quality for International Students**

Guided by the basic theory, aiming at the problems existing in international students' Chinese classroom teaching, and combining the author's years of experience in teaching Chinese as a foreign language, this paper puts forward the following paths of monitoring and evaluation of Chinese classroom teaching quality for international students.

(1) Strengthen the organization and management of classroom teaching quality monitoring and evaluation. Organizational management refers to the process of effectively achieving organizational goals by establishing organizational structure, specifying positions or positions, and clarifying responsibilities and powers. The specific content of organizational management is to design, establish and maintain an organizational structure. Teaching quality should play a three-level monitoring function: first-level monitoring, that is, comprehensive teaching quality monitoring in schools, organized and implemented by the school supervision department; Secondary monitoring, i.e. classified teaching quality monitoring, is organized and implemented by the school affairs department; and tertiary monitoring, the first-line quality monitoring implemented by various teaching units, monitors the specific teaching work. In the process of monitoring, we should pay attention to the three-all management, that is, the overall management, the overall management of the thinking, culture and learning status of international students. Second, the whole process management, the pre-class, in-class and after-class comprehensive management; third, the whole staff management, all teachers and students should participate in the teaching management.

(2) Establishing a scientific system for monitoring and evaluating classroom teaching quality. Specifically, it includes four aspects: firstly, the target system, the main monitoring points are the orientation of talent training objectives and talent training programs, including the implementation of the syllabus, the allocation of teachers, teaching content and teaching methods; Secondly, the organizational system is a three-level monitoring organization consisting of comprehensive teaching quality monitoring, classified teaching quality monitoring and teaching unit quality monitoring. According to the management function, quality monitoring is implemented at different levels. Thirdly, the method system, which integrates the monitoring of teaching information and the monitoring of teaching supervision, can be adjusted in time according to the collected information. Fourth, the institutional system, administrative leaders, teaching managers, teaching and research team leaders and peers' attendance evaluation system; students as the main body of classroom teaching, evaluation of teaching quality; routine monitoring of lesson preparation, class, guidance, homework and examination.

(3) Using feedback system to achieve long-term monitoring and evaluation of teaching quality. The key of applying feedback principle scientifically lies in accurately grasping its connotation and characteristics. Feedback principle is an important basic principle in system science theory. Only through feedback information can any system achieve control. Teaching itself is procedural. The procedure consists of three systems: control, information and feedback. Information and control are inseparable, and information is realized through feedback. The feedback information control system is used to realize the long-term quality control of teaching process and achieve the long-term optimization of teaching quality. Specific strategies include: always keep the enthusiasm of acquiring teaching feedback information, pay attention to unblocked channels of classroom teaching feedback information, actively induce the sending of classroom teaching feedback information,

adopt teaching methods that are easy to obtain teaching feedback information, be good at acquiring teaching feedback information from conventional channels, pay attention to the timeliness of teaching feedback information, and constantly enhance the sensitivity of teaching feedback information, relative consistency with judgment and attention is maintained.

(4) Implementing teachers' reflection mechanism on Chinese classroom teaching for international students. Teaching reflection refers to teachers' re-understanding and re-thinking of teaching practice, summing up experience and lessons, and improving teaching level. Teaching reflection activities mainly involve four aspects: teaching practice activities, personal experience, teaching relationship and teaching theory, which constitute the basic dimension of teaching reflection. First, reflection on teaching practice, catch events or phenomena that cause reflection in time, through rational inspection and processing, gradually form a systematic understanding, and form a more reasonable practical program. Second, reflections on personal experience, reflect on personal daily teaching experience, make it precipitate into real experience, and then explain the experience so as to improve it. Third, reflections on the relationship between teaching and learning, from the perspective of teaching elements, we need to reflect on the relationship with teaching objectives, curriculum content, teaching methods and teaching evaluation; from the perspective of teaching support, we need to reflect on the relationship with social culture, value system, teaching reform and the spirit of the times. Fourth, reflection on teaching theory, new theories are deduced from existing theories, and new theories are constructed from conceptual categories constantly updated by other disciplines.

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