

# Investigation Report on Online Teaching Efficacy of International Chinese Language Teachers

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**Abstract:** With the proliferation of online teaching, the online teaching efficiency of international Chinese teachers has become a key factor affecting teaching quality. This study investigates the current status of international Chinese teachers' online teaching efficacy and analyzes its influencing factors through questionnaires and semi-structured interviews. The aim is to propose strategies to enhance the teaching efficacy and optimize online teaching outcomes.

**Keywords:** TCSOL; Online Chinese Teaching; Teaching Efficacy.

## 1. Introduction

The emergence of online teaching models has posed new challenges to international Chinese teachers. Teaching efficacy, as the core of teacher professional development, directly affects teaching behavior and outcomes. This study aims to explore the current status of international Chinese teachers' online teaching efficacy and analyze its influencing factors, providing references for enhancing teachers' online teaching efficacy. Literature on the teaching efficacy of international Chinese language teachers is scarce, focusing mainly on aspects such as teacher experience, emotional experience, and self-assessment. Scholars like Xu Caihua have found a direct correlation between teaching efficacy and teaching experience, emphasizing the importance of teachers' emotional experiences. In recent years, research has begun to focus on the teaching efficacy of Chinese teacher volunteers, identifying classroom management, language point explanation skills, and foreign language proficiency as key influencing factors. Nevertheless, there is a lack of research on part-time and intern teachers, indicating that further exploration and development are needed in this field.

## 2. Research Methods

The study employed a combination of cluster sampling and random sampling to select international Chinese language teachers with online teaching experience. Participants were drawn from 10 provinces in China, including Sichuan, Shandong and Yunnan, as well as from overseas. The participants included volunteer teachers, public school teachers, university teachers, and institutional teachers. A total of 138 questionnaires were distributed through an online platform, with 3 invalid responses excluded, leaving 135 valid responses, resulting in a response rate of 97.8%.

### (1) Research Subjects

This study employed a combination of cluster sampling and random sampling methods, selecting samples from international Chinese teachers in 13 provinces including Sichuan, Shandong, Yunnan, and overseas. The subjects included international Chinese teacher volunteers, public teachers, university teachers, and institutional teachers. A total of 138 questionnaires were distributed through Question Star, with 3 invalid questionnaires excluded, leaving 135

valid questionnaires, resulting in a response rate of 97.8%.

### (2) Research Methods

The research tools consist of two parts: a questionnaire and a semi-structured interview outline. The self-designed "International Chinese Language Teachers' Online Teaching Efficacy Research Questionnaire" is used for this survey, which is divided into two sections: the basic situation questionnaire and the personal teaching efficacy questionnaire. The basic situation questionnaire includes six items: gender, educational background, major, identity, teaching experience (the sum of online and offline teaching experience), and cumulative online teaching duration. The personal teaching efficacy questionnaire is adapted from Xu Caihua's (2007) "Questionnaire on Teaching Efficacy for Teachers of Chinese as a Foreign Language." This survey adopts a self-compiled scale that integrates the characteristics of international Chinese online teaching, dividing the online teaching efficacy of international Chinese teachers into four parts: classroom control in the online teaching process, identification with their own online teaching characteristics and style, emotional experience in online teaching, and teaching development and reflection, with a total of 20 questions. The questionnaire uses a 5-point Likert scale for scoring, distributed according to "very consistent," "quite consistent," "uncertain," "quite inconsistent," and "very inconsistent."

### (3) Data Analysis

SPSS26 software was used to conduct descriptive statistics and multiple comparisons on the collected valid questionnaires.

## 3. Research Results

Descriptive statistical analysis was conducted on the valid questionnaires using SPSS26 software. The results indicated that female teachers accounted for 90.37% of the total, while male teachers made up 9.63%. In terms of academic qualifications, 13.33% of the teachers held a bachelor's degree, 82.22% held a master's degree or were pursuing one, and 4.44% held a doctoral degree or were doctoral candidates. A vast majority, 98.52%, of the teachers majored in Teaching Chinese as a Foreign Language or Chinese Studies. Regarding their roles, 26.67% were volunteer teachers, 2.69% were public school teachers, 15.56% were university Chinese teachers, and 54.81% were institutional teachers. In terms of

teaching experience, 90.37% had three years or less of teaching experience, while 9.63% had more than three years. Regarding online teaching duration, 21.48% had less than two months of experience, 40.74% had between two and six months, 20% had between six months and one year, and 17.78% had one year or more. In terms of teaching software used, 23.7% used DingTalk, 37.78% used ZOOM, 31.11% used Tencent Meeting, and 18.52% used other platforms such as Skype, WeChat Voice, or institutional official platforms.

#### 4. Analysis of Influencing Factors

##### (1) Current Status of International Chinese Teachers' Online Teaching Efficacy

The study found that the online teaching efficacy of international Chinese teachers is at a medium to high level, with significant differences among individual teachers. The degree and online teaching duration of teachers significantly affect their online teaching efficacy. Institutional teachers have a significantly higher sense of achievement in online teaching than volunteer teachers, and university Chinese teachers have a significantly higher sense of anxiety in online teaching than volunteer teachers. Teaching experience significantly affects the online teaching anxiety of international Chinese teachers, with novice teachers experiencing higher anxiety than experienced teachers.

##### (2) Analysis of Influencing Factors

The factors influencing the online teaching efficacy of international Chinese teachers are divided into two major aspects: internal factors and external factors.

###### 1) Impact of Internal Factors on Teaching Efficacy

The degree of teachers and the duration of online teaching are important factors affecting online teaching efficacy. Teachers with higher degrees may have a deeper understanding and control of online teaching due to their stronger professional background and theoretical foundation, leading to a higher teaching efficacy. Teachers with longer online teaching experience can better adapt to the online teaching environment, enhancing their teaching efficacy.

###### 2) Impact of External Factors on Teaching Efficacy

Among external factors, student cooperation, network conditions, and teaching software cannot be ignored in their impact on the online teaching efficacy of international Chinese teachers. High student cooperation and active classroom participation can improve teachers' teaching efficacy. Network stability directly affects the continuity and interactivity of teaching, thereby influencing teachers' teaching efficacy. The choice and ease of use of teaching software also affect teachers' teaching efficacy.

##### (3) Strategies to Enhance Teaching Efficacy

Based on the research results, the following strategies are proposed to enhance the online teaching efficacy of international Chinese teachers:

###### 1) Transforming Negative Attitudes Towards Online Teaching

Each teacher has their own understanding and perspective on online teaching. Generally speaking, the majority of teachers still harbor a negative attitude towards online Chinese language teaching. However, considering the current situation, online teaching will continue to be a long-term part of the dissemination and teaching of Chinese internationally. It is not only a necessity for the current development of international Chinese teaching but also a trend in the future evolution of Chinese language education, becoming a significant component of Chinese teaching models. While it

is an undeniable fact that the efficacy and efficiency of online Chinese teaching are relatively poorer compared to offline teaching, this should not and must not be an excuse for teachers to negatively approach online Chinese teaching. International Chinese language teachers should leverage their professional strengths, adapt to different cultures with an open mindset, and adopt a positive attitude towards online Chinese teaching. They should be aware of the normalization of online teaching, transform their negative perceptions of online Chinese teaching, and view and adapt to online teaching from a more long-term and professional perspective. Enhancing their professional skills and levels, improving teaching efficiency, stabilizing student performance, and maintaining a sense of teaching efficacy in online settings are essential.

###### 2) Exploring Online Teaching Styles

Teaching style is the crystallization of teachers' teaching ideas and teaching experience, the ingenious combination and stable display of teachers' teaching methods and teaching skills, the most effective teaching methods and teaching states that are unique to teachers and in line with their own personality and teaching characteristics, and an important witness on the road of teachers' professional development, and a kind of professional quality that excellent teachers must have. At present, such a large-scale and long-term international Chinese online education is in the initial and development stage, and most international Chinese teachers are also in contact with this form of Chinese teaching for the first time, and there is a relative shortage of excellent Chinese teachers with rich experience in online teaching, and excellent international Chinese teachers who have formed their own distinctive and unique online teaching style are even rarer. A good online teaching style should be in line with the characteristics of their own students, easy to be accepted by students, have a positive impact on online teaching activities, and have a positive effect on student development, and finding an online teaching style that suits them is very important for international Chinese teachers to teach online. Therefore, when teaching online, international Chinese teachers need to observe and judge students' learning status and results, summarize the impact of different teaching methods on the efficacy of online teaching, strengthen communication between teachers and students, understand students' views on their own teaching methods and styles, constantly adjust their online teaching status, sublimate teaching skills, improve the level and efficiency of online Chinese teaching, and meet the needs of online Chinese teaching. Ensure the development and improvement of the online teaching efficacy of international Chinese teachers. In addition to the efforts of international Chinese teachers themselves, schools and relevant education management departments can also provide theories, tools and methods for teachers to explore suitable online Chinese teaching styles. Up to now, large-scale online Chinese teaching has been carried out for more than two years, and the exploration and research on online teaching have been underway, and some highly adaptable international Chinese teachers have also initially explored a suitable style of online Chinese teaching. Therefore, schools or Chinese education institutions can contact teachers who can provide high-quality online Chinese courses, invite them to share online teaching skills and experience with novice teachers of online Chinese teaching, provide training courses for novice teachers, build a platform for international Chinese teachers to exchange and learn from

each other, accelerate the process of international Chinese teachers exploring online teaching styles, provide effective help for international Chinese teachers to teach online, and make international Chinese teachers' online teaching ability increasingly mature and their teaching results increasingly significant. Enhance the happiness and satisfaction of international Chinese teachers in the process of online teaching, and then enhance the sense of efficacy of online teaching for international Chinese teachers.

### 3) Enhancing the Ability to Handle Unplanned Events in Online Chinese Teaching

There are similarities between the non-preset events that occur in online Chinese teaching classes and those that occur in offline Chinese classes, but there are also many differences. Therefore, international Chinese teachers with rich experience in offline teaching may not be able to cope well with non-preset events in online teaching.

In the face of a different teaching environment from offline, international Chinese teachers should not completely copy the offline teaching process and teaching methods into the online teaching classroom, but should use and give full play to the advantages of online teaching strategies, use teaching software to conduct timely text communication, create a relaxed and happy online teaching environment, and reduce the phenomenon of no interaction and "one word" of teachers.

Online teaching relies on electronic devices, networks and software platforms, and before conducting online teaching, international Chinese teachers should be proficient in the use of electronic devices and teaching platforms, understand the strategies for unexpected situations, master the characteristics and advantages of different software, and find the most suitable teaching platform for international Chinese teachers and their students, so as to ensure the smooth and complete conduct of online Chinese classes.

When non-preset events inevitably occur in online Chinese teaching, teachers should not be confused, but should learn to adapt to the situation, choose appropriate coping methods, and deal with non-preset events in online teaching tactfully and flexibly to reduce their adverse effects on teaching. If international Chinese teachers can connect the non-preset events in online teaching with language teaching, they can transform the non-preset events in online teaching into valuable and vivid Chinese teaching resources, which is conducive to students' understanding and expression of language points. In order for international Chinese teachers to have this ability to transform teaching matters, teachers need to develop good working habits, have an in-depth understanding of the conditions and methods of use of different language points, improve their sensitivity to the understanding and analysis of different events, and at the same time understand the level and ability of students, so as to ensure that the transformed content meets the existing level of students and can be absorbed and used by students. After class, international Chinese teachers should reflect on and summarize the non-preset events that occurred in the online classroom, find out their successes and failures in handling this incident, actively communicate with colleagues or instructors, improve the sense of achievement and competence of international Chinese teachers in online teaching, be able to prepare for new teaching with confidence, continuously improve their online teaching ability, obtain the fun of online teaching, and ensure that international Chinese teachers' online teaching efficacy is at a normal level. (3.4) Strengthening the Management of Online Teaching Order

Schools or Chinese language education institutions are the coordinators, planners, and managers of online teaching tasks, and have important responsibilities for managing and supervising students' online Chinese language learning. In online teaching, teachers and students are in different spaces, it is difficult for teachers to supervise students in real time, learning environment, network, electronic equipment and other problems lead to students' absence, distraction, low attendance, low enthusiasm to participate in class, poor learning results and other problems have brought unprecedented challenges to international Chinese teachers' online teaching. Schools and Chinese language education institutions should work together with teachers to strengthen the management of students' attendance and the quality of lectures, put forward effective responses and solutions to the phenomena that affect teaching efficiency, formulate basic guidelines and requirements for online learning, strengthen the monitoring and management of students' online learning, solve the problem of "difficult student management" in the process of online teaching for international Chinese teachers, and reduce the pressure on teachers in online teaching and student management. Chinese High sense of efficacy of online teaching for international Chinese teachers.

At the same time, students should consciously cooperate with international Chinese teachers to teach online. Different from offline classrooms, it is difficult for online Chinese teaching to effectively supervise the learning status of each student, and it is difficult for teachers to accurately grasp the learning dynamics of students. Students should cooperate with teachers' teaching work, be strict with themselves, enter the classroom on time, actively participate in classroom interactive teaching, enhance their autonomy and self-discipline in learning, create a relaxed and pleasant classroom atmosphere with international Chinese teachers, improve their online learning ability, ensure the efficacy of Chinese learning, and help improve the teaching status of international Chinese teachers and improve teachers' confidence in online teaching.

### 4) Improving the Student Feedback Mechanism

Students are the receptors of educational activities, but also the main body of classroom teaching and all other activities, the development and smooth progress of classroom activities depend on students' enthusiasm and initiative, and attaching importance to students' feedback and opinions is one of the directions for teachers to carry out teaching activities. Construct and improve the feedback system for collecting students' opinions, attach importance to the main position of students, make use of the advantages of online teaching, build and enrich the feedback system for online teaching, broaden the channels for feedback of students' opinions, keep abreast of students' ideological trends, improve students' enthusiasm and initiative to participate in online Chinese teaching, and ensure the authenticity and timeliness of feedback information.

For most international Chinese teachers, this is the first time to conduct such a large-scale and long-term online teaching, and many teaching links, teaching methods, and teaching processes need to be redesigned and practiced, and the judgment of the effect of online Chinese teaching can be based on students' direct feedback in addition to students' grades. According to students' feedback, international Chinese teachers can understand students' views on a certain teaching method or teaching process, and at the same time judge whether the teaching method is suitable for their own

students, which is conducive to teachers adjusting teaching in a timely manner, truly taking students as the main body, allowing students to actively participate in the classroom, creating a good online teaching atmosphere, improving teaching efficacy and improving the online teaching efficacy of international Chinese teachers..

## 5. Conclusion

This study focuses on international Chinese language teachers and employs a combination of quantitative and qualitative research methods to preliminarily explore their sense of online teaching efficacy. The findings reveal the current state of international Chinese language teachers' sense of online teaching efficacy and analyze the factors influencing it, summarized as follows:

(1) International Chinese language teachers' sense of online teaching efficacy is at a medium to high level, with significant differences among individual teachers.

Among internal factors, the degree of education and cumulative online teaching duration have a significant impact on the sense of online teaching efficacy. Teachers from institutions report a higher sense of achievement than volunteer teachers, while university Chinese language teachers experience more anxiety than volunteer teachers. Teaching experience significantly affects the sense of anxiety, with novice teachers feeling more anxious than experienced teachers.

(2) External factors such as class characteristics, student cooperation, network conditions, teaching software, teaching environment, and unplanned classroom events also influence the sense of online teaching efficacy. The teaching efficacy among online international Chinese language teachers is the

result of a combination of internal and external factors. Future research should expand the research scope, conduct more rigorous sampling for questionnaire collection and analysis, and explore the changes in international Chinese language teachers' online teaching efficacy over time through long-term tracking surveys.

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