Application of New Teaching Techniques and the Innovation of Chinese International Education

Dongping Chen[1,a,*]

[1]YUNNAN Technology and Business University ,10 Jinguan Road ,Songming city, Kunming, China

girlsailor@163.com

[*]corresponding author

Keywords: Multimedia Technology; Teaching Chinese as a Foreign Language; Specific Applications; Elementary Chinese Comprehensive Courses

Abstract: In the process of economic globalization, Chinese cultural is communicating with the world more deeply and widely, and the world is paying more and more attention to China. With the increase of cross-cultural communication, Chinese culture and world culture are continuously blending. More and more foreigners have joined the ranks of learning Chinese. As the core of information technology, multimedia technology has played a huge role in promoting the reform and development of education. The flourishing development of multimedia technology has provided more possibilities for the changes in teaching styles, teaching methods, and teaching ideas of Chinese as a foreign language. This article combined the Chinese teaching practice of Mazar Middle School in Khon Kaen Province, Thailand, and interviews with Confucius Institutes and local teachers at the time, and used several methods of document analysis, interviews, classroom observations, and questionnaires to explain the multimedia comprehensive course from a theoretical and practical level. I hope to provide reasonable supplements and design suggestions for the application of multimedia courseware in the elementary comprehensive course of Chinese teaching. The experimental survey results show that students are more than 80% satisfied with the application of multimedia in Chinese teaching.

1. Introduction

The flourishing development of multimedia technology has added new vitality to International teaching of Chinese, which provided more possibilities for the changes in teaching styles, teaching methods, and teaching ideas of Chinese as a foreign language. At present, multimedia technology has been widely used in different types of courses such as comprehensive class, listening class, speaking class, writing class, etc. The rational use of multimedia technology to assist teaching Chinese as a foreign language will not only conducive to improving learners' intercultural communication ability and effective memorization of Chinese knowledge in the real contexts, but also conducive to improving classroom teaching efficiency and optimizing classroom structure.

The extensive application of multimedia in teaching Chinese as a foreign language fully reflects the transition from "teaching" as the main body to "learning" as the main body. Chinese learners make good use of modern teaching tools to cultivate learners' curiosity and curiosity, thereby improving their learning initiative and problem-solving skills. Teachers set pre-class tasks before the comprehensive lesson to help students understand the context and leave questions, which could be solved in class. In classroom teaching, teachers can use a variety of teaching resources, such as courseware materials, network resources, etc, to help students from deep and evaluate comprehension. After class, teachers and students can use teachers' shared resources to consolidate classroom knowledge in a timely manner, so as to comprehensively improve learners' learning ability and cultivate their awareness of active learning.

In digital teaching, teachers play a guiding role in teaching, and the protagonists of learning activities is students. Students should cultivate confidence and try to accept the challenge of new knowledge. Secondly, in the learning process, students should be good at establishing a connection

between the new and the old knowledge, so that they can consider the past and know the future. Students should learn not only to learn independently, but also to learn cooperatively.. In multimedia classrooms, students must complete their learning tasks in order to give play to their individual creativity, and also pay attention to the team spirit and help each other.

At present, there are many theoretical and applied researches on multimedia in teaching Chinese as a foreign language, but for the coordinated use of different software in comprehensive courseware, issues that should be paid attention to in the course of designing courseware, and the relationship between traditional comprehensive courses and multimedia comprehensive courses are are still scarce. In view of this, this article will combine the previous research results of experts and scholars and the author's practice experience in teaching Chinese as a foreign language, from the theoretical teaching rules, practical teaching design and teaching process to explain the application of multimedia. In addition, this article also makes a study on how to use multimedia means and which multimedia means can achieve good teaching effects in the teaching activities of elementary comprehensive courses, to help elementary level Chinese learners to overcome difficulties in Chinese learning and achieve simple language communication. In detail, I hope to make reasonable supplements and design suggestions for the application of multimedia courseware in elementary comprehensive courses. The experimental survey results show that students and teachers are more than 80% satisfied with multimedia.

2.Proposed Method

2.1 The Importance of Multimedia in Teaching Chinese as a Foreign Language

With the rapid development of Chinese teaching and the continuous expansion of the demand for Chinese learning, classroom teaching using modern education models has become a hot topic in recent years [1]. At this stage, Computer Aided Instruction (CAI) is accepted by most teachers and popularly used in practical teaching due to its wide range of applications and rapid development. The so-called CAI is to use multimedia to assist teaching units, training points and some teaching difficulties [2]. Zhao Jinming pointed out in the current status and prospects of teaching and studying Chinese as a foreign language: "The emergence and development of computer-assisted instruction will definitely bring a new vision to teaching Chinese as a foreign language. Taking multimedia as an example, it can not only process text, graphics, and images and sound, which also has the ability of human-computer interaction. However, how to make use of the large amount of multimedia information, across time and space advantages, converting plane teaching into multi-dimensional teaching is worth serious exploration. Therefore, it is particularly important to explore the application of multimedia in teaching Chinese as a foreign language.[3] Multimedia can combine the traditional teaching methods with modern education technology, and effectively transfer the teachers' wisdom to students, creating personalized learning models for students. Electronic teaching plans and courseware can be reused, improving teaching efficiency. Students 'motivation is a guarantee of the efficiency of Chinese as a foreign language classroom. The combination of audiovisual, listening, and speaking through multimedia is conducive to enhancing students' interest in learning and improving the efficiency of preparing lessons. New form of teaching students to meet the international environment of learning materials and resources diversification requirements makes it easier for learners to memorize knowledge. [4] Teachers can teach according to their aptitude, unify the   teaching content with the students' learning needs, formulating teaching according to the teaching plan, designed by students' practical conditions.

2.2 Adaptability of Multimedia in Teaching Chinese as a Foreign Language

(1) Interaction principle

Good courseware for teaching Chinese as a foreign language gives students the opportunity to interact with the materials presented. International students should have the opportunity to actively participate in learning from beginning to end [5]. This participation is not limited to a single exercise after the end of a class. Students should have the opportunities to ask questions, practice

their ideas, verify their hypotheses, and examine their learning. One of the fundamental benefits of using multimedia scientifically is that students are the subjects of learning and make students an active participant [6]. Therefore, the principle of interactivity is the most important principle for multimedia courseware in teaching Chinese as a foreign language.

(2) Technical principles

Technical principles are another major principle necessary for multimedia. The so-called multimedia technology includes multimedia hardware technology and multimedia software technology. Zhang Chunking pointed out that "multimedia hardware technology is the foundation and plays an important role in multimedia Chinese teaching. Without hardware support, even the best courseware and teaching methods are futile [7]. Software is the guarantee for the function of multimedia hardware technology. By it can be seen that the hardware and software technologies of multimedia must complement each other to better serve teaching.

(3) Operational principle

According to the evaluation criteria of multimedia courseware in *Multimedia Courseware Design and Production Tutorial*, the operability of multimedia Chinese teaching is another characteristic necessary for its auxiliary teaching [8]. It mainly includes design operability and application operability. Operational design means that the content of the courseware is free of knowledge errors and loopholes and has a complete system. The courseware produced by the teacher must be suitable for the student's Chinese level and contain rich examples and interesting exercises to ensure that they can be combined with practice. Stimulate students' learning initiative [9]. The operability in application means that the courseware runs smoothly in the classroom, there is no connection error, and there is no "freeze" or "stuck" situation. Use the appropriate software to run the courseware. In the teaching process, courseware requires flexible and diverse operations, and the time to start or switch connections is short. Appropriate use of media control technologies such as video and sound can improve application results.

(4) Artistic principles

The design of multimedia courseware is not to simply complete teaching tasks, but to better improve learning efficiency. According to the theory of educational information, this article summarizes the artistic nature of courseware in the following four aspects:

1) The font, size and spacing should be appropriate. For foreign students with relatively low level of Chinese, the appearance of many densely packed or irregularly written Chinese characters on the screen will increase their burden of memorization [10].

2) Choice of font color

The typeface must be clear, and the color must be beautiful. In teaching, the font selection should be harmonious with the background color, clear and highlight the Teaching important and difficult points. Font color should fully consider the recognition of learners. Choosing a uniform font helps learners focus on their learning.

3) Arrange the text and pictures reasonably. Adding pictures to the courseware is a common method for teaching Chinese as a foreign language with animation if necessary. Any teaching method serves the teaching content. Therefore, the choice of teaching pictures should be reasonably designed according to the teaching purpose. The picture is too large to highlight the difficulty of the courseware teaching and too small to vividly show the learning content, , which will affect learners' learning enthusiasm and reduce classroom efficiency.

4) The insertion of video and audio is the embodiment of the beauty of the sound and picture of the courseware [11]. Audio is widely used in both TCSL listening classes and comprehensive classes.. Realistic sounds can improve students 'attention. The introduction of audio has a great impact on the accuracy of students' pronunciation and can make learners perceive Chinese. Sound environment is very helpful for students' speech and learning emotions. Proper audio arrangement can positively promote learners' Chinese learning.

Inserting videos into the courseware is also one of the common methods for teaching Chinese as a foreign language. It can not only break through the constraints of time and space, vividly and concretely display the teaching focus in front of students, but also break through the boundaries of

nationality and enhance learners' Chinese cultural experience. Develop learners' awareness of intercultural communication. However, the selection of video resources, the grasp of time, and the setting problems require teachers to accumulate usually.

2.3 Application of Multimedia in Chinese International Teaching

(1) Common software

With its simple and practical features, Microsoft Word has become one of the necessary software for people's daily life and learning, and it is also the required software for teachers to prepare lessons. Its main functions are text editing, picture processing, and graphic mixing. In Chinese teaching, 80% of teaching materials are edited with Word, including Word pre-learning materials, classroom examinations, and homework assignments. Word is especially suitable for the teaching of elementary comprehensive courses. Using multimedia software instead of blackboard writing, students can see the strokes of Chinese characters at a glance.

Microsoft Excel is powerful application software. Excel has a very rich function library that can accurately perform batch analysis and statistics on data. In teaching Chinese as a foreign language, it is often used as a teaching aid to calculate student performance and attendance. Teachers can test students 'learning results through examinations, but if they want to have a holistic understanding of them, teachers need to analyze the students' knowledge of the various modules in the subject and their comprehensive performance. Besides, these statistics can also be used as a basis for future teaching.

Microsoft PowerPoint is used for editing and making slideshows in Office. Each presentation is actually made from one or more slides. In presentations, bring text, sound, pictures, graphics, and movies, and animation effects together. Through different forms of hyperlinks, powerful interactive functions can also be realized. Therefore, PowerPoint has been widely used in classroom teaching in recent years.

(2) Application of multimedia in different language elements of Chinese as a foreign language

1) The application of multimedia in grammar teaching

The use of multimedia in grammar teaching for teaching Chinese as a foreign language, compared with traditional teaching methods, multimedia assisted grammar teaching, such as pictures and animations, can make the teaching content easy to understand and reduce students' dependence on their mother tongue. With rich example sentences, learners can grasp the grammatical rules through meaning construction in the real context, and promote the cognitive development of students. In addition, in the teacher's explanation, complex materials can be simplified just by a trigger, which could facilitate class teaching, save blackboard writing time, and leave more time for learners to think, discuss and practice, which gives full play to students' initiatives, flexibility, through the language with peer interaction. Using the new hypertext structure to organize grammar can also enable teachers to control the teaching process according to students' responses at any time, and effectively stimulate learners' learning interest and play the role of cognitive subjects.

The advantages of Multimedia visual and audio effects, and operability can provide a comprehensive stimuli for multiple senses, Combining with discussion, communication and expression, which makes grammatical knowledge acquisition and Maintenance much better than traditional teaching. In his book "Case Study of Chinese Grammar Point Teaching: Design and Application of Multimedia Courseware" by Lu Fubo, he demonstrated the useful of multimedia courseware in teaching Chinese grammar as a foreign language from 52 Chinese grammar points and 6 teaching demonstration videos.

2) The application of multimedia in Chinese Characters Teaching

Teaching Chinese characters under the condition of multimedia, especially at the primary stage, has a positive effect on overcoming the difficulty of students' Chinese characters learning. It is hard for beginners to master the structures and strokes order of Chinese characters. Using multimedia courseware teaching animation function to show the characters step by step especially the one which has more than ten strokes ,which can reduce students' anxiety caused by complex strokes. In

addition, using multimedia to simulate the Chinese characters structures, such as Shao Lan on YouTube to learn Chinese characters, which used the animation form of the device demonstrates the evolution of Chinese characters such as "fire"(火), "mountain"（山）, "stone"（石）, and "sen"（森）from oracle bones to simplified characters to help students reduce the pressure of Chinese characters writing, and discover Chinese culture reflected in Chinese characters from animation videos. Using multimedia animation effects and video insertion is an introduction of interest in Chinese character learning at the primary stage. For advanced learners, it can help them analyze the source of complex Chinese characters and cultural elements in Chinese characters, reducing the difficulty of memorizing Chinese characters. Increase awareness of traditional Chinese culture.

Second language acquisition experts point out that learner should develop receptive ability and productive ability.

In addition to the above-mentioned enthusiasm for characters teaching under multimedia conditions, learners use headsets and videos to input sound and images, and help students to process information and draw inferences about learning language. Its advantages are saving time, improving teaching fun and student initiative, creating a realistic language communication environment, and directly grasping the meaning of vocabulary.

Multimedia and teaching Chinese as a foreign language can also be applied to a variety of teaching content, such as elementary foreign language teaching, advanced intensive reading classes, and so on.

3.Experiments

3.1 Experimental Background

Mazar Middle School is located in Khon Kaen, Thailand, which consists of the junior high school and the senior high school.. There are 1,800 students in all, in which 1200 students from the junior high school and 800 from the senior school. The school attaches great importance to students' Chinese learning, encourages students to participate in national Chinese speech contests and actively organizes HSK training for students. Excellent student can register for HSK exams for free. This article uses Mazars Middle School as the main experimental background, adopting with paper questionnaire survey method to study and external schools adopt an electronic version of the questionnaire survey method to obtain experimental data.

3.2 Subjects:

In this article, the main subject of the survey is Chinese teachers and junior and senior high school students at Mazars Middle School. During the survey of this article, there were ten Chinese teachers and five trainee Chinese teachers in Mazars Middle School. This article surveyed the students of Mazars Middle School and High School. Teachers and students of our school adopt a paper questionnaire survey, while external schools adopt an electronic questionnaire survey.

3.3 Experimental Collection

Questionnaire survey: A total of 232 questionnaires were issued and 227 were returned, of which 200 were valid questionnaires. The questionnaire data will be mainly in the form of a five-level scale.

Interview data: During the interview, use the recording equipment to collect the interview content. After the interview is completed, the interview content is converted into text information, and then the relevant information and invalid information are deleted and analyzed to sort out valid information.

4.Discussion

The content of traditional comprehensive course of teaching Chinese as a foreign language can be divided into three modules: preparation before class, explanation in class, and review after class. It mainly includes the assignments of teachers' homework before speaking a new class. The

pre-reading words are the central part of pre-class preparation. Students are required to memorize and understand the new words in a way they are used to. The way to check the preview is usually dictation before class. When explaining in class, the protagonist of the classroom is often the teacher, while the students are passive, and the knowledge is instilled in the form of notes, eyes and ears at the request of the teacher. The dynamic information and insufficient visual and auditory stimulation caused the classroom atmosphere to be dull. Although teachers focus on students' questions by asking questions, showing physical objects, and funny conversations, students tend to get tired because the teaching methods are roughly the same. At the same time, each class may not be able to find satisfactory teaching aids for classroom demonstrations, and a single input obviously cannot meet the high-efficiency learning requirements of rapid information development. In addition, the traditional teaching method is mainly based on verbal teaching of teachers. For learners with different levels of mastery of Chinese in this class, this method is not very targeted. This is especially true when the class size is large and it is difficult to provide guidance to students after class.

4.1 New Media Technology Applied to Class Font and Background Investigation Analysis

In the choice of font and background color, this paper conducted a questionnaire survey. The survey found that different color combinations will give learners a completely different visual experience, besides, affect their learning motivation and efficiency. This article has consulted relevant materials from the global courseware sharing website. The materials show that choosing the right color is very helpful for your teaching. Designers can easily find good colors to match, but it is difficult to find the colors that really work in the courseware. The experimental data are shown in Table 1.

Table 1. Font and background checklist for class

Do you think the color of multimedia courseware is helpful for new word learning?	A. Help a lot	53.5%
	B. More helpful	36.5%
	C. not much help	6%
	D. did not help	4%

As shown in Table 1 above, 90% of the students and teachers of the experimental investigation and analysis found the colorized interface to be very helpful, and among them, 53.5% of the teachers and students found it very helpful. According to the data, there should be an attention to the choice of color: too bright background color is much easier to make people feel uncomfortable, if students focus on these colors for a long time, they may feel tired or dizzy. If teachers must choose a bright color for the background, then they would better choose a natural one. Appropriate color contrast is very suitable for language teaching, because of the limitation of the projector's own display, if the color contrast is small, some colors will be distorted so that the learner cannot see clearly, reducing the learning efficiency. Avoid using black and white for the entire courseware. Black and white colors give a formal and professional feeling, but if teachers use it too much, it will cause visual fatigue. If they have to use these two colors, which is best to add some bright colors to black and some dark colors to white for designers. Many colors have emotional meaning, for example, the feelings red conveys in the West are frustration and anger, which play a role in attracting attention. In comprehensive lessons, teachers can use red to alert students to avoid mistakes. The color of courseware should be selected according to the theme of the teaching, not only to avoid the complicated color and affect students' attention, but also to avoid the visual fatigue caused by the single color.

4.2 Investigation and Analysis of New Media Technology Applied to Class Audio and Video

Judging from the use of audio and video, in the language learning process, if the learner only acquires knowledge by reading, he can only master 10% of the knowledge; if the learner only relies on listening, he can master 20%; if only Vision, learners can master 30%; if learners listen and watch, they can accept 50% of knowledge; if learners not only listen and watch, but also discuss knowledge, then they can master 80% of knowledge. It is not difficult to summarize from the

research results, audio and video are good means to teaching aids. Proper use of audio and video can enrich the expressiveness of text and help students understand the knowledge. In addition, audio and video not only play a role of auxiliary teaching, but also can embellish courseware for decorative purposes. This article conducted a questionnaire on this, and the survey data is shown in Table 2.

Table 2. New Media Technology Survey and Analysis Form for Audio and Video in Class

Do you think the audio and video of multimedia courseware is helpful for new word learning?	A. Help a lot	53%
	B. More helpful	36%
	C. not much help	5.5%
	D. did not help	5.5%

As shown in Table 2 above, students' use rate of audio and video in the class is as high as 89%, indicating that there are still many advantages to adding audio and video to the courseware, but can't be used arbitrarily . Teachers should pay attention to the following three points when designing courseware: Firstly, avoiding inserting audio and video excessively i. Too many audio and video, would be inevitably affect students' attention and reduce learning efficiency. Secondly, making sure the video and audio are high quality. The audio and video displayed on the courseware should be as distortion free as possible, and the clarity must be guaranteed. Unclear audio and video not only affect the teaching effect, but also reduce students' learning enthusiasm, and are not conducive to classroom discussions. Thirdly, the audio and video of auxiliary teaching should occupy the main position in the courseware.

4.3 Experimental Analysis of Multimedia Application in Grammar Teaching

In terms of grammar teaching, the results showed that students like to use courseware to elicit grammar points, understand sentence structures, and practice grammar. Teachers can practice through the steps of classroom questions, student responses and live feedback by practicing with plenty of examples. But due to the limited time, it takes time and effort to create a large number of language environments in class, which is not conducive to improving classroom efficiency. While the use of video, audio, animation and other forms can create much more context for grammar teaching and practice for students. Compared with the limitations of speech teaching, it is intuitive enough and is more suitable for elementary grammar teaching. Experimental data from experimental psychologist Treicher shows that in the process of obtaining information, humans account for 83% of vision, 11% of hearing, 3.5% of smell, and 1.5% of touch. Multimedia technology integrates text, pictures, videos, animations, and so on, which can create a realistic and reasonable context, helping learners experience and understand some of the more abstract grammatical rules and meanings under multiple sensory conditions. Therefore, Chinese teacher for foreigners should use the media technology to create a contextual context to guide students to choose the appropriate grammatical expressions to express Chinese correctly, like the simple directional complement and directional verb. However, it should be noted that the materials selected should be as relevant as possible to the students' interests, so as to maximize the learning enthusiasm. The experimental results are shown in Figure 1 below.
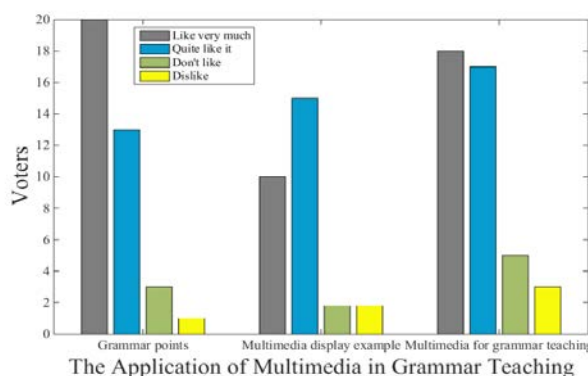

Figure 1. An Experimental Analysis of Multimedia in Grammar Teaching

As shown in Figure 1 above, more than 80% of the students in the experiment like to use courseware to elicit grammar points, sentence structures, and practice grammar. With the help of Multimedia teaching technology, teachers do not need to explain grammar too much, but make full use of time to create as many language environments and opportunities as possible to help students understand and practice grammar in real language context. In addition, using multimedia to create real contexts does not require complex textual explanations, especially for the beginners, simple images without cross-cultural explanations, and directly truth language context is the best explanation.

4.4 Experimental Analysis of Multimedia Application in Chinese Character Teaching

Chinese Character is anon-formula character system with its form expressing its meaning not the phonetic sound, totally different from Pinyin, which its glyphs are directly related to the meaning of the character. However, with the development and evolution of Chinese characters, the ideographic intent of many Chinese characters can no longer be reflected in the current regular script. The relationship between shape-symbols and semantic symbol, which are the two parts of pictophmetic characters become loosen, which making Chinese characters much harder to writing. Therefore, in the teaching of Chinese characters, we can make students recognize Chinese characters and comprehend the meaning of the characters based on pictures.When teaching pictographs, we can use the teaching method of extracting meanings from the picture to connect original static Chinese character pictures through multimedia to deduce the development and evolution of Chinese characters and guide students to consolidate the glyphs while observing the evolution of pictures. The courseware is annotated with pinyin and tones, with side note of pictures, and related words, so as to expand the overall information content of students 'learning, strengthen students' understanding of the meaning of Chinese characters and deepen the context in which is located the text. Besides, inserting into small illustrations according to the shape-symbols and semantic symbols is also the best way to explain characters. The classroom survey experimental data is shown in Table 3.

Table 3. An Analysis Table of the Application of Multimedia in Chinese Character Teaching

Do you think the teaching of Chinese characters in multimedia courseware is helpful for new word learning?	A. Help a lot	58.5%
	B. More helpful	35.5%
	C. not much help	4%
	D. did not help	2%

As shown in Table 3 above, 94% of the students and teachers in the results of the experimental investigation and analysis believe that multimedia is very helpful to the teaching of Chinese characters and has reached a level of almost everyone's satisfaction. Multimedia has great advantages in the teaching of Chinese characters, especially in the teaching of single characters. The advantages of multimedia graphics, text, and sound can interestingly present the sound, form, and meaning of Chinese characters. Stimulate learners' motivation. The pictorial characteristics of the solitary characters, combined with the intuitive image of multimedia, and the input of visual images through the form of pictures are more efficient than learners' imitation writing.

Through the multimedia courseware of solitary characters, such as pictographs, human body pictographs (mouth, head, ears, hands, feet), natural pictographs (mountain, stone, water, fire, river, etc.), animal pictographs (ox, fish, bird, sheep, etc.) and plant pictographs (wood, grass, bamboo, etc.) can be used to vividly display Chinese characters through multimedia courseware. For teachers, it improves teaching quality, and for beginner Chinese learners, it reduces the difficulty of learning, as well as provides favorable conditions for students to study independently after class. Meanwhile, Students also could study at any time and place according to their own needs through multimedia Chinese character testing games, like flash game catch mouse(a kind   of flash game use to help student practice characters).

5. Conclusions

The internationalization of Chinese teaching has deepened. But traditional Chinese teaching for foreigners no longer adapts to the new environment. The importance of multimedia teaching in teaching Chinese as a foreign language has deepened too. Chinese teaching and the creation of an image-based Chinese teaching environment can not only reduce the burden on teachers and improve classroom efficiency, but also stimulate learners' motivation for learning and improve learning efficiency. So, in the use of multimedia teaching, especially for elementary Chinese learners, teachers must take into full consideration on following the Chinese-teaching regulations and foreigner students' learning characteristic, improving the quality of teaching by giving full play to the advantages of new multimedia technology.

References

[1] Weihong Wang, Xiao Lan Curdt-Christiansen. Teaching Chinese to International Students in China: Political Rhetoric and Ground Realities[J]. The Asia-Pacific Education Researcher, 2016, 25(5):1-12.

[2] S H Chen, H X Cai. Commentary on self-compiled teaching materialsby Singapore Chinese Physician Training College[J]. Zhonghua Yi Shi Za Zhi, 2017, 47(3):152-155.

[3] Yuanye Lü, Yihao Zhang, Boxiang Wang. Bringing scientific research education closer to undergraduates through International Genetically Engineered Machine competition[J]. Sheng wu gong cheng xue bao = Chinese journal of biotechnology, 2018, 34(12):1923-1930.

[4] Zhen L. Analysis on Chinese and Foreign Education Comparison and International Cooperation Opportunity from Cultural Linkage with the Perspective of Resources Integration[J]. 2016(12):68-70.

[5] Ying Wang. Language policy in Chinese higher education: A focus on international students in China[J]. European Journal of Language Policy, 2017, 9(1):45-66.

[6] Yan Xu, Haipeng Fu, Jianguo Ma. International Education [Point of View][J]. Proceedings of the IEEE, 2015, 103(10):1691-1697.

[7] Sheng Jinxue, Shu Chang. China Education Association for International Exchange and AFS China[J]. International Understanding, 2015(4):54-56.

[8] Jane Jackson. The language use, attitudes, and motivation of Chinese students prior to a semester-long sojourn in an English-speaking environment[J]. Study Abroad Research in Second Language Acquisition & International Education, 2016, 1(1):4-33.

[9] WANG Jianliang, YAO Lin, CHEN Xi. Analysis of the Economic Benefits of Canadian International Education Service Trade and Its Revelation for China[J]. Journal of Higher Education Management, 2015, 13(3):53–62.

[10] Jinjin Lu, Han Jiang. Chinese Education and Learning Activities Outside of Class: What Lies Beyond Basic Education?[J]. International Education Studies, 2016, 9(4):54.

[11] Henry Chiu Hail. Patriotism Abroad: Overseas Chinese Students' Encounters With Criticisms of China[J]. Journal of Studies in International Education, 2015, 19(4):3156-3165.