

Analysis of the Current Situation and Problems of Online Chinese Language Teaching in Thai Universities in the Post-Epidemic Era

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Abstract

Online teaching has a profound impact on international Chinese language education. The research objectives of this paper are to examine the current status and problems of Thai teachers in teaching Chinese after the epidemic, to examine the current status and problems of Thai students in learning Chinese after the epidemic, and finally to propose appropriate suggestions for Chinese teachers and students in teaching and learning Chinese after the epidemic. In this paper, 32 Chinese language teachers and 94 students from three schools in Thailand were used as the research subjects. A questionnaire was used to conduct the survey, and the results of the survey are as follows:

By examining the current situation and problems of Thai teachers' teaching in Chinese language teaching after the epidemic, it was found that Thai Chinese language teachers can master the online teaching platform, and online centralized assessment is the assessment method used by most Chinese language teachers for

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online teaching. Teachers' problems include interaction problems and technical problems such as sound lag on the online platform. The classroom management ability needs to be improved.

By examining the current situation of Thai students' learning in Chinese language learning after the epidemic and the existing problems, we found that the main purpose of most of the Thai students' learning is to like Chinese culture, and the platforms used for learning are more diversified, with more forms of tutorial homework after class. However, there are some problems, such as short time of learning Chinese, weak Chinese foundation, and lack of concentration in class.

According to the above research on the results of teachers should improve their own teaching ability, and participate in more online teaching and learning ability training. They should design more interactive learning games with students; design online assessment programs to improve the efficiency of online learning outcomes; formulate classroom management regulations and strict requirements for online classroom discipline. Students should increase their interaction with teachers when learning online. Students should improve their Chinese language level. Actively participate in online Chinese courses and avoid being late.

Keywords: Post epidemic era, online teaching, Chinese language instruction, Thai Chinese teachers, Thai students.

1. Introduction

In early 2020, a widespread outbreak of the new coronavirus, the epidemic situation gradually spread to the global scale, in the "China Today" statistics show that as of May 7, 2020, the cumulative number of people diagnosed in China was 84,409, the cumulative number of people diagnosed overseas 373,555,720, up to July 15, 2021 the epidemic situation is still in the upward trend, the cumulative number of people diagnosed in China is 119,503, the cumulative number of people

diagnosed overseas 189,342,441 people in China and 18,934,244 people overseas. (Xu, 2020) This unexpected epidemic has brought different degrees of impacts and challenges to people around the world and in various fields in various countries. This study will make a profound research and discussion on the impact of this epidemic on Chinese language education. Due to the special characteristics of the incubation period and contact transmission of the new coronavirus epidemic, the more serious areas of the epidemic have implemented the measure of "stopping work and classes". However, with the rapid development of the Internet industry today, we can teach online through the Internet, realizing the "suspension of classes without stopping school". The outbreak of the epidemic coincided with the winter vacation in China, and most of the Chinese students went back to their home countries to spend their vacations, which had a lot of impact on the online teaching. When teachers teach online, Chinese students have to overcome the problem of jet lag because of the different locations, and because of the geographical problems, Chinese students often experience different degrees of network delay, and the communication between teachers and students is not synchronized enough, which has a great impact on the teaching effect compared to classroom teaching. Because of the haste at the beginning, the online teaching could not achieve the same effect as the classroom teaching. However, through the students' adaptation and the teachers' efforts, the online teaching gradually became better. During this period, the author also experienced these changes, so I know how difficult it is.

Lam et al. (2018) suggested that while online classes provide convenience for students who are isolated from their homes around the world, they also reveal several shortcomings, such as how to keep the number of students enrolled in online classes without a serious decline and ensure that the quality of teaching is not affected, while maintaining the interest of students in learning, which is the biggest challenge for Chinese language teachers at present. Wang et al. (2021a) suggests that compared with offline education, online education has greater

temporal and spatial flexibility, and with the advent of the 5G era, it is likely that even after the end of the epidemic, mixed online and offline teaching will become the norm in Chinese language education. In view of this, Liang Xia believes that Chinese international education can make long-term plans for the online teaching system, develop its own teaching resource platform, and build and improve the online course system, which on the one hand can make full preparations for online education in the future, and on the other hand can be used as a contingency plan to cope with public social crises. Similar to the same problem exists a lot, after all, online education in recent years only began to rise, as a "newcomer" has not been popularized, while the traditional classroom education is the teaching method has always been, so there are a large number of problems in the online education is justifiable.

At this stage, there is not much research on online education in the post-epidemic era, so at this stage, based on the existing relevant information, the author combines the relevant information with the students and teachers in a total of three colleges and universities in Thailand as the object of the study, designs a questionnaire and investigates the problems related to online education in the post-epidemic era. Finally, we obtained opinions on the problems of online education during the epidemic through the statistics of the problems that existed online during the epidemic and the targeted suggestions provided by the international students and teachers. We hope to help international students and teachers to solve the problems related to online learning and improve the efficiency and quality of online teaching and learning.

The purpose of this paper is to examine the current status and problems of Thai teachers' teaching in Chinese language teaching after the epidemic. To examine the current situation and problems of Thai students' learning in Chinese language learning after the epidemic. To make suggestions for Chinese language teaching and learning for Chinese language teachers and students after the epidemic.

2. Methods

2.1 Research target

The subjects of this dissertation are Chinese language teachers and Chinese language students in three schools: Royal Chiang Rai University, Lansdowne University, and University of the Arts in Thailand. The sampling method used in this dissertation is snowball sampling, in which 32 teachers and 94 students from the three universities mentioned above were selected as the subjects of the study.

2.2 Research tools

After determining the purpose, significance, target group and methodology of the questionnaire survey, the "Questionnaire on Online Chinese Language Teaching in Thai Colleges and Universities in the Post-Epidemic Era (Teachers' Version)" and the "Questionnaire on Online Chinese Language Teaching in Thai Colleges and Universities in the Post-Epidemic Era (Students' Version)" were designed in the light of the online learning situation of international students in the present study. "The questionnaires were designed with reference to the literature on the teaching status quo written by scholars, and with the specific situation of online teaching in IEs in the context of a special period of time.

2.3 Research step

The research steps in this paper are as follows:

1. Organize school profiles and theoretical research on the subject of inquiry, and examine the situation of online Chinese language instruction in the post epidemic era and related research

2. The questionnaires are the research tools of this paper, i.e. (1) Questionnaire on Online Chinese Teaching in Thai Universities in the Post-Epidemic Era (Teacher's Version) (2) Questionnaire on Online Chinese Teaching in Thai Universities in the Post-Epidemic Era (Student's Version).

3. Testing the reliability of research instruments

The author will give the designed questionnaire and interview questionnaire to the thesis supervisor and experts, invite the supervisor and experts to evaluate the content of the questionnaire and the questions set in the interview, examine whether this questionnaire and the questions set in the interview can get the real information required, and then take them to the experts again after modification to evaluate the appropriateness of the content of the questionnaire and the questionnaire designed in the interview. The scoring criteria are as follows:

$$IOC = \frac{\sum R}{N}$$

IOC: Indicates that the purpose of this study and the test questions are congruent

$\sum R$: Average of each question indicating the sum of all experts' opinion scores

N: indicates number of experts

The expert's assessment is to be scored according to the following criteria:

Score +1: indicates that the questionnaire was determined to be appropriate for the purpose of the study

Score 0: Indicates uncertainty that the questionnaire is appropriate for the purpose of the study

Score -1: Indicates the determination that the questionnaire is not fit for purpose two questionnaires were selected through expert evaluation IOC: A standardized score greater than 0.6 or more is equivalent to the questionnaire being reliable.

The results of the teacher's version of the questionnaire showed that $IOC = \frac{2.86}{3} = 0.95$ and the result is greater than 0.6 therefore, the The teacher version of the questionnaire is reliable for collection.

According to the results of the student version of the survey, $IOC = \frac{2.21}{3} = 0.74$, which proves that this questionnaire is reliable for collection.

2.4 Statistics and analysis of data

This process will use descriptive analysis of data to explore online Chinese teaching and learning among Thai teachers and students. Comparisons will be judged based on percentages.

The analytical formula for percentages is

$$= \frac{g}{f} * 100\%$$

s indicates percentage

g denotes the number of samples of research indicators

f denotes the total number of sample

3. Results

3.1 Teaching Status and Problems of Thai Learners in Chinese Language Teaching in the "Post-Epidemic Era"

3.1.1 Statistics and analysis of the results of the survey on student-related information

Students are the main body of learning and the main participants in the teaching activities of international Chinese language online, therefore the students' personal information will help teachers to formulate the online teaching plan of international Chinese language and implement it in a targeted way. The results shows that the majority of Chinese language learners have been learning Chinese for less than 12 months, accounting for three-fifths of the total number of Chinese language learners, while the number of students who have been learning Chinese for more than two years and one to two years is relatively small. The number of students who have been learning Chinese for more than 2 years and 1-2 years is relatively small. The length of time students have been learning Chinese varies, and most of them have been learning Chinese for less than a year.

The length of students' Chinese language learning is positively proportional to their Chinese language level, and basically, students' Chinese language learning is not as long as their Chinese language level. The more days students study Chinese, the

higher their Chinese language level; conversely, the fewer days students study Chinese, the higher their Chinese language level low, quantitative changes can only cause qualitative changes when it comes to learning Chinese. The largest number of students are at the beginner's level of Chinese, accounting for 36.67%, with intermediate level accounting for about one-third of the total, and the number of students whose Chinese proficiency is advanced is small.

Students' motivations and purposes for learning Chinese are diverse, so to avoid mixing, this question is set as a single-choice question, and the respondent choose the option that best matches your thoughts. From Figure 3-3, we can see that the largest number of learners' motivation for learning Chinese is "business need", followed by "like to learn Chinese and want to know Chinese culture"; in addition, learners' motivation and purpose of learning Chinese also include In addition, learners' motives and purposes of learning include "professional needs, educational development, convenience for work". It can be seen that Chinese learners' motives and purposes of learning Chinese are mainly for business needs and love of Chinese culture. Understanding students' motivation and purpose of learning Chinese is a prerequisite for the preparation of Chinese language teaching. Teachers can make teaching plans according to students' learning needs and tailor the teaching to the students' needs, in addition, they can also maintain students' motivation in teaching so that students can maintain a good learning state.

In the first part, we have information about Chinese language learners, including the length of time students have been learning Chinese and their Chinese language level, statistics and analysis of data on three aspects of motivation and purpose of learning Chinese, students are an indispensable part of the educational process.

Part of the Chinese language, understanding the basic information of the teaching target is very helpful for Chinese language teaching, and we have analyzed and found that the length of time spent learning Chinese is relatively short, and the number of people whose Chinese language level is beginner and intermediate is high. Teachers in the beginner's level. When teaching Chinese to students at the intermediate level, attention should be paid to consolidating the students' foundation in phonetics, vocabulary and grammar, and when facing the intermediate level of students can be increased in an appropriate amount according to the syllabus, which can not only improve students' Chinese language proficiency, but also maintain the program is designed to maintain students' enthusiasm for learning Chinese and to lay a solid foundation for subsequent Chinese language learning.

We set a total of 17 questions in this section to statistically analyze learners' online Chinese learning process, mainly in terms of the use of online learning platforms, students' learning effects, network technology, and feedback on teachers' quality. There is a wide variety of platforms used by students to learn Chinese, with the Internet Confucius Institute having the highest usage rate, accounting for 18.89%;

Tencent Classroom also having a high usage rate, ranking second; Supernova ranking third; Microblog and Wisdom Tree having the same usage rate; and in addition, there are also students who learn Chinese through QQ, Rain Classroom, and other learning platforms. From the data, it can be seen that most students learn on more than one platform, but on multiple platforms, with the most commonly used platforms being the Online Confucius Institute, Tencent Classroom, Supernova, Weibo and Wisdom Tree.

The students interviewed were able to use the learning platform proficiently, which on the one hand indicates that the students of operating networked devices is generally strong, on the other hand, suggesting that the platforms provided by schools, educational institutions or teachers, the students are basically able to adapt and use it proficiently, and the medium of instruction is more suitable for students to learn Chinese. The functions of the online Chinese learning platform are not comprehensive, and students think that the platform can be improved in many ways, and most of them provide more than one suggestion to improve the learning platform, which mainly include displaying the dynamics of students' participation, setting up multiple types of answer cards, setting up a note area for the students' interface, anonymous classroom evaluation, real-name registration for entering the classroom, and the camera beauty function, etc. It is hoped that the optimization of these functions will be related to the learning of Chinese learners.

Recording and mixing of various methods are the main learning forms for students to learn Chinese, and the technological level of information intelligence provides feasibility for the diversification of the forms of online Chinese language learning, and the emerging forms of learning are more adaptable to the development of information technology and the transformation of classroom teaching methods, which provide a new way of development for Chinese language teaching.

It is very common for students to be inattentive and do things that have nothing to do with learning in the process of online Chinese language learning. The reasons for this are summarized in the following aspects after our research: First, students' self-control is not strong enough. Online Chinese language teaching is different from traditional classroom teaching, in which teachers and students are in a different space, and the only medium of video is the small window on the platform, and the number of students is large. The only medium for video is the small window on the platform, and the number of students is large, so it is difficult for teachers to take care of every student at all times. The learning status of students is also in a state of flux, and some platforms have interactive panels, so students are easily influenced by other students and can't always focus their attention; secondly, the learning consciousness of students needs to be improved, and some students think that it is not necessary to study Chinese so hard and relax their requirements; consciousness determines the action, and once the learning attitude of students slackens, it will definitely have an impact on the learning effect; thirdly, the course content needs to

be improved, and the online Chinese teaching can be improved. Thirdly, the content of the course needs to be improved. Online Chinese language teaching is not just a simple transfer of the traditional classroom to online, especially because of the special nature of Chinese language teaching, which is not only to impart knowledge, but also to exercise students' verbal skills and verbal communication skills through drills and activities, and even "social-emotional" skills are included.

The process of classroom and social interaction in order to achieve socialization, this process cannot be separated from interaction, and the most widely used forms of live and recorded learning are mostly for the transmission of knowledge, and the courses are sometimes boring and difficult to learn, coupled with the lack of interaction in the classroom, which can easily dampen students' enthusiasm for learning the Chinese language, resulting in the lack of students' attention; fourth. The level of students' operation of the equipment needs to be improved. At the initial stage of online learning, students often encounter problems in operating the equipment, but this situation will gradually improve with the deepening of online learning. Teachers should pay attention to the above issues, and when preparing lessons, they should ensure the practicality of the teaching content, but also take into account the fun and attract students' attention, while students should enhance their self-control, correct their learning attitude, and make efforts to learn Chinese.

When students study in their home countries, online Chinese language teaching not only changes the space, but also schools and teachers have to face the problem of time difference. In some countries, students can only access the Internet at night, so lateness can occur from time to time. Subjectively, there are also some students have little self-control and often forget to attend classes. If there is a lack of control in schools, students are indulged in being late for class to the behavior, therefore, during an outbreak schools can switch class times based on the reality of the situation, with teachers taking batches , students should also cooperate with the school's arrangements and actively overcome these real-life difficulties to reinforce punctuality in class concepts, and at the same time, schools should strengthen control and adopt a point system to minimize students' tardiness to class.

3. Statistics and Analysis of Internet Situation among Students

During the online class time, the students' online class time network situation are all still. Not bad, basically smooth, just occasional lagging, basically does not affect students learning Chinese. Students have encountered many technical problems in the process of international Chinese language learning online, such as a single online teaching interface, system compatibility problems, network delays, limited online teaching tools, and so on. Online Chinese language learning is supported by modern network technology and audio/video communication equipment, so breaking through the limitations of network technology is also an important and indispensable part of perfecting online Chinese language learning.

When students encountered technical problems during the online learning process of Chinese International always able to actively look for solutions and solve problems by asking teachers, classmates, and searching the Internet continue your Chinese language studies.

4. Statistics and analysis of student feedback on teacher quality

Nearly one-half of the students think that the teacher's speech speed is a bit fast during lectures, nearly one-fifth think that the teacher's speech speed is normal, and nearly one-third think that the teacher's speech speed is too fast, while no students think that the teacher's speech speed is a bit slow or too slow. Teachers' teaching language speed has a direct impact on the effectiveness of teaching, especially in online teaching, where the teacher's language is transmitted through hardware facilities, which is certainly not as clear as face-to-face, and the speed of speech is too fast, which will make the Chinese learners' spirit always be in a state of high tension, and over time, it will make the students exhausted. Because the frequency of sending information is too high, the listener's brain does not process the received information in an iterative manner, which will inevitably result in information omission and backlog, leading to obstacles or even termination of information transmission and reception activities. Teachers should adjust the speed of speech appropriately according to the degree of difficulty of the teaching content after determining the characteristics of the learners, judge whether the speed of

speech is normal or not according to the real-time feedback from the students, and use the appropriate speed of speech for online Chinese teaching.

Students participate in online classroom interactions in a variety of forms, and teachers use various ways to interact with students, such as letting students speak on their own initiative, asking questions by name, group discussions, online assessment, checking in and taking attendance, discussion forums, and learning task presentations. In the interactive session, the teacher is the organizer, guide, participant and evaluator of the interaction. The teacher creates situations according to the content of the teaching materials, and guides the verbal communication activities between teachers and students and between students in the form of students' active speaking, group discussion, and presentation of students' tasks, etc. The students Practice Chinese under the guidance of the teacher and practice their own Chinese language expression skills. The design of online interaction also reflects the teachers' teaching ability and basic quality

Students' overall feedback on classroom interaction is good, and most of the students think that participation in the process of online Chinese learning is more effective, with nearly 84% of the total number of students holding positive attitudes. Only a small number of students thought that the effect of interaction was average, and no students thought that the effect of interaction was not good. Chinese language teaching is a second language teaching, and good interaction between teachers and students can not only ensure students' good listening state, but also

promote the improvement of students' language proficiency and cross-cultural communication skills.

Most students think that the teaching ideas of the lecturers are basically clear and organized, but there is still room for improvement. Teaching ideas are the concentration of teachers' comprehensive quality. Currently, the overall quality of Chinese language teachers is relatively high, but schools or teaching institutions should also provide systematic and periodic training to cultivate teachers' logical thinking and improve their business ability.

Assigning homework is often the last step in the teaching process, and homework is the teacher's way of checking student learning important means by which teachers can judge students' knowledge of Chinese through the completion of their homework. Thus, targeted teaching can be carried out, and students can also consolidate what they have learned through homework. From Figure 3-18. It can be seen that the vast majority of Chinese language teachers do not neglect the loop of assigning homework when teaching Chinese language online internationally section, but also tutoring students to complete the class by focusing online, one-on-one offline, or posting answers for self-correction. Post-assignments promote the integrity of the students' Chinese online learning process.

3.1 "Teaching Status and Problems of Thai Teachers in Teaching Chinese as a Second Language in the "Post-Epidemic Era

3.2.1 For the information related to international Chinese language teachers in Thailand, our statistical results are summarized in the table below:

Most of the teachers who participated in this survey were engaged in international Chinese language teaching. The number of teachers who had been working for a long time was long, with the largest number of teachers working for less than 1 year, followed by the number of teachers working for 1-3 years and more than 5 years, each accounting for a quarter of the total number of teachers. The remaining teachers had been engaged in international Chinese language teaching for or 1-3 years, which indicated that most of the teachers who participated in this questionnaire survey had been teaching for a longer time and had more teaching experience.

The teachers who participated in this questionnaire survey taught a wide range of subjects, including comprehensive courses, listening courses, writing courses, reading courses, speaking courses, cultural courses, etc. We set this question as a single-choice question, asking teachers to choose only one main course. From the data results, we can analyze that schools or other educational institutions provide Chinese language learners with a rich selection of courses to exercise students' listening, speaking, reading, writing and other abilities and intercultural communication skills in an all-round way, and to exercise students' comprehensive Chinese language skills in a three-dimensional way.

As can be seen from the statistical chart, the international Chinese teachers who participated in this questionnaire survey are engaged in teaching international Chinese online. The time of learning is generally short, with nearly half of the teachers having less than one year, 1-3 years in second place, and a smaller number of teachers with 3-5 years and more than 5 years. The above data show that although most of the teachers participating in this questionnaire survey have been teaching for a long time, they have been engaged in online teaching for a very short time, with less than one year in the majority, and if it were not for the epidemic, it is possible that many of them would not need to engage in online teaching at all. If it were not for the epidemic, many teachers might not have needed to teach online at all. The online mode of international Chinese language teaching has been used less in the actual teaching process, and it still needs to be actively explored by schools and teachers.

The majority of Chinese language teachers were satisfied with the online teaching model of international Chinese language adopted during the epidemic prevention and control period, and the majority of Chinese language teachers were satisfied with the online teaching model of international Chinese language. They have a positive attitude towards the online teaching of international Chinese language and are able to actively participate in the online teaching of international Chinese language and improve their online teaching ability. For Chinese language teachers who have difficulty in controlling their own online teaching methods, or who insist on face-to-face teaching and do not teach online. The number is zero.

Epidemic Forces International Chinese Online Teaching Models to Board Without Giving the Education Community a Chance to Trial and Error. The scope, scale and depth of its influence are unprecedented, but most Chinese language teachers are able to correct their attitudes and positively accept this new mode of international Chinese language teaching.

There were many reasons why teachers thought that they had never practiced online teaching of international Chinese before. Objectively speaking, schools did not arrange online teaching tasks for teachers, and teachers did not have the opportunity to try online teaching in their daily teaching; subjectively speaking, the majority of teachers were more accustomed to the offline mode of teaching, and some teachers were not interested in the online mode of teaching international Chinese. Before the epidemic, schools and teachers paid less attention to the online teaching mode of international Chinese language and practiced it less.

3.2.2 Statistics and analysis of online teaching process survey results

1. Statistics and analysis of the situation related to online teaching platforms

After the epidemic, Chinese language teachers began to adopt the international Chinese language online teaching mode and used more online teaching platforms, with the highest number of teachers using Tencent classroom, the second highest number of Tencent conference platform users, and the third highest number of QQ platform users.

Although before the epidemic, teachers were mostly accustomed to traditional classroom teaching and seldom used the online teaching platform, when they had to use the online teaching platform for Chinese language teaching, the vast majority of teachers were able to improve their operation level and master the skills of using the platform quickly, with more than half of them being very proficient in the use of the online teaching platform, the majority of them being relatively proficient, and the number of teachers who were particularly unskilled being zero. The number of teachers who are particularly unskilled is zero. This shows that Chinese language teachers' ability to master the use of modern teaching equipment is generally high.

2. Statistics and analysis of student classroom participation for instructional feedback

The attendance rate of students in the online classroom is very high in the classes taught by the teachers who participated in the questionnaire survey. Most of the classes have an attendance rate of over 90%, and nearly one-third of the students have an attendance rate as high as 100%. The class attendance system is an important guarantee for the smooth implementation of classroom teaching, and the high attendance rate indicates that Chinese language learners have a good sense of discipline, learning culture and learning habits, and it also indicates that the school management is strong in management and the teachers are effective in teaching.

It is worth thinking about how to improve student participation and interaction in the process of international Chinese language online teaching, with nearly half of the teachers believing that student participation and interaction are relatively good, more than one-third believing that the interaction is very good, and only a few believing that the interaction is half. From the beginning of the epidemic to nowadays, international Chinese language online teaching has become the main teaching mode, or even can be said to be the only teaching mode. Teachers and students are separated from each other in time and space, not only facing the problem of time difference, but also more importantly, the change of the teaching environment, teachers and students can not face to face in classroom teaching, and the distance of the space is easy to cause the problem of poor teacher-student interaction, teachers can watch the online learning status of the students, and ask questions at any time, create interactive contexts and other ways to improve students' classroom participation.

Teachers think that there are many reasons for students' inattention during online teaching, such as students' lack of self-control, students' low motivation to learn, lack of classroom interaction, difficult learning content, students' low level of operating equipment, easy to be influenced by other students, boring courses, etc. On the one hand, teachers should pay attention to improving and updating the teaching content to arouse students' interest in learning, and on the other hand, teachers should pay attention to classroom management to remind students to study carefully. Although it is network teaching, they should also pay attention to

classroom management and remind students to study seriously. On the other hand, students should also correct their learning attitudes, reduce their attention to the student-student interaction page when it is not necessary, and devote their energy to online learning.

3. Statistics and analysis of web technology in teaching and learning.

Teachers' networks were in good condition during online classes, with half of the teachers reporting that the network was very smooth and had no problems at all. The other half of the teachers indicated that the network was basically smooth, with only occasional lagging. The number of people who thought that their network signal was not so good, barely holding or no signal at all, which affected their teaching was zero. This shows that the overall condition of Thailand's network is better, but there is still occasional lagging, especially during online classes, when there is a surge in online traffic and more pressure on the server operation, which sometimes results in network delays and students not being able to get into the online classroom, etc. It is hoped that the platform and the network operators will pay attention to the problem of network speed and provide technical guarantee for good online teaching.

Teachers encountered a number of problems in the process of teaching Chinese language online internationally. The most common of which are network latency as described above, but also sound lag, teacher or student. Suddenly dropping out, video or audio can't be turned on, too many people can't get into the online

Chinese classroom, etc., these network technology. The technical problems are factors beyond the teacher's control, the quality and stability of distance learning information transmission needs to be improved, and the net. The problem of network technology will cause the two-way interactive information of teaching and learning to be unequal and restrict the development of online Chinese language teaching, and we are led by the suggests corresponding improvement measures, which are described in Chapter 4 below and will not be repeated here.

4. Statistics and Analysis of Teachers' Teaching Ability and Online Teaching Effectiveness

Half of the Chinese language teachers occasionally participate in training online teaching, and half of them frequently participate in training. The emergence of new knowledge and technology has demanded higher quality from teachers, and the online Chinese teaching mode has become mainstream after the epidemic began. Teacher training in the new period is conducive to Chinese language teachers' updating of knowledge, improvement of quality, and enhancement of classroom management ability and teaching innovation. Schools can make full use of the Internet and other modern means of distance education to establish a variety of training methods, including regular and irregular, short-term and medium- and long-term training, to help Chinese language teachers update their educational concepts, optimize their knowledge structure, and form their own teaching styles and characteristics to adapt to the ever-changing educational and teaching concepts.

Most teachers believe that their online comprehensive teaching skills are lacking, including online teacher-student interaction skills, online classroom organization and management skills, online teaching design skills, and the ability to use modern teaching equipment. For online Chinese language teaching, it is especially important for teachers to master online teacher-student interaction skills. Chinese language learning is a second language learning, and students' abilities can only be improved through continuous learning, dialogues and practice. The online classroom is different from the traditional real classroom. Teachers should strengthen their online classroom organization and management skills, maintain classroom order and control their own teaching rhythm. Online teaching design ability and the ability to master the use of modern teaching equipment are the necessary qualities of teachers. At present, teachers have not invested enough in the construction of online courses, mainly because of the lack of corresponding incentive mechanisms to guide them.

A few teachers said that the preparation time for international Chinese online teaching was about the same as that for offline teaching, and some teachers said that the online classroom for Chinese language teachers was much shorter than the offline classroom; however, the majority of the teachers said that the preparation time for online teaching was much longer than that for offline teaching, which indicates that in the preparation process, the online mode of international Chinese language teaching has still increased the teachers' workload in the early stage of teaching.

Many factors affecting the effectiveness of online Chinese language teaching. Teachers who participated in this questionnaire survey agree that the following are the main factors affecting teaching, including the inability to observe the learning effect of students in a timely manner, students' agitation in learning psychology, the incomplete functions of the teaching platform, the time difference between students and teachers, the large time difference between teachers and students, the noisy learning environment of the students, the limitation of the network conditions, and the insufficiency of online teaching materials, The platform operation is not familiar enough, the type of courses is not suitable for online teaching, and there is a lack of peer communication, etc. Just as a coin has both positive and negative sides, online Chinese language teaching also has its two sides, in addition to the advantages of online teaching, these measures to improve the effectiveness of online teaching are also worthy of consideration and research, and we have mentioned the solutions in the following section in order to continuously improve the online teaching of Chinese language in the international community.

The online Chinese drilling methods used by teachers include teacher-student dialogues drills, learning task presentation drills, group practice drills, and doing after-class exercises drills. Classroom drills achieve the important link of classroom teaching effect, language is practiced, not spoken, every teacher should synthesize. A variety of drill forms are utilized to achieve the desired results. Statistics show that teacher-student dialog drills are the overwhelmingly. The most common method of online Chinese drills used by most Chinese language teachers is that the content of

the drills is closely related to the teaching objectives, " Some teachers practiced the text before the language points, and each part basically followed the mechanical practice-comprehension practice--Flexible use of the steps of the exercise to unfold, doing after-class practice problems to consolidate what they have learned, practicing in groups and learning. The presentation can comprehensively test the learning effect of students, reflecting the constructivist learning theory of "student-centered".

The majority of teachers choose to upload their teaching resources to the cloud, which does not only enrich the network teaching resources, but also enable students to watch and understand repeatedly after class, so that they can learn from the past epidemic. After the birth, the international Chinese language online teaching mode is applied on a large scale, and teaching resources can realize one-click sharing and long-term. Effective, teachers do not need to repeatedly share classroom materials with students, and at the same time, state laws and regulations should protect them. Navigation, develop relevant laws and regulations, and teachers should also set up permissions so that students who are registered under their real names can check on-line. See, however, certain educational resources can be set up with deadlines and sharing ranges to prohibit students from downloading and distributing them at will and to protect teacher of intellectual property.

Teachers will have students take pictures of their assignments and send them to a group they have created, and some will have students send emails. There are teachers who have students upload their assignments to a cloud drive, and there are

teachers who check and correct assignments in class as a way of checking students' mastery of the content taught, and the number of teachers who do not check assignments is zero. Nowadays, most colleges and universities or Chinese language teachers are adopting the online teaching model of international Chinese language, but they still try to keep the teaching integrity of the learning process.

The majority of Chinese language teachers adopt online centralized assessment, while a few adopt offline assessment. Decentralized assessment methods and very few teachers have no assessment steps. How students are assessed is an important part of curriculum implementation. To content, assessment and evaluation is in fact a test of the students' ability to improve their self-learning, online centralized assessment methods. The style is conducive to testing students' individual learning, which is centralized and efficient. Offline decentralized assessment is also not the wrong assessment method, online Chinese language classrooms usually have smaller class sizes, and this assessment method is conducive to meeting students' individual needs. Sexualized learning needs. Currently, a major factor affecting the effectiveness of student learning is the lack of initiative and motivation in the classroom. There are few opportunities for practice and low rates of homework completion, so teachers choose appropriate assessment methods that help track and check student learning outcomes and urges students to become more self-motivated.

5. Statistics and analysis of survey results on teachers' attitudes toward online teaching and learning

It is clear that teachers have a positive attitude towards the online teaching mode of international Chinese language, and most of them have a positive attitude towards the online teaching mode. The division believes that after the epidemic, it will draw on the advantages of online teaching to maximize the online and offline teaching. Combine them into one to maximize teaching and learning methods, educational resources and benefits, and continue to integrate online teaching models style applied to daily instruction. In the last question of the teacher's version of the questionnaire, we asked Chinese language teachers in a question and answer format to pin comments and suggestions for future teaching models, and in general, most faculty indicated that they would continue to explore the international Chinese online teaching mode, making full use of the advantages of online teaching and integrating them into the offline teaching process, so that the two complement each other's strengths, and it is hoped that the international blended Chinese language teaching model will become more mature in the "post epidemic era".

4. Discussion

The results of this study showed that the main platform used by Thai teachers for online instruction was Tencent Classroom this is in line with previous scholars Sangtupim & Mongkolhutthi (2019) The results of the study are consistent. Yu (2021) wrote in his thesis that online Chinese language teaching at Kunming University of

Science and Technology utilizes a variety of interactive modes, including online quizzes, group discussions, individual assignments, online tests, and so on. These interactive modes can effectively enhance students' engagement and learning outcomes. This is consistent with the findings in this paper that Chinese teachers perceived better student engagement and learning outcomes in online classes. According to the report on Kunming University of Science and Technology, Chinese teachers' online lectures only suffer from unstable network environments and loose student discipline in class. This is not quite consistent with the results obtained in this paper. The results of this study show that online lectures also have the problems of; decreased classroom learning efficiency; online communication is not as direct as offline communication and wastes time.

Sencond, The results of the study showed that the platforms used by Thai teachers for online instruction were mainly Tencent Classroom and Nail, as in China, which is in line with scholars' Wang et al. (2019, 363-384) who came to the same conclusion. Wang et al. (2021b) concluded in their study that Thai online teaching methods and technological tools can improve student learning, which is inconsistent with the results we obtained. The results of this paper show that most of the Thai teachers think that online Chinese language instruction is not effective, which may be a result of the different Chinese language bases of the teaching audience taught.

Third, this study confirms that Thai students have the problem of inattention in online Chinese learning, which is in line with Martin et al. (2021) in their study. This

is due to the fact that online classrooms are not as rich in teaching and learning activities as offline classrooms, and the limitations of online classrooms result in less interaction between teachers and students.

Finally, the results of the study showed that Thai students were more satisfied with the learning outcomes of the online lectures, but there were some drawbacks including poor self-discipline and the teacher's fast pace of speech. This is consistent with the findings of Wei et al. (2022). This is due to the fact that the teachers of online courses do not have much control over the pace of the class, and the students' poor perseverance leads to poor self-discipline in the class.

5.Conclusions

Through examining the current teaching situation and problems of Thai teachers in Chinese language teaching in the post epidemic era, it is found that Thai Chinese language teachers have been teaching for a longer period of time and are more experienced in teaching. The subjects taught by the professors are also more varied, which can exercise students' Chinese listening, speaking, reading and writing skills. The reason why Chinese language teachers' online teaching experience is weaker is mainly because schools did not arrange online teaching tasks for teachers before the epidemic, and teachers did not have the opportunity to try online teaching in their daily teaching. More than half of the teachers could skillfully use the online teaching platform. Teachers thought that the teaching platform could basically meet their daily teaching needs. The attendance rate of students is high, with the vast majority

above 90%. Teachers attend training on online teaching. Teachers use online Chinese drills such as teacher-student dialog drills, learning task presentation drills, group practice drills, and post-lesson exercises drills. Teachers upload their teaching resources to the cloud for students to use. The majority of Chinese language teachers adopt online centralized assessment when teaching online.

Problems include that the teachers have a short teaching experience and are not yet experienced enough in teaching. All teachers are able to have a positive attitude to face the online Chinese teaching mode. There are still problems with student interaction. There is a lack of student concentration during the online teaching process. Teachers encountered some problems in the process of teaching Chinese language online, the most common problem is the network delay as mentioned above, but also includes sound lagging, teachers or students suddenly dropping out of the line, video or audio not being able to be turned on, and too many people not being able to get into the Chinese language classroom online. Teachers' lack of online Chinese teaching skills include online teacher-student interaction skills, online classroom organization and management skills, online teaching design skills, and the use of modern teaching equipment. Teachers' online teaching effectiveness is affected by problems such as inability to observe students' learning effect in a timely manner, students' anxiety in learning, incomplete functions of the teaching platform, large time difference between students and teachers, noisy students' learning environment, limited network conditions, insufficient online teaching materials, lack of familiarity with the operation of the platform, unsuitable

types of courses for online teaching, and a lack of peer exchanges and communication. Teachers were positive about the online teaching mode of Chinese language and hoped to continue to use the online teaching mode.

By examining the current situation and problems in teaching Chinese language to Thai students in the post epidemic era, it is found that the main learning purposes of Thai students learning Chinese are business needs and liking to learn Chinese and wanting to understand Chinese culture. The platforms used by students to learn Chinese are very diversified, among which Network Confucius Institute, Nail, Wisdom Tree and Mu Classroom are the most frequently used Chinese learning platforms. All students are proficient in using relevant Chinese learning platforms. Students' network conditions are generally good, with occasional lagging. Students participated in a variety of online classroom interactions. Teachers would interact with students in a variety of ways, such as letting students speak on their own initiative, asking questions by name, group discussion, online assessment, checking in and taking attendance, discussion in discussion forums, and displaying learning tasks. In the interactive session, the teacher is the organizer, guide, participant and evaluator of the interaction, and the teacher creates situations according to the content of the textbook, and the students' feedback on the effectiveness of classroom interaction is generally good. Students thought that the lecturer's teaching ideas were relatively clean and organized. Students feedback that in the process of learning Chinese, teachers tutor students to complete their after-class homework through online concentration, offline one-on-one, or posting answers for self-correction. Problems

include students' short time of learning Chinese and low Chinese language level. Optimizing the functions of the learning platform mainly includes displaying the dynamics of students' participation, setting up multiple types of question and answer cards, setting up a note area in the students' interface, anonymous classroom evaluation, real-name registration to enter the classroom, and camera beauty function, etc. The students' attention span in learning Chinese online is low. Students' attention to online Chinese learning is not focused. Students are late to the online classroom. When learning Chinese online, students encounter technical problems such as a single online teaching interface, system compatibility problems, network delays, and limited online teaching tools. Students' feedback that teachers generally speak faster in class.

In view of the above problems, teachers should improve their teaching ability and attend more online teaching and learning ability training. They should design more interactive learning games with students; design online assessment programs to improve the efficiency of online learning results; formulate classroom management regulations and strictly require online classroom discipline; choose occasions with a better network environment to conduct online lectures; pay immediate attention to the problems encountered by students, and promptly solve the difficulties encountered by students when they are learning online. Teachers should slow down the speed of speech in class, even if they communicate with students. Students should increase their interaction with teachers when learning

online. Students should improve their Chinese language level. Actively participate in online Chinese courses and avoid being late.

The research subjects used in this paper are students and teachers in three separate schools in Thailand. Subsequent studies can be conducted on Chinese language teaching in schools in other regions. The sample selected for this thesis is limited and can be increased for subsequent studies. This study focuses on students learning Chinese at school, but in fact there are many learners learning Chinese in the society. Subsequent studies may consider studying learners of Chinese in the community. The research method of this paper is a questionnaire survey, after which the research method for online Chinese teaching can be adjusted to statistics and analysis of secondary data. Future research can analyze the problems of online and offline teaching by comparing the differences in students' performance in Chinese through the different teaching modes online and offline.

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