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Study on the optimization path of chinese online study tour program under the "5W" mode in the post-epidemic era

后疫情时代"5W"模式下汉语线上游学营项目的优化路径研究

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Written by:

Zhou Yu⁶<https://orcid.org/0000-0002-4436-7803>

Abstract

This paper provides an analysis and a detailed discussion on the Chinese Online Study Tour, a special product of the times. The study was carried out through a survey of the teaching resources of universities in 2021 on the online experience platform of "Chinese Bridge" of the Chinese-Foreign Language Cooperation Center of the Ministry of Education, and took the Zhejiang Yuexiu University's project "A Tour to the Water Town of Shaoxing in South China -- Clothing, Food, Residence, Travelling and Art" as a case study. The paper gives an in-depth analysis of the current situation and existing problems of Chinese online study tour camp, aiming to put forward the path of optimizing the Chinese online study tour camp from the "5W" mode of communications, and to provide feasible suggestions for the construction of new modes for Chinese online study tour camps in universities.

Key Words: post-pandemic era, Chinese language, online study tour camp, optimal path.

Introduction

With the deepening of globalization, the exchange and spread of languages has become a strategic measure for the cultural development of different countries. China's international status has risen and its influence in world culture has increased a lot, so more and more foreign friends have taken a keen interest in Chinese language and Chinese culture. In recent years, in order to meet the needs of Chinese language learners to learn language knowledge and to experience Chinese culture, many colleges, universities and

摘要

本文对汉语线上游学营这一特殊的时代产物进行了分析探讨。通过对教育部中外语言合作中心"汉语桥"线上团组在线体验平台上2021年各大高校的教学资源进行调查,结合浙江越秀外国语学院"走进江南水乡绍兴——衣食住行艺"项目作为个案研究,深入分析汉语线上游学营的现状和存在的问题,从传播学"5W"模式提出优化汉语线上游学营的路径,以为各大高校汉语线上游学营这一新型模式的建设提供可行性建议。

关键词: 后疫情时代; 汉语; 线上游学营; 优化路径。

teaching institutions have launched a series of short-term Chinese study tours in China which are specifically designed for foreign learners. These projects are mainly in the form of study tours, such as the International Youth Chinese Summer Camp and the Chinese Roots Searching Summer Camp for Overseas Chinese Children. As a kind of short-term Chinese teaching projects, these activities combine "travelling" and "learning" together and have the characteristics of short learning cycle, flexible teaching methods,

⁶ 浙江越秀外国语学院 留学生教育学院, 浙江 绍兴 312000

School of International Student Education, Zhejiang Yuexiu University Shaoxing, Zhejiang, China.

strong interest and intuitive experience, so that students can be immersed in the target language environment to improve their Chinese proficiency and perceive Chinese culture (Jing, 2022: 137-138).

However, with the COVID-19 pandemic sweeping the whole world, overseas Chinese learners cannot come to China to take part in language study projects, so many universities and institutions use the Internet to implement online Chinese teaching projects. The internet online platforms such as the Tencent Meeting, DingTalk, ZOOM and other teaching platforms become the bridge between teachers and students. Chinese study tour activities in short-term Chinese language teaching have also been adjusted accordingly. The teaching mode changed from offline mode to the online mode, and a new online learning platform has been set up in the "cloud" around the world, so that students can learn Chinese knowledge through the Internet, and enjoy the travels around China and experience the charm of Chinese culture. In addition, with the continuous development of the world, nowadays students' language and culture learning are not limited to printed textbooks or electronic textbooks. The digital construction such as MOOC and micro-class is in full force and developing very fast. It is an inevitable trend for Chinese study tour camps to transform under the general environment and new situation.

On the one hand, the research on the optimization path of the Chinese online study camp project will help to explore the effective integration of "language+culture" in second language learning. On the other hand, it can also explore how to strengthen the interaction of language learning and cultural learning through digital media from the interactive characteristics of digital media. Finally, this is also an effective attempt to explore how to tell Chinese stories and spread Chinese voice through the Internet in the new era.

Literature Review

At present, the research on the model of online Chinese study tour is still in its infancy. Li Jiayu, from Hebei Normal University (2021) took the Indonesia Online Learning Exchange Group as an example and wrote an article to give illustration on the overall teaching design of the group, summarizing the value and deficiency of the group project and putting forward feasible suggestions (Jiayu, 2021: 6-8). Yu Wen took the "China-Thailand Interaction, Cloud Tour China" online study tour camp held by Xiamen University as an example, described the

implementation process and analyzed the results of the tour, and put forward relevant countermeasures and suggestions (Wen, 2021: 2-5). He Chengfang took the 2020 "Chinese Bridge" online group of Guizhou Normal University as an example and described the implementation process of the group from three aspects: teaching content, teaching methods and teachers (Chengfang, 2022: 40-42). Zhuo Hao (2022) studies an online Chinese study camp for Russian students, and summarizes the problems and suggestions of the program through the description of the program, questionnaires and interviews with students (Hao, 2022: 5-7). In general, there are still few studies on online Chinese study tour camps. Therefore, it is worthy for international Chinese teachers and scholars to do some more researches and in-depth exploration on how to carry out scientific and effective teaching design, plan practical and interesting teaching activities, and coordinate the relationship between teaching, activities and interaction, so as to achieve the expected goals and effects.

The Mode of Chinese Online Study Tour Camp

Relying on the "Chinese Bridge" online group program, the Chinese Language Tour Camp is an online Chinese language and culture experience program for Chinese language lovers around the world. It is organized by the Chinese-Foreign Language Cooperation Center of the Ministry of Education, aiming to enhance the understanding of Chinese and foreign language culture and strengthen the exchange of Chinese and foreign language education. The teaching mode and implantation of the project uses real-time teaching, video courses and a combination of online activities, relying on the "Chinese bridge" group online experience platform (<http://bridge.chinese.cn/online/camp>). In the year 2021, it organized more than 200 educational institutions to carry out more than 600 online group projects overseas, with 95,600 registered students from nearly 190 countries.

The project takes "language learning", "cultural experience" and "online interaction" as the main modules. Relying on the Chinese Language Alliance, Online platforms such as ZOOM, Tencent Meeting, DingTalk and Chinese Alliance, the project provides students with language learning, cultural experience and online interactive activities. According to the investigation and analysis of cultural study tour camps uploaded on the online experience platform (<http://bridge.chinese.cn/online/camp>)

of "Chinese Bridge" group in 2021, universities or educational institutions mainly carry out language teaching and cultural infiltration from the following three perspectives.

1. Projects aiming to introduce to the regional culture, such as the special scenic spots, historic sites or cultural symbols of Fujian, Guangdong, Henan, Shandong, Xinjiang, Hainan, Henan, Qinghai, Jilin, Tianjin, Guangzhou, Harbin, Quanzhou, Shaoxing, Suzhou, Dunhuang, Guilin and other provinces and cities. Among them, there are some distinctive ones, such as, Nanjing University's "Cloud Tour in Nanjing" Chinese online study tour camp, and Changchun Normal University's "Appreciate the Culture of Northern China, Enjoy the Snow and Ice Scenery" Chinese online study tour camp, and so on.
2. Projects focusing on the characteristic culture and specialties in academic fields initiated by different educational institutions, which covers aerospace, ceramic culture, architecture, textile, Marine science and technology, traditional Chinese medicine health, new media, sports, environmental protection, music, agriculture, film and other characteristic fields. For example, the "TCM Culture" Chinese online study tour camp of Hebei University of Traditional Chinese Medicine and the "Chinese Film Culture" Chinese online study tour camp of Beijing Film Academy are quite distinctive.
3. Introductory projects with Chinese characters and other themes rich in Chinese cultural characteristics, such as food, hutong, gardens, traditional Chinese painting, Peking Opera, tea, literary works, tie-dye, seal cutting, solar terms, treasure jade, and so on. The representatives are Yanshan University's "Hebei Intangible Cultural Heritage Tour" Chinese online study tour camp, Neijiang Normal University's "Emei Wushu" Chinese online study tour camp.

Implementation of the online Chinese study Tour project of "A Tour to the Water Town of Shaoxing in South China -- Clothing, Food, Residence, Travelling and Art"

In late May 2022, Zhejiang Yuexiu University held a one-week online Chinese study tour camp "A Tour to the Water Town of Shaoxing in South China -- Clothing, Food, Residence, Travelling and Art", with 120 overseas students from Japan, South Korea, Azerbaijan, Thailand, Indonesia and other countries participating in the online course. This study tour is conducted through

several sections including 220 minutes of recorded courses, 7 hours of live courses, two live cultural practices and daily exchange and Q&A with Chinese and foreign students.

Project Description

The recorded courses of this project consists of five sections, which are "Clothing, Food, Residence, Travelling and Art", and in these courses, the famous scenery of Shaoxing is captured. As for the section of "Clothing", the course takes the scene of Asia's largest light textile city trading market and Zhuji Xiashan Lake pearl market, explores the prosperous industry of Shaoxing Keqiao light textile fabric and Zhuji pearl after the reform and opening up, and tells the historical development, functional evolution, aesthetic characteristics of Shaoxing "clothing industry" and its local narrative in the context of contemporary globalization. The section of "Food" takes the scenery of Shaoxing rice Wine Museum and Anchang Ancient town. Starting from the key words of "rice wine, soy sauce, fresh", the students can unlock the password of Shaoxing food industry, and explore the ancient Yue culture and feelings. The "Residence" section takes students to the famous scenic spots in Shaoxing, such as Shen Yuan, Lu Xun's former residence, Cangqiao Zhi Street, etc. From the perspectives of ancient gardens, former residences of celebrities, and modern blocks, the students can appreciate the typical residential buildings of water towns in the South of the Yangtze River, and appreciate the unique Chinese culture behind the "residence". The "Traveling" section takes the view of Bazi Bridge, Shaoxing street and Shaoxing North Railway Station. Through taking the typical unit transportation tools such as Wupeng boat, shared bike and bullet train, the students can feel the historical evolution of "travelling" in the development and change of the times. The courses in "Art" section demonstrate the famous calligraphy shrine in China - Lanting and "Yue Opera Town" in Shengzhou, which can guide the students to feel the beauty of Chinese calligraphy and Yue Opera. The course is filmed by a professional Chinese teacher and two overseas students. Through the travelling and conversation between the Chinese teacher and the overseas students, the daily life of the Chinese people is measured with their steps, and the cultural connotation is conveyed with the language.

The live course and the recorded course focus on the same theme and complement each other, demonstrating Chinese culture from the five

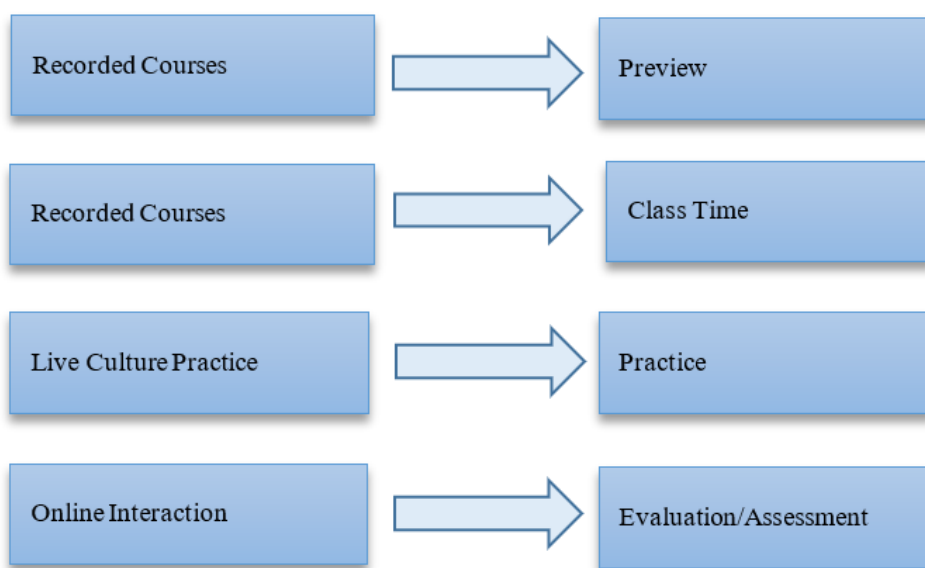
aspects of "Clothing, Food, Residence, Travelling and Art". The live courses allow students to learn Chinese characters, vocabulary and culture on related topics, and combine them with grammar knowledge to improve students' communication skills and enhance their cultural perception. Every day, teachers will assign language and cultural tasks according to the theme of the courses. For example, students are required to introduce the food of their hometown, to introduce their own families, to describe a journey in Chinese, and they record vlogs about their presentations.

The live culture practice takes "Chinese Calligraphy" and "Yue Opera" as practical projects, and professional teachers give on-site teaching, so that students can feel the charm of Chinese culture intuitively on the other side of the screen on the Internet.

The online interaction session is mainly for teachers and students to answer questions and to

provide a communication platform for Chinese and foreign students. Students can ask questions about their Chinese homework and communicate with their language partners. At the same time, the online interaction also holds the related demonstration activities, which helps the students to carry on the homework feedback and to give their own presentation.

The construction of the four major modules follows the general rules of the course. Preview is conducted by recorded courses, in which various cultures are introduced vividly and systematically, interspersed with relevant questions, so that students can think about the video content. The live course is a normal lecture, during which students listen to the lecture with their questions, and the teacher answers the questions after class. The live culture experience is a practical project, taught by professional calligraphy teachers and Yue Opera artists, and the students can truly touch the cultural connotation of these Chinese arts.



Questionnaire Survey of the Project

In order to master the effect and implementation of this project, we conducted a questionnaire survey among 120 students on the internet, and a total of 83 valid questionnaires were collected. There are 16 questions in this questionnaire. The first part includes 14 questions for satisfaction assessment, and the second part includes 2 open questions. The first part of the satisfaction

assessment questions was in the form of a five-point grading system (5= excellent/strongly agree, 4= good/agree, 3= fair/neither agree nor disagree, 2= poor/disagree, 1= very poor/strongly disagree). The average score is the students' score on each option. The higher the score, the higher the satisfaction. The open questions are: 1. What is your favorite theme? 2. Suggestions or opinions on this online Chinese study tour.

Table 1.
Analysis of Satisfaction Evaluation Results

Dimension (score)	Content	Score
Overall Evaluation (4.75)	Overall Recognition	4.75
Recorded Courses (4.81)	Narration	4.80
	Cultural Content	4.78
	Vedio Production	4.85
	Teachers' teaching methods and multimedia use	4.68
Live Courses (4.52)	Content of Courses	4.55
	the Interaction in Class	4.34
Live Culture Practice (4.57)	Content Selection	4.56
	Teaching Mode	4.58
Online Interaction (4.64)	Language and Cultural Task	4.36
	Communication with Language Partner	4.92
Other Aspects (4.47)	Management Service	4.58
	Platform	4.35
Result (4.65)	It not only improved my Chinese language ability, but also gave me a more comprehensive understanding of China.	4.65

The following analysis results can be obtained from the above:

- a. The overall evaluation and effect evaluation of the Chinese online study camp were high. Many students said that the Chinese online study camp was a wonderful journey, which allowed them to know Shaoxing and learn about many local cultures they had never known before. Among the four modules, the satisfaction of recorded courses is the highest, while the satisfaction of live courses is the lowest. Among the individual scores, the score of language partner communication was the highest, and the score of classroom interaction was the lowest.
- b. Participants were generally satisfied with the recorded courses. Through random interviews with relevant students, the students said that this course allowed them to visit the famous scenic spots in Shaoxing online, and through the form of question and answer, they told the story of Shaoxing's clothing, food, residence, art, and raised the issues of concern from the perspective of international students. The course videos are well produced, content-focused and beautiful. The teachers and students speak fluent Mandarin with Chinese and English subtitles. It is a wonderful "online journey". And the course can be played back and watched from time to time.
- c. Live courses have the lowest satisfaction. According to random interviews with relevant students, students think that the live broadcast time is short and the content stops abruptly when it hits its peak. Moreover, due to the problems of platform and network, the online interaction is not ideal, and it is easy to get bored. Although the teaching methods of the teachers were very good and the courseware was very attractive, the classroom activities needed to be changed to keep the students engaged.
- d. The live culture experience also scored very low. Through random interviews with relevant students, the students believe that calligraphy is a very famous Chinese art, and many students have learned it in their own country, and it is related to Chinese characters, so they feel familiar with it. However, people feel very strange to the Yue Opera. Even if they can learn it from the introduction of recorded courses, there is still a cultural gap, and they do not know what is sung and what language is sung.
- e. For online interaction, language partner communication scored very high, but language and cultural tasks scored very low. Through random interviews with relevant students, students think that although the daily language and cultural tasks are to help students to master the key output of language task for each day, the daily tasks are a little similar, boring and heavy, so they have no motivation to complete those tasks. But it's fun to talk with Chinese students about their lives and share current pop culture with them.
- f. In other aspects, students rated management services moderately, but had low satisfaction with their platform experience. Through random interviews with relevant participants, they think that the management services of this study tour camp are in place,

but some details need to be improved. In addition, the platform used for live courses needs to be improved, especially in terms of interaction. Teacher-student interaction and student-student interaction of live courses need to be strengthened.

Results Analysis of Open Questions

Among the five modules of the study tour, the students liked the “Food” module best, and Yue Opera and Chinese Calligraphy enjoy the least popularity among them. Just as it is shown in the previous satisfaction evaluation analysis, as a traditional Chinese art, Yue Opera creates cultural distance among foreign, which also leads to a greater “cultural discount”. When it comes to suggestions, the most frequently mentioned are the requirements for the online platform, hoping to enhance the experience of the online platform and enhance the interaction of the live class. The communication activities with language partners can be enriched, and more online interactive activities of various forms can be organized. The organization and expression form of linguistic and cultural tasks can be changed and diversified.

Advantages and Problems of Online Chinese Study Tour Camp

According to the investigation and analysis of the “A Tour to Shaoxing, a water town in South China--Clothing, Food, Residence, Travelling and Art”, combining with relevant research, the author believes that, as a new study tour activity under the influence of the epidemic, compared with the offline study tour camp, the online Chinese study tour camp has the advantages of abundant digital teaching resources, convenient “teaching” and “learning” experience, and a wide range of audiences. It is a breakthrough of the traditional teaching model and has positive significance. But at the same time, it also faces problems such as the lack of “enthusiasm” of interaction, the lack of practical cultural experience, the difficulty of management, and the uncertainty of network (Anqi, 2021: 76-85).

Advantages

1. Digital teaching resources are abundant.

The Chinese online study tour camp is carefully designed according to the standards of the online study tour camp and the practical need of the students. The rich recorded and live courses (which can be watched back) are used as the main teaching resources to help the students learn Chinese, experience the culture and understand

China in a rich language environment. In addition to the course videos of teaching resources, some study tour camps also provide supporting teaching resources of PPT on various courses and cultural knowledge to provide students with support and help as much as possible, which can provide support and guarantee for their long-term Chinese learning.

2. “Teaching” and “learning” are relatively convenient

The online Chinese study tour camp breaks the time and space limitation and establishes virtual classrooms through online live streaming platforms, enabling teachers and students to carry out teaching and learning in the cloud. Teachers pass on knowledge through the teaching platform, and students can learn language knowledge and Chinese culture on the platform. Teachers and students can communicate and interact without leaving their own homes, which breaks the limitations of time and space. As long as they can choose a good network and relatively quiet environment, students around the world can participate in the learning activities. Students can also take advantage of their fragmented time to study, which meets the learning needs of different levels and different of students.

3. The target audience for this course is broad.

The online Chinese study tour camp does not require students to submit any study fee. Students only need to have a computer or mobile phone and connect to the Internet to learn Chinese in real time. In the previous learning mode, many students will give up the opportunity to participate in the Chinese study tour camp in China due to the fee of air tickets, living expenses and other reasons. So, the teaching mode of online projects had obvious advantages.

Problems

1. Less enthusiasm in online interaction

In the online Chinese study camp, the teachers and students are in a virtual classroom space, which is not conducive to teacher-student interaction. Although the relevant teaching platform provides technical support for teachers to ask questions and students to give responses, the online interaction is less engaging and dynamic, because the two parties are unable to communicate face to face, unable to capture eye, emotional and physical information, and lack a certain “tension”. Since the teachers and students can only rely on screens to interact, students are

prone to slacking off. In addition, it is difficult to implement interesting traditional classroom teaching activities such as games and performances in online teaching, and there is a lack of fun in cooperation between teachers and students and students, which makes the interaction lack of “atmosphere” and reduces students’ learning enthusiasm.

2. Lack of practicality in cultural experience projects

Cultural experience is an important part of online Chinese study tour camp, which is a way for students to quickly integrate into second language learning. As we all know, offline Chinese study tour camps can be very convenient to take students to visit places of interest and historical sites to understand the culture, and they can also carry out cultural practice through various practical experiences, and perceive the culture from the perspectives of taste, smell, hearing, touch and vision. Although students in the online Chinese study tour camp can have cultural perception through video and computer technology, there will be a certain “gap” in the process of cultural perception due to the post-editing and processing of those cultural products, as well as the part of cultural experience that cannot be presented online or practiced by students due to operational problems. Some cultural experiences cannot be presented online or students can’t practice by themselves due to operational problems (Xinnan, 2020: 164-165).

3. More Management Difficulties

Online Chinese language camp has a relatively large number of students, and it is difficult to manage in many aspects because of the lack of face-to-face contact. First of all, the attendance of students is difficult to manage. In live online classes, teachers can manage students' attendance through check-in, interaction and other ways, but it is difficult for teachers to accurately judge whether students are really present, and teachers may lose contact with students at any time once network problems occur. Second, the students’ classroom performance is difficult to manage. Teachers are unable to observe students’ classroom performance and get feedback from micro-expressions and body movements. For some students, the cameras are always turned off for various reasons, making it difficult for teachers to understand students’ class performance and reactions and carry out effective classroom management. Third, the full participation of students cannot be managed. In addition to attending in classes, students also

need to participate in other modules such as watching the recording and broadcasting courses, taking part in online cultural experience activities, giving homework feedback, etc. However, it is difficult to supervise students effectively and ensure their full participation, which is also a big challenge of online study tour camp.

4. Uncertainty in the Network

Based on the actual situation or conditions, teachers or students in the network environment carry out the activities of teaching and learning, and there may be instability in their network environment. In this process, there may be some unexpected situations that interfere with normal teaching activities, such as non-synchronization of audio and picture, blurred picture quality, incoherent sound, and unable to play video. Some students even drop off the line and leave the classroom because of network problems. These situations will interrupt the rhythm of the class, affect the progress of the class, make students miss the content of the class, and thus reduce the sense of experience and gain of the students.

Optimizing the path of Online Chinese Study Tour Camp

Harold Lasswell, one of the founding fathers of communications, came up with the classic “5W” model: Who (the communicator of communication), Say What (the content of communication), In which channel (the media of communication), To whom (the target audience of communication), With what effect (the effect of communication) (Honghui, 2017: 337-338). It explains the mode of communication process and five basic elements: communicator, content, media, target audience and effect. This paper will discuss the optimization path of online study tour to spread Chinese culture from the “5W” model.

A. Communicator: to improve the comprehensive ability of teachers

The communicator is the leader of the whole communication process. As the implementor of Chinese language teaching and the disseminator of Chinese culture, the ability and level of Chinese language teachers will directly affect the effect of Chinese language teaching and cultural communication. In the newly released standard of Professional Competence of International Chinese Teachers, the competence training of international Chinese teachers is defined from five modules: professional knowledge,

professional skills, professional practice, professional development and professional concept.

In view of the special characteristics of online study tours, the author believes that international Chinese teachers should pay more attention to broaden their international vision, improve their skills in classroom management, enhance their abilities of cultural communication and their application of educational technology. Teachers should have a global perspective and have a certain understanding of the history, culture, politics and economy of relevant countries, as well as the situation of Chinese teaching in different countries and regions. In terms of classroom management, the language teachers should not only output class content in a hurry, but also skillfully use platform functions to interact with students, present interesting and efficient online classroom, control the rhythm of virtual classroom, and be able to respond to some problems on the scene. In terms of cultural communication ability, it is necessary to select appropriate cultural content and disseminate it in appropriate ways. This communication is not only a simple output, but also a guide to the cultivation and communication of cultural awareness. Zu Xiaomei has discussed the six roles of Chinese teachers in cross-cultural communication. The Chinese language teachers should change from a simple cultural communicator to a consultant of cultural knowledge, a trainer of cultural skills, a guide to explore cultural significance, a promoter of cultural attitude change, a mediator of cross-cultural communication, and a collaborator of cultural learning. At the same time, they should have the awareness of cultural difference and multiculturalism. In the aspect of educational technology, teachers need to be able to flexibly cope with the selection and use of network signals, teaching software, live broadcast equipment and other problems that will occur in the course of class, improve their educational information technology literacy, and understand the rules of online education (Xiaomei, 2016: 37-43).

B. Communication content: to strengthen the richness and practicality of the learning content

The communication content is the important content in the whole communication process, and it is also the link between teachers and students. During the implementation of the online tour camp, we need to determine what content to spread. More and more people from different

countries and regions want to learn about China's development history and experience through learning Chinese culture, so we need to choose rich and attractive contents for their tour camps (Fei: 2011, 1066-1068). Through the investigation of various colleges and educational institutions, the author finds that most of them focus on the introduction and learning of traditional Chinese culture, folk culture and local culture. However, the author believes that we should also focus on contemporary China. Only by sorting out the context of the transformation from traditional China to contemporary China can learners get a real cultural understanding and generate a sense of closeness and identity. Secondly, in addition to culture, we should also introduce the contents of economy, diplomacy, people and other aspects, so as to present a rich and diverse China to the students, and help them get a real picture of the Chinese path, wisdom and experience (Xiaohui, 2010: 109-110). The author once participated in an online study tour camp of an Indonesian university. The camp invited the famous Indonesian Chinese and founder of Fireboat Coffee, Dehui Wu, to introduce his entrepreneurial history. At the same time, it also integrated the history of Indonesian Chinese and the struggle history of Chinese organizations, which could arouse the interest of the participants and enrich the content of the study tour camp. Thirdly, we should combine the characteristics of the online study tour camp with continuous exploration, so that students can have a high sense of operability and experience in cultural experience.

C. Communication channels: to ensure the effectiveness of communication

There are two kinds of channels. The first one is the hardware channel. We need to test more relevant platforms and test different platforms for different requirements. The platforms used for recording courses, live courses, online activities, communication with language partners, daily notification and contact should be arranged according to the learning objectives. At the same time, we should actively explore the introduction of artificial intelligence (AI), virtual reality (VR) and other science and technology, to promote the situational, practical and even gamification of online Chinese teaching and cultural experience. The other channel is the soft channel. We should adopt more international ways of expression, use communication rules that are easy for international audiences to understand and accept, find common ground among differences and bridges between distances, so as to further deepen exchanges and communications between

different civilizations. Therefore, it should not be spread in the form of one party, but should be shared through different ways of “cultural collision” (Xun, 2007: 168-170). We can listen to the voice of students through essay contest, short video, round table meeting, poetry reading, literary performance, debate competition and other forms to encourage students to express their views on China, their country and the world. Although the online study tour usually does not last long, it should plan and compile relevant e-books according to the theme as much as possible, provide relevant reading materials and background materials for students, and act as a “guide” for students to contact with relevant culture. In addition, by cultivating online classrooms or virtual communities with mutual learning partners, the interaction between teachers and students or communications between students can be increased, thus, the presence, conversation and practice of online Chinese teaching can be improved (Xiaolong, 2018: 242-243).

D. Communication Target Audience: to do a good job of student analysis

We should mobilize multiple resources for enrollment and publish the content through the official website and official micro-blog of the university, and actively contact with overseas cooperative colleges and universities to attract more foreign students and expand the target audience. Students should be classified, focusing on their emotional needs, knowledge needs and development needs. Students can be classified from different perspectives such as country, learning motivation and goal requirements, and relevant plans can be adjusted according to the different demands of students. At the same time, we should do a good job of comprehensive research on the national conditions of the countries where the trainees are located, as well as the political, economic, cultural and other aspects of the countries and regions, so as to find out the common values and common ideas between us and the target countries and to prevent cultural conflicts and conceptual differences. According to conditions of different students, the overall management of online study tour camp should be well arranged. How to help students adapt smoothly, how to motivate students to complete learning tasks, and how to adjust related problems and contradictions are all based on the study situation analysis of students. Based on the above analysis, when designing the content of online learning camp, teachers and participants can jointly design part of the teaching content or activities to enhance

students’ sense of cultural experience and participation, which can effectively stimulate their interest in Chinese culture and deepen their understanding of Chinese language and Chinese culture (Xiao, 2021: 1-12).

E. Communication effect: to emphasize the evaluation and effect of communication

For the improvement and perfection of the future online teaching projects, the evaluation and feedbacks of the teaching effect should be gathered and analyzed carefully. In the process of online Chinese study tour camp projects, we should pay close attention to the reactions, status and suggestions of campers, and adjust the project content in time according to the status and suggestions of students, so that the study tour camp has a certain flexibility. After the end of the camp, attention should be paid to collecting the feedback and evaluation from teachers, head teachers, teaching assistants, students and language partners. The satisfaction survey of students on the study tour camp can be carried out through questionnaires, personal interviews, group discussions and other forms, so as to put forward optimization suggestions for future work. These feedbacks and evaluation results are not only the outcome of the four elements discussed above, but also valuable wealth for the improvement and optimization of the online study tour camp, and they can provide suggestions for future work. For example, through the questionnaire survey and personal interview of the online study tour camp “A Tour to Shaoxing, a water town in South China--Clothing, Food, Residence, Travelling and Art”, we can clearly understand the problems existing in the camp’s live courses, the selection of online teaching activity platforms and the cultural experience content. In this way, we can better plan the design of live courses, the selection of online teaching activity platforms and the optimization of cultural experience content, so as to provide better service and experience for students.

Conclusion

The International Chinese language education is a stage for us to contribute our Chinese wisdom to the world. With the advent of the 5G era, Chinese online teaching and Chinese online study Tours may become the norm in international Chinese education even after the end of the pandemic. Therefore, on the basis of existing research, we need to strengthen the research and practice of all aspects of online study tour camp, create wonderful online study

tour camp for Chinese language lovers around the world, and provide more people with the opportunity to learn Chinese language and perceive Chinese culture in the target language environment without leaving their own home. At the same time, we should also make full use of this new carrier to present China in a vivid, three-dimensional, comprehensive and objective manner, and effectively spread the fine traditional Chinese culture, local culture and the Chinese spirit in the new era.

As is discussed in the book *Cross-cultural Communication*, "The barriers to human understanding and communication must be overcome by the impulse (to communicate), the growth of knowledge and the tolerance of different cultures." When this is reflected in the teaching of Chinese as a foreign language, it can be understood as follows: Chinese teachers need to continuously stimulate learners' interest in communication, disseminate all aspects of China through effective channels, and continuously improve learners' language knowledge and communicative ability. When excellent traditional Chinese culture is effectively integrated in language teaching and effective interaction between teaching and learning is realized, the online study tour camps can not only enhance cultural tolerance of teachers and students in the process of language teaching, but also overcome cultural communication barriers and realize the effective dissemination of Chinese culture (Jing, 2021: 190-192).

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