Research on the Construction and Use of Teaching Case Database of Teaching Chinese to Speakers of Other Languages

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Abstract. It is necessary to build a convenient and orderly case library resource website in the training of the Master of Chinese to Speakers of Other Languages. The website is a systematic case information comprehensive management and application platform for the case teaching of the Master of Teaching Chinese to Speakers of Other Languages. The website effectively integrates and utilizes various case resources to better serve case teaching. The development and research of case resources in the field of international Chinese teachers education is a meaningful supplement to the theory and practice of teaching Chinese as a second language, and it will also be of certain help to the training of Chinese international education talents and curriculum reform. The construction and development of the case library website can better serve the case teaching of the master course of Teaching Chinese to Speakers of Other Languages which has certain applied research value.

1. Introduction

In the context of the international Chinese teaching boom, international promotion of Chinese language faces new challenges and opportunities. Since 2007 the Academic Degrees Office of the State Council approved the establishment of the Master's Degree in Teaching Chinese to Speakers of Other Languages (MTCSOL), the Masters of Teaching Chinese to Speakers of Other Languages developed by universities has become the backbone of overseas Chinese teachers. In the revised version of the "Teaching Chinese to Speakers of Other Languages Full-time Master's Courses for Full-time Guidance Courses" issued by the State Office of the State Council in 2009, the teaching method of the MTSCOL professional course clearly stipulates: "The methods of team learning, case analysis, field research, simulation training, etc. Strive to make graduate students exposed to more than 100 different types of cases in the course of the course, improve teaching skills and adapt to foreigners ". As far as the current situation is concerned, the case teaching in the training of the Master of Teaching Chinese to Speakers of Other Languages is mostly scattered analysis and discussion of some basic concepts and meanings. There is still no in-depth theoretical research and systematic practical application results. Case teaching research in the field of Teaching Chinese to Speakers of Other Languages has just begun and it faces certain challenges in both theoretical and applied research.

As a new major in the field of international Chinese language teacher training, the history of MTCSOL major training is still very young and a relatively mature professional discipline training system has not yet formed. There is still too much space for exploration and development in the subject curriculum setting and training concepts. At present, many training colleges are committed to seeking the best training methods and models.

The Master of Teaching Chinese to Speakers of Other Languages is an emerging professional training program for international Chinese teachers. The goal is to "abilities of proficient Chinese as a second language teaching skills, good cultural communication skills, and intercultural communication skills. High-level, application-oriented, compound-type, and international specialized talents for teaching tasks. "The main advantages of case teaching method are to attach importance to the combination of theory and to practice, and to attach importance to the cultivation of professional and to vocational ability. It is a very meaningful attempt to apply the construction of the case database to the training of the master of Teaching Chinese to Speakers of Other Languages.
2. The Importance of the Construction of Teaching Case Database for Majoring of Teaching Chinese to Speakers of Other Languages

The case teaching method was first introduced in 1920 and it has been implemented in Harvard Law School and Business School and has achieved remarkable teaching results. In the following decades, case-based teaching methods have been used in professional education fields including law, business and medicine.

Case teaching also called case method teaching and is under the guidance of teachers and according to the purpose of teaching. A large number of use cases, through the analysis and discussion of the case to improve the students’ actual management level and ability. It is a new management teaching method different from traditional management education.

In teacher education, case teaching method is a teaching material based on events in real teaching situations. It encourages learners to express opinions and listen to different points of view, analyzes the problems and dilemmas intertwined with the case and finally produces a solution to the problem. Case-based teaching methods are based on real-life cases. Materials used in case-based teaching methods are generally based on real-life events. It is processed and integrated by specialized case writers in order to restore the real situation as much as possible. Learner becomes the master of learning. It emphasizes that the interaction between teachers and students is different from traditional classroom teaching. The case teaching method encourages students to participate actively and promotes the equal relationship between teachers and students. The goal is to allow learners to think independently and discuss the best solution together. The case teaching method that values the comprehensive ability of students does not provide standard answers (some provide the best solutions). It is to guide students to find problems, analyze problems from multiple angles, and make judgments and decisions.

International Chinese teachers not only need to have basic Chinese teaching ability and teaching monitoring ability, but also have tolerance for foreign cultural customs, religious beliefs and good intercultural communication and communication skills. In addition, there are many problems in international Chinese teaching that have no clear solution and can be viewed from multiple perspectives. They also require that international Chinese teachers be flexible and respond quickly to teaching difficulties. These are difficult to achieve in traditional lectures. Many teaching principles have different corresponding modes in specific practice. It requires multiple operations and multiple reflections, and can only be truly understood by summing up lessons learned. At present, International volunteer Chinese teachers are the backbone of Teaching Chinese to Speakers of Other Languages in China. Volunteers can gain indirect experience through case teaching methods, understand how to teach a specific knowledge point, to what teach it and understand how to respond to a specific situation or what behavior is inappropriate. Then their teaching efficiency will be greatly improved after going abroad.

3. The Steps and Methods of the Construction of the Teaching Case Database of the Teaching Chinese to Speakers of Other Languages Major

3.1 Preparation

The goal of the International Chinese Teaching Case Database is to integrate case resources and integrated operations which need to be carried out under a detailed planning and arrangement in order to continue in a planned and step to wise manner. A master plan for the construction of a case library should be formulated according to his own situation and the needs of teaching work. It should include the following: the long-term goals and construction principles of the case library construction, the general idea of case library construction, the subject or course covered by the case and the scope of the focus, case library construction team and division of labor, clear responsibilities and establish incentive management system, budget and funding guarantee schemes and progress control methods, etc.

The collection of case materials is a prerequisite for writing a case. To write a good and qualified case, it must be based on sufficient materials. How to collect and the source of the collection need
to be planned and the process of casually collecting or recording a course can be used as case material. Methods of collecting material in addition to recording personal experience include: Interview method and survey method and observation method. These methods are mainly focused on investigation report cases. Collection sources include: teaching and management experience of front-line international Chinese teachers, internship experience in Teaching Chinese to Speakers of Other Languages and academic literature related to Chinese teaching. Collect relevant required data through a field survey of a teaching organization or group.

3.2 Case Writing

Although there is no unified process and paradigm for the writing and editing of international Chinese teaching cases, the author's preliminary analysis of the available cases in the last chapter can give a simple understanding. In this section, the author will put forward a detailed writing process and use case analysis as the basis for research, hoping to get a more reasonable case writing paradigm.

There is no uniform format for case writing due to the variety of types and its presentation can also be flexible. For example, the length is uncertain and the integrity is uncertain. However, some general requirements for case writing must be followed to highlight the case specialty.

Regarding a good case standard, American academic Clyde Freeman Herreid believes that there are the following points:

(1) A story should be told, and the time, place, characters, etc. It should be displayed according to a certain structure.
(2) Focus on a central issue.
(3) Describes real-life scenarios.
(4) Make readers feel immersive.
(5) It should include materials quoted from the objects reflected in the case.
(6) Need to propose solutions to difficult problems and evaluate the existing solutions Decision.
(7) Be able to reflect the complexity of teachers' work and reveal the inner world of characters.

International Chinese teaching case standards draw heavily on these standards and are largely the same. Some scholars have summed up on this basis. It is particularly pointed out that "cases must be useful in pedagogy, which can lead to discussion, thinking and multi-angle analysis." Each teaching case should clearly indicate its usefulness in teaching and it is best to explain a theory. It was also stated that "it must be problem scenarios which can include contradictions and conflicts." Controversy is the cornerstone of a good case for discussion and conflict enables students to think and debate. So the case is different from the example. The example is mostly a solved problem. It can be classified as a case, But it cannot represent the mainstream of the case. A good case requires students to handle it by themselves, instead of copying the experience of others. Some scholars emphasize the facts presented in the case and also suggested that several types of errors should be avoided when writing the case. For example, too much pursuit of the case's demonstration and singularity, too much generalization or too much detail, the author's tendency to write is too obvious and the result is too strong. There are no certain rules for the standards of international Chinese teaching cases, but to be a good case, it is best to meet the above standards in order to cause learners to think from multiple angles.

3.3 Review and Storage

After the revision of the first draft of the case is completed, a qualified case needs to be selected for inclusion in the case library. A standardized review system is essential and the characteristics of a good case can provide a reference. We can also establish a reasonable evaluation index. The Sheryl Institute for Quality Education in Pennsylvania, USA provides an evaluation framework, listing seven indicators for evaluating teaching cases. These seven indicators are set for teaching cases and they can be used as a reference for international Chinese teaching cases and limit the characteristics of the cases.
4. The Use of Teaching Case Database of Teaching Chinese to Speakers of Other Languages Specialty in Teaching

On the basis of teaching experimental research, further improve all aspects of case teaching, continuously carry out teaching experiments, modify the case to the best and conduct regular case teaching effect evaluation surveys. The system should be more complete, increase the learner's instant discussion area for learners to conduct multi-person discussions and also help managers update the case base in real time. Strengthen the theoretical study of cases, learning from more advanced case study methods from abroad, conducting in-depth research on the paradigm of international Chinese teaching cases and further developing the investigation of cases and case libraries in domestic Chinese master education colleges.

In the field of Teaching Chinese to Speakers of Other Languages, some scholars have started to study the case teaching, but have not obtained in-depth and systematic research results. The main problems: First, there is a lack of specially developed case resources for teaching and a well-formed and complete case library system. The number of cases that can be used for classroom teaching is seriously insufficient, especially the typical and scientific cases. Secondly, as to how to develop, collect, integrate, evaluate, and use teaching cases in the field of Chinese international education, there is still no systematic research method and scientific evaluation system.

It is necessary to build a convenient and orderly case library resource website in the professional training of Teaching Chinese to Speakers of Other Languages Master. Provide a systematic case information comprehensive management and application platform for case teaching of the Teaching Chinese to Speakers of Other Languages Master course. Effectively integrate and utilize various case resources to better serve case teaching. The development and research of case resources in the field of international Chinese teacher education is a meaningful supplement to the theory and practice of teaching Chinese as a second language and it will also be of certain help to the training of Teaching Chinese to Speakers of Other Languages talents and curriculum reform. The construction and development of the case library website can better serve the case teaching of the master course of Teaching Chinese to Speakers of Other Languages which has certain applied research value.

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