Analysis and Improvement Suggestions of Satisfaction Survey on Classroom Teaching of Chinese as a Foreign Language

Yuting Wang
Jungwon University, Goesan, South Korea.

Abstract
Through the understanding of satisfaction, the actual situation of teaching Chinese as a foreign language and the learning status of students in colleges and universities can be comprehensively reflected, and then on the basis of in-depth excavation of teaching characteristics, the improvement of teaching quality can be promoted and the international competitiveness of colleges and universities can be enhanced. Based on this, this paper comprehensively uses literature review, random sample survey, questionnaire survey, interview and data analysis to investigate the satisfaction of teaching Chinese as a foreign language, and based on the existing problems, from the school level: multiple measures to promote the improvement of school quality; teacher level: diversified development to promote the improvement of teaching standards; Student level: correct learning motivation, diligent and enterprising, Sang Weiwei put forward suggestions for improving the satisfaction of teaching Chinese as a foreign language.

Keywords
Teaching Chinese as a foreign language, satisfaction, elevate recommendations

With the deepening of China's opening to the outside world, the implementation of the special "One Belt and One Road" strategy, cultural exchanges between China and various countries and regions in the world have become more and more frequent, more and more foreigners have a strong interest in Chinese culture, and more and more people are learning Chinese, which has greatly promoted the development of Chinese as a foreign language education. How to highlight the advantages and characteristics of international education and play the "international card" well is very important for the improvement of the international competitiveness of colleges and universities and the improvement of the effect of teaching Chinese as a foreign language. Teaching satisfaction is an important way and means to evaluate and feedback the teaching effect and promote the improvement of teaching quality. Through the understanding of such effective and simple quality indicators as satisfaction, the actual situation of teaching Chinese as a foreign language and the learning status of students in colleges and universities can be comprehensively reflected, and the expectations and needs of international students in teaching Chinese as a foreign language can also be truly reflected, and then on the basis of in-depth excavation of teaching characteristics, the improvement of teaching quality can be promoted and the international competitiveness of universities can be enhanced (Wu Xiaoli, 2021).

1. Research objects
Based on satisfaction theory, this study takes the satisfaction of teaching Chinese as a foreign language in universities as the research object, and aims to present the overall evaluation and accumulated satisfaction of international students
in learning Chinese as a foreign language from a quantitative perspective.

2. Research methods

(1) Literature Access Law
In the process of research of this paper, through the retrieval of relevant literature in libraries and CNKI, the common problems in related research and the "personality" research in teaching Chinese as a foreign language are summarized, so as to provide corresponding reference and reference for this research.

(2) Random sampling survey method
In the process of this study, the survey of international students at different levels of learning Chinese as a foreign language is carried out, because the scale of graduate students, undergraduate students and language students related to Chinese is quite different, so in the process of this study, the random sampling survey of unequal probability is used to investigate and empirically explore international students at different levels (Pu Xianyan, 2022).

(3) Questionnaire survey method
This study uses the questionnaire survey method to conduct questionnaires from different dimensions to understand students' expectations of classroom teaching, the quality of teaching and the degree of perception of learning quality, etc., so as to provide first-hand data and information for this study.

(4) Interview method
In order to better understand the satisfaction of international students in teaching Chinese as a foreign language, this study also adopts the interview method to understand the feelings of international students in terms of classroom satisfaction.

(5) Data analysis method
In this study, SPSS23.0 data analysis software was used to analyze the obtained data, which provided the data basis for this study.

3. Research results and analysis

Based on questionnaires and interviews, this study was based on the satisfaction of "student expectations"; The results of the survey were as follows: teacher literacy satisfaction, teaching content satisfaction, teaching organization satisfaction, teaching method satisfaction, teaching environment satisfaction, and self-learning satisfaction (Yan Jiannan, 2022).

(1) Satisfaction with "student expectations"
From the perspective of satisfaction with "student expectations", it mainly covers three aspects: expectations for teaching mode and teaching content, expectations for teachers' teaching level and sense of responsibility, and expectations for the practicality of courses. According to the survey, the expectations of studying abroad in terms of teachers' teaching level, sense of responsibility and practicality are the same and the highest, at 88.16%, while the expectations for course content are the lowest, accounting for 75.68%. However, in terms of average, the average expectation of curriculum practicality was the highest at 4.28, followed by the average value of teaching level and responsibility of teachers, with an average of 4.21, and the lowest average expectation of course content at 3.92. It can be seen from this data that the data shows that international students' expectations of whether the course can be applied and the expectation of the responsibility of Chinese teachers are the most expected of whether the course is practical. Through interviews, it was learned that international students are eager to get the attention of teachers in the process of learning, believing that teachers' continuous attention can promote them to better maintain their interest in learning, and to a certain extent, they also reflect high expectations for teachers' sense of responsibility (Zhou Pinxu, 2021).

(2) Teacher satisfaction with literacy
According to the survey, 70.12% of international students showed high satisfaction in the survey on teacher literacy, but showed relatively low satisfaction in the level of cross-cultural communication of teachers. From the questionnaire results, it can be seen that the factors of cross-cultural knowledge reserve, empathy ability and intermediary language ability have an important impact on the level of intercultural communication of teachers. For example, individual teachers have deficiencies in learning situation analysis and fail to adopt differentiated teaching methods, resulting in poor teaching results; Some teachers have relatively obvious stereotypes of African students; There is room for improvement in the capacity to deal with conflict issues, among other things (Shi Yanhong, 2022.).

(3) Satisfaction with teaching content
According to the survey, the majority of international students' evaluations of teaching content satisfaction surveys are above average, but they are the least satisfied with the question of whether the curriculum is coherent and complete, and meets the needs of students. Some international students believe that in their Chinese learning, they do not feel the
prominence of the characteristics of Chinese language teaching, which requires teachers to pay attention to whether the practicality, completeness and coherence of the course content are in line with the needs of students, and adjust accordingly according to the existing problems.

(4) Satisfaction with teaching organizations
In terms of teaching organization, the satisfaction of international students is relatively high, getting 90.21%, which shows that students are very satisfied with the teaching organization, teachers can be able to go to and from class on time, and the time control is more reasonable, but there is still room for improvement in opinion collection and management methods.

(5) Satisfaction with teaching methods
As can be seen from the survey, there is a big difference in the satisfaction of international students in terms of teaching methods. Among them, "teachers can use different teaching methods in the teaching process" has the highest satisfaction, at 83.98%; "Teachers can provide corresponding guidance according to their cultural background, personality habits and mother tongue characteristics" was the lowest satisfaction, at 35.42%. It can be seen that whether teachers can adopt differentiated teaching methods in teaching has an important impact on students' expectations, and has a direct impact on whether students can absorb knowledge well, thus affecting their expectations. The single teaching method will cause students' interest to be low, especially in grammar and reading classes. Different groups of students have different learning needs, which require teachers to have differences in teaching methods and increase interaction, only in this way can they better mobilize students' enthusiasm for learning. For example, language students are mainly designed to be able to quickly master oral communication and Chinese; Undergraduates look forward to learning about Chinese culture in depth and breadth; Graduate students have more prominent needs in terms of familiarity with Chinese knowledge (Mao Zhiling, 2022).

(6) Satisfaction with the teaching environment
From the teaching environment satisfaction survey, it can be learned that international students have the highest evaluation of "teacher-student relationship", which is 80.12%; For "comfortable and quiet teaching environment", the satisfaction was the lowest, at 70.36%, which shows that international students are more satisfied with the teacher-student relationship, but from the creation of teaching environment needs to be improved. Whether the seats are fixed, whether the students are punctual, whether the teaching equipment is stable, whether the classroom hygiene is clean, etc. can all be factors that affect the satisfaction of the teaching environment (Peng Yiwei, 2021).

(7) Students' self-assessment of satisfaction
From the perspective of students' self-evaluation satisfaction, the proportion was 72.86%. Among them, the highest score of "correct learning attitude" was 78.12%, followed by "active thinking and active speech in the classroom", with a score of 78.06%; The lowest scores were given in "high class attendance, rarely lateness, early departure, and absenteeism", which reflected the poor attendance of students. Compared with the attitude of learning, students complete their homework more generally.

4. Suggestions for improving the satisfaction of teaching Chinese as a foreign language
Based on the above survey results, students' "dissatisfaction" in teaching Chinese as a foreign language classroom and students' own learning conditions, this paper suggests to improve teaching and learning from three levels: schools, teachers and students.

4.1 School level: multiple measures to promote the improvement of the quality of schooling
In view of the current problems such as insufficient curriculum practicality, insufficient teaching internship opportunities, insufficient attention to teaching quality evaluation and lack of practice platforms, as universities, we should pay attention to strengthening the synergy between departments and building a synergy for education. Strengthen internal and external communication and teaching evaluation, so as to promote the improvement of the quality of teaching Chinese as a foreign language and enhance students' satisfaction with the classroom teaching of Chinese as a foreign language.

(1) Strengthen the synergy between departments and build a synergy for educating people
In order to better improve the atmosphere and quality of teaching Chinese as a foreign language, it is indispensable to strengthen the coordination and linkage between departments, for example, we should strengthen the coordination and linkage between international colleges, do a good job in managing the attendance rate of international students, review their illegal employment and other negative factors, so that possible unfavorable factors in teaching can be avoided to the greatest extent. At the same time, we should also attach importance to and announce the links between departments, use various external propaganda platforms to strengthen the publicity of Chinese language-related aspects, and publicize
the excellent teaching results, the demeanor of students and teaching style in teaching.

(2) Strengthen internal and external communication and promote the improvement of teachers' teaching literacy

Teachers are the main body of classroom teaching activities, and how to teach literacy has a direct impact on students' satisfaction with teaching Chinese as a foreign language, which requires that colleges and universities should provide opportunities for teachers to communicate internally and externally. First of all, schools should create opportunities for teachers to communicate internally and enhance the theoretical literacy and practical ability of young Chinese teachers through old and new methods. Secondly, it is necessary to continuously improve the evaluation mechanism of Chinese teachers' internship, truly combine teachers' internship with teaching evaluation, and ensure the implementation of the internship teacher's listening system and internship assessment. Finally, it is necessary to actively create an external communication platform for teachers. Different schools have different characteristics in teaching, have accumulated a lot of excellent teaching and management practices, if they can strengthen communication with each other, they can learn from each other, learn from each other's strengths, and promote the improvement of teachers' teaching ability and literacy.

(3) Strengthen teaching evaluation and promote the improvement of teaching quality

First of all, as a university, we can set up a supervision and assessment team for teaching Chinese as a foreign language classroom to implement the main body of teacher and student evaluation in teaching, clarify the evaluation goals and evaluation standards, and attach importance to evaluation feedback, so as to build a systematic and efficient teaching evaluation supervision system. Secondly, based on the actual situation of the university and the learning needs of students, we should build a dynamic evaluation mechanism, refine the details of the evaluation plan, update and optimize the teaching plan and teaching resources through regular or irregular teaching evaluation, and promote the continuous improvement of the quality of teaching Chinese as a foreign language.

4.2 Teacher level: diversified development to promote the improvement of teaching standards

First of all, it is necessary to understand different national conditions and carry out differentiated teaching. To improve the teaching effect, the most basic thing is to do a good job in the analysis of the learning situation, for international students learning Chinese language, the analysis of the learning situation is first to understand their national conditions. Therefore, as a teacher of Chinese as a foreign language, based on feasibility, you can understand the national situation of different groups of international students, understand their economic development, lifestyle, cultural customs, etc., so as to carry out targeted teaching on the basis of understanding the culture of different countries. Secondly, teachers can make full use of short-term group resources to dig deeper into the learning characteristics and learning methods of students from different countries, and flexibly apply them to teaching. Third, it is necessary to continuously accumulate teaching experience and promote the improvement of cultural awareness. It is necessary to correctly view cultural conflicts, correctly understand the management attributes of classroom teaching, flexibly transform cultural conflicts into teaching resources, and adopt reasonable ways to tolerate conflicts. Finally, it is necessary to make flexible use of teaching resources to enhance students' understanding of Chinese culture through the second classroom. As a teacher, you can make full use of resources inside and outside the school, enrich practical activities, and let students better understand Chinese culture through diversified club and cultural resources such as calligraphy, painting, and tai chi, and then help Chinese language learning.

4.3 Student level: correct learning motivation, diligent and enterprising

As an international student, to learn Chinese language courses well, you should also restrict your own behavior and set strict requirements on yourself, so as to promote the improvement of comprehensive quality. To this end, first of all, you should strictly abide by the relevant teaching management regulations of the school, and you should communicate and ask for advice with classmates and teachers for problems that you do not understand or are not familiar with. Secondly, we should be fully aware of the differences between Chinese culture and our own culture, actively adapt and integrate into the new environment, and better understand and adapt to the Chinese teaching model through self-adjustment and more study. Finally, it is necessary to independently participate in various social practices and activities, thereby enhancing the understanding of Chinese culture and society, forming cultural identity, and paying attention to the combination between Chinese language learning and self-development, clearly positioning and planning, only in this way can we more effectively improve our own learning effect and better master and skillfully use Chinese language (Zhao Minwen, 2019).

5. Epilogue

Teaching satisfaction is an important way to improve teaching quality and learning effect, as a college teacher, under
the premise of fully understanding the evaluation of Liu students in the classroom teaching of Chinese as a foreign language, corresponding measures should be taken to promote the improvement of teaching quality and effectiveness, and improve students' satisfaction with classroom teaching of Chinese as a foreign language.

References


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