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**Research on the Construction of Chinese Teaching Mode for  
Vietnamese Students Studying in China from the Perspective  
of New Quality Productivity**

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**Abstract**

*As China's economy and international standing have burgeoned, nations worldwide have increasingly focused on fostering amicable and cooperative relations with China. Consequently, the significance of the Chinese language in global exchanges has intensified. In response, higher education institutions in China have diligently endeavored to establish platforms that accelerate the dissemination of the Chinese language globally, catering specifically to international students. This paper*

*draws on a longitudinal study of Vietnamese students at Honghe University, encapsulating their experiences in learning Chinese. It proposes an initial teaching model tailored for international learners of Chinese and conducts a thorough analysis of the enhanced productivity in language acquisition. Utilizing the strengths derived from this new educational productivity, the study further refines and enhances the initial model. The culmination of this research is the development of a comprehensive teaching framework for Vietnamese learners of Chinese at Honghe University in China, viewed through the lens of innovative educational productivity.*

**Key words:** New Quality Productivity, Vietnamese Students, Chinese learning, Teaching Model, Chinese language

## Introduction

Language is the best key to understanding a country. With the continuous progress of China's opening-up and the continuous improvement of its comprehensive national strength, the global "Chinese fever" is heating up, and the development of international Chinese education has achieved fruitful result.<sup>1</sup> In 2023, the 62nd issue of the China's Ministry of Education Briefing clearly pointed out the need to expanding external communication channels, innovating digital international Chinese teaching models, creating Massive Open Online Courses (MOOCs) such as Business Chinese and Chinese Culture, and further meeting the learning needs of overseas students. According to the data released by the 2023 World Chinese Language Conference Observation, there are approximately 20000 Chinese language learners in Cameroon at various stages of education.<sup>2</sup>

The Saudi government includes Chinese as the second official foreign language in its teaching curriculum and conducts Chinese language teaching in public and private secondary schools nationwide, offering two Chinese classes per week; The number of Chinese language students enrolled in Vietnam is increasing tenfold, and

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<sup>1</sup> Ministry of Education Ministry of Education Briefing [2023] Issue 62- University of International Business and Economics leverages its unique advantages to actively serve the opening up of education in the new era. [EB/OL]. [http://www.moe.gov.cn/jyb\\_sjzl/s3165/202312/t20231227\\_1096280.html](http://www.moe.gov.cn/jyb_sjzl/s3165/202312/t20231227_1096280.html)

<sup>2</sup> Zhang Kaiwei, "Interview: Interest in Learning Chinese Skyrocketing in Cameroon - People's Daily Online," [http://en.people.cn, September 29, 2023, http://en.people.cn/n3/2023/0929/c90000-20078660.html](http://en.people.cn/n3/2023/0929/c90000-20078660.html).

currently, only 30% of the local demand can be met by suitable places for learning Chinese.<sup>3</sup> It can be seen that building a Chinese language teaching model for Vietnamese students is not only a practice of promoting Chinese culture but also a practical way to address the demands of Vietnamese students for learning Chinese.

For instance, Hubei has implemented 18 initiatives designed to foster original and disruptive technological innovation, secure advancements in crucial technologies, and enhance the application of technological breakthroughs. These measures are intended to expedite the development of new, high-quality and productive capacities. Concurrently, China's shipbuilding industry is advancing towards the mid to high end by persistently cultivating new quality productivity through ongoing technological innovation. At the 2024 National Language and Writing Work Conference, Chen Jie, Deputy Minister of Education and Director of the National Language Commission, emphasized the strategic importance of these new productive forces.<sup>4</sup> He stated that enhancing these forces provides a fresh impetus for language and writing tasks, aligning with the broader goal of transforming China into a leader in education. This shift underscores a renewed commitment and responsibility towards language and writing in the contemporary era. It is evident that innovation within these new productive forces is pivotal; it necessitates a departure from traditional industrial growth models and embraces high-tech, high-efficiency, and high-quality characteristics that reflect the sophisticated nature of modern productive forces and align with contemporary developmental ideologies.

This article posits that by capitalizing on the attributes of high technology, high efficiency, and high quality inherent in new productive forces, it is feasible to address the challenges associated with the scarcity of Chinese learning facilities for international students. Central to this research is the inquiry: How can the advantages of new quality productivity be harnessed to develop an effective teaching model for Chinese language acquisition among international students?

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<sup>3</sup> China Education Daily Chinese Serving the World and Leading the Future with Openness - Outlook on the 2023 World Chinese Conference [EB/OL]. [http://www.moe.gov.cn/jyb\\_xwfb/s5147/202312/t20231211\\_1094074.html](http://www.moe.gov.cn/jyb_xwfb/s5147/202312/t20231211_1094074.html)

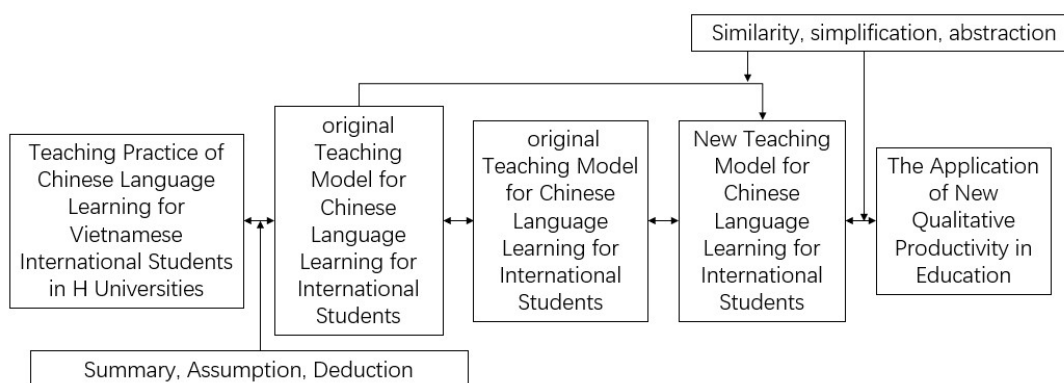
<sup>4</sup> "2024 National Language Work Conference Held in Beijing - Ministry of Education of the People's Republic of China," en.moe.gov.cn, April 5, 2024, [http://en.moe.gov.cn/news/press\\_releases/202404/t20240406\\_1124205.html](http://en.moe.gov.cn/news/press_releases/202404/t20240406_1124205.html).

## Research Design

### Research Ideas

Patterns in scientific research typically involve a systematic approach to operation and reasoning, designed to solve specific issues by replicating the prototype object under abstract, simplified, and hypothetical conditions. Based on practical experience, these patterns can be consolidated, combined, and utilized to develop theoretical models through methods such as analogy, deduction, and analysis. Furthermore, these patterns can be established, validated, and even reconfigured through further exploration.

The core concept of this article is to construct a Chinese language learning and teaching model for international students, grounded in new quality productivity. This involves summarizing the educational practices of Vietnamese international students at Honghe University and proposing a prototype model for Chinese language learning and teaching. By drawing on practical experiences of applying new productive forces in education, we can utilize analogical reasoning, deductive logic, and analytical methods to enhance this model. The specific research methodology employed is outlined in Fig 1.



**Figure 1: Research Roadmap**

**Source: Developed by author**

### Research Methods

This article employs a combination of literature analysis and case studies to explore its research questions. It begins by collecting, organizing, and analyzing pertinent literature on the educational application of new quality productivity to accurately identify the research object and gather practical experiences. These insights will offer valuable perspectives and evidence for revising and enhancing the prototype for a Chinese language learning model for international students. In social science research, case analysis is a popular method for exploring complex social issues with intricate backgrounds. It's particularly useful when studying situations that are difficult to control or manipulate.

This study aims to develop a more effective Chinese language teaching model for Vietnamese international students in China, leveraging the complexities of “new productive forces” as a key element. By analyzing these forces through in-depth case studies, the research seeks to refine and improve a teaching model prototype. The intricate nature of “new productive forces” necessitates detailed information, making case studies a well-suited research method.

Since the 2023 introduction of “new quality productivity,” its practical applications have been limited. Therefore, detailed investigation through individual and cross-case analysis is crucial. This approach allows us to synthesize findings across multiple instances, enhancing the model's reliability and applicability.

Case analysis is a fundamental method for extracting general principles from specific cases, a process that aligns with the empirical philosophy's emphasis on observation and experience in knowledge development.

Consequently, the research methodology outlined in this paper follows a dynamic and iterative process: collecting data, analyzing the data, gathering more data, and conducting further analysis. This cycle is designed to progressively refine and substantiate the teaching model for Chinese language learning among international students, culminating in a robust and reliable framework.

The analysis of the application of new quality productivity in education within this article unfolds in four distinct steps:

Firstly, it is crucial to precisely identify the research object. In this case study, new quality productivity has been designated as the research object, with a focus on its implementation in educational settings.

Secondly, the study must delineate the central issues. For this research, the pivotal concern is leveraging the educational application of new quality productivity to redesign the prototype of a Chinese language learning model for international students. This involves an empirical approach, gathering as many applicable cases of new quality productivity as possible, seeking relevant and positive data from these real-world applications, and further examining this information to resolve the central research question.

Thirdly, a deeper comprehension of the context surrounding Chinese language instruction for international students is required. It is important to consider the historical and practical dimensions of teaching Chinese to Vietnamese students, acknowledging potential discrepancies between the actual conditions and theoretical or ideal scenarios.

Finally, the study proposes a reconstructed teaching model for Chinese language learning for international students, grounded in these practical cases.

## **Research Implementation Process**

### **Pattern prototype Construction**

Honghe University, a comprehensive local institution, is strategically positioned as the “gateway and forefront of Yunnan Province’s opening to the outside world.” This designation underscores its role in expanding exchange and cooperation between Honghe Prefecture and adjacent countries and regions. As the sole undergraduate higher education institution in Honghe Prefecture, Honghe University is pivotal in fostering regional and international relationships. Its educational mandate is to be “rooted in the Red River, serve Yunnan, radiate to South Asia and Southeast Asia, and emerge as a first-class applied university with significant regional and international impact.”

Accordingly, Honghe University has become a hub for international students from Southeast Asia, particularly in fields like Chinese international education and international economics and trade. Vietnamese students, in particular, show robust enrollment figures in the Chinese international education program. The university offers various academic tracks for international students, including full-time undergraduate studies, Chinese language preparatory programs, and non-academic short-term courses, with standard durations ranging from one semester to four years.

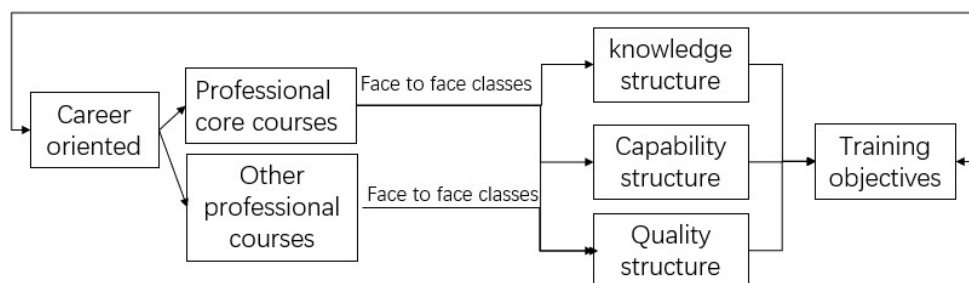
Honghe University provides two main categories of scholarships for international students: Honghe College-level scholarships and other scholarships. Honghe College-level scholarships include recruitment scholarships, which offer half tuition fee waivers for the first year to undergraduate and preparatory students, and annual scholarships, awarded based on a comprehensive evaluation of students' grades, GPA, and overall performance after their first year. Additionally, other scholarships are available, such as the Yunnan Provincial Government Scholarship for Foreign Students and the International Chinese Teacher Scholarship, along with various social donations and scholarships, tailored according to the students' enrollment year.

In summary, Honghe University's targeted policies for international students offer a foundational reference for developing a teaching model for Vietnamese international students in China, as discussed in this article from the perspective of new quality productivity.

Using the example of Vietnamese international students learning Chinese, Honghe University has developed the "Chinese Language Professional Talent Training Program (International Student Edition)." This program serves as a prototype for the Chinese language learning and teaching model tailored for international students at the university. Designed with a focus on career orientation, the program aims to nurture applied talents who are well-adapted to the demands of the modern international society.

It seeks to equip students with high proficiency in both spoken and written Chinese, enabling them to engage in teaching, translation, journalism, publishing,

cultural exchanges between China and foreign countries, and roles in economic and trade sectors. The curriculum is structured into professional core courses and other professional courses, delivered primarily through offline methods. This approach is intended to facilitate the comprehensive development of students' knowledge, abilities, and personal qualities. The structure of the prototype program is outlined in Fig 2.



**Figure 2: Prototype of Chinese Language Teaching Model for International Students**

**Source: Developed by author**

## Analysis of Pattern Prototype Revision

### 1. Analysis of MOOC Teaching Application

This study analyzes, synthesizes, and evaluates the application cases of new quality productivity in education. It aims to extract abstract principles from specific instances, formulating corresponding concepts, categories, and internal linkages to refine the initial prototype. Furthermore, it is evident that the advancements in new generation information technologies (such as cloud computing, big data, artificial intelligence, the Internet of Things, virtual reality, and blockchain technology) constitute key manifestations of new quality productivity within the educational sector. Accordingly, it is imperative to undertake detailed case studies on the educational applications of these emerging information technologies.

The widespread adoption of MOOCs has significantly impacted the educational landscape, garnering considerable attention across various educational institutions and prompting instructors to reconsider their teaching models. MOOCs transcend



traditional constraints of time and space, affording students the flexibility to access learning resources at any time and from any location. Distinct from traditional online courses, MOOCs exhibit three notable differences. First, they are structured with clearly defined course plans and explicit teaching objectives. Second, instead of merely recording classroom sessions or meetings, teaching videos for MOOCs are specifically produced for online delivery. Third, the content is segmented into multiple short videos, each approximately ten minutes in length. This format not only maintains the brevity and focus of the content but also enhances student engagement and concentration.

In terms of teaching and learning, the mixed teaching mode is a combination of the traditional face-to-face teaching mode and the network teaching mode on the Internet.<sup>5</sup> It is not simply the sum of two teaching modes, but the organic integration of various parts of the two teaching modes. In summary, integrating MOOCs and blended learning models into the teaching of Chinese language learning for international students.

## ***2. Analysis of Remote Live Classroom Applications***

Distance education has yielded substantial outcomes in China, significantly enhancing educational access for teachers and students in remote areas. This mode of education allows them to engage with distinguished educators from afar through computer networks. It has evolved into a vital component of China's educational framework. One of the key formats within this system is the remote live teaching classroom, which has proven pivotal in distance learning. Distance education itself represents a modern educational paradigm that integrates information technology with contemporary pedagogical concepts, primarily employing computers, multimedia, and advanced communication technologies. This approach enables the effective utilization of diverse educational resources, broadening the scope and reach of learning opportunities across various regions.<sup>6</sup>

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<sup>5</sup> Zhang Yunjiao. A comparative study between MOOCs and traditional teaching models. [D] Inner Mongolia Normal University, 2015.

<sup>6</sup> Shen Chuqian. Research on the Teaching Model of Distance Education Live Classroom[J]. Journal of

At the same time, the rapid development of various network technologies has provided reliable technical support for the dissemination of information, especially multimedia information, and also provided richer technical means for the development of remote live teaching,<sup>7</sup> greatly promoting the development of remote live teaching. The experience includes four core elements from the perspective of teaching elements:

Firstly, in remote teaching live classrooms, the core teaching team typically revolves around instructors at the main campus who deliver the lessons and remote auxiliary teachers who provide additional support. Course gatekeepers and technical guidance teachers can also play supporting roles, forming a “four-in-one” teaching system.

Secondly, the remote live classrooms typically cater to two distinct groups of students: students attending from the main campus and those joining from remote locations.

Thirdly, the determination of teaching content is the most complex in remote live streaming classroom teaching, as it requires full consideration of the teaching progress of remote schools.

Fourthly, effective remote live teaching requires high-quality educational resources. It leverages modern information and multimedia technology by combining appropriate software and hardware to create a comprehensive learning system platform.

Remote live classrooms can provide effective classrooms for remote international students without being limited by time and location, so remote live streaming classrooms are integrated into the model.

### ***3. Application of Oral Recognition Software***

The human-machine oral listening mock examination training system effectively

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Educational Modernization, 2018,5(14):146-150.DOI:10.16541/j.cnki.2095-8420.2018.14.056.

<sup>7</sup> HU Dongwu.Research and practice of remote live streaming teaching mode [J]. Teacher Magazine, 2010(18):2.DOI:10.3969/j.issn.1674-120X.2010.15.053.

meets the demands of standardized exams by normalizing comprehensive listening and speaking training and automating scoring processes.

As a digitized teaching platform, the Oral Listening Model Examination System furnishes both teachers and students with technologically enhanced educational resources, satisfying the varied learning needs of international students at different proficiency levels. This system enhances students' English skills across five dimensions: listening, speaking, reading, writing, and translation. It offers real-time pronunciation corrections, system-generated automatic scoring, personalized instruction, and reduction of teachers' workloads while boosting instructional efficiency.

Additionally, schools can leverage homework and test scores to assess students' listening and speaking competencies comprehensively, enabling targeted educational guidance and precise objective setting.

Teachers can utilize class assignments and examination data to analyze the academic status of their classes and implement scientifically sound teaching adjustments. With new examination reforms, students can become accustomed to the exam structure, gain question-answering experience, refine their skills, and enhance their performance through extensive practice with mock exams.

Parents also gain a thorough understanding of their children's listening and speaking skills, which facilitates informed oversight and guidance. This will establish a collaborative model of education between home and school, fostering an inclusive approach to educational quality assessment that involves schools, parents, and community sectors, thereby enhancing satisfaction with educational and operational outcomes.

The integration of information technology in oral teaching represents a progressive trend. Employing IT-based methods for Chinese oral instruction for international students addresses the limitations of traditional classroom teaching, significantly boosting students' learning autonomy and engagement, and markedly enhancing instructional effectiveness and quality. Consequently, incorporating oral

recognition software into the teaching model for Chinese learning among international students is also essential.

## Research Results

The term “teaching mode” refers to a relatively stable and succinct theoretical framework. This framework encompasses teaching structures and practical experimental methods, developed with a focus on a specific theme to achieve predetermined educational objectives and content. It is underpinned by guiding educational philosophies and extensive teaching experience.

Additionally, some scholars posit that a teaching mode also constitutes a learning environment conducive to educational advancement. The development of this environment is steered by specific teaching theories and ideas, empirically validated through teaching practices. Within this context, the various components of classroom instruction are scientifically integrated to establish a consistent teaching process.<sup>8</sup>

Through effective teaching strategies, this article standardizes various interactive activities within the teaching process to facilitate genuine learning. It posits that the teaching mode is a standardized educational paradigm with specific traits. This paradigm is rooted in a particular teaching philosophy and solidified through practical application. Essentially, teaching models comprise four integral elements:

First, the educational philosophy, which provides the theoretical foundation and guides the instructional activities, influencing the configuration of the other elements.

Second, the teaching objectives are specific goals that occupy a central role in educational activities and direct other factors.

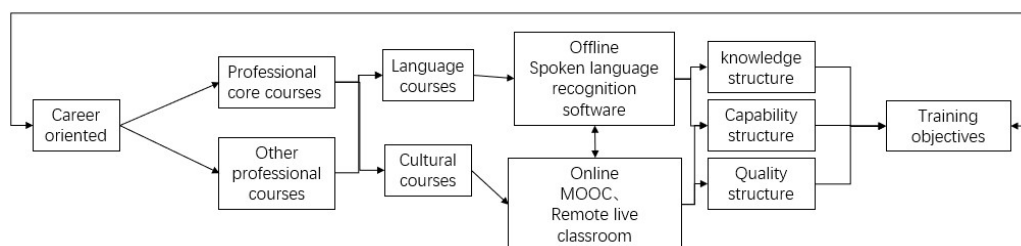
Third, the teaching process, involves a predetermined set of operational procedures outlining the methods and order of activities for both teachers and students. Fourth, the implementation conditions, which are crucial for effective teaching, form the foundation of the teaching model developed in this article. These conditions

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<sup>8</sup> Liu Wen. Research on the Remote Interactive Teaching Model of Confucius Institute at the University of Kansas in the United States [D]. Central China Normal University, 2016.

encompass various factors that influence the success of the instruction.

This study analyzes the application of new productive forces in education, specifically integrating MOOCs, remote live classrooms, and oral recognition software into the teaching model for Chinese language learning among international students. A finalized teaching model has been developed through these integrations and subsequent modifications to the initial prototype as illustrated in Fig 3.



**Figure 3: Teaching Mode for Chinese Language Learning for International Students**

**Source: Developed by author**

A Chinese language teaching model for international students, conceptualized through the lens of new quality productivity is needed. This model embraces the principle of ‘learning anytime and anywhere,’ facilitated by the integration of MOOCs and remote live classrooms. These modalities enable teachers and students to transcend traditional spatial and temporal learning boundaries. With advances in information technology, educational settings are no longer confined to physical school environments. This shift encourages students to engage in learning across various contexts, thereby eroding the traditional boundaries between on-campus and off-campus education. This development aligns with the growing acceptance of lifelong education and learning concepts.

Furthermore, the teaching objectives of this model are not merely derived from new quality productivity; they also consider students’ potential career paths. Thus, the objectives are crafted with future employment opportunities in mind, enhancing the model’s practical relevance. In terms of the teaching process, the model incorporates online instructional activities and offline self-directed learning opportunities through MOOCs. This ensures that students can continue their education and complete

credit-bearing courses via remote live streaming or MOOCs during unforeseen disruptions, thereby increasing graduation rates and reducing the likelihood of academic withdrawal.

The model integrates oral recognition software at the implementation level to enhance teaching efficiency. This technology allows students to use features such as pronunciation correction before and after classes, thereby improving their learning efficiency.

## **Conclusion**

In recent years, the global surge in learners of Chinese has significantly fostered intercultural communication, supported the Belt and Road Initiative, and facilitated the sharing of Chinese narratives and philosophies worldwide. This linguistic expansion plays a crucial role in bolstering the nation's cultural soft power. Therefore, it is imperative to develop and offer effective Chinese language learning and teaching models globally. This article examines Vietnamese students at Honghe University and extracts a prototype teaching model from their talent cultivation plan. This model leverages the concept of new quality productivity, distinguishing between traditional productivity and innovative productivity based on the technological sophistication of the tools used in education.

The research identifies three successful cases in information technology education where MOOCs remote live streaming classrooms, and oral recognition software exemplify new quality productivity. These technologies are then integrated into the prototype of the Chinese learning and teaching model, culminating in an advanced framework for international students. This model emphasizes the flexibility of learning “anytime and anywhere,” thereby enhancing the alignment between the supply and demand of Chinese language education. Effective matching of supply and demand is a key indicator of a healthy cycle of social production, where both the capacity to meet social needs and the fulfillment of these needs are enhanced by high-level productivity, leading to a dynamic equilibrium in supply and demand.