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New Media Channel's Strategies to Enhance the Interest of Chinese Learners in China

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Abstract: *With the development of the Internet age, new media channels have more and more influence on people's life, study and work. In this paper, Chinese learners in Colleges and universities are taken as the research object. The use of Chinese as a second language learners to the existing new media in China is investigated, and the current learning interest of Chinese learners in China is analyzed based on relevant theories, and then suggestions are put forward to improve the learning interest of Chinese learners in China.*

Key words: *New media; Chinese; Second language; Learning interests; Strategies*

Introduction

Under the background of global economy, China's economy continues to develop at a high speed. With the continuous improvement of China's position in the world, Chinese has become a bridge for learners to understand Chinese culture out of their strong curiosity about Chinese culture. As the hometown of Chinese, China has a unique advantage in learning Chinese. More and more foreigners choose to come to China and become international students to study Chinese systematically in the social environment of China. In the current social environment, the era of new media has come, which depends on the rise and popularization of the Internet. The influence of new media channels is increasing, which further affects Chinese as a second language learner. Although classroom learning still occupies the main position, new media channels relying on the Internet also show its unique advantages.

Research Focus

Based on the research of learning interest and learning motivation at home and abroad, this paper will investigate the use of new media channels in China through a questionnaire survey of Chinese as a second language learner, and analyze the strategies of learning interest promotion in combination with the popular forms of entertainment in China. As one of the strategies to stimulate learning motivation, stimulating learning interest plays a positive role in learning motivation. Besides classroom learning, Chinese learners who come to China as a second language also have an impact on their understanding and interest in Chinese culture and entertainment activities that Chinese people like to see. Therefore, it is necessary to investigate the new extracurricular activities of Chinese learners who come to China as a second language The use of media channels is necessary. This paper can also provide some teaching reference for Chinese teachers as a foreign language, so that foreign learners can understand and further love Chinese culture. We can not rely on traditional forms of activities. By studying the use of new media channels and the learning interests of

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Chinese as a second language learners in China, we can find out the source of learning interests, and put forward targeted teaching suggestions. Teachers can arrange teaching tasks according to the characteristics and current situation of students, make full use of resources and maximize the learning effect of learners.

This paper mainly uses the method of questionnaire and data analysis to analyze the extracurricular Chinese learning interest of College Chinese learners as a second language, and focuses on the promotion strategy of learning interest. It also uses the method of literature, borrows the China national knowledge internet to inquire the related literature, understands the research present situation, provides the reference basis for this article research elaboration. And then this paper raises the following questions: How to improve the interest of Chinese learning as a second language learner in China? Does the new media channel affect the learning effect of Chinese as a second language learner? What are the most effective ways and activities for Chinese as a second language learner in China?

Literature Review

Communication scholars generally believe that new media refers to the form of communication in which "digital technology and network technology are used to provide information and services to users through Internet, broadband LAN, wireless communication network, satellite and other channels, as well as computers, mobile phones, digital TV and other terminals." (Cai, 2015) It can be seen from this definition that computers, mobile phones, etc. have become the carriers of new media. At present, almost everyone has mobile phones, which is very popular (Li, 2015). In the information age, new media should have distinctive characteristics of the times. The popular new media channels in China are micro-blog, WeChat, Bilibili, Tiktok ,Aauto,Taobao live broadcast, APP and websites.

Take the Tiktok short video APP as an example, new media channels can promote Chinese learning for international students. In September 2016, Tiktok short video was introduced as a short video social software for music creation. Tiktok can be collocation, music, filter and special scene and scene switching technology to create and share MV works less than 15 seconds. Become the leader of many short video platforms, and also a cooperative platform for many enterprises to carry out new product marketing and promotion activities (Xu, 2020). Many Chinese love Tiktok and short videos in their spare time. This has become a popular trend in Chinese. Foreign students in China obviously conform to the trend of China. Moreover, the Tiktok video is rich in content, providing high-quality songs and dances for people to imitate, and some songs are easy to learn and sing, which are generally strong, good in use, and have good effects. There are various filters and special effects. Tiktok can be used to imitate people's songs while singing short videos. Students also need to master lip synch, which is for zero based Chinese learners.

For example, Tiktok is the main problem of short video is the uneven content and low content. It will have a negative effect on Chinese learning of overseas students. Zhang Hong pointed out in the research on the use of new media and cultural adaptation of contemporary Chinese students studying in Europe that "social media plays a positive role in the initial stage of cultural adaptation of overseas students, alleviating cultural shock and loneliness, but at the same time, the use of social media also hinders the further integration of Chinese students studying in Europe into the host society, resulting in media consumption and cultural adaptation alienating from the host culture We should take strategies and even bring some personal safety risks."

(Zhang & Hu, 2019) Therefore, teachers of Chinese as a foreign language should not choose vulgar and non mainstream short videos in order to satisfy the curiosity psychology of overseas students. They should give more play to the positive influence of new media channels, make students more interested in learning Chinese, and infiltrate the characteristics of Chinese culture teaching in short videos Inside.

Questionnaire Design and Analysis

In this survey, the use of new media in China by 52 foreign students was investigated through a questionnaire. The questionnaire of the new media use survey is in Chinese and English, with 6 blank filling questions and 14 objective choice questions, including the basic information, use and feedback of the investigators. The basic information involves the time for foreign students to learn Chinese, the time to come to China and other issues, providing a more comprehensive reference for the analysis of the use of new media channels for students; the use of the app, the use of the website and entertainment activities are three parts, and the use of the app and the website are all related to common apps And the name of the website, the purpose of use and other issues, entertainment activities related to China's popular choice of forms of entertainment activities; feedback includes foreign students' use of new media for extracurricular learning of Chinese. 52 questionnaires were distributed and 52 were recovered. The effective sample size was 51 and the effective rate was 98%.

This questionnaire attempts to study the use of new media outside the classroom of Chinese learners in the context of studying abroad, but due to the complexity of the object, it fails to control the students' Chinese level well. On the other hand, the learning interest of foreign students is changing with the time of studying abroad, and this study is mainly based on self-test questionnaire. Therefore, it is necessary to carry out actual observation on the situation of foreign students in the next step, so as to achieve the combination of qualitative research and quantitative research. In addition, there are few samples in this study, so it is necessary to further expand the sample size and improve the research reliability.

App and website usage

The author investigated 52 new media channels for overseas students' Extracurricular Chinese Learning, Tiktok APP, social APP and Baidu search engine were found to account for 71% of the total number of Chinese learners, with the largest number of people taking up the study; Proportion of people who use Bilibili to learn Chinese 3.8% , accounting for the least.

Proportion of people who use Bilibili to learn Chinese 3.8% . According to the results of the questionnaire survey, only 2 of 52 international students use Bilibili to learn Chinese. This reflects from the side that the promotion of Bilibili is not strong enough, there is little contact with overseas students in China, and most people do not use it.

the number of people who use Chinese APP, Tiktok APP and Baidu search engine to learn Chinese accounts for 71% of the total number of students. According to Chinese Tiktok, WeChat has become a common platform for Chinese learners to learn from abroad. The APP is rising in recent years, and its development trend is very good. It has not only been influential among Chinese people, but also brought opportunities

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for foreign students to learn Chinese and ease anxiety. Baidu is also a common search engine for overseas students to learn Chinese.

The results show that: the new media channels used by foreign students to learn Chinese are generally in line with the prevailing trend in China; No matter in class or after class, learning Chinese through new media channels is an activity for overseas students to improve their Chinese. Most of the current popular new media platforms have powerful and mature functions, are updated quickly, have a good sense of experience, and have a wide range of apps. In order to learn Chinese knowledge, overseas students can choose from multiple apps To some extent, it makes the learning process more interesting and the learning content more abundant, which helps to eliminate the anxiety and anxiety of foreign students studying Chinese in China, and gradually builds up the self-confidence of learning Chinese well.

Selection of entertainment activities

The number of overseas students who choose to watch Chinese variety shows and mobile games accounts for 63% of the total number of the survey, accounting for the largest proportion; secondly, overseas students are interested in Chinese crosstalk, accounting for 19% of the total number. Because foreign students in China have systematic Chinese learning courses, most of them just use Chinese variety shows and mobile games as an extra-curricular tool to assist Chinese learning and relieve pressure. Crosstalk is not as popular as the live webcast among Chinese people, but many overseas students are interested in it, which reflects their curiosity and love for Chinese culture and daily life.

Foreign students' use of new media

88% of overseas students think that new media channels can help their Chinese learning. Although schools offer Chinese courses for overseas students in the course arrangement, the knowledge they can learn in the classroom is very limited, which can not meet their needs of learning and life. When foreign students encounter problems related to Chinese outside the classroom, the new media channel is the most convenient way to solve the problems. In addition, the Chinese friends of overseas students enable them to make full use of the fragmented time in life to use Chinese for communication, and gradually improve their Chinese level in the process of accumulation. The interaction of social platform is the most favorite learning form for foreign students. Among the several learning forms given in the questionnaire, the number of people who tend to social app is the largest. International students hope to find partners who also need to learn language through special social software, so as to improve each other's language ability in the actual situational interaction. In addition, most of the overseas students are very interested in the "foreign net red" in China, and also want to challenge it. This shows that foreign students have strong interest and tendency in learning Chinese. The above results show that in order to make the overseas students feel the profound and lasting charm of Chinese culture, the influence of the new media platform and Chinese friends can not be ignored.

Discussion

Through the above analysis, this part attempts to put forward some suggestions to improve the interest of foreign students in Chinese learning through new media channels.

1. The content of Chinese learning in the classroom should be increased by short video of Bilibili "foreigners who are popular in China" to enhance the learning interest of overseas students in China.

The research data shows that: the content of Chinese video of foreigners in Bilibili conforms to the interest preference of foreign students, and it can be used as an auxiliary tool for Chinese learners in the mode of Chinese culture teaching, but its popularity among foreign students needs to be improved (Li, 2018). This study is in line with the author's survey results. The survey results show that the proportion of overseas students who use Bilibili for Chinese learning is the least. Therefore, Chinese teachers as a foreign language should add short video case analysis of Bilibili "foreign online Red" in Chinese class, so that more overseas students feel the charm of Chinese culture. Many of the "foreigners who are popular in China" videos of Bilibili have reference value and learning significance. Most of the video content is about China in the eyes of foreigners, such as Chinese food, China's social hot spots, etc., which are close to the life of contemporary Chinese people; the video forms are diverse, there are interviews, storytelling, etc. Many foreigners will be interested in watching these influential videos of "foreigners who are popular in China" without understanding China. China will no longer be a mysterious country, and Chinese culture will be better spread. Watching the video of "foreigners who are popular in China" is also very helpful for overseas students to learn Chinese. Because "foreigners who are popular in China" is based on the position of loving China and Chinese, their Chinese is very standard and fluent, which can attract Chinese learners from different countries and become their fans. It not only spreads Chinese culture in a vivid and interesting way, but also enables Chinese learners to expand their Chinese vocabulary, improve their oral and listening abilities, and further enhance their interest in learning Chinese.

2. Combining with short video, such as Tiktok, to arrange short distance video extracurricular tasks.

Chinese teachers tend to use Chinese songs MV or short videos to stimulate students' interest in learning and increase classroom interaction (Li, 2019). The contents of Tiktok short videos have many characteristics, such as the freshness, appreciation, interest, value, interaction and sharing of the content. They are characterized by being younger and so on (He, Guo & Xie, 2018). It is a suitable platform for improving the interest of Chinese learners in China. In addition,Tiktok students to watch short videos in the classroom, students should be encouraged to shoot short videos in their own voice, to experience their favorite Tiktok songs, or to imitate, and to train students to edit video. Teachers should pay attention to choosing the Tiktok video content of the students who imitate the foreign language. We should decide according to the learners' characteristics, hobbies and Chinese proficiency. For example, the students who come to China from the zero base should choose songs that are easy to learn and sing, and the difficulty should be controlled and the content should be moderate.

3. Encourage overseas students to choose live broadcast themes about China and put them into practice.

Compared with the traditional oral Chinese teaching as a foreign language, the online live broadcast can give full play to the initiative of students (Cai, 2017). Teachers of Chinese as a foreign language can encourage foreign students with good Chinese level and foundation to choose their favorite topics about China to try live broadcast. The platform is unlimited, and the live broadcast platform can interact with the audience. It is equivalent to enabling foreign students to show the voice, vocabulary, sentence patterns, etc. they learn in Chinese classroom in a simulated communication environment, through interaction with the audience

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Flow, can further understand the Chinese way of thinking and expression habits, their Chinese level will be improved and improved. In terms of content, foreign students in China can choose to make cultural comparison, ask the audience questions about some concepts or concepts of Chinese culture that they don't understand, and introduce some customs and habits of their own country that are different from those of China, so as to complement each other and constantly improve their Chinese level and interest in learning Chinese during the live broadcast.

Conclusion

Based on China's questionnaire on learning interest of overseas students, this paper finds that most of the new media channels used by Chinese students in China are in line with the trend of China. And the results of the questionnaire are also made to Chinese teachers, including the addition of short video platform, such as "Bilibili", "tiktok" Shoot short videos of extracurricular tasks and encourage overseas students to choose live topics about China and put them into practice. The deficiency of this study is that there are few samples in the questionnaire survey. I hope that later research can further expand the sample size and improve the research reliability.

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