A STUDY ON THE INFLUENCING FACTORS OF THE EFFECTIVENESS OF ONLINE INTERNATIONAL CHINESE LANGUAGE TEACHING BASED ON LEARNING MOTIVATION THEORY - A CASE STUDY OF CONFUCIUS INSTITUTES IN THAILAND

Wang Jianchao
6417195806

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Wang Jianchao

This Independent Study has been Approved as a Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

Advisor: .....
(Dr. Zhang Li)

Date: 27 / 8 / 2025

.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

Date 17 / 9 / 2025
Siam College, Bangkok, Thailand

Title: A Study on the Influencing Factors of the Effectiveness of Online International Chinese Language Teaching Based on Learning Motivation Theory - A Case Study of Confucius Institutes in Thailand

By: Wang Jianchao

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Advisor: .....

(Dr. Zhang Li)

Date: ..... 17 / ..... 8 ..... / ..... 2024 .....

ABSTRACT

As globalization accelerates, Chinese, as one of the pivotal languages for international communication, has seen its teaching demand increase progressively. Especially in Thailand, due to the close economic and cultural exchanges with China, Chinese language learning has become a vital component of Thai education. In recent years, the emergence of online teaching modes has presented new opportunities and challenges for international Chinese language education. This study aimed to explore the influencing factors of the effectiveness of online international Chinese language teaching based on the learning motivation theory, with a case study of Confucius Institutes in Thailand.

Utilizing the learning motivation theory, this study reviewed the existing research on the effectiveness of online international Chinese language teaching, delved into the influencing factors, and proposes targeted improvement suggestions. It sought to provide theoretical foundations and strategic guidance for online teaching practices in international Chinese language education, thereby facilitating a comprehensive enhancement of teaching quality in this field. This study examined the impact of classroom management, teachers' instructional capabilities, and teachers' information literacy on the effectiveness of online international Chinese language teaching. A quantitative research method was adopted.

A total of 400 questionnaires were distributed, with 334 valid responses, yielding a response rate of 83.5%. The study found that classroom management, teachers' instructional capabilities, and teachers' information literacy significantly influence the effectiveness of online international Chinese language teaching. Based on the results, the following suggestions are proposed: (1) Increase interaction levels, cultivate teacher-student relationships, and strengthen discipline management. (2) Engage in

learning and training, refine evaluation systems, and experiment with more online expression methods. (3) Foster autonomous learning, enhance information knowledge, improve discipline-specific information literacy, and promote the development of information capabilities.

Keywords: online international Chinese language teaching, effectiveness, Learning Motivation Theory, influencing factors

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Wang Jianchao

DECLARATION

I, Wang Jianchao, hereby certify that the work embodied in this independent study entitled "A Study on the Influencing Factors of the Effectiveness of Online International Chinese Language Teaching Based on Learning Motivation Theory - A Case Study of Confucius Institutes in Thailand" is result of original research and has not been submitted for a higher degree to any other College or institution.

(Wang Jianchao)
March 10, 2025

CONTENTS

ABSTRACT I

ACKNOWLEDGEMENT III

DECLARATION IV

CONTENTS V

LIST OF TABLES VII

LIST OF FIGURES VIII

Chapter 1 Introduction 1

1.1 Background of the Study 1

1.2 Questions of the Study 2

1.3 Objectives of the Study 2

1.4 Scope of the Study 3

1.5 Significance of the Study 3

1.6 Definition of Key Terms 4

Chapter 2 Literature Review 5

2.1 Introduction 5

2.2 Literature Review 5

2.3 Conceptual Framework 13

Chapter 3 Research Methodology 14

3.1 Research Design 14

3.2 Population and Sample 14

3.3 Hypothesis 15

3.4 Research Instrument 16

3.5 Reliability and Validity Analysis of the Scale 18

3.6 Data Collection 19

3.7 Data Analysis 20

Chapter 4 Findings and Discussion 21
4.1 Findings 21
4.2 Discussion 25
Chapter 5 Conclusion and Recommendation 29
5.1 Conclusion 29
5.2 Recommendation 30
5.3 Further Study 33
References 35
Appendix 39

LIST OF TABLES

Table 3.1 Measurement Items 16

Table 3.2 Reliability Test 18

Table 3.3 KMO and Bartlett's Test 19

Table 4.1 Descriptive Statistical Analysis of Participants 22

Table 4.2 Correlation between Variables (Pearson Correlation Matrix) 23

Table 4.3 Multiple Regression Analysis 24

Table 4.4 Hypothesis Test Results 28

LIST OF FIGURES

Figure 2.1 Conceptual Framework 13

Figure 3.1 Hypotheses 15

Chapter 1 Introduction

1.1 Background of the Study

In the dual contexts of the Internet era and the post-pandemic era, the international Chinese language education industry has ushered in novel development opportunities and challenges. On the one hand, the continuous improvement of China's economic level and overall national strength has sparked a global “Mandarin fever”. Internet technology has prompted the transformation of international Chinese language dissemination from “traditional classrooms" to "online+ offline classrooms,” with 5G technology further facilitating the widespread implementation of international Chinese language “online teaching”. Online international Chinese language teaching is no longer constrained by traditional teaching formats, breaking through the temporal and spatial limitations of traditional instruction while further developing and integrating teaching resources. On the other hand, the outbreak of infectious diseases such as COVID-19 has severely impacted international endeavors such as online international Chinese language teaching and the dissemination of language and culture. Scholars such as Li (2023) have stated that “Chinese international education is a 'sensitive type of education' and a 'barometer' of international affairs, with the COVID-19 pandemic exerting explicit or implicit, direct or indirect, short-term or long-term, negative or positive impacts on Chinese international education”.

Consequently, traditional online international Chinese language teaching needs to evolve to meet the demands of the new landscape for international Chinese language dissemination. “Online teaching” has injected new vitality into the globalization of Chinese language education, becoming a focal point at the forefront of online international Chinese language teaching and even the entire field of education. However, the thriving "online international Chinese language teaching" urgently requires a reserve of teachers with online teaching capabilities as the "driving force" to remain grounded amidst the tides of the times. Following the outbreak of COVID-19, traditional Chinese language teaching models and international Chinese language dissemination efforts were disrupted. Nevertheless, trends such as the "Belt and Road Initiative" and "economic globalization" have sustained the high demand for Mandarin. Supported by Internet technology, online Chinese language teaching has broken through the temporal and spatial constraints of traditional instruction, promoting autonomous Chinese language learning and becoming a new avenue for disseminating Chinese, entering a phase of vigorous development. Wu et al., (2021) proposed that the construction of the "teacher" workforce is the core of the "three teachings" issue.

In 2012, MOOCs (Massive Open Online Courses) ignited a global wave of online learning, gradually bringing online teaching platforms into the public eye. Research on online teaching has become increasingly comprehensive. Especially

following the outbreak of COVID-19, online teaching has emerged as one of the mainstream forms of Chinese language teaching, with the current focus of educational research being on online teaching models and the enhancement of online teaching quality. International Chinese language education, as a discipline marked by its cross-cultural nature, is even more inseparable from online teaching. Current research on online international Chinese language teaching focuses on teachers' reflections on online teaching and the exploration of online teaching characteristics and effective teaching strategies. Therefore, this study utilizes Learning Motivation Theory to investigate the factors influencing the effectiveness of online international Chinese language teaching and proposes effective improvement strategies, which not only contribute to enhancing the quality of online international Chinese language teaching but also provide valuable references for other online language teaching endeavors (Zheng, 2022).

1.2 Questions of the Study

This study focuses on the effectiveness of online international Chinese language teaching at Confucius Institutes in Thailand. It employs a comprehensive methodology, incorporating literature review, questionnaire surveys, and quantitative analysis, to investigate students' perspectives at these institutes. Guided by Learning Motivation Theory, the study identifies key factors influencing the effectiveness of online international Chinese language teaching and proposes targeted recommendations for enhancement. The research addresses three specific questions:

(1) Does classroom management affect the effectiveness of online international Chinese language teaching ?

(2) Do teachers' instructional capabilities affect the effectiveness of online international Chinese language teaching?

(3) Does teachers' information literacy affect the effectiveness of online international Chinese language teaching?

1.3 Objectives of the Study

The study summarizes the factors influencing the effectiveness of online international Chinese language teaching into three aspects: classroom management, teachers' instructional capabilities, and teachers' information literacy. The primary objectives are as follows:

(1) To explore the effect of classroom management on the effectiveness of online international Chinese language teaching.

(2) To explore the effect of teachers' instructional capabilities on the effectiveness of online international Chinese language teaching.

(3) To explore the effect of teachers' information literacy on the effectiveness of online international Chinese language teaching.

1.4 Scope of the Study

This study utilized a questionnaire to investigate the effectiveness of online international Chinese language teaching at Confucius Institutes in Thailand. The questionnaire survey aimed to gain a realistic understanding of the relationships between the factors influencing the effectiveness of online international Chinese language teaching and classroom management, teachers' instructional capabilities, and teachers' information literacy. A thorough analysis of the collected data established a strong basis for improving the effectiveness of online international Chinese language teaching. The questionnaire consists of two parts: the first part collects basic demographic information of the respondents, including gender, age, and grade; the second part focuses on specific details regarding classroom management, teachers' instructional capabilities, teachers' information literacy, and teaching effectiveness. The study targeted students at Confucius Institutes in Thailand. To ensure broad coverage and efficient response, the study employed WenJuanXing, a highly regarded online questionnaire tool known for its user-friendliness, ease of operation, and robust data analysis capabilities, for distribution and collection.

1.5 Significance of the Study

(1) Theoretical Significance

By analyzing the online learning motivation of students at Confucius Institutes in Thailand, the study further validates and develops the Learning Motivation Theory, particularly in the unique context of online learning environments. By integrating Learning Motivation Theory with the effectiveness of online international Chinese language teaching, especially in the context of online teaching modes, the study offers a new research perspective and theoretical support for international Chinese education theory. In the context of New Liberal Arts, this study contributes to the reform and innovation of international Chinese education, particularly in online teaching, providing theoretical support for the future development of international Chinese education.

(2) Practical Significance

By examining the impact of learning motivation on the effectiveness of online international Chinese language teaching, the study identifies key factors affecting teaching outcomes, enabling the formulation of targeted teaching strategies and methods to enhance online teaching quality and effectiveness. The findings provide practical teaching guidance for international Chinese teachers, helping them better understand and stimulate students' learning motivation, thereby improving teaching effectiveness. The research results also support the popularization and promotion of international Chinese education, particularly in online teaching, offering convenient and efficient learning pathways for more individuals interested in learning Chinese.

1.6 Definition of Key Terms

Classroom management refers to a series of activities and measures taken by teachers to effectively utilize time, create a pleasant and constructive learning environment, and minimize problematic behaviors. This includes organizing teaching, designing the learning environment, and managing classroom behavior.

Teachers' instructional capabilities denote the comprehensive abilities demonstrated by teachers in teaching activities, encompassing professional knowledge, teaching skills, and teaching experience.

Teachers' information literacy signifies the comprehensive qualities that teachers should possess in the information society, including information awareness, information knowledge, information skills, and information security and ethics.

Teaching effectiveness refers to the positive impacts and outcomes of teaching activities on students. It is typically measured through changes in students' academic performance, learning attitudes, and learning skills.

Chapter 2 Literature Review

2.1 Introduction

This section focuses on reviewing and analyzing previous research findings regarding the effectiveness of online international Chinese language teaching. It aims to deeply dissect the notable achievements and existing deficiencies of these studies, thereby laying a solid theoretical and practical foundation for the smooth progress of this research. Through in-depth reading and analysis of the literature, it is observed that previous studies have yielded fruitful results in defining the connotation, identifying influencing factors, and exploring the mechanisms of the effectiveness of online international Chinese language teaching. Meanwhile, there are some shortcomings, such as a lack of depth and breadth in some studies, relatively limited research methods, and confined sample selection. The existence of these issues provides new entry points and research directions for this study, prompting this study to place greater emphasis on comprehensiveness, depth, and innovation in our research, to achieve breakthroughs and advancements in the field of the effectiveness of online international Chinese language teaching.

2.2 Literature Review

2.2.1 Related Research on Online International Chinese Language Teaching

Over the past two decades, online international Chinese language teaching has continued to develop. Especially since the outbreak of the COVID-19 pandemic, online international Chinese language teaching has undergone forced transformation, with a surge in demand for such teaching, and concurrent increases in industry attention and research. Currently, domestic research on online Chinese language teaching focuses on its characteristics, resources, platforms, and strategies. Online international Chinese language teaching relies on network technology for long-distance language instruction, possessing distinct features that differentiate it from offline teaching. Li (2017) identified four unique qualities of online Chinese language teaching compared to offline teaching: the influence of the "Internet+" background, the breaking of time and space constraints, the transformation of students' subjective consciousness, and a more comprehensive teaching system. Wen (2018) pointed out that online Chinese language teaching emphasizes students' dominant position in language learning, enhancing students' autonomy compared to "teacher-centered" classrooms. Zhang et al. (2019) proposed that online Chinese language teaching is characterized by high teaching efficiency, strong teaching flexibility, and abundant educational resources. Yan (2021) believed that post-pandemic online Chinese language teaching features the implementation of teaching relying on network technology, greater autonomy in student learning,

complete construction of the teaching system, and freedom from time and space constraints. Saelao (2021) noted that online Chinese language teaching breaks the traditional time and space limitations of teaching, possessing openness and flexibility.

The practice of international online Chinese language teaching requires online teaching platforms as support, and the functions and application of these platforms are one of the main factors affecting online teaching effectiveness. Currently, there is no shortage of research on online Chinese language teaching platforms. Xu (2018) believed that various online Chinese language teaching platforms can meet the diverse learning needs of Chinese learners, but the current development of online Chinese language teaching platforms is not yet mature and proposed ideas for platform development. Ding (2019) discussed the characteristics, advantages, and disadvantages of the online interactive Chinese language teaching platform using Chinlingo as an example. Zhou (2020) conducted instructional design based on students' online learning needs on the Zoom platform and proposed strategies for reasonably utilizing the Zoom platform to promote teaching interaction. Yang (2022) addressed the shortcomings of current online Chinese language teaching platforms and proposed a design concept for online Chinese language teaching platforms with higher levels of interaction and participation.

The convenience and abundance of teaching resources are one of the formal competitive advantages of online teaching. Dong (2014) summarized the resources on online Chinese language teaching platforms, noting that online teaching resources lack targeted content and are slow to update, and proposed countermeasures. Chen (2016) suggested that the development of online resources should progress together with teaching methods to enhance the effectiveness of online Chinese language teaching. Xing (2021) classified online teaching resources for Teaching Chinese as a Foreign Language into four categories: textbook resources, teacher-created resources, online resources, and student resources. By comparing the application of these resources, she found that online Chinese language teaching resources lack diversity and student resources need to be fully developed, and put forward targeted suggestions.

Research on online international Chinese language teaching also includes studies on online teaching strategies. Li (2019) analyzed the advantages and disadvantages of applying teaching strategies to online Chinese language teaching for ethnic Chinese children and proposed optimization suggestions. Xiao (2021) conducted an online comprehensive course instructional design for Indian ethnic Chinese children learners and proposed corresponding teaching strategies from the perspectives of online classroom management, online language practice, platforms, and networks. Yang (2022) designed teaching interactive activities based on the application of interaction theory on the Lingo Ace online Chinese language teaching platform and proposed teaching strategies suitable for one-on-one beginner Chinese comprehensive courses for overseas children.

2.2.2 Learning Motivation Theory

Learning motivation is a socially acquired behavior that primarily influences learning behaviors. The outcomes of learning behaviors manifest in the driving force behind the learning process and its effectiveness. The quality of learning outcomes can be analyzed from both macro and micro perspectives. From a macro perspective, when students possess strong learning motivations, their enthusiasm and proactive engagement in learning increase, leading to more pronounced learning outcomes as their positive learning motivations rise (Han, 2021). From a micro perspective, however, for a specific subject, students' learning motivations and learning outcomes are not always positively correlated; sometimes, strong learning motivations do not necessarily result in significant learning outcomes. In terms of the learning process, students' learning behaviors are influenced by various factors and possess a certain monitoring role. Sometimes, students may be distracted by external factors, indicating that their external learning motivations outweigh their internal motivations. However, if students possess sufficiently strong internal motivations, their external motivations will have difficulty interfering with their learning behaviors, allowing them to persist in learning to achieve their set goals. David Paul Ausubel, a renowned American educational psychologist influenced by McClelland and Atkinson's achievement motivation theory, opposed Skinner and Hull's drive reduction theory. He believed that although material rewards can be effective in motivating individual learning behaviors, internal motivations become increasingly important as individuals age (Kan, 2020).

Ausubel categorized students' learning motivations into three types: cognitive drive, self-enhancement drive, and affiliative drive. He believed that students' learning behaviors can be explained from these three perspectives. Ausubel also emphasized the necessity of short-term learning motivations (Feng, 2020). In short-term learning, students have less need for intrinsic drive and external rewards. Therefore, teaching departments cannot wait for students to have appropriate motivations and interests before initiating learning. A student may temporarily lack learning motivations, but after receiving good learning and education, their learning motivations will naturally arise, further motivating them to learn. According to Ausubel's view, every student's learning motivations encompass cognitive drive, self-enhancement drive, and affiliative drive, but the proportions of each drive vary among individuals, generally changing with factors such as age, gender, social class, ethnic origin, and personality structure.

2.2.3 Classroom Management

Compared to offline classroom management in international Chinese language teaching, online classroom management exhibits unique characteristics and distinctions. The teaching locations are diverse, with classrooms separated by time

and space. Instruction entirely relies on network equipment, and teachers and students cannot engage in face-to-face interactions. Students' learning of Chinese relies solely on their self-discipline. Since the outbreak of the pandemic in 2020, the dispatch of online international Chinese language teaching volunteers by organizations like the Confucius Institute Headquarters and Confucius Institutes was suspended in the same year. However, international Chinese language teaching still needed to continue, thus shifting to an "online" format. Research on online classroom management in international Chinese language teaching has significantly increased post-pandemic. This research primarily falls into studies on teachers' online classroom management abilities, student misbehavior in online Chinese classrooms, problems existing in online Chinese classroom management, and effective strategies for online Chinese classroom management.

Wang (2021), in a study of efficient online Chinese language classrooms in Thailand through surveys and interviews with teachers and students, found issues such as students lacking strong learning motivation and unclear learning goals. Teachers did not play a good guiding role, and classroom interactivity was weak. Wang (2022), through classroom observations of elementary-level online comprehensive Chinese language courses and questionnaires to teachers and students, concluded that teachers in online Chinese teaching have a strong sense of interaction and can often achieve teaching effects close to those of offline teaching. Based on these findings, it was suggested that teachers should actively prepare their lessons, be fully prepared, promptly identify students' situations, engage in interactive teaching, and strengthen classroom management. Gao (2022), using a classroom observation scale, studied the teaching behaviors of novice teachers in online Chinese language teaching and proposed that teachers should adjust their speaking speed according to students' proficiency levels and return classroom discourse power to students, thereby optimizing teachers' online teaching behaviors.

Liu (2022) employed quantitative research methods to explore the relationship between teaching leadership abilities and identity among novice teachers in online international Chinese language teaching. It was found that there is a positive correlation between teaching leadership abilities and identity among these teachers. It was suggested that teachers should improve their teaching leadership abilities by enhancing their teaching skills, interpersonal skills, and affinity. Chen (2022) combined classroom teaching techniques with online Chinese classrooms, conducting analysis and research on lesson preparation, classroom organization and management, teacher talk, and blackboard writing. It was proposed that online teaching should focus more on preparing students and fully understanding them. Classroom organization and management should be naturally connected, and multimedia should be proficiently utilized to complete teaching.

Zhang (2023), by analyzing interactive behaviors in online Chinese language classrooms for Thai children, suggested that teachers should design classroom

interactions based on children's cognitive characteristics and language learning processes, possess a proactive teaching mindset, focus on students, and design classroom interactions with specific purposes. Li (2023) took teacher talk in the “Online Chinese Classroom” as the research content, understanding the usage of teacher talk through classroom observations and interviews. It was found that optimizing teacher talk has a significant effect on improving teaching quality. Teachers should consciously optimize their communication, manage classroom activities in an organized and purposeful manner, and utilize the benefits of online platforms.

2.2.4 Teachers' Instructional Capabilities

The competence and teaching style of teachers significantly influence students' learning motivations. Teachers who possess professional knowledge, are experienced in teaching, and can stimulate students' interest can enhance students' intrinsic motivation for cognition. Additionally, teachers' encouragement and recognition serve as important sources of students' extrinsic motivation. Teacher development is the inexhaustible driving force behind educational progress, and the enhancement of teachers' instructional capabilities holds practical significance for the construction of the teaching staff and the development of teaching quality. Currently, research on teaching competence continues to deepen.

Ahern and Gress (1986) believed that classroom teaching competence is the core of a teacher's competence structure and a crucial factor influencing students' academic performance. Shen and Wang (2000), from a cognitive psychology perspective, viewed teaching competence as a professional ability demonstrated in subject-specific teaching activities, considering it a comprehensive ability developed on the foundation of cognitive abilities and intelligence. Dineke et al. (2004) saw teaching competence as the knowledge, skills, and attitudes required for effective teaching outcomes in various educational contexts. Sun (2004) pointed out that teaching competence encompasses comprehensive abilities such as planning and design, operational expression, organizational management, evaluation and feedback, and teaching and research demonstrated in the teaching process to achieve expected teaching goals and effects. The factors influencing teachers' instructional capabilities are not singular.

Zhang (2007) believed that the factors influencing novice teachers' instructional capabilities include internal personal factors and external environmental factors. Internal personal factors refer to teachers' personal practical experience and knowledge systems, while external environmental factors include institutional training systems, reward mechanisms, and assessment systems. Tong (2007) attributed the factors influencing the development of teachers' instructional capabilities to three levels: personal, school, and societal. Song (2011) also proposed a consistent

viewpoint, but with different specific classifications at the personal level. Since the official establishment of the discipline of international Chinese education in the 1950s, specialized research on the cultivation of international Chinese teachers emerged only in the 1980s. Deng (1991) suggested strengthening regular training for in-service international Chinese teachers, with training content encompassing both essential general knowledge and skills for international Chinese teachers and targeted competence training based on teaching practice.

Zhang (2006) reviewed research on the background, basic qualities, teacher training, and professional talent cultivation of the international Chinese teaching staff, indicating that online teaching is one of the mainstream development paths for future online international Chinese teaching. Li (2016) examined the current status of the international Chinese teaching staff, analyzed problems in traditional international Chinese teaching, and proposed pathways for cultivating teachers' instructional capabilities in international Chinese education. Luo (2019) pointed out that traditional talent cultivation models in Chinese international education only focused on the cultivation of traditional offline Chinese teachers, lacking attention to changes in market demand for online international Chinese teaching and neglecting the cultivation of online international Chinese teachers, resulting in a current shortage of online teaching talent.

Wu and Diao (2021) analyzed the shortcomings of online international Chinese teaching in the context of the pandemic, including varying attitudes towards online learning among students, the need to strengthen the development and application of online teaching resources, and particularly pointed out the lack of online teaching experience among teachers. They suggested updating teaching concepts and strengthening training in online teaching skills for international Chinese teachers.

2.2.5 Teachers' Information Literacy

The concept of information literacy was initially proposed by Paul Zurkowski in 1974, and a brief definition was provided by the American Library Association in 1989. During this period, the understanding of information literacy was confined to the field of library and information science. However, as time progressed, scholars began to shift their focus on the connotation of information literacy towards education. After nearly three decades of development, research on information literacy has matured, transitioning from theoretical exploration to practical application. The invention and application of electronic computers have not only driven social change but also revolutionized the way humans process language and textual information. Additionally, the trend of informatization has significantly impacted educational reform. Developed countries such as those in Europe, the United States, and Japan quickly recognized the crucial role of teachers in the process of educational informatization.

Consequently, these countries have introduced a series of new education reform policies and implementation measures, actively enhancing teachers' information technology skills to advance their respective educational informatization processes. Modern educational technology serves as a bridge connecting educational theory, learning theory, and educational teaching practice (Ye 2021). However, due to inadequate popularization of modern information technology education in China, most international Chinese language teachers dispatched to various countries lack systematic information literacy training (Wu et al., 2021). Therefore, when facing learners from developed countries with high information literacy, international Chinese language teachers encounter a series of significant challenges in their teaching. This highlights the varying levels of information teaching technology capabilities among international Chinese language teachers and the relatively low proficiency and efficiency in utilizing digital teaching resources (Wang, 2021). Especially at the current stage of development, the rise of online Chinese education has once again underscored the inadequacy of international Chinese teachers' information literacy. A widespread issue also exists where academia, universities, organizations, and others do not prioritize the cultivation of their information literacy (Li & Wu, 2022).

Research on the cultivation of international Chinese teachers' information literacy has garnered some attention from scholars. Wu & Ju (2020) conducted a study on international Chinese teachers' information literacy, analyzing its connotation from the perspective of teaching informatization. They designed an evaluation index system for Chinese teachers' information literacy in three levels and proposed relevant cultivation pathways. In the context of the development of international Chinese education in the new era, some scholars have built an information literacy model for international Chinese teachers based on existing information literacy standards and frameworks, combined with the development background of the "Belt and Road" Initiative. This provides a certain basis for the evaluation and cultivation of international Chinese teachers' information literacy at the current stage (Yuan & Liu, 2020).

Cultivating and enhancing the information literacy of international Chinese teachers does not necessarily mean that teachers must systematically master complex information technology. Instead, teachers should highly value the cultivation and development of their information literacy, improve their abilities to acquire, analyze, and apply information, and continuously enhance teaching efficiency and quality (Wang, 2020). However, current research specifically targeting information literacy is still in its infancy. Scientific quantitative evaluation indicators for international Chinese teachers' information literacy remain to be studied and established, and related research needs further enhancement (Zhang et al., 2021).

2.2.6 Brief Introduction to Confucius Institutes in Thailand

Confucius Institutes in Thailand are established through collaborations between Chinese and Thai universities, with support and guidance provided by Hanban/Confucius Institute Headquarters in China. The primary function of Confucius Institutes in Thailand is to promote Chinese language education, offering high-quality Chinese language learning resources and services to Thai students and individuals from all walks of life. These institutes are also dedicated to disseminating Chinese culture by organizing various cultural activities, lectures, exhibitions, and other events, thereby enhancing Thai people's understanding and knowledge of Chinese culture. Confucius Institutes in Thailand further undertake the mission of fostering cultural exchanges and cooperation between China and Thailand, providing intellectual support and talent guarantees for cooperation in education, culture, economy, and other fields between the two countries.

The teaching activities at Confucius Institutes in Thailand are diverse and vibrant, with flexible and varied course offerings. The institutes typically provide courses ranging from basic to advanced levels of Chinese, catering to the learning needs of diverse students. They also emphasize practical teaching and cultural experiences by organizing various language practice activities and cultural exchange events, enhancing students' language proficiency and intercultural communicative competence. Confucius Institutes in Thailand boast a highly qualified and professional teaching faculty. These teachers possess rich teaching experience and profound academic backgrounds, enabling them to provide excellent teaching services to students. The institutes also possess abundant teaching resources, including books, multimedia materials, online teaching resources, and more, providing students with extensive learning spaces and convenient learning conditions. Confucius Institutes in Thailand have played a pivotal role in promoting cultural exchanges and cooperation between China and Thailand.

The institutes frequently organize various cultural exchange activities such as artistic performances, calligraphy and painting exhibitions, food festivals, and more, providing Thai people with a window to understand Chinese culture. The institutes also actively collaborate with various sectors of Thai society to jointly promote cooperation between China and Thailand in education, culture, economy, and other fields. Confucius Institutes in Thailand have achieved remarkable results in promoting Chinese language teaching, disseminating Chinese culture, and fostering cultural exchanges and cooperation between China and Thailand. The institutes have not only improved Thai students' Chinese language proficiency and cultural literacy but also enhanced Thai people's understanding and knowledge of China. Furthermore, the institutes have provided strong support for cooperation between China and Thailand in education, culture, economy, and other fields, promoting the continuous development and deepening of Sino-Thai relations.

2.3 Conceptual Framework

This study examines the factors influencing the effectiveness of online international Chinese language teaching, refining various influencing factors and ultimately developing an integrated analytical framework. The model is illustrated in Figure 2.1.

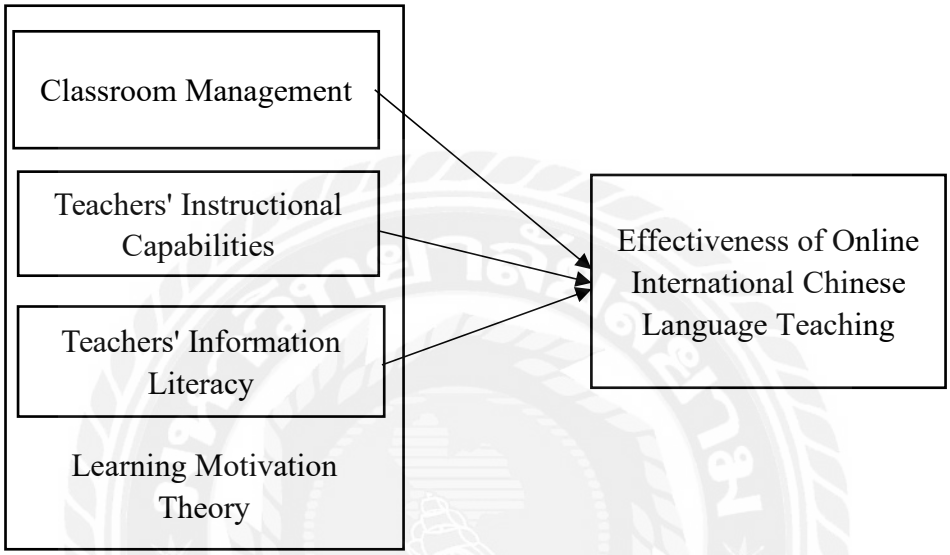

Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

Confucius Institutes in Thailand are institutions established through collaborations between Chinese and Thai universities for Chinese language teaching and cultural promotion, which facilitate Sino-Thai cultural exchanges and cultivate Chinese language talents. This study aimed to conduct an in-depth analysis of the effectiveness of online international Chinese language teaching at Confucius Institutes in Thailand, identify key factors influencing the effectiveness, and provide insights and inspiration for the development of Confucius Institutes in other countries. Using questionnaire surveys, this study employed the quantitative research method to comprehensively and deeply investigate the effectiveness of online international Chinese language teaching at Confucius Institutes in Thailand. The research process included questionnaire design, data collection, data analysis, and interpretation of results. The questionnaire covers three aspects: classroom management, teachers' instructional capabilities, and teachers' information literacy, comprehensively reflecting the effectiveness of online international Chinese language teaching.

3.2 Population and Sample

This study focused on students enrolled in online international Chinese language courses at Confucius Institute in Thailand, encompassing diverse gender, age, and grade cohorts. The objective is to identify critical factors influencing the effectiveness of online international Chinese language teaching and propose targeted improvement strategies. In collaboration with the academic department of Confucius Institute, the research first established the target population as 2,175 students who had participated in online Chinese language courses, followed by scientifically grounded sampling procedures.

Based on Krejcie & Morgan's (1970) sample size calculation table, the theoretically recommended sample size for this population (N = 2175) was determined to be 334 participants, calculated under the parameters of a 95% confidence level, 5% margin of error (d = 0.05), and P = 0.5. This calculation balances population size, confidence level, and margin of error to ensure the sample adequately represents the population while avoiding resource overcommitment from excessive sampling.

However, practical considerations necessitated adjustments to the theoretical sample size. To mitigate risks associated with invalid responses, 20% additional participants were incorporated into the sampling strategy. Consequently, the final sample size was set at 400 participants. Questionnaires were distributed randomly via an online platform, with rigorous data collection and screening protocols to ensure

representativeness and validity. This methodology guarantees both theoretical rigor and practical feasibility, ultimately providing empirically grounded insights to optimize the quality and efficacy of online international Chinese language instruction.

The sample size calculation formula by Krejcie & Morgan (1970) is as follows:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1)+X^2 P(1-P)}$$

3.3 Hypothesis

This study aimed to verify the specific impacts of classroom management, teachers' instructional capabilities, and teachers' information literacy on the effectiveness of online international Chinese language teaching, providing theoretical support and practical guidance for optimizing online international Chinese language teaching. Therefore, the following hypotheses are proposed in this study:

H1: Classroom management has a significant effect on the effectiveness of online international Chinese language teaching.

H2: Teachers' instructional capabilities have a significant effect on the effectiveness of online international Chinese language teaching.

H3: Teachers' information literacy has a significant effect on the effectiveness of online international Chinese language teaching.

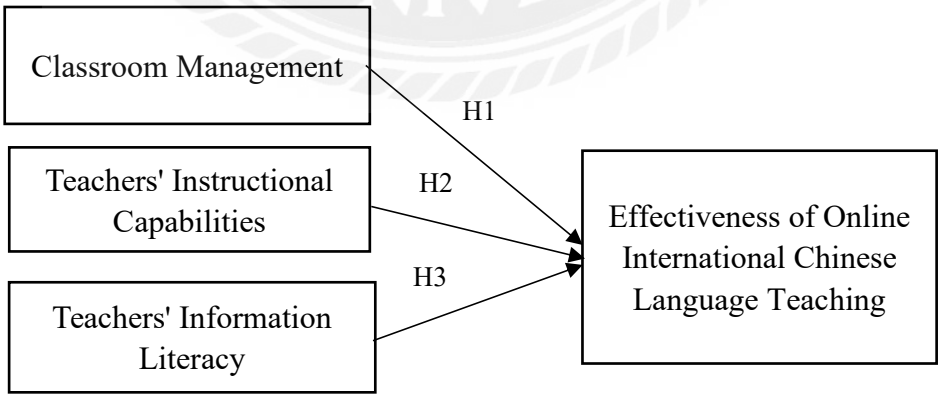

Figure 3.1 Hypotheses

3.4 Research Instrument

The framework of this questionnaire is primarily based on learning motivation theory. In terms of classroom management dimensions, the investigation focuses on the clarity of classroom rules, monitoring and management of student engagement, maintenance of classroom discipline, timeliness of interaction and feedback, and the creation of classroom atmosphere. For the dimension of teachers' pedagogical competence, the questionnaire examines familiarity with teaching content, application of instructional technologies, understanding and fulfillment of student learning needs, stimulation of learning interest, and tracking of learning progress. Regarding teachers' information literacy, the questionnaire assesses familiarity with online education platforms, ability to integrate instructional resources using information technology, proficiency in applying information technology, awareness of information ethics and security, and willingness to learn information technology to enhance teaching capabilities continuously. In evaluating the effectiveness of online international Chinese language teaching, the questionnaire investigates course satisfaction, improvement of students' language proficiency, learning interaction and engagement, personalized learning support, and stimulation of learning motivation.

The questionnaire comprises 24 items, divided into two main sections based on item type differences:

The first part contains 3 items focusing on respondents' basic personal information, specifically gender, age, and grade.

The second part contains 21 items targeting factors influencing the effectiveness of online international Chinese language teaching. Items are designed across four dimensions: classroom management, teachers' instructional capabilities, teachers' information literacy, and the effectiveness of online international Chinese language teaching, with detailed content presented in Table 3.1.

Table 3.1 Measurement Items

Influencing Factor	Measurement Item	NO.
Classroom Management	Teachers always clearly articulate the rules and expectations for online classes.	1
	Teachers consistently monitor students' online engagement accurately and effectively.	2
	Online classroom discipline is always well-maintained, with teachers addressing disciplinary issues promptly and efficiently.	3
	Teachers provide timely online interaction and feedback to students.	4
	The online classroom atmosphere is consistently positive, with teachers effectively stimulating	5

	students' learning interests.	
Teachers' Instructional Capabilities	Teachers demonstrate exceptional mastery of teaching content, explaining concepts clearly and expanding related knowledge.	6
	Teachers exhibit sophisticated online instructional skills, applying technology to enhance teaching effectiveness.	7
	Teachers thoroughly understand students' learning needs, precisely addressing them and guiding deep learning.	8
	Teachers stimulate students' learning interest and motivation, fostering active engagement.	9
	Teachers comprehensively and accurately track students' learning progress, providing timely and effective assessments and guidance.	10
Teachers' Information Literacy	Teachers are not only proficient in platform operations but also explore advanced functions to improve teaching outcomes.	11
	Teachers creatively integrate information technology resources to develop unique pedagogical systems.	12
	Teachers apply information technology tools to enhance online teaching effectiveness.	13
	Teachers adhere to information ethics and security protocols while actively promoting awareness among students.	14
	Teachers prioritize continuous learning of information technology, keeping abreast of technological advancements, and innovating teaching methods.	15
Effectiveness of Online International Chinese Language Teaching	I am satisfied with the online Chinese course and find it effective for learning.	16
	The online Chinese course has significantly improved my language proficiency.	17
	Learning interactions in the online Chinese course are frequent, and my participation is high.	18
	The online Chinese course provides highly personalized learning support that meets my needs.	19
	The online Chinese course has greatly stimulated my learning motivation.	20
	The online Chinese course has significantly enhanced my intercultural communication skills.	21

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

Reliability analysis is a statistical method used to assess the stability and consistency of measurement tools, primarily focused on examining the stability and consistency of the results measured by scales in a questionnaire. This analysis checks whether the scale samples in the questionnaire are true, reliable, and trustworthy. The more uniform the test results, the stronger the representativeness of the data for the whole, and the higher the reliability. Through reliability analysis, we can understand whether the questionnaire design is reasonable and make corrections to avoid classification errors. Cronbach's alpha is used to evaluate the internal consistency of the test items. A higher Cronbach's alpha value indicates a higher degree of consistency among the items. When the reliability coefficient of a sub-scale is above 0.7, the questionnaire's reliability coefficient is considered good; when it is between 0.6 and 0.7, it is also acceptable; and when the reliability coefficient of the overall scale needs to reach above 0.8, it indicates good overall reliability.

Through data analysis, Cronbach's Alpha values for classroom management, teachers' instructional capabilities, teachers' information literacy, and the effectiveness of online international Chinese language teaching are 0.846, 0.839, 0.885, and 0.867, respectively. The internal consistency of the questionnaire is good, and the reliability is high, as shown in Table 3.2.

Table 3.2 Reliability Test

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Q1	0.752	0.804	
Q2	0.754	0.845	
Q3	0.775	0.863	0.846
Q4	0.795	0.872	
Q5	0.712	0.841	
Q6	0.694	0.824	
Q7	0.754	0.865	
Q8	0.783	0.824	0.839
Q9	0.757	0.834	
Q10	0.768	0.837	
Q11	0.781	0.835	
Q12	0.737	0.877	
Q13	0.728	0.885	0.885
Q14	0.773	0.874	
Q15	0.737	0.887	
Q16	0.795	0.847	0.867

Q17	0.771	0.887	
Q18	0.758	0.854	
Q19	0.762	0.835	
Q20	0.781	0.871	
Q21	0.784	0.873	

3.5.2 Questionnaire Validity Analysis

The Kaiser-Meyer-Olkin (KMO) value compares the simple correlation coefficients and partial correlation coefficients among variables, ranging from 0 to 1. The KMO value should be above 0.7, and a KMO value of 0.9 or higher indicates that the data on the scale is highly suitable for factor analysis. Survey data shows that the overall KMO value is 0.857, with a significance level of 0.000, which is less than 0.05 and reaches a significant level, indicating that factor analysis can be conducted. This study employs confirmatory factor analysis (CFA). According to the factor analysis results of the variables, the cumulative explanatory rates for the influencing factors of classroom management, teachers' instructional capabilities, teachers' information literacy, and the effectiveness of online international Chinese language teaching are 84.304%, with significance levels greater than 0.5. This indicates their suitability for factor analysis. The factor analysis yields three valid factors: classroom management, teachers' instructional capabilities, and teachers' information literacy.

Through CFA, all question items are divided into three dimensions. From the results of the independent variable factor analysis, a total of five question items with eigenvalues greater than 1 are extracted, which are consistent with the original topic classification. Additionally, the factor loadings of each measurement item in the questionnaire are all above 0.5, and the discriminant validity among dimensions is good, indicating good independence among dimensions. This suggests that the overall validity of the questionnaire is good.

Table 3.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.857
Bartlett's Test of Sphericity	Approx. Chi-Square	2532.08
	df	119
	Sig.	0.000

3.6 Data Collection

This study selected students from Confucius Institutes in Thailand as the research subjects and data collection was conducted from March 2025 to May 2025. The questionnaires were distributed and collected primarily through the online platform of Wenjuanxing, with online recovery of questionnaires. A total of 400

questionnaires were distributed. During the questionnaire recovery process, the research team conducted strict checks to eliminate invalid questionnaires, including those that were incomplete or inconsistent. A total of 334 responses were recovered, with an effective questionnaire recovery rate of 83.5%. Through this process, the research team collected a substantial amount of valuable data, which can be used to analyze the factors influencing the effectiveness of online international Chinese language teaching.

3.7 Data Analysis

3.7.1 Descriptive Statistics

The software used for descriptive statistics included Excel and SPSS, which provided statistical analysis of the demographic characteristics of the sample, including mean, standard deviation, percentage, normal distribution, kurtosis, and skewness values. Descriptive statistics provide basic support for further data analysis.

3.7.2 Factor Analysis

Exploratory factor analysis was conducted on the survey data using SPSS to extract common factors and determine the common dimensions of the influencing factors of the effectiveness of online international Chinese language teaching. The reliability and validity of the constructed model were determined, providing a theoretical basis for improving the influencing factor system of the effectiveness of online international Chinese language teaching.

3.7.3 Multiple Regression

In this study, the multiple regression method was a comprehensive and in-depth exploration method, greatly enriching the dimensions and accuracy of the research. By adopting the multiple regression method, this study overcame the limitations of univariate model analysis, not only enriching the content and hierarchy of the research but also improving its accuracy and practicality. This provided strong support and guidance for enhancing the effectiveness of online international Chinese language teaching.

Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Participants

When analyzing the data on factors influencing the effectiveness of online international Chinese language teaching, the basic characteristics and distribution of students who have taken online international Chinese courses at Confucius Institutes in Thailand are taken into consideration.

In terms of gender distribution, there are 140 male students, accounting for 42% of the total, and 194 female students, accounting for 58% of the total. The proportion of female students is slightly higher than that of male students. This may be related to Thai society's attitude towards Chinese language learning, personal interests, career planning, and other factors. Females may be more inclined to choose language learning or have a stronger interest in Chinese and Chinese culture.

Regarding age distribution, there are 8 students under 18 years old, accounting for 2% of the total, 310 students aged 18-22 years old, accounting for 93% of the total, and 16 students above 22 years old, accounting for 5% of the total. The age of students is mainly concentrated between 18 and 22 years old, which corresponds to the college student age group. This indicates that the online international Chinese courses offered by Confucius Institutes in Thailand are primarily targeted at college students. The few students under 18 may be high school students or have special learning needs, while those above 22 may be pursuing further education or learning Chinese due to career demands.

In terms of grade distribution, there are 42 first-year college students, accounting for 13% of the total, 87 second-year college students, accounting for 26% of the total, 126 third-year college students, accounting for 38% of the total, and 79 fourth-year college students, accounting for 24% of the total. The academic distribution of students is mainly concentrated in the second to fourth years of college, with the highest proportion being third-year students. This suggests that as the academic year progresses, students' demand for Chinese language learning gradually increases, possibly due to career planning, academic research, or cultural exchange needs.

Students who have taken online international Chinese courses at Confucius Institutes in Thailand are predominantly female, mainly aged between 18 and 22, and belonging to the college student group, with an academic distribution covering all college grades. These data reflect the positive attitude and strong interest of Thai college students in Chinese language learning, while also providing valuable market information and teaching references for Confucius Institutes in Thailand. In future

teaching, more personalized teaching plans and activities can be developed for students of different genders, ages, and grades to improve teaching effectiveness and student satisfaction. As shown in Table 4.1.

Table 4.1 Descriptive Statistical Analysis of Participants

Item	Options	Frequency	Percent%
Gender	Male	140	42
	Female	194	58
Age	Under 18 Years Old	8	2
	18-22 Years Old	310	93
	Above 22 Years Old	16	5
Grade	First-Year College Students	42	13
	Second-Year College Students	87	26
	Third-Year College Students	126	38
	Fourth-Year College Students	79	24
Total		334	334

4.1.2 Correlation Analysis

The Pearson correlation coefficient matrix was utilized to demonstrate the degree of linear correlation among four variables.

The correlation coefficient between classroom management and the effectiveness of online international Chinese language teaching is .649, indicating a significant positive correlation between the two. This suggests that effective classroom management has a positive impact on enhancing the effectiveness of online international Chinese language teaching.

The correlation coefficient between teachers' instructional capabilities and the effectiveness of online international Chinese language teaching is .736, revealing a significant positive correlation between them. This implies that improvements in teachers' instructional capabilities contribute to better teaching outcomes in online international Chinese language courses.

The correlation coefficient between teachers' information literacy and the effectiveness of online international Chinese language teaching is .774, demonstrating a very significant positive correlation between the two. This emphasizes the importance of teachers' information literacy in enhancing online teaching effectiveness. With p-values less than 0.01, these correlation coefficients are statistically highly significant. This strengthens our confidence in the relationships among these variables.

In summary, this Pearson correlation coefficient matrix uncovers the close relationships among classroom management, teachers' instructional capabilities, teachers' information literacy, and the effectiveness of online international Chinese language teaching. These relationships indicate that to improve the teaching effectiveness of online international Chinese language courses, it is necessary to comprehensively consider and optimize multiple aspects, including classroom management, teachers' instructional capabilities, and teachers' information literacy.

Table 4.2 Correlation between Variables (Pearson Correlation Matrix)

	Classroom Management	Teachers' Instructional Capabilities	Teachers' Information Literacy	Effectiveness of Online International Chinese Language Teaching
Classroom Management	1			
Teachers' Instructional Capabilities	.654**	1		
Teachers' Information Literacy	.672**	.774**	1	
Effectiveness of Online International Chinese Language Teaching	.649**	.736**	.774**	1

4.1.3 Multiple Regression Analysis

The purpose of Multiple Regression Analysis is to explore the impact of classroom management, teachers' instructional capabilities, and teachers' information literacy on the effectiveness of online international Chinese language teaching. The R-squared value is 0.784, indicating that the predictor variables in the model (classroom management, teachers' instructional capabilities, and teachers' information literacy) collectively account for 78.4% of the variability in the dependent variable (the effectiveness of online international Chinese language teaching).

The Unstandardized Coefficient (Unstd. B) for classroom management is 0.743, which means that, when other predictor variables remain constant, an increase of one unit in classroom management leads to an average increase of 0.743 units in the dependent variable (the effectiveness of online international Chinese language teaching). The Standardized Beta coefficient (Std. Beta) is 0.742, indicating that

classroom management significantly impacts the dependent variable compared to other predictor variables. The t-value is 6.350, with a Significance level (Sig.) of 0.000, demonstrating a significant linear relationship between classroom management and the dependent variable. The Variance Inflation Factor (VIF) is 1.124, close to 1, suggesting no severe multicollinearity between classroom management and other predictor variables.

The Unstd. B for teachers' instructional capabilities is 0.725, with a Std. The beta of 0.748 indicates that teachers' instructional capabilities significantly impact the dependent variable. The t-value is 6.658, with a Sig. of 0.000, further confirming this significance. The VIF is 1.236, similarly indicating that multicollinearity is not a serious issue.

The Unstd. B for teachers' information literacy is 0.623, with a Std. The beta of 0.664, showing that teachers' information literacy also has a significant impact on the dependent variable. The t-value is 6.674, with a Sig. of 0.000, reaffirming this significance. The VIF is 1.153, indicating that multicollinearity is within an acceptable range.

The Sig. values for all predictor variables are 0.000, far below commonly used significance levels (such as 0.05 or 0.01), indicating that the impacts of these predictor variables on the dependent variable are highly significant. The VIF values are all close to 1, suggesting no severe multicollinearity among the predictor variables, which contributes to the stability and accuracy of the model.

Table 4.3 Multiple Regression Analysis

Item	Unstd. B	Std. Beta	T	Sig.	VIF	F
C	0.774		7.451	0.000		44.25***
Classroom Management	0.743	0.742	6.350	0.000	1.124	
Teachers' Instructional Capabilities	0.725	0.748	6.658	0.000	1.236	
Teachers' Information Literacy	0.623	0.664	6.674	0.000	1.153	
R Square	0.784					
Adjusted R Square	0.763					

NOTE：*P<0.05, **P<0.01, ***P<0.001

Therefore, based on the data analysis results, classroom management has a significant effect on the effectiveness of online international Chinese language teaching, supporting Hypothesis 1; Teachers' instructional capabilities has a significant effect on the effectiveness of online international Chinese language teaching, supporting Hypothesis 2; Teachers' information literacy has a significant

effect on the effectiveness of online international Chinese language teaching, supporting Hypothesis 3.

4.2 Discussion

4.2.1 Classroom Management Has a Significant Effect on the Effectiveness of Online International Chinese Language Teaching

Classroom management plays a crucial role in online international Chinese language teaching. It not only concerns the stability of teaching order but also directly affects students' learning outcomes and teachers' teaching quality. Effective classroom management can create a positive and orderly learning environment for students, thereby enhancing their learning motivation and participation. Effective classroom management ensures that students maintain high levels of concentration and actively engage in learning activities. In online international Chinese language teaching, teachers can maintain good classroom order by setting clear classroom rules, promptly responding to student's questions, and providing targeted learning guidance. This helps students better understand and master Chinese knowledge, thereby improving their learning outcomes.

Classroom management also involves issues of teacher-student interaction and communication. In online teaching, teachers can utilize various online teaching tools and platforms to interact and communicate with students in real time. Effective classroom management ensures that this interaction and communication are positive and effective, thereby strengthening trust and rapport between teachers and students and improving teaching effectiveness. Good classroom management can also enhance students' autonomous learning abilities. In online international Chinese language teaching, teachers can cultivate students' autonomous learning abilities by guiding them to explore independently and engage in cooperative learning. At the same time, through effective classroom management, teachers can timely understand and grasp students' learning progress and difficulties, providing them with personalized learning support and guidance.

In online international Chinese language teaching, establishing clear classroom rules is key to ensuring the stability of the teaching order. Teachers should formulate classroom rules based on students' learning needs and cognitive levels, and clearly explain the meaning and purpose of these rules to students. Additionally, teachers should ensure that these rules are strictly enforced to maintain good classroom order. In online teaching, teachers can utilize various technological means to enhance classroom interactivity. For instance, employing video conferencing tools for real-time interaction, online discussion boards for group discussions, and real-time polling tools to gauge students' learning situations. These technological means can

break the limitations of time and space, making students more actively participate in classroom learning.

In summary, effective classroom management plays a crucial role in enhancing online international Chinese language teaching. To improve classroom management in this context, teachers should establish clear classroom rules, make use of technology to foster interactivity, focus on the individual needs of students, and create efficient feedback mechanisms.

4.2.2 Teachers' Instructional Capabilities Have a Significant Effect on the Effectiveness of Online International Chinese Language Teaching

Teachers' instructional capabilities indeed have a significant impact on the effectiveness of online international Chinese language teaching. In online international Chinese teaching, teachers' instructional capabilities directly affect students' learning outcomes and the quality of instruction. Teachers with strong instructional capabilities can more effectively impart knowledge, stimulate students' interest in learning, and guide them to actively participate in learning activities, thereby enhancing teaching effectiveness.

Excellent teachers are adept at flexibly utilizing various teaching methods and techniques to adapt to the characteristics of online teaching. They are skilled in leveraging online teaching platforms and tools, such as video conferencing, online discussion boards, and real-time polling, to enhance teacher-student interaction and increase classroom activity and participation. Teachers can also adjust their teaching strategies based on students' learning progress and feedback, ensuring that each student can keep pace with the instructional rhythm and master the knowledge imparted. International Chinese teaching involves students from diverse cultural backgrounds, thus necessitating teachers to possess cross-cultural communication skills. This includes understanding learning habits, ways of thinking, and linguistic characteristics across different cultural contexts to better communicate and interact with students.

Teachers' cross-cultural communication skills aid them in better-comprehending students' needs and providing personalized learning support and guidance, thereby enhancing teaching effectiveness. Online teaching relies on various educational technology tools, such as online teaching platforms and multimedia resources. Teachers need to proficiently master the usage of these tools to efficiently conduct online teaching activities. The stronger teachers' technological application abilities are, the better they can leverage these tools to enrich teaching content, improve teaching efficiency, and thereby enhance students' learning experience and outcomes.

In summary, teachers' instructional capabilities have a significant impact on the

effectiveness of online international Chinese language teaching. To improve the quality of online international Chinese teaching, teachers need to continually enhance their instructional capabilities, including teaching methods and techniques, classroom management skills, cross-cultural communication skills, and technological application abilities.

4.2.3 Teachers' Information Literacy Has a Significant Effect on the Effectiveness of Online International Chinese Language Teaching

Teachers' information literacy indeed has a significant impact on the effectiveness of online international Chinese language teaching. Information literacy refers to an individual's ability to acquire, utilize, create, and disseminate information in an information society, encompassing information awareness, knowledge, skills, and ethics. For teachers, enhancing their information literacy means better adapting to an information-based teaching environment and more effectively utilizing information technology to improve teaching effectiveness. Teachers with higher information literacy can proficiently obtain various Chinese language teaching resources from the internet, such as instructional videos, audio, images, and textual materials.

These diversified teaching resources can stimulate students' interest in learning and help them better comprehend and grasp Chinese knowledge. Simultaneously, teachers can utilize information technology to integrate and optimize these teaching resources, making them more aligned with students' learning needs and cognitive levels. In an online teaching environment, teacher-student interaction and classroom participation are crucial indicators for measuring teaching effectiveness. Teachers with higher information literacy can proficiently utilize various online teaching platforms and tools, such as video conferencing, online discussion boards, and real-time polling, to enhance teacher-student interaction and classroom participation. These tools can break through time and space constraints, enabling students to participate in classroom learning anytime, anywhere, thereby increasing their learning motivation and effectiveness.

In an online teaching environment, classroom management and monitoring are key aspects to ensure teaching effectiveness. Teachers with higher information literacy can utilize various information technology means to optimize classroom management and monitoring, such as real-time monitoring of students' learning status through online teaching platforms and assessing students' learning progress and performance using data analysis tools.

These means can help teachers better understand students' learning situations, and promptly identify and address existing issues, thereby ensuring the stability and sustainability of teaching effectiveness. Each student differs in Chinese proficiency and learning abilities; therefore, personalized instruction and differentiated

development are important goals in online international Chinese teaching. Teachers with higher information literacy can utilize information technology to achieve personalized instruction and differentiated development, such as developing individualized learning plans for each student through intelligent teaching systems and assessing students' learning styles and interests using data analysis tools. These means can help students better leverage their strengths and potential, improving their Chinese proficiency and learning abilities.

In summary, teachers' information literacy has a significant impact on the effectiveness of online international Chinese language teaching. Therefore, to improve the effectiveness and quality of online international Chinese teaching, schools, and educational institutions should emphasize and strengthen the cultivation and enhancement of teachers' information literacy.

Table 4.4 Hypothesis Test Results

NO.	Hypothesis	Result
H1	Classroom management has a significant effect on the effectiveness of online international Chinese language teaching.	Supported
H2	Teachers' instructional capabilities have a significant effect on the effectiveness of online international Chinese language teaching.	Supported
H3	Teachers' information literacy has a significant effect on the effectiveness of online international Chinese language teaching.	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

In the research on multifactorial influences shaping the effectiveness of online international Chinese language education, classroom management, teachers' teaching competence, and teachers' information literacy have been identified as three pivotal core elements. These elements interact synergistically and mutually reinforce each other, collectively forming the foundational framework for the high-quality implementation of online international Chinese language instruction. This research conclusion provides a systematic basis for optimizing online teaching practices and offers actionable improvement pathways for substantial enhancement of teaching quality and deepening of learning outcomes, carrying significant theoretical value and practical guiding implications.

Classroom management serves as the fundamental guarantee for the orderly advancement of online international Chinese language instruction, with its efficacy directly impacting the achievement of teaching objectives. Given the characteristics of temporal and spatial separation and complex information distractions inherent in online teaching, teachers are required to proactively construct a classroom management strategy system tailored to the online teaching environment. Teachers can leverage real-time polling tools, group collaborative discussion functions, and other interactive features of online teaching platforms to design classroom activities with high participation and engagement. Such measures aim to alleviate learners' sense of alienation caused by geographical barriers and foster an immersive learning atmosphere akin to that of physical classrooms.

Teachers' teaching competence stands as the core determinant of the effectiveness of online international Chinese language instruction, directly influencing learners' knowledge construction and skill development. In the virtual teaching space, teachers must possess both a solid knowledge foundation in the Chinese language and efficient knowledge delivery capabilities. This necessitates teachers' participation in specialized activities such as pedagogical academic conferences, cross-institutional teaching case observations, and teaching skills workshops to establish a regularized mechanism for experience exchange and continuously absorb cutting-edge theoretical insights and innovative methodologies within the discipline.

Teachers' information literacy functions as the technological driving force for the innovative development of online international Chinese language instruction, with its level directly determining the depth and breadth of pedagogical reforms. Against the backdrop of digital education transformation, teachers are required to systematically master key technological tools, including online teaching platform functionality development, multimedia teaching resource design, and learning data analysis. Teachers must engage in paths such as specialized information technology training,

educational technology academic research, and practical application of digital tools to construct a technological capability system encompassing dynamic design of teaching courseware, development of virtual simulation experiments, and modeling of learners' behavioral data.

5.2 Recommendation

(1) Increase Interaction Levels, Cultivate Teacher-Student Relationships, and Strengthen Discipline Management

To fully leverage the advantages of online education and stimulate international students' interest in learning, it is crucial to enhance interaction levels, cultivate teacher-student relationships, and strengthen discipline management. Based on the concept of "teacher-student interaction for deeper student learning," and incorporating the characteristics of online interactivity and immediacy, various forms of questioning and interaction should be employed in different types of Chinese language teaching to better engage students in the classroom. For instance, students can participate in teaching activities through free comments and anonymous postings, encouraging them to actively respond to questions in class. A closed-loop teaching approach that includes pre-class guidance (introduction of content, preview, and material collection), in-class teaching (bullet chat interaction and real-time question-and-answer), and post-class question-and-answer (consolidation and improvement, classroom management) can transform boring content into interesting ones. The academic language should be transformed into the popular language to keep up with the times, allowing students to grasp the key aspect of "facilitating autonomous learning" throughout the curriculum design, implementation evaluation, and reflection process.

To excel in online teaching, proper guidance for students is essential. A "three-stage" teaching approach should be implemented for classroom discipline and online teaching links. Before class, a well-prepared teaching plan is required, such as sending a message an hour before class to prompt all students to log in to their respective platforms in advance, preventing students from arbitrarily switching platforms during class, and emphasizing their role as the classroom's main participants. During class, students should register online or through specified channels and engage in practical training for one and a half hours. In the final section, a summary is given, and assignments are assigned. This approach ensures online classroom teaching from three levels: teachers' early sign-in, classroom presence, and assignment implementation. In online education, guidance on students' discipline and learning must be strengthened. Teachers should monitor students' attendance rates throughout the class, identify the root causes of any issues, adopt corresponding solutions, and incorporate these into students' quantitative evaluations. After class, a timely summary of students' classroom performance should be conducted.

Additionally, teachers should pay attention to whether each student in the classroom can engage in normal online learning and adjust their teaching according to the course progress to ensure high-quality online teaching.

During online learning, students' attention may vary. Students not only value online education highly but also prioritize the selection of course content. Therefore, teachers should carefully consider when and where to introduce questions and how to transform classroom questions into a "chain of questions." A well-designed teaching link can not only stimulate students' learning enthusiasm but also allow teachers to have more control over online teaching and grasp students' knowledge acquisition. Halfway through the class, the assigned homework should be checked to review students' learning progress from behind and provide timely prompts as needed. After the class, the class WeChat group should be utilized to guide students to watch video courses on the teaching platform and fully leverage the convenience of the internet to extend post-class learning and communication opportunities beyond the classroom. In addition, there should be after-class question-and-answer sessions for students. Since some students do not interact with teachers throughout the online learning process, their teacher-student relationships are not close, which hinders education. Teachers should encourage students to share their thoughts and questions in WeChat or QQ groups for deeper discussions while maintaining originality in their expressions. On crucial issues, Chinese teachers should focus on grasping the direction of judgment and provide appropriate guidance.

In terms of homework evaluation, teachers should encourage international students to conduct individual or group presentations online to promote their self-learning abilities. Furthermore, based on exam scores, a 100-point scoring system can be set, such as 10 points for attendance, 10 points for in-class quizzes, 30 points for teaching interaction, 20 points for course assignments, and 30 points for group presentations. During evaluation, special attention should be given to students' problem-analysis and problem-solving abilities.

(2) Engage in Learning and Training, Refine Evaluation Systems, and Experiment with More Online Expression Methods

To enhance online Chinese language teaching, teachers must keep abreast of the times and continuously improve their abilities. With so many websites and tools available for online Chinese education, it is difficult for individuals to effectively navigate and choose the best options. Therefore, teachers should actively acquire IT knowledge or participate in various trainings to stay informed about the latest advancements in online Chinese education. They should also be willing to communicate with other teachers, learn from each other, and adopt techniques and methods suitable for online Chinese education, thereby achieving mutual exchange and collective progress. Strengthening the teaching supervision work of relevant departments will promote the orderly advancement of online Chinese teaching.

Additionally, leveraging the advantages of big data analysis to design evaluation standards and formulate appropriate incentive measures can propose scientific management plans and standard measures in various aspects such as teaching implementation and organization, as well as teaching evaluation and support, thereby enhancing teachers' emphasis on online classrooms.

In bilingual classrooms, teachers should strive to be as present as possible, especially during the initial stages of Chinese learning for international students. Gesture language is an auxiliary teaching method that greatly assists international students. At the beginning of their learning, international students typically have a limited vocabulary and cannot communicate solely through words, so body language can effectively convey information. However, in international online Chinese teaching, teachers cannot fully express body language. Therefore, various teaching methods should be adopted. For instance, for some crucial lessons, teachers can pre-record their body movements as demonstrations. In pronunciation teaching, teachers can incorporate images of articulation positions and sound into courseware, such as animations of actions for "running" and "jumping". During regular classes, teachers can also utilize functions like "face-to-face portraits" or insert their virtual images into the classroom through VR technology to enhance the use of body language, thereby strengthening international students' information reception ability and classroom discipline control.

(3) Foster Autonomous Learning, Enhance Information Knowledge, Improve Discipline-Specific Information Literacy, and Promote the Development of Information Capabilities.

Information knowledge is the cornerstone for advancing information-based teaching practices and promoting the sustainable development of teachers' professional abilities. However, currently, most teachers at Confucius Institutes in Thailand pay little attention to the development of information technology requirements for teachers in the field of international Chinese education, which may hinder the implementation of information-based teaching to a certain extent. To enhance teachers' knowledge base, they should make use of fragmented time to follow public accounts or recognized learning platforms, ensuring they remain updated on the latest research developments. They can also actively participate in online lectures on information technology to understand the application trends of emerging technologies in the field of international Chinese education. Furthermore, teachers can actively try out various Chinese education-related applications and use multiple information devices to conduct Chinese teaching, enriching their knowledge and experience through teaching practice and laying a solid foundation for the deep integration of information technology and Chinese teaching.

To meet learners' increasingly diverse learning needs, international Chinese teachers must not only possess basic knowledge of information-based learning to

establish a solid foundation for personal and professional development but also have the practical ability to apply modern educational technology to assist in Chinese teaching, thereby providing more effective foundational support for learners in language learning. Teachers need to actively think about how to leverage the advantages of information technology and dare to innovate in teaching practice, actively creating a good learning experience for remote Chinese learners. International Chinese teachers need to improve their academic literacy and their abilities to identify, analyze, and solve practical problems, achieving a balance between “teaching, research, and learning”. To continuously build their abilities in future development and hone them through teaching practice, teachers can achieve autonomous and sustainable development of their professional abilities, striving to grow into “expert teachers”.

5.3 Further Study

The outlook for future research presented in this study primarily focuses on two aspects:

(1) Deepening the Study of Learning Motivation Theory

Future research can further explore the connotation and extension of Learning Motivation Theory, integrating the characteristics of online teaching to construct a framework of Learning Motivation Theory tailored for online international Chinese language teaching. Studies can continue to analyze the specific impacts of different types of learning motivations (such as intrinsic motivation, extrinsic motivation, achievement motivation, etc.) on the effectiveness of online international Chinese language teaching, as well as the interactions among these motivation types.

(2) Expanding Sample Scope and Diversity

Future research can further broaden the sample scope to include multiple Confucius Institutes in Thailand and students from different grades and academic backgrounds. By comparing differences in learning motivations among different Confucius Institutes and student groups, research can explore the universality and particularity of the effectiveness of online international Chinese language teaching. In addition to learning motivations, studies can also consider other factors that may influence the effectiveness of online international Chinese language teaching, such as teachers' instructional strategies, teaching resources, and learning platform functionalities. Through further research, we can gain a more comprehensive understanding of the mechanism through which learning motivations affect the effectiveness of online international Chinese language teaching, providing Confucius Institutes in Thailand and other international Chinese education institutions with more scientific and effective teaching strategies and methods. Additionally, these research

findings will serve as valuable references for the future development of international Chinese education.

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Appendix

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part Ⅰ:

1. Gender? A Male
   B Female

2. Age? A Under 18 years old
   B 18-22 years old
   C Above 22 years old

3. Grade? A First-Year College Students
   B Second-Year College Students
   C Third-Year College Students
   D Fourth-Year College Students

Part II: Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number "√. " The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree (or strongly disagree), two indicates relatively disagree (or relatively disagree), three indicates neutral, four indicates relatively agree (or relatively agree), and five indicates strongly agree (or strongly agree)

Measuring Items	1	2	3	4	5
Classroom Management					
Teachers always clearly articulate the rules and expectations for online classes.					
Teachers consistently monitor students' online engagement accurately and effectively.					
Online classroom discipline is always well-maintained, with teachers addressing disciplinary issues promptly and efficiently.					
Teachers provide timely online interaction and feedback to students.					

The online classroom atmosphere is consistently positive, with teachers effectively stimulating students' learning interests.					
Teachers' Instructional Capabilities					
Teachers demonstrate exceptional mastery of teaching content, explaining concepts clearly and expanding related knowledge.					
Teachers exhibit sophisticated online instructional skills, applying technology to enhance teaching effectiveness.					
Teachers thoroughly understand students' learning needs, precisely addressing them and guiding deep learning.					
Teachers stimulate students' learning interest and motivation, fostering active engagement.					
Teachers comprehensively and accurately track students' learning progress, providing timely and effective assessments and guidance.					
Teachers' Information Literacy					
Teachers are not only proficient in platform operations but also explore advanced functions to improve teaching outcomes.					
Teachers creatively integrate information technology resources to develop unique pedagogical systems.					
Teachers apply information technology tools to enhance online teaching effectiveness.					
Teachers adhere to information ethics and security protocols while actively promoting awareness among students.					
Teachers prioritize continuous learning of information technology, keeping abreast of technological advancements, and innovating teaching methods.					
Effectiveness of Online International Chinese Language Teaching					
I am satisfied with the online Chinese course and find it effective for learning.					
The online Chinese course has significantly improved my language proficiency.					
Learning interactions in the online Chinese course are frequent, and my participation is high.					
The online Chinese course provides highly personalized learning support that meets my needs.					
The online Chinese course has greatly stimulated my learning motivation.					
The online Chinese course has significantly enhanced my intercultural communication skills.					