



EMERGENCY REMOTE TEACHING OF MANDARIN CLASSES DURING THE COVID-19 PANDEMIC

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Abstract: During the pandemic, education is often called “emergency remote teaching.” Remote teaching and learning is a learning system that occurs beyond the physical buildings of the campus/school using the internet and electronic gadgets (computers, smartphones, etc.), which can help the teaching and learning process occur remotely. This paper employed a survey method to gather the data. With this method, the authors designed questions through an online questionnaire to tap teachers’ perceptions about how they have run online classes during the pandemic. This study focuses on two problem formulations: the extent to which Chinese language teachers carry out emergency Chinese online teaching and learning activities during the pandemic and how teachers carry out Chinese emergency online teaching and learning activities. This study found diversity in implementing Chinese emergency online classes, where most research subjects belong to high-prepared category. This proves that the response of Chinese language teachers is quite adaptive to implementing emergency online learning during this pandemic.

Keywords: remote, online, independent, emergency

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INTRODUCTION

In early 2020, the COVID-19 virus began to emerge. One way to reduce the risk of spreading and transmitting the virus is to close schools and require students to study online at home, from elementary school to college. The implementation of education during the pandemic occurred massively and unplanned. For this reason, education during the pandemic is often referred to as “emergency remote teaching.” Remote teaching and learning is a learning system that occurs beyond the physical buildings of the campus/school using the internet and electronic gadgets (computers, smartphones, etc.), which can help the teaching and learning process occur remotely (Sofyana & Rozaq, 2019; Ginting et al., 2021). Furthermore,

emergency online classes have finally opened up new literature in research, and several researchers have studied this topic.

The study of online learning is interesting to study. For example, Ginting et al. (2020) found that it is not always easy for students to be independent in doing assignments without being supervised by an instructor. This difficulty occurs because of the cultural aspect in which Asian students still rely heavily on teacher assistance. On the other hand, Akbana et al. (2021) describe the effects of emergency distance education due to COVID-19 on foreign or second language teaching. This study discusses the obstacles that challenge teachers and students in language courses. Cahyadi et al. (2021) found that the shift from face-to-face activities to ERT had an impact on various aspects: internal organizational resources (curriculum, staff development, and technology) and external challenges (lack of fast, smooth internet access, and students' socioeconomic problems). They said ERT courses must be designed with simplicity, flexibility, and empathy. Xu and Buckingham (2021) study an ESOL course for Chinese students. In their study, teachers and parents view distance learning as benefiting students with high levels of discipline and increased autonomy. This study discusses the evaluation of ERT teaching by developing a priority list of perspectives and actionable strategies to prepare students and parents for successful online learning.

Research by Xu et al. (2021) examined online evaluation activities, perceived learner readiness, and the use of online tools in emergency remote character teaching. They said that teachers' use of technology early in learning Chinese should be correlated with their confidence, perceived adequacy of time, access to technology, and support received. Therefore, there is a need for a community of teachers to offer language-specific training, support, and its implications for foreign language teaching.

Based on systematic literature reviews, the authors found that previous studies did not comprehensively explain how teachers run their online classes and deal with non-academic problems. These challenges become severe issues for students taking online course. Based on the explanation of the problem's background above, the research problem can be formulated as follows: To what extent do Chinese teachers carry out Chinese emergency online teaching and learning activities during the pandemic? How do teachers implement emergency Chinese online teaching and learning activities during the pandemic?

METHOD

This paper employed a survey method to gather the data. With this method, the authors designed questions through an online questionnaire to tap teachers' perceptions (Adiyanta, 2019) about how they have run online classes during the pandemic. A

questionnaire was given to nineteen Chinese teachers in Blitar City in this study. This questionnaire contained some questions focusing on their teaching activities during the pandemic. The questionnaire was divided into some indicators, each of which had a sub-indicator in the form of a statement: teaching attendance, cognitive attendance, and social presence. Moreover, the questionnaire in this study used a closed questionnaire. The authors intentionally weigh the questions using the Likert scale, ranging from strongly disagree, disagree, maybe, agree, and strongly agree.

The authors employed a purposive random sampling technique for research samples in this study. With this sampling technique, they took the samples due to limitations such as access to information from respondents, time, and resources (Arifin, 2011). The samples of this study involved two elementary school teachers from primary schools A and B, one secondary school teacher from school C, and one high school teacher from school D in Blitar City. The authors observed the informed consent procedure in this study after receiving their consent (Ginting, 2022). The author guarantees the confidentiality of the respondent's identity by using a pseudonym in this paper. The authors have found that their study involved nine (47%) female and ten male respondents (53%). Based on the age group, respondents aged 25 to 29 are three people (16%), respondents aged 30 to 34 are ten people (53%), respondents aged 35 to 39 are three people (16%), and respondents aged 40 to 44 were two people (10%), and respondents aged 45 to 49 were one person (5%). Based on the last education level of the respondents, the previous education level is Bachelor/S1, which is the most dominating, with as many as 13 people (69%) of the total respondents. The composition of the respondent group with a Diploma 3/D3 education level is also quite large, namely five people (26%) of the total respondents. Meanwhile, the respondents with a doctoral/S2 education level were one person (5%).

The data analysis technique of this study used descriptive statistical analysis. First, the authors collected the information from the survey. After getting the data, the authors began to apply SPSS software for practical calculation. The findings were presented in percentages, mean, and modes. As such, the readers find reading the data easy to comprehend.

FINDINGS AND DISCUSSIONS

To what extent do Chinese teachers carry out Chinese emergency online teaching and learning activities during the pandemic?

Based on the survey, the authors found that 11% belong to the low-preparedness group, 16% to the mid-preparedness group, and 73% to the high-preparedness group. Thus, it can be concluded that most Chinese teachers belong to the high-preparedness group.

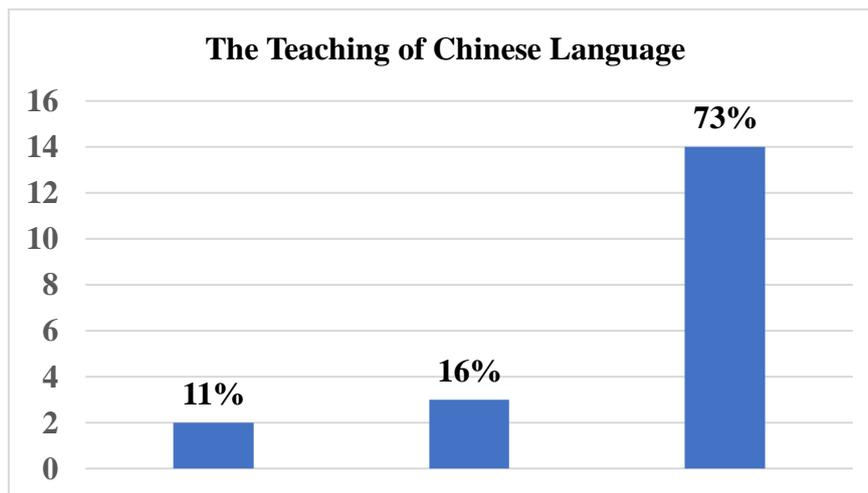


Figure 1. The Teaching of Chinese during the pandemic

How do teachers implement emergency Chinese online teaching and learning activities during the pandemic?

Preparation for teaching Mandarin class online (Pre-teaching)

The high-preparedness group has prepared for pre-teaching activities quite well. The teachers in this group have prepared their students psychologically and physically to participate in teaching and learning activities. The teacher also provided the initial information of the lessons to students, such as explaining the theme, informing the teaching objectives, and sharing the learning materials on that day.

“At the beginning of each lesson, what needs to be done is to prepare the materials and tools needed, especially during the current pandemic. Preparation should be done more than we used to. Although not always, on average, we must provide the initial information, what to learn on that day” (respondent A)

The teacher has also explained the learning activities to the students. The high-preparedness group teacher explained the lesson's theme, especially why students should learn Mandarin.

“We explain the theme of the lesson that day and the learning objectives to be achieved” (respondent A)

Like the high-preparedness group, mid-preparedness teachers have also prepared well for the pre-activity. They claim that they have provided the initial information to their students, such as explaining the theme, the objectives to achieve in the lesson, and the material for that day.

“Yes, indeed, starting learning is very important to convey learning objectives and motivate students, but when we teach online, it is a bit difficult to do that, so I only do that sometimes when there is a zoom schedule” (respondent B)

However, in this mid-preparedness group, the teacher rarely did apperception and motivation first at the beginning of the lesson. Instead, they went straight to the material that day.

“For motivation and apperception, I only say it occasionally. Yes, because learning is online, if it takes too long to explain, it is a shame the students run out of quotas” (respondent B)

The low-preparedness group prepared the pre-activity well because the teacher provided initial information to the students. It is just that, on average, this is done occasionally, such as explaining the theme, the objectives to be achieved in the lesson, and the material on that day.

“If I convey the learning objectives, I rarely do it for motivation. Sometimes, if you provide more motivation than delivering the material, there will be less time to explain the material. Teaching time is also reduced during a pandemic, so teaching time is shorter.” (respondent C)

Teachers in this low preparedness group rarely did apperception and motivation at the beginning of the lesson, but they went straight to the material that day.

“During this pandemic and online learning, I gave apperception, but for motivation, I did not convey it (respondent C).”

Of the three respondents' answers, they all conveyed initial information, such as themes, goals to be achieved, and learning materials. However, the average difficulty for students' apperception and motivation before starting learning was that they could not meet face-to-face with students.

Syllabus and lesson plans

The high preparedness group used the old syllabus. However, for the lesson plans, they made a new one. They did it because they had to adapt to current conditions.

“For the syllabus, we still use the old one. However, for the lesson plan teachers design a new one. They adapted it to current conditions.” (respondent A)

Like the high-preparedness group, the mid-preparedness group used the old syllabus. Teachers in the low-preparedness group used the old syllabus and the lesson plans. According to them, the lesson plans were not very important.

“The syllabus is the old one, and so are the lesson plans. Because the Covid-19 condition occurred suddenly, they were busy learning the online learning media they wanted to use, which made them not have time to make new lesson plans.” (respondent C)

Of the three groups, they use the old syllabus. However, regarding the syllabus, the high-preparedness group and the good have made new lesson plans adapted to the current pandemic situation. Meanwhile, the low-preparedness group still used the old syllabus.

Learning Management System

The high-preparedness group uses a variety of applications for delivering the material, usually using PowerPoint, while for assignments, it can be through the website, quizzes, and google forms.

“To deliver the material using PowerPoint. As for the assignment, there are several ways, through the website, google form, and quizzes.” (respondent A)

On average, the mid-preparedness group used a variety of applications. For delivering material, they usually used power point, while for assignments, they used quizzes and google forms.

“To deliver the material, I usually use PowerPoint. As for assignments, I usually use quizzes and google forms.” (respondent B)

The low-preparedness group delivered material usually using PowerPoint, while for assignments, it was via google Forms and WhatsApp groups.

*“To deliver the material, I usually use PowerPoint. As for assignments, I usually use google forms, or I share my assignments via WhatsApp groups for each class.”
(respondent C)*

Of the three respondents' answers, on average, they delivered the material using PowerPoint, but for different assignments. They use very diverse applications for excellent groups, namely websites, quizzes, and google forms. For good groups, use the quizzes application, and google records. As for the low preparedness group, use the Google Form application and WhatsApp groups

Learning modules

The high-preparedness group makes the learning module itself because it adapts to the material, mainly depending on the readiness and condition of students and the theme of learning.

*“For the learning module, I use a module I made myself with material that I have adjusted again. During this pandemic, I send material from fragments of the module according to the material to students in PDF form. Because the learning module must adapt the material, it all depends on the students' readiness, theme, and condition.”
(respondent A)*

The mid-preparedness group, on average, makes the learning module itself because it adapts to the material, mainly depending on the readiness and condition of students and the theme of learning.

*“For the module, I make a day or two before I teach by taking material from the module that I have made and adapting it to the circumstances and conditions of the students.”
(respondent B)*

The low-preparedness group uses existing learning modules.

“For my module, I use a module that I have made; just send students the parts of the module.” (respondent C)

Based on the three respondents' views, we learned that all of them answered almost the same for the module used. However, the teachers from the high-preparedness group adjusted the modules following the student's circumstances and conditions.

The high-preparedness group used half of the time allocated for delivering learning materials, and the rest was used for doing assignments.

“During this pandemic, teaching time is reduced, so I usually use half the time allocation for delivering material and the rest for assignments. Sometimes assignments are done outside of Chinese language lessons.” (respondent A)

The mid-preparedness group used an average of half of the time allocated for delivering learning materials, and the rest was given to doing assignments.

“This pandemic period requires online learning, so it is complicated to divide the time. However, usually, I use half the time allocated for delivering the material and the rest for working on assignments.” (respondent B)

The low-preparedness group sometimes used half of the time allocated for delivering learning materials and the rest for giving assignments. However, sometimes there was also no virtual meeting.

“Sometimes I give students lessons using zoom, and sometimes there is no zoom. But if there is a zoom, I usually use half the time allocated for delivering material and the rest for assignments. Nevertheless, I usually give them assignments via WhatsApp group if there is no zoom meeting.” (respondent C)

All three respondents had the same answers, using half of the teaching hours to explain the material and the other half for assignments.

Learning activities

The high-preparedness group carried out learning activities coherently, namely from the beginning providing motivation and apperception first, then starting to explain the material on that day. Moreover, review the material taught that day at the end of the lesson.

“From the beginning, I gave motivation, and apperception first, so that these students could focus on my learning. After they focus on the lesson, I will start teaching the material. Furthermore, usually, I do it by using zoom. And at the end of the lesson, I review again the material I have taught” (respondent A)

The mid-preparedness group carries out learning activities reasonably coherently, namely from the beginning to provide motivation and apperception first. It is just that

encouraging and apperception are given only occasionally. After that, they just started to explain the material on that day. At the end of the lesson, review the material taught that day.

“At the beginning of the lesson, I motivate students first and do apperception so that students are ready to receive the material, then enter the material. Moreover, at the end of the lesson, I review the material being taught again.” (respondent B)

The low-preparedness group carries out learning activities in a reasonably coherent manner. At the beginning of the lesson, they provide motivation and apperception first, only giving encouragement and apperception occasionally given. After that, they start to explain the material of that day. At the end of the lesson, there was no activity to review the material taught that day.

“Of course, online learning is challenging for us as teachers to start...because this was never planned. So, I do not have any preparation. Therefore, at the beginning of the lesson, I sometimes give motivation and apperception, just entering the material. (respondent C)

From the three respondents, it can be concluded that the high-preparedness group is good. Before they explain the material, they provide motivation and apperception to prepare students to receive the material. After students are ready to receive the material, they enter the material. At the end of the lesson, they review or repeat the material being taught. Meanwhile, giving motivation and apperception for moderate groups is not as important, so they usually do not do that. However, they go straight to the point.

Tasking

The high-preparedness group provides task timelines to students, only that the timeline also has allowances until the afternoon, considering the student's condition. Moreover, students also obey the timeline.

“The timeline is a little loose considering the condition of students, especially the internet network, which is not very smooth. So that when there are assignments, they will be given leeway until the afternoon.” (respondent A)

The media for giving assignments and collecting assignments are also quite diverse, namely using WhatsApp, Google Forms, and using Quizizz

“Depending on the task, for notes using WhatsApp, if you can use Google Forms for exams, Quizizz. So far, students have experienced difficulties because, apart from the material obtained and obstacles, they cannot receive full information. But not many, just a few.” (respondent A)

The mid-preparedness group provides task timelines to students, only that the timeline also has allowances until the afternoon, considering the student's condition. Moreover, students also obey the timeline.

“For the collection of assignments, I usually give a little leeway with the deadline for collection until the afternoon because class hours are also reduced during this pandemic.” (respondent B)

The media for giving and collecting assignments are also quite diverse, using WhatsApp, Google Forms, and Quizizz.

“For collecting assignments, I use WhatsApp, Quizizz, and Google Form.” (respondent B)

The low-preparedness group provides task timelines to students, only that the timeline also has allowances until the afternoon, considering the student's condition.

“A task without a timeline is like life without a partner, so a task must have a timeline. I gave a little leeway with the deadline for collection until the afternoon because class hours were also reduced during this pandemic. However, it is not uncommon for students to disobey the timeline.” (respondent C)

In this low preparedness group, the media for giving assignments and collecting assignments only uses WhatsApp.

“For the collection of tasks, I only use WhatsApp.” (respondent C)

From the three respondents, it can be concluded that all of them provide flexibility in the task timeline to students until the afternoon. It is just that sometimes there are students who do not comply with the timeline.

The post-teaching

Reflection

The reflection given by the high preparedness group is to review what has been said that day to see the students' understanding and be assisted by giving questions and answers or games.

“The reflection I give is to review what has been conveyed again to see students' understanding, assisted by giving questions and answers or games, such as ice-breaking.” (respondent A)

The reflection given by the mid-preparedness group reviewed what had been said that day to see the students' understanding and was assisted by asking questions.

“Usually, when I reflect, I review what has been repeated to see students' understanding, assisted by asking questions.” (respondent B)

The reflection given by the low-preparedness group was only to review again about the material presented that day.

“Due to time constraints, I usually only do reflection. There are no games or questions and answers.” (respondent C)

From the three respondents, it can be concluded that they all reflect on reviewing the material taught that day so that students do not forget easily.

Evaluation

The evaluation given by the high-preparedness group was to monitor their results from the assignments and tests given and provide each student questions or assignments at zoom time. The high preparedness group not only gave independent tasks, but also group assignments that were done virtually.

“Maybe when we use zoom, we can do evaluations, such as giving questions or assignments to each student, not to groups. So, when they can do it, it means they can. Furthermore, when giving assignments, I usually also give group assignments, such as making conversations about one theme. Furthermore, I chose the members of this group so that the group members could learn from each other. Then, I asked each of them to collaborate so that even though they were far away, they could group online.” (respondent A)

The evaluation given by a mid-preparedness group is to monitor their results from the assignments and tests given and give questions or lessons at zoom time to each student. It is just that there is no group assignment.

“I usually monitor the results of their independent assignments and tests. Moreover, when I zoom in, I ask them one by one. If they can answer it, it means they already understand the material I teach.” (respondent B)

The evaluation given by the low-preparedness group is sufficient to monitor their results from independent assignments and tests given.

“Usually, I only see the results of independent assignments and tests they have done.” (respondent C)

From the answers of the three respondents, they both provided evaluations by monitoring the progress of the results of independent assignments and student tests. However, the group is outstanding, and there is an addition that monitors the results of group assignments.

Follow-up

The follow-up given by the high preparedness group was that after the students collected their assignments and tests, the teacher immediately assessed the results of the assignments and tests. Furthermore, there is the provision of enrichment or improvement outside of learning hours.

“I usually discuss the task together at zoom time so that if the kids are confused, they can immediately ask. Nevertheless, if it is a test, I usually use Google Form or Quizizz, so the scores appear immediately when they finish working. Moreover, after the children know the results, I give them remedial and enrichment.” (respondent A)

The follow-up given by the mid-preparedness group was that after the students collected their assignments and tests, the teachers did not immediately assess the results of the assignments and tests. Nevertheless, there is still the provision of enrichment or improvement outside of learning hours.

“If there are tests or assignments that use Google Forms, I set the value to appear immediately when they are finished working. But if the assignment is written and sent in the form of photos, I usually give the value the following week. Because online learning requires extra energy, so if you check directly on that day, you are also tired. And sometimes after the kids know the results, I give them corrections and enrichments.” (respondent B)

The follow-up given by the low preparedness group is that after the students collect their assignments and tests, the teachers do not immediately assess the results of the assignments and tests. Moreover, there is no provision of enrichment or improvement outside of learning hours.

“Usually, I give the results of the children’s assignments and tests next week. Online learning requires extra energy, so if I immediately check on the same day, usually my health is not qualified.” (respondent C)

From the results of the three respondents, it can be concluded that only the high preparedness group directly checked the results of the students' assignments and tests on the same day. Furthermore, after students know their results, the high preparedness group immediately provides improvement or enrichment. Meanwhile, the mid-preparedness group and sufficient, usually only next week, will give the results of students' assignments and tests. However, after the students knew the results of their assignments and tests, the mid-preparedness group still provided improvements and enrichment. Meanwhile, the low preparedness group did not provide.

Discussion

Three categories were obtained, namely very good, suitable, and sufficient. Based on the questionnaire data, it was found that the majority of Mandarin learning during the COVID-19 pandemic was outstanding. This can be achieved because of the readiness of Chinese language teachers to teach using technology. This is because they can adapt and adopt small classes. Many teachers feel challenged by distance learning or online classes and try to learn independently. The teachers are trying to independently find out the learning media they can use to help and make it easier for them to carry out teaching and learning activities during a pandemic like this. Ayunda et al. (2021) revealed that teachers must seek and use new and varied strategies for students so that learning can run effectively. These varied strategies make students more enthusiastic in the learning process to make it easier to understand the learning material.

As stated by Ayunda et al., as a teacher, you must continue developing and looking for new learning strategies so that learning can run effectively. The new teaching strategy will make students more interested in learning and more enthusiastic about participating in learning to understand the learning material easily. Since the start of distance learning and support from schools to work from home and the office, they can use their time to continue to study learning models and learning media that can be used for distance teaching. One of them is by participating in seminars or webinars. During the COVID-19 pandemic, many institutions ranging from universities and governments to the private sector held webinars ranging from free to paid. Not only that, but schools must also provide media and tools used in online learning. Siregar and Akbar (2020), teacher competence in using technology will affect the quality of teaching and learning programs. Therefore, before online learning is held, teachers must be given training first. Teachers must also participate in these training activities, such as seminars or webinars. Each school must also prepare distance learning tools and systems to improve the quality of students in schools. Ayunda et al. (2021) mention that guidance is needed in using increasingly developing technology to improve teacher

performance during a pandemic. This guidance can be in the form of a webinar due to the pandemic conditions that require Work From Home (WFH).

In a pandemic situation, technology is significant because it is very supportive of the teaching and learning process. Many teachers do not know how to use technology to help the teaching and learning process in a pandemic like this. Thus, teachers must develop by following guidance, such as seminars and webinars on learning technology.

To improve teaching skills and solve problems in online learning during this pandemic, teachers can collaborate with other teachers in the same school or different schools. Teachers can also join associations of subject teachers, such as the Subject Teacher Consultation (MGMP) or Teacher Working Groups (KKG). Contreras (2020), by implementing various forms of communication, collaboration, cooperation, and good coordination from multiple elements in our environment, such as schools, teachers, students, and parents, we can get through COVID-19. We can change learning, which was initially offline, into online learning.

Meanwhile, teachers in sufficient and suitable categories will likely experience obstacles teaching small or online classes. One reason is the internet connection. Not all schools in Indonesia have a smooth internet connection. In online learning, teachers need an internet connection and students. Many students do not have smooth internet access. Although the Ministry of Education and Culture has provided internet connection assistance to teachers and students, it is still insufficient for online learning needs for one month. In addition, many parents of students object to buying data packages that are pretty expensive as such online learning cannot run properly due to internet connection limitations. Siregar and Akbar (2020), the teacher's obstacle in teaching online is usually an increase in teacher spending on the cost of purchasing an increased internet quota because online technology requires an internet network connection and a large quota. Ayunda et al. (2021) lack adequate signals due to economic, social, geographical, and cultural factors that cause the online learning process not to be optimal. Not all students can understand the material presented by the teacher.

Online learning is very dependent on an internet connection. Getting a stable internet connection requires more spending to buy an internet quota or subscribe to Wifi. However, internet connection is also influenced by the geography of a region. There are still many areas in Indonesia where the internet network is unreachable, for example, in mountainous regions and the Frontier, Remote, and Disadvantaged (3T) areas which are different from urban areas where the internet network is already smooth.

In addition to an internet connection, technological devices must be met in online learning. The device in question is like a mobile phone (mobile phone), Tab, or Laptop. Without these tools, online learning will not work well. Meanwhile, many teachers and students still do not have these devices. Even if they have to buy them, the price is relatively high, so many teachers and parents of students object. Furthermore, even if all these technological devices are available, there are still teachers who still do not know about the learning platform Ayunda et al., (2021); not all teachers understand how to operate the platform for online learning activities to take place because online learning requires various platforms that previously were not available.

In addition to the device and internet connection, another thing that affects the work environment. During the pandemic, teachers must work from home (WFH), which requires teachers and students to learn and teach from home. In this case, the teachers have difficulty dividing teaching time and work at home, thus disrupting the online learning process, and the results are less than optimal. For example, they are being disturbed by tasks at home, such as taking care of children, cleaning the house, etc.

In addition to technological devices and internet connections, the teacher's lack of motivation to develop themselves is another factor. Teachers still cannot get out of their comfort zone, which has become a habit, and they did every day before this pandemic. One of the reasons teachers cannot develop is because of the age factor. Many teachers are not young anymore and do not master learning technology. So they have difficulty learning during this pandemic. In addition, because of the influence of their young age, they are not active in responding positively to opportunities for self-development, such as webinars or other scientific meetings and collaboration with colleagues. This causes them to be left behind in learning during the pandemic using an online system.

Conclusions

This study focuses on two problem formulations: the extent to which Chinese language teachers carry out emergency Chinese online teaching and learning activities during the pandemic and how teachers carry out Chinese emergency online teaching and learning activities. This study found diversity in implementing Chinese emergency online classes, where most research subjects had a perfect category. This proves that the response of Chinese language teachers is quite adaptive to implementing emergency online learning during this pandemic.

Some of the things that cause this are they can learn independently teaching distance, be active in seminars or webinars, collaborate with colleagues to solve problems in distance classes and have enough time to develop themselves, where small classes start

from early 2020 to early 2022. They also have school support to work from home and work in offices.

Schools should encourage further training activities or webinars, especially in the new normal. This learning is still carried out face-to-face with limited compliance with health protocols. Schools should motivate teachers more to apply blended learning, where learning is done online and face-to-face, for material delivery may be done online, through video, or face-to-face. However, assignments can be made online.

This research can improve and develop teacher professionalism. Teachers should not be stagnant or only in their comfort zone. This research can collaborate and open literacy on good and fun teaching methods for students to spur students to excel, especially in online learning. This study has limitations regarding sampling, so further research can take more samples. Because there are limitations, this study only describes online learning, especially learning Mandarin. For further investigation, it is possible to compare online, offline and blended learning, especially learning Mandarin.

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