

Research on Teaching Methods of Comprehensive Chinese Courses for International Students from ASEAN Countries under the Background of "Chinese + Vocational Education"

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Abstract: In light of the "Chinese + Vocational Education" concept, comprehensive Chinese courses for international students from ASEAN countries should move away from the framework of general language teaching and build a teaching method system that incorporates vocational orientation. Given that the general communication needs for Chinese in the ASEAN vocational education system are relatively vertical, this paper puts forward a coupling mechanism for Chinese vocational competence and general Chinese courses, as well as selection criteria for task-based language materials. Course Design: Based on the circumstances of vocational education, many types of vocational corpora are combined to provide all-around skills training, and various teaching units are available for all kinds of vocational education. At the level of interaction strategies, classroom activities can be organised according to vocational procedures, feedback mechanisms for language forms can be established based on cross-cultural awareness of vocational communication, and response paths for positive and negative transfer of native-language vocational contexts can be designed. Based on the above method, a system of teaching ideas for the all-round development of vocational Chinese skills in international students from ASEAN countries has been developed.

Keywords: Chinese + Vocational Education; international students from ASEAN countries; comprehensive Chinese courses; teaching methods; vocational language competence

Introduction

With the deepening of vocational exchanges among ASEAN countries and the Chinese-speaking world, most international students who have completed general Chinese studies face difficulties in applying their language in vocational courses in China. Most of the current comprehensive Chinese courses are based on daily life and school life, but they do not systematically meet the communicative demands of vocational fields in manufacturing, service industries and cross-border trade. Therefore, there is a considerable gap between the students' language skills and the demands of their future work. Therefore, research on teaching methods for comprehensive Chinese courses in light of the "Chinese + Vocational Education" concept for international students from ASEAN countries is needed. The goal of this paper is to build an entire chain of needs assessment, content organisation, module construction and classroom application to improve the integration effect of Chinese language teaching and vocational ability education.

1. Theoretical Framework of Chinese Vocational Integration Courses for International Students from ASEAN Countries

1.1 Hierarchical Levels of Chinese Communication Needs in the ASEAN Regional Vocational Field

ASEAN countries have different industrial structures in terms of manufacturing, services and cross-border trade, and thus there are also corresponding differences in communication needs for China's vocational education system. The lowest stage is to learn to follow instructions and give simple answers in daily life, such as recognising some vocational words and answering short questions about fixed routines. First, spread the information and present the problem in a technical collaboration; thus, learners need to know the procedural discourse of equipment operation and quality inspection. At the

top level are task coordination and conflict resolution in management communication, so relatively complex vocational texts need to be employed to make suggestions, offer explanations and conduct negotiations. The three levels are not independent; rather, they occur alternately in the various task circumstances of the same vocational post, so the content organisation of comprehensive Chinese courses should have both vertical articulation and horizontal compatibility.

Determine the level of demand for setting specific goals in the all-round Chinese course. The first is to start learning Chinese; at this time, we will learn some basic sounds and be able to respond to simple words. The required level of technical cooperation is reading and writing; thus, learners should be able to read a simple work manual and complete the process record. The level of management communication has reached that of discourse, so it includes report writing, meeting speeches and other practical forms of interdepartmental cooperation. The instructional design for international students from ASEAN countries should integrate the above levels into the language competence framework of comprehensive courses, and the needs at each level need to be converted into assessable communicative tasks to avoid the blind accumulation of vocational language content^[1].

1.2 Coupling Mechanism of Chinese Vocational Competence and General Comprehensive Chinese Courses

The four parts of Chinese vocational ability are: a reserve of vocational words, application of vocational sentence patterns, construction of vocational discourse, and strategies for vocational communication. The main contents of the general comprehensive Chinese course are phonetics, vocabulary, grammar, Chinese characters, and all-round skills in listening, speaking, reading and writing. General Chinese sets out the general rules for the form of language, such as the completeness of the syntactic structure and the coherence of discourse cohesion; vocational competence then specifies particular application scenarios and functional directions for these rules. For example, although the general class has learned about the "ba" sentence pattern in Chinese as a type of grammar, in vocational schools, it frequently appears in operational instructions, such as "properly fasten the component", and is thus directly related to the vocational field.

The two ways to carry out the operation of the coupling mechanism are competence mapping and content intersection. Competence mapping is to break down all parts of vocational competence into small skills of language that can be taught in general courses. For example, the "vocabulary reserve" can be organised according to semantic field clustering in vocabulary teaching, and "vocational communication strategies" can be mapped to contextualised feedback training in listening and speaking classes. Content intersection is the addition of vocational topic modules to the original topics of life, study and social interaction in general courses so that the same language point appears repeatedly in different topics and the transfer efficiency from general competence to vocational competence is improved. The two will not be placed next to each other; instead, a teaching loop will be formed so that changes in the form of language are in line with changes in vocational functions.

1.3 Principles for Selecting Vocational Language Content According to Task Types

According to the type of task, communicative behaviour in the vocational field can be divided into three categories: transaction-processing tasks, interpersonal communication tasks and technical operation tasks. Transaction-processing tasks include order confirmation, inventory reporting, shift schedule communication, etc.; the language in these tasks should be highly formulaic and have the ability to extract numerical information. The tasks of interpersonal communication include customer service, cooperation with colleagues, reporting to superiors, etc.; these tasks require politeness strategies and the expression of opinions and emotions in language. Technical operation tasks are instructions on how to operate equipment, dissemination of safety regulations, descriptions of faults, etc.; these tasks require precise verb sequences and expressions of spatial orientation. The Language Requirements of all kinds of tasks are quite different. In choosing the content, one should first consider the frequency of the task and the extent of the communication problem.

Based on the above division, the following three selection criteria for content decisions are put forward in this paper. First, in line with the principle of task typicality, we will focus on the language content of the types of tasks that occur most frequently in the main industries where ASEAN international students are employed, such as inquiry and quotation statements in the business field. Second, there is the problem of language load capacity; that is, whether one language can handle multiple functions. For example, the structure "need + noun/verb phrase" can be used to talk about the

handling of transactions (need an invoice) and interpersonal communication (need help). Thirdly, there is the problem of transferability; that is, we do not know whether the learned content of vocational language can be applied in actual work situations and whether the materials used for training are authentic and standardised. The content of the language that has been filtered out according to the above criteria still meets the immediate needs of vocational communication and leaves room for the continuous development of all-round Chinese proficiency^[2].

2. The Teaching Modularisation Design Logic of Comprehensive Chinese Courses

2.1 The Sequence of Language Knowledge Organisation Driven by Vocational Contexts

The Organisation Sequence of Language Knowledge affects the efficiency of learners' cognitive path from input to output. Given the vocational nature of the course, sequence design is based on the timeline of vocational work, and knowledge in Chinese phonetics, vocabulary, syntax and pragmatics is organised according to the order of job tasks. For example, in the vocational area of cross-border e-commerce, the knowledge sequence starts with nouns and quantity phrases needed to read product information, moves on to interrogative sentences and imperative sentences used to answer customer questions, and finally reaches billing terms and confirmation patterns at the order processing stage. This sequence does not follow the previous way of gradually increasing the difficulty of grammar in the general textbook. Therefore, the logic of vocational action serves as the main organisational principle, and the language forms acquire their first rationality of presentation at the level of actual operation.

The vertical division of this part should be in line with the current difficulties in learning the language and the order of vocational education. When a particular grammatical item appears early in the vocational training period and is too difficult for the students at that time, one can reduce the amount of input and introduce the full form gradually. That is to say, first introduce the basic structure of the grammatical item to achieve simple goals, and then gradually add modifiers and transformed forms in the following tasks. Vocabulary that is simple in form but has a low frequency in vocational situations can be added to the list of words to be learned later. The two-way constraint mechanism will help ensure that the sequence of language knowledge is suitable for the current needs of vocational education and in line with the laws of second language acquisition; otherwise, due to excessive emphasis on vocational logic, there will be fragmentation in the grammar system.

2.2 Embedding Methods for Vocational Corpora in Comprehensive Skills Training

Generally speaking, all four skills of language are included in overall skills training: listening, speaking, reading and writing. Embeddings of vocational corpora need to be different for the various skills. Generally speaking, the embeddings of vocational corpora for listening training are obtained from on-site recordings of job postings or simulated conversations as the main sources of material; they retain the original features of speech speed, accent, background noise, etc., and thus learners can extract important vocational information from non-standardized speech. Speaking training will probably employ vocational role rotation and task-based learning; students will take turns being the service providers and the service recipients to learn fixed expressions and adaptive speech in vocational situations and practise turn-taking. Most of the reading materials are short vocational texts, such as work tables, operating instructions and simple reports; therefore, the demand is for the ability to find information and recognise form. Writing tasks are generally record-type texts in vocational settings, such as work logs, handover checklists and problem notes, and have a relatively short length and simple sentences^[3].

The embedding of vocational corpora should maintain the integrity and coherence of language skill training, and the four skills should not be divided into isolated modules of vocational practice. A good way is to design a cross-skill task chain based on the same vocational event: First, learners listen to a vocational dialogue (listening), extract the key information, and then fill in a form (reading and writing); next, based on the content of the form, they will have a simulated negotiation with a partner (speaking). At this time, the same set of vocational corpora appears multiple times in different sections of the skills; this can help improve the memory of vocabulary and sentence patterns, as well as reconstruct the actual circumstances of using various skills together in vocational communication. The selection of vocational corpora should also take into account the communicative conventions in the native vocational cultures of ASEAN international students. For example, in service-oriented

vocational corpora, one should add variations in address forms according to the age and status of customers to make the language input more in line with the actual working environment.

2.3 Construction of Flexible Teaching Units for Multiple Vocational Fields

After graduating, ASEAN international students have many choices of vocational courses, such as commerce, tourism, catering and logistics. The fixed teaching content cannot meet all of their language needs. The Structure of the flexible teaching unit is a two-tier system; that is to say, there is a "core fixed unit" and "domain-specific elective units". The first fixed unit is general Chinese communication skills for all occupations; it covers basic vocational polite expressions, numbers and time, spatial orientation and path description, and simple problem reporting. The contents will still be related to the vocational field in the future. Specific elective modules have been added according to the different language requirements in various areas of vocational education, such as inquiry and bargaining sentences for the business field, attraction introduction discourse in the tourism industry, and dish recommendation expressions in the catering industry. All of the elective units have different recognitions in terms of vocabulary, sentence patterns and discourse types.

Standardise the Interfaces of the modules and set up combination rules for the construction of the flexible teaching unit. The main unit and the elective units are linked by function labels. For example, the function of "requesting assistance" appears in the general sentence pattern "Could you please...", is transformed into "Could you please confirm the quotation?" in the business elective unit, and is further changed to "Could you please check the waybill number?" in the logistics elective unit. Learners can choose a suitable unit according to their own career goals, and the general language system in that core unit will help them study the elective content more easily. The main part of the teaching time will be used for the core curriculum, and the other elective courses will be arranged flexibly according to the students' choices. The Design can help all international students in the comprehensive Chinese course pursue different vocational paths; therefore, personalised content should be provided while maintaining the high quality of the teaching system^[4].

3. Interactive-Oriented Vocational Chinese Teaching Strategies

3.1 Configuration of All-encompassing Chinese Classroom Activities Based on Vocational Courses

The organisation of classroom activities is based on the stages of vocational procedures, and the whole process of a vocational operation is divided into several successive communicative events, each of which corresponds to a type of comprehensive Chinese skill training activity. The front-desk reception process of a hotel is a typical case; at the stage of guest greeting, greetings and identity confirmation are carried out, and in this study, role-simulation activities that combine listening and speaking are designed, and participants need to repeat and confirm the information they have obtained from the guests. Next is the sequence of information entry and document signing at the check-in registration stage; scenario-based form-filling activities will be organised for practice in reading and writing, and recognition of table columns and understanding instructions for handwritten signatures will be required. Finally, there is the bill verification and a farewell phrase at the end of the checkout to ensure there are no other problems. The amount of time set aside for the activities is in line with the discourse density at each stage of vocational education; that is, stages with higher discourse density are given more time for classroom activities, and thus opportunities for language production are in line with the demands of vocational tasks.

Many vocational exercises can be offered at different levels of interaction difficulty according to the various abilities in language skills of the students. Beginner level is closed-ended; for example, one can use the instruction-execution pair practice model and require learners to understand and respond to only one piece of information. At this time, open activities will be organised, such as negotiation dialogues in fault situations, and learners will be encouraged to ask follow-up questions and add relevant information they have not learned independently. The purpose of High-Level Design is to organise the work, simulate the flow of information and distribution of tasks at all levels, and study students' language regulation ability in complex turn-taking networks. The same vocational procedure can be applied to activities of different difficulties, and based on the regular assessment results of the students, teachers can dynamically select them to maintain the authenticity of the vocational situation and control the scope of language teaching.

3.2 A Language-form Feedback Mechanism for Cross-cultural Vocational Communication Awareness

Cross-cultural vocational communication awareness is the ability to recognise and deal with conflicts caused by differences in culture in the form of vocational language. The purpose of language-form feedback is to correct and improve the vocational language that students use in class by providing formal corrections and suggestions from a pragmatic perspective. The two kinds of feedback are explicit and implicit. Indicate that there is a difference between the form of the discourse and the cultural norms of the vocational scene. For instance, when sending a request form to one's supervisor in the vocational sector of some ASEAN countries, it is often indirect; however, in Chinese vocational fields under the same circumstances, direct sentences with polite expressions are relatively common. Teachers show the difference by rephrasing or metacognitive explanation. Implicit feedback takes the form of input enhancement; that is to say, teachers repeat what the students have said but use words or sentence patterns from Chinese vocational culture to guide the students to notice the differences through comparison^[5].

The Design of the feedback mechanism is to turn the cultural dimensions into operating parameters for language forms, such as address hierarchy, directive intensity, refusal strategies and the frequency of gratitude. All of the above indicators show the degree of difference between the native vocational culture of ASEAN countries and Chinese vocational culture. The starting positions of the learners' expressions are based on records of classroom activities, and according to the direction and degree of deviation, teachers provide specific corrections to the language form. For example, in the course of product recommendation activities, if a learner uses a strong directive such as "You must buy this", the teacher can change the form of the directive to a suggestion, for instance, saying "You may want to consider this one; it is more suitable for your needs", and still achieve the original goal of recommendation. Based on all the feedback and self-corrections from the learners, they have gradually learned to use various forms of language in cross-cultural situations naturally and can now apply them in vocational communication.

3.3 Responses to Positive and Negative Transfer of Native Language Vocational Contexts for ASEAN Learners

The languages of the ASEAN countries have linguistic features in vocational education that are either similar to or different from those in Chinese, and these characteristics can be regarded as transfer phenomena in comprehensive Chinese courses. Positive transfer occurs when the language forms and functions are the same. For example, the honorific particles used for requests in the Thai vocational context are at the same syntactic level and have the same pragmatic function as the Chinese character "qing", so learners can quickly learn the "qing + verb" structure. Negative transfer is the result of various organisations of vocational discourse in native languages and Chinese. For example, the verb-preposing and subject-omission structure of Vietnamese vocational directives is different from the complete "nin + qing + verb" structure in Chinese, so learners may produce sentences with reversed word order, such as "qing que ren nin". First, identify the particular kinds of all sorts of positive and negative transfers that need to be addressed in the response plan^[6].

The two directions of the response strategy are to promote good transfer and prevent bad transfer. To promote positive transfer, instructional design can be employed to make learners feel connected to Chinese through their native language and thus encourage the occurrence of positive transfer via paired example displays and comparative induction activities. The two ways to solve the problem of negative transfer are structural rearrangement training and input flood enhancement. Structural Organisation training helps students gradually correct the incorrect sentence patterns directly translated from their first language into proper Chinese sentence patterns by breaking the syntactic inertia of the first language through mechanical operations of segmentation and organisation. First, give an example in the listening material and have the students repeat the syntax several times to form a new syntactic habit. Both kinds of strategies should be used to arouse students' sense of transfer so that they can actively find transfer errors in their own work and are not solely dependent on external correction. Organised transfer management will change the character of the native-language vocational education environment from one of interference to one that supports learning in that language.

Conclusion

The first part of this paper is the demand for such courses, the linkage model, and the selection criteria for Chinese vocational integration courses for international students from ASEAN countries. In terms of the order of modular Design, this paper will present the organisation of knowledge, methods for vocational corpora and flexible teaching units. Based on the direction of interaction, this paper will develop the activity arrangement according to vocational norms and build a cross-cultural feedback and transfer response system. The system of the above method will no longer distinguish between general Chinese classes and vocational language courses; instead, it will offer an organised way to design the curriculum for comprehensive Chinese classes for ASEAN international students. In the future, we will be able to make better use of digital teaching resources in vocational context simulations and strengthen the mechanism for dynamic adaptation of teaching content in all kinds of vocational education.

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