

A Brief Analysis of Online Immersive Chinese Teaching for Young Children during the COVID-19 Post-Epidemic Period: A Case Study of LingoAce

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Abstract

Driven by the Novel Coronavirus (COVID-19) epidemic, every section of society has focused on this serious problem. Education is one important sphere of society that has also been affected, so this article explores how to develop and propose an appropriate approach to Chinese teaching especially the immersive Chinese learning platform of LingoAce for young children. Online education mode is developing rapidly, and overseas Chinese teaching faces new opportunities and challenges. This article showed that an effective approach teaches how to engage with collaborative study, teaching units that consist of main skills in listening, speaking, reading, and writing. This highlights how effective immersive Chinese teaching must be employed flexibly and targeted in studying. With hope, some teaching methods and enlightenment can be brought to online immersive Chinese teaching for young children in the future.

Keywords: Online Education, Immersive Chinese Teaching, Young Children, LingoAce Platform

浅析后疫情时代下的低龄化线上沉浸式中文教学-以 Lingokce 为例

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摘要

在新型冠状病毒 (COVID-19) 疫情的推动下, 社会各界都关注这一严重问题。教育是社会的一个重要领域, 也受到了影响, 因此本文探讨了如何开发和提出一种合适的汉语教学方法, 特别是针对低龄儿童的 LingoAce 沉浸式汉语学习平台。在线教育模式快速发展, 海外汉语教学面临新的机遇和挑战。本文希望研究一种有效地结合听、说、读、写主要技能教授和学习中文的方法, 有效的沉浸式汉语教学必须采用灵活且有针对性的教学, 期望可以为未来低龄化儿童线上沉浸式汉语教学带来一些教学方法和启示。

关键词: 线上教育, 线上沉浸式中文教学, 低龄儿童, LingoAce 线上中文学习平台

Introduction

Since the end of 2019, there has been an unprecedented global outbreak of the Novel Coronavirus (COVID-19). As of April 2, 2021, there are 27,358,489 confirmed cases, 13,132,641 confirmed infections, 99,939,435 cured cases, and 2,834,717 deaths. There have been 600 million doses vaccinated, but only 7.65 in everyone hundred people. Although vaccination can prevent the virus, vaccination has not been fully popularized, and the number of people infected continues to increase. This shows that there are many people still at risk of infection. The daily increase in confirmed cases reminds us that we cannot treat COVID-19 lightly; we should continue to do careful epidemic prevention and keep healthy (Tencent News, 2021, para 2).

Since 2022, many countries have successively announced that they will no longer update the number of positive cases of COVID-19 and cancel various virus disease prevention and control measures. Even though it seems the COVID-19 era is already over, the world still worries about the aftereffects of the virus. Jagan Chapagain, IFRC's Secretary General, remarks: "The COVID-19 pandemic should be a wake-up call for the global community to prepare now for the next health crisis. Our recommendations to world leaders center on building trust, tackling inequality, and leveraging local actors and communities to perform lifesaving work. The next pandemic could be just around the corner; if the experience of COVID-19 won't quicken our steps toward preparedness, what will?"

This COVID-19 outbreak has brought big challenges to people's lives and studies. Long periods of home quarantine have prevented us from going to school or even studying abroad. With thousands of millions of students eager to continue learning, many front-line teaching workers continued to innovate, and various teaching methods emerged. From the beginning, parents helped to post the kids' learning on the social application for school, then launched a variety of online teaching platforms, and then the development of online broadcasts, recording courses, etc.; these made us easily learn at home, but for teaching Chinese as a foreign language, especially at a younger age and with a low foundation of Chinese learners, there are still many difficulties.

Underage children have poor controllability, difficulty concentrating, and weak comprehension; most of the children who learn Chinese as a second language, the parents do not know Chinese well, making it difficult to help learning after class. Therefore, classroom teaching is very important. It is very necessary to use immersion teaching to help the learner master a foreign language, which lets learners stay in a target language atmosphere in listening, speaking, reading, and writing as much as possible and try to use their mother tongue rarely, thus making the learners have as much exposure as possible

to the language they have learned and strengthening the memory of the learning language in a continuous, recurring way, so as to achieve a better language learning effect.

Among the online Chinese learning platforms that emerge endlessly, the LingoAce online Chinese learning platform, which was born in Singapore in 2017, was developed in China and the United States. It focuses on K-12 Chinese education and provides services to overseas (including China) students aged 6-15, and has 1 to1 (1 teacher to 1 student) and 1 to 4 (1 teacher to 4 students) online Chinese learning courses, which has brought a lot of teaching methods and enlightenment for reference in online immersive Chinese and makes us have practical significance in the young age Chinese learning.

Literature Review

1. Research on Immersion Teaching

The Immersion Teaching Program was first used in teaching French as a second language experiment in some schools in St. Lambert, Quebec, Canada in the 1960s and 1970s and was gradually promoted. The purpose is not only to facilitate people's daily communication but also, to improve the employment competitiveness and employment rate of the students. The effect of the experiment was very good, and it was quickly promoted in Canada and the United States.

Swain, &Lapkin (1982, p.117) have summarized the immersion teaching method as a teaching method that uses the learner's second language (L2) as the medium of classroom teaching. In 1989, Marguerite, Myriam, &Fred (1989, pp. 201-217) defined the Immersion Teaching Method as not only focusing on the direct mastery of the rules and grammar of the second language but also using a content-based language approach to understand second language input in terms of subject matter related to the target language in a conceptual framework for the integration of language and content in second/foreign language instruction. That is to say, the second language should be taught not only as a separate subject but also by using it as a method of teaching other school curriculums. Ellis (1994) holds a similar view.

With the continuous development of immersive classrooms, many experts have carried out further research and explanation on it. For example, Fred (1983, pp. 1-46) pointed out in his paper Bilingual education of majority-language children: The Immersion Experiments in a review that not all medium language courses using a foreign language as teaching content could be marked as "Immersion". He had developed different forms of Immersion courses and explained that the various levels in kindergarten, primary school, and high school should use different forms. Fred (1987, pp. 1-46) further introduces the development of Immersion Bilingual classrooms in Canada and the United States in detail

in *Learning through Two Languages*, published in 1987 *Studies on Immersion and Bilingual Education*. Later, Elaine, & Stan (1996, p.153) worked together to study and review the second language Immersion teaching programs in Canada and published *Studies in Immersion Education*. The book describes the implementation methods and matters needing attention of French Immersion classes in Canada and the professional requirements and improvement methods for teachers in detail. In addition, Lindholm (2011, pp. 81-103) studied the two-way immersion teaching programs in Chinese, she investigated the learners separately for using Chinese, English, and the Chinese/English bilingual as their mother tongue, and analyzed in many ways, such as language professional, academic achievement and student attitude, etc., this should be the earliest study to the Chinese immersion programs in systematic and multi-dimensional effect analysis. After a long period of follow-up investigation, the results show that the immersion method in Chinese teaching has achieved the expected results after several years. However, there are differences in individual outcomes. At the same time, some scholars, such as Anderson (2014), also used interviews or questionnaires to collect more feedback from parents and students involved in the immersion teaching program.

Subsequently, many scholars in China have studied the immersion teaching method. Gao (2019, pp. 214-216) mentioned in her article *The Specific Application of Immersion Teaching in Chinese as a Second Language teaching*, Total Immersion Experience English (TIE) is also called the Immersion teaching method, which allows students to learn in a completely enclosed environment only with the target language, strengthening the proportion of unconscious acquisition. Students are required to communicate and live only in the target language during classroom study and some certain periods, to block the interference of the mother tongue or other interlanguage, which is more conducive to forming the habit of thinking in the target language. Yang (2020, pp. 103-104) in *A review of research on the Immersion teaching method in Teaching Chinese as a foreign language*, also mentioned that the Immersion teaching method, also known as the immersive, osmotic teaching method, requires teachers should try only to use the target language to carry on the teaching to make sure students would use what they have learned and not to use other languages to assist as far as possible. The United States has a long history of immersion programs for several common languages, including English, German, French, and Spanish. As the global Chinese hot heating up, there are more and more Chinese learners at home and abroad, the United States education community has also seen this opportunity and has successively launched some Chinese immersion teaching courses for middle and lower-grade students in some local states. There are many students expressed interest in these courses and participated in the related courses, and

according to the survey, Chinese immersion courses have also achieved impressive results in a short period and have been welcomed by parents and students.

Since the beginning of the 21st century, Chinese scholars have successfully introduced the immersion method into the second language teaching classroom. Liang (2014, pp. 121-124) introduced the development status and problems of local Chinese immersion teaching in the United States in the article *Analysis of Curriculum of Chinese Immersion Schools in the U.S.* Li (2014, pp. 6-11) made a detailed study of the language research immersion teaching program of Minnesota Guangming Chinese School in the United States and published an article to explain the problems in the program which made scholars think more about the Chinese immersion teaching method. Similarly, Zhai (2015) also studied elementary schools in the United States in *Application and thinking of the American elementary Chinese immersion teaching model*, but different from LI (2014, pp. 6-11), his research based on the situation of teaching content, teaching method, cross-cultural communication, etc. in Cascade elementary school in Orem Utah. Based on previous studies, Mi (2018, pp. 15-17) expounded on the application of the immersion teaching method in teaching Chinese as a Foreign language and proposed that the immersion teaching method should be applied in the second language teaching comprehensively, qualified teaching teachers should be trained, teaching materials should be fully and reasonably developed and used, and teaching environment should be created, etc.

2. The Development of Online Chinese Teaching under the Influence of Covid-19

Due to the pandemic's impact, most foreign Chinese teaching has been moved from offline to online. After nearly a year of implementation, many experts and scholars have also put forward their views on whether in the online courses in schools or various online education platforms. Which had the greatest influence on Chinese teaching should be the online conference jointly organized by the Research Institute of International Chinese Language Education of Beijing Language and Culture University and Chinese Teaching in the World on July 10th, 2020; it focused on the research and judgment on international Chinese education under the influence of Covid-19, many experienced experts are teaching Chinese as a foreign language attended to the conference, such as Lu Jianming, a professor of Center of Chinese linguistics, Peking University, and the others professor from China university.

At the conference, Lu, &et al. (2020, pp. 435-450) believed that it is urgent to compile cultural textbooks on the two aspects of China's historical exchanges and communicate with foreign countries an overview of Contemporary China so that young people can

better understand China through the ages and learn and master Chinese in a development perspective. Li Yuming thought that the basic foundation of Chinese international education should be consolidated and gradually move from “learning Chinese” to “using Chinese to learn” and establish the correct concept of “Chinese + X”. At the same time, we should also vigorously explore online Chinese education methods to increase the learning value of Chinese continuously. Jia Yimin first elaborated on the impact of the new crown epidemic on overseas Chinese teaching, explained that the transition from traditional school classroom teaching to online teaching has brought reforms to Chinese teaching, and put forward some strategies for enhancing people’s subjective consciousness and scientifically formulating development plans, strengthen the construction of online teaching resources and improve the quality of online teaching.

Regarding the cultivation of modern multimedia education technology for Chinese teachers, Prof. Cui Yonghua considered that should be focused on the future. Students majoring in teaching Chinese to speakers of other languages should focus on the cultivation of corresponding science and technology and include it in the compulsory courses. Li (2020, pp. 15-16) also held the same view, we should gradually shift from the traditional “paper textbook + blackboard + chalk” model of classroom teaching to online education in modern international Chinese education, it is necessary to improve networked and digital multimedia teaching technology. Zhao Yang believed that the top priority should be to speed up the construction of a shared material library for international Chinese education to provide more abundant educational resources for education scholars at home and abroad. Among the opportunities and challenges faced by international Chinese education after COVID-19, Zhu Ruiping analyzed the current situation of international Chinese education in detail and put forward relevant countermeasures and suggestions from China and overseas, government departments, teachers themselves, teaching, and research, etc. Wang Zhimin also said that international Chinese education should find an accurate position, and Professor Zhang Bo suggested that the only way to turn the crisis into an opportunity is to develop online Chinese education (Lu, & et al, 2020, pp. 435-450).

At the same time, Cui (2020, pp. 435-450) clearly pointed out that “it is the outbreak of the epidemic that makes us more clearly aware of the opportunities and challenges brought to us by the Internet era.” Liu (2020, para 2) mentioned in This is the World's Largest Education Experiment that the online education practice promoted the reform of traditional education concepts and had great significance for promoting the innovation of multimedia information technology into education and teaching methods. According to Li (2020, pp. 5-6), the challenges faced by international Chinese education after COVID-19 include: continuing to improve Chinese teachers' information literacy,

strengthening the construction of digital multimedia teaching resources, and changing the traditional teaching mode and teaching management mode of Chinese education.

Regardless of the epidemic's arrival, the digital multimedia education and teaching era will come sooner or later. We should further research and discuss how to seize this opportunity and better integrate it with immersive Chinese teaching.

Methodology

Based on the analysis of previous studies, this paper studies the development of offline Chinese teaching in the current epidemic era. The case analysis method was also employed to study the teaching model of the LingoAce Chinese teaching platform, as well as the opportunities and challenges. Studying the background, teaching mode, and achievements of LingoAce online Chinese learning platform in detail, will bring more referable teaching methods and practical significance for online Chinese immersion learning of young age learners.

Analysis and Discussion

1. The Introduction of LingoAce Online Chinese Learning Platform

LingoAce¹ was founded in Singapore in 2017 and has grown rapidly in the U.S. and China. By January 2020, it had been promoted to more than 80 countries and regions worldwide, with more than 100,000 students. LingoAce offers a full set of 1 to 1 or 1 to 4 k-12 online Chinese education programs for overseas (including ethnic Chinese) children aged 3-15. LingoAce has offices in Singapore, Beijing, Wuhan, Los Angeles, Jakarta and Bangkok currently, it aims to use the power of science and technology, make teenagers in the world know more about Chinese and Chinese culture, experience the fun of learning Chinese, enjoy more wealth of knowledge which was brought from Chinese and build practical and interesting immersion course in Chinese not to waste every minute of child's life.

The platform mainly adopts the mode of live courses with relevant recorded courses. There are more than 4,700 teachers, all of whom are native Chinese speakers, graduated from global language majors, and hold the certificate of Putonghua Proficiency Test and some other related certificates in Chinese. They also have a thorough understanding of Chinese teaching and rich teaching experience. LingoAce will also undergo strict screening and comprehensive professional online Chinese education training before formal employment. The on-duty teachers also participated in advanced and full training which will strengthen the professional Chinese teaching, educational psychology, teaching

¹ The Information and Date are Quoted From The Official Website of LingoAce. Website: <https://www.lingoace.com>.

communication skills, multimedia teaching technology use and other aspects regularly or occasionally.

2. The Teaching Mode of LingoAce Online Chinese Learning Platform

LingoAce's main programs include an advanced program, a discovery program, an international program, a preschool program, and the Singapore blended programs specifically for the Singapore education system. Advocate using Chinese thinking to learn Chinese, adopt an immersive teaching model, and explain core knowledge lively and interestingly. With the help of rich teaching methods and games, teachers can simulate more real-life scenes to mobilize students' senses, increase interaction with students, and allow learners to better understand and accept Chinese in the learning process, improving their confidence in learning.

Advanced program: the teaching object is the children who can speak and listen to Chinese completely (usually ethnic Chinese children whose parents are immigrants), and can express their views, feelings, and so on in Chinese. The teaching materials are based on the new Chinese curriculum standards of the Ministry of Education of China (Ministry of Education of the People's Republic of China edition and People's Education Press Edition), and the live classes are designed and developed simultaneously with the primary schools Chinese lessons in China that are all provide a real Chinese learning environment like Chinese students, and suitable for students with strong listening and speaking ability to improve their Chinese knowledge and Chinese cultural literacy. This edition focuses on the learning of Chinese language structure and application skills and traditional Chinese culture, helping students to build a foundation of reading and writing Chinese, to better understand complex articles, to be able to discuss and accurately write personal opinions, and also to experience the beauty of Chinese. The program aims at students aged 6-15. There are 6 levels, with an average of 100 class hours per level, 55 minutes are for one class hour and 2-3 class hours per week are recommended.

Discovery program: the teaching object is Chinese bilingual learners whose family language is Chinese or Chinese and foreign languages, they usually have good Chinese listening skills, however, due to the influence of their mother tongue, there are problems with logic and vocabulary in expression. This program comprehensively corresponds to the international authoritative K-12 language and literature learning standards, combined with the competency requirements of the Ministry of Education of the People's Republic of China YuWen (语文) edition and CCSS (Common Core State Standards Initiative US K-12 Education Standards), to learn and accumulate a systematic Chinese language knowledge system as the foundation and support. Cultivate and strengthen the application of Chinese thinking skills and analytical problem-solving skills, and comprehensively improve learners'

ability to Chinese listening, speaking, reading, and writing, as well as the accuracy of Chinese spoken expressions, and increase their understanding and interest of Chinese and Chinese Cultural. The program aims at students aged 6-15. There are 6 levels, with an average of 60 class hours per level. 55 minutes are recommended for one class hour and 2-3 class hours per week.

International program: mainly aimed at learners who learn Chinese as a second language. The knowledge and skills correspond to a number of international authoritative foreign language learning and testing syllabuses and standards, such as American Council on the Teaching of Foreign Languages syllabus (ACTFL), Common European Framework of Reference for Languages (CEFR), Hanyu Shuiping Kaoshi -Chinese Language Proficiency Test (HSK), and Youth Chinese Test Standard New Chinese Test for Primary and Middle School Students (YCT), etc. and the teaching materials refer to Happy Chinese (快乐汉语). The main goal is to cultivate and improve learners' basic Chinese listening, speaking, daily communication, and comprehensive oral expression skills, also add basic Chinese characters learning to establish a preliminary foundation for further Chinese learning and reading, and at the same time focus on helping learners correct Chinese pronunciation, vocabulary and grammar problems that are influenced by their mother tongue. The program aims at students aged 6-15. There are 8 levels, 5 levels have been developed with an average of 40 class hours per level. 55 minutes are recommended for one class hour and 2-3 class hours per week.

Pre-school program: this course is mainly for preschool children, helping children to learn a new language during the language enlightenment stage and the golden learning period. The curriculum development process is divided into stages based on the “3-6 Years Old Children's Learning and Development Guide”, which respects children’s development and cognitive laws and focuses on daily oral Chinese expressions. Through nursery rhymes and fables, students can learn basic Chinese characters and vocabulary, find the rhythm of Chinese, and understand the characteristics of traditional Chinese festivals and customs. The program aims at students aged 3-6. There are 128 class hours per level. 25 minutes are recommended for one class hour and 2-3 class hours per week.

Singapore program: including online courses and online-offline mixed courses, mainly for students in the sixth grade who need to take the PSLE (Primary School Leaving Examination) in local government schools of Singapore; the courses are based on the “Happy Partners (欢乐伙伴)” of the Ministry of Education of Singapore Syllabus.

Online courses aimed at primary school students are 6-10 years old and grades 1-4. According to the PSLE scoring requirements, multimedia technology enhances visual simulation and interactive learning to comprehensively improve learners’ listening, speaking,

reading, and writing skills. According to students' grades, from correcting basic Chinese pronunciation and speaking skills to gradually increasing reading and standardizing Chinese writing requirements. Students will be able to meet the requirements of the Ministry of Education in 1 to 1 or 1 to 4 classes after class. Next, use more vivid and interesting learning methods to consolidate further the Chinese knowledge taught in the school and make a good foundation for PSLE.

The online-offline mixed courses are aimed at elementary school students are 10-12 years old and grades 5-6. They will learn each 1.5 hours online and offline per week for more targeted preparation for PSLE exams. The courses include more complex and targeted topics for training students to express and write in Chinese. Online courses are the "learning" stage; students will mainly learn examination skills and techniques. Offline courses are in the "apply" and "re-learning" phases. Students will fully apply the skills and techniques learned in the online courses. According to the different performances of students, teachers will also re-learn and improve students' Chinese proficiency. There are 6 levels in the course, with an average of 96 class hours per level. 55 minutes are recommended for one class hour and 2-3 class hours per week.

3. The Development of LingoAce Online Chinese Teaching Platform

Once there are parents or students interested in LingoAce online courses, they can sign up for the free trial classes on the website or consult through email, and then there will be a course consultant to contact in 2 working days to inquiry the current Chinese level and the learning objectives of the learns. The consultant will help choose the suitable teacher and curriculum, make a personalized learning plan, and appointments to trial classes according to the demand. After the trial classes, the course consultant will know more about the trial experience. If the learners are willing to continue their learning, after completing the course payment, a dedicated service team consisting of course consultants, teachers, learning managers, and technical support will provide services to ensure the students' smooth and happy study in LingoAce.

After the class time is determined, the teacher needs to enter the class 5-15 minutes in advance and wait for the students. After the class starts, the first 5-10 minutes will be reviewing the learning and homework of the last class, and they will only discuss the problems in the homework to save time for learning new knowledge. The next 40 minutes will teach the content in this class's syllabus, the teacher will summarize the lesson in the next 5 minutes, and the last 2-3 minutes will communicate with the parents. After completing the first course and each unit, teachers must submit the first course and unit feedback.

In the teaching process, it requests the teacher uses the immersion teaching method to create a pure Chinese environment and scene for students and promote Chinese thinking instead of mother tongue thinking in the learning process. The teachers will use image thinking to drive abstract language learning with the help of abundant teaching aids, pictures, and the whole-body reaction method to match the courseware for the learners with weak foundations. According to the actual situation of students to use guided and heuristic teaching, increase interaction, create full opportunities for students to think and use Chinese, encourage students to express in Chinese, and enhance students' learning enthusiasm.

At the same time, to ensure of effective learning, the dedicated learning manager will help teachers and parents coordinate the various problems in the learning process, and regularly report the learning progress and the ongoing technical support will help with equipment, technology issues.

By 2020, there are more than 17,000 students, and the number of active learners has increased 10 times compared with 2019. Most students and parents are satisfied with the course, and the renewal rate is as high as 80%. More than half of them also said they would recommend LingoAce to their friends.

4. The Reference Meaning of LingoAce Online Chinese Teaching Platform

4.1 Wide Coverage of Learners

As of 2022, a total of 2,000,000+ class hours have been completed, with students from more than 100 countries and regions worldwide. The company currently has offices in Singapore, Beijing, Wuhan, Los Angeles, Jakarta, and Bangkok. The official website is also divided into Chinese, English, Indonesian and Thai websites. The website description has been adjusted according to different countries to satisfy students of different language backgrounds, and the platform is still developing other languages.

4.2 Rich Course Types

Although LingoAce is mainly aimed at young Chinese learners aged 3-15 years old, it has launched five different programs: Advanced, discovery, International, pre-school and Singapore programs to meet the different needs of learners. Students and parents can choose suitable courses according to different needs. They can discuss with the learning manager to adjust the learning curriculum at any time so that students can continuously improve their Chinese level.

4.3 Comprehensive Learning Services

LingoAce provides each student with a dedicated course consultant, a learning manager, a teacher and an operation specialist, striving to bring a better learning experience

to students in this “4 to 1” service form, ensuring that students can get high-quality course experience and learning environment.

4.4 Immersive Chinese Teaching Class

Younger children and Chinese beginners are more difficult to achieve immersion in Chinese teaching, especially in the online teaching platform. However, LingoAce requires teachers to use immersion teaching methods in the teaching process to create a pure Chinese environment and scenes for students, help students lay a good foundation for Chinese learning, and keep learning it. For students with relatively weak foundations, teachers will use a wealth of teaching aids, pictures, physical displays with courseware prompts to guide students to learn and increase interaction according to the actual situation of students, create sufficient opportunities for students to think and speak Chinese. In addition, we will randomly check the classroom situation of teachers from time to time to supervise the steady development of immersive Chinese teaching. LingoAce has already cooperated with Peking University Press to provide wider access to immersive Chinese learning content and training materials for learners and teachers.

5. Shortcomings and Suggestions for LingoAce Online Chinese Teaching Platform

Like other online teaching modes, LingoAce also has an insurmountable physical distance and cannot make physical contact; only the part above the chest of the teacher can be seen on the screen, and the physical display is not complete; students are more difficult to control, and it is difficult to stop students in time when they left the classroom and requiring relatively strict in teaching equipment and network, the network easy to instability.

In addition, the immersive teaching mode has high requirements on teachers' professional knowledge and teaching accomplishment. Teachers need to do a lot of preparation in advance according to different students. In class, they also should pay attention to their dress and language expression, always keep students focused. Heuristic teaching, open questions lead to more effective communication.

Finally, LingoAce is a commercial Chinese learning platform. Although there are free trial classes, the courses are not cheap. Except for the 25-minute pre-school lesson, which costs \$15 a lesson, the other 55-minute lessons are all \$30 a lesson. Although the package price is provided, such as \$750 for 25 lessons, \$1,500 for 50 lessons, and 5 more lessons for free, the average price of each lesson is \$27.27, and 100 lessons with another free 20 lessons are \$3,000 which average class costs \$25 and all the lessons last forever. The price is not high for a second language course taught by a pure native teacher, but many parents are concerned about the choice of courses because the students are younger, and the course is only online. Some parents say they would prefer to choose

offline courses at the same price. This is the common problem facing the online learning platform, platform promotion, the teachers and the service need to have a certain cost, but in terms of course fees, it may not be fully understood and accepted, or we can develop some free after-school recorded courses and learning software to make parents and students feel more worthy.

Conclusion

Although the impact of the epidemic has slowly faded, the changes in the way we live and study due to the epidemic in the past three years have also brought us more new ideas. Many schools have even begun to study MOOC classes and develop online learning programs to assist onsite courses. From the above research, the development of online courses is an inevitable trend.

LingoAce immersion online Chinese teaching mode brings us certain enlightenment function; there are many institutions and schools in China have also launched many online Chinese learning platforms, such as Chinese plus (中文联盟), “Cloud Chinese (云上中文)” of Central China Normal University, and Beijing Language and Culture University Press, mostly focus in the live and recorded course and the choice of teaching resources, many of the courses and materials are free to download. In addition, the growing development of online Chinese teaching platforms such as HuaTutor (华易中文), Wukong Chinese (悟空中文), Lingo Bus and iHatoo (哈兔中文), etc. has opened up a wider range of Chinese learning. However, how to promote online immersion Chinese teaching more effectively and comprehensively still needs further discussion and research.

Suggesting for Future Study

At present, there are many online Chinese teaching platforms that are gradually being launched. Perhaps in the future, we can select platforms with a large number of students for comparative analysis. It can also cooperate with the platform to track and study the learning situation of students and further explore how to improve the popularity of immersive teaching methods in online and offline classrooms. In addition, according to the time, we can also do some research about the advantages and disadvantages of global Chinese development in the post-epidemic era. The findings of this paper are expected to contribute to the development of more effective and engaging online immersive Chinese teaching methods for young children.

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