

A Study of the Effects on Learning Climate for International Chinese Learners' Acquisition of Chinese as a Foreign Language

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Abstract

This study explored the influence of international Chinese learners' learning climate on Chinese language acquisition, and analysed the four dimensions of physical, social, emotional and cultural environments through questionnaires. The study used a combination of convenience sampling and multi-stage probability sampling for sample sampling. Firstly, the researcher selected three universities as the sample source, namely Gloria University, Thailand, Boiren University, Thailand, and Chulalongkorn University, Thailand. Secondly, one class was selected for sampling between different grades. First, the questionnaire was carefully designed to ensure the validity and credibility of the questions based on references to relevant studies at home and abroad. 450 questionnaires were distributed through various ways. These ways include field research and online questionnaires. In this study, the actual number of recoveries reached 426 with a high recovery rate of 94.7%. This high recovery rate ensures the adequacy and representativeness of the data obtained in this study and provides a reliable basis for further analyses and research. The study found that there is a significant correlation between learning atmosphere and Chinese language acquisition, in which good physical, social, emotional and cultural environmental factors have a positive impact on learners' concentration and learning outcomes. Therefore, educators and parents should pay attention to creating and adjusting the learning atmosphere in order to promote the improvement of Chinese language acquisition among international Chinese learners.

Keywords : The Effects on Learning Climate; International Chinese Learners' Acquisition; Chinese as a Foreign Language

Introduction

International Chinese language learners are an important part of the international Chinese language education system and an important force in promoting international exchange and cooperation (Wang Wenbin, 2023 : 6). In recent years, with the increasing exchanges and cooperation between countries around the world and China, international Chinese language education has received more and more attention from various countries. In 2019, China's Ministry of Education, together with other departments, organised the International Conference on Chinese Language Education with the theme of 'Innovation and Development of International Chinese Language Education in the New Era', in which more than 1,000 Chinese and foreign delegates from more than 160 countries focused on the policy, standard, standards, and development of international Chinese language education. More than 1,000 Chinese and foreign delegates from more than 160 countries held in-depth discussions

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on policies, standards, teachers, teaching materials, teaching methods, examinations, branding programmes and deepening Chinese-foreign cooperation in international Chinese language education.2020, the China Foundation for International Chinese Language Education (CFICLE) was established, which has contributed to the rapid development of the international Chinese language education cause (Wu Yinghui, 2022:107). According to the information released by China's Ministry of Foreign Affairs on 20 April 2023, Chinese language teaching is currently carried out in more than 180 countries and regions around the world, 82 countries have incorporated Chinese into their national education systems, and more than 30 million people in foreign countries are learning Chinese (Yu Jiang & Xing Yuhua ., 2023:17). Therefore, in the context of the increasing number of international Chinese language learners, how to improve the quality of international Chinese language education and the efficiency of international Chinese language learners' Chinese language acquisition has become an important issue to be solved in the field of international Chinese language education.

As the main target of international Chinese language education, the efficiency of international Chinese language learners' Chinese language acquisition is an important criterion for testing the quality of international Chinese language education. Therefore, in the context of the high-quality development of international Chinese language education, it has become the common expectation of the whole society to improve the Chinese language acquisition efficiency of international Chinese language learners. In this regard, in September 2022, the Academic Degrees Committee of the State Council and the Ministry of Education announced the Catalogue of Disciplines and Majors of Postgraduate Education (2022), adding 'International Chinese Language Education' to the first-level disciplines and professional degrees, which can be awarded with master's degrees and doctoral degrees, ushering in a major development opportunity for the high-quality development of international Chinese language education and the cultivation of high-end international Chinese language education talents, and helping to improve the quality of international Chinese language education. This ushers in significant development opportunities for the high-quality development of international Chinese language education and the cultivation of high-end international Chinese language education talents, which will help to improve the teaching level of international Chinese language educators and provide international Chinese language learners with better education services (Cui Xiliang & Ding Anqi & Feng Liping, 2023:6).However, based on the inherent characteristics of Chinese language, non-native Chinese speakers have many challenges and difficulties in the acquisition process, especially different positive psychological qualities and learning atmosphere play a crucial role.This study will focus on the influence of learning climate on international Chinese learners' Chinese language acquisition, with an emphasis on the mediating role of positive psychological qualities.

Based on this, by comprehensively analysing existing research results, this study will analyse in depth the characteristics of international Chinese learners' psychological qualities, learning motivation, self-confidence, and learning experiences in different learning environments, and explore how these factors affect Chinese language acquisition, so as to gain a deeper understanding of the mechanisms of these factors in the process of international Chinese learners' Chinese language acquisition, with a view to providing useful insights and suggestions for international Chinese language education. The study aims to provide useful insights and suggestions for international Chinese language education, and to provide theoretical and practical references for international Chinese language learners' Chinese

language acquisition. In this way, we can promote international Chinese learners to understand Chinese language more quickly, learn Chinese language more easily, and use Chinese language more accurately, so as to effectively improve the efficiency of international Chinese learners' Chinese language acquisition.

Research Objective

1. It explores the effects of different positive psychological qualities of international Chinese learners on Chinese language acquisition. By deeply analysing the different positive psychological qualities of international Chinese learners, the study will explore the psychological characteristics of learners in different countries and cultures, including learning motivation, self-confidence, and emotional stability.
2. It will examine the effects of international Chinese learners' learning atmosphere on their Chinese language acquisition. This study will focus on the effects of learning climate on Chinese language acquisition. Multiple elements of the teaching environment, such as teaching facilities, teaching materials, teachers and peers, will be examined to understand the role of these elements in the acquisition process of international Chinese learners.
3. The interrelationship between international Chinese learners' positive psychological qualities and the learning climate will be analysed. The study will examine whether learners' psychological qualities are affected by the learning environments they are in, and how learners adapt to different learning environments by adjusting their psychological qualities.
4. The study will provide empirical support and useful suggestions for optimising and improving international Chinese language teaching strategies. By comprehensively analysing the effects of international Chinese learners' psychological qualities, motivation, and learning environments on Chinese language acquisition, the study will refine corresponding educational strategies and measures to promote learners' better Chinese language acquisition.

Research Methodology

In order to ensure that the design of the questionnaire is in line with the actual situation of international Chinese learners and Chinese language acquisition, this study adopted a rigorous questionnaire design and feedback mechanism. The study used a combination of convenience sampling and multi-stage probability sampling for sample sampling. Firstly, the researcher selected three universities in Thailand, namely Gloria University, Bojen University, and Chulalongkorn University, Thailand, as the sample sources. Secondly, one class was selected for sampling between different grades. First, the questionnaire was carefully designed to ensure the validity and credibility of the questions based on references to relevant studies at home and abroad. In order to further validate the quality of the questionnaire, we invited eight expert professors with rich experience in the field of international Chinese language education to carefully consult and advise us on the structure and content of the questionnaire. After the questionnaire design was finalised, we planned to distribute 450 questionnaires between September and November 2023 through a variety of methods. These methods included field research and online questionnaires. In this study, the actual number of recoveries reached 426 with a high recovery rate of 94.7%. This high recovery rate ensures the adequacy and representativeness of the data obtained in this study and provides a reliable basis for further analysis and research. Through the field research, we will visit the learning environments of international Chinese language learners, distribute questionnaires to them directly and conduct interviews in order to obtain more detailed and in-depth information. At the same time, we will also send the questionnaire link to a wide group of international Chinese learners through an online questionnaire to reach a wider range of respondents. The questionnaire will be collected

in various ways, including online and on-site collection. For online collection, we will set up an online platform that is easy to answer and publicise the questionnaire through email and social media to attract more respondents to participate. Meanwhile, field recovery will be carried out by members of the research team who will personally go to the locations of the field study and interact with the respondents face-to-face, collect the paper questionnaires and conduct the necessary interviews. By combining multiple methods of distribution and collection, this study aims to ensure the comprehensiveness and representativeness of the questionnaires in order to obtain accurate information about the positive psychological qualities and learning climate of international Chinese language learners, and to provide a reliable data base for the study.

Research Scope

1. research hypothesis

A positive learning atmosphere not only creates an enjoyable learning experience, but also stimulates students' intrinsic motivation to learn with more focus and effort. This is particularly important for learning Chinese, a complex language, because learners need to consistently invest time and effort to master all aspects of the language. Meanwhile, Yan Guangcai (2021:12) study found that a good learning atmosphere can also effectively alleviate learners' academic emotions. During the process of Chinese language acquisition, learners may face challenges and difficulties, and a supportive learning environment can help them better deal with these emotional pressures. This emotional support helps to enhance learners' emotional experience, making them more willing to actively participate in learning and thus better master the Chinese language. In addition to emotion and motivation, the learning atmosphere also has a profound effect on Chinese language learners' communicative competence. Wang Wenjing(2005:59) study found that in a positive learning atmosphere, learners are more inclined to engage in positive communicative interactions. Such interactions include not only interactions with teachers but also interactions with classmates. This is crucial for improving oral expression, expanding vocabulary, and honing communication skills. Through positive interaction, learners can adapt and use Chinese faster and improve their language fluency. In addition, Liu Da(2020:71) study emphasised the importance of learning atmosphere for physical inquiry learning. Especially in Chinese language learning, learners need to actively participate in inquiry-based learning by continuously asking questions, conducting research and practice. An active learning atmosphere can stimulate learners' curiosity and desire to learn, prompting them to explore the Chinese language and culture more actively. Such initiative helps learners to understand and apply Chinese language more deeply than just mechanically memorising vocabulary and grammar rules. Therefore, the following hypotheses are proposed in this study:

H1a: The learning atmosphere has a significant positive effect on international Chinese language learners' Chinese language acquisition.

H1b: The physical environment has a significant positive effect on international Chinese language learners' Chinese language acquisition.

H1c: The social environment has a significant positive effect on international Chinese language learners' Chinese language acquisition.

H1d: The affective environment has a significant positive effect on international Chinese language learners' Chinese language acquisition.

H1e: The cultural environment has a significant positive effect on international Chinese language learners' Chinese language acquisition.

2. Questionnaire development and design:

The sources for the development of the International Chinese Language Learners' Climate Scale include the following three main channels, which have combined the best examples of relevant tests from home and abroad, modified relevant test questions from previous tests, and developed their own test questions (see Appendix). This approach was applied in the preliminary test version of the scale, which consisted of three parts. Firstly, the questions were taken directly from good national and international relevant tests, with a focus on the tests used by Valentine and Darkenwald in their study. The construction of the questions in this section relies on widely recognised instruments for measuring psychological quality traits to ensure reliability and validity in scale development. Secondly, relevant questions from the previous test were modified. This included revising some of the questions in the pre-existing tests to make them more responsive to the needs and context of the study. Erickson and Brandes' study provided some important insights that contributed to the refinement and adaptation of the scale to better fit the context and objectives of this study. Finally, a selection of questions were developed on their own, based on the specific research questions and characteristics of the study population. The compilation of these questions was subjected to unsystematic randomisation in order to reduce the subjective tendencies of the test takers in answering the questions. The following are the specific measures of each variable.

First, learning atmosphere. The measurement of international Chinese learners' Chinese language acquisition in this study drew on the Adolescents' Perceived School Atmosphere Questionnaire developed by Jia Y&Way N&Ling G(2009:1524-1530) and the Physical Environment Questionnaire for Subjects designed by Liang Jiarou (2023:28), as well as other recent research findings on Chinese language acquisition and international Chinese language education, and completed the questionnaire required for this study in accordance with the questionnaire design criteria. The design work was done in accordance with the questionnaire design criteria. The scale involves four dimensions, namely, physical environment, social environment, emotional environment, and cultural environment, with questions such as 'My Chinese learning classroom has appropriate lighting and feels comfortable.' 'My Chinese teacher is able to give me positive feedback on my learning.' 'I have a multicultural background in learning Chinese.' etc. comprising a total of 24 questions. The Cronbach's alpha (Cronbach's coefficient) of the scale in this study was 0.823.

Second, Chinese language acquisition. In this study, the measurement of international Chinese learners' Chinese language acquisition was based on the Self-Assessment Scale for Intermediate Chinese Learners Wang Jimin(2012:12) and the newly released International Standards of Chinese Language Proficiency, as well as other recent research findings on Chinese language acquisition and international Chinese language education. The questionnaire was designed according to the criteria for questionnaire design. The scale involves four dimensions: listening acquisition, speaking acquisition, reading acquisition, and writing acquisition, and consists of 20 questions. Among them, the questions in the listening acquisition dimension include 'I can understand daily conversations and simple verbal instructions in Mandarin.' 'I can understand the main content of TV or radio programmes in Mandarin.' The questions in the Oral Language Acquisition Dimension include 'I can express my ideas and opinions in fluent and natural spoken language.' 'I am able to participate in everyday conversations and adapt to different social situations.' The Reading Acquisition

Dimension includes five questions, including 'I can read and understand simple articles, announcements or notices in Putonghua.' 'I can extract key information from articles in Mandarin and answer related questions.' The Writing Acquisition Dimension includes five questions, including 'I can write Chinese characters in Putonghua with fluent strokes.' 'I can use Mandarin to communicate in simple written form.' and five other questions. The Cronbach's alpha for this scale in this study was 0.753.

Research Findings

1. An analysis of the correlation between learning atmosphere, Chinese language acquisition and positive psychological qualities

Table 1 shows the correlation analyses regarding gender, grade level, learning atmosphere, Chinese language acquisition, and positive psychological quality variables in this study. Among them, learning atmosphere is significantly and positively correlated with international Chinese learners' positive psychological quality ($r=0.469$, $p<0.01$) and Chinese language acquisition ($r=0.326$, $p<0.01$); international Chinese learners' positive psychological quality is significantly and positively correlated with Chinese language ($r=0.441$, $p<0.01$), which provides the basic support for this paper's hypotheses testing. Moreover, there is no correlation between the gender of international Chinese learners and grade level ($r = -0.033$, $p > 0.05$)

	sex	grade	learning atmosphere	positive psychological quality	Chinese language acquisition
sex	1				
grade	-0.033	1			
learning atmosphere	-0.017	-0.025	1		
positive psychological quality	0.036	0.132	0.469**	1	
Chinese language acquisition	-0.004	0.023	0.326**	0.441**	1

Figure, /1/ Correlation analysis between learning atmosphere, Chinese language acquisition and positive psychological quality

2. Correlation analysis between learning atmosphere and Chinese language acquisition dimensions

Table 2 shows the correlation analyses of the dimensional variables of physical environment, social environment, emotional environment, cultural environment and the dimensional variables of Chinese language acquisition, listening ability, speaking ability, reading ability, and writing ability, with respect to the learning climate. There was no significant correlation between the physical environment and the social environment ($r = -0.023$, $p > 0.05$), the emotional environment ($r = 0.056$, $p > 0.05$), and the cultural environment ($r = 0.042$, $p > 0.05$), and between the social environment and the emotional environment ($r = -0.045$, $p > 0.05$), and the cultural environment ($r = -0.086$, $p > 0.05$) There was no significant correlation, nor was there a significant correlation between the affective environment and the cultural environment

($r = 0.053$, $p > 0.05$). Significant correlations existed between the physical environment and the international Chinese learners' listening ability ($r = 0.365$, $p < 0.01$), speaking ability ($r = 0.345$, $p < 0.01$), reading ability ($r = 0.576$, $p < 0.01$), and writing ability ($r = 0.334$, $p < 0.01$), and between the social environment and the international Chinese learners' listening ability ($r = 0.528$, $p < 0.01$), speaking ability ($r = 0.245$, $p < 0.01$), reading ability ($r = 0.469$, $p < 0.01$), and writing ability ($r = 0.326$, $p < 0.01$), and there was a significant correlation between the affective environment and the international Chinese language learners' listening ability ($r = 0.368$, $p < 0.01$), speaking ability ($r = 0.443$, $p < 0.01$), reading ability ($r = 0.215$, $p < 0.01$), and writing ability ($r = 0.365$, $p < 0.01$), and there is a significant correlation between the cultural environment and international Chinese learners' listening ability ($r = 0.524$, $p < 0.01$), speaking ability ($r = 0.563$, $p < 0.01$), and reading ability ($r = 0.361$, $p < 0.01$), and writing ability ($r = 0.236$, $p < 0.01$) were significantly correlated with each other. The p-values of international Chinese learners' listening ability, speaking ability, reading ability, and writing ability are all greater than 0.05 among each other, so there is no significant correlation among them. It provides basic support for the hypothesis testing of this paper.

	physical environment	social environment	emotional environment	cultural environment	listening ability	oral language ability	reading ability	writing ability
physical environment	1							
social environment	-0.023	1						
emotional environment	0.056	-0.045	1					
cultural environment	0.042	-0.086	0.053	1				
listening ability	0.365**	0.528**	0.368**	0.524**	1			
oral language ability	0.345**	0.245**	0.443**	0.563**	0.423	1		
reading ability	0.576**	0.469**	0.215**	0.361**	0.332	0.453	1	
writing ability	0.334**	0.326**	0.365**	0.236**	0.412	0.256	0.397	1

Figure, /2/Correlation analysis between learning atmosphere and Chinese language acquisition dimensions

3. Correlation analysis between the dimensions of learning climate, positive psychological quality

Table 3 shows the correlation analyses of the dimensional variables physical environment, social environment, emotional environment, and cultural environment regarding learning climate and the dimensional variables cognition, courage, emotion, justice, moderation, and transcendence for international Chinese learners. There is a significant correlation, and there was a significant correlation between social environment and international Chinese learners' cognition ($r = 0.426$, $p < 0.01$), courage ($r = 0.451$, $p < 0.01$), emotion ($r = 0.398$, $p < 0.01$), fairness ($r = 0.274$, $p < 0.01$), moderation ($r = 0.356$, $p < 0.01$), and transcendence ($r = 0.286$, $p < 0.01$), there was a significant correlation between affective environment and international Chinese learners' cognition ($r = 0.501$, $p < 0.01$), courage ($r = 0.425$, $p < 0.01$), emotion ($r =$

0.326, $p < 0.01$), fairness ($r = 0.284$, $p < 0.01$), moderation ($r = 0.398$, $p < 0.01$), and transcendence ($r = 0.403$, $p < 0.01$) There is a significant correlation between cultural environment and international Chinese learners' cognition ($r = 0.458$, $p < 0.01$), courage ($r = 0.249$, $p < 0.01$), emotion ($r = 0.367$, $p < 0.01$), justice ($r = 0.419$, $p < 0.01$), temperance ($r = 0.356$, $p < 0.01$), and transcendence ($r = 0.344$, $p < 0.01$) were significantly correlated with each other. The p-values of the elements of positive psychological qualities of international Chinese learners, cognition, courage, emotion, fairness, moderation, and transcendence, are all greater than 0.05 among each other, and thus they are not significantly correlated with each other. It provides basic support for the hypothesis testing of this paper.

	physical environment	social environment	emotional environment	cultural environment	Cognitively	bravery	affective	fairness	Abstinence	surpass
physical environment	1									
social environment	-0.021	1								
emotional environment	0.056	0.072	1							
cultural environment	0.123	-0.065	0.101	1						
Cognitively	0.423**	0.426*	0.501**	0.458	1					
bravery	0.316**	0.451**	0.425**	0.249**	0.123	1				
affective	0.332**	0.398**	0.326**	0.367**	0.144	0.215	1			
fairness	0.265**	0.274**	0.284**	0.419**	0.201	0.224	0.164	1		
Abstinence	0.501**	0.356**	0.398**	0.356**	0.165	0.136	0.149	0.163	1	
surpass	0.425**	0.286**	0.403**	0.344**	0.138	0.178	0.178	0.158	0.174	1

Figure, /3/ Correlation analysis between the dimensions of learning climate, positive psychological quality

4. Correlation analysis between Chinese language acquisition, positive psychological quality dimensions

Table 4 shows the correlation analyses of the dimensional variables of Chinese language acquisition, listening ability, speaking ability, reading ability, and writing ability, and the dimensional variables of international Chinese language learners, cognition, courage, emotion, fairness, moderation, and transcendence. Among them, the p-values of the dimensional

variables of Chinese language acquisition of international Chinese learners, listening ability, speaking ability, reading ability, and writing ability, were all greater than 0.05, so they were not significantly correlated with each other. There are significant correlations between listening proficiency and international Chinese learners' cognition ($r = 0.236$, $p < 0.01$), courage ($r = 0.451$, $p < 0.01$), emotion ($r = 0.365$, $p < 0.01$), fairness ($r = 0.406$, $p < 0.01$), temperance ($r = 0.441$, $p < 0.01$), and transcendence ($r = 0.324$, $p < 0.01$). There is a significant correlation between oral proficiency and international Chinese learners' cognition ($r = 0.521$, $p < 0.01$), courage ($r = 0.243$, $p < 0.01$), emotion ($r = 0.337$, $p < 0.01$), fairness ($r = 0.546$, $p < 0.01$), moderation ($r = 0.286$, $p < 0.01$), and transcendence ($r = 0.373$, $p < 0.01$). There is a significant correlation between reading proficiency and international Chinese learners' cognition ($r = 0.439$, $p < 0.01$), courage ($r = 0.378$, $p < 0.01$), emotion ($r = 0.419$, $p < 0.01$), fairness ($r = 0.346$, $p < 0.01$), moderation ($r = 0.421$, $p < 0.01$), and transcendence ($r = 0.516$, $p < 0.01$). There is a significant correlation between writing proficiency and international Chinese learners' cognitive ($r = 0.521$, $p < 0.01$), courage ($r = 0.497$, $p < 0.01$), affective ($r = 0.359$, $p < 0.01$), just ($r = 0.424$, $p < 0.01$), temperance ($r = 0.381$, $p < 0.01$), and transcendence ($r = 0.462$, $p < 0.01$) are significantly correlated with each other. It provides basic support for the hypothesis testing in this paper.

	listening ability	speaking ability	reading ability	writing ability	cognitive ly	brave ry	affective	fairness	Abstinen ce	surpass
listening ability	1									
speaking ability	0.326	1								
reading ability	0.231	0.258	1							
writing ability	0.146	0.176	0.114	1						
Cognitive ly	0.236**	0.521**	0.439**	0.521* *	1					
bravery	0.451**	0.243**	0.378**	0.497* *	0.326	1				
affective	0.365**	0.337**	0.419**	0.359* *	0.467	0.328	1			
fairness	0.406**	0.546**	0.346**	0.424* *	0.442	0.492	0.368	1		
Abstinen ce	0.441**	0.286**	0.421**	0.381* *	0.365	0.365	0.275	0.510	1	
surpass	0.324**	0.376**	0.516**	0.462* *	0.601	0.421	0.401	0.227	0.361	1

Figure, /4/ Correlation analysis between Chinese language acquisition, positive psychological quality dimensions

Discussion

Learning climate has a positive impact on international Chinese learners' Chinese language acquisition. A positive learning climate includes a favourable physical environment, a supportive social environment, a positive emotional environment and a rich cultural environment. Such a learning climate provides learners with good learning conditions and resources, encourages them to communicate and interact with others, and enhances their motivation and self-confidence. Meanwhile, the rich cultural environment can help learners better understand and apply Chinese knowledge. In short, creating a positive learning environment plays an important role in promoting international Chinese learners' Chinese language acquisition. The four dimensions of learning climate, namely, physical, social, emotional and cultural environments, are discussed below.

On the one hand, the relationship between the physical environment and international Chinese learners' Chinese language acquisition. Focusing on Russian learners, Li Miao Miao (2023:30) study explores how students from this particular cultural background learn Chinese through online learning platforms by practising the ubiquitous learning model. Such a study helps us to better understand the contexts and needs that learners from different countries and cultural backgrounds face when learning Chinese. Zhang Xuetong (2023:46) study focuses on the current situation of corporate involvement in the construction of digital resources for international Chinese language education. Research in this area explores the roles and strategic choices of corporations in promoting international Chinese language education. In the field of phonetics, scholars focus on learners' performance in Chinese speech acquisition. A good physical environment for learning can provide a quiet and comfortable learning space, which is conducive to learners' concentration and learning effectiveness. For example, an environment with proper lighting, ergonomic chairs and tables, and reliable learning equipment and resources can help learners better practice and learn Chinese listening, reading, and writing. On the other hand, the relationship between affective environment and international Chinese learners' Chinese language acquisition. The study by Gan Qian(2022:35) focuses on the difficulties and acquisition of international Chinese learners in learning periphrastic sentences of the Quantitative Component Compound Stacking category, which provides a useful reference for grammar teaching. Researchers are also focusing on the effects of learning environments and teaching methods on Chinese language acquisition. Liu NaRu (2022:28) study delves into online blended learning based on international Chinese catechisms, as well as learners' needs and practices of this learning approach. Wang Bingchun (2022:39) study, on the other hand, focuses on the design of an international Chinese language education platform based on a multifaceted and interactive teaching model, which provides both theoretical and practical support for providing a more interactive learning environment. A positive,

encouraging and supportive affective environment has a positive impact on international Chinese learners' Chinese language acquisition. The affective environment includes emotional interactions and emotional support among family members, classmates, and teachers. When learners feel encouraged, praised and positive, they are more confident and motivated to learn Chinese listening, speaking, reading and writing skills.

In summary, learning atmosphere has an important impact on international Chinese learners' Chinese language acquisition. A good learning climate, including a favourable physical environment, a supportive social environment, a positive emotional environment, and a rich cultural environment, can provide learning resources, motivation, and support to promote learners' improvement in Chinese listening, speaking, reading, and writing skills. Therefore, educators and parents should pay attention to creating and adapting a learning climate that promotes international

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