

Chinese Language Teaching in a Global Context: Exploring Cross-Cultural Communication, Internet Linguistics, and Translation Studies

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Abstract

This paper delves into the dynamic landscape of Chinese language teaching, examining the intersections of cross-cultural communication, internet-based linguistics, and translation studies. The introduction establishes the significance of these domains in the evolving field of language education, emphasizing their synergies. Cross-cultural communication is explored through Hofstede's Cultural Dimensions Theory, emphasizing its role in creating inclusive learning environments. Internet-based linguistics investigates the impact of digital technologies on language learning, emphasizing the need for educators to incorporate digital literacy skills. Translation studies play a crucial role in enhancing language learners' proficiency and cultural competence. The synthesis of these research contexts redefines paradigms in Chinese language teaching, preparing students as proficient language users and culturally competent communicators. The paper navigates beyond traditional boundaries, embracing the complexities of cross-cultural

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communication, opportunities presented by internet-based linguistics, and insights from translation studies. The exploration offers a comprehensive understanding of the synergies between these domains, providing a roadmap for educators and researchers in the evolving landscape of Chinese language instruction. Ultimately, the authors emphasize that Chinese language teaching stands at a dynamic intersection, weaving together cross-cultural communication, internet-based linguistics, and translation studies. Cross-cultural communication sheds light on cultural nuances, internet-based linguistics acknowledges the impact of the digital realm, and translation studies contribute significantly to cultural equivalency. This holistic approach equips learners with language skills, cultural fluency, technological adaptability, and ethical awareness. As the field evolves, Chinese language education holds the promise of preparing global citizens to navigate the diverse and ever-changing landscapes of our interconnected world.

Keywords: Chinese language teaching, cross-cultural communication, internet-based linguistics, translation studies, cultural competence, digital literacy skills

1. Introduction: The multifaceted landscape of Chinese language teaching

In the ever-evolving landscape of language education, the teaching of Chinese has become a focal point of interest and exploration, deeply entrenched in the intricate dynamics of cross-cultural communication, internet-based linguistics, and translation studies among other things. This paper embarks on a comprehensive journey into the multifaceted research contexts that underpin Chinese language teaching in global settings, aiming to unravel the synergies and intersections between these three pivotal domains.

1.1. Cross-cultural communication

In this article, Chinese language instruction refers to two main contexts: Teaching Chinese as a Foreign Language (TCFL), which involves teaching Chinese to non-native speakers outside of the country where Chinese is primarily spoken, and Teaching Chinese as a Second Language (TCSL), which involves teaching Chinese to foreigners residing in that country. Both TCFL and TCSL are inherently intertwined with cross-cultural communication, a domain deeply rooted in understanding and navigating the nuances of cultural diversity. Geert Hofstede's Cultural Dimensions Theory offers a foundational framework for comprehending the cultural intricacies that shape communication styles, power structures, and individual-collective orientations (Hofstede, 1980). Incorporating these dimensions into Chinese language teaching is essential, as emphasized by scholars such as Chen & Starosta (1998), who stress the significance of cultural awareness in effective language instruction. By integrating cross-cultural communication principles, educators can create inclusive learning environments that cater to the diverse cultural backgrounds of students.

1.2. Internet-based linguistics

The advent of the internet has transformed linguistic landscapes, presenting new opportunities and challenges for Chinese language educators. Internet-based linguistics explores the impact of digital technologies on language learning, communication, and interaction. Research by Kern & Warschauer (2000) delves into the concept of “multiliteracies”, highlighting the need for educators to incorporate digital literacy skills into language instruction. In the context of Chinese language teaching, this involves leveraging online resources, interactive platforms, and digital communication tools. The integration of internet-based linguistics offers a dynamic approach to language education, bridging geographical gaps and providing students with a virtual gateway to Chinese language and culture.

1.3. Translation studies

Translation studies play a crucial role in shaping the pedagogical landscape of Chinese language instruction. Understanding the nuances of translating between Chinese and other languages enhances language learners' proficiency and cultural competence. The work of Venuti (1995) describes the advantage of adopting a “foreignizing” translation strategy, which brings the foreignness of the source culture into the target language. In the context of Chinese language teaching, this approach encourages students to grapple with the cultural subtleties embedded in language, fostering a deeper understanding of both linguistic and cultural dimensions.

1.4. Synthesis of research contexts

The intersection of cross-cultural communication, internet-based linguistics, and translation studies forms a rich tapestry that, in a way, redefines the paradigms of Chinese language teaching. The integration of these research contexts is imperative in preparing students as proficient language users and culturally competent communicators in our increasingly interconnected world. This synthesis encourages educators to adopt innovative

pedagogical approaches that harness the power of technology, incorporate cross-cultural awareness, and leverage translation as a bridge between languages and cultures.

In the sections below, we show how the research contexts of Chinese language teaching extend beyond traditional boundaries, embracing the complexities of cross-cultural communication, the opportunities presented by internet-based linguistics, and the insights offered by translation studies. This exploration provides a comprehensive understanding of the synergies between these domains, offering educators and researchers a roadmap to navigate the evolving landscape of Chinese language instruction.

2. Cross-cultural communication in Chinese language teaching:

Unpacking Geert Hofstede's Cultural Dimensions Theory

Cross-cultural communication is particularly pertinent in the realm of Chinese language teaching, where students and educators navigate diverse cultural landscapes and understand how different cultures bring about different effects on languages. Geert Hofstede's Cultural Dimensions Theory offers a valuable framework for comprehending the intricacies of these cultural differences. His theory identifies six key cultural dimensions—Power Distance, Individualism vs. Collectivism, Masculinity vs. Femininity, Uncertainty Avoidance, Long-Term vs. Short-Term Orientation, and Indulgence vs. Restraint—that play a crucial role in shaping effective language instruction strategies.

2.1. Power Distance: Influence on classroom dynamics

In the realm of Chinese language teaching, the cultural dimension of Power Distance emerges as a critical factor influencing classroom dynamics. Geert Hofstede's seminal work on cultural dimensions provides valuable insights into how this concept shapes educational interactions. Power Distance refers to the extent to which individuals in a society accept and expect hierarchical differences. This dimension significantly impacts the dynamics between educators and students in a Chinese language learning setting. Understanding Power Distance is imperative for educators aiming to create an inclusive and effective

learning environment. In cultures characterized by large power distance, such as traditional Chinese society, there is a profound respect for authority and hierarchical structures (Hofstede, 1980). Educators are perceived as figures of authority, and adherence to established hierarchies is crucial. This cultural norm can influence communication patterns, where students may be less inclined to question or engage in open dialogue with their instructors. The same is true for someone from a foreign culture attempting to communicate with a Chinese person, whose conversation pattern may be very different from, say, an English one.

Conversely, in settings with small power distance, such as contemporary educational approaches, fostering a collaborative and consultative atmosphere becomes paramount for effective language learning (Hofstede, 1980). In modern Chinese language classrooms, where pedagogical methods increasingly emphasize student participation and critical thinking, educators are encouraged to adopt an approachable demeanor. This may facilitate open communication, active student engagement, and a more democratic exchange of ideas. There is a dramatic difference here concerning whether the researcher is focusing on teaching Chinese as L1 in China (large power distance) or that in the West (smaller power distance). Byram & Feng (2006) discovered a direct connection between Power Distance and language acquisition. They argued that understanding the cultural predispositions related to authority and hierarchy is fundamental for educators seeking to enhance students' language proficiency. By incorporating culturally sensitive approaches that align with Power Distance norms, educators can optimize the language learning experience for Chinese students. Thus, the dimension of Power Distance significantly shapes classroom dynamics in Chinese language teaching. Acknowledging and navigating these cultural nuances is pivotal for educators, ensuring an effective and culturally responsive learning environment. By drawing on research insights from Hofstede and empirical findings from applied linguists evidencing the profound influence of culture on language, educators can refine their pedagogical approaches, fostering a conducive atmosphere for language acquisition and cross-cultural understanding.

2.2. Individualism vs. Collectivism: Shaping learning approaches

The dichotomy of Individualism vs. Collectivism holds profound implications for shaping learning approaches in Chinese language education, given the diverse cultural backgrounds of learners. Triandis et al.'s seminal work provides a foundational understanding of these cultural orientations and their impact on educational strategies (Triandis et al., 1988). Chinese language learners represent a mosaic of cultural diversity, and educators must navigate the spectrum of Individualism and Collectivism to optimize language acquisition. Cultures rooted in collectivism emphasize interdependence and communal harmony (Triandis et al., 1988). In the context of Chinese language education, this cultural trait manifests in the preference for collaborative learning strategies that foster shared goals and mutual support.

Triandis' (1995) work is highly implicational to language learning research, which disputes the notion of psychology's universality, presenting proof of culture-specific impacts on cognition and behavior. His work reveals that the cultural paradigms exemplified by individualism and collectivism shape individuals' perceptions of their surroundings, imbuing diverse interpretations to life occurrences. Researchers in second language learning have explored the nuances of learning behaviors among students from various cultural backgrounds, emphasizing the profound impact of collectivist cultural norms. Studies highlight a prevalent inclination towards group-oriented study methods and cooperative learning structures within educational settings influenced by collectivist cultures. Educators are therefore encouraged to incorporate collaborative activities, group projects, and peer interactions to align with the collectivist tendencies observed among students from these cultures. Conversely, learners from individualistic cultures may demonstrate a preference for environments that prioritize independence and autonomy in their learning approaches.

We would also like to draw the reader's attention to the role of cultural intelligence in navigating the interplay between Individualism and Collectivism. Educators with high cultural intelligence can adeptly design learning experiences that cater to both individualistic and collectivist preferences, fostering an inclusive and effective educational

environment. In sum, the interplay of Individualism and Collectivism significantly shapes learning approaches in Chinese language education. By drawing on existing research on the relationship between language learning and the inclination towards individualism or collectivism, educators can tailor their instructional methods to harmonize with the cultural inclinations of diverse learners. This approach not only enhances language acquisition but also promotes cross-cultural understanding within the dynamic landscape of Chinese language education.

2.3. Masculinity vs. Femininity: Gender dynamics in language education

In language education including Chinese language teaching, a nuanced examination of Masculinity vs. Femininity is paramount, as it unveils intricate gender dynamics within educational settings (Hofstede, 2001). This cultural dimension offers insights into the preferred expressions of gender roles, helping educators create inclusive and effective teaching methodologies that resonate with diverse gender expectations. Hofstede's work on Masculinity vs. Femininity as a cultural dimension emphasizes the cultural variance in valuing assertiveness and competitiveness against nurturing and cooperation (Hofstede, 2001). In the context of Chinese language education, understanding these cultural preferences enables educators to navigate gender dynamics and foster environments that cater to diverse learning styles.

Recent research delves into the multifaceted influence of cultural dimensions on educational practices, particularly examining how Masculinity vs. Femininity impacts teaching approaches. Our study underscores the imperative for educators to remain cognizant of cultural expectations surrounding gender roles and to adapt instructional strategies accordingly. For instance, in Chinese language classrooms, recognizing and addressing diverse communication styles, preferences for collaboration, and approaches to problem-solving based on cultural gender norms are crucial. This adaptability ensures that educators can foster an inclusive and supportive environment for learners with diverse gender identities, thereby enhancing educational outcomes. Furthermore, the study highlights the intersectionality of gender and cultural dimensions in shaping educational

experiences, stressing the importance of acknowledging the fluidity of gender roles in contemporary Chinese society. By adjusting teaching methodologies to align with evolving cultural expectations, educators can effectively meet the diverse needs of students.

Incorporating principles of Gender and Education, as discussed by Arnot & Dillabough (2000), is crucial for designing teaching methodologies that challenge traditional gender stereotypes. Chinese language educators can leverage these insights to encourage both male and female students to participate actively in language activities, fostering an environment where linguistic and communicative skills are developed irrespective of gender. Examining Masculinity vs. Femininity in the context of Chinese language teaching provides a lens through which educators can understand and navigate gender dynamics.

2.4. Uncertainty Avoidance: Adapting teaching approaches

Whether in Chinese as L1 or L2 settings, a comprehensive understanding of Uncertainty Avoidance is also pivotal as it influences how students from diverse cultures engage with ambiguity in language learning (Hofstede, 1980). This cultural dimension sheds light on the varying tolerance levels for uncertainty, prompting Chinese language educators to adapt teaching approaches that resonate with diverse cultural attitudes towards ambiguity in language comprehension. Hofstede's seminal work on Uncertainty Avoidance delineates cultural disparities in handling ambiguous situations and the level of discomfort associated with uncertainty (Hofstede, 1980). In the context of Chinese language education, this dimension illuminates the different ways in which students from various cultural backgrounds may approach and interpret ambiguous language constructs.

The influence of Uncertainty Avoidance on Chinese language learning is multifaceted. Students from cultures with high Uncertainty Avoidance may feel discomfort when faced with ambiguous language constructs (Bond & Hofstede, 1989). In their study, Bond and Hofstede found that individuals from cultures with high Uncertainty Avoidance tend to prefer clear guidelines and structured learning environments. Moreover, technological advancements offer opportunities to address the challenges posed by Uncertainty

Avoidance in Chinese language learning (House et al., 2004). Digital tools can provide interactive and adaptive learning experiences tailored to individual students' needs and preferences. For example, language learning apps and online platforms can offer personalized feedback and scaffolded exercises, allowing students to navigate ambiguity at their own pace.

Incorporating principles from the field of Intercultural Communication, as discussed by Lustig & Koester (2017), is imperative for educators seeking to bridge the gap between varying uncertainty avoidance levels. By promoting awareness of cultural differences in handling ambiguity, Chinese language educators can foster a supportive learning environment that accommodates diverse attitudes towards uncertainty. Uncertainty Avoidance significantly influences how students approach ambiguity in Chinese language learning. Consequently, educators should adapt their teaching approaches to create culturally responsive and effective language learning environments that consider diverse cultural attitudes towards uncertainty.

2.5. Long-Term vs. Short-Term Orientation: Aligning language goals

Another aspect of the cultural dimension theory, that of Long-Term vs. Short-Term Orientation, exerts a profound influence on goal-setting and learning outcomes (Hofstede, 2001) that has a bearing on language teaching. This dimension illuminates the cultural inclination towards either fostering pragmatic virtues oriented to future rewards or prioritizing values related to the preservation of traditions. Understanding this dynamic is crucial for educators as it enables them to conceptualize language learning goals within the system of students' cultural values, thereby fostering motivation and sustained engagement. Hofstede's exploration of Long-Term vs. Short-Term Orientation emphasizes the cultural variance in valuing virtues such as perseverance, thrift, and adapting to changing circumstances against those related to national pride, respect for tradition, preservation of face, and fulfilling social obligations (Hofstede, 2001). In the context of Chinese language education, this dimension unveils the diverse approaches to goal-setting and learning preferences shaped by cultural values.

The dichotomy between Long-Term and Short-Term Orientation in cultural dimensions significantly influences educational practices and students' academic motivations. Cultures with a long-term orientation, exemplified by China, often prioritize perseverance, delayed gratification, and a strong commitment to future-oriented goals, including academic achievement. This cultural disposition shapes students' attitudes towards learning, fostering a deep-seated motivation for sustained effort and dedication. Educators can capitalize on this inclination by aligning language learning objectives with long-term rewards, such as career opportunities or personal growth, thereby enhancing students' intrinsic motivation and engagement in the learning process. This approach not only acknowledges the cultural values of perseverance and future orientation but also facilitates the cultivation of academic excellence. Supporting this argument, Hofstede et al. (2010) provides insights into cultural dimensions and their impact on educational practices.

Incorporating insights from the field of educational psychology, as discussed by Pintrich & Schunk (2002), is essential for educators seeking to capitalize on the cultural dynamics of Long-Term vs. Short-Term Orientation. By recognizing the impact of cultural values on students' goal orientation and academic motivation, Chinese language educators can tailor instructional strategies to foster a learning environment that aligns with cultural expectations and promotes sustained engagement. Though its relevance may not always be obvious, the cultural dimension of Long-Term vs. Short-Term Orientation can significantly shape goal-setting and learning outcomes in Chinese language teaching. Knowing how the dimension works from a research perspective, educators can craft culturally responsive language learning experiences that leverage students' intrinsic motivations, thereby fostering sustained engagement and meaningful learning.

2.6. Harmony in Chinese language instruction: Balancing Indulgence vs. Restraint

The cultural dimension of Indulgence vs. Restraint plays a pivotal role in shaping a culturally sensitive learning environment (Hofstede, 2011) applicable to Chinese language education. This dimension, focusing on the extent to which a society allows gratification

of basic human desires, holds profound implications for educators. Recognizing cultural preferences for personal enjoyment or self-discipline enables them to design language learning experiences that resonate positively with students, fostering a more engaging and culturally attuned educational setting. Hofstede's exploration of Indulgence vs. Restraint brings to light the cultural disparities in attitudes towards enjoying life and having fun versus the importance of strict norms and self-discipline (Hofstede, 2011). In the context of Chinese language instruction, understanding this dimension allows educators to navigate the delicate balance between creating an enjoyable learning experience and instilling the values of restraint and discipline.

Recognizing cultural preferences for personal enjoyment or self-discipline allows educators to design language learning experiences that resonate positively with students, fostering engagement and cultural attunement. Hofstede's exploration of Indulgence vs. Restraint illuminates the cultural disparities in attitudes towards enjoying life and having fun versus the importance of strict norms and self-discipline. In the context of Chinese language instruction, understanding this dimension enables educators to navigate the delicate balance between creating an enjoyable learning experience and instilling the values of restraint and discipline. Yashima et al.'s investigation into the influence of cultural attitudes on willingness to communicate in a second language context provides additional insight into how cultural orientations impact language learners' preferences for communication styles and learning environments. Thus, by integrating an awareness of Indulgence vs. Restraint into instructional practices, educators can foster a harmonious and effective learning environment that respects cultural diversity and enhances language acquisition outcomes. Yashima et al. (2004) investigates the influence of cultural attitudes and affective factors on willingness to communicate in a second language context. Although not directly focusing on indulgence and restraint, the findings shed light on how cultural orientations impact language learners' preferences for communication styles and learning environments.

Incorporating insights from the field of Intercultural Communication, as discussed by Gudykunst & Kim (2017), is vital for educators seeking to navigate the complexities of Indulgence vs. Restraint in Chinese language instruction. By fostering cultural awareness

and adapting instructional approaches to align with cultural expectations, educators can create a harmonious learning environment that caters to students' preferences for indulgence or restraint. Thus, the dimension of Indulgence vs. Restraint holds profound implications for cultural sensitivity in Chinese language instruction. Taking this cultural dimension into consideration, educators can cultivate a balanced and culturally attuned learning environment that considers students' preferences for personal enjoyment or self-discipline.

2.7. Navigating cultural diversity: Geert Hofstede's Cultural Dimensions in Chinese language education

In the landscape of Chinese language education, the application of Geert Hofstede's Cultural Dimensions Theory emerges as a crucial framework for fostering effective cross-cultural communication (Hofstede, 1980). Recognizing and embracing these dimensions becomes imperative, enriching language instruction and aiding educators in tailoring approaches that resonate with the diverse cultural backgrounds of students. We have seen that Hofstede's Cultural Dimensions Theory encompasses Power Distance, Individualism vs. Collectivism, Masculinity vs. Femininity, Uncertainty Avoidance, Long-Term vs. Short-Term Orientation, and Indulgence vs. Restraint (Hofstede, 1980), all of which are relevant in some ways to language teaching and learning. In the context of Chinese language education, applying these dimensions allows educators to navigate the complexities of cross-cultural communication and adapt teaching methodologies to match students' cultural predispositions.

Research by Chen & Starosta (1998) underscores the significance of integrating cultural dimensions into language education. Their study emphasizes that understanding cultural variations in communication styles, hierarchy perceptions, and individualism-collectivism orientations is pivotal for effective language instruction. By incorporating these insights, educators can create a more inclusive and culturally responsive learning environment. Moreover, the work of Byram (1997) highlights the importance of incorporating intercultural competence in language education. Byram emphasizes that

embracing cultural dimensions fosters intercultural understanding and proficiency, essential elements for successful cross-cultural communication. Integrating these dimensions into language education contributes to students' ability to navigate diverse cultural contexts effectively.

As we delve into the intersection of cross-cultural communication, internet-based linguistics, and translation studies, the relevance of Geert Hofstede's Cultural Dimensions Theory persists. The interconnected nature of these fields highlights the need for a nuanced understanding of cultural dynamics, particularly in language education. By applying cultural dimensions, educators can prepare students not only as proficient language users but also as culturally competent communicators in the digital age. Geert Hofstede's Cultural Dimensions Theory holds paramount importance in Chinese language education capable of enriching language instruction and equipping students with the essential skills for effective cross-cultural communication in an increasingly interconnected world.

3. The impact of internet linguistics on Chinese language education

The advent of the internet has revolutionized the way we communicate, leading to the emergence of new linguistic forms and expressions. In the realm of Chinese language education, understanding the dynamics of internet linguistics is paramount. This section explores the profound influence of internet linguistics on Chinese language education, focusing on the evolution of Chinese neologisms, methods for creating new words, and the political accountability of language.

3.1. Overview of internet linguistics

The internet, a vast and interconnected digital space, has transformed into a dynamic arena for linguistic evolution, fostering innovative expressions that significantly impact online communication. This exploration of internet linguistics encompasses the adaptability of language to virtual environments, the diversity in linguistic styles across online platforms, and the distinct roles played by influencers and internet trolls. In the ever-

changing landscape of internet linguistics, the adaptability of language within virtual environments stands out as a defining feature (Crystal, 2001). The internet, with its diverse platforms such as social media, forums, and messaging apps, serves as a fertile ground for linguistic innovation. Each online space cultivates a unique linguistic style, intricately tailored to its user base, purpose, and functionality. This adaptability reflects the fluid and responsive nature of language in the digital age.

The diversity in linguistic styles across various internet platforms is a testament to the dynamic nature of online communication (Crystal, 2006). Social media platforms like Twitter (X), with their emphasis on brevity, encourage the development of hashtags and abbreviations. In contrast, forums and online communities may exhibit more elaborate and specialized language tailored to their specific topics of discussion. This linguistic diversity mirrors the vast array of user communities and their unique communication needs. Within the vast realm of internet linguistics, influencers wield considerable influence in shaping linguistic trends and communication styles (Herring, 2013). These individuals, often with a substantial online following, contribute to the creation and popularization of new words, phrases, and expressions. They play a crucial role in setting linguistic norms within their communities, and their language choices can quickly permeate broader online discourse.

However, the internet linguistic landscape is not solely shaped by positive influences. Internet trolls contribute in a disruptive and provocative manner, challenging linguistic norms with inflammatory behavior (Hardaker, 2010). Deliberately engaging in contentious activities, trolls use memes, slang, or intentionally misleading language to elicit emotional responses from other users. While influencers contribute positively to the evolution of internet language, trolls introduce an element of chaos and challenge established linguistic norms. Overall, the internet's adaptability allows for the creation of diverse linguistic styles across platforms. Influencers and trolls, representing contrasting forces, shape the linguistic landscape by either fostering positive trends or introducing disruptive elements. Understanding this dynamic interplay is essential for comprehending the intricate relationship between language and the ever-evolving online environment.

3.2. Chinese neologisms and netizen-created new words: A dynamic linguistic tapestry

Chinese neologisms, dynamic linguistic entities, embody the evolving socio-cultural and political landscape. Rooted in diverse sources, they offer insights into the collective consciousness of Chinese society. These linguistic creations emerge from religious translations (“世界 shìjiè” for ‘world,’ “妄想 wàngxiǎng” for ‘delusion’), Western knowledge importation (“函數 háنشù” for ‘function,’ “民主 mínzhǔ” for ‘democracy’), and CCP (Chinese Communist Party) propaganda (“中國夢 Zhōngguómèng” for ‘China dream,’ “一帶一路 yī dài yī lù” for ‘Belt and Road Initiative’). Additionally, netizens in the cyber age actively contribute to this linguistic tapestry, reflecting the intersection of technology and culture. Netizens, denizens of the internet, are pivotal in crafting new words that encapsulate contemporary experiences, reflecting the vibrant linguistic culture of the online community. Expressions like 絲滑 (sīhuá, very smooth and pleasant) and 形婚 (xínghūn, a mutual support marriage model among gay men and lesbian women) go beyond linguistic novelties. They serve as mirrors, reflecting societal changes, cultural shifts, and the evolving nature of human interactions. Such linguistic creations illustrate how netizens contribute to shaping and documenting the lexicon of modern Chinese discourse.

These linguistic novelties go beyond mere lexical additions; they serve as linguistic snapshots capturing the nuances of contemporary Chinese society. Expressions like 檸檬精”(níngméngjīng, a person in the habit of giving sarcastic remarks to others) and 小丑竟是我自己 (xiǎochǒu jìng shì wǒ zìjǐ, it turns out I am the clown) encapsulate the intricacies of interpersonal relationships and self-awareness in the digital age. Through the creation of such terms, netizens actively participate in a linguistic dialogue that mirrors and interprets societal changes. The lexicon crafted by netizens is not only a linguistic phenomenon but a cultural artifact. 凡爾賽式安慰 (Fáněrsàishì ānwèi, pretending to comfort others while demonstrating some personal advantages) and 秋天裡的第一杯奶茶 (qiūtiān lǐ de dìyī bēi nǎichá, a woman missing her partner) delve into cultural shifts and human experiences. These words serve as linguistic markers, documenting the evolving emotional and relational landscape of contemporary China. Understanding the creation and usage of such

terms provides valuable insights into the lived experiences of the Chinese-speaking digital community.

In conclusion, Chinese neologisms and netizen-created new words form a dynamic linguistic tapestry that not only enriches the lexicon but also serves as a cultural and societal barometer. Netizens, through their linguistic contributions, actively participate in shaping the discourse around contemporary experiences, societal changes, and human interactions in the digital age. This aspect of internet linguistics cannot afford to be overlooked by Chinese language educators.

3.3. Methods for creating Chinese new words

Creating new words in the Chinese language is a dynamic process that involves various inventive methods, reflecting the vibrant nature of the linguistic landscape. These methods, as per Shei (2014), deeply rooted in cultural, social, and technological contexts, contribute to the richness and adaptability of Chinese neologisms.

3.3.1. Homophones or near-homophones

One prevalent method involves playing with homophones or near-homophones, utilizing the phonetic similarity between characters to create witty and memorable expressions. For instance, the transformation from 悲劇 (bēijù, tragedy) to 杯具 (bēijù, cup and utensils) adds a humorous twist, illustrating the adaptability of language for conveying nuanced meanings. Similarly, 朋友 (péngyǒu, friend) becomes 盆友 (pényǒu), where 盆 (pén) refers to a basin, cleverly infusing the idea of a close friend as someone you share a basin with. This method showcases how linguistic creativity thrives on phonetic play, allowing for the development of colloquial and expressive terms.

3.3.2. New interpretation of old words

Chinese neologisms often emerge from reinterpreting existing words, providing them with new meanings that reflect contemporary societal trends. The term 躺平 (tǎngpíng),

literally meaning “lying flat,” has been repurposed to convey the idea of opting out of social competition and the pressure to conform. This redefinition illustrates how language adapts to express evolving attitudes and lifestyles.

3.3.3. Derivational process

The derivational process involves creating new words by modifying existing ones or forming compound terms. For example, the usage of the prefix 腐 (fǔ, rotten) has given rise to various terms such as 腐女 (fǔnǚ, a fan of boys' love), 腐書 (fǔshū, boys' love literature), 腐國 (fǔguó, a country obsessed with boys' love), and 腐劇 (fǔjù, boys' love drama). This method showcases the versatility of Chinese in constructing words that encapsulate niche cultural phenomena and subcultures.

3.3.4. Local accents

Linguistic creativity is also manifested through the incorporation of local accents or dialects into mainstream vocabulary. Expressions like 有沒有 (yǒuméiyǒu) becoming 有木有 (yǒu mù yǒu), or 我 (wǒ) transformed into 偶 (ǒu), highlight the influence of regional speech patterns on lexical innovation. This integration reflects the dynamic interplay between local linguistic diversity and the broader Chinese language landscape.

3.3.5. Media catchphrases

Media catchphrases contribute significantly to the creation of Chinese neologisms. Phrases like 元芳你怎麼看？我和我的小夥伴們都驚呆了 (Yuánfāng nǐ zěnmē kàn? Wǒ hé wǒ de xiǎohuǒbànmen dōu jīng dāi le) originate from online memes and viral content. These catchphrases quickly permeate online discourse, demonstrating the impact of media and internet culture on shaping linguistic trends.

3.3.6. Abbreviations and orthographical play

Abbreviations and orthographical play introduce a layer of linguistic playfulness. Expressions like 細思恐極 (xìsī kǒngjí, careful thought induces extreme fear) condensed into 仔細想想，覺得恐怖至極 (zǐxì xiǎngxiǎng, juéde kǒngbù zhìjí) exemplify how language can be succinctly transformed. Similarly, abbreviations like 不明覺厲 (bù míng jué lì, don't understand but feel it's formidable) becoming 雖然不明白你在說什麼，但好像很厲害的樣子 (suīrán bù míngbái nǐ zài shuō shénme, dàn hǎoxiàng hěn lihài de yàngzi) showcase the efficiency of conveying complex sentiments through abbreviated forms. Orthographical play, such as the transformation of 超 (chāo) into 走召 and 强 (qiáng) into 弓虽, adds a creative layer to language use.

In essence, the diverse methods employed in creating Chinese neologisms reflect the adaptability and creativity inherent in the Chinese language. These linguistic innovations capture the zeitgeist of contemporary society, showcasing how language continually evolves to express new ideas, cultural phenomena, and social dynamics.

3.3.7. Political accountability of language and linguistics

Examining the political dimensions of language and linguistics is essential in the context of Chinese language education. Language, as a potent tool in political mobilization, shapes narratives, influences public opinion, and advances political agendas (Chilton, 2004). Slogans, catchphrases, and linguistic framing are utilized by political actors to engage and motivate the public (Entman, 2012). Additionally, the impact of language on international relations, diplomacy, and cross-cultural communication underscores the need for linguistic awareness in Chinese language education (Holmes, 2005). In particular, the intricate relationship between language and politics extends beyond domestic affairs to impact international relations, diplomacy, and cross-cultural communication (Chilton, 2004). Language becomes a key player in shaping perceptions, constructing diplomatic discourse, and influencing global interactions (Irvine & Gal, 2000). In the context of Chinese language education, understanding this intricate interplay is crucial. It requires

educators and learners to be attuned to the political nuances embedded in linguistic choices, fostering a more comprehensive and critical approach to language acquisition.

The political accountability of language is evident in the careful crafting of messages, whether through official government communications, political speeches, or public discourse (van Dijk, 1998). Linguistic choices contribute to the construction of national narratives, ideologies, and collective identity (Billig, 1995). This awareness becomes a valuable asset for Chinese language educators, enabling them to guide students not only in linguistic proficiency but also in navigating the political dimensions of language use. Moreover, the examination of political language opens avenues for critical inquiry and discussion within the Chinese language classroom. Students can explore how language is wielded as a tool for persuasion, propaganda, or dissent, gaining insights into the broader socio-political landscape (Fairclough, 2001). This not only enhances linguistic competence but also cultivates a deeper understanding of the role language plays in shaping societal structures and power dynamics.

In a globalized world, where communication transcends borders, the impact of language on international relations cannot be overstated. Chinese language educators bear the responsibility of preparing students to navigate the complexities of cross-cultural communication with linguistic sensitivity. Acknowledging the political dimensions of language equips learners with the skills to interpret and engage with diverse perspectives, fostering a more informed and nuanced approach to intercultural dialogue.

In sum, internet linguistics has become an integral aspect of Chinese language education, influencing not only linguistic expression but also cultural and political dimensions. The evolution of Chinese neologisms, driven by netizens' creativity, reflects the dynamic nature of language in the digital age. Understanding the methods employed in creating new words and the political accountability of language enhances the efficacy of Chinese language education, equipping learners with the linguistic and cultural competence needed in an interconnected world.

4. Translation studies and Chinese language teaching

The integration of translation studies holds paramount significance in language teaching, contributing to a holistic and culturally nuanced approach to education. The principles derived from translation studies not only enhance language comprehension but also foster a deeper understanding of cultural nuances. Several key aspects underscore the relevance of translation studies in Chinese language teaching.

4.1. Cultural translation and language teaching

When it comes to language education, the involvement of translation studies, specifically the principle of cultural equivalency, emerges as a cornerstone for fostering a nuanced understanding of languages and cultures. This principle, championed by translation theorists Bassnett & Lefevere (1998), underscores the importance of transcending mere linguistic equivalence and delving into the rich tapestry of cultural meanings. Bassnett and Lefevere argued that translations should not be confined to linguistic accuracy alone; they should strive for a broader goal of cultural equivalency. This perspective aligns seamlessly with the objectives of language education, where the goal is not only linguistic proficiency but also cultural competence. Traditional approaches to language education often prioritize linguistic parallels, but the emphasis on cultural equivalency compels educators to delve deeper. It prompts a shift from a purely linguistic focus to a more holistic exploration of cultural nuances embedded in language. By doing so, language learners are not only equipped with linguistic skills but also gain insights into the cultural contexts that shape communication.

For educators, the application of cultural equivalency in translation studies becomes a pedagogical tool. By incorporating this principle, language instructors can ensure that learners engage with texts that go beyond surface-level linguistic structures. This deep dive into cultural meanings enriches language education by exposing students to the intricacies of expression within different cultural frameworks. In language classrooms, instructors can integrate cultural equivalency by selecting texts that embody the cultural essence of the

language. Literary works, films, and authentic materials that reflect the cultural nuances encapsulated in the language provide a richer and more authentic language-learning experience. The foundational work of Bassnett & Lefevere (1998) in Translation Studies serves as the bedrock for understanding the significance of cultural equivalency. Their insights, encapsulated in works like “Constructing Cultures: Essays on Literary Translation” (Bassnett & Lefevere, 1998), provide a theoretical framework that resonates with language educators seeking to enrich their teaching methodologies.

The integration of cultural equivalency is not merely a theoretical construct but a practical guide for language educators. By referencing seminal works in translation studies, educators can bridge the gap between theory and classroom application. This ensures that language learning goes beyond rote memorization, fostering a deeper appreciation for the cultural underpinnings of language. Furthermore, the adoption of cultural equivalency in language education contributes to the broader goal of fostering intercultural competence. In an increasingly interconnected world, language learners benefit not only from linguistic dexterity but also from the ability to navigate diverse cultural landscapes. Thus, the incorporation of cultural equivalency in language education, inspired by the insights of Bassnett and Lefevere, transforms language learning into a dynamic exploration of cultures. By embracing this principle, educators empower learners to not only speak a language but to understand and appreciate the cultural nuances embedded in every expression. This approach aligns with the evolving landscape of language education, preparing students for meaningful communication across cultural boundaries.

4.2. Translation ethics and implications for language education

The intersection of translation ethics and pedagogy unveils a dynamic landscape where the role of the translator as a cultural mediator plays a pivotal part. Translators, positioned as cultural mediators, extend their responsibilities beyond linguistic proficiency to encompass a deep understanding of both source and target cultures (Venuti, 1995). In the educational context, this calls for language educators to impart not only language skills but also cross-cultural insights to students, fostering a holistic approach to language

learning. Cultural awareness, to be exact, stands as a cornerstone principle, integral to enhancing the quality and effectiveness of translations (Lefevere, 1992). In the context of Chinese language education, this principle aligns seamlessly with the broader goal of promoting cultural competence and sensitivity among learners. By instilling cultural awareness, educators contribute to students' ability to navigate diverse cultural contexts in their language use (Lefevere, 1992).

The principles of accuracy and faithfulness, inherent in translation studies, find direct application in language education (Newmark, 1981). In the classroom, this translates into an emphasis on precision and authenticity in language learning materials. Educators strive to expose learners to linguistically and culturally authentic content, ensuring a more immersive and contextually rich language learning experience. In the same vein, honesty, transparency, and cultural sensitivity, paramount in translation studies, are values that reverberate in Chinese language teaching (Snell-Hornby, 2006). Educators, inspired by these principles, create an environment of openness and respect for diverse cultures within the language learning space. This not only facilitates effective learning but also contributes to the broader educational goals of nurturing global citizenship and intercultural competence among students.

The application of these translation principles in Chinese language education extends beyond linguistic proficiency, aiming to cultivate a profound understanding of cultural contexts. Furthermore, translation studies offer valuable insights into contemporary trends, such as the rise of Chinese fansubbing, providing educators with a lens into the ideological implications and linguistic strategies shaping the online linguistic landscape (Chang, 2024). In essence, the synthesis of translation ethics and language education forms a symbiotic relationship. Educators, by embracing the role of cultural mediators and incorporating principles of cultural awareness, accuracy, faithfulness, honesty, transparency, and cultural sensitivity, not only enhance language learning but also contribute to the broader goals of fostering a globally aware and culturally competent generation of language learners. This holistic approach goes well with contemporary trends, ensuring language education remains adaptive and relevant in an ever-evolving linguistic and cultural landscape.

4.3. Translation as liberal arts education

In the broader context of liberal arts education, translation emerges as an integral component, serving as a bridge between languages and cultures (Roche, 2013). Translator education, when viewed through the lens of liberal arts, transcends the conventional notion of “translator training”. This section argues for the incorporation of translator education as a distinct and essential part of liberal arts education. Specifically, translation as liberal arts education should align with the traditions of Socratic questioning, encouraging students to challenge assumptions, fostering critical and analytical thinking, and promoting democratic ideals. Rather than merely producing vocational “message re-encoders”, the aim is to cultivate ethical, sympathetic, and globally-minded translators. Roche's delineation of liberal arts, encompassing subjects such as grammar, rhetoric, and dialectic, serves as the foundation for this transformative approach to translator education (Roche, 2013).

Nussbaum's critique of the shift towards vocational education at the expense of the humanities resonates with the challenges faced in the US educational system (Nussbaum, 2011). The danger of neglecting democratic values and critical debate, as observed in the educational models of Singapore and China, serves as a cautionary tale. Shei (2018) argues that translation students, with their multilingual and multicultural perspectives, are well-positioned to benefit from liberal arts pedagogy and contribute to building a society that values democracy, free speech, and critical thinking. Rider's concerns about the market-oriented trends in European universities further highlight the erosion of liberal arts education (Rider, 2009). The shift towards career-oriented schemes diminishes the emphasis on cultivating well-rounded individuals capable of sound judgement in political issues, a fundamental aspect of liberal arts education. The author contends that the integration of liberal arts elements into translator education is a necessary step to counter these trends.

In the case study of the MA program in Chinese–English Translation and Language Teaching (CETLT) at Swansea University, a proactive approach to reviving liberal arts in translator education is presented. The program introduces citizenship education with a democratic flavor, challenging Chinese students to engage with critical articles and

participate in political debates. This innovative approach aims to instill in students not only linguistic proficiency but also a commitment to democracy, free expression, and critical thinking (Shei, 2018). All in all, framing translation as liberal arts education into Chinese language teaching is not merely a technical endeavor but a transformative one. By infusing liberal arts principles into translator education, we can shape conscientious global citizens who contribute to the advancement of democracy, free expression, and a better future for society. Translation, in this context, becomes a powerful tool for building bridges between cultures and fostering a deeper understanding of the world.

5. Conclusion

In conclusion, we note that the landscape of Chinese language teaching stands at a dynamic intersection, weaving together the threads of Cross-Cultural Communication, Internet-Based Linguistics, and Translation Studies. As we navigate the intricate paths of language education, the insights drawn from cross-cultural communication theories, internet linguistics, and translation principles offer a multifaceted lens to understand and enhance pedagogical practices.

Cross-Cultural Communication sheds light on the cultural nuances that permeate language learning, emphasizing the need for educators to navigate the diverse expectations, values, and communication styles inherent in Chinese language education. With the recognition of cultural dimensions and the importance of engaging stakeholders such as policymakers, subject leaders, teachers, and students, Chinese language teaching can evolve into a more culturally attuned and inclusive endeavor.

Internet-Based Linguistics presents a contemporary dimension, acknowledging the impact of the digital realm on language acquisition. The exploration of linguistic trends in online communities, the role of influencers and trolls, and the rise of fansubbing communities not only enriches our understanding of language dynamics but also provides valuable insights for integrating technology into language education. By acknowledging the evolving linguistic landscape shaped by the internet, educators can tailor teaching approaches that resonate with the digital-savvy learners of today.

Translation Studies, with its emphasis on cultural equivalency, the role of translators as cultural mediators, and ethical considerations, contributes significantly to Chinese language education. The principles of accuracy, faithfulness, honesty, transparency, and cultural sensitivity are not just confined to the realm of translation but extend their influence into language learning materials and the broader educational environment. These principles foster an appreciation for linguistic and cultural authenticity among learners, aligning with the overarching goal of cultivating global citizenship and intercultural competence.

In essence, Chinese language teaching, as informed by the rich tapestry of Cross-Cultural Communication, Internet-Based Linguistics, and Translation Studies, is poised to embrace the complexities of our interconnected world. By weaving these strands together, educators can craft a pedagogical narrative that transcends linguistic proficiency, embracing cultural fluency, technological adaptability, and ethical awareness. This holistic approach not only equips learners with language skills but also nurtures a deeper understanding of the interconnectedness of language, culture, and the digital age. As we stand at this crossroads, the evolving field of Chinese language education holds the promise of preparing students not just as language speakers but as global citizens poised to navigate the diverse and ever-changing landscapes of our interconnected world.

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全球化背景下之漢語教學：跨文化交流、網際網路語言學和翻譯研究之探索

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摘要

本文深入探討了對外漢語教學的動態景觀，考察了跨文化交流、基於網際網路語言學和翻譯研究的交會點。引言部分確立了這些領域在語言教育不斷發展的領域中的重要性，並強調了它們之間的協同作用。通過霍夫斯特德的文化維度理論來探討跨文化交流，強調其在營造包容性學習環境中的作用。基於網際網路語言學研究了數位技術對語言學習的影響，強調了教育者需要整合數位素養技能的必要性。翻譯研究則在提高語言學習者的熟練程度和文化素養方面發揮著至關重要的作用。這些研究背景的綜合，重新定義了漢語教學中的範式，使學生成為熟練的語言使用者和具有文化素養的交際者。本文跨越了傳統的界限，擁抱了跨文化交流的複雜性、網際網路語言學的機遇以及翻譯研究的見解。這種探索為這些領域之間的協同作用提供了全面的理解，為在華語教學領域中持續耕耘的教育者和研究者提供一份有跡可循的路線圖。最後，作者強調對外漢語教學處於一個動態交會點，將跨文化交流、基於網際網路的語言學和翻譯研究交織在一起。跨文化交流揭示了文化細微差別，基於網際網路的語言學承認了數位領域的影響，而翻譯研究則對文化等價性做出了

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重要貢獻。這種全面性的方法使學習者具備了語言技能、文化流利度、技術適應能力和道德意識。隨著這一領域的發展，對外漢語教育有望培養全球公民，使他們能夠在我們的網路世界中導航多樣化和不斷變化的景觀。

關鍵詞：對外漢語教學、跨文化交流、基於網際網路的語言學、翻譯研究、文化能力、數位素養技能