

An Analytical Model of Learning Chinese as a Foreign Language in the Multicultural Context

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Abstract: With China's further reform and opening up and sustained economic growth, China's exchanges and contacts with the world are becoming more and more extensive and in-depth. There is an upsurge of learning Chinese in many countries, and the requirements for Chinese language teaching are becoming increasingly strong. Based on the analysis of learners' needs and interviews with American experts, this paper constructs the conceptual model of the platform, designs the structure and functions of the platform, and introduces the features of the platform. The purpose of this paper is to create a visual teaching platform of Chinese language in accordance with foreigners' learning style, provide professional Chinese language teaching space for teachers and students of Chinese learning, and provide comprehensive services for digital Chinese resources.

Keywords: Multiculturalism; TCSL; Learning behavior analysis

1. Introduction

In recent years, China's economic development has attracted worldwide attention, and China's international status has been continuously improved, and more and more attention has been paid by the world. At present, the number of Chinese learners has increased by a large margin, and the number of foreign learners has reached 30 million. In order to integrate into Chinese society, they have a strong need to learn Chinese and understand Chinese culture. China is a country with a long history and cultural tradition [1]. Teaching Chinese as a foreign language undertakes the dual tasks of language communication and cultural communication. However, the traditional Chinese language teaching is difficult to meet such a huge demand, and the network platform which can integrate all kinds of teaching resources and adapt to the majority of Chinese learners is very scarce, which is not conducive to the promotion and dissemination of Chinese language and Chinese culture [2]. At a time when the traditional Chinese teaching method is difficult to meet such a huge demand, the distance education supported by new technology provides a rare opportunity for the development of TCFL. We should make full use of advanced technologies such as network technology and multimedia technology, and research and develop a Chinese language visual teaching platform that meets the technical standards of network education in China, so as to provide Chinese learners with a network learning environment for Chinese learning.

2. The Construction of an Analytical Model of Learning Chinese as a Foreign Language Under the Multicultural Background

2.1. An analysis of the learning mode of Chinese as a foreign language under the background of multi culture

The definition of "experiential cultural learning" should refer to the definitions of "cultural experience", "cultural learning" and "experiential learning". Among them, "experiential learning" should be the focus of research. Although there is no clear definition of the concept of "experiential cultural learning", referring to the theoretical and practical research of "experiential learning", combined with a small number of existing studies on "experiential cultural teaching", the definition of "experiential cultural learning" in Chinese culture is still based on evidence. There is no unified model of experiential learning model. At present, the most famous and widely used model in education is the four stage model [3]. There are also one stage, two stage, three stage, five stage and six stage model proposed by other scholars. The four stage experiential learning model includes four parts: concrete experience, observation and reflection, forming abstract concepts and universal principles, and testing the meaning of concepts in new situations. It is based on Dewey's empirical philosophy and based on Constructivism and humanistic psychology. The specific model is shown in the Figure 1.

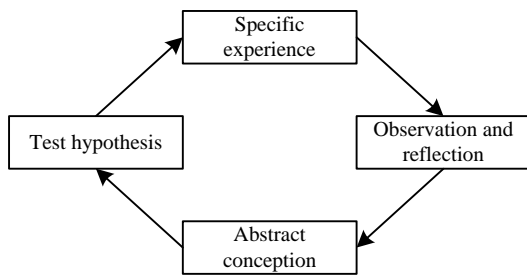


Figure 1. Experiential teaching model of TCFL

One stage model is the earliest experiential learning model. The model only emphasizes "experience". It is believed that as long as the learners are experiencing learning according to the established design model, they will be able to obtain the most essential learning content. This model is too extreme, so it has been questioned a lot. Compared with the one-stage model, the two-stage model has more "reflection" links. This model reflects Dewey's thought to a certain extent. Dewey thinks that learning is "experience plus reflection". The two-stage model forms a small cycle of experience and reflection, which is reflected by specific experience activities, and then experience the next step.

Compared with the two-stage model, the three-stage model has more planning links, which is to make a plan for the next step of experience after experiencing and

reflecting. The reason why the three-stage model adds "plan" is to emphasize that experiential learning is not aimless and blind, and the learning effect of planned experiential learning is better.

The five stage model is divided into two processes: "attention, action, maintenance, feedback and report" and "encounter - confirm or not - correction - anticipation - input". The six stage model is a process of "experience promotion generalization inference application evaluation".

Considering the individual differences of learners, it is considered that conscious reflection and sharing of learning experience in cooperative learning can enhance their learning awareness, which reflects the learner centered concept of experiential learning [4]. On this basis, he proposed an experiential second language learning model. In this model, language learning is a spiral process of experience, reflection, summary and practice, and its core is the psychological processing of continuous circulation of input information. This process emphasizes the following four aspects: Learners should have enough comprehensible input; It emphasizes learners' Reflection on language structure in order to master the language consciously; Learners can understand the importance of input and emphasize the use of language in interactive communication; Teacher and peer feedback to learners.

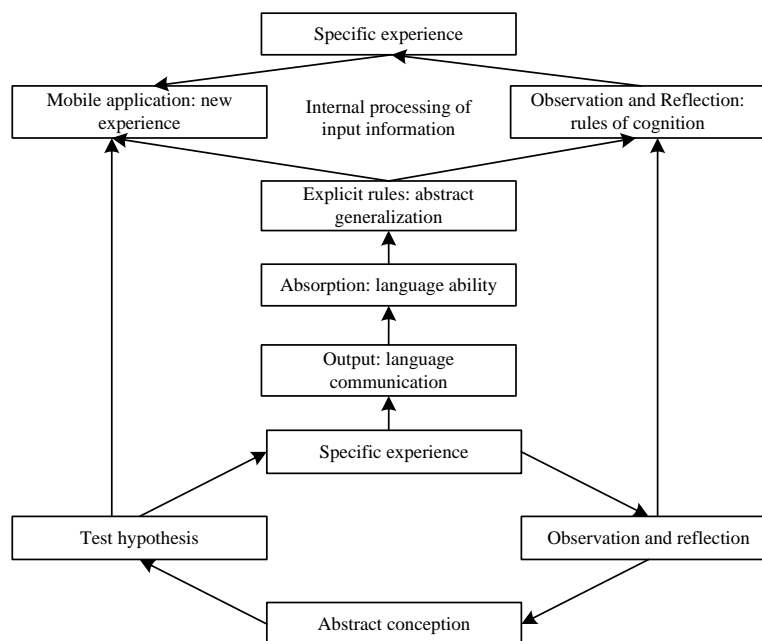


Figure 2. Presents an experiential second language learning model

Although the application of experiential learning in the field of education can be said to be blooming everywhere,

but due to the late start of the research on cultural teaching in Chinese teaching as a foreign language, the re-

search on experiential learning in the field of Chinese as a foreign language mostly focuses on the learning of Chinese itself, and cultural learning in Chinese learning is not very common and has not formed More mature theoretical system and practical program. Therefore, due to the limitation of the number of literature and research ideas, the author can not classify the relevant research more specifically. Experiential learning is mainly used in the field of vocational education and training in the early stage of its formation, and then applied to school education [5]. The research on the application of experiential learning in education has developed from the initial study of education in a broad sense to the application of experiential learning in various fields and subjects. The research on the application of experiential learning in language learning is also showing a trend of refinement. The research objects range from language learning in a broad sense to foreign language and second language learning, as well as more targeted English or Chinese learning. In recent years, due to the cultural learning in second language learning, more and more attention has been paid to the application of experiential learning in this field A new attempt. If the content of experiential culture learning is defined as extensive Chinese culture, it is necessary to classify Chinese culture first. In the previous studies, there are mainly two types of cultural classification: three elements and five elements [6]. "Three elements" are cultural products, cultural behaviors and cultural con-

cepts, and "five elements" are the addition of cultural communities and cultural individuals to the "three elements". From the perspective of defining culture, "five elements" covers all aspects of culture more comprehensively, but from the operability of learning, that is, the difficulty of transforming elements into concrete and tangible learning contents, the contents of cultural learning are divided into three categories: cultural products, cultural behaviors and cultural concepts. In the four stage model of experiential learning, several stages appear in turn: concrete tangible experience. Learners participate in the experience from multiple levels: knowledge, body, emotion and spirit [7]. However, which aspects are involved depends on the nature of cultural content and the form of experience itself; there is reflective observation. It happens after the experience. Learners stop to review what happened. The purpose of this is to describe what happened in the experience; turn it into abstract concepts. Through the explanation and search for theories to give meaning to experience, these explanations and theories can not only be introduced by learners themselves, but also can be quoted from other people's views; positive practice. At this stage, learners should be ready to enter the experience again, and formulate the corresponding learning strategies according to the individual learning objectives, the nature of learning content and the form of experience.

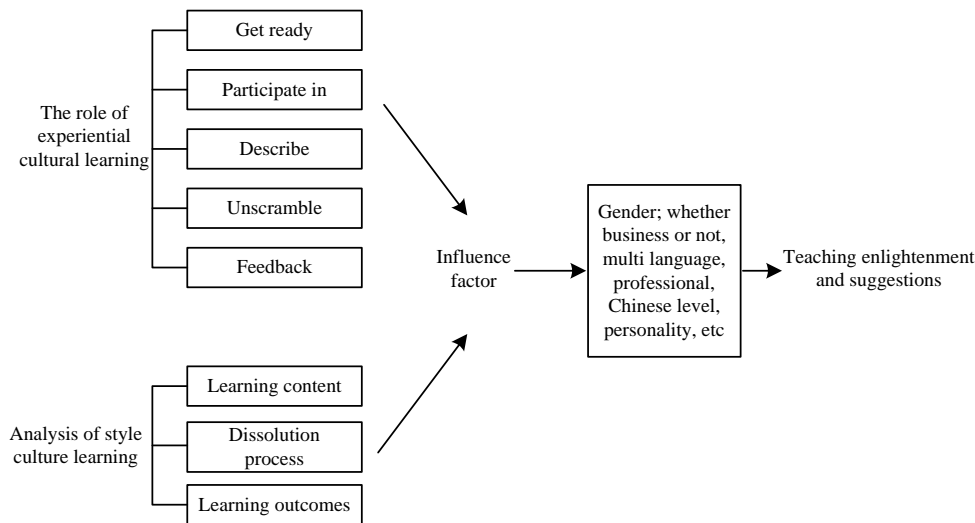


Figure 3. Development of experiential teaching framework for TCFL

Due to the differences in Chinese level, background knowledge and physiological and psychological state of the learners who participate in experiential cultural learning, it is difficult to achieve the best results by directly participating in cultural experience. Therefore, appropriate language knowledge and cultural background should

be supplemented before this, so that learners can be prepared for cultural experience [8]. Therefore, on the basis of learning from the two person model, the author adds the preparation stage to form the five stage model of experiential cultural learning, which is "preparation participation description interpretation feedback". The evalua-

tion standard of experiential culture learning results is the role of experiential cultural learning recognized by students, that is, what effect students think they have achieved through learning [9]. Therefore, some contents in the figure above, such as cultural ability, social change and so on, are not clear, and some contents themselves may overlap. In the interview, the author interprets or translates the specific performance of the six results to the students, and selects four results with high understanding and easy perception as the focus of the research, which are language level, cross-cultural communication ability, adaptation and identity attribution.

2.2. An analysis of the influencing factors of learning Chinese as a foreign language

The research and development of Chinese language visualization demonstration teaching platform is based on the

full investigation of the platform users' needs, referring to the foreign language teaching standards formulated by the American Association for foreign language teaching (ACTFL), and according to the user demand information and foreign language teaching standards, the conceptual model of the platform is constructed. Based on the basic concept of language situational teaching, the platform aims to provide "Chinese language learning support and service" for Chinese learners in primary and secondary schools in the United States; to provide Chinese learners with "feeling the soil of Chinese culture" as the main meaning; and to provide a platform for Chinese teachers with "distance Chinese teaching environment". The conceptual model of distance Chinese language learning management platform is as follows in Figure 4.

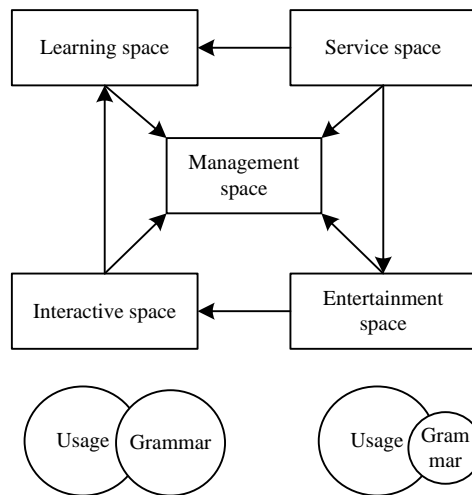


Figure 4. Conceptual model of distance Chinese language learning management platform

Under the guidance of language teaching theory, learning space, service space, interactive space and entertainment space are respectively responsible for the learning, service, interaction and entertainment tasks of Chinese language teaching [10]. These spaces are related to the management space, and at the same time, these spaces are related to each other. Constructing the conceptual model of the platform in different spaces can not only clearly show the main functions of the platform, but also reflect the correlation between the sub functions of the platform; it can not only clarify the core elements of the system, but also express the relationship between different sub-systems; it can not only outline the characteristics of the platform, but also guide the design and development of the system function and structure [11]. On the basis of fully considering the above requirements, the platform is divided into five parts: Chinese language learning, cul-

tural China, making friends, playground and learning tools. The details are as follows in Figure 5.

"Chinese language learning" is the main part of platform Chinese teaching. It undertakes the teaching of Chinese Pinyin, basic knowledge of Chinese and daily language, and also provides support for subsequent Chinese learning. "Chinese language learning" module focuses on situational teaching as the guiding ideology, with learning topics reflecting different levels of learning level (such as interpersonal communication, family, sports, geography, weather, stars, business, fairy tales, celebrity anecdotes, school events, news reports, diet health, etc.) as the main line, The corresponding speech function items, grammatical structure and common words are integrated into it. Each topic includes "study room", "practice workshop" and "Happy Valley". Each learning module has some specific sub columns, which arrange the whole learning process [12]. According to the specific learning path,

learners can complete the learning of the relevant topic content, and teachers can arrange teaching order and al-

locate teaching time according to the specific situation of students.

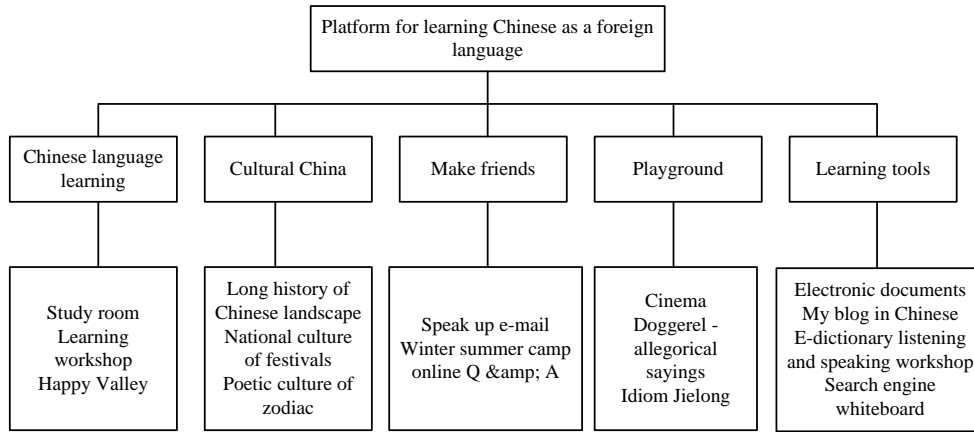


Figure 5. Analysis elements of TCFL learning behavior

2.3. The realization of the behavior analysis of learning Chinese as a foreign language

With the increasing number of Chinese learners, it is an important task for Contemporary Chinese teaching to improve learners' learning efficiency, reduce teachers' teaching burden, create personalized learning space for Chinese learners and cultivate their autonomous learning ability. Data driven learning model has unique advantages in achieving this goal. Due to the rich and authentic corpus provided by corpus and the active help of teachers, it can not only stimulate the interest of Chinese learners in learning to a certain extent, but also cultivate their ability of active exploration, analysis and induction. It can also activate learners' innate language intuition to a great extent and improve their cognitive and metacognitive skills [13]. However, the realization of these goals also depends on the cultivation of learners' ability to use

data-driven learning mode for learning. Language teaching is a complex and dynamic system engineering, which involves considerable factors. Due to the traditional teaching mode, DDL mode is no exception. The analysis of learners tends to be more inclined to the test scores of learners. Even if it involves the analysis of learners' needs, motives and preferences, most of them make subjective judgments based on Teachers' intuition and experience. In the Chinese driven decision-making system, data sources have a wide range of channels, including: Learners' basic information, learners' learning motivation, learning preferences and learning needs, learners' vocabulary and grammar learning strategies, perception mismatch between teachers and students, and teachers' beliefs. Extensive data sources ensure the comprehensiveness of the analysis.

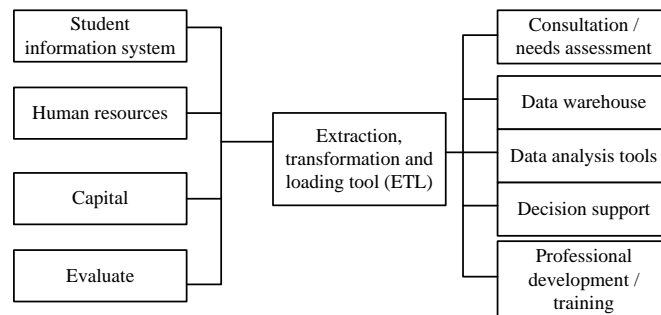


Figure 6. Learning data driven evaluation decision analysis model

Learners' basic information is integrated into Chinese driven decision-making model, and its basic foothold is

to better understand the characteristics of learners. For example, the differences of thinking modes and cultural

beliefs brought about by the differences of nationalization have a profound impact on learners' learning activities. Western learners from Europe and the United States, based on the duality and analysis of their culture, are good at using analytical thinking to dissect learning problems. However, for the oriental culture learners whose main characteristics are monism and comprehensiveness, their comprehensive thinking mode may produce the opposite situation [14]. Therefore, the learner information module in Chinese driven decision-making is of great significance for making scientific and effective teaching decisions. The usage of Chinese covers gram-

mar, mainly usage. English is the intersection of usage and grammar, and grammar is the main. This determines that teachers should be careful to use grammaticalization theory in Chinese teaching (especially grammar teaching). Because the evolution and development of Chinese did not follow the path of grammaticalization, but towards the usage. Therefore, the role of interaction in Chinese teaching is self-evident. Only through interaction can Chinese learners have a deep understanding of Chinese pragmatic phenomena and improve their pragmatic competence.

Table 1. Evaluation criteria for learning Chinese as a foreign language

	Internality	Stability	Controllability
Nennu	Inherent	Stable	Uncontrollable
Strive	External	Instable	Controlled
Luck	Inherent	Instable	Uncontrollable
Task difficulty	External	Stable	Uncontrollable
Helpor obstacle	External	Instable	Controlled

Table 2. Types of teaching Chinese as a foreign language under diversified background

Type	Describe
Insiders (local teachers from the perspective of local culture)	This kind of teacher highly praises the values, perspectives, behavior patterns, beliefs and knowledge unique to their original ethnic groups and cultures. Parents and students regard such teachers as legal members of the ethnic group, which has the authority and legitimacy of teaching.
Internal outsider (local teachers with external cultural perspective)	These teachers are socialized in their original ethnic groups, but they are deeply assimilated with external or opposite cultures. Their values, beliefs, perspectives and knowledge are completely consistent with those of the external community. Such teachers are seen as outsiders by parents and students
Outsiders and insiders (foreign teachers from the perspective of local culture)	Such teachers socialize in other cultures and accept the beliefs, values, behaviors, attitudes and knowledge of this culture. However, they also understand and even praise the beliefs, values and knowledge of the ethnic groups in which they teach. They are seen by students and parents as insiders of the day after tomorrow
External outsider (foreign teachers from the perspective of external culture)	This kind of teachers socialize in a different ethnic group from the ethnic group in which they carry out teaching activities. They have one-sided understanding of the values, perspectives and knowledge of the ethnic group to which the students belong. Therefore, they often misunderstand or misinterpret the behavior of the students, parents and others in this group.

It should be pointed out that interaction is not only a means to practice language knowledge, but also an important way for learners to shape their own Chinese learning trajectory. In fact, due to the differences of learners' cultural habits and individual characteristics, teachers' presupposition and control of interaction weaken the role of interaction. Therefore, the interaction here is not only limited to the category of Chinese practice, but also a kind of social activity, which can help learners to participate in the development of their own Chinese and shape their own trajectory of Chinese development. From this perspective, the scope of interaction has been greatly expanded, covering the interaction between learners and teaching content, teaching environment and teaching methods. Only when learners have a high degree of perception and interaction ability to these elements, can learners have a rich and profound understanding of the whole process of Chinese teaching. However, in the actual teaching situation, due to teachers' presup-

position of teaching content, single teaching method and non contextualization of teaching environment (ignoring the feelings and thoughts of scholars), learners' interactivity is often suppressed and the real meaning of interaction cannot be reflected. Therefore, the data-driven learning model based on corpus emphasizes that teachers and learners should jointly discover and determine teaching problems, discuss teaching content and teaching methods, and promote the teaching environment to integrate learners' emotional factors and individual characteristics, so as to maximize the interaction between learners and teaching content, teaching environment and teaching methods. The real corpus provided by data-driven learning model shows the nature of Chinese usage. Therefore, the use of data-driven learning model in teaching can not only strengthen the interaction between learners and all teaching elements. More importantly, data-driven learning model can improve learners' Chinese pragmatic competence to a certain extent.

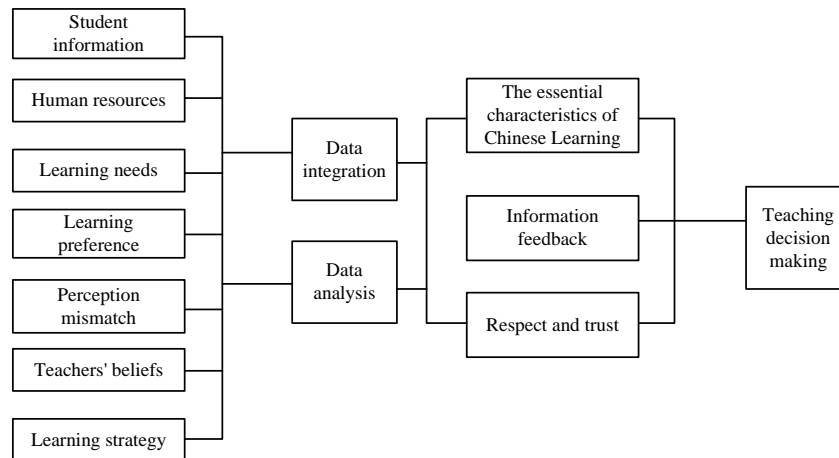


Figure 7. Structure optimization of language learning behavior analysis model

In most cases, international Chinese teachers and volunteer Chinese teachers who are new to foreign countries are suitable for the type of teachers who are external outsiders. When we do not have a deep understanding of the ethnic group and culture of students, we may misunderstand or misinterpret the behaviors of students, parents and others. On the other hand, students, parents, other colleagues and managers may misunderstand or misinterpret teachers because they don't understand the culture you represent, causing some communication problems and even affecting them. Classroom teaching and classroom management. It is a challenge for international Chinese language teachers to change from outsider to outsider, and to develop students' incomprehension, conflict and hostility towards foreign culture towards the direction of welcome and acceptance. In a word, cultural differences and national conditions make the source of students, students' learning habits, learning methods and evaluation criteria of students will be very different. For teachers, the corresponding concepts and methods of classroom teaching and classroom management are quite different. Although both international Chinese teachers and volunteers have some teaching experience, the students they meet in China and overseas may be quite different. Those effective teaching experience in China will not be so effective in foreign countries. At the same time, cultural conflicts caused by cultural differences can easily lead to unhappiness, uneasiness, even indignation and disgust between teachers and students, increasing the classroom The frequency of problem behavior increases the difficulty of classroom management, but also makes teachers feel frustrated in classroom teaching and classroom management. For the conventional classroom teaching, the place where teaching activities take place is the classroom, the characters are teachers and students, and events are the completion of teaching tasks. Classroom, teachers, students and teaching tasks are undoub-

tedly the main factors that constitute classroom teaching and classroom management. These four factors are inter-related and influence each other. If these four factors cooperate with tacit understanding, then teaching can be carried out smoothly and efficiently. If these four factors do not match each other, the occurrence of classroom problem behavior is inevitable. Therefore, this study will start from these four aspects to explore the establishment of four dimensions of classroom problem behavior analysis model.

For teachers and students, students and students, it is very important to maintain the relationship between each other, so avoiding conflict is actually one of the most common conflict resolution methods. For teachers and students, students and students, there is usually not too much conflict of interest between them, some conflicts may be due to the emotional outburst of both sides, so when the conflict breaks out, let each other calm down, let both sides of the conflict avoid, as soon as the emotion is diluted by time, some small conflicts may be solved by themselves, while some prominent contradictions and problems can be solved To be settled through consultation and cooperation. It is very important for teachers to keep calm in the face of conflict. If the teacher loses his reason and scolds and even corporal punishment or corporal punishment in disguised form, the teacher will put himself in a disadvantageous position and stimulate the students' rebellious psychology. Although the problem can be solved from the surface, it lays the groundwork for future conflicts. Teachers think that students are difficult to understand, only ask parents or take disciplinary action, in fact, students will think it is a poor practice. Many teachers think that obedience to students is harmful to their dignity and blindly use compulsory methods. In fact, when teachers and students conflict, it is better not to have a positive conflict with students. Even if it is unavoidable, we should be tolerant of students, be magna-

nimous and humble, and learn to look at problems from the perspective of students. Maybe their Xiangfa has its merits, but its expression is not appropriate. Therefore,

sometimes letting students not only do not weaken the authority of teachers, but also win the respect of students.

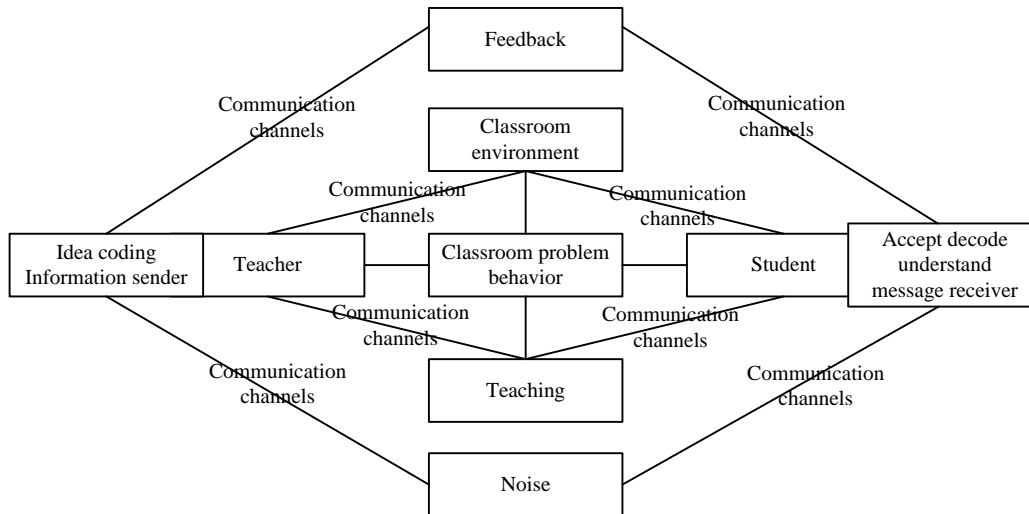


Figure 8. Four dimensional model of TCFL learning analysis

3. Analysis of Experimental Results

Through a large number of data collection, analysis, access to a more real state of learners, into the life of Chinese learners, so that Chinese teaching towards autonomous learning, interactive learning, cooperative learning and personalized learning and other directions. In order to collect data more comprehensively and effectively, this paper adopts the research methods of questionnaire survey, interview and quasi experiment design. Based on the perspective of economy and economy, the method of questionnaire survey will be used in the process of data collection. As the most commonly used quantitative research method, questionnaire survey is favored by many researchers because of its convenient operation, but it also has many problems, such as how to ensure the reliability and validity of the questionnaire. Based on this reality, the questionnaire used in the study has been tested for reliability and validity. In order to make up for the inherent limitations of the questionnaire, the research will use the method of interview to collect data. In addition, the method of semi-structured interview is adopted. Due to the characteristics of this interview mode, the requirements for interviewers are relatively high in the process of interview, and it takes a long time. The experimental design consists of a pre-test and a post-test. The pre-test is used to understand the learners' learning situation and divide them into classes. The post-test, the mean test of paired samples and qualitative discussion are used to verify the effect of data-driven learning mode. Due to the short time for the combination of complex dynamic theory, ecological linguistics theory and

Chinese teaching, the research is relatively less. Therefore, it is necessary to explain the relationship between the two theories and the teaching of Chinese as a second language, and how the data-driven learning model is related to the two theories. The content of the theory of affordability has been involved in these two parts, so it is not explained separately. The theory of autonomous learning itself is the source of the rise of data-driven learning model, and it is easy to understand, and there is no need to explain it separately. On the basis of showing the pre-test scores of Chinese learners, 26 Chinese learners were randomly assigned into the experimental group and the other 26 into the control group. In order to further prove that there is no significant difference in Chinese proficiency between the two groups of learners, the study conducted a t-test based on the pre-test scores of the two groups. Based on the ten major characteristics of the complex dynamic system theory, it is necessary to explore a series of phenomena and problems in the process of Chinese as a second language acquisition under the new situation. Therefore, in this part, the paper will describe and explain the development of Chinese as a second language acquisition from the ten characteristics of complex dynamic system, and associate it with data-driven learning mode, hoping to make some meaningful attempts for the teaching and learning of Chinese as a second language and related research in the future. The analysis of Chinese learners' learning motivation mainly includes five aspects: external motivation, internal motivation, teacher influence, self-efficacy and self attribution, which is mainly because these five aspects are the key elements of Chinese learners' learning motivation.

Based on the analysis of the internal motivation, external motivation, self attribution, self-efficacy and teachers' influence of Chinese learners, this paper makes a con-

crete analysis on each element in order to further show the details of each element.

Table 3. Analysis of traditional model research results

Internal motivation project	Statistical items %	Totally disagree 5	Disagree %	Uncertain %	Agreed %	All agree %
Become a more useful person.	32.5	10.2	58.1	10.3	10.46	0.46
Can broaden the view	35.4	14.3	60.2	12.4	10.12	0.59
For academic exchange	33.8	16.5	61.4	16.8	10.36	0.64
In order to understand Chinese culture.	36.9	12.8	59.3	11.3	10.06	0.66
Hope to speak fluent Chinese.	37.2	14.5	58.4	12.4	10.45	0.26
Like to participate in various Chinese activities	36.9	15.6	62.3	13.6	10.32	0.54

Table 4. Analysis of the model research results in this paper

Internal motivation project	Statistical items %	Totally disagree 5	Disagree %	Uncertain %	Agreed %	All agree %
Become a more useful person.	32.5	3.12	0.12	10.85	64.32	20.46
Can broaden the view	35.4	3.46	0.14	15.46	66.28	18.96
For academic exchange	33.8	3.33	0.12	20.33	67.12	17.94
In order to understand Chinese culture.	36.9	3.52	0.31	15.46	63.44	16.58
Hope to speak fluent Chinese.	37.2	3.43	0.16	18.24	65.43	15.44
Like to participate in various Chinese activities	36.9	3.33	0.22	19.12	68.74	16.52

It can be seen from the data in the table that the number and percentage of Chinese learners who choose to agree or fully agree are far more than those who choose not to agree or totally disagree. To a certain extent, it shows that Chinese learners have strong internal learning motivation, which lays a solid foundation for teachers to use the data-driven learning model based on Chinese driven decision-making model to teach Chinese vocabulary and grammar.

4. Conclusion

Teaching Chinese as a foreign language is a kind of cross-cultural education communication behavior which shows the profound details of Chinese culture and the unique charm of Chinese language to the world. In the design process, the TCSL teaching platform fully aims at the learner's cognitive law, combines the essence of Chinese with China's culture, and adopts the teaching method of teaching with pleasure, presenting learning contents in text, animation, video and audio. The development of this platform is conducive to American middle school students' learning of Chinese language knowledge and understanding of Chinese traditional culture, providing professional Chinese language teaching space for teachers and students of Chinese learning, and providing comprehensive services for digital Chinese resources.

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