

Research on Comprehensive Literacy of International Chinese Teachers

Jie Zhang

School of International Education
Dalian Neusoft University of Information
Dalian, China 116023

Abstract—In the craze of learning Chinese in the world, there are not enough teachers who engage in teaching Chinese as a foreign language meeting the International Chinese Teacher Standards. Therefore, there is a contradiction between the number of qualified teachers and the demand of the society. How should we cope with this? This article analyzes the current problems in the training of cultivating international Chinese teachers, and puts forward some significant countermeasures to promote the spread of Chinese language worldwide.

Keywords: *international Chinese teacher, qualification certificate, Chinese as a foreign language*

I. INTRODUCTION

The status of Chinese in the world is increasing day by day, and is gradually rising to become the second most powerful and new language behind English in the world. According to statistics, by the end of 2018, the number of Chinese language learners worldwide reached 150 million, and the number of overseas students in China has exceeded 500,000. The shortage of international Chinese language teachers has exceeded 5 million. The profession of international Chinese teachers and the specialty of teaching Chinese as a foreign language have become more compelling. In the process of rapid development, there are also some problems in this educational career, which not only affect the effectiveness of the operation, but also may have an international impact. Some problems are even more prominent and need to be resolved.

II. A REVIEW OF STUDIES ON INTERNATIONAL CHINESE TEACHER LITERACY IN RECENT YEARS

At present, there are many institutions that issue the certificate of teaching Chinese as a foreign language, such as: Hanban China, Chinese Language Resources Development and Application Center, International Chinese Education Association, Global Chinese Teaching Federation, International Certification Association, and International Chinese Teachers Association. The training institutions that issue all kinds of certificates have high standards for international Chinese teaching, but the "high standards" is very different from the actual situation of training. Currently,

not all of the personnel that engage in teaching Chinese as a foreign language are specially trained.

In China, many Chinese teachers are part-time teachers. Among these teachers, some have a formal job, but just intend to earn some extra money. So they are not very responsible; some see this as a means of livelihood and substitute a large number of lessons so that have no energy to improve themselves and research teaching; some are graduates who have not found a suitable job. They work temporarily and when there is a chance, they may leave. So "be a monk for a day and hit a clock". Many institutions seize the opportunity of the "Chinese fever" in the world and set up various Chinese training schools one after another, only seeking profits but not quality. Many domestic agencies have also unilaterally rendered the importance of certificates. Some foreign Chinese teaching institutions believe that as long as they have a certificate to teach, they must be qualified teachers of Chinese as a foreign language. In fact, the International Standard for Chinese Teachers promulgated by Hanban is currently limited in the number of foreign language teachers in the frontline teaching at home and abroad who can meet the standard, and not all hold qualification certificates. Some people who hold qualifications in teaching Chinese as a foreign language have never taught foreign students. At most, they have experienced one-on-one tutoring. Some graduates or trained teachers of Chinese language are not welcomed by beginners. The effect of teaching is mediocre. Some overseas Chinese schools are funded by various Chinese associations, so they have their own policies. There is no uniform Chinese teaching standard. The Chinese textbooks are not uniform. The sources of Chinese teachers are complex and the educational background is different. Most of them are part-time. There are few people with faculty qualifications as an international Chinese teacher.

III. NEW PROBLEMS AND COUNTERMEASURES IN THE CURRENT TRAINING OF INTERNATIONAL CHINESE TEACHERS

A. Training problems and countermeasures

Among those who come to China to learn Chinese, most of them have a zero level of Chinese. And the teaching of zero level is the most difficult, and not someone who can

speak Chinese can do it. The teaching of these learners does not require the use of a high level of knowledge or a complex knowledge structure, but the requirements for flexible teaching skills, high-level teaching capabilities and solid basic knowledge of Chinese are very high. Although various training institutions will provide relevant training for all teachers, the Chinese culture, knowledge of Chinese language, and teaching theory, teaching skills and other contents that will be taken years to master in school are all stuffed into the trainee's mind in a few months or even just a few weeks. And the effect can be imagined. In recent years, the content of teacher training has been continuously updated, but there is still a large gap between the effectiveness of teacher training and the original intention of the organizers, especially in the shortage of practical teaching methods and classroom management.

In view of these circumstances, whether we can change our view on certificate requirements, for example, teachers' assignment agencies do not have to hold "certificates" as a necessary condition for assignment. According to the characteristics and requirements of teaching institutions in various countries, they should send teachers of Chinese as a foreign language who have practical teaching effects and can meet the corresponding basic conditions and teaching needs. We should adjust the training ideas and methods and change the unrealistic training for the so-called certificate to the training of teaching skills and teaching methods. In the form of simulating the classroom teaching, it tries to realize teaching, testing and commenting at the same time to improve teaching skills and adaptability. Because this kind of content training can guide and inspire the trainees in a short time, so that they can grasp the correct ideas and methods of teaching Chinese as a foreign language, and it is clear that teaching Chinese as a foreign language should be taught as a foreign language. Knowledgeable and theoretical content is self-learning and easy to forget, but the training of skills and methods is both effective and not forgettable in a specific environment, which is what we often say "It is better to teach people how to fish than just give them fish." After the training, the training certificate issued is not a formal certificate, but a manifestation of teaching skills and correct methods. In addition, due to the limitation of time and space, more teaching gains need to be felt, accumulated, thought and rethought slowly in the future teaching practice to form a virtuous circle. Therefore, the follow-up teaching evaluation feedback (including colleagues and students) is also essential. It can track the personal career of Chinese teachers and cultivate them to form a seamless connection.

In addition, in view of the current lack of teaching resources and the single teaching mode, some training models of Confucius Institutes can be used for reference. Blended teaching can be used to combine traditional classroom teaching with students' autonomous online learning. We need to intensify the use of Internet course resources and make use of system online training and platform shared resources to make up for the lack of traditional course settings. It is an good idea to cooperate

and complement online and offline to improve the effectiveness of training.

B. Problems and countermeasures of teacher education concept

International Chinese teachers need to have scientific and advanced educational concepts. The improvement of their quality has an indelible effect on the spread of Chinese culture. However, the status quo is that most teachers simply do not understand foreign education concepts and status. Teaching ideas is still under the traditional teaching mode in the context of test-oriented education. Classes are teacher-centered rather than student-centered, and they teach boring knowledge rather than cultivate language skills and learning ability. Teachers fill the classroom instead of returning time to students, and the classroom language uses a lot of English instead of Chinese, which will inevitably lead to the loss of students and the decline of projects. Second, they don't understand second language teaching. Teachers of Chinese as a foreign language must be competent in teaching and be familiar with the basic theories and methods of teaching Chinese as a second language. It is a pity that most of the current teachers are from domestic first-line schools, lacking of understanding of the mainstream foreign language education concepts and education system in the United States, and five areas of ATF's C teaching goals (Five C's Global Areas: Communication, Cultural, Connection Comparisons, and Communities) (translated as: communication, culture, contacts, compare, community) [1] three communication skills (Interpersonal Communication, Interpretive Communication, and Presentational Communication) (translated: interpersonal communication, personal interpretative communication, personal expression of communication) is ignorant, which makes it impossible to set teaching goals, design detection methods, and carry out effective classroom teaching.

It is suggested to strengthen the training of reserve talents for Chinese as a foreign language major in China, and to strengthen education in Chinese and English, Chinese language and literature, cultural knowledge, second language teaching skills, and international education concepts. It plans to guide reserve talents to actively pay attention to international education concepts and understand and master teaching method. For example, American education emphasizes that "in real situations, it is suggested to analyze, compare, and evaluate information, and use language skills to solve problems, so as to exercise higher-order thinking skills." [2] Training institutions can focus on strengthening various practical skills, and employ front-line teaching experts in the United States to provide relevant training. To increase the assessment of international teaching skills, there must be strict requirements from the concept of classroom design, to the goals and detection methods, and to the design of the teaching process, and a certain percentage of assessment experts must be from the front line of foreign teaching to ensure the quality of assessment and admission.

C. Problems and countermeasures of teachers' intercultural communication

"Teachers of Chinese as a foreign language are from different places, age groups, cultural backgrounds, and language environments. This determines the diversity, complexity, and instability of the teaching process for Chinese as foreign language teachers." [3] International Chinese teachers should have a multicultural awareness and understand the major cultures of the world. They should be able to spread Chinese culture in a cross-cultural context and effectively solve problems arising from cultural differences. Taking Hanban's expatriate teachers as an example, most teachers that go abroad for the first time and are in a foreign cultural environment may feel the degree of dependent and enthusiasm among the people is not the same as that in China. They expect that students will respect their teachers like Chinese students and maintain a high interest in learning. Foreign institutions will actively provide all teaching support and help, but the reality often makes them feel frustrated, which will inevitably cause the conflict between nation and foreign cultures. If this mode of thinking cannot be changed in a timely manner, problems can easily occur, such as cross-cultural communication failures between teachers and students, and communication barriers among colleagues. The cultural conflicts will affect their lives, the smooth development of teaching Chinese as a foreign language, and even the prospect of international Chinese education.

Most Chinese teachers' cross-cultural communication skills need to be trained and cultivated by Hanban or the school before teaching. Regardless of the major they come from, they should strengthen two aspects content training, including the "Chinese culture and intercultural communication" and "professional ethics and professional development". It helps teachers understand the characteristics of cross-cultural communication, contact foreign students from different countries and form a consciousness of contrast between Han and foreign cultures as soon as possible. It is suggested to adjust expectations reasonably, familiarize with and master foreign education status, familiarizes with interpersonal relationship models; strive to provide teachers with counseling, training, and coaching to solve more pressing problems.

IV. CONCLUSION

At present, international Chinese language education has been incorporated into the national development strategy planning system, and international Chinese teachers who directly undertake this national development strategic task are also in urgent need of new breakthrough in their own teaching capabilities, international affairs processing capabilities, and the ability to expand cultural exchanges between China and foreign countries. In this way, we can effectively meet the large demand for Chinese teachers in the world in the future, and change the current situation of Chinese teaching at home and abroad as soon as possible. It is conducive to the promotion and spread of Chinese language worldwide.

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