

A Literature Analysis of the Competence of Chinese International Teachers

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Abstract: This paper makes an analysis and summary of the domestic research results on the competence of Chinese international teachers. Through literature review, it is found that there are few researches on the competence of Chinese international teachers in China, and the research subjects and methods are also limited. This paper aims to provide a new breakthrough point for further research in this field on the basis of literature review.

1. Introduction

With the continuous improvement of China's comprehensive national strength and influence, the demand for Chinese learning in various countries in the world is growing. Whether a group of high-level, international, applied and composite international teachers of Chinese can be cultivated or not is related to whether they can lay a solid foundation for the national strategy of language and culture promotion. At present, there are two major problems in the number and quality of Chinese international teachers. Facing the current practical problems, we must establish a more scientific and effective selection mechanism of Chinese international teachers through reliable competency, so as to provide necessary guarantee and guidance for the construction of Chinese international teachers.

At present, there are many domestic scholars engaged in the research of teachers' competence, but few scholars engaged in the research of teachers' competence in Chinese international education. Through the search of "theme", "key words" and other search conditions, this paper finds that there are 15 papers on the topic of the competence of Chinese international teachers. The time span of these 15 papers is 2007-2019. It can be seen that the number of research in this field is not only small, but also started late.

2. The Main Body of This Paper

2.1. Research Subjects and Research Methods

From the perspective of research subjects, most of the researchers in a single document are researchers or graduate students in the College of international cultural exchange of colleges and universities, and the composition of researchers is relatively single. They mostly conduct independent analysis and research based on their own practice or empirical summary.

From the perspective of research methods, most of them are questionnaire survey and interview. At present, this field has not become a competency model widely accepted by scholars. Researchers often design questionnaires and interviews according to their own research plans and objective conditions. Although it provides a certain degree of reference, it also limits the comparability and popularization of research results.

Based on this, the relevant research on the competence of Chinese international teachers can adopt the way of team cooperation, establish a special research platform, attract educators, Confucius Institute managers, Hanban researchers, teachers who carry out professional education for Chinese

international students to form a research team, and carry out top-level design and overall coordination in this field. At the same time, it boldly enriches research methods, effectively borrows relevant research theories and research methods to carry out multi-dimensional and systematic expansion, and conducts in-depth research on the nationalization, classification and level of Chinese international teachers.

2.2. Research Objects

At present, the research objects can be divided into three categories: first, the front-line teachers of Chinese international teaching; second, the master's degree students of Chinese international education; third, the domestic teachers engaged in teaching Chinese as a foreign language. Due to the limitations of subjective and objective conditions, there are few researches on the first-line teachers engaged in the international teaching of Chinese, mainly including Liu Yuchuan^[3] research on the first-line teachers and volunteers engaged in the overseas Chinese teaching, Wang Shuqiang^[5] research on Chinese teaching of Thai first-line Chinese international teachers.

At present, most of the domestic scholars mainly focus on the master's degree of Chinese international education, but few focus on the detailed and specific research on the undergraduate and doctoral degree level of Chinese international education, such as Wu Qiuping's^[1] research on the master's degree of Chinese International Education of Sun Yat sen University, Liang Yujing's^[3] research on the overseas practice of Chinese international education the case study of master's degree in international languages and the observation and research of seven master's degree students of Liu Siwen^[8] School of Chinese as a foreign language education.

When studying the competency of international teachers of Chinese, taking a Confucius Institute as an example for case analysis or studying international teachers of Chinese by country, teacher category and teacher level can help different countries or Confucius institutes to screen international teachers of Chinese more scientifically and effectively, and measure the competency and degree of international teachers of Chinese. However, due to the small coverage of different countries and insufficient case studies, the existing research institutes need to further expand the targeted research on different countries and Confucius Institutes.

2.3. Research Content and Focus

Scholars have different emphases on the competence of Chinese international teachers, including the following two aspects:

(1) to study the current situation and adaptation difficulties of international Chinese education and international Chinese teachers, and put forward corresponding solutions. For example, Liang Yujing^[10] analyzed and studied the problems in the internship process of master's group of Chinese International Education in TSG Confucius Institute in Amman, Jordan, and put forward solutions based on full investigation; Wang Shuqiang^[5] studied the competency and competency model of Thai primary and secondary Chinese international teachers on the basis of the competency reflected by Thai primary and secondary Chinese international teachers Based on the competency of public teachers and volunteer teachers of Confucius Institute in Kyrgyzstan, Qiyao^[6] made further investigation and research. At present, this kind of research is mostly qualitative, and its theoretical and practical significance is quite important.

(2) to study the factors that influence the construction of the competency model of Chinese international teachers, and on this basis to analyze the relevant statistical data. For example, Wang Shuqiang^[5] put forward five competency factors based on the iceberg model theory, including subject knowledge, professional development and professional skills "above the iceberg" and cross-cultural quality and personal development "below the iceberg". Qi Yao^[6] studied Confucius Institute public the group of teachers and volunteers found that six factors, including subject knowledge, professional skills, personal characteristics, professional attitude, cross-cultural communication ability, and professional development, have an important impact on the competence of Chinese international teachers in Kyrgyzstan, and then put forward suggestions based on the three levels of the competence of Chinese teachers in Kyrgyzstan, namely, the preparation ability, the direction of

efforts, and the special competence . This kind of research has important theoretical significance, which is conducive to in-depth thinking and grasp the influencing factors of the competence of Chinese international teachers.

In general, Although the research results of different scholars are different, they have some common opinions on the influencing factors of building the competency model of Chinese international teachers. For example, many researchers think that cross-cultural quality is an indispensable core factor for building the competency model of Chinese international teachers, However, subject knowledge, professional development, professional skills and so on are often considered as important components of competency model.

3. Conclusion

In the context of the internationalization of higher education, it is an important starting point to build a more scientific and effective way to select and train teachers. Therefore, it is an important way to study the construction and influencing factors of the competency model of Chinese international teachers. Through literature review, it is found that at present, the specialized research on the competence of teachers in Chinese International Education in domestic academic circles is relatively limited, and there are problems of insufficient research quantity and depth, which need to be innovated from the aspects of research subject, research method, research object and research emphasis, In order to further promote the development of the research on Teachers' ability of Chinese international education.

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