

Chinese Teaching in the United States from China by the Analysis of SWOT

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ABSTRACT

There are two participants in the process of Chinese dissemination in the United States. China led one of them. This article mainly analyzes the advantages and disadvantages of enterprises in the market competition by analyzing SWOT. The analysis of SWOT includes the strengths, weaknesses, opportunities, and threats of the participants. The external environment and internal environment are the content that must be studied in the paper. Chinese Communication in the United States from China has advantages in these domains: Chinese culture, the language resource, and full of the resources of Chinese teachers. However, there are some troubles, just like teachers' requirements in American, proficiency in English, psychological understanding of American learners, etc. In the process of disseminating Chinese to the United States, Chinese International Education should focus on training local teachers in the United States and change communication strategies from direct participation to service and guidance.

Keywords: Chinese teaching, Being in the United States, China, SWOT.

1. INTRODUCTION

The SWOT matrix is also known as the "Dows Matrix," which is used for overall strategic research. The SWOT matrix generates a comprehensive analysis of the advantages and disadvantages of the enterprise in different dimensions. The analysis of internal factors is to analyze the advantages of S and W enterprises. S is for Strengths, which is the analysis of the company's advantages and "How can we see each Strength" [1]. W is for the Weaknesses analysis of the company, and the W is to analyze "How can we prevent each kind of weakness"[1]. The second part is the analysis of external factors, which is the analysis of external events (O) and threats (T). O stands for Opportunity, which is an analysis of the opportunities that a business or institution will encounter and work out how to discover and use them. The last point is the threat, which is an analysis of the risks that businesses or institutions may or will encounter to help businesses and institutions prevent and defend against royal dangers [2]. The SWOT analysis forms in the paper are used from the research of Noah Parsons' "What Is a SWOT Analysis, and

How to Do It Right." [1] and Mind Tools Content Team's "SWOT Analysis, How to Develop a Strategy For Success." [3]

The studies have shown that American Chinese language communication has achieved excellent results in general, and there should improve for continued development. In a short period, Chinese teaching in the United States has been widely distributed, and the most crucial reason is that China paid too much. The Chinese government-led policy on Chinese communication has promoted the rapid development of Chinese education in the United States, such as the outstanding achievements of teaching Chinese in a short period. However, in recent years, Chinese-led dissemination of Chinese has encountered a bottleneck in the United States. At this stage, to achieve a better communication effect, the Chinese communication by China should be adjusted to understand better and integrate American culture, adjust the structure, increase the access to social funds and funds, and spread the communication effect and balance oriented. In the following, SWOT is used to analyze the strengths, weaknesses, opportunities, and threats of American

Chinese communication led by the Chinese government[5].

2. AN ANALYSIS OF THE STRENGTH OF AMERICAN CHINESE TEACHING LED BY THE CHINESE GOVERNMENT

2.1 Advantages of Communication Background

Among the many drivers of language transmission, the economy is the most critical factor in language transmission (Li Yuming, 2011). After more than 40 years of reform and opening up, Chinese rapid economic development has provided a sound economic foundation for spreading Chinese teaching in the United States. The continued development of the Chinese economy has allowed more Chinese to travel and study around the world. The United States is a popular country for these people, and the number of Chinese to the United States continues to rise. A paper says that Chinese tourists and students are the group of spending in the world. The spending power of Chinese tourists to the United States is strong, which has driven the local economy and employment, as well as the enthusiasm of Americans in learning Chinese. Chinese students and Chinese tourists in the United States have become one of the essential economic sources of the industry of American education. Chinese strong economic strength has promoted more Chinese scholars to study in the United States. Chinese visiting scholars in the United States are increasingly looking at the outside world with an open perspective and have a deep understanding of Chinese culture and American culture. They can use English fluently to spread Chinese language and culture naturally or unnaturally[6].

2.2 Advantages of Chinese Language and Culture

Chinese culture has a long history, and that is not easy to know well to study. China has the advantage of rich cultural resources. Compared with the fertile ground of western civilization, Chinese culture is the source of East Asian civilization, and the mainland of China has a rich cultural and historical heritage. Chinese scholars have accumulated rich knowledge of Chinese and culture and teaching experience for many years.

2.3 Advantages of Human Resources Engaged in Chinese Language and Culture Research

In the recent decades of Chinese reform and development, the Chinese education department has advantages of human resources of international Chinese language education talents and Chinese language and culture education talents, and there has formed a relatively complete system. As the Confucius Institute and the Overseas Chinese Affairs Office have been committed to cultivating international teachers of Chinese language, the Confucius Institute and the Overseas Chinese Affairs Office have trained many teachers with knowledge of Chinese language. The Confucius Institute and the Overseas Chinese Affairs Office have a large number of professional teachers.

2.4 Other Countries' View on the Spread of Chinese

In most countries, the rapid development of China is an opportunity. Most countries consider the development of China as an opportunity for them. The United States has also developed many programs for teaching Chinese. For example, the American Council has conducted statistics on the number of Chinese language learners, and that has concluded that the number of Chinese language learners in the United States is increasing, especially in American public schools, from kindergarten to grade 12. The number of Chinese learners in the United States ranks behind Spanish, French, and German, and Chinese is the fourth largest foreign language[7].

3. THE ANALYSIS OF THE WEAKNESS OF AMERICAN CHINESE TEACHING FROM CHINA

3.1 The Operating Model Needs to Be Improved

Now, the dissemination of Chinese in the United States from China is mainly based on government funding, which Social teams, funds, and private companies donate are less now. The social and cultural history of the United States is different from China. American Chinese teaching needs design and how to guide social groups, funds, private companies, and other funds, to direct funds in Chinese culture. At the same time, the operating

model should be combined with the Chinese language teaching operation model in specific US markets, and how to achieve balance in operations further improvement.

3.2 Taking the Short History into Consideration, the Experience Needs to Be Accumulated

On November 17, 2004, the first Confucius Institute in the United States was established at the University of Maryland, and by the end of 2019, the Confucius Institute had 15 years of history in the United States. Compared with the French Alliance in France, the Goethe Institute in Germany, and the British Council in Britain, the Confucius Institute is very young. The development of Confucius Institutes in China is relatively short, so some situations are inexperienced and need improvement.

3.3 The Problems of Teacher Faculty from Confucius in the United States

For the United States to win in the future, the government of the United States paid a lot in the primary education and attached great importance to foreign language subjects. Therefore, the United States has formulated relatively complete requirements and systems in teaching. For example, foreign language teachers in the K-12 grade in the United States need to be accredited and obtain teachers' corresponding qualification certificate. Teachers need to continue their studies a few years after obtaining the qualification certificate of teachers. From elementary school to fifth grade, foreign language teachers should have a command of knowledge of other subjects, such as mathematics, science, and other disciplines. The courses of Chinese international education in China have a certain distance from the teaching requirements of American elementary and middle schools because the Chinese teachers are trained only in Chinese and Chinese culture and less in other subjects.

Teachers sent to the United States in China do not have local certification and qualifications of teachers in the United States, and some of J1 of Chinese teachers' visas have no "teacher" notes. At this stage, we should communicate with the United States as soon as possible, negotiate to expedite the qualification certification of Chinese teachers in the United States or to help these teachers to obtain the teacher qualification certificate of the corresponding school in the United States, and add

the "teacher" remarks to the "J1" visa, and so on. International education of Chinese language needs to be adjusted according to national characteristics. For example, the training of Chinese teachers for the United States should focus on multidisciplinary integration, and the integration of foreign languages and other disciplines is also applicable to domestic education in China. To adapt to the United States, international Chinese education should study the language education industry in the United Kingdom and the United States and increase efforts to train native American teachers. Native American teachers have strong cultural adaptability and stability.

3.4 The Factors of Ideology in the United States

Although the number of people learning Chinese in the United States is generally increasing, the United States has generally held different views on Chinese teachers. The United States has begun to control the development of the Confucius Institute in the United States.

From the core of culture, the United States is a country centered on religion, and the United States has a sense of religious, cultural pride. It is important to understand American culture and develop appropriate Chinese education. Effective Chinese communication should eliminate cultural misunderstandings. As Professor Graham Allison, a professor at Harvard University said in his TED Lecture: "Thucydides Trap" at Harvard University Professor Lectures: China is making more progress in the rapid development and transcendence of dimensions. As a country with a large population, such a development rate is infrequent. He said China's development "inevitably" will affect the United States and the international order dominated by the United States, which will impact the "American Century."

Chinese teaching led by the Chinese government should strive to eliminate such ideological errors and achieve cultural exchanges.

4. THE ANALYSIS OF OPPORTUNITIES FOR AMERICAN CHINESE COMMUNICATION LED BY THE CHINESE GOVERNMENT

4.1 The Promotion of Chinese Economy and International Action

The spread of language must be consistent with the economic strength of the country. With the rapid development of China's economy, comprehensive Chinese strength has been continuously improved, and the international communication of Chinese has also changed. American Chinese learning will transform from the needs of academics and singular in a few elites in the past to the trend of practical, civilian, and diversified needs.

4.2 The Huge Potential for Communication and Industrialization of Chinese Teaching in the United States

Since 2008, the economics and technology of China have continued to develop rapidly, and the Chinese people have an increasing amount of discretionary income, so they prefer to choose to travel the world. It is called "a beautiful country" in Chinese for the United States. So many Chinese choose to study and to travel in the United States. As a result, these economic and cultural exchanges are bound to have a positive impact on American Chinese communication. With the improvement of China's overall strength and the open attitude of the Chinese government and Chinese people to the world, the potential for American Chinese to spread is enormous. Economic strength has played an important role. China surpassed Japan, and China became the second-largest economy in the world in 2010. In 2019, Chinese economic indicators were approaching the United States, which will be conducive to the spread of Chinese in the United States, and the prospect of the Chinese language transmission industry in the United States is huge. For the effect of communication between China and America, the private enterprise of the communication subjects was transformed from the government to funds, social groups, and main participation. Self-financing should be the goal of American Chinese communication from China. Chinese communication in America should open up the road to industrialization and vigorously develop

the language and cultural industries. China communication should encourage the development of the Chinese language and culture industry from the top-level design, to launch outstanding film and television works, and to build appropriate marketing channels in the United States to promote to the United States market, so that the general public in the United States knows real China better.

4.3 The Impression About China of Youth Generation in the United States

The project interviewed some freshmen and sophomores at several universities. The interviews revealed that the young American generation has a reasonable opinion of China. "Economy" and "technology" are the impressions of many young American generations in China. This conclusion is basically in line with the conclusion of the 2017 Hundreds of Peoples Association and Brunswick Insights poll report. In their report, 62% of American millennials believe that the United States should trust China, and only 54% of American public respondents hold this view. Moreover, the report said 72% of American millennial respondents regard China as the most important partner in the United States. The younger generation of the United States has influenced China and believes that China's economic and technological strength is strong. According to the survey, American youth have a good overall influence on China. Therefore, China and the United States should engage in active dialogue and promote cultural exchanges between the younger generations of China and the United States.

5. AN ANALYSIS OF THE WEAKNESS OF AMERICAN CHINESE COMMUNICATION LED BY THE CHINESE GOVERNMENT

5.1 The Instability Relations Between China and the United States

The subject research has concluded that the relationship between China and America is an essential factor influencing Chinese language communication in the United States, especially for Chinese language communication led by the Chinese government. The rapid development of China has triggered the "worried" of the United States. In 2019, economic and trade negotiations between China and America and the instability of China and America were factors that restricted the

spread of Chinese in the United States under the leadership of the Chinese government. The complexity and variability of the relationship between China and America are still increasing.

5.2 The Government of the United States Formulates Rules for Confucius Institute Development in the U.S.

The United States has introduced a policy restricting Confucius Institutes while restricting the status of Chinese teachers in the United States. This is discussed in detail in the particular chapter of this report.

In this context, American Chinese communication should accelerate the integration of communication subjects such as social funds, social groups, and private enterprises, reduce direct government participation, and the government should guide other communication subjects to conduct American Chinese communication. In the communication process, the development and promotion of cultural products with Chinese characteristics and modern characteristics should be presented. At the same time, we need to carry out in-depth research on American AP Chinese and other AP projects. Therefore, researchers in this topic will apply for topics that specialize in US AP projects in the future research process.

5.3 Responding to the Crisis: Strengthening Cultural Exchanges Between China and the United States from the Economy, Civil Society, and Academics

Although the Chinese government led by the Chinese government has encountered some difficulties at this stage, this is also an opportunity for the transformation of Chinese communication in China. China should study more deeply in the culture of the United States and encourage the exchange between China and the United States in the domain of academics, economics, private companies, funds, etc. It is very important to continue to develop the Chinese economy and accelerate the transformation of China's industrial structure. Only in the case of economic development will the Chinese language have more added value, then the Chinese language can be spread to the best effect.

6. THE CONSTRUCTION OF A SWOT MATRIX DIAGRAM OF AMERICAN CHINESE COMMUNICATION BY THE CHINESE GOVERNMENT

Now, the Constructing a SWOT matrix diagram of American Chinese communication by the Chinese government as the main body of communication can be drawn by the "Table 1" below.

Table 1. The SWOT analysis matrix for Chinese language communication in the United States by Chinese government-led[8]

<p>S (Internal, positive)</p> <ol style="list-style-type: none"> 1. With a rich heritage of Chinese history and culture; 2. China has accumulated much wealth, and China wants the United States, which is an important country in the world, to understand Chinese culture, reducing the misunderstanding; 3. Through the reform of Chinese higher education, China has trained a large number of Chinese language and cultural talents at this stage; 4. Most countries believe that China's development and advantages are an opportunity. 	<p>W (Internal factors, negative factors)</p> <ol style="list-style-type: none"> 1. There is a certain distance between the undergraduate courses of Chinese International Education and the requirements of American primary and secondary school teachers in the teaching curriculum; 2. Teachers sent to the United States from abroad do not have local teacher certification and qualifications. Some J1 visas have no "teacher" notes; 3. The dissemination of Chinese in the United States is dominated by the Chinese government, which has increased ideological worries in the United States, and the United States government has begun to control the development of the Confucius Institute in the United States; 4. to adjust the content of Chinese international education, and to realize the integration of language teaching disciplines of the United States, to train local Chinese teacher talents, and to increase the training of native American teachers; <p>Response: Acquire the certification of teachers and obtain the teacher qualification certificate in advance. The J1 visa is marked with a "teacher" note.</p>
<p>O (External factors, Positive factor)</p> <ol style="list-style-type: none"> 1. China should take a more open attitude to the world, which will help American Chinese spread; 2. The younger generation of the United States has a better impression of China, and they believe that China's economic and technological strength is strong; 3. Vigorously develop cultural industries, film and television works, and promote them to the US market, so that the general public in the United States knows real China better; 4. Promote exchanges between Chinese academia, the private sector, and enterprises in the United States; <p>Raise more social funds, and private companies invest in American Chinese language.</p>	<p>W (External factors, Negative factors)</p> <ol style="list-style-type: none"> 1. The complexity and variability relationship between China and the US; 2. The government in America published the regulations governing the development of Confucius Institutes in the United States; <p>Response: Increasing the relationship between China and United States from civil and academic exchanges. Assistance in promoting Chinese language programs led by the US government, US social groups, and funds;</p>

7. CONCLUSION

Although the development of China in the 21st century is broadly regarded as an economic engine, at this stage, the Confucius Institute's pay and return in the United States is not ideal. Effective Chinese language and cultural communication in the United States should rectify the Confucius Institute's policy in the United States, and promote the reform of the Chinese language education major, cultivate the future, understand the American culture, and increase support for academic and cultural exchanges between China and the United States.

AUTHORS' CONTRIBUTIONS

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