

Research on the Construction and Practice of Educational System of TCSOL Serving to the Belt and Road

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Abstract—The proposal of the Belt and Road Initiative has higher requirements for the developing international education of Chinese language and cultivating Chinese language teachers. This paper mainly takes the undergraduate students as the research object and discusses the construction of the educational system of Chinese language teachers from three aspects: educational objectives, teaching system and practical forms. This paper hopes to provide some references for building a strong group of Chinese language teachers.

Keywords—*teachers of Chinese to speakers of other languages(=TCSOL); educational objective; teaching system; form of practice*

I. INTRODUCTION

The proposal of the Belt and Road Initiative has brought unprecedented opportunities and challenges to conduct teaching Chinese as foreign language(=TCSL), in which teachers of Chinese to speakers of other languages(=TCSOL) play very significant role. On July 13, 2016, the Higher Education Department of the Ministry of Education of the People's Republic of China released a notice on "promoting the joint-building of educational action combining with the Belt and Road Initiative" [1], which was presented by "setting up more Confucius Institutes and Confucius Classes supporting by the social power. Furthermore, strengthen the building of the group of TCSOL and Chinese teaching volunteers to meet the needs of Chinese learning in the countries along the route of the Belt and Road. It shows that cultivating a number of high-quality TCSOL has become an vital and urgent task in promoting the strategic concept of the Belt and Road Initiative.

II. THE ESTABLISHMENT OF THE EDUCATIONAL OBJECTIVES

Educating what kind of talents is the starting point, and is the end-of-destination of the teaching too. The educational objectives should be based on the needs of the teaching objects, who learn Chinese language. Students majoring in international education of Chinese language are the main workforce of

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TCSOL, which points out the educating directions of the TCSOL. The specialty catalogue and introduction of four-year undergraduate programs of colleges and universities show that "students who are major in international education of Chinese language mainly study the basic knowledge of Chinese language and Chinese history and culture, and they receive the basic education under the system of the humanities and social science, after that they use the relevant knowledge to carry on Chinese language work, to undertake the education of Chinese language internationally, and engage in the exchange practice of international cultural communication." All the above elaboration indicates that the teaching contents of the bachelor program of the international education of Chinese language is a specialty, which integrates the language knowledge, the language skills, the teaching language ability and the cultural ability. Therefore, the TCSOL should be qualified with the solid and basic Chinese knowledge, the capability of using Chinese language freely, the skills of using scientific and effective teaching methods, the profound cultural accomplishment and the usability of a certain foreign language. In addition, it should be understood that the major of international education of Chinese language stresses the practice comparing with the major of the Chinese language literature. The teaching practice is an important part of the teaching content in the major of the international education of Chinese language, and is the necessary approach to realize the educational objectives. It is also the key to build the TCSOL teaching system, so that the establishment of the specialty should be based on the combination of theory and practice, and especially emphasizes the practice first. On the basis of such educational objectives, it is a crucial to find out an educational mode to cultivate proper TCSOL to suit for the changing situations of the international popularization and application of Chinese language.

III. THE CONSTRUCTION OF THE TEACHING SYSTEM

The primary task of constructing the teaching system is the curriculum, which serves the goal of talent cultivation and is the core and foundation of specialty construction. The

optimized curriculum may provide intellectual support for the cultivating of qualified professional language teachers. The discipline of international education of Chinese language is a comprehensive discipline, currently it covers five different series courses.

A. Language Series Courses

The language series courses include Chinese language and foreign language courses. Chinese language courses are core specialty courses, except modern Chinese and ancient Chinese, there are linguistics, the science of Chinese characters, lexicology, grammar and Mandarin Chinese training. All these courses serve to master the solid and basic professional knowledge so as to deal with language problems in teaching. Foreign language courses, they are mainly related to English courses, which include intensive English reading, English reading and writing, English translation, etc. Some schools have the capability to teach the second foreign language, such as Japanese, Korean, French, Russian and German besides English. The setting of such foreign language courses focuses on training students' proficiency in listening, speaking, reading and writing for oral and written communication with target country's language. The presentation of the Chinese history and culture in foreign languages may reflect the traits of the major of the international education of Chinese language. Other foreign language courses, for example, Spanish language course, Arabian language course are necessary to teach in the school because using the native language to communicate with Chinese language learners may avoid misunderstanding to improve the teaching quality without the bias on understanding and interlanguage, English.

B. Literature Series Courses

The literature series courses include ancient Chinese literature, modern and contemporary Chinese literature, foreign literature and so on. These courses aim to cultivate students' appreciation ability of literature and art and improve their literary accomplishment. Literature is the art of language. Learning common knowledge of literature and the interpreting ways of literary works will play an auxiliary role in teaching Chinese as a foreign language.

C. Culture Series Courses

The culture series courses include an overview of Chinese culture, cross cultural communication, the comparison of Chinese and foreign cultures, and so on. Through systematic teaching and learning, students can understand the different cultural backgrounds of China and other countries, and increase students' awareness of different cultures from multiple perspectives. Cross cultural communication course is helpful to enhance students' intercultural communication ability and overcome intercultural barriers.

D. Education and Teaching Series Courses

Education and teaching series courses include pedagogics, teaching methods, practices and the language elements of teaching Chinese as foreign a language, etc. Such kinds of courses focus on training students' basic TCFL teaching approaches and skills, and the classroom management ability

and skills. These courses let students link the theory and practice closely, and the proper link reflects the distinctive and professional characteristics of the major of international education of Chinese language.

E. Chinese Talent Show Series Courses

Chinese talent show series courses cover ethnic musical instrument playing, painting, calligraphy, martial arts and other courses. "The mission of teaching Chinese as a foreign language is to carry forward Chinese civilization, which fundamentally determines that teaching Chinese as a foreign language is to bring Chinese culture to people" [2].

Chinese talent show series courses not only spread culture, but also attract more and more foreigners to join to learn Chinese through the Chinese talent shows. In addition, these courses help undergraduate students cope with the challenges in the selection stage and interview stage. Chinese talent show series courses can be prepared by elective courses, and the undergraduate students may choose different courses according to their personal willingness and the employment.

The teaching system based on the educational objectives should be tested in the course implementation and should be constantly revised and improved. The implementation of curriculum is the most important part of the objective-to-process and re-regression.

IV. DIVERSE FORMS OF PRACTICE

The specialty construction of international education of Chinese language "emphasizes practice first on the premise of implementing the principle of combining theory with practice" [3]. Professional knowledge can be acquired through the study of theoretical courses, while teaching ability can be cultivated and improved in practice, and professional knowledge can be used, supplemented and expanded in teaching practice. How to make use of the existing resources and realize the diversification of practice forms is an urgent problem to be solved.

A. Classroom Teaching and Classroom Observation

"In contrast to the general teaching, teaching Chinese as a foreign language is mainly based on the learner's activities, and it keeps on high-density, fast-paced, multi-form language practice activities and communication activities, not the logical reasoning, demonstration and analysis, particularly, the communication between teachers and students, and the communication between students and students are promoted. [4]"It can be seen that the class of teaching Chinese as a foreign language is not class that the teacher alone has the say during the whole class time, in other words that means a teacher's "one voice", in contrast, through the interaction between the teachers and the students, the classroom becomes a place of the language communication and becomes a practice field of the students. This requires that the TCSOL should pay more attention to training teaching skills on the basis of mastering the professional knowledge. Classroom observation is a practical and effective training method. The object of observation can be a video of an excellent course teaching, a video of a student's trial teaching, or a real international

students class. Through the observation of the video of the excellent course teaching, the undergraduate students are instructed to carry out an in-depth analysis of their educational objectives, teaching skills and teaching methods, and to conduct a discussion. Furthermore, the classroom observation will play a demonstration role for the subsequent simulation exercises. The purpose of watching peer student's trial teaching is to learn from others' strong points to make up one's deficiencies, because the students' teaching level is almost same, there are many similarities in the problems that occur, and it is beneficial to students to make up for their own shortcomings from the angles of bystanders. In particular, this teaching process needs to be completed under the guidance of the teacher. In addition, it is of great benefit to the students to join the real classroom teaching. It is a good opportunity to observe the interaction between the teacher and the international students in the class, and the effect of the classroom teaching intuitively. Simultaneously, the undergraduate students can understand the theoretical knowledge deeply according to the classroom observations, master the basic classroom teaching methods and the ways of the classroom management.

B. Simulation Exercises

The students' simulation of classroom teaching is also an indispensable way to train practical ability. The students need to be fully prepared before the classroom presentation, and the preparation of the teaching plan is the key part. It is a kind of macro-control of the teaching content, which will directly influence the effect of the trial teaching. The whole class of students are divided into a plurality of groups, each group has six to seven students. One student teaches for 10 to 15 minutes one part of the whole trial lecture, and other group members become the simulated international students, and the left of class observe the trial teaching. After the trial teaching, the self-analysis and evaluation come first, and then there follows other groups' evaluation, and finally teacher's comments will be made. The comments include the teaching content, the teaching methods, the teaching skills and the classroom management, etc., It is encouraged to find out merit and demerit. The self-evaluation can lead the students to re-examine their teaching behavior, it also forces the students to be aware that the teaching effect is different from what he or she thinks. It is a common feeling that the students often say after the trial teaching. In addition, the students may recognize the difference between the "think" and the "do". The self-problem-finding and problem-solving avoid the repeated mistakes, but self-evaluation is also not easy to avoid making the same mistakes in the future so the classmates and the teacher's comments are needed. The teacher's comments are comprehensive from the content to the form, and they are a comprehensive summary of the students of the trial teaching, the review and the peer students' cooperation, which usually follows with suggestions. The students can modify the shortcomings of trial teaching based on the comments, and then these students will be prepared well to give an excellent lecture in the future.

C. Mutual Assistance of Language Partners

Mutual assistance of language partners provides undergraduate students the opportunity to communicate with international students so that undergraduate students can enrich their professional knowledge and accumulate pre-teaching experience. Through the forming of communication class course, the undergraduate students can join the foreign students' class and become their language partners. The communication class is not just for chatting aimlessness, the students need to know the language foundation of the foreign students before the class, the teacher should arrange the language tasks for both sides, for example, for the foreign students to learn the words, the grammar points to practice, for the Chinese undergraduate students regarding the Chinese pronunciation and the Chinese character writing specification and so on. The discussion of the topics are related to the contents of the normal lessons. The teacher gives guidance all the way, and guarantees a smooth communication process. After class, a one-to-one or one-to-many (no more than 4 people) mutual support group will be organized, which can not only continue the classroom teaching, but also help overseas students learn Chinese in their daily life. Through the contact with overseas students, the undergraduate students can intuitively feel the importance of learning professional knowledge and apply what they have learned to realize a perfect connection between "learning" and "teaching".

D. Cultural Communication

Cultural communication is an indispensable part, besides tutoring foreign students the language knowledge. Through a certain selecting and training, the qualified students can teach Chinese talent show series courses in the class, for example calligraphy, martial arts, paper-cutting, ethnic musical instrument playing. The undergraduate students can promote their own learning by "teaching" based on the combination of language teaching with their own talents. The cultural communication is also of great benefit to the improvement of teaching ability and cross-cultural communication ability. In addition to the unified teaching in class, different interest groups can also be formed and conduct different activities after the class, such as "cooking group", "ethnic dance group", "Chinese painting group" and "Chinese song group". Students may choose interest groups freely according to their own interests and deepen their understanding of Chinese culture. Cultural communication also will enhance students' enthusiasm for cultural research.

E. Teaching Practice

Teaching practice is an important part of the TCSOL educational system.

- In-school teaching practice on campus usually relies on the carefully selected undergraduate students and the school's own foreign students. Through the systematic study of professional knowledge and the many above practices, excellent students with certain teaching experience can teach the foreign students, and take a first step to become to be a real TCSOL. Before the teaching practice, there are a lot of preparatory work to be done, such as listening carefully to the instructor's

classroom teaching, observing the classroom performance of foreign students, designing the teaching plan, choosing the teaching methods. After the teaching practice, The students should rethink the whole teaching progress and discuss his or her feelings and problems with the guidance teacher to adjust and modify the teaching contents and teaching methods in time, and constantly improve the teaching level.

- Out-of-school teaching practice will be conducted mainly in other colleges and universities or Chinese language training institutions to undertake teaching and administrative work. Through the examining and training, the students are gradually familiar with the work actively. Taking the author's school as an example, a long-term cooperative relationship has been established with the Department of Preparatory Studies for Foreign students of Northeast Normal University and Beijing Hanyutong International Education, so as to deliver some opportunities to do teaching practice in these two organizations. And the students are also allowed to chose the internship position on the basis of voluntary principle. Out-of-school practice can break the inherent mode of in-school practice, enrich the training forms, participate in professional practices, work with different teacher teams with different teaching methods under the different teaching environment so as to widen their horizons.
- Overseas teaching practice generally is conducted with various internship period in Confucius Institute, foreign educational institutions or primary and secondary schools in foreign countries, and these selected students have to take written examination and to be interviewed. Students who have passed the examination should be trained to reach to the qualification of professional skills and cultural communication skills, especially they should receive the training of target-country's language and culture. The overseas teaching practice is mainly about Chinese

language teaching and cultural communication will comes secondly so that the students' should be qualified with comprehensive ability and skills. Compared with other forms of teaching practice, the number of participating the overseas internships is small, but it is more conducive to cultivate students' practical ability and adaptability in the complex teaching environment. The different platforms of teaching practice may widen offer more employment opportunities for students.

V. CONCLUSION

As an old Chinese saying goes, "success comes by merit, and accomplishment by merit". Under the background of the Belt and Road Initiative, the way to strengthen the education of TCSOL and improve the quality of TCSOL are not only related to the international popularization of Chinese language, but also related to the sustainable development of teaching Chinese as a foreign language. Therefore, the paper has practical significance and a certain value.

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