

Promoting the Spread of Chinese Language Through Chinese International Education Students

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Abstract: The emergence of Chinese language fever has brought both opportunities and challenges for Chinese language dissemination, and students of Chinese language education, as the main force of Chinese language teaching overseas, are facing a lot of new problems including changes in the external environment and changes in their own factors. This paper analyzes the difficulties faced by this group of students in become Chinese language volunteers according to the questionnaire and finds out the problems they are most concerned about. At the same time, the paper also analyzes many papers to figure out the reasons for the current difficulties in Chinese language dissemination and then makes explanations. In view of the current situation of Chinese language dissemination and the specific situation of students of Chinese language international education, both the academic circles and the students themselves need to grasp the changes in the world, clarify the direction of their own development and make corresponding adjustments. Hoping that this paper clarify the difficulties faced by students in this field and provide some help to the dissemination of the Chinese language.

Keywords: Chinese International Education, Chinese Language Dissemination, Chinese Language Fever

1. Introduction

With the deepening of foreign exchanges, Chinese culture has attracted the attention of the world's people in the international community . According to Guanglie Xu, a professor at Guangzhou University, the phenomenon of "Chinese fever" is inextricably linked to the in-depth development of China's reform and opening up and the increasing international status of China. The world wants to understand China, and China wants to go global [1]. Learning Chinese has become a trend in many countries, and a global "Chinese fever" has formed. The world wants to understand China, and China wants to go to the world. He suggested that after China's accession to the WTO and its successful bid to host the Olympic Games, "Chinese fever" has heated up at an unprecedented rate [2]. The emergence of Chinese language fever has increased the scope of Chinese language dissemination and allowed more people in the world to understand the Chinese language, but at the same time, Chinese language dissemination has also ushered in greater challenges.

This paper aims to analyze the difficulties encountered by Chinese language dissemination among the Chinese language international education majors, analyze the negative factors hindering them from becoming Chinese language disseminators as a major group of people who are promoting the

dissemination of the Chinese language, and put forward the corresponding solutions in light of their own experience. The questionnaire method is used to clarify the difficulties encountered by students of Chinese language education and the literature analysis method is used to identify the relevant background knowledge. It is hoped that the paper can provide some valuable references for the industry, so that higher-level scholars or experts can realize the problems faced by the students and propose corresponding help, in order to promote the development of the profession and the spread of the Chinese language globally.

2. The Spread of Chinese language overseas

2.1. Previous dissemination

As of 2005, more than 230 universities in nearly 100 countries are teaching Chinese, and the number of Chinese language learners in the world has reached 30 million, and it is expected that by 2007, 100 million people will be learning Chinese [3].

Since the Eastern Han Dynasty, China has been teaching Chinese to foreign students, reaching its peak in the Tang Dynasty. Whether on the Silk Road or the Eastward Journey of Jianzhen, the teaching of the Chinese language also accompanied the selling of goods and the exchange of cultures, but there was no systematic curriculum at that time. Since the 1950s, after the founding of New China, Chinese language education in China has started and gradually developed. During the "Cultural Revolution", the cause of Chinese as a foreign language education suffered a setback and came to a complete standstill. In July 1987, the State Council approved the establishment of the National Leading Group for Teaching Chinese as a Foreign Language (Hanban), which unified the leadership and coordination of teaching Chinese as a foreign language throughout the country. The cause has thus entered a phase of vigorous development [4]. It can be said that the overall development trend of the Chinese language is upward.

2.2. Current dissemination

The Eleventh Five-Year Plan of the National Economic and Social Development of the People's Republic of China clarified the positioning of the discipline of international Chinese language education, and constructed and perfected the research framework of the discipline system, which had been pointed out by the academic circles that one of the difficulties faced by Chinese language education was the lack of complete teaching materials and a systematic teaching framework. The academics had pointed out that one of the dilemmas facing Chinese international education was the lack of complete teaching materials and a systematic teaching framework, and the *Eleventh Five-Year Plan* solved this problem and promoted the further scientificization and standardization of the discipline; the *Outline of the Twelfth Five-Year Plan for the National Economic and Social Development of the People's Republic of China* put forward guiding suggestions and requirements for more detailed teaching. The academic community has pointed out that one of the dilemmas facing international Chinese language education is the lack of guidance suggestions and requirements, in the hope of solving the problem of "difficulty in learning the Chinese language" and promoting the spread of the Chinese language [5]. Despite the setbacks in the spread of the Chinese language in the international arena, the demand for Chinese language learning will continue to increase with the development of China and further cultural exchanges around the world. Chinese language teaching is carried out in more than 180 countries and regions around the world. 81 countries have incorporated Chinese language into their national education systems, more than 80,000 schools and training institutions of all kinds offer Chinese language courses, more than 30 million people are learning Chinese. New progress has been made in the promotion of Chinese language and culture [6].

2.3. Potential difficulty

The essential purpose of language is communication. The reason why English can become the world's first language is, after the first industrial revolution, its industrial technology affected the whole world. In order to learn advanced technology and obtain more resources so as not to lag behind the trend of the world's development, countries began to learn English, and at that time, learning English was to learn the technology of the Empire of the Sunset, so it can be seen that the dissemination of the language and the strength of the country are closely related. Although China has become the second largest economy in the world, the spread of Chinese language is still subject to many restrictions, and the use of the language in important areas such as science and technology, trade, diplomacy and education is very limited, which is fundamentally due to the fact that China does not have enough top technologies to attract the interest of other countries in learning, which has led to a bottleneck in the spread of Chinese language. Yang Guang, director of the Department of Language and Literature Application Management of the Ministry of Education, pointed out: "In the context of economic globalization, the languages and cultures of countries around the world are facing a competitive situation. English and the culture it carries are strong, and as English spreads and is used, the values of the English culture are expanding all over the world. Chinese language and its status and role are still weak under the conditions of globalization [7].

3. Measures Chinese International Education Students Should take

3.1. Importance of Chinese language international education students

Chinese language international education is not only to teach Chinese language knowledge to cultivate foreign students' skills in using Chinese, but more importantly, to spread Chinese culture through language teaching and help foreign friends understand China and Chinese culture objectively, so as to build up a positive international image of our country.

Whether it is Chinese language volunteers or international Chinese language teachers, the source of these two main forces for spreading Chinese language and culture is mostly students majoring in Chinese language international education, which means that spreading the Chinese language is an important target for the students of this major.

3.2. Difficulties faced by students of Chinese language international education

In order to explore the obstacles influencing students to become Chinese language volunteers, the questionnaire analyzes the difficulties encountered by students in this field through seven questions, so as to find solutions to better promote the spread of Chinese language. Forty-eight valid questionnaires were collected through Wenjuanxing, a professional online questionnaire platform, which required that those who filled in the questionnaires have a history of studying Chinese language education in their majors. In addition to influencing students to become Chinese language volunteers, and what are the obstacles to becoming Chinese language volunteers? In addition, the questions of influencing students to become Chinese language volunteers and what the obstacles are to becoming a Chinese language volunteer also have strong correlation. According to the questionnaire, among the six factors influencing students to become Chinese language volunteers, the most influential self-factor is "feeling that I am not capable enough and still need to learn", which reaches 65.22%, basic knowledge of Chinese as a foreign language, classroom organization skills, intercultural communication skills and good psychological quality are needed [8]. More than half of the students think that the current curriculum does not match the teaching needs, and what they have learned cannot meet the needs of foreign students or overseas teaching. The most influential external factor is "more uncertain environmental factors abroad". Whether it is neighboring countries or countries

on other continents, there are big differences in politics and culture compared with those at home, and compared with primary and secondary school teachers at home, overseas Chinese language teachers face more uncertain factors, including but not limited to racial discrimination, cultural differences, social security and other problems. The most influential factor among the six factors is "not feeling capable enough and still needing to learn", which is 65.22% (Figure 1). Many students' have to change their employment tendency due to changes in the situation and pressure from their families [9].

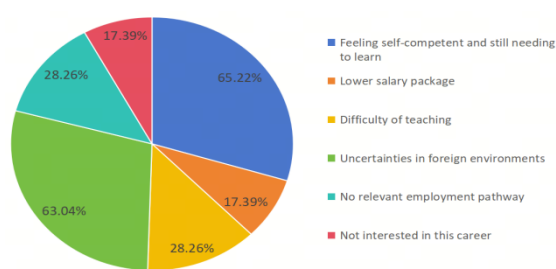


Figure 1: Factors influencing students to become Chinese language volunteers

For the question "what are the obstacles to becoming a Chinese language volunteer" in the questionnaire, "poor employment environment" is the most influential factor (Figure 2). At present, the main spreading area of Chinese language is Southeast Asia, which is a developing country, and the living environment and the quality of students are at a lower level than those in developed countries such as the United Kingdom and the United States, which explains nearly two-thirds of the answers. The second one is "uncertain development prospects for the profession". Considering the current situation of the world, "Chinese language fever" has entered a cold development period, and it is undeniable that some countries have closed down Confucius Institutes, which not only affects the spread of Chinese language, but also increases the difficulty of the students in this specialty to find employment after graduation. The third one is "psychological pressure". Going abroad means going out of the comfort zone, not to mention the problems will be encountered when teaching in a foreign country. It takes a long time to adapt to and get used to the life in a non-native country, not to mention switching to the status of a teacher, which is a great challenge for students of this specialty.

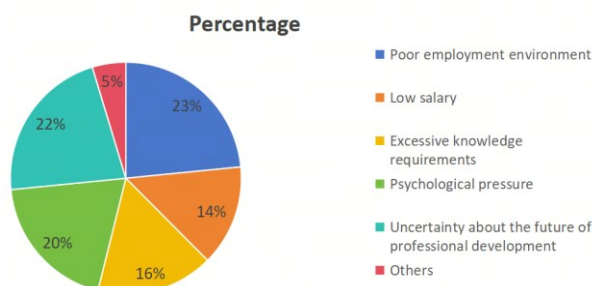


Figure 2: The obstacles to becoming a Chinese language volunteer

3.2.1. Measures states and academia should take

As mentioned above, language is a tool for communication, and the relationship between language and comprehensive national power is inseparable. From a national perspective, the first priority is to develop science and technology, enhance China's voice on the world stage, and promote the spread of language with its own unique advantages. At present, the Chinese Ministry of Education has set up a specialized institution in charge of Chinese language education in China the "Sino-Foreign Language Cooperation and Exchange Center", which is not only in charge of the Chinese language proficiency test (HSK), but also regularly organizes the "Chinese Bridge" special program, which is

the first of its kind in China. The "Chinese Bridge" program promotes the spread of Chinese through standardized testing and personalized learning.

Since there is a gap between what has been learned and its practical application, the academic community should develop more practical teaching materials to meet the needs of teaching Chinese as a foreign language and give some guiding suggestions to improve the teaching system by preparing local teaching methods and contents according to the conditions of foreign students in different countries.

3.2.2. Measures students in the program should take

Students of Chinese language international education should first of all have an interest in teaching Chinese as a foreign language, seize the opportunity of internships to cultivate their interest in teaching, and if there are opportunities for internships and exchanges outside of China, they should overcome their own fears and other unfavorable factors to go out for exchanges, so as to cultivate their love for the teaching career and their identification with students with practical experience. Besides, it is necessary to effectively carry out the education of professional values for students majoring in Chinese international education [10].

Although the major of Chinese international education is not as popular as Chinese, English and management majors at present, it does not mean that there are fewer accessible resources. Students should read more extracurricular related books, pay attention to the major news, improve their knowledge base and professional skills through content other than the classroom, and maintain an active learning attitude to contribute to Chinese language communication at the undergraduate, postgraduate and even doctoral levels.

In addition, we also need to actively explore new teaching modes and use different ways to enhance the interest of the classroom and the learning efficiency of students, such as using VTS, PPP and ESA models, and strengthened their confidence in mastering the Chinese language classroom in a non-target-language environment [11].

4. Conclusion

This paper mainly studies the current situation and problems encountered in the dissemination of the Chinese language to foreign countries. Starting with the students majoring in Chinese language international education, it analyzes the dilemmas and reasons encountered by the main force in the dissemination of Chinese language in the future, and takes "whether to become Chinese language volunteers" as the starting point to explore the reasons for the problems, and proposes measures to solve the problems from different perspectives. It is hoped that this thesis can draw more people's attention to and help students of this specialty, and explore measures to promote the dissemination of Chinese language with higher quality and efficiency from more perspectives.

However, this paper also has shortcomings. The most obvious point is that the sample size of the questionnaire is small, the generalization and representativeness are weak, the conclusion may change because of the increase in the experimental sample, and the number of questionnaires should be increased to prove the reliability of the conclusion. Secondly, the solution given in the change paper is not novel enough, the next research should be analyzed and improved with the teaching practice, and it is better to put forward a new thought.

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