The Construction of "Practical Teaching" System of the Major of Teaching Chinese to Speakers of Other Languages on the Base of Personnel Training—A Case Study of Guilin University of Electronic Technology

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Abstract. The Major of Teaching Chinese to Speakers of Other Languages focuses a lot on practice, thus it is very necessary to carry out the "practical teaching". This research is to study the current problems of the personnel training in the Major of Teaching Chinese to Speakers of Other Languages in the case of Guilin University of Electronic Technology. The research aims to contribute to construct a diversified "practical teaching" system with the features of times, localization, characterization, and sense of innovation and employment from the following three aspects: the combination of theoretical courses and "practical teaching", the focus of the application of "practical teaching" and the diversified extracurricular "practical teaching". It is our hope to provide useful references and inspiration to the construction of the Major of Teaching Chinese to Speakers of Other Languages for the related colleges in Guangxi and China.

Introduction

The history of Teaching Chinese as a Second Language dates back to the Han Dynasty. The number of foreign students developed larger in Tang Dynasty, and since then it has not been interrupted. However, the beginning of the modern sense of Teaching Chinese as a Second Language is the 1950’s. Beijing and Guilin were the two earliest cities to enroll foreign students. It has been focusing on training qualified Chinese teachers with solid foundation on Chinese knowledge (Chinese culture, literature and history, etc.), well knowing about cross-culture between China and foreign countries, grasping fluent English and bilingual teaching skills.

Since its trial in 1983 and it was officially founded in 1985, later it was renamed by the ministry of education in 2012, major of Teaching Chinese to Speakers of Other Languages (hereinafter referred to as TCSOL) has gone through more than thirty years. According to the incomplete statistics, major of TCSOL has been set up in more than 400 colleges/universities during the past thirty years. Although many experts and scholars in China especially teachers of TCSOL have done a certain amount of researches and exploration on "practical teaching", there are still many problems about the studies and their exploration, some of which are scattered, unsystematic, partial and shallow, lack of target and modernity, short of the characteristics of localization, weak at the awareness of innovation and employment. And a few colleges manage to make full use of their own localization characteristics and advantages to compete for the title of first-class college, creating the top "practical teaching" system in the major of TCSOL. Last but not least, fewer colleges and universities are guided by the awareness of innovation and employment, not to mention encouraging students to participate in practice of
innovation activities. As a major of liberal arts, it generally pays less attention to the instruction of innovation and creation to the students.

The Construction of "Practical Teaching" System of the Major of TCSOL on the Base of Personnel Training

Guilin University of Electronic Technology (hereinafter referred to as GUET), located in the well-known tourist, historical and cultural city Guilin, in Guangxi Zhuang Autonomous Region, is a high leveled electronic characteristics University with a good atmosphere for innovation and start-up. Guangxi is adjacent to the Southeast Asian countries. A large number of ASEAN foreign students come to universities in Guilin and any other cities to learn Chinese each year. GUET makes the full uses of Guilin international tourism culture resources, utilizing Guangxi adjacent to the ASEAN’s geographical advantage and Guangxi ethnic cultural practice teaching resources on the base of the researches and analyses of the current situation of "practical teaching" of the major of TCSOL among the universities in Guangxi and China. GUET tries to reform from the following three aspects to construct the Chinese international education practice teaching system, which has characteristics of the times and local characteristics and strong senses of innovation, seizing its own features, closely linked to personnel training.

The Combination of Theoretical Courses and "Practical Teaching"

"Practical teaching" means that students take the related theoretical courses and take part in the courses for training the skills of professional Chinese teachers. According to the practical environment, "practical teaching" consists of "practical teaching" in class, "practical teaching" in the campus and social "practical teaching" (intern), while the settings are designed as various but proper "practical teaching" forms.

(1)"Practical teaching" in class: professors teach students utilizing the high-level characteristic University College of electronic information, by widely using different methods like "overturn class", "stereo-class", "micro-class" and so on to reinforce students' "practical teaching". These ways can resolve the contradiction between making the teaching content richer and classes are limited. It can also improve students' qualities; develop their learning skills and the ability to spread Chinese.

(2)"Practical teaching" in the campus: it emphasizes on the cultivation of comprehensive applied ability of analyzing and solving problems. For example, currently the modern Chinese culture and local culture in which foreign students are interested are insufficient in the textbooks. When teaching about general Chinese civilization, teachers should encourage students to use the resources in libraries, and even guide them to participate in doing researches, revising and compiling textbooks about Chinese culture.

(3) Social "practical teaching": due to the employment-oriented policy, students are encouraged to join in various activities related their theoretical courses and put what they have learned into practice out of the campus. More platforms should be built for students to practice their language skills on the base of the demand of international tourism and the strategic cooperation with ASEAN.

The Focus on the Application of "Practical Teaching"

The focus on "practical teaching" mainly refers to all the courses composed by teaching observation, teaching intern, intern before graduation and graduation design/dissertation. These courses are set up for sending students to the top universities with the title of "985" and "211" in China and even abroad to be interns, especially the southeastern Asian countries like Thailand and Vietnam. Lesson materials competition and "micro-class" competition are also organized for students. These courses benefit for
training professional Chinese teachers and developing the major with the aid of internship basis at the top universities at home and abroad.

The Diversified Extracurricular "Practical Teaching"

Apart from the teaching theoretical courses and curriculum practical course, it also contains the diversified extracurricular "practical teaching" to make the teaching content diversified and the setting systematic. The details are presented as followings:

(1) Broaden students’ knowledge on Chinese and local culture, encourage students to be the volunteer instructors in museums and tourist sites, participating in the local cultural activities, like the beauty competition the Most Beautiful Liu Sanjie.

(2) Enforce the students’ foreign language skills, and encourage them to take part in various forms of English speech contests, taking the advantage of local tourism resources, to be part time English tour guides in the weekends or summer vacation.

(3) Support students to learn the southeastern countries’ languages and learn and help each other in the communication with foreign students, providing opportunities for students to be receptionists, organizers and volunteers in the international conferences and international trade events.

(4) Emphasize on training versatile students and encourage them to take part in foreign language translation programs, like translating Chinese textbooks for foreign students and Chinese cultural stories into various foreign languages.

(5) Improve students’ teaching ability and their skills to apply information technology, encouraging them to participate in various forms of teaching "micro-class" competitions, and be part-time English-Chinese teachers.

(6) Strengthen students’ sense of innovation; encourage them to exert their specialized knowledge to participate in start-up projects. Students can open Chinese food restaurants, tea houses, bars, painting and calligraphy salons, or create online course and open online Confucius Classroom.

(7) Broaden students’ international horizon and form an open employment view. Successful oversea working experiences should be shared and encourage them to learn in depth, preparing for spreading Chinese, its culture and the cultural exchange with foreign countries in the future, even laying foundation of their business. For instance, run restaurants in China towns or Chinese communities in the U.S. and in the ASEAN countries to promote Chinese cuisine.

Conclusion

Major of TCSOL in GUET takes geographical advantage of Guangxi, adapting itself to the requirements of teachers’ quality that suit for the economic and social development. It is constructing a diversified teaching system with the features of times, innovation and localization characteristics. It not only benefits the majors of TCSOL and other majors in GUET, but also provides valuable references to the construction of the Major of TCSOL for the colleges in Guangxi and other universities in China. It has been adopted that encourage students to lay foundation of language learning, especially the languages of ASEAN, broadening their international horizon and opening their view of employment. With these efforts, the major can train professional Chinese teachers and qualified graduate of cross-culture to meet the social demands, which may contribute to employment and start-up. No matter what graduates’ career intentions are, they can have broader paths of employment and more competitive employment.

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