
| RESEARCH ARTICLE

The Application of Education for International Understanding of Chinese Language Teaching: A Critical Study

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| ABSTRACT

Education for International Understanding can provide practical paths for Chinese language teachers, teaching materials, and pedagogy to tell China's stories well. In order to improve the dissemination effect of Chinese stories in teaching Chinese as a foreign language, We started with teachers, teaching materials and teaching methods and obtained the following results from the research: Chinese language teachers should improve their intercultural communication skills and become practitioners of international understanding education and tellers of China's stories; international Chinese language teaching materials should be developed by The Framework of Reference for Culture and Society Chinese in International Chinese Language Education and seek to integrate Chinese stories and local stories based on international understanding education; The Chinese pedagogy should gradually adopt a "Concept-based Teaching and Learning" pedagogy to promote the construction of learners' conceptual framework and help them understand China's stories.

| KEYWORDS

Telling China's stories; Education for International Understanding; Chinese language education

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1. Introduction

Telling a good China's story, spreading a good Chinese voice, and showing a real, three-dimensional and comprehensive China Image are crucial tasks to strengthen China's international communication capacity building. Telling a good China story can strengthen cultural self-confidence, crack the hegemony of Western discourse and the problem of "other-shaping" of national image, and contribute Chinese wisdom to the building of a community of human destiny. To tell China's stories well in the global multicultural environment, it is necessary to strengthen friendly exchanges among think tanks, NGOs, social groups, and other organizations, to enhance understanding and friendship among people, and to pay attention to the telling power of private subjects (Han & Duan 2022). From this perspective, all international Chinese language education programs and personnel, including Confucius Institutes, which aim to promote the spread of the Chinese language, deepen people's understanding of the Chinese language and culture, and enhance international understanding, should be the best "narrators" of China's stories, both in terms of mission and job attributes.

2. Literature Review

The proposition of the times to tell China's stories well is an opportunity but also a challenge for the international Chinese language education business. "To tell a story is to tell facts, images, emotions, and reasons; to tell facts to convince people, to tell images to impress people, to tell emotions to infect people, and to tell reasons to influence people." The target audience of our international Chinese language education covers people of different ages and cultural backgrounds in the world, and China's stories we want to tell should be real, imaginative, and, more importantly, have intrinsic empathy value. We should tell the stories of people or

events that link the common historical experiences, common values, and common cultural influences of Chinese and foreign countries to create a spiritual connection and soul resonance and achieve "international understanding".

From the perspective of international understanding of education, China's stories we want to tell should take into account or sublimate to the common emotional understanding of human beings. We should "convince people with virtue, convince people with clothes, convince people with literature, and strengthen emotional identity". The goal of international Chinese language education should be to build an "emotional community", to let the world know the story of the great rejuvenation of the Chinese nation, the story of the excellent Chinese traditional culture, and the story of China's peaceful development so that the world can "understand China" and "understand the Chinese people" from the bottom of their hearts. And China can become a member of the welcome global village (Hu,2014).

In summary, international understanding education is in line with the proposition of the times to tell China's stories well and is more conducive to achieving the goal of international Chinese education. The practical approaches to international understanding of education are comprehensive and diverse. We will then explore the application of international understanding education in teachers, teaching materials, and pedagogy of international Chinese language education.

3. Methodology

3.1 The Application of International Understanding Education in Chinese Language Teacher Training

In August 2022, The International Society for Chinese Language Teaching released the Standards of Professional Competence for International Chinese Language Teachers (hereinafter referred to as the Standards). The Standards are based on the International Chinese Language Teachers' Competency Model and contain five level 1 indicators: professional philosophy, professional knowledge, professional skills, professional practice, and professional development. This requires Chinese teachers to have interdisciplinary knowledge of education, Chinese language and linguistics, and second language acquisition, as well as the ability to understand the diversity of cultures in the world and respect different cultures and understand Chinese culture and other cultures. They should be able to understand the major differences between Chinese culture and other cultures in terms of ways of thinking and values, and they should be able to adapt to local conditions and effectively solve cross-cultural communication problems in teaching.

We can learn from the practices of foreign language teacher training in other countries, such as Japan's focus on teacher training related to international understanding to help teachers develop a keen international awareness and expand their international perspective; Australia also conducts a series of teacher training and collaborates with states, schools, and program officials to deepen participating teachers' understanding of the materials and confidence in education (Zhou, 2015). International understanding education should be implemented in all aspects of international Chinese teacher training so that international Chinese teachers can become practitioners of international understanding education and tellers of the Chinese story.

3.2 The application path of international understanding education in international Chinese teaching materials

Telling a good China's story requires a good carrier. To tell China's stories well in international Chinese education, teaching materials play a crucial role. International Chinese teaching materials are not only textbooks but also a carrier to build friendships, enhance understanding between China and foreign countries, and tell China's stories well. Our Chinese textbooks are numerous, varied, and fine-grained, but at the same time, there are problems such as low credibility of Chinese images in textbooks, imbalance in the ratio of traditional Chinese images to contemporary Chinese images, strong subjectivity, and poor timeliness in textbook writing. For example, Qin (2012) takes the text "The wallet was stolen by a thief", an accelerated Chinese textbook, as an example and points out that the impression of China reflected in international Chinese textbooks is closely related to the dissemination of China's national image, and that discourse that tends to be negative is very likely to cause misperceptions of China, thus damaging China's national image.

We believe that the application path of international understanding education in international Chinese language teaching materials should include two aspects: first, the development of teaching materials should be closely focused on The Framework of Reference for Culture and Society Chinese in International Chinese Language Education (hereinafter referred to as the Reference Framework). The Reference Framework is the first reference framework for teaching culture in the field of international Chinese language education, and it is the first of its kind and a leader. It presents new concepts and new ideas for teaching culture in international Chinese language education in the new era and provides a new perspective and practical examples for telling the Chinese story, presenting the characteristics of Chinese culture and society realistically and comprehensively, promoting the understanding of Chinese culture, and realizing the exchange and mutual appreciation of civilizations. The scope and framework of cultural teaching and learning, the objectives and contents of cultural teaching and learning described in the Reference Framework, and the items

and cultural points of cultural teaching and learning exemplified in the Reference Framework are all programmatic guidelines for the development of international Chinese language teaching materials.

Second, an international understanding of education builds bridges for the emotional communication of people around the world. Chinese stories in international Chinese teaching materials should be combined with local stories based on an international understanding of education to seek common value pursuit and emotional orientation. Take African Chinese language teaching as an example; the process of China's struggle for national liberation and great rejuvenation and the process of African countries' struggle for independence and pursuit of a happy life are both based on the common human emotion of pursuing national independence and autonomy. Chinese teaching materials should be good at tapping into local stories and finding the emotional common ground between local stories and Chinese stories to create a spiritual connection and soul resonance and achieve "international understanding".

3.3 International Understanding Education and Chinese Language Teaching Methodology

In fact, at this stage, Chinese language learning, which is skill-based and develops communicative competence, inevitably falls into a "structuralist" dilemma, where teaching revolves around language points, and it is difficult to motivate students through the teaching materials themselves. Teachers generally use auditory, direct, communicative, and task-based approaches to teach Chinese in the classroom, with language knowledge and communicative projects at the core. Such teaching methods are no longer suitable for teaching Chinese in new contexts. Content- and language-integrated, concept-driven teaching should be gradually integrated into the teaching of Chinese storytelling.

Concept-based Teaching and Learning (CTL), a model created by American educationalist Lynn Erickson, urges students to discuss important ideas and promote the construction and understanding of conceptual frameworks in their minds. Concepts are the basis for meaning formation and communication, and it is almost impossible to imagine trying to communicate without using them. Concepts exist beyond facts, and conceptual knowledge is often shared among individuals. Take the example of teaching food culture in Chinese language teaching. Students ate hot pot in a Chinese restaurant, but this is only factual memory. But if the student knows that Sichuan is a province of China and that its food tends to be spicy, he gains a larger concept of the characteristics of Chinese food beyond the fact of eating hot pot. Chinese language instruction should encourage learners to make connections to information as they learn, to develop and use what are called "big ideas" to make sense of many experiences and seemingly isolated facts. For example, if a teacher is explaining the culture of Chinese New Year and only introduces facts about Chinese customs such as dumplings, the Spring Festival, New Year's worship, and red envelopes, students may have difficulty making connections between these customs. However, if the teacher uses the concepts of family reunion, welcoming the old, and blessing the future, students will be able to understand more deeply what Chinese New Year means to the Chinese people. Also, based on their empathetic understanding of the festival, they will be better able to understand the various Chinese New Year customs and the excellent traditional Chinese cultural stories.

Teaching Chinese stories in the Chinese language teaching should focus on concepts and generalizations, with teachers selecting and restructuring specific and relevant content materials to support the big ideas that learners have identified. We can tell students in advance what these concepts and generalizations are and then provide them with enough content material to "flesh out" key concepts with facts to understand, recognize, and enjoy China's stories in terms of international understanding.

4. Results and Discussion

Chinese language teachers should improve their intercultural communication skills and become practitioners of international understanding education and tellers of China's stories; international Chinese language teaching materials should be developed by The Framework of Reference for Culture and Society Chinese in International Chinese Language Education and seek to integrate Chinese stories and local stories based on international understanding education; The Chinese pedagogy should gradually adopt a "Concept-based Teaching and Learning" pedagogy to promote the construction of learners' conceptual framework and help them understand China's stories.

5. Conclusion

Over the past hundred years, China has made the leap from poverty and weakness to the great rejuvenation of the Chinese nation, but as the world's second-largest economy, China faces fierce competition for discourse in the international arena, "the 'contrast' between the real image of China and the subjective impression of the West, and multiple problems. How to convey to the international community the story of the great rejuvenation of the Chinese nation, the story of China's excellent traditional culture and the story of China's peaceful development is a question we should think about in the international Chinese language education business, and the perspective of international understanding education is a practicable way to solve this problem. We hope that

international Chinese education can make China's story more and more wonderful and make China's voice louder and louder in the international community

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