

Intercultural In/competence

-- The Top Challenge of Chinese Guest
Teachers in US Schools

CERCLL

(Jan. 27-29, Tucson, Arizona)

Jun Liu

Associate Provost

Georgia State University

Introduction

- With its recent rise to prominence on the global stage, China has begun to claim a major share of the international spotlight. Accompanying this growth in world attention, the Chinese language has rightfully been viewed as a vital tool for understanding and networking with Chinese individuals, institutions, and enterprises.

Urgent Needs

- The enormously practical value of learning Chinese has accordingly begun to be grasped by national governments and ministries of education, global businesses, and private citizens. For this reason, there is an urgent need to train an unprecedented number of highly qualified teachers to meet the growing and diverse demands of the world's Chinese language learners.

Hanban and CIs

- In response to this emerging imperative, Chinese government has established the following two key entities :
 1. Hanban (Office of Chinese Language Teaching International)
 2. Confucius Institutes

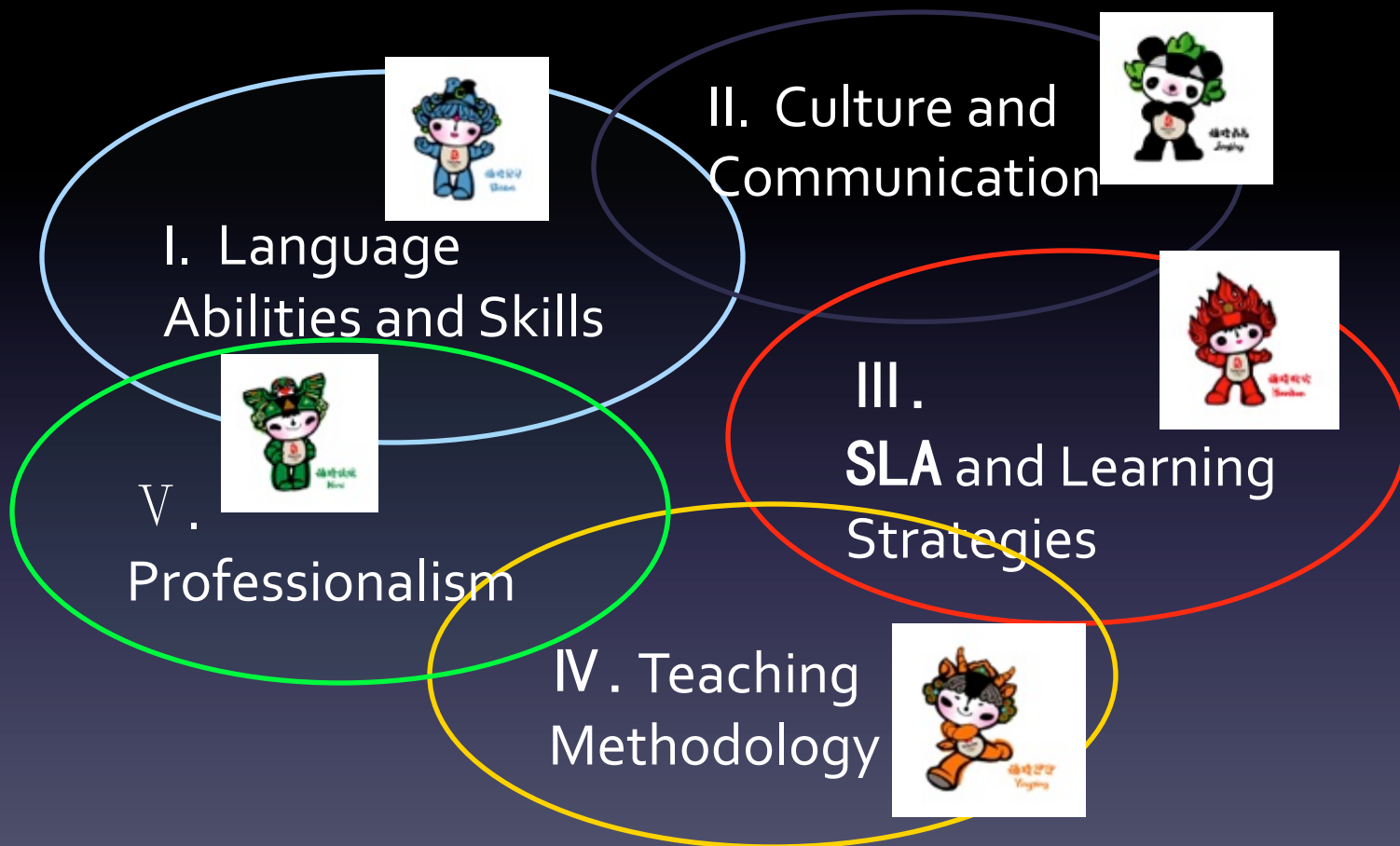
Three Standards by Hanban

- Among many critical initiatives, Hanban has developed a comprehensive series of systematic and scientific standards for teaching Chinese to speakers of other languages (TCSOL). Namely, it has developed the following three standards:
 1. Standards for Teachers of Chinese to Speakers of Other Languages (TCSOL)
 2. Chinese Language Proficiency Scales for Speakers of Other Languages (CLPS)
 3. International Curriculum for Chinese Language Education (ICCLE)

TCSOL Standards

- TCSOL Standards, in both its scope and content, draw heavily from the most recent research on second language acquisition and teaching methodology as well as from a wide range of practical teaching experience gained from instructors in all teaching contexts and with learners at all proficiency levels.

Five Domains in the TCSOL Standards



Ten Standards in TCSOL

- 1) Chinese Language Abilities and Skills
- 2) Foreign Language Abilities and Skills
- 3) Chinese Culture and Cultural Comparisons
- 4) Intercultural Communication
- 5) **Second Language Acquisition and Learning Strategies**
- 6) **Chinese Language Teaching Methodology**
- 7) **Testing and Assessment**
- 8) **Curricula, Syllabi, and Teaching Materials**
- 9) **Technology-Enhanced Language Teaching**
- 10) **Professionalism**

Flexibility of the TCSOL Standards

- TCSOL is meant to be the benchmark for teacher knowledge, abilities and skills in teaching Chinese as a second or foreign language. Given highly varied teaching contexts, mixed teaching levels, diverse students needs, and different teaching objectives, a number of context-specific variations will subsequently be developed based on TCSOL domains and standards.

What makes a competent guest teacher in US?

- Well...

TCSOL Standards in Practice

- Context: CFL vs. CSL
- Level-specific Training: Beginning, Intermediate, and Advanced
- Performance Indicators
- Problem-solving
- Case studies
- Task Design

Research

- What can we do to find out the challenges and difficulties Chinese guest teachers face in US schools?

A study on Guest Teachers from China (2010)

- Objectives
- Research methods
- Research sites
- Participants
- Data Collection



北京，我爱你！



“谢谢。不谢。不，谢谢。”

Field Research

Objectives:

1. To understand the challenges and difficulties of guest teachers sent by Hanban who are currently teaching in K-12 schools in the United States with regard to their work and cultural adjustment;
2. To understand Chinese teaching programs, curricula, teaching materials and teaching methodology, and the levels of support for the guest teachers in their respective schools;

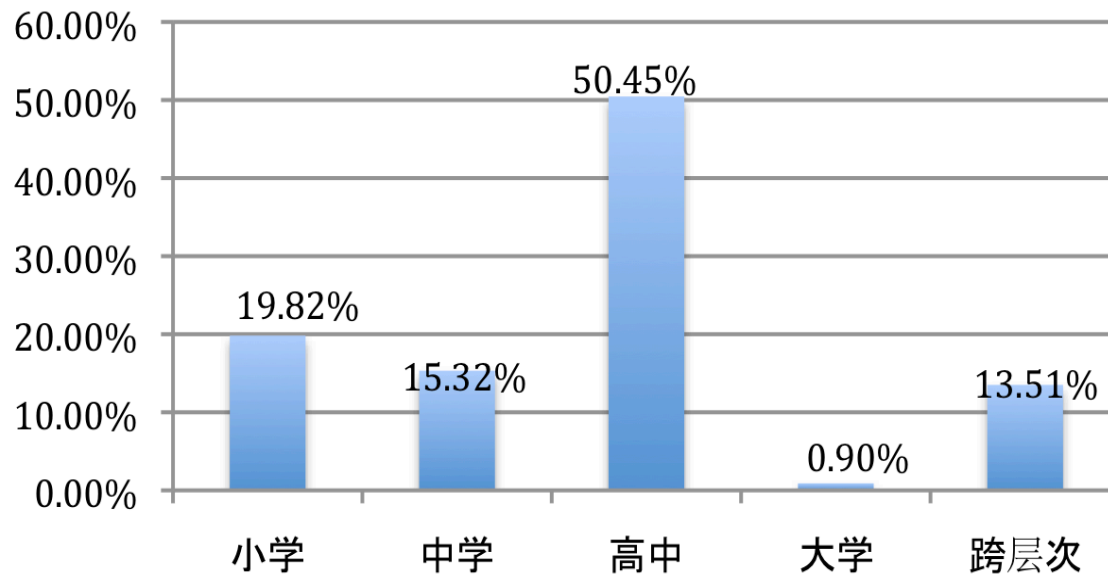
Field Research

Objectives:

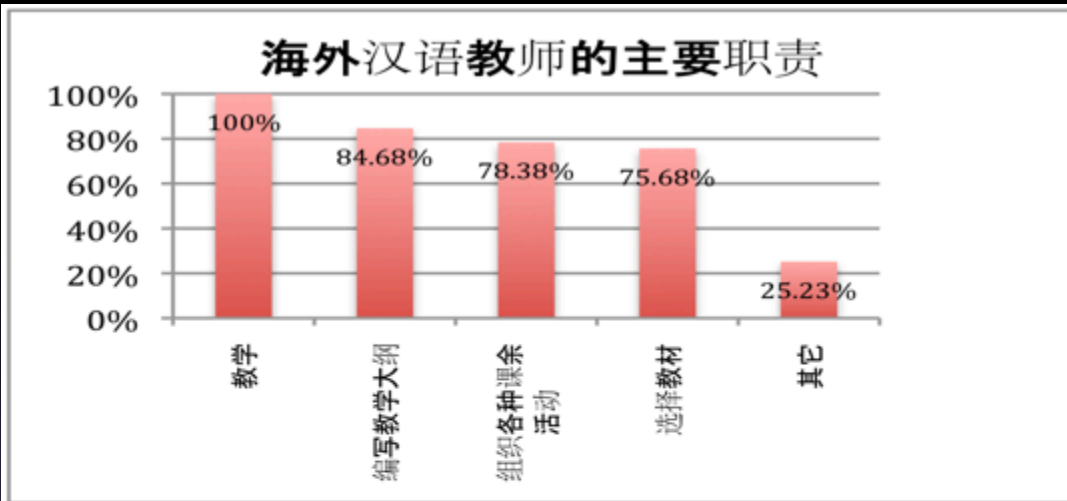
3. To understand school administrators' perspectives regarding their Chinese programs, guest teachers' teaching performance and other related issues;
4. To understand the perspectives and issues of the host families hosting the guest teachers, and vice versa;
5. To make recommendations for all stake-holders with the aim of improving best practices and coordination in selecting, training, placing, and nurturing the guest teachers teaching Chinese in the United States

Survey Findings 1

参加教师的主要教学层次



Survey Findings 2

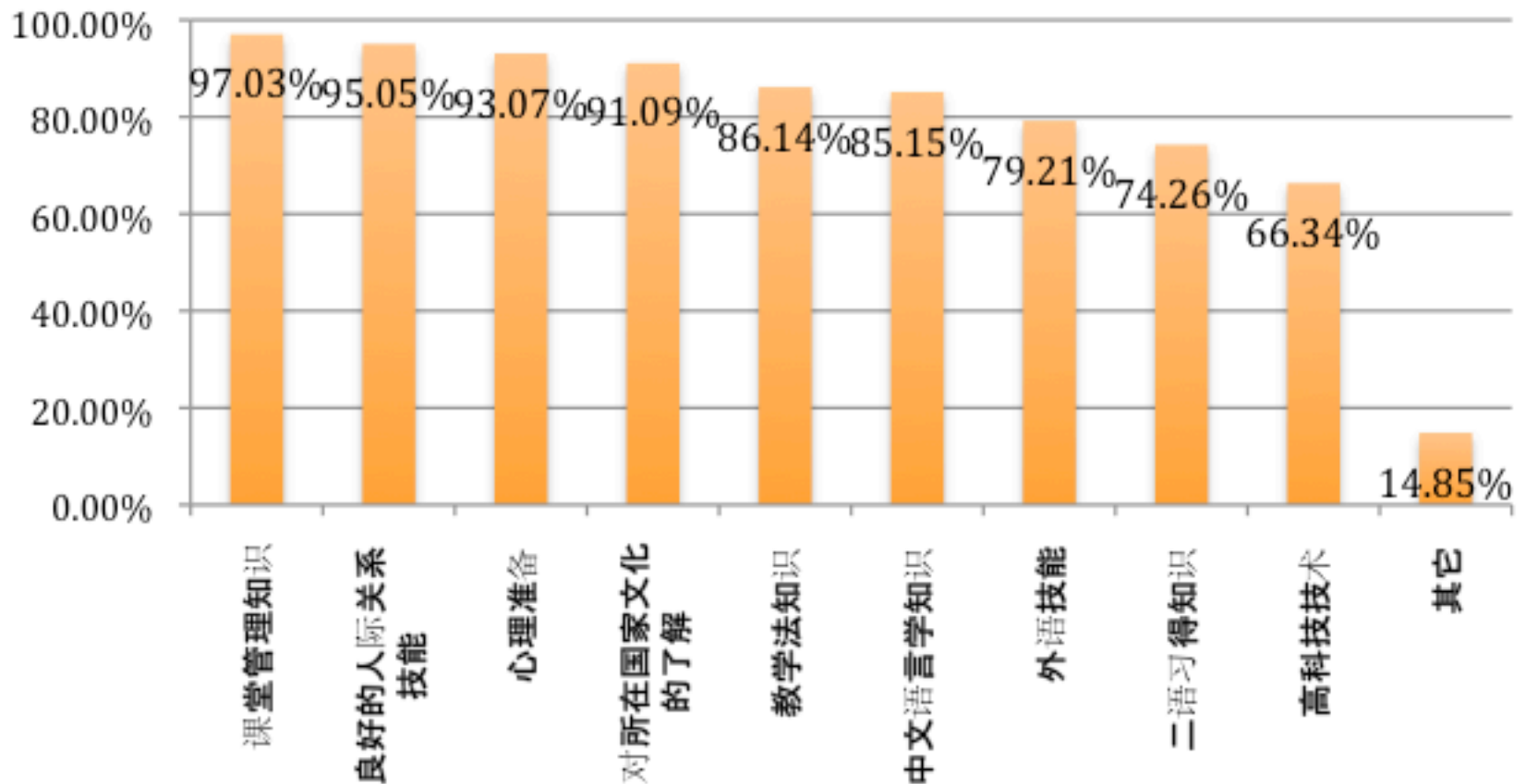


教师的其它职责大致分为以下几类

与教学相关	与学生相关	与文化推广相关
编写教材	学生用餐职责	文化讲座
制作教学资料	学校校车职责	太极等文化相关教学
制作教具	学生宿舍职责	
各种教师会议	学生学习小组职责	
IB课程	学生兴趣小组职责	
AP课程		

Survey Findings 3

国际汉语教师应具备的基本素质



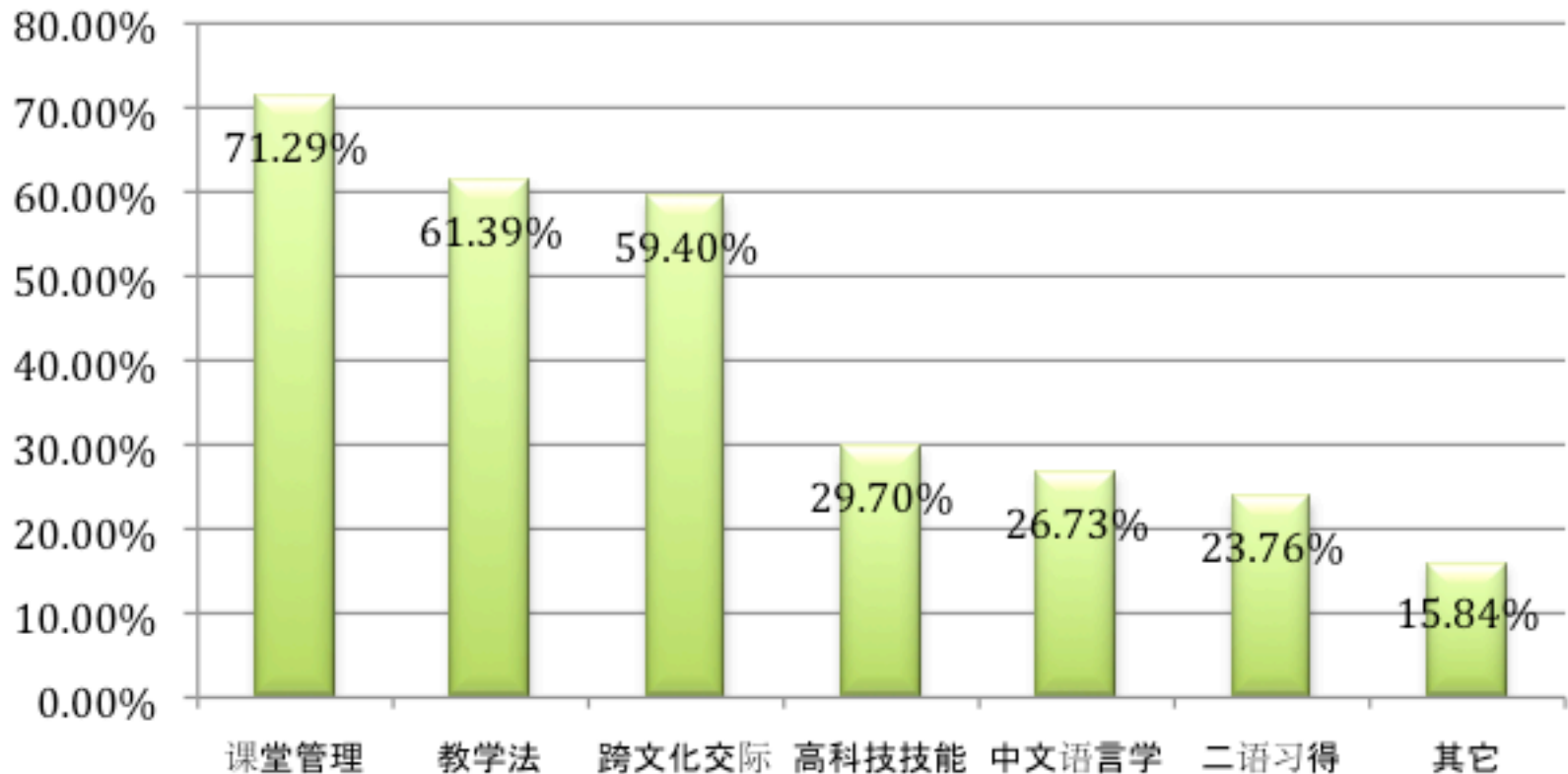
Survey Findings 4

国际汉语教师应具备的其它素质:

- 热爱祖国，热爱汉语教学事业
- 驾驶
- 能吃苦，有忍耐力
- 良好的英语口语
- 独立精神
- 良好的身体素质
- 爱心
- 适应性强

Survey Findings 5

希望自己获得哪方面的培训



Survey Findings 6

其它包括：

- 1 观摩其它教师的实际课堂
- 2 中国文化方面的培训，文化才艺的学习。如学编中国结、太极等
- 3 实战性的课堂管理经验
- 4 有经验的志愿者教师的经验讲座
- 5 编写教学计划
- 6 相关中文教学理论，模式与教学方法

Survey Findings 7

你在与同事及上的工作过程中都通到过哪些困难？

文化方面	管理方面	人际关系	教学资源	生活方面
文化差异	教学课堂管理	与其它教师的关系	没有固定的教室	
思维方式的差异	与其它教师在工作上的衔接	与学校领导的关系	教材与教具的缺乏	
中美教学体制和教学理念的差异	对教学程序的熟悉与适应	与其它志愿者之间的关系	学校的电脑与打印机没有汉字系统	
沟通上的困难（主要是语言上）	对学生的管理			
	测试上看法不同			

总的来看，志愿者觉得最大的困难是中美教育体系与教学理念的不同；中美文化的差异与语言不通所造成的误会；课堂管理上的困难；以及没有固定教室和中文项目基金缺乏所造成的教学资源上的不足是志愿者中普遍存在的问题。

Survey Findings 8

得到了（或希望得到）什么样的支持与帮助？

- 1、交通
- 2、观摩其它教师的课
- 3、教材与教学资源
- 4、导师
- 5、教师网络，能寻找并共享教学资源
- 6、教学设备以及文化方面的教具

Survey Findings 9

你认为产生这些困难与挑战的原因是什么？

志愿者调查显示，产生这些困难与挑战的主要原因包括：

- 1、文化差异
- 2、语言障碍
- 3、学校方面对汉语项目的支持力度不够
- 4、前后工作衔接不好

Survey Findings 10

你在海外生活中遇到的主要困难是什么？产生的原因是什么？

- 1、交通问题
- 2、语言障碍
- 3、孤独与精神上的苦闷
- 4、与前任工作衔接不好
- 5、对美国文化、法律等规定的不熟悉（如退税等）
- 6、饮食

产生这些困难与主要原因还是文化差异与语言的不通。

Executive Summary 1

The study reveals that the top three challenges for guest teachers from China are:

1. Intercultural communication in/competence;
2. Classroom management;
3. Teaching methodology

Executive Summary 2

The single most frustrating factor that has caused much concern by school administrators and has impacted the sustainability of the Chinese guest teacher program in the K-12 schools in the United States is the length of stay of the guest teachers.

Executive Summary 3

Home stay or host family is a great idea to support guest teachers' acculturation process, but a series of problems occurred due to the lack of information and two-way interaction between the host families and the guest teachers prior to the "match-making".

Executive Summary 4

Because many schools are at the initial stage of experimenting with Chinese language programs in the foreign language curricula, there lacks a comprehensive multi-level and multi-layered curricula for Chinese language at and across elementary, middle and high schools.

Executive Summary 5

There lacks effective and efficient teacher training programs for guest teachers to teach at different levels in different school districts.

Executive Summary 6

The lack of coordination and transition between and among teachers and schools.

Executive Summary 7

Many schools are at their initial stage in offering Chinese courses.

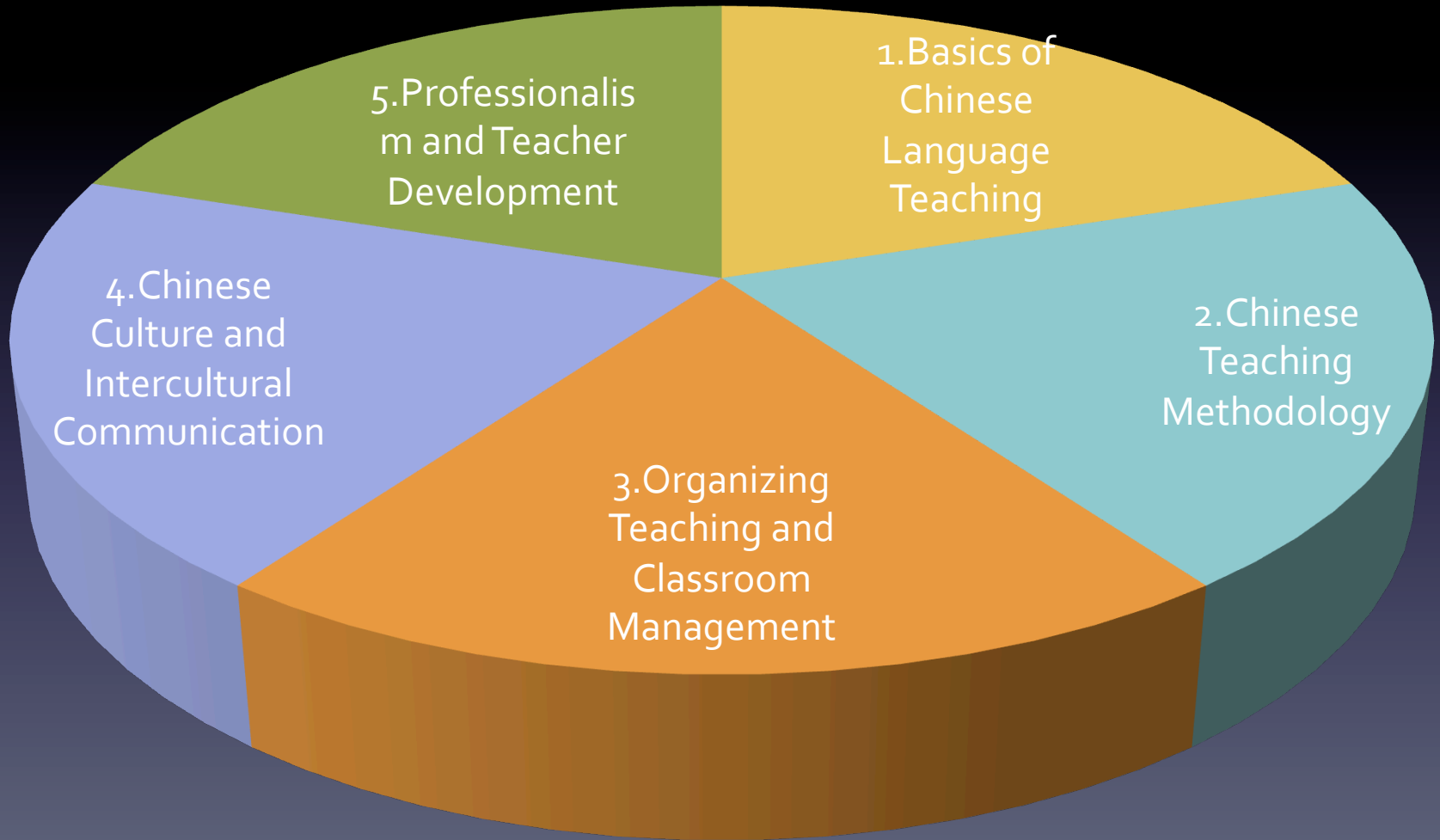
10 Recommendations

1. Revise the TCSOL Standards to make it more practical. While focusing on the training of intercultural competence, classroom management skills, and teaching methods.
2. Develop a comprehensive multi-level four-pronged teacher training program that includes 1) prior training; 2) Upon-arrival training; 3) On-side orientation; and 4) On-going supervision.
3. Develop a trainer training program.
4. Design and develop training manuals.
5. Develop a multi-layered data base for cases of guest teachers.

10 Recommendations (Continued)

6. Create a pool of experts and experienced teachers.
7. Establish Hanban agency, Center or Office in some countries, continents, and regions around the world.
8. Help develop country-specific Chinese language curricula to be aligned with textbooks and supplementary materials.
9. Strengthen the guest teacher program by improving the screening process for the guest teachers.
10. More coordination is needed among local organizations, schools, districts, and Hanban.

TCSOL Teachers Standards (2011)



Standard 1: Basics in Chinese Language Teaching

1. Teachers should be competent in communicating in Chinese.
2. Teachers should demonstrate basic Chinese linguistic knowledge and the ability to conduct language analysis.
3. Teachers should demonstrate the knowledge of and ability in language comparison.
4. Teachers should demonstrate an understanding of basic principles of language learning.
5. Teachers should be familiar with the basic principles of language teaching

Standard 2: Chinese Teaching Methodology

1. Teachers should be familiar with the basic Chinese teaching methodology.
2. Teachers should be familiar with basic principles and methods for teaching Chinese phonetics, vocabulary, grammar, and characters, and be able to effectively apply them in their teaching accordingly.
3. Teachers should be familiar with the basic principles and methods for teaching Chinese listening, speaking, reading and writing, and be able to conduct effective teaching.
4. Teachers should demonstrate knowledge and application of current educational technologies.
5. Teachers should demonstrate basic knowledge of assessment and evaluation, and be able to conduct effective assessment and evaluation of learners.

Standard 3: Organizing Teaching and Classroom Management

1. Teachers should be familiar with Chinese teaching standards and curricula and be able to plan their teaching effectively.
2. Teachers should be able to demonstrate ability to select appropriate teaching materials according to teaching objectives.
3. Teachers should be able to design appropriate classroom activities and tasks.
4. Teachers should be able to demonstrate knowledge and ability in effective classroom management.
5. Teachers should be able to organize extra-curricular activities effectively.

Standard 4: Chinese Culture and Intercultural Communication

1. Teachers should be familiar with, and have an understanding of basic knowledge of Chinese culture, and be able to explain and share Chinese culture.
2. Teachers should be familiar with, and have knowledge about contemporary China, and be able to introduce China to learners objectively and precisely.
3. Teachers should demonstrate an awareness of intercultural communication.
4. Teachers should be able to demonstrate competence in intercultural communication.

Standard 5: Professionalism and Teacher Development

1. Teachers should demonstrate professional moral standards.
2. Teachers should demonstrate psychological soundness and readiness.
3. Teachers should demonstrate ability to conduct classroom research and an interest in professional development.

Curriculum for Training Teachers of Chinese to Speakers of Other Languages (TCSOL)

Modules	Courses	Suggested hours	
Module 1 Basics in Chinese Language Teaching	1 Survey of Modern Chinese	30	58
	2 Second Language Acquisition	16	
	3 Principles in Language Teaching	12	

Curriculum for Training Teachers of Chinese to Speakers of Other Languages (TCSOL)

Modules	Courses	Suggested hours	
Module 2 Chinese Teaching Methodology	4 Teaching Chinese Language Elements	36	92
	5 Teaching Chinese Language Skills	36	
	6 Technology in Language Teaching	12	
	7 Assessment and evaluation	8	

Curriculum for Training Teachers of Chinese to Speakers of Other Languages (TCSOL)

Modules	Courses	Suggested hours	
Module 3 Organizing Teaching and Classroom Management	8 Curriculum Development and Syllabus Design	12	54
	9 Chinese Teaching Materials Selection and Analysis	10	
	10 Classroom Task Design and Organization	16	
	11 Classroom Management Skills	16	

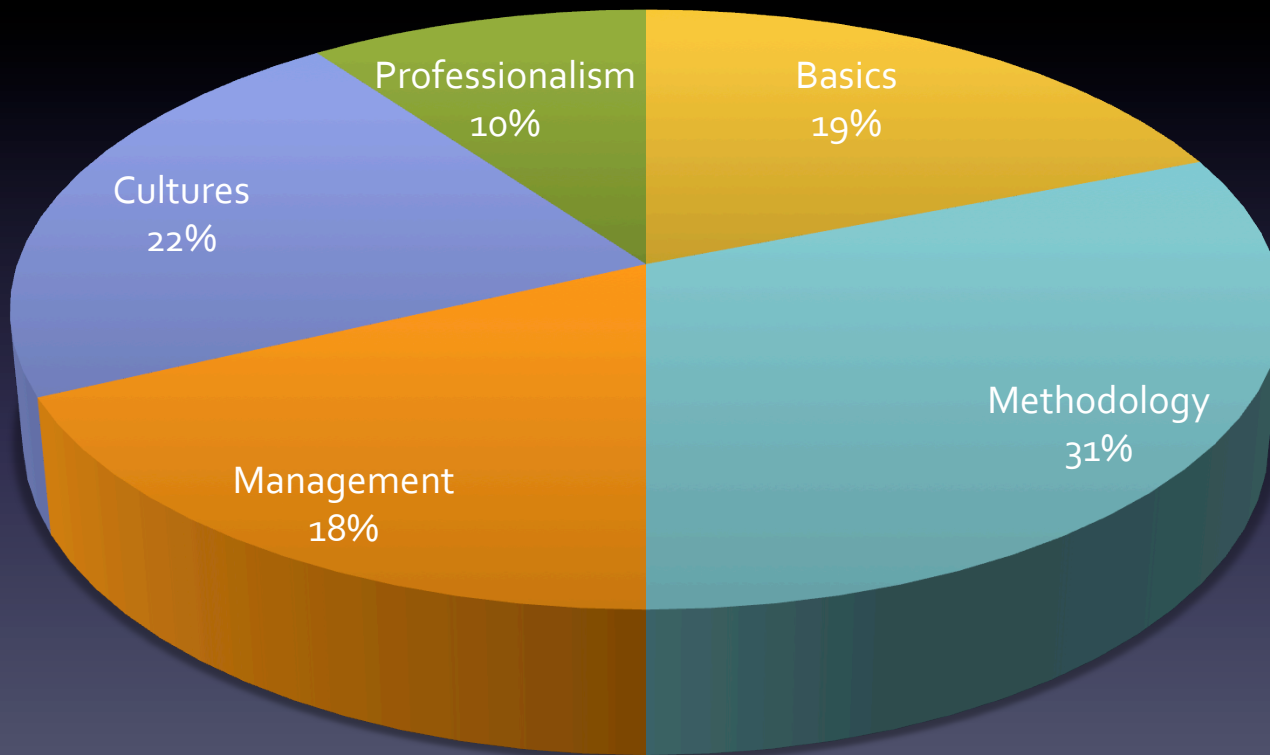
Curriculum for Training Teachers of Chinese to Speakers of Other Languages (TCSOL)

Modules	Courses	Suggested hours	
Module 4 Chinese Culture and Intercultural Communication	12 Chinese Cultural Knowledge and Communication	20	66
	13 Current Affairs in China	12	
	14 Intercultural Communication	24	
	15 Practicum on Chinese Arts and Performance	10	

Curriculum for Training Teachers of Chinese to Speakers of Other Languages (TCSOL)

Modules	Courses	Suggested hours	
Module 5 Professionalism and Teacher Development	16 Professionalism for Chinese Teachers	12	30
	17 Psychological Soundness for Teachers	12	
	18 Professional Development	6	

Teacher Training Curriculum Proportional Chart



We love Chinese!

