

Research on the Training Mode of Local Teachers for MTC SOL

-- A Case Study of the Training of Vietnamese Graduate Students in The School of International Education of Wenzhou University

Haiqiang Tu

School of International Education, Wenzhou University, Wenzhou, 325000, China

Abstract

With the development of China's economy and the improvement of its international influence, the continuous emergence of Chinese fever around the world calls for the training of local Chinese teachers. The Master's degree in Teaching Chinese to Speakers of Other Languages (MTC SOL) is a higher level than the undergraduate level, which requires higher knowledge ability, teaching skills and organizational management. Based on a case study of the training of Vietnamese local teachers in the School of International Education of Wenzhou University, the author tries to put forward the training mode of Local teachers in Hanshuo. First, pay attention to the link between levels: pay attention to the link between undergraduate and master courses in curriculum setting, in line with the idea of training teachers and elites, strive to compound the ability training of local teachers. Second, pay attention to practical teaching; Third, pay attention to joint training; Fourth, establish a regular local teacher training mechanism; Fifth, promote the Chinese certificate test.

Keywords

MTC SOL; Local teachers; Cultivation mode; Wenzhou university.

1. Introduction

According to the Data of People's Daily (Overseas edition) in June 2021, by the end of 2020, more than 180 countries and regions around the world had carried out Chinese education, more than 70 countries had incorporated Chinese into their national education systems, and more than 20 million foreign people were learning Chinese. Chinese has become an official language of the United Nations World Tourism Organization (UNWTO) since January 25, 2021. By 2020, there were 548 Confucius Institutes and 1,193 Confucius Classrooms around the world. This means that the contradiction between the growth of Chinese language demand and the supply of teachers following the "Chinese fever" will become increasingly prominent in the overall contradiction between "quantity" and "quality".

At present, the main problem of TcSOL is that "the cultivation of local Chinese teachers has become the bottleneck for the further development of TCSOL". (Yang Xibin, 2019) "Local Chinese language teachers "refer to" teachers who have received a considerable degree of Chinese language and Chinese culture education and are qualified to teach Chinese language and Chinese culture in their own countries." (Li Dongwei, 2014) Master's Degree in Teaching Chinese to Speakers of Other Languages (MTC SOL) is an extension of the knowledge and ability of the undergraduate stage, which sets higher requirements for local Chinese teachers. How to cultivate high-quality teachers to meet the requirements of local education background and ability is a common problem faced by Confucius Institutes, domestic universities and overseas schools in training local Chinese teachers. Researchers have also proposed many effective training paths. Guo Peng (2012) proposed that "efforts should be made to train foreign graduate

students of Chinese language to further promote the international promotion of Chinese language". Wu Jian (2014) pointed out the problems existing in the cultivation of local Chinese teachers by Confucius Institutes. For example, "The objectives of the cultivation system of local Chinese teachers are not clear; The local Chinese teacher training system structure needs to be rationalized; The uneven distribution of teaching hours between theory and practice; Insufficient resource integration ", etc. Xu Xiaoyi and Li Baoshi (2018) put forward the undergraduate training mode for local Chinese teachers, such as "curriculum setting around training objectives; To improve the Chinese language proficiency of indigenous Chinese teachers; Attach importance to the cultivation of Teaching skills of Chinese culture and intercultural communication; Focus on the topic selection and writing of graduation thesis ". Wu Yinghui and Liang Yu (2020) proposed that "hierarchical construction is connected with undergraduate, master's and doctoral training levels" for the training of local Chinese teachers at different educational levels. The cultivation of high-quality and sufficient local Chinese teachers can overcome the "acclimatization" and guarantee the stability and continuity of Chinese teaching, which is also a problem faced by the internationalization of Chinese language promotion. Taking Chen Shi Yueying (xiao Ying), a Vietnamese graduate student of The School of International Education of Wenzhou University, as a case study, the author proposes a training model in order to break through the bottleneck, improve the quality of local Chinese teachers and promote the establishment of local Chinese teachers.

2. A Case Study of Vietnamese Han Master's Degree Students

Chen Shi Yueying is a Vietnamese graduate student of Wenzhou University. Before that, she was a college student majoring in business administration in a prefecture-level city in Vietnam, and her university did not specialize in Chinese language and literature. According to her, There is a big gap between rich and poor in Vietnam. Some metropolises and economically developed places, such as some public high schools and universities, set up Chinese courses. At present, the Confucius Institute at the University of Hanoi is the first Confucius Institute in Vietnam. After graduating from college, she studied Chinese for three months at a local foreign language training institute, three times a week for 1.5 to two hours each time. After three months of intensive Chinese teaching, she can basically listen, speak, read and write. Because of her continuous passion for Chinese and the social environment and work requirements of many Overseas Chinese doing business in Vietnam, she embarked on the path of postgraduate study. She applied for a Confucius Institute Scholarship to pursue a master's degree in the School of International Education at Wenzhou University. Before entering the master's program, she had to do a one-year language study at Wenzhou University and pass the HSK test 4 before she was finally accepted. In the second year of postgraduate study, she passed HSK Level 5 through unremitting efforts. In the master's program, she studied language skills, Chinese culture and teaching organization and management with Chinese students, participated in practical teaching activities as well as completed the course paper examination. Now she can listen, speak, read and write perfectly.

He has participated in the "Chinese Bridge" competition, provincial and municipal speech competition, Zhejiang province "CCB Cup" Innovation and Entrepreneurship Competition and The Chinese Classic Recitation competition held by Zhejiang Province for many times, and achieved great achievements. She has overcome acculturation problems, language barriers and national differences, and is fully equipped with the skills of teaching Chinese as a second language as well as cross-cultural understanding and communication skills, so as to adapt herself to the work of International Chinese education. Next semester, Xiao Ying will go to a Chinese language school for practical teaching. Her learning experience is typical and is also the

common process of local Chinese teachers to improve their language and education background. As a local Chinese teacher in MTCSOL, her training process is worth thinking about.

China and Vietnam, separated only by a strip of water, have enjoyed friendly relations and frequent exchanges for generations. Local overseas Chinese continuously input language information and economic sources. Chinese language learners are mushrooming in Vietnam, and local Chinese language teachers are in increasingly urgent need. Li Dongwei (2014) pointed out that “vigorously cultivating local Chinese teachers is an important strategy to solve the shortage of Chinese teachers in the world.” Wu Yinghui (2016) believes that “in the process of Chinese language international communication, the demand for international Chinese teachers is different and dynamic, and the teacher training should be demand-oriented.” Xiaoying’s learning experience is not only the demand of local Chinese teacher training, but also the internal driving force of personal development. Chinese teaching in Vietnam has also attracted the attention of scholars. For example, Vietnamese Doctor Qiu Yueqing (2019) studied the current situation of training Local Chinese teachers in Vietnam and said, “At present, there is a shortage of local Chinese teachers in Vietnam and the situation is not optimistic. There are only five universities offering Chinese teacher education.” Combined with Xiaoying’s study experience and the current challenges in the training of mTCSOL local teachers, the following points are put forward for the training mode: 1. Second, pay attention to practical teaching; Third, pay attention to joint training; Fourth, establish regular local teacher training; 5. Promote the Chinese certificate test.

3. Training Mode of Local Chinese Teachers

3.1. Pay Attention to the Level of Cohesion Training

3.1.1. Transition Between Undergraduate and Master Level

Chinese language international education (TCSOL) is an emerging discipline which is highly compatible with the “going out” strategy of China’s development strategy. In 2008, the Academic Degrees Committee of The State Council approved the establishment of the professional degree of “Master’s Degree in Teaching Chinese to Speakers of Other Languages” (discipline code: 045300), and the undergraduate program of “Teaching Chinese to Speakers of Other Languages” (discipline code: 050103) was established in 2012. From the aspect of discipline establishes time, it is to have master degree major first, major of undergraduate degree after. Local teachers of MTCSOL are faced with the problem of linking training levels. Before entering the master’s program, the Knowledge of Chinese learned at the undergraduate level or in training institutions outside the university is crucial to the master’s program. Chinese native master’s degree students are generally taught intensively with Chinese master’s degree students. Local Chinese teachers’ previous Chinese language ability and cultural level have virtually opened a gap with those of Chinese han and postgraduates, so it is necessary to connect different levels of teaching in undergraduate stage and master stage. The training case of Xiaoying shows that Wenzhou University needs one year of Chinese language training to pass HSK level 4 before it can officially enter the master’s program. The purpose of this is to bridge the language and cultural knowledge that is missing in the undergraduate stage, and narrow the gap with Chinese students. The training of local teachers for Master and graduate students in Wenzhou University focuses on the connection of knowledge and ability levels. Through Chinese intensive training, they transition to non-differentiated language teaching. The “language storm” teaching mode and immersion teaching mode enhance the level difference and achieve seamless connection. Based on the current cultivation scheme, wenzhou university curriculum guided by practical application, to recognize in the international Chinese teachers’ professional requirements as the goal, around the Chinese teaching ability, ability to spread the Chinese culture and the cultivation of intercultural communicative competence and formation

dominated by core curriculum, module development for complement, curriculum system, with emphasis on the practice training. Therefore, to realize the composite ability training of local mTCSOL teachers. Li Dongwei (2014) also mentioned two levels: one is a teaching-oriented Chinese teacher and the other is a research-oriented Chinese teacher. The degree core courses of Wenzhou University include: Chinese Ontology Theory and Research, International Chinese Teaching Case Analysis and Practice, Second Language Language Acquisition, International Communication of Chinese Culture, Cross-cultural communication case analysis and analysis, thesis writing guidance, etc. Degree development has four modules, including Chinese teaching module, cultural communication module, education and teaching management module. These provide a guarantee for the training of local teachers at different levels. Master of International Education in Chinese, local teachers, rooted in the teaching and administration of their own language and culture, can be engaged in Both Chinese teaching and specialized Chinese research, such as chinese-Foreign comparison.

3.1.2. The Link Between School and University

It has been a consensus in the field that teacher training should be hierarchical in the dissemination of Chinese language education. Wu Yinghui (2015) pointed out: “the Chinese international education across the country to master’s cultivation units generally in primary and secondary school oriented single level of international Chinese language teachers to give priority to, the future should be both pre-primary, primary, junior high school, high school and university level, targeted training Chinese teachers, achieve the international Chinese teacher training level diversity.” Xiao Ying studied in a local training institution in Vietnam and a language class in The School of International Education of Wenzhou University before he began his study in Hanshuo. With her own efforts, she studied Chinese from high school to undergraduate in Vietnam. In Vietnam, she majored in business administration. In order to meet her future work needs, she studied Chinese by herself to meet her language needs before and after college. In Wenzhou, through professional language learning, the incomplete undergraduate language learning can be well connected to the complete language learning specialized in Han and Master’s college. This kind of language connection between high school, university and master’s degree also lays a good foundation for local Chinese teacher training and future work connection. The master’s degree in Teaching Chinese to Speakers of Other Languages (MTCSOL) at Wenzhou University not only raises the academic requirements of local Chinese language teachers, but also cultivates the connection between schools and universities at different levels. All teachers engaged in teaching Chinese to speakers of other languages in Wenzhou University have doctoral degrees and senior professional titles. Their major majors are linguistics and applied Linguistics, Chinese language and literature, etc. Through professional support, it enriches the knowledge structure and quality training of hanshuo local teachers. They provide a level of competence for local teachers in schools and universities. Wu Yinghui (2016) studied the dynamic development of international Demand for Chinese teachers and the differences between different countries, and held that “developing countries and less developed countries have a strong demand for Chinese teachers.” Vietnam generally does not have high educational requirements for local Chinese teachers. Local teachers with a master’s degree in Teaching Chinese to Speakers of Other Languages (MTCSOL) can teach Chinese at the level of primary and secondary schools and universities without distinction.

3.2. Pay Attention to Practice Teaching

To cultivate local teachers of MTCSOL to promote Chinese language to the world, and to feel the charm of Chinese language and culture, we should pay attention to practical teaching. Cumt-ger (2012) pointed out that “training local overseas Chinese talents, but also should strengthen the practice teaching, such as organization of foreign graduate students to visit the museum, the botanical garden construction, experience the local folk culture, appreciate the art of Peking

Opera, calligraphy, painting, martial arts, folk music, and so on, and often organize their communication with Chinese people community fellowship, all-round experience within Chinese society and culture." Practical teaching is an important step to improve the training quality of full-time mTCSOL graduates. The implementation of practical teaching is of great significance to promote the pace of international Chinese education and better train international Chinese teachers.

3.2.1. Practice Time

The teaching practice of MTCSOL in Wenzhou University usually lasts for the third semester, and for overseas students, it usually lasts for the third or fourth semester. The teaching practice should last at least one semester (6 months), and the total amount of the internship should reach more than 240 class hours, including more than 4 regular classroom teaching sessions per week, and the total class teaching time should not be less than 40 class hours.

3.2.2. Internship Format

Organization of practice: The teaching practice of MTCSOL should be mainly overseas. The practice organization form of this study site is mainly collective organization, supplemented by decentralized activities. The main forms of collective organization are as follows: first, volunteer Chinese language teachers in Confucius Institutes, usually for one academic year; Second, go to overseas internship base to teach, usually for one academic year; Third, go to a domestic internship base to teach, usually for one semester. Decentralized activities mainly refer to the internship of individual graduate students after contacting with international Chinese teaching units or institutions, usually for one semester.

3.2.3. Practice Content

The training of local teachers in MTCSOL of Wenzhou University attaches great importance to practical teaching. The main contents of practice are teaching practice, teaching probation, teaching management, teaching investigation and research and other practical activities.

Teaching practice

Set practical courses, such as classroom observation and practice, teaching evaluation and test, Chinese cultural talent and display; Teaching practice, mainly classroom observation, teaching assistant probation; Microteaching, classroom teaching, etc. Wenzhou University can be divided into regular classroom teaching and open classroom teaching. Regular classroom teaching: During the internship, the student shall complete more than 4 classes of regular classroom teaching each week, which shall be signed by the internship instructor as the basis for calculating the number of teaching hours. Before routine classroom teaching, we should prepare lessons and write teaching plans carefully. Materials to be submitted after the internship are: lecture record sheet; Complete lesson plans for 10 typical regular lessons. Classroom teaching open class: During the internship, the completion of an open class, the practice instructor and students to participate in and evaluate. The materials submitted after the internship are: complete teaching design; Classroom teaching process video CD; Teaching reflection; Practice instructors and students' comments on this open class.

3.2.3.1 The teaching observe

During the internship, in addition to completing the classroom teaching tasks arranged by the internship unit, the intern should observe the classroom teaching of the practice instructor or other teachers in the internship unit, record the classroom teaching content, and reflect on the teaching of the lesson. After the class, the teacher shall sign on the class record form, which shall be the basis for calculating the number of class hours. Materials to be submitted after the internship are: lecture notes; More than 10 lectures notes and teaching reflection.

3.2.3.2 Teaching management/organizing Chinese cultural activities

Assist the practice school to carry out some teaching organization management work, and record these work as student management cases. The materials to be submitted after the internship are: 5 student management cases; Class management summary. Or organize more than 1 Chinese cultural activities. After the internship, submit: activity design scheme and actual operation process (written materials); Certificate of organizing activities issued by the internship school; Representative photos of organized activities (two).

3.2.3.3 Teaching investigation and research

Combined with the actual situation of Chinese teaching, this paper investigates and analyzes the Situation of Chinese teaching in the place where the teaching practice takes place, and writes a certain level of investigation and research report. The investigation and research report must combine theory with practice and be full of facts. Plagiarism and plagiarism of other people's achievements are strictly prohibited. Otherwise, it will be treated as failing in education practice once discovered. The research report should be no less than 3000 words.

Other practices

During the internship, the interns can also carry out some related teaching practice and language practice activities, such as assisting the internship guidance teachers to correct homework, providing students with part-time tutoring, tutoring in part-time tutoring classes, training Chinese teachers in the country where the internship is taking place, and serving as translators in some cultural exchange activities.

In addition to the above practice content and requirements, interns are required to make an internship plan before the internship, write a teaching log every day during the internship, and submit the log after the internship. Write the internship summary report after the internship.

At the end of the internship, the intern must submit the certificate of the internship school and the evaluation of the internship process by the internship supervisor, including the number of teaching internship hours (including probation and teaching management) and the evaluation of the internship situation.

3.2.4. Clarify the Responsibilities of the Practice Unit and the Practice Tutor

The internship units of the School of International Education of Wenzhou University are mainly those that can carry out Chinese teaching for international students. For example, foreign students with a certain scale and experienced teachers who can conduct teaching guidance. The practice instructors generally have more than three years of Chinese teaching experience in China as a foreign language, or more than two years of Chinese teaching experience overseas. The School of International Education of Wenzhou University clearly defines the responsibilities of instructors, such as guiding interns in regular classroom teaching; Guide interns to complete classroom management, teaching management and Chinese cultural activities management; Fill in the internship evaluation, certification and grading in the internship report.

3.3. Focus on Joint Training

Statistics show that by 2021, there are 149 schools in China that are qualified to enroll MTCSOL students, with nearly 3,000 students enrolled annually. At present, the Confucius Institute has established 400 Confucius Institutes in more than 100 countries and regions, covering 90% of the world's population except China. According to the data, China's large-scale training of postgraduate students should meet the needs of global Chinese teachers. However, the current employment situation is worrying, such as the employment matching problem, the high requirements for qualifications in developed countries, the general low salary in developing countries or less developed countries and other reasons, a large number of MTCSOL talents and the shortage of Foreign Chinese teachers coexist. It is urgent to pay attention to the joint training of local Chinese teachers. After more than ten years of development, the training of

local teachers in Confucius Institutes has attracted more and more experts and scholars' attention. From the top-level design to the establishment of master's degree programs in universities, they are actively extending training paths and methods, planning and integrating resource advantages in various ways, and giving consideration to the two-step strategy of "bringing in" and "going out".

College of Chinese Language Education at Wenzhou University integrates domestic and foreign resources. At present, it has established long-term practice and teaching training bases abroad with Florence Chinese Language School in Italy and Confucius Institute of Oriental University in Thailand. In the domestic relying on Wenzhou University Overseas Chinese College and other domestic colleges and universities of the joint training. In terms of training methods, Local teachers in Hanshuo pay attention to the path of joint training, which is reflected in:

First, In this way, curriculum learning is closely combined with the practice of International Chinese language education, international Chinese language teaching is closely combined with the dissemination of Chinese culture, in-school tutor guidance is combined with in-school tutor joint training, and tutor guidance is combined with collective training.

Second, According to the training objectives of mTCSOL, the composite and application characteristics of this major are highlighted in the training process. The course adopts teaching, group cooperative learning, case analysis, on-site research, teaching simulation training and other methods, focusing on the combination of theory and practice, focusing on improving Chinese teaching ability, adaptability to foreign Chinese teaching ability, innovative practice ability, cross-cultural communication and understanding ability. Some courses are taught in foreign languages or bilingual languages.

Third, Students will participate in Chinese teaching or auxiliary teaching work at home and abroad under the guidance of the tutor to strengthen the cultivation of teaching practice ability. Lastly, Participate extensively and actively in academic activities. Listen to academic lectures, attend academic conferences under the guidance of tutors in and out of school, and provide cases for Chinese teaching case base.

The training of overseas local Chinese teachers is not dominant in terms of quantity and structure. Joint training is an optimized combination way to improve quality and efficiency, which plays a key role in stabilizing the mass force of overseas teachers and cultivating elite talents.

3.4. Establish Regular Local Teacher Training

Xu Lin, a member of the National Committee of the Chinese People's Political Consultative Conference (CPPCC), director of Hanban and director general of The Confucius Institute Headquarters, once said in an interview that by 2020, Confucius Institutes will have set up offices in nearly 500 large cities around the world, which will basically achieve a global layout and promote Chinese language to the world. Chinese language teaching is booming in many countries. In some Southeast Asian countries, such as Thailand, Chinese language teaching has entered into the national education system, and Chinese language and literature majors and Chinese courses are offered in all schools. Other countries also maintain a long-term "Mandarin fever", such as Vietnam, the Philippines, Britain, the United States and so on. Due to the favorable international environment and the increasing demand for local Chinese teachers, the establishment of regular local teacher training has become a daily task for Chinese postgraduates.

Before entering the master's program, local teachers in The Hanshuo Program of Wenzhou University must undergo 1 to 2 and a half years of Chinese language training, learn Chinese knowledge, Chinese culture, historical conditions and other courses, and pass the HSK test 4 before they are allowed to enter the master's program. Language training for local Chinese teachers has become routine in the School of International Education of Wenzhou University.

According to the language proficiency test results of the applicants, the School of International Education will conduct small class teaching in different levels, such as Class A (basically zero basic), Class B (below level 3) and Class C (level 3 and level 4). After intensive Chinese training, students can transfer to the next stage of learning only when they reach a certain level of Chinese. International students who finally pass HSK Level 4 or 5 can apply for Confucius Institute Scholarship to obtain the admission qualification of Hanshuan courses. The regular local teacher training improves the language ability of foreign students, meets the language requirements of The Han and Master classes, deepens their understanding of language and Chinese culture, and helps them overcome language barriers and cultural adaptation problems. They study Chinese together with Chinese master students, narrowing the language gap and accelerating cross-cultural communication and exchange.

3.5. Promotion of Certificate Examination

The training of local Chinese teachers is to meet the requirements of local countries for teachers. Chinese as a foreign language teachers, teachers' qualification certificate, the overseas Chinese HSK level 3, 4, 5 and 6 certificate is engaged in the form of Chinese teaching credentials, also the embodiment of Chinese ability. At the 10th Confucius Institute Conference Directors forum in 2016, 14 Chinese Directors of Confucius Institutes from 11 countries discussed the significance and development prospects of the International Chinese Teacher Certificate Examination. Representatives believe that the International Certificate of Chinese Language Teachers is the need of the development of The Times, the value of the certificate examination should be promoted, and Confucius Institutes should actively promote the certificate examination. Wu Yinghui (2016) proposed that the demand for International Chinese teachers varies from country to country. For example, American public primary and secondary schools pay special attention to teacher certification when recruiting Chinese teachers. In Southeast Asian countries, Chinese proficiency test scores are highly valued, and applicants for Confucius Institute Scholarship HSK Level 4, level 5, or even level 6 certificates are given priority. As a local Chinese language teacher, he/she has Chinese language Proficiency Test certificate and international Chinese Language Teacher qualification Certificate, which is undoubtedly a powerful tool for qualification certification.

In the training program of Local teachers for master's and master's degrees in The School of Chinese Language Education at Wenzhou University, the admission threshold of students is REQUIRED to be HSK4 or above, which gives birth to the regular training of local Teachers for non-degree students, laying a foundation for the future study of master's students and the identification of local teachers' qualifications. Wenzhou University is the only test site of The Chinese proficiency level examination in south Zhejiang, the school has master students are advantaged, convenient training, but also save the travel fatigue. At present, Wenzhou university college of international education according to the international standard of Chinese teachers to develop local teachers training, recruit the United States, Italy, the Netherlands, Japan, South Korea, Thailand, Russia, Ghana, Nigeria, Zimbabwe and other international students more than 70 countries, docking "the Belt and Road" national requirements, international students Chinese language and non-academic education training programs, Through incentives and other measures, we will vigorously promote the HSK Chinese Proficiency Test and promote the certification of international Chinese language teachers.

4. Conclusion

The cultivation of local MTCESOL teachers is not only the requirement of the "Belt and Road" and "Going out" strategies, but also a long-term "down-to-earth" project to promote the globalization of Chinese language and promote the in-depth development of Chinese language international education. It is also the fundamental way to solve the shortage of teachers and

qualification certification in local countries. Wenzhou university through the local small reflected on the cultivation of teachers, explore the training mode of han native Chinese teachers to recognize, wenzhou university with an open concept of cultural attitudes and khalid ents and actively create a multi-cultural education environment, and achieve “double top”, “study in temperature big” brand, improve the international influence of wenzhou university.

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