

Reform and Practice of the Training Mode of Master of Teaching Chinese to Speakers of Other Languages (MTCSL) in Local Colleges and Universities

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Abstract

With the rapid development of Chinese international education and the expansion of the Chinese cultural communication market year by year, MTCSL's employment prospects are still not optimistic, especially in some local universities with immature talent training models, lack of practical platforms, insignificant internship effects, and employment reality. There are deviations in career expectations and poor employment competitiveness, and many students have "professional confusion". Universities need to re-examine training objectives, innovate talent training models, refine training programs, improve curriculum systems, optimize training paths, highlight their own advantages, strengthen regional characteristics, strengthen pertinence, and improve the quality of talent training.

Keywords

Local university, MTCSL, training mode.

1. Introduction

Master of Teaching Chinese to Speakers of Other Languages (MTCSL) is an important measure to innovate the existing graduate education of Chinese as a foreign language. It has cultivated a large number of Chinese international education talents for more than 10 years and has played an important role in Chinese international education. . With the continuous development of Chinese international education, the problems of broad training objectives of MTCSL talents, inaccurate positioning, unclear training models, and inability to adapt well to the reality of overseas Chinese teaching have also attracted widespread attention from all walks of life. There have been many achievements in academic research on training models, but comprehensive empirical research based on practical exploration is still rare. Facing the new situation of Chinese international education, what to train and how to train professionals in Chinese international education urgently needs us to respond in practice and exploration.

2. Training Goals and Positions of MTCSL

MTCSL is a professional degree to train international Chinese teachers, which was set up in 2007 under the background of the worldwide "Chinese fever" for the development of international Chinese language promotion. The "Full-time Instructive Training Program for Postgraduates with a Master's Degree in International Chinese Language Education" attached to Document No. 23 of the Degree Office [2009] pointed out: "The Master's Degree in Teaching Chinese to Speakers of Other Languages is a professional degree linked to the profession of international Chinese teachers. The main points are to culture talented persons who have proficient Chinese as a second language teaching skills and good cultural communication skills, cross-cultural communication skills, suitable for the international promotion of Chinese

language, and qualified for a variety of teaching tasks of high-level, applied, compound and international professionals."

The main task of MTCSL is to train international Chinese teachers. It is a measure to solve the problem of "teacher" shortage. As an international Chinese teacher, you should not only possess solid professional skills, but also adapt to "Chinese International Promotion" and "Chinese Teaching in Overseas Context". Therefore, domestic colleges and universities should consider how to reflect the particularity and pertinence of "Chinese International Promotion" and "Overseas Chinese Teaching" in the training of teachers of this major, and how to make domestically trained talents truly meet the needs of overseas Chinese teachers and be competent overseas Chinese teaching.[1]

2.1. Looking at the Training Goals of MTCSL from the "International Standards for Chinese Teachers"

Since MTCSL must be connected with international Chinese teachers, it must have complete and systematic basic knowledge and professional skills of the subject, and meet the "International Chinese Teacher Standard". The new edition of "International Chinese Language Teacher Standards" revised by the Confucius Institute Headquarters/Hanban in December 2012 is based on the particularity of international Chinese education, the effectiveness of cross-cultural communication, and the interaction between teaching parties. It is mainly composed of five parts: Chinese teaching foundation, Chinese teaching methods, teaching organization and classroom management, Chinese culture and intercultural communication, and professional ethics and professional development. "Chinese Teaching Basis" regulates the selection of teaching content of Chinese international education, which is further different from the Chinese teaching content of domestic schools in China; "Chinese teaching method" refers to the teaching method of Chinese as a second language, which fully considers the teaching object, The selection of teaching methods based on teaching content and teaching environment is obviously different from Chinese teaching methods in domestic schools; "Teaching Organization and Classroom Management" is aimed at international Chinese teachers' overall teaching design, textbook compilation and selection, classroom teaching and In terms of language testing and evaluation. This is the main body of Chinese international education, and it also belongs to the implementation level of the overall teaching plan; "Chinese culture and cross-cultural communication" requires international Chinese teachers to have a multicultural awareness and have an understanding of major world cultures, to be able to spread Chinese culture in a cross-cultural communication environment and effectively solve problems caused by cultural differences; "Professional Ethics and Professional Development" clarifies the career planning of international Chinese teachers, and formulates their own career development in a reasonable and orderly manner. The roadmap points out the direction and positively emphasizes the objective necessity of teachers' professional development capabilities and professional development needs.[2]

To obtain MTCSL, you must complete relevant courses to obtain corresponding credits, participate in certain teaching practices, and complete a qualified graduation thesis. As a qualified international Chinese teacher, you should combine theory with practice, and have both knowledge and skills. According to the new edition of "International Standards for Chinese Teachers", there should be five first-level standard abilities, namely, the ability to focus on knowledge of Chinese language and writing, ability to teach Chinese, ability to organize teaching and classroom management, ability to communicate across cultures, and ability to develop careers. To possess these knowledge and skills, one must learn through scientific, systematic, and comprehensive courses, and through scientific, systematic, and practical learning and practice.

2.2. Looking at the Training Goals of MTCSL from the Perspective of "Teaching Chinese as A Foreign Language" Academic Masters

"Teaching Chinese as a Foreign Language" and "Chinese International Education", these two majors of Chinese as a second language teaching master degree, the difference in their names not only reflects the experience of Chinese as a second language teaching in China from "inviting in" to "going out". They are different in many other aspects: first, the nature of the degree is different, the former is an academic degree, the latter is a professional degree; second, the position is different, the former is based on the Chinese language of domestic students in China teaching, the latter focuses on the international perspective and is aimed at foreign Chinese teaching.

"Adapting to the international promotion of Chinese language" is an important training goal of MTCSL, which means that the training of MTCSL should be positioned at the overseas multi-level and multi-category Chinese teaching needs, combined with overseas Chinese teaching practice, and highlight the cultivation and mastery of comprehensive teaching skills. Unlike academic "Teaching Chinese as a Foreign Language" graduate students who are guided by academic research and focus on cultivating teaching and scientific research talents, the training of MTCSL should "strengthen the pertinence of talent training" and cultivate "talents who can adapt to the overseas Chinese education market." [3] To this end, the "Proposal for the Master's Degree in Chinese International Education" puts forward three requirements: "Pay attention to ability training and reflect the characteristics of the discipline; focus on professional requirements and take into account the characteristics of work; focus on quality requirements and clarify talent specifications." [4]

However, the shortage of teachers, the focus of scientific research on academic research, and the lack of opportunities for students to practice internships, some universities currently have unclear understanding of the difference between the training of academic masters in "Teaching Chinese as a Foreign Language" and MTCSL. The training of MTCSL mostly follows the linguistics professional talent training model, taking the path of "academic" and "learning" talent training, but fails to highlight the "MTCSL", "education" and "international" characteristics, nor does it highlight the training of teachers' comprehensive skills. In the training process, knowledge teaching, teaching observation, and case discussions are the mainstay. The ratio of theory teaching to teaching practice is imbalanced. Many volunteers sent out cannot adapt to Chinese teaching abroad quickly and well. [5]

Of course, we are not trying to pit MTCSL and Master of Teaching Chinese as a Foreign Language. Although MTCSL is based in foreign countries and faces overseas Chinese teaching, currently there are two fronts of Chinese language teaching for international students in China and Chinese language and culture teaching abroad. The long-term existence of this situation also requires us to take into account the comprehensive training of domestic and foreign teaching situations.

3. The Demands and Challenges of MtcsL Training in Local Universities

With the vigorous development of Chinese international education, the demand for international Chinese teachers continues to grow, and the enrollment scale of MTCSL has been expanding. However, the output is limited due to the serious mismatch between the single training standard and the diversified overseas demand, causing "domestic congestion, overseas scarcity" contradictory situation. This is of course due to objective reasons such as the relative complexity of overseas Chinese teaching, it is undeniable that we still have many shortcomings in the training of international Chinese teachers, and we have not been able to train enough teachers corresponding to overseas multi-level and multi-category Chinese teaching. "In the training of Chinese language teachers, we are currently facing two major issues. One is the issue

of training specifications. The other is the issue of training mode." [6] In addition, the employment prospects of MTCSL are not optimistic, especially in some local universities with immature talent training models, lack of practice platforms, poor internship results, and deviations between employment reality and career expectations. Many MTCSL have "professional confusion". There are very few people engaged in the international education of Chinese. We believe that under the actual needs and the requirements of the professional mission of the international promotion of Chinese language and the dissemination of Chinese culture, there is still a lot of room for improvement and improvement in the training model of MTCSL in various universities, especially local universities. We should explore and innovate based on strategic needs, pursue long-term sustainable development, maintain a dynamic balance in all aspects of the training model, and continuously improve the quality of talent training.

3.1. The Training of MTCSL in Local Universities Should Reflect the Regional Characteristics on the Basis of Universal Type

The training of MTCSL in various universities is mostly positioned at "universal" Chinese international talents, cultivating universal teaching talents capable of Chinese teaching tasks around the world. However, limited by the ability of running a school and subject strength, the Chinese teachers finally trained are mostly limited to Chinese teaching for students in English-speaking countries, which makes it difficult to adapt to different levels and types of Chinese teaching overseas. In addition, the new situation and challenges of global Chinese international education are constantly emerging, and the complex national conditions and diversified educational status quo have different needs for international Chinese teachers. This forces us to adjust the "universal type" of MTCSL and actively promote the "regional" talent training reform.

The Chinese masters trained by local colleges and universities are mainly for Chinese teaching in the country where the Confucius Institute is located. The school should add specialized courses suitable for the Chinese language teaching requirements of the country in terms of training objectives and curriculum settings to help students adapt to the Chinese language of the country and achieve the effective combination of MTCSL general-purpose and regional training. For example, the school-based courses of universities in Yunnan and Guangxi are mainly aimed at the Chinese teaching needs of Southeast Asian countries such as Thailand and Vietnam; universities located in the northwestern border should fully explore the language characteristics of Central Asia and focus on the training of Chinese teaching talents in Central Asia; and Heilongjiang Northeastern colleges and universities can focus on cultivating and building "regional" Chinese teaching talents specifically for Russia, South Korea and other places.

In addition to embodying the regional characteristics of "nationalization", local universities should also integrate regional resources and reflect the characteristics of domestic regionalization. For example, "Beijing universities can add cultural inspection courses based on Beijing's unique cultural advantages and rich cultural resources, which not only allows the master's degree in this major to have an in-depth understanding of the profound Chinese culture, but also trains their own cultural inspection capabilities and cultural presentations. Ability." [7] Local colleges and universities can try the joint training of colleges and universities in the province, leading the reorganization of this strong major in the province, optimizing the superior disciplines of each school to achieve a strong alliance, and creating a batch of excellent products that belong to the province and reflect the local characteristics curriculum, sharing teaching resources, mutually recognizing credits, which can improve the quality of training and employment competitiveness of MTCSL.

3.2. The Training of MTCSL in Local Universities Should Highlight Its Own Characteristics on the Basis of Universality

Each university is located in a different community environment, with different subject advantages, talent advantages, and campus culture. Teachers also have their own specialties, teaching concepts and teaching levels. Under the multicultural background, the training of MTCSL needs to comprehensively analyze the internal and external factors that affect the quality of talent training, discuss the objective facts of students' different professional foundations, cultural backgrounds, and specialties, and determine individual training methods. However, some colleges and universities learn from or even copy the training methods of key universities when the traditional talent training model cannot meet the needs of the times. Not only the training programs are exactly the same, but the courses are almost the same. This is understandable, but in colleges and universities where the quality of students is uneven, this training model is not entirely suitable, and it has caused many incompatibility. For example, some colleges and universities have rushed to launch, blindly expand enrollment, and the scale of enrollment has expanded year by year, but the teacher qualifications cannot be followed up, and the shortage of tutors has become prominent; the curriculum is not complete enough, the allocation of classroom practice is relatively low, the practice platform is scarce, the internship channel is narrow, and the professional quality of students is not improved. These have made the "triple emphasizing and triple despising" shortcomings: emphasizing scale and despising quality, emphasizing homogeneity and despising characteristics, and emphasizing theory and despising practice.

In order to achieve the training goals, local colleges and universities should, on the basis of a unified national curriculum, give full play to their own geographical advantages, their own resources, subject characteristics, and teacher expertise, and concentrate their efforts on building school-based courses, creating high-quality courses, and combining social needs and student employment to adjust flexibly, which are useful attempts to train professional MTCSL with local characteristics.

3.3. The Training of MTCSL in Local Universities Should Be Strengthened on the Basis of Universality

As a special education field, the country has also put forward clear training goals. However, due to many differences in the native language environment, cultural background, region, and level, overseas Chinese teaching requires all universities to uniformly train "universal Chinese" international teachers, which is neither realistic nor possible. Facing the special situation of overseas Chinese teaching, "Teachers may still be unable to complete the teaching task satisfactorily according to universal teaching principles, methods, and means, and adjust their own teaching experience to adapt to the special situation. They must pass special cultivating and training to meet the teaching requirements. This kind of cultivating and training of 'body' and 'use' for teachers to meet special needs is the pertinence of Chinese language teacher cultivating." [8]

Judging from the reality, many colleges and universities lack characteristics and pertinence in the process of training goals and their own professional construction, which reduces the competitiveness of the school's MTCSL to teach overseas. We should give full play to the characteristics of the source of students in various universities, take Chinese learners in the country where they plan to take office as the main teaching objects, implement a "point-to-point" precision training model. By comparing and analyzing positive and negative teaching cases and their teaching effects during demonstrating and displaying different teaching contents and specific teaching skills to enhance students' understanding and mastery of Chinese teaching content, teaching techniques and methods in the country where they are going,

and build a long-term and orderly overseas education practice platform. As far as possible to meet the needs of international Chinese teachers in the country where they intend to serve.

4. Practice of the "Three Three Three" training model for MTCSL in local universities

Jiangxi Normal University has enrolled full-time MTCSL in 2009. The school system for Chinese students is 3 years, and the school system for foreign students is 2 years. Although it is located inland, has a low degree of internationalization and few overseas internship bases, it attaches great importance to nationalized regional research, strives to tap its own characteristics, and perfects the talent training guarantee mechanism. With reference to the "Instructive Training Program for Postgraduates with a Master's Degree in Full-time MTCSL" promulgated in 2009, upholding the concept of "foundation-based, international-oriented, and ability-oriented" international talent training, the goal of MTCSL's training is positioned to "Individualized, distinctive" "three-oriented" Chinese international talents, building a "systematic, practical, and targeted" "three-character" curriculum system, supplemented by "internationalized, cooperative, and project-oriented" "three-oriented" "School-running model, build a "three-three-three" training model for MTCSL in local universities.

4.1. Adjust and Refine the Training Objectives to Create Refined, Characteristic and Individualized "Three-Oriented" Talents

Most MTCSL of Jiangxi Normal University tends to teach at the Confucius Institute in Antananarivo, Madagascar or in primary and secondary schools in Thailand. Therefore, in the training of MTCSL, we further refine the original training objectives such as "applied and compound professional talents":

It can meet the needs of Chinese learners of different levels, ages and learning motivations in Madagascar, Thailand and other countries (such as kindergartens, primary and secondary schools, universities, community schools); (2) Adapt to different forms of Chinese teaching activities (such as Large class, small class, weekend class); (3) The teaching methods are diverse and interesting, which can maintain the students' learning interest and motivation. "With a more relaxed learning method and a shorter learning time, more overseas learners step into Chinese, learn Chinese, and be happy to learn it." [9]

Under the guidance of this specific goal, when formulating the training plan, we pay attention to the important concepts of categorized training and selection of candidates, highlight individuality and characteristics, stress the student-oriented educational philosophy, and meet the academic demands of all students as much as possible. (1) Treat students with different professional backgrounds differently. Students with language majors can be exempted from taking but not exempted from taking relevant courses in order to learn more elective courses; a special supplementary course "General Theory of Modern Chinese" for students with non-Chinese majors, through knowledge teaching, teaching demonstration, classroom observation, and teaching design to help students consolidate their basic knowledge of Chinese grammar. (2) Construct a task-based "order-based" training program. According to the actual situation of our school's overseas Confucius Institutes and Chinese teaching sites and the characteristics of Chinese learners, we take various problems encountered in teaching practice as research objects, with the participation of schools, teachers and students, and targeted training research and implement ing diversified approaches to enhance teaching effects. (3) Develop a personalized training program. After the students enter the school, the tutor group comprehensively considers the actual situation of each student, and combines the students' knowledge background, talents, personality characteristics and professional foundation to formulate a student-centered personalized training program and implement classified training.

4.2. Improving the Curriculum System, Including Systematic, Practical, and Targeted "Three Characteristics" Courses

"In essence, the construction of a master's program in MTCSL is not only a question of teaching content, nor is it a question of Chinese language ontology knowledge, pedagogical skills or even cultural 'who plays the leading role', but a question of curriculum system construction." [10] We determine the curriculum system, teaching content, methods and evaluation system for talent training according to the determined guiding ideology, and break through the traditional one-way training system that emphasizes language knowledge and neglects language ability, emphasizes examination results and neglects practical application to jointly build a three-dimensional cross and multi-directional interaction characterized by emphasis on process, emphasis on practice, and emphasis on characteristics, to penetrate the systematic, practical, and targeted "three characteristics" system inside and outside the classroom, inside and outside the school.

Aiming at the professional needs of Chinese teachers, taking practical application as the orientation, focusing on the cultivation of Chinese language teaching ability, the ability to understand Chinese culture, the ability to integrate Chinese and foreign cultures, and the ability of cross-cultural communication, highlighting the systematic nature of the curriculum. First, "Teaching Chinese as a Second Language" "Classroom Teaching of Chinese as a Foreign Language" as the core courses of the degree, "Teaching Chinese Elements", "Chinese Teaching Materials and Teaching Resources", "Modern Educational Technology and Teaching Application", and "Classroom Observation" as the degree extension courses account for about two-thirds of the entire curriculum system. Second, integrate and optimize some courses, pay attention to the intersection and integration of multiple disciplines, design a mutually reinforcing curriculum system between humanities courses and language courses, expand the corresponding politics, economy, society, and culture; offer professional foreign language courses to promote students appreciating humanities classics in a foreign language environment, and encourage students to tell Chinese stories in foreign languages, and use various practical opportunities to improve cross-cultural communication skills.

According to the application-oriented characteristics of Chinese international education, focus on practical teaching work. First, increase the proportion of practical courses. In "Classroom Observation and Practice", "Teaching Investigation and Analysis", "Teaching Test and Evaluation" and other training courses, the original planned 18 class hours are changed to 36 class hours, but 1 credit remained unchanged. Divide the students into different groups to observe the Chinese classes for foreign students of different grades and different types of teachers in our college, and conduct discussions, exchanges and feedback. In the teaching of theoretical courses such as "Chinese as a Second Language Teaching" and "Chinese as a Second Language Acquisition", on the basis of classroom teaching, comprehensive use of classroom demonstrations, teaching case analysis, group discussions, simulation teaching, evaluation feedback, etc, to enrich the content of classroom practice, and use this as an important criterion for performance evaluation. Students can enter the international student classrooms as observers, teaching assistants, and class teachers during their studies, silently observe the classroom teaching of international students, or participate in classroom activities, experience real classroom teaching first-hand, understand and update learned knowledge in practical activities, and make up for blind spots.

Insist on holding the "Jiangxi Normal University 'Xinxiang Zeyuan' Chinese Teaching Skills Competition" every year, organize students to actively participate in various international Chinese education and teaching skills competitions to promote learning, stimulate potential and improve teaching skills. Encourage and arrange for students to teach Chinese as early as possible. Some students have overseas Chinese teaching experience before entering the school,

and they can directly arrange lessons for international students after entering the school; students who have not gone abroad will teach international students under the guidance of their instructors, adding rich and diverse internship content. When arranging the internship, fully consider the actual situation of the students, arrange the internship time reasonably, and grasp the flexibility of the internship in a timely manner, so as to better and fully realize the goals set by the training program.

Relying on the Madagascar Research Center of Jiangxi Normal University to carry out targeted courses and practices. Most MTCSL of Jiangxi Normal University chose to teach in Madagascar during his studies or after graduation. The international students from this school are mainly Malagasy students. In accordance with this "need" in our training, we added Malagasy language, Malagasy society and culture, Malagasy Chinese teaching and research, African cultural topics and other courses in the curriculum, and in advance arranged students to practice in classes where there are more Malagasy students. Extensively collect Madagascar teaching cases with different Chinese proficiency, different teaching objects, and different teaching concepts, and use them in order according to the teaching content and progress. Cooperate with the Confucius Institute at the University of Antananarivo in Madagascar to establish an overseas internship base for Hanshuo, and the specific internship work will be guided by public teachers from overseas Chinese teaching sites.

4.3. Optimize the School-Running Model, Supplemented by the "Three Modernizations" Path of Internationalization, Cooperation and Project

The training goal of MTCSL also determines that the professional talents should have international characteristics in the process of training. Therefore, our teaching philosophy and teaching methods should be in line with the international mainstream second language teaching, and be adapted in time, so as to form a teaching philosophy and teaching model that meets the characteristics of Chinese to guide the training of graduate students. Of course, blindly emphasizing a certain teaching method or teaching theory may harm the actual effect of Chinese teaching.

In order to make students familiar with foreign teaching situation as soon as possible, and then "adapt to overseas Chinese teaching", we highlight the teaching practice and application abilities that are compatible with overseas Chinese teaching. In courses such as "Foreign Classroom Teaching Case Analysis" and "Cross-Cultural Communication", Chinese and foreign students of the same grade are arranged to attend classes together. Through theoretical introduction, case teaching, interactive training, etc., the particularity and pertinence of overseas Chinese teaching are highlighted, and students can learn practical problem-solving skills in the discussion and practice of a certain situation. The "Chinese International Education Yaohu Forum" series of lectures covering the international promotion of Chinese language, overseas Chinese teaching and regional culture are held every two weeks. Invite teachers with overseas work experience, front-line teachers and researchers of Chinese international education, and volunteers abroad to introduce the development of foreign classrooms and community cultural activities, and arrange for returning volunteers to talk about the experience of developing Chinese language and cultural activities abroad and participate in classroom discussions, etc. Let students listen to the rich and interesting teaching experience of volunteers, understand the colorful life of overseas scholars, appreciate the exotic life, experience a different kind of life, and broaden their international horizons.

Take efforts to develop practical cooperation teaching with overseas colleges and domestic international schools, and actively establish foreign internship bases to promote students' practice abroad. Encourage students to participate in exchange student programs, related training programs, or international cooperation in the joint training of MTCSL, so that students can get more real international Chinese class teaching opportunities, so that Chinese teaching

theory and practical experience can be doubled. In recent years, Jiangxi Normal University has cooperated with foreign universities, primary and secondary schools such as Edith Cowan University in Australia, Asia Pacific University of Science and Technology in Malaysia, Siem Reap International School in Cambodia, Prince of Songkhla University in Thailand, and Confucius Institute at Tanana Narada in Madagascar, or short-term visits, exchanging credits, or building an internship base together. According to the specific conditions of the host country, the school, and the teaching object, the two parties jointly negotiate an internship plan, determine the teaching method, and arrange for teachers from both sides to monitor and guide the graduate internship, so that the internship truly becomes a practice field and a real battlefield for what students learn, so as to fully cultivate and improve the Chinese teaching organization ability, teaching management ability, and teaching design ability required for the international promotion of Chinese.

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