The Language Ability of International Chinese Teachers and Its Promotion Strategies

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Abstract. The language related ability of international Chinese teachers is often regarded as a part of professional standards or teaching ability. The foreign Chinese teachers must have certain language knowledge, language expression and creativity, modern educational technology application cooperation spirit and scientific research ability. In the new historical environment, the language ability of international Chinese teachers is redefined, and its language ability with ordinary teachers is analyzed. This paper investigates the current situation of international Chinese teachers’ language ability, and puts forward some targeted training and promotion strategies.

1. Review of the Current Research on the Language Ability of International Chinese Teachers

Since the 19th century German linguist W. Humboldt put forward the theory of language competence, the concept of language competence has attracted much attention. People have explored the connotation, essence, extension and characteristics of language competence from different perspectives and levels; therefore, the research on language competence is colorful. Concerning the difference of human language structure and its influence on the development of human spirit, Humboldt discusses the theory of language ability and the innovation of language. Before that, language has been regarded as a passive product, but Humboldt put forward a new view, which was, the famous conclusion: "language itself is not a product, but a capability". Since then, "language competence" has become a key term in linguistic research. Different linguists are in the need of building their own theoretical framework to explain the connotation of language competence from different perspectives. In 1965, Chomsky's concept of linguistic competence had a wide and far-reaching influence on modern linguistic research. He distinguished between linguistic competence and language use. The former refers to the internalized linguistic knowledge, and the latter refers to the actual use of language. On the basis of criticizing Chomsky's view of language competence, hymes emphasized the influence of social factors on language competence, and put forward the concept of communicative language competence, which was composed of grammatical knowledge, psycholinguistic knowledge, social cultural knowledge and practical application knowledge. Halliday observed language from the perspective of sociolinguistics, denied the difference between Chomsky's language ability and language use, and believed that there is no need to separate idealized knowledge from practical use. He distinguished two new concepts, namely, language behavior potential and actual language behavior. In a short time, the different definitions of linguistic theories on the connotation of language competence had been introduced into the field of second language acquisition. However, the description and interpretation of second language learners' language competence need to involve more and more complex factors. Therefore, applied linguists have put forward different paradigms and hypotheses, such as: homogeneous language competence paradigm (representative character Adjemian), dual language competence paradigm Krashen, Tarone and Ellis, respectively. Language ability has always been a difficult problem to define in linguistic research. However, the complexity, particularity and linguists’ different views of language in second language acquisition make the debate about interlanguage language ability more intense and more difficult to reach a consensus.

With the development of theoretical linguistics and applied linguistics, the domestic attention and Research on "language ability" has been widely applied in the field of foreign language teaching in the 1990s. Language ability is regarded as the core of language education, which determines the
goal, content and even teaching methods of teaching. The cultivation of language ability is the primary task of foreign language teaching. In 1990, Sheng Yan explored the similarities and differences between the second language ability and the native language ability, including the second language teaching, with the help of hymes' communicative ability theory in his book "principles of language teaching". He thought that the two are similar, but they have different foundation, ways, and processes, degrees of overcoming difficulties, places and times, so the core of the second language ability the heart element is the ability of language communication. In 1997, Liu Shaozhong argued in context and pragmatic competence that pragmatic competence refers to the listener's ability to understand the context and the meaning and intention of others on the basis of his ability to understand the context, and the ability to accurately express his own meaning and intention. Pragmatic competence is put forward after linguistic competence and communicative competence, which is generally considered as the applied competence of language. It can be seen that the "language ability" in the domestic second language teaching is not the same as Chomsky's "language ability", but closer to "communicative ability" or "language use ability". After 2000, the research resulted on language ability in China have increased gradually. First of all, the theoretical research on language ability: Yu Genyuan and Xia Zhonghua paid attention to the problem of language ability earlier in the book "language ability and its differentiation" (2000). They talked about the hierarchy of language ability and its inherent level and how to improve language teaching. Chen Kaishun (2002) analyzed the theory of communicative competence from the perspective of cognition, pointed out the defects of the theory, and put forward his own view of language competence. He summarized language ability as a simple and understandable formula: language ability = knowledge + application speed. He believed that the degree of automatic response of knowledge determines the speed of brain information processing and reflects language ability. He emphasized the important role of automatism in language ability. Within his framework, the general term of language ability is no longer "communicative ability", but "language ability". Yang Wenxiu (2002) made a clear distinction between "language competence" , "pragmatic competence" and "communicative competence", and suggested that "language competence" should only be used to refer to the abstract grammar proposed by Chomsky. On the basis of criticizing Chomsky's theory of language, Shi Yuzhi (2005) came up with the theory of "synthesis of language ability": human language ability is the second place, which is the result of many basic cognitive abilities working together. Peng Qinghua (2010) introduced the concept of "multilingual ability", which is a psychological compound state with two language grammar systems. The operational relationship between the two language systems owned by foreign language learners is a "two-way transfer" relationship, and the interpretation of the second language ability cannot be completely equivalent to the interpretation of the first language ability, and the second language ability has Strong individual differences. Therefore, "language ability" is a kind of variable, dynamic development of language knowledge and application system with obvious individual differences. Liu Danqing (2015) believes that under the environment of bilingual and multilingual, the national language ability in China can be divided into nine categories: (1) the ability of Chinese groups to use the common language, i.e. Mandarin; (2) the ability of Chinese groups to use the common language and standardize the written language; (3) the ability of foreign languages; (4) the ability of ethnic minorities to use the common language; (5) the ability of reading classical Chinese or ancient literature; and (6) the ability of reading Chinese and ancient literature The ability of native dialect; (7) the ability of non-native dialect; (8) the ability of minority language as native language; (9) the ability of minority language as non-native language. It can be seen that the study of the nature of language competence in the field of foreign languages in China is based on the criticism of classical theories, and new theories of language competence have been put forward constantly. The second thing is the application of language ability theory in education and teaching. Through the reflection and discussion of the connotation of language ability, the domestic scholars found that the value of language ability is not only in foreign language learning, but also very important for education and teaching. They also noted that its value is not only limited to learners, but also closely related to teachers. About the application research of language ability in education and teaching, the related
literatures are as follows: how to realize the quantitative improvement of language ability in College English Teaching (1999), language ability and foreign language teaching (2003), the difference between language ability and communicative ability and Its Enlightenment to foreign language teaching (2007), the strategy of cultivating normal students' language ability in the context of teachers' specialization Research (2011), investigation on the current situation of language ability of primary school Chinese teachers (2011), on the cultivation of teaching language ability of young teachers (2012), on the language ability and training strategies of general practice normal students (2014), etc. In the field of applied research, first of all, the personal language ability is investigated. The subjects are mainly normal college students, in-service primary and secondary school teachers and non-normal college students. In addition, there are a few social people. According to the survey results, this paper analyzes the current problems of normal students, teachers and non-normal college students in terms of language ability, and puts forward the corresponding improvement measures.

In the research field of Chinese as a second language teaching, there are few achievements that specifically mention language ability: language ability and can do concept of international second language teaching (2009) put forward the teaching goal of second language teaching from the perspective of language learners - "can do". The structural model of international Chinese language communication ability (2012) draws the structural model of international Chinese language communication ability by analyzing the concepts of ability, language ability, second language (foreign language) ability and international Chinese language ability: International Chinese language communication ability consists of Chinese language knowledge, Chinese language skills, Chinese cultural pragmatic ability and Chinese language. There are four main components of pragmatic strategy ability, which are organically structured. The cultivation of this ability must go through two stages or levels, namely, the acquisition of basic Chinese language ability and the cultivation of comprehensive Chinese communication ability. From the perspective of language professors, there are fewer documents to discuss the language ability: on the cultivation of the language ability of the students majoring in Chinese as a foreign language (2012). This paper briefly analyzes the language ability required by the students majoring in Chinese as a foreign language to engage in Chinese Teaching: the ability to externalize, internalizes and selects the language, etc., and also discusses the methods to cultivate the language ability of Chinese teachers. From the perspective of teaching, the paper expounds five pragmatic abilities that teachers of Chinese as a foreign language should possess: the ability to express in class, the ability to control teaching field, the ability to distinguish cultural similarities and differences, the ability to assist teaching communication and the ability to reflect on teaching. In addition, the language related abilities of international Chinese teachers often appear in documents as part of vocational standards or teaching abilities, such as the measures for the determination of teaching ability of Chinese as a foreign language issued by the Ministry of education in 2004, which explicitly requires that teachers of Chinese as a foreign language must have certain language knowledge, language expression and creativity, and the spirit of cooperation in the application of modern educational technology And scientific research ability.

To sum up, there are many related terms in the field of language teaching, such as: language ability, pragmatic ability, language communication ability, teaching language ability, because the definition of "language ability" is not unified in the academic circle. The connotation of these terms is different because of the differences between scholars and language views, and the extension is also included in each other. Perhaps because of the original late start of Chinese as a foreign language teaching in China At present, the study of language ability in the field of language teaching focuses on the teaching of primary and secondary schools in China, ignoring the problem of language ability in TCFL, especially the examination and cultivation of the language ability of teachers of international Chinese. In recent years, through the cultivation of various channels of undergraduate, graduate education and social training, the teaching staff of Chinese international teachers has been growing, but the level of teachers may be uneven. The new development of the international community and Chinese society, as well as the characteristics of Chinese international
education itself, have transformed the traditional inward oriented teaching mode of TCFL into outward oriented overseas Chinese. The era has given Chinese international teachers a new task to keep pace with the times. In the new historical environment, we try to solve the problem of redefining the language ability of international teachers of Chinese, analyzing the commonness and individuality of their language ability with ordinary teachers, investigating the current situation of the language ability of international Chinese teachers, and putting forward targeted training and promotion strategies.

2. How to Improve the Language Ability of International Chinese Teachers

With the steady improvement of China's national strength and the expansion of international cooperation and exchange, Chinese language and Chinese culture also move towards the world, and the promotion of Chinese International has become a national and national cause of China. In the process of international promotion of Chinese, the role of Chinese teachers cannot be ignored. The language ability of international Chinese teachers is an important support and guarantee for the realization of education and teaching objectives and the promotion of international Chinese communication. Under the background of global information, network and big data, language ability has become an important factor of development. In 2016, Lu Jianming proposed to pay attention to the improvement of language ability. Nowadays, the decline of language literacy and language level is a global problem. Most people failed to realize the problem of national language ability, which is in sharp contrast to the demand of social development for human language ability. It is urgent to take measures to implement the innovation of language education. International Chinese teachers include not only professional teachers who are engaged in teaching Chinese as a foreign language in domestic colleges and universities, but also teachers who are sent by the government and engaged in international promotion of Chinese language abroad. Therefore, their personnel composition is relatively diverse. It has become the current professional field to clarify the language ability standard of international Chinese teachers and constantly improve the language ability of professional teachers and relevant teaching personnel as an important task.

How to improve the language knowledge ability, language teaching ability, language research ability, language acquisition ability, language communication ability of international Chinese teachers and the communication ability of Chinese ideology and culture with Chinese as the carrier, so as to achieve the goal of strengthening the international communication of Chinese and Chinese culture and ensuring the effective implementation of "international promotion of Chinese language".

2.1 Paying Attention to Top-Level Design and Improving Language Planning

Obviously, in order to improve the language ability of teachers of international Chinese, we must first establish and enhance language awareness at the national level, and fully realize the significance of national language ability in today's society. According to the needs of international cooperation and exchange, the state should organize Special Forces as soon as possible, strengthen the top-level design on the basis of investigating various languages needs, problems and weaknesses in the implementation of the initiative, and formulate and implement a comprehensive national language capacity development strategy and implementation plan as soon as possible. These plans mainly include the following two aspects.

1. Language function planning. Language function planning can focus on two aspects: one is to do a good job in the investigation of the current situation of international promotion of Chinese language, and strengthen the strategic research of "international promotion of Chinese language"; the other is to strive to expand the leading position of Chinese language in the governments and major construction fields of countries along the line, so as to ensure that Chinese plays an important role in important activities, fields and projects.

2. Language communication planning. First, the state should make overall plans for the international promotion and dissemination of Chinese language, and design the action system of "one belt and one road" based on the content. Secondly, we should give full play to the important
role of Confucius institutes in the development of national language, and comprehensively and meticulously develop the friendly countries and regions on the basis of overall planning and overall planning for a truly effective language resource.

2.2 Strengthening the Construction of Language Service System

Language services mainly include translation, consultation and education. It can be predicted that with China's overall opening up and rapid economic development, language service will become a new industry. The government, enterprises, social institutions, families and individuals have an urgent demand for this service, so the research work of language service is urgent. We should improve the language service mode, make full use of modern technology, carry out flexible and diverse language services; make full use of the Internet and various mobile communication platforms, and strive to build a language use service platform and multilingual consulting service platform with multiple styles and wide coverage. First of all, we should integrate resources; use the Internet as a platform to integrate translation resources and terminology corpus, and then focus on the development of modern new service patterns, so as to achieve rigorous and meticulous translation results.

2.3 Strengthening the Study of Language Learning

As the cornerstone of economic development, social progress and scientific and technological innovation, language academic research, especially in the field of language application, provides an important academic support for the national language ability, and also ensures the overall improvement of the language ability of Chinese international teachers. For a long time, language research in China has been focusing on theory rather than practice, and static rather than dynamic. As a result, language application research has been ignored for a long time. There are not many researchers and few achievements, which can neither meet the social needs nor meet the needs of improving the ability of teachers of Chinese as a foreign language. Therefore, the scientific layout and vigorous promotion of relevant departments in China are imminent.

Under the social environment of "one belt and one way" strategy, the reconstruction of the language ability of the international Chinese teachers is divided into three aspects and five abilities: the basic language abilities of international Chinese teachers are language knowledge, language teaching ability and language communicative competence, and also include language research ability and language acquisition ability related to teachers' professional development, as well as national and calendar. This also includes the new language ability given by history—the ability of Chinese ideological and cultural communication with Chinese as the carrier.

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