Reflections on the Training of Local Chinese Talents in Tanzanian Primary and Secondary Schools

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Abstract: This article investigates the training status of Chinese teachers in local primary and secondary schools in Tanzania, analyzes the problems in the training of local Chinese teachers in the field of basic education in Tanzania, and considers its influencing factors and solutions to continuously improve the quality of Chinese language teaching personnel at local primary and secondary schools in Tanzania.

Keywords: Tanzania; Chinese teaching; Talent training

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1. Introduction

As a major country along the “Belt and Road” West Asia-Northeast Africa, Tanzania’s government firmly supports the “Belt and Road” initiative proposed by China and actively promotes the development of the China-Africa Cooperation Forum. As China-Tanzania cooperation continues to expand, more and more Tanzania Sang people are eager to understand and learn Chinese language and culture, and Chinese teaching has moved from university to elementary and middle schools.

In 2015, Chinese was formally incorporated into Tanzania’s basic national education system. As of the end of December 2019, there were 16 pilot middle schools for Chinese language teaching nationwide. However, with the rapid advancement of Chinese in primary and secondary schools across Tanzania, the

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shortage of Chinese language teachers has become prominent, and there is an increasing need to train local Chinese teachers in primary and secondary schools.

2. The Current Situation and Shortcomings of the Training of local Chinese Teachers in Tanzanian Primary and Secondary Schools

(1) Classroom teaching satisfaction still needs to be improved

Aiming at the satisfaction of classroom teaching, this article based on the five-level Likert scale and combined with the actual situation of local Chinese teachers and training institutions in Tanzania, compiled a structured questionnaire. The questionnaire designed 26 questions from the five dimensions of teachers’ teaching attitude, professional qualities, teaching methods, classroom management and teachers’ cross-cultural awareness, each question corresponds to five options: very satisfied, satisfied, average, unsatisfied, very dissatisfied and assigned 5, 4, 3, 2, and 1 points respectively. The questionnaire was filled out by the respondent in accordance with the voluntary principle and in a secret manner. The questionnaire was distributed to the first batch (21 in total) and the second batch (10 in total) of Tanzanian Chinese teachers in primary and secondary schools who came to Henan to participate in the training. Due to the relatively sufficient communication in the early stage, the survey participants actively cooperated and filled in carefully. All 31 questionnaires collected on the spot were valid questionnaires.

Table 1 Survey results of classroom satisfaction of native Chinese teachers in Tanzania

| Serial number | dimension           | mean | standard deviation |
|---------------|---------------------|------|--------------------|
| 1             | Teaching attitude   | 4.75 | 0.56               |
| 2             | Professional literacy | 4.51 | 0.78               |
| 3             | Teaching methods    | 3.83 | 0.85               |
| 4             | Classroom management| 4.1  | 0.95               |
| 5             | Classroom management| 3.68 | 0.81               |

The results of the questionnaire show that local Chinese teachers in Tanzania are generally satisfied with classroom teaching, with a total average value of 4.17, but there is still much room for improvement. Among several dimensions for teacher teaching, the mean value of teaching attitudes (conscientiousness, dedication, etc.) is the highest, which is 4.75, and the standard deviation is only 0.56, reflecting that teachers’ teaching attitudes are unanimously recognized, followed by
teachers’ professional knowledge and The professional literacy of teaching skills (4.51), which shows that the native Chinese teachers agree with and are satisfied with the professional qualities of the teachers in the class. The lowest score in other dimensions of teacher teaching is the teacher’s cross-cultural awareness and cross-cultural sensitivity. The average score is only 3.68, indicating that local Chinese teachers and students are not very satisfied with the teacher’s cross-cultural level. If the instructor lacks good intercultural communication ability, it will inevitably affect the communication and exchange with the students, and then affect the teacher-student relationship and teaching effect. It is also worth noting that the instructor’s score on the teaching method dimension is only slightly higher than the cross-cultural awareness, with an average score of 3.83, reflecting that foreign students are not very satisfied with the teacher’s teaching method. Therefore, teachers should take flexible considerations of students and teaching content based on factors such as country differences and differences in teaching concepts, so as to continuously improve students’ satisfaction in this dimension. In terms of classroom management, although the mean value reaches 4.1, there is still a gap compared with teaching attitude and professional literacy, and the standard deviation is the highest among the five dimensions listed, indicating that the instructor is regulating the interpersonal relationship between teachers and students, creating democracy, Open classroom atmosphere, timely response to students’ questions and other classroom management skills still need to be improved.

(2) Lack of effective teaching evaluation and quality control

Compared with the more complete teaching evaluation and monitoring system of online teaching evaluation, mid-term feedback, expert evaluation, peer evaluation, etc. for Chinese teachers of Chinese students who rely on training colleges and universities, the quality evaluation and evaluation of teaching teachers for local Chinese teachers in Tanzania Supervision is still in its infancy. How to combine the reality of Chinese teachers in primary and secondary schools in Tanzania to develop a scientific teaching evaluation system for the teachers in class, introduce student evaluations and expert evaluations in a timely manner, and set up floating remuneration on this basis, and compare it with the teaching staff of the later stage. The selection, the teacher’s personal material and spiritual rewards are related, and the full activation of the teachers’ responsibility, enthusiasm and autonomous learning in the teaching process is still an urgent problem to be solved.
(3) Lack of stable and professional teaching team

At present, the teachers of local Chinese teachers in Tanzania mainly come from the international education colleges, colleges of humanities and social sciences, foreign languages colleges of Henan major universities and colleges, and the teachers returning from the end of the term of the Confucius Institute in Tanzania, lacking a stable and professional teaching team. As part-time teachers, they also undertake the teaching tasks of their respective colleges and departments. It is difficult to devote all the teaching energy to the teaching students, coupled with the lack of unified teacher selection standards, and effective Chinese teaching training for international students. With the continuous increase of training batches, teachers are facing greater challenges both in terms of quantity and quality.

(4) Retraining of Chinese teachers in primary and secondary schools after returning home

At present, the first batch of Tanzanian primary and secondary school teachers who have come to Henan to participate in Chinese language teaching training have returned to China. In the absence of Chinese teachers in Tanzania primary and secondary schools, a small number of local Chinese teachers have been actively guided by Chinese language teachers. Sharing part of the teaching work in the lower grades of local middle schools has alleviated the pressure of the shortage of Chinese teachers in the school to a certain extent. There are also a considerable number of local Chinese teachers who are not immediately qualified for teaching, whether they are teachers who have already entered the field of Chinese teaching or this part. Reserve a local team of teachers. After returning home, Chinese teachers in primary and secondary schools urgently need to be retrained for Chinese teaching in the local area. Otherwise, the Chinese foundation laid by studying in China in the early stage may face a situation where the previous achievements are abandoned because of the departure from the local language environment of Chinese. The duration of the pre-training in China is only one academic year. Once the study is interrupted, it is difficult to continue. Therefore, we should actively explore the retraining mechanism of local Chinese teachers in primary and secondary schools after returning to China, and effectively link it with the learning and training in China.
3. Strategies and Suggestions for Optimizing the Cultivation of Chinese Teachers in Tanzanian Primary and Secondary Schools

Based on the above analysis, combined with the actual situation of Chinese teachers in Tanzanian primary and secondary schools in Tanzania, this article puts forward suggestions for the cultivation of Chinese teachers in Tanzanian primary and secondary schools.

(1) Improve the selection criteria of Chinese teachers in local primary and secondary schools to study in China

In terms of age distribution, most of the two batches of local Chinese teachers studying in China are between 20 and 35 years old, both of whom have college degrees, and linguistics teachers account for 74%. Overall, they have the age advantage and ability to learn Chinese. However, a more prominent problem is that most local elementary and middle school teachers have a Chinese language level of zero, less than 20% of which reaches HSK level 1, which brings certain difficulties to teaching organization and implementation. Moreover, due to different learning motivations, varying degrees of interest in Chinese and Chinese culture, and differences in acceptance, the level of local Chinese teachers after one semester has been uneven, greatly reducing the effectiveness of training.

It is recommended that Chinese foundation should be considered as a prerequisite for selecting local teachers. The local teachers who come to participate in the study should have at least HSK1 level. When the Chinese learning and corresponding level examinations are gradually mature and perfect, the requirement of Chinese level for them can be appropriately increased to HSK2 level.

(2) Train high-quality teaching faculty

Openly recruiting and selecting experienced Chinese teachers to form a professional teaching team is very important. When selecting a teaching team, we should abandon the traditional professional titles and qualifications, not only considering the teachers’ educational background, professional knowledge, teaching skills, but also considering Teachers’ cross-cultural sensitivity and cross-cultural communication ability. In terms of the cultivation of local Chinese teachers, institutions that undertake training should regularly organize the learning and training of teachers’ teaching skills, African cultural background, and cross-cultural communication knowledge. At the same time, different courses should be allocated according to the teachers’ own characteristics and professional abilities. Focus on building the team of teachers into a professional team of teachers with both excel-
lent foreign language skills, deep professional knowledge and strong cross-cultural communication skills.

(3) Pay attention to the training needs of local Chinese teachers and improve the training system

The last item in the classroom satisfaction questionnaire is an open answer: Do you have any suggestions for training? Among them, more than half of the local Chinese teachers “hope to have more opportunities to speak Chinese and practice Chinese”, followed by “hope that the teaching teachers can use English as a medium of classroom proficiency”, “want to observe other Chinese language teachers who teach Classroom, learn more teaching skills”, “hope to provide more learning materials”, “hope that the exam format can be more flexible” and so on. These suggestions reflect from the side that the training needs of local Chinese teachers are more inclined to the practicality and flexibility of training. While expecting to master Chinese knowledge, students also hope to master more effective teaching skills and teaching methods that can be applied to Chinese teaching practice. Therefore, the curriculum setting, teaching methods of the instructors, and the assessment of the courses should be oriented to the training needs of the local Chinese teachers. Thus, we should try to provide more opportunities for domestic front-line teachers to exchange and share experience, explore more colorful cultural activities and holiday practice, as well as create more humane environments for local Chinese teachers to communicate in-depth with Chinese friends.

(4) Establish a long-term training mechanism for local Chinese teachers returning to Tanzania

In terms of the training of Chinese teachers in local primary and secondary schools, the Tanzania Basic Education Chinese Teaching Program should strengthen cooperation with the two Confucius Institutes in Tanzania. For example, it can organize local Chinese teachers to go to two Confucius Institutes for further study during teachers’ holidays. The two Confucius Institutes have accumulated abundant educational resources which can meet the retraining needs of local Chinese language teachers in primary and secondary schools; Confucius Institutes in Tanzania can also enrich their school running forms and cultural activities through designing training programs of local Chinese language teachers of primary and secondary schools.
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