

A Comprehensive Set of Methods for Preparing Chinese Language and Culture Instructors

by

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Submitted in partial fulfillment of the

requirements for the degree of

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

VANCOUVER ISLAND UNIVERSITY

We accept the Thesis as

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Abstract

The purpose of the present study was to determine a comprehensive set of training methods for future Chinese Language and Culture Educators, which aims to help future Chinese Language and Culture instructors to have a better preparation for teaching adult students. This study explored the views of experienced 'Chinese Language and Culture Educators' who currently work in China as instructors in the Teaching Chinese as a Second Language (TCSL) program, as well as the views of current graduate students who are preparing to work in the same field. There were 5 participants interviewed using questions concerning their personal experiences and opinions about various skills and related theories they have taught or been taught in the TCSL program. Qualitative data was collected and transcribed into text, and the text will be sorted and analyzed through the technique of content analysis. The results of the study will provide some advice about how to cultivate future Chinese language and culture instructors and propose some innovative ideas about what should be taught in training process for Chinese language and culture educators. And future instructors in this field may have a better preparation of how teaching Chinese language and culture effectively.

Table of Contents

Title Page	i
Abstract	ii
Table of Contents	iii
List of Tables	iii
Chapter 1: Introduction	1
Purpose of the Study	1
Justification of the Study	2
Research Question and Hypotheses	3
Definition of Terms.....	3
Critical Period	3
Second Language Acquisition (SLA)	4
Adult Students.....	4
Prospective Teachers	4
Expected Goals	4
A Comprehensive Set of Methods	4
Brief Overview of the Study	4
Chapter 2: Background and Review of Related Literature.....	5
Introduction.....	5
Case Studies in Different Places	5
Practical Application of Technology	11
Conclusion	13
Chapter 3: Procedures and Methods	15

Description of the Research Design.....	15
Description of the Participants.....	15
Description of the Instruments Used.....	16
Explanation of the Procedures Followed	17
Discussion of Validity.....	18
Data Analysis	19
Chapter 4: Findings.....	20
Introduction.....	20
Findings.....	20
Tables 1 and 2	21
Expansions of term used in Tables 1 and 2.....	21
Tables 3 and 4	22
Expansions of term used in Tables 3 and 4.....	23
Table 5	24
Expansions of term used in Table 5	24
Table 6	25
Expansions of term used in Table 6.....	25
Tables 7 and 8	26
Tables 9 and 10	27
Expansions of term used in Tables 9 and 10.....	27
Tables 11 and 12	28
Expansions of term used in Tables 11 and 12.....	29
Table 13	30

Expansions of term used in Table 13	30
Table 14	30
Expansions of term used in Table 14.....	31
A Comprehensive Set of Methods in TCSL Program	31
Vignette regarding the undergraduate years	31
Vignette regarding the graduate years	33
Chapter 5: Summary and Conclusions.....	35
Brief Summary of the Study	35
Discussion of Implications of the Findings	36
Limitations	37
Suggestions for Further Research	37
References.....	39
Appendix A: Informed Consent Form.....	41
Appendix B: Invitation Letter	43
Appendix C: Interview Script for Current Graduate Students in the TCSL Program.....	44
Appendix D: Interview Script for Current Instructors in the TCSL Program	45

List of Tables

Table 1. Dominant Contexts or Themes from Graduate Students' Interview Question 1	21
Table 2. Dominant Contexts or Themes from Graduate Students' Interview Question 2.....	21
Table 3. Dominant Contexts or Themes from Graduate Students' Interview Question 3.....	22
Table 4. Dominant Contexts or Themes from Graduate Students' Interview Question 4.....	22
Table 5. Dominant Contexts or Themes from Graduate Students' Interview Question 5.....	24
Table 6. Dominant Contexts or Themes from Graduate Students' Interview Question 6.....	25
Table 7. Dominant Contexts or Themes from Graduate Students' Interview Question 7.....	26
Table 8. Dominant Contexts or Themes from Graduate Students' Interview Question 8.....	26
Table 9. Dominant Contexts or Themes from Instructors' Interview Question 1	27
Table 10. Dominant Contexts or Themes from Instructors' Interview Question 2	27
Table 11. Dominant Contexts or Themes from Instructors' Interview Question 3	28
Table 12. Dominant Contexts or Themes from Instructors' Interview Question 4	28
Table 13. Dominant Contexts or Themes from Instructors' Interview Question 5	30
Table 14. Dominant Contexts or Themes from Instructors' Interview Question 6	30

Chapter 1 : Introduction

Purpose of the Study

By investigating the views of experienced ‘Chinese Language and Culture Educators’ who currently work in China, as well as the views of some current graduate students who are preparing to work in the same field; the purpose of the present study is to find from what they collectively report, a comprehensive set of training methods for future Chinese Language and Cultural Educators.

Children have an ability of learning a second language in which they sound like native speakers; while adults who start learning a second language will make more mistakes in grammar (Hartshorne, Tenenbaum, & Pinker, 2018, p. 263).

Moreover, as a student who graduated from Chinese International Education program, during the internship as a Chinese assistant teachers, there also were many problems be found. Based on the observation, adult foreign students, who are learning Chinese at universities in China, do not have a mastery of the Chinese language, do not engage in a deep way in the Chinese language course they are required to take when they arrive at the university. Thus, these adult foreign students also have difficulties in learning a foreign language, especially the problems about accent and grammar. However, when foreign adult students make few progress in their Chinese learning, many prospective teachers do not have according solutions to deal with it, even though they have received a lot of theory education and practical trainings.

Halliday (2014) found that it will be better to assign a teacher who speaks the same language with foreign adult students who are beginners in Chinese language learning rather than assign native speakers at once because it will lead to some culture and language issues in the teaching process. The problem is that there are only a few foreign teachers who can teach

Chinese language as good as native speakers. Moreover, Halliday (2014) also found that foreign adult students should not learn Chinese begin with Chinese characters, however, the system of Hanyu Pinyin (Chinese Phonetic Transcription) is also not appropriate for foreign learners because this system is designed for Chinese people (like children, some old people who can only speak dialects) to learn. In addition, Halliday (2014) also proposed the issues exist in the training of teachers: in the process of teaching Chinese language, teachers may refer to myths of Chinese language and culture which are difficult for many foreign adult students to understand; however, teachers are barely trained to teach students from the perspective of foreign learners.

Previous researchers focus on developing teaching methods to make students be more attracted in learning Chinese language and culture, which is very essential in the process of improving Chinese teaching. However, the present study wants to solve problem by putting the focus onto the cultivation of prospective teachers.

Justification of the Study

Students who studied a bachelor's degree of Chinese International Education received a lot of theory of how to teach foreign students and how to explain the key points in Chinese language learning. Moreover, internships these students often work as Chinese assistant teachers, and also get some practical trainings from teachers. But when these assistant teachers truly taught a lesson for adult foreign students, a lot of situations arise which these assistant teachers could not handle because they had never been taught about these situations. For example, after one assistant teacher taught a key learning point, students did not have any reactions, then the assistant teacher felt restless as he/she was not sure whether students understood or not. In addition, many foreign students who attend Chinese course in universities are not truly willing to learn Chinese language and culture because this course is a mandatory course, and they are

mandatorily required to attend in order to get the credits for graduation. Thus, as prospective Chinese teachers, what they have learned is not enough to appeal students' interests and make students focus on the class. What is more, many researchers are committed to create a best practices model of how teaching foreign students Chinese is done all the time. In this way, not only the prospective teachers can have a more comprehensive preparation of teaching Chinese language and culture, but the effective in Chinese learning can be improved and foreign students can achieve their expected goals.

Research Question and Hypothesis

The following research question is proposed for the present study: What is a comprehensive set of methods that can be used to prepare language instructors in China to best support foreign incoming students' language acquisition as they arrive at a university in China with a need to enhance their Chinese language skills to be successful in their new learning environment? The hypothesis of the author of present study proposes that foreign adult students can learn better with their interests in Chinese language and culture when teachers teach them using the best practices model of Chinese teaching. It would also demand the enhance of prospective teachers' teaching abilities and collaboration between teachers.

Definition of Terms

To be more specific and clearer for understanding this study, there are some terms will accompany the operational definitions pertinent to the present study.

Critical Period. It is also called "critical period hypothesis" (CPH) which was first proposed by Lenneberg in 1967: at the beginning CPH refers to that people who relearn the first language skills has an age period with the most effectiveness (as cite in Abello-Contesse, 2009, p. 170). And in the present study, this term also applied into the second language acquisition that

optimal period of learning a second language is ending up with puberty (Abello-Contesse, 2009, p. 170).

Second Language Acquisition (SLA). Generally, it means learning a second language; and in the present study, it means a theory process of people acquiring a second language (British Council, 2008). Moreover, compared with “second language learning” which means people learning a second language with conscious and more proactive, this process of people learning a second language is subconscious (British Council, 2008).

Adult students. In the present study, it refers to students who are not in the critical period of second language acquisition.

Prospective teachers. In the present study it means people who are going to be teachers teaching Chinese as a second language in the future.

Expected goals. It means students who are learning Chinese can achieve the goals of communicating and writing in Chinese fluently and with few grammar mistakes.

Comprehensive set of methods. It refers to teaching trainings and instructional strategies for teachers who are going to teach Chinese as a second language for foreign adult students in the present study.

Brief Overview of Study

Based on the difficulties for foreign adult learners in learning Chinese and the shortcomings in nowadays teachers' preparation in TCSL, this study is to find out a comprehensive set of methods for better preparing future instructors about how to teach foreigners' the Chinese language and culture. The research findings will provide some influence to upper administrators on how to better design the educational training programs for Chinese language and culture instructors that results in an improvement of their teaching effectiveness.

Chapter 2: Background and review of related literature

Introduction

This chapter explored relative literature directly about Chinese language training methods for prospective Chinese language teachers in different areas and countries (the United States, Scotland, Sydney, Italy, Stockholm University, and Singapore). This chapter has also explored literature on the practical application of technology in Chinese language education. For ease of reading, this chapter has been divided into two sections: (a) case studies in different places, (b) the practical application of technology.

Case Studies in Different Places

Asia Society (2010) mainly discussed the current situation about the dramatic increasing demands for Chinese language teachers and the challenges about how to produce more Chinese language teachers with effectiveness and innovation in elementary schools. The purpose of the study was to call for collaboration and cooperation between schools, colleges, universities, and states. Through analyzing the information about the urgent demand of diverse skills for global market, Asia Society pointed out that Chinese language learning is increasing demanded in United States. Moreover, by analyzing the information about the cultivate methods in different states, Asia Society stated that the collaboration between the essential related stakeholders is necessary in order to produce more Chinese language teachers who can meet the requirements in American primary schools.

Asia Society's (2010) study provided much important information about the current training methods in different states, the recruit requirements of Chinese language teachers, and the suggestions for schools, colleges, universities, and states. What is more, Asia Society also introduced many innovative methods about Chinese language teachers training. However, what

Asia Society discussed is all based on the American social background, some of the innovative training methods cannot implement in other countries because the different circumstances about economic and technological supports. Also, Asia Society focused on producing Chinese language teachers merely for elementary schools, and they did not realize the demands of learning Chinese from adults.

Medwell, Richardson, and Li (2012) stated that they found the main problems about Chinese teaching in Scotland were the unstable supply of Chinese teachers who can teach productively in elementary schools, and the continuous challenges confront of the native speaker teachers and assistants. The purpose of Medwell, et al.'s study was to find out whether the collaboration between a Language Expert Teacher (LET) and a Chinese Native Speaker Teacher (NST) for training prospective teachers is useful and effective, and whether this cooperation can solve the shortage and unstable supply of Chinese teachers in elementary schools in the United Kingdom. Thus, Medwell et al. used research methods of observation and interview. Medwell et al. observed 8 times of language teaching with recordings and notes, observed 8 times of planning meetings, and interviewed with these two teachers (LET and NST) 3 times. Through the analysis of their recordings and notes of their observations and interviews, Medwell et al. found that although the two teachers had different plans of teaching goals and methods because of their different cultural background, educational background, and teaching experience, Medwell et al. can collaborate with each other effectively and learn from each other by questioning how to teach better.

Medwell, et al.'s (2012) findings provided a useful practice model in training prospective teachers can teach Chinese as a second language. Moreover, this kind of co-teaching and co-coaching do help trainees feel more confident toward their future teaching. However, from the

perspective of trainees, they may feel disrupted by two distinct teaching style from two teachers. Also, due to the Chinese NST are more used to Chinese teaching and learning styles, many questions about ‘cross-culture’ were raised because the trainees were going to teach Chinese in primary schools in United Kingdom. Chinese NST thought it was unnecessary to have teamwork activities in class, and students need to do more practice after class; however, they may not suit for primary school students in the United Kingdom. In addition, this practice model of teaching Chinese only targets to the prospective primary teachers, does not include the ways about how to train teachers who are going to teach adults. Thus, more research needs to conduct in the field of second language acquisition of Chinese for adults.

Wang, Moloney, and Li (2013) stated that although many (CFL) teacher education programs emerged and developed globally to satisfy the sharply increasing demand from learners; unfortunately, many trained CFL teachers still cannot become ‘qualified’ instructors in teaching Western learners. The purpose of Wang et al.’s study was to offer an insight into the establishment of a conceptual framework for the development of CFL teacher education programs, teaching innovations, and CFL teaching internationalization. Wang et al. reviewed relevant curriculum documents of CFL teacher development programs in Beijing, Hong Kong, and Sydney; and they also used in-depth interviews with teacher educators and pre-service teachers as one of their research methods.

The interview section of Wang et al.’s (2013) study used 12 participants. Six of these participants were experienced ‘teacher educators’, and 6 were native Chinese pre-service teachers from the programs mentioned above. Wang et al. reported that in order to satisfy the need of qualified and effective CFL teachers in and outside of China, it is necessary to change the Chinese CFL teacher education curriculum.

Wang et al. (2013) concluded that the focus of future research should be on ‘how to set up’ effective universal criteria, and how to make CFL teaching be contextualized in specific learning environments. They claimed that these universal criteria will ensure that the CFL pedagogies are adapted to the current international trends. Wang et al. clarified that in order to reform CFL, it needs to be contextualized to a specific learning environment (tailored for either current or future CFL educational delivery), where the following factors are considered: geographical context, historical context, political context, social-economic context, and teaching environment. Although Wang et al. offered general suggestions about the reform direction for the CFL programs, they gave neither a detailed plan of how CFL teaching should be reformed, nor any specifics about ‘who’ should lead the reformation inside an existing CFL program, and ‘how’ the reformation should be manifested. In closing, Wang et al. only considered the difficulties for Chinese language instructors in teaching Western learners, they did not take the difficulties in teaching Asian learners into consideration, which makes their study incomplete.

Xu (2014) stated that the focus of her research was the training of Chinese language teachers in Italian universities only for high schools rather than for primary and middle schools. And the purpose of Xu’s research was to find out the similarities and differences between the training courses for future Chinese language teachers in two universities (Sapienza University of Rome and University for Foreigners Siena) to better understand how universities cultivate candidates through their course design, implementation, and assessment. By interviewing people who were in charge of the training courses project in the two universities and the candidates who participated in these courses, Xu pointed that the training courses in Sapienza University of Rome is more macro-oriented as they targeted on the whole design of teaching plan; while the training courses in the University for Foreigners Siena was more micro-oriented since they paid

more attention on promoting teachers' specific abilities. Moreover, Xu also pointed out that the training courses in the two universities both ignore the communication with parents and the engagement of parents.

Xu's (2014) study provided useful and detailed information about how to train future Chinese language teachers. Moreover, Xu also pointed out the shortcomings about current training courses in Italy which can help the training courses in other countries and universities become much more complete. However, Xu's study lacked the information about the results of these training courses in Italian local high schools. And through Xu's introducing about TFA-Chinese project, local Italian students and native Chinese language speakers who have different levels of Chinese teaching and learning could enroll in the same training course without different course design. Also, in the whole paper, Xu did not explain some Italian abbreviations clearly which would easily make readers feel confusing.

Jin (2014) stated that foreign language teachers should make teaching plans for students in accordance of students' different personalities, learning preference and methods, self-aptitude, and other relevant traits, so that students can achieve their learning goals. The purpose of Jin's study was to provide some suggestions about what Chinese language teachers could do to help students in learning Chinese through detailly introducing an almost mature Chinese teaching practice at Stockholm University in current teaching environment. Jin reviewed the information about Stockholm University's Chinese teaching practice and summarized it into three main parts to present the whole teaching practice. Jin stated Stockholm University's Chinese teaching model includes six parts that help students learning Chinese comprehensively from vocabulary, grammar, communication, etc. Jin also indicated the teaching methods and techniques play a

vital role in teaching different students in one same class. Culture teaching impacts students' learning interests as well.

Jin's (2014) study offered plenty of useful information in establishing a Chinese teaching practice model and indirectly gave many suggestion on what Chinese language teachers can do before, during, and after teaching; but a key premise, was missing in her study, how should Chinese language teachers do to analyze students' characteristics related with learning Chinese language, what are the classification criteria for students' learning characteristics. Besides, analyzing all students' learning characteristics and making corresponding teaching plans is a huge project which may have difficulties in some countries and schools with large number of students. In the end, Jin's study also indirectly provided several specific contents that can be added into Chinese language teacher education and training.

Wen and Wu (2017) found that if Chinese language teachers want to be responsible instructors for sustainable Chinese language education, they need to promote their professional proficiency constantly. The purpose of Wen and Wu's study was to illuminate ways which could offer more targeted on-the-job training and workplace learning support for Chinese language teachers in order to achieve the goals of sustainable development. Wen and Wu used an explanatory mixed methods approach as their research method, which was combined with a large-scale online survey, Focus Group Discussion (FGD), and interviews. The subjects of online survey are K-12 Chinese language teachers in Singapore, and finally 1054 teachers responded to this anonymous online survey. After the survey, Wen and Wu invited 37 administrative teachers and 75 general teachers to participate in FGD and interviews. Through analyzing the collected data, Wen and Wu proposed four main suggestions: primary school teachers need more trainings; teachers need customized trainings based on their abilities and teaching needs; the collaboration

between teachers should be encouraged, and feedback and guidance could be provided through Information and Communication Technology; teachers need more assistant to acquire sufficient theoretical knowledge.

Wen and Wu's (2017) study almost provided comprehensive advice for tackling the current existed issues among Singapore in-service Chinese language teachers about their professional proficiency and sustainable development. Other countries' Chinese language education systems and Chinese language teachers can also learn from Wen and Wu's suggestions. On the other side, for attaining sustainable development, not only teachers' abilities in learning professional knowledge, teaching methods, and technologies used in teaching need to be trained, but also teachers' professionalism and ethical attitudes also need to be trained. Due to the complexity of affection field, Wen and Wu's study was limited on academic and technical fields, but their study supported the present study with a lot of experience and ideas.

Practical Application of Technology

Xiao-Desai, Wong, and Wu (2015) investigated and summarized the existed defects of technology training in Chinese language teacher education. The purpose of Xiao-Desai et al.'s study was to illuminate the importance of technology and discuss how it can work in guiding Chinese language teachers' teaching practices because they found technology training can help to develop all language education. In this study, Xiao-Desai et al. used both online survey and in-depth interviews as their research methods. They collected the answers of 56 online survey's participants from three Chinese language teacher training programs in the United States and interviewed ten participants who were willing to take part in the in-depth interviews after finished online survey. The results of Xiao-Desai et al.'s study confirmed that technology

training is inspiring and innovative for Chinese language teachers in their professional developments.

Xiao-Desai et al.'s (2015) findings indeed made a contribution in Chinese language teacher education, which made more scholars, educators, training supervisors, and trainees pay more attention on teaching technologies in this field, but their study had some flaws in the process of data collection. The online survey of Xiao-Desai et al.'s study included 3 open-ended questions and 20 multiple choice questions about the degree of agreement or disagreement towards the given statements, which took participants approximately 30 minutes. As an online survey, it takes too long time for participants to complete which will influence the accuracy of the data. The sample of Xiao-Desai et al.'s study also impacted the accuracy of the data because 83.3% participants are female teachers and 93% participants are young teachers. In conclusion, Xiao-Desai et al.'s findings provided a useful information for the present study that technology plays a significant role in improving Chinese language teacher education and training.

Luo and Yang (2018) stated that the telecollaborative exchanges are rarely used in Teaching Chinese as a Foreign Language (TCFL) program because the traditional teaching method (face-to-face teaching) is still the mainstream in most classroom in China, and the teaching method through internet is limited due to the lack of policy support and fund support. Therefore, the purpose of Luo and Yang's study was to discuss what potential impacts of the development of telecollaboration would bring to TCFL program and hope Chinese language instructors could consider using telecollaboration as their teaching method in their classroom through the analysis of this paper. Luo and Yang conducted a comprehensive review of five most important models of telecollaborative practice which related with TCFL program in the past twenty years. Through the comprehensive review, Luo and Yang found that there are two major

models of telecollaborative practice could have a function of guidance in TCFL program: the e-tandem model (which help students concentrate on improving linguistic skills) and the intercultural model (which promote student in learning language and culture).

Luo and Yang's (2018) study summarized two helpful models of telecollaborative practice for TCFL program, which provide an effective and innovative teaching method for Chinese language instructors in their teaching process. Moreover, Luo and Yang also pointed out in what aspects Chinese language instructors should promote themselves in order to push the establishment and development of telecollaboration forward in Chinese classrooms. However, Luo and Yang only pointed out what Chinese language instructors should do, rather than how they should do for the establishment and development of telecollaboration in Chinese classrooms. Thus, Luo and Yang's study indeed offer a useful teaching method in TCFL program which could help Chinese language instructors and learners have an immersive cultural experience and native language environment through the internet-media. Meanwhile, Chinese language instructors could realize in what aspects they should promote themselves, such as the abilities of organization, digital, pedagogy, and attitudes.

Conclusion

Due to the current situation about that the supply of professional Chinese language teachers is far less than the demand, in order to cultivate more professional Chinese language teachers, researchers and scholars all over the world are constantly searching and proposing innovative Chinese language trainings which also need to fit with the local education system. There are many Chinese language teacher training methods emerging outside China, and few studies about how to cultivate professional Chinese language teachers inside China. For the better development of Chinese language teacher training in China, the present study will explore

current training methods for preparing Chinese language teachers and give some advice for establishing a comprehensive set of methods of Chinese language and culture instructors training.

Chapter 3: Procedures and Methods

Description of the Research Design

The present study was designed to find out a comprehensive set of methods for better preparing future instructors about how to teach foreigners' the Chinese language and culture effectively. The research question asked the following: What is a comprehensive set of methods that can be used to prepare language instructors in China to best support foreign incoming students' language acquisition as they arrive at a university in China with a need to enhance their Chinese language skills to be successful in their new learning environment? This study used a qualitative method, interview, designed to collect qualitative data from participants' feedbacks and proposals. Participants were required to participate voluntarily after permission and informed that they were able to opt out or refuse to continue participating in the present study at any time during the interview.

Description of the Participants

The potential interview population of the present study included graduate students pursuing a master's degree in TCSL program and professors teaching related courses in TCSL program. The present study required that the potential participants (a) are engaged in TCSL program related learning or work, (b) have a certain degree of Chinese language and culture teaching experience, and have their own opinions on how to improve Chinese language and culture teaching and cultivate future Chinese language and culture teachers, (c) have known the main purpose of the interview and read the informed consent document, and (d) are willing to accept video interviews or telephone interviews rather than face-to-face interviews in the case of insufficient research funding.

The author of the present study contacted some experienced Chinese Language and Culture Educators who currently work in China, as well as some current graduate students who are preparing to work in the same field as potential participants. The author sent emails about Invitation Letter (see appendix B) that include Informed Consent Letters (see appendix A), which has been translated into mandarin language to ensure clarity of content, of the present study to 8 potential participants. These potential participants are the author's former colleagues and instructors who are now studying or working in the field of Chinese Language and Culture. Since the author studied her bachelor's degree in the same field with her former colleagues and instructors, the author has their personal contact information. These contacts were used to form a sample of convenience. The author treated her former colleagues and instructors as potential participants and summarized their contact information into a spreadsheet form that will be kept confidential throughout the entire research process. The participants' names will never be revealed in any version of the study or the study's findings. Only 5 potential participants (including 3 graduate students and 2 educators) consented to participate the present study and agreed to have interviews in the end.

Description of the Instruments Used

The instrument used was author-designed interview schedules which were based on the convenience of time of the interviewees. The interview schedules were designed to collect the ideas and innovations about the a comprehensive set of methods of Chinese language and culture teaching from different perspectives, in order to help prospective Chinese language culture instructors to be better prepared and support non-Chinese speaking foreign adult students in their learning.

From the perspective of graduate students who have received several kinds of trainings, they were interviewed about the satisfactory about the existing teaching trainings and instructional strategies, advantages and disadvantages of the existing teaching trainings and instructional strategies, and the expectations about the follow-up trainings (see Appendix C). From the perspective of professors with certain Chinese language and culture teaching experience, they were interviewed about the effectiveness of existing t teaching trainings and instructional strategies, as well as the improving methods based on their own teaching experience, for subsequent training with positive impact (see Appendix D).

Explanation of the Procedures Followed

The author of the present study sought and obtained approvals from: graduate students who are now studying the master's degree of TCSL program and professors who are teaching relevant courses in TCSL program. The author summarized potential participants' contact information into an MS Word spreadsheet. The potential participants received invitation emails that described the purpose of the present study and included Informed Consent Letters (which has been translated into mandarin language to ensure clarity of content) of the present study from the author in December of 2019.

There were 3 graduate-student participants and 2 professor participants emailed back, which meant the author perceived that permission was granted for interviews by 5 participants. When planning the actual interview, the participant were given three choices of how the interview would be documented by the author: (1) if the participant gives the researcher permission to use an analogue audio recorder to record the interview, the phone conversation will be put on speaker phone in my Research Supervisor's private office at VIU, and recorded (this analog recording device is not connected to any internet web server or cloud); (2) if consent

for recording the conversation is not given, then the participant will be asked if the researcher can take notes during the interview via paper-and-pen; and (3) if consent is not given to record or take notes during the interview, then the researcher will simply make notes, based on memory, after the interview is complete. All the participants consented to give the author permission to use an analogue audio recorder to record the conversations of interviews.

The present study involved confidential data-collection methods. The information about participants including their names and their contact information were kept only until after data collection is done. Such information regarding the participants would never be saved or reported in any manner in the researcher's final thesis proposal or any other presentation of the findings.

Participants were informed that the findings and results of the present study would be available to them upon the conclusion of the research study and would be published online at VIUSpace. Participants were also informed that they would always be able to contact the researcher (all this contact information for the researcher can be found on the consent letter that was sent to each participant at the recruitment stage as part of the Informed Consent Form) at any time to seek a copy of the finished research.

Discussion of Validity

The present study used interview schedules to collect qualitative data. The nature of qualitative methods reinforced the validity and credibility of the results of the present study because the data were obtained through interviews were first-hand information and were in the form of audio and then were transcribed into the form of text.

Moreover, the interviewees not only involved trainers such as professors, but also included future Chinese language and culture instructors who are receiving trainings, which increased the authority of the data.

Data Analysis

The data collected was analyzed using qualitative methods. Firstly, the qualitative data of the interviews was transcribed, compiled, and summarized according to different interview questions and was sorted regarding participants' two identities (current instructors and graduate students in the academic field of Chinese Language and Culture) into an MS Word document by the author. Secondly, the summarized data text from participants' responses to different interview questions was sorted and analyzed by the author through the method of Content Analysis. The author first broke down the text into manageable categories on a variety of levels (word, word sense, phrase, sentence, or theme), then examined them using one of content analysis' basic methods: conceptual analysis or relational analysis. Finally, the author used two fictional vignettes to tell about a comprehensive set of methods for preparing Chinese language and culture instructors.

Chapter 4: Findings

Introduction

The finding of the present research study aims to answer the following question: What is a comprehensive set of methods that can be used to prepare language instructors in China to best support foreign incoming students' language acquisition as they arrive at a university in China with a need to enhance their Chinese language skills to be successful in their new learning environment? Through interviews with participants made up of graduate students and instructors in the Chinese language and culture academic field, the obtained interviewed data are presented as follows through context analysis.

Findings

Please see below for Tables 1 through 14 that capture the dominant contexts or themes that were given by the participants in the respective interviews. Tables 1 through 8 capture evidence from the graduate students in the Chinese language and culture academic field only, and Tables 9 through 14 capture evidence from the instructors in the Chinese language and culture academic field only. Following the 14 tables below, there will be two vignettes presented that provide a contextualized, albeit fictionally set, story that expands the meaning of the present findings.

Tables 1 and 2. Tables 1 and 2 are presented below.

Table 1

Dominant Contexts or Themes from Graduate Students' Interview Question 1

Teaching Trainings	Count
Practice of Teaching Chinese as a Foreign/Second Language	4
Theories of Teaching Chinese as a Foreign/Second Language	3
Teaching training for Chinese teachers as volunteer abroad	2
Pre-job teaching training	1

Table 2

Dominant Contexts or Themes from Graduate Students' Interview Question 2

Most Suitable/Useful Teaching Trainings	Count
Practice of Teaching Chinese as a Foreign/Second Language	3
Workshop-like teaching training	2
Theories of Teaching Chinese as a Foreign/Second Language	1

Table 1 summarizes the teaching trainings that participants have received since they involved in Chinese language and culture academic field. Table 2 summarizes the most suitable or useful teaching trainings from participants' perspective.

Expansion of terms used in Tables 1 and 2. Practice of Teaching Chinese as a Foreign/Second Language includes classroom simulation teaching practice and real teaching practice in the international students' Chinese language and culture classes. Theories of Teaching Chinese as a Foreign/Second Language includes different categories of courses in undergraduate

education period and graduate education period respectively, such as Chinese culture and communication, cross-cultural communication, related modern language education technology, second language acquisition, teaching Chinese as a second language, textbook evaluation and textbook database construction, etc. Workshop-like teaching training is specifically a training method that combines theory and practice, and its process is as follows: trainer introduces the main content in the form of lecture, and then trainees pose questions based on the content, after that trainees will carry out group cooperation and exploration activities and practices of related content tasks, and finally share results and make a summary of the whole workshop-like teaching training.

Tables 3 and 4. Please see Tables 3 and 4 below.

Table 3

Dominant Contexts or Themes from Graduate Students' Interview Question 3

Instructional Strategies	Count
Contrast	7
Direct-vision method (material objects/pictures presenting)	3
A method of leading/adding a phoneme to pronounce Chinese four tones	3
A method of remembering by means of other things	3
Demonstration method (imitation, exaggeration)	3
Situational method	2
Translation method (description)	2
Task-based teaching method	1
Group inquiry method	1

Table 4

Dominant Contexts or Themes from Graduate Students' Interview Question 4

Most impressive instructional strategies	count
Situational method	10
Direct-vision method (material objects/pictures presenting)	3
The total physical response method	2

Table 3 summarizes the instructional strategies that participants have learned since they involved in Chinese language and culture academic field. Table 4 summarizes the most impressive instructional strategies from participants' perspective.

Expansion of terms used in Tables 3 and 4. Among these contexts, contrast includes the comparison of similar sounds in Pinyin and the comparison of similar sounds between Pinyin and the mother tongue of foreign students in terms of phonetics, and the comparison of words with similar meanings in terms of vocabulary. A method of remembering by means of other things includes the use of similar figures of the Chinese character radicals, similar actions of the four Chinese tones, and similar pronunciations in the native language of foreign students to memorize. Situational method requires to create a situation that is as close to real as possible based on foreign students' cognitive structure and life experiences, which can make a vivid image of the topic of language learning for foreign students.

Tables 5. Please see Tables 5 below.

Table 5

Dominant Contexts or Themes from Graduate Students' Interview Question 5

New ideas in teaching	Count
Student-centered teaching mode	3
A teaching mode based on the local/first language teaching	2

There are two specific questions in Question 5, the first question asked participants how much of what they had learned was actually used in their actual teaching. Participants' answers were highly similar: a lot of skills which cover a wide range were used in real teaching, but each skill was only used a little bit.

Expansion of terms used in Tables 5. As for the second question in Question 5, student-centered teaching mode is not a new idea in fact, but participants added their own methods in real teaching. For instance, when it comes to the part of presenting new knowledge, teachers should not directly tell the rules of it, but stimulate students to explore by themselves or through group cooperation. The teaching mode based on the local/first language teaching mainly aims to elementary school students, participants proposed that when teaching Chinese as a second/foreign language, it should be coordinated with the local/first language teaching. In specific, after students learned some words like nouns of animals in their local/first language, Chinese language and culture teacher can teach them what these animals called in Chinese language accordingly.

Tables 6. Please see Tables 6 below.

Table 6

Dominant Contexts or Themes from Graduate Students' Interview Question 6

Advantages	Count
Professionalism and richness	5
Provide preliminary guidance	4
Disadvantages	Count
Lack of practice	4
Lack of pertinence (low differentiation)	2

Table 6 summarizes participants' views on the advantages and disadvantages of teaching trainings and instructional strategies after receiving these trainings and learning these strategies.

Expansion of terms used in Tables 6. Professionalism and richness mean these teaching trainings and instructional strategies have rich content, wide coverage, strong operability and applicability in terms of the knowledge of teaching Chinese as a foreign/second language. These teaching trainings and instructional strategies can provide preliminary guidance in forming the concept of teaching Chinese as a foreign/second language and practical teaching application.

Lack of practice includes not only lacking the opportunities of teaching in the real classroom environment, but also the lacking the explore and research of real teaching cases. Lack of pertinence refers to the lack of differential analysis and teaching for different ages, nationalities, mother languages, and culture background.

Tables 7 and 8. Please see Tables 7 and 8 below.

Table 7

Dominant Contexts or Themes from Graduate Students' Interview Question 7

Aspects can be promoted	count
Enhance pertinence and differentiation	3
Increase the proportion of practice in the combination of theory and practice	2
Add workshop content in teaching trainings	1

Table 8

Dominant Contexts or Themes from Graduate Students' Interview Question 8

Expectations	Count
Cross-cultural communication skills	3
Specific language point teaching skills	1
Knowledge of Chinese Grammar	1

Table 7 summarizes participants' views on what the aspects of teaching trainings and instructional strategies could be better. Table 8 summarizes participants' expectations on their follow-up trainings and learning.

Tables 9 and 10. Please see Tables 9 and 10 below.

Table 9

Dominant Contexts or Themes from Instructors' Interview Question 1

Teaching trainings	Count
Teaching skills	2
Knowledge of Chinese language ontology	1
Culture	1
Acquisition	1
Ability of speaking in public	1

Table 10

Dominant Contexts or Themes from Instructors' Interview Question 2

Most important/useful teaching trainings	Count
Ability of speaking in public	3
Teaching skills	2
Knowledge of Chinese language ontology	1

Table 9 summarizes the teaching trainings that participants are teaching to cultivate novice Chinese language and culture instructors in their current program. Table 10 summarizes the most important or useful teaching trainings for cultivating novice Chinese language and culture instructors from participants' perspective.

Expansion of terms used in Tables 9 and 10. Teaching skills consists of specific teaching for language elements (new words, grammar, vocabulary, pronunciation) and language

skills (listening, speaking, reading, and writing). Knowledge of Chinese language ontology refers to the knowledge of ancient and modern Chinese language. Culture includes cultures around the world, not just Chinese culture. Acquisition refers to the knowledge of history of Second Language Acquisition and major schools. Ability of speaking in public means the ability to control the whole classroom and the confidence of speaking on the stage as a Chinese language and culture instructor.

Tables 11 and 12. Please see Tables 11 and 12 below.

Table 11

Dominant Contexts or Themes from Instructors' Interview Question 3

Instructional strategies	Count
Intuitive, simple, and clear teaching	3
Practicality and concretization	2
Focus on communication	1
Prone biased errors made by foreign students	1

Table 12

Dominant Contexts or Themes from Instructors' Interview Question 4

Most important/useful instructional strategies	Count
Practicality and concretization	5
More communication and practice	2
Intuitive, simple, and clear teaching	1

Table 11 summarizes instructional strategies that participants' have given to their students in their current program based on their own experience of teaching Chinese language and culture to foreign students. Table 12 summarizes the most important or useful instructional strategies for novice Chinese language and culture instructors' future teaching practice and real teaching from participants' perspective.

Expansion of terms used in Tables 11 and 12. Intuitive, simple, and clear teaching refers to directly present language elements to foreign students with simple and clear explanation rather than some harder, more incomprehensible sentences. Practicality and concretization mean when creating a situation, it is necessary to give foreign students a very concrete scene which they can totally understand, all the words, sentences, dialogues, and knowledge of different cultures can be used by students in actual life and communication, and in case of avoiding misunderstanding caused by cultural differences. Prone biased errors made by foreign students are very different due to different culture backgrounds, different pronunciation of languages, and different ages. Thus, a careful understanding of the foreign students' prone biased errors encountered by several generations of Chinese educators can greatly help novice Chinese language and culture instructors to teach better. More communication and practice mean Chinese language and culture instructors should give more chances for foreign students to communicate and practice in Chinese and reduce some work on grammar teaching which used obscure explanations.

Tables 13. Please see Tables 13 below.

Table 13

Dominant Contexts or Themes from Instructors' Interview Question 5

The preparation proportion		Count
Teach	Basically, fully prepared	2
domestically	Need more long-term accumulation	1
Teach	Need to master a highly level of English/local language	1
abroad	Need to learn more about Chinese culture	1
	Need to be familiar with foreign education systems and methods	1

Expansion of terms used in Tables 13. Table 13 summarizes participants' opinions about to what extent students have prepared to become Chinese language and culture instructors. It has two situations, teach domestically and teach abroad. In terms of teaching domestically, long-term accumulation means more teaching experiences. In terms of teaching abroad, Chinese culture includes China's current knowledge of economics, politics, education, and humanities.

Tables 14. Please see Tables 14 below.

Table 14

Dominant Contexts or Themes from Instructors' Interview Question 6

Improvements	Count
Foreign students' cognitive situation	4
Chinese linguistic ontology	3
Educational systems and methods in foreign schools	3
Specific implementations of various teaching schools	1

Table 14 summarizes the needed improvements of current teaching trainings and instructional strategies to cultivating more effective Chinese language and culture instructors from participants' perspectives.

Expansion of terms used in Tables 14. Foreign students' cognitive situation refers to Chinese language and culture instructors should understand the cognitive level of foreign students at different ages from a psychological perspective, so as to adjust teaching. Chinese linguistic ontology includes ancient and modern Chinese language and grammar, words, characters of Chinese language.

A Comprehensive Set of Methods in TCSL Program

A comprehensive set of methods for preparing Chinese language and culture instructors was summarized from the experiences, opinions, ideas of participants is demonstrated below through two fictional vignettes about a student in TSCL program.

Vignette regarding the undergraduate years. Emma Zhao, a young woman born in 1996 in China, now lives in Shanghai which is an international metropolis with people from all over the world. When Emma was a child, she encountered various foreigners on the street, some speaking English, and some speaking less fluent Chinese. Emma wondered why she has been learning English since elementary school, and foreigners who came to China still speak less fluent Chinese languages or none at all. Therefore, when choosing an academic *major* before entering university on September 1st, 2014, Emma chose the *major* program named 'Teaching Chinese as a Second Language'. She wanted to promote Chinese language and culture around the world so that foreigners coming to China can also communicate using fluent Chinese. During Emma's undergraduate period, she received various teaching trainings and learned plenty of instructional strategies from her instructors.

During Emma's first two years at university, she learned a lot of theoretical knowledge about teaching Chinese as a second language. At the same time, this program also provided opportunities for Emma and her classmates to practice teaching Chinese to foreign students. Emma could not only perform simulated teaching practice with classmates in the classroom to enhance the ability of speaking in public, but she could also conduct real classroom teaching practice in the Chinese class of international students at her university. This teaching didn't always go well, and in her actual teaching practice, Emma did encounter many problems. Fortunately, the professors of this program often held workshops to provide students like Emma with an opportunity to exchange and discuss language-instructional problems and solve problems cooperatively. In addition, the professor who encouraged Emma to practice teaching often shared with her some practical and useful instructional strategies, such as: (a) use the contrast method to distinguish similar pronunciations in Pinyin; (b) use intuitive pictures or material objects to help the foreign-student learners visualize the correspondence of image to words; (c) use vivid pictures or pronunciations similar to the native language of foreign-student learners to help them memorize Chinese characters or pronunciations; (d) use the method of adding or leading phonemes to help foreign-student learners pronounce Chinese four tones; (e) use easy-to-understand language or translated explanations or actions' by giving demonstrations (or imitations) to help foreign-student learners understand the meaning of a specific vocabulary or pronunciation; (f) create a learning environment that includes the foreign-student learners engaged in real-life dialogue experiences to help improve their overall communication skills; and (g) use *task-based teaching methods* as well as and *group inquiry* methods to encourage the foreign-student learners to independently explore the rules of Chinese language and stimulate their interest in learning this language.

During Emma's last two years at university, Emma learned more targeted and more global knowledge. Emma not only has an in-depth understanding of Chinese culture, but also has a certain degree understanding of the cultures of countries around the world, so that in the face of cultural differences, Emma can deal with it calmly. Besides, the professors of this program also supplemented the knowledge of second language acquisition and the implementation methods of various second language teaching schools to Emma and other students. Moreover, in order to be able to go abroad to teach Chinese to foreign-language students in the future, Emma also participated in different language courses to improve her English. At this moment, Emma found that studying only at the undergraduate level did not make her fully ready to become an excellent and effective Chinese language and culture teacher. Thus, after graduating from university, Emma applied for a graduate degree in the same program.

Vignette regarding the graduate years. On September 9th, 2018, Emma officially became a graduate student in Teaching Chinese as a Second Language in University of Huaxia, which is famous for the top three professional language universities in China. Emma's postgraduate program is only two years long. In the first year, Emma stayed at the university in order to better learn the knowledge of preparing to be a Chinese language and culture instructor. In the second year, Emma worked as a Chinese language and culture instructor volunteer, went to one of the Confucius Institutes around the world to teach local students.

In Emma's first year as a graduate student, she absorbed more Chinese language and culture-related knowledge, including various knowledge of Chinese language ontology, and gained a deeper understanding and grasp of ancient Chinese and modern Chinese grammar. She also learned specific teaching methods of language elements and language skills and became more familiar with how to conduct teaching listening, speaking, reading and writing courses for

foreign students. In addition, in order to ensure the successful teaching of Confucius Institutes overseas in the second year, Emma's professors also provided a lot of related information about the cognitive situations of foreign students of different ages and the teaching systems of different countries, regions and schools.

In the summer of 2019, before Emma was going to volunteer at a Confucius Institute in the United States as a Chinese language and culture teacher, Emma also received Hanban's teaching training for overseas volunteers, and learned more about the local humanities knowledge and the situation of schools and students. After arriving the United States, Emma did not immediately start teaching Chinese, but received a pre-job teaching training from the local Confucius Institute, and gained a more complete understanding of the local teaching system. Over the past six months, Emma has accumulated a variety of teaching experience, and also put forward her own ideas for Chinese teaching. She believes that under the premise of student-centered teaching, Chinese teachers can also cooperate with local language teachers to synchronize first language teaching and second language teaching. Now, Emma's volunteer work in the United States is about to end, but Emma's life as a Chinese language and culture teacher has just begun.

Conclusion

All in all, this chapter uses 14 tables to summarize the feedback and suggestions of the participants on the teaching trainings and instructional strategies of the current Chinese as a second language teaching program through text analysis. Two Vignettes of a hypothetical character's undergraduate and graduate periods presents a comprehensive set of methods for preparing Chinese language and culture instructors set up based on the participants' experiences and ideas.

Chapter 5: Summary and Conclusions

Brief Summary of the Study

The purpose of the present study was to find out a comprehensive set of methods, which aims to help prospective Chinese language and culture instructors to have a better preparation of teaching Chinese language and culture to adult learners. Through it, not only the prospective teachers can have a more comprehensive preparation of teaching Chinese language and culture, but the effective in Chinese learning can be improved and foreign learners can achieve their expected goals. The research question for the present study is: What is a comprehensive set of methods that can be used to prepare language instructors in China to best support foreign incoming students' language acquisition as they arrive at a university in China with a need to enhance their Chinese language skills to be successful in their new learning environment?

To explore the research question of the present study, the researcher contacted some experienced Chinese Language and Culture Educators who currently work in China, as well as the views of some current graduate students who are preparing to work in the same field as potential participants. These potential participants are the researcher's former colleagues and instructors who are now studying or working in the field of Chinese Language and Culture. The researcher sent invitation emails that include Informed Consent Letters to 8-10 potential participants in the end of December of 2019.

By the January 18th of 2020, 3 graduate students and 2 Chinese Language and Culture educators consented to participate in the present study and completed the interview over the phone.

Discussion of the Implications of the Findings

The findings of the present study indicate that the attitude of current Chinese language and culture educators and graduate students in the TCSL program towards the existing teaching trainings and instructional strategies in TCSL program is basically coherent; they believe that the existing teaching trainings and instructional strategies in the TCSL program can generally meet the requirements of cultivating future Chinese language and culture instructors, but which also can be optimized on some details.

In terms of graduate students, they expect to combine the theories they have learned with practice and quickly apply them to classroom teaching; have more real classroom teaching opportunities; participate in more forms of teaching trainings such as workshop-like lectures; master more cross-cultural communication skills; and learn more targeted instructional strategies from professors. From the perspective of Chinese language and culture educators, they prefer students to have a solid foundation of Chinese language ontology (the knowledge about the rules of ancient and modern Chinese language); master the universal language (English) or the local language of the country which students may go to teach Chinese language in the future; learn more information about other countries' educational systems and teaching methods.

The findings of the present study can provide some suggestions for the adjustment and development of the TCSL program, have some positive impact on administrators' developing ideas of the TCSL program, and help to promote the TCSL program to cultivate more professional and effective prospective Chinese language and culture instructors.

Limitations

Due to the limited number of interview samples and the participants are all from the same university, the results of the present study lack a certain degree of universality and generality, and also the credibility and usefulness of the present study's results are reduced. In addition, the interview questions did not specifically differentiate the undergraduate and graduate stages of the TCSL program, thus, the research data did not distinguish between these two stages in detail. In general, the results of the present study can only have a limited impact on the academic field of Chinese language and culture and cannot be guaranteed to change or promote the existing TCSL teaching courses and trainings in China.

On the other hand, the present study still does not address how to better prepare Chinese language and culture instructors to help international students who are new to China's universities to study, because in the design of the interview questions, the author the present study paid more attention to improvement of the existing teaching trainings and instructional strategies of the TCSL program to cultivate future Chinese language and culture instructors, but rarely involves how to help international students who are new to China's universities to improve their Chinese. As a result, the data provided by the participants is also more inclined to improve the TCSL program, cultivate Chinese language and culture instructors to foreign countries for Chinese language teaching and cultural output.

Suggestions for Further Research

In order to increase the credibility and practicability, the first suggestion for further research is to expand the sample size and interview more people from different academic levels and different places, including undergraduate students and professors, graduate students and

instructors of the TCSL program, Hanban's teachers who are responsible for teaching trainings and related leaders.

Considering the needs for helping international students who are new to China's universities, the second suggestion for further research is to design a questionnaire for those international students generally about their needs, like the expected Chinese language level they want to achieve, the Chinese language vocabulary and Chinese culture they want to learn, and the guidance and help from Chinese language and culture instructors they need.

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Appendix A
Informed Consent Form



Consent Form for the Study Titled: *A Comprehensive Set of Methods for Preparing Chinese Language and Culture Instructors*

Principal Investigator

Student Researcher
Master of Education
Vancouver Island University
xxx@xxx.com

Supervisor

Professor
Department of Education
Vancouver Island University
xxx@xxx.com

I am a student in the Master of Education in Educational Leadership at Vancouver Island University (VIU). My research, entitled “*A Comprehensive Set of Methods for Preparing Chinese Language and Culture Instructors*,” aims to help prospective Chinese Language and Culture instructors to have a better preparation for teaching adult students. My hope is that my research findings will provide some influence to upper administrators on how to better design the educational training programs for Chinese Language and Culture instructors, that in turn results in an improvement of their overall teaching effectiveness.

If you choose to be a participant in this study, I will ask that you verbally affirm that you have read this Informed Consent Form in full, and that you freely give your consent to participate in my study before we begin. I will then schedule your interview at a time that works best for you. In an effort to enhance security, I will call you on landline phone from Canada to ask the interview questions. A landline phone is one that uses a metal wire or optical fiber telephone line for transmission as distinguished from a mobile cellular line, which uses radio waves for transmission. Alternatively, you may choose to call me at a time that works best for you. Your participation in my study will require approximately 20 minutes of your time.

The intent of this phone call is to conduct an interview with you where you will be asked some questions about your thoughts on how to best prepare Chinese Language and Culture instructors to be successful. Interview questions will also ask about your experiences related to various skills and related theories you have taught, or have learned, while being part of the Chinese Language and Culture academic field.

Only with your permission will your interview conversation be recorded, using a non-digital audio recording device that is not connected to any internet web server or cloud. Alternatively, if you would rather I did not record the interview, I will ask for your permission to take notes during the interview via paper-and-pen. Further, if you would prefer that I did not make notes *during* the interview, then I will make summary notes after the interview, that are based on my memory only.

All information you provide in the interview will be kept confidential. No personal or identifiable information about you will ever be noted or recorded as part of the study's findings. You will be offered an opportunity to hear (or read) the MS Word transcript (or notes) of your interview, and this will give you an opportunity to make changes or have anything or everything that you said removed from the study. Once this process is complete, that will mark the final time that your contact information will be used in any way associated with this study. Once you are content with your final edited version of your interview, all record of your contact information with regard to this study will be destroyed. Two weeks after this point, you will no longer be able to make changes to your interview responses, because your responses will then have been merged with other responses and had become anonymous.

All paper interview notes and transcripts will be stored in a locked file cabinet in my supervisor's office at VIU; also, all of the digital MS Word files of recorded transcripts will be saved and kept on a small external hard drive, and kept locked in the same file cabinet in my supervisor's office at VIU. Digital data will be deleted, and paper records shredded, at the end of this study on approximately May 31st, 2020.

The results of this study will be used in my Master thesis, published on VIUSpace, presented at VIU Master Conference in 2020. Next year, the results of this study will be available online as part of my final thesis on VIUSpace.

Your participation in this study is completely voluntary. You may withdraw from the study at any time, for any reason, and without explanation; up until two weeks after your edits, revisions, and deletions of interview responses are done. If you decline to review the transcript, you may withdraw from the study up to two weeks from the date of our interview. If you choose to withdraw from the study, all information you provided during the interview will be withdrawn from the study and destroyed.

I, Lyn (Chenlin) Feng, promise to adhere to the procedures described in this consent form.

Principal Investigator Signature _____ Date _____

If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at ###-###-#### or by email at xxx@xxx.com.

Appendix B Invitation Letter



VANCOUVER ISLAND
UNIVERSITY

Hello,

My name is Chenlin Feng and I am a student in the Master of Educational Leadership program at Vancouver Island University (VIU), Canada. I am requesting your participation in my research study by giving me an interview.

My research project, entitled “*A Comprehensive Set of Methods for Preparing Chinese Language and Culture Instructors*” aims to help prospective Chinese language and culture instructors to have a better preparation of teaching adult students. My hope is that my research findings will provide some influence on upper administrators on how to better design the educational training programs for Chinese language and culture instructors that results in an improvement of their teaching effectiveness.

If you are interested in proceeding as a potential participant, please see the attached Informed Consent Document that gives more details about your rights as a participant. Following this, if you consent to participate in this study, please respond to my email, and I will confirm with you an interview appointment time.

Next year, the results of this study will be available online as part of my final thesis on VIUSpace.

If you have questions, please contact me at xxx@xxx.com. If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at ###-###-#### or by email at xxx@xxx.com.

With sincere gratitude for your participation,
Chenlin Feng
MEDL Student Researcher
Faculty of Education
Vancouver Island University

Appendix C
Interview Script for Current Graduate Students in the TCSL Program



1. Could you please describe to me the different teaching trainings you have received from your professors in order to be better prepared for your future career? Please list as many as you can recall.
2. Could you please give me more details about one of the teaching trainings that best suits you, in other words, the most useful teaching training for you?
3. Could you please describe to me the various instructional strategies you have been taught by your professors in your current program regarding teaching novice Chinese-language learner? Please list as many different strategies as you can recall.
4. Could you please tell me about one of the most impressive lesson of instructional strategies which makes you have a “wow” moment? (a “wow” moment means at that time you successfully figure something out.)
5. I know, in your program, you had an internship as a Chinese language and culture instructor to teach Chinese language and culture to foreign learners. So, in your actual teaching experience, how much of your knowledge and skills did you actually use? And did you ever propose any new ideas in your teaching process?
6. In relation to these teaching trainings and instructional strategies, could you please discuss the advantages and disadvantages of them?
7. In what aspects, do you think these teaching trainings and instructional strategies can be better?
8. Could you please talk about your expectations for the follow-up trainings and learning? In other words, what kind of teaching skills, tips, or theories do you want to receive? Please specify each one and tell the reason.

Interview prompts:

- 1) Could you please tell me more?
- 2) Could you please expand on that a bit more?
- 3) Are there more details you can give me?

Appendix D
Interview Script for Current Instructors in the TCSL Program



1. Could you please describe to me the different teaching trainings you have taught to cultivate novice Chinese language and culture instructors in your current program? Please list as many different teaching trainings as you can recall.
2. In your above-mentioned teaching trainings, which one do you think is the most important and useful for cultivating novice Chinese language and culture instructors? And could you please tell me the reason and give me more details about it?
3. Could you describe to me the various instructional strategies you have given to your students in your current program based on your own experience of teaching Chinese language and culture to foreign adult learners? Please list as many as you can recall.
4. In your above-mentioned instructional strategies, which one do you think is the most important and useful for novice Chinese language and culture instructors in their teaching? And could you please tell me the reason and give me more details about it?
5. Could you please talk about your opinions about the effectiveness of existing teaching and trainings for prospective Chinese language and culture instructors? In other words, to what extent do you think students have been prepared to become a Chinese language and culture instructors?
6. Based on your own teaching and training experience, what do you think need to be improved in the current teaching and training methods to cultivate more professional and effective Chinese language and culture instructors? And how would you do if you have the chance to change it?

Interview prompts:

- 4) Could you please tell me more?
- 5) Could you please expand on that a bit more?
- 6) Are there more details you can give me?