

On the Development of Teachers of Chinese as a Foreign Language from the Perspective of Narration

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Abstract

Through the questionnaire star, the "Exploration of the Development of Teachers of Chinese as a Foreign Language from the Perspective of Narration" was released, 500 questionnaires were collected, and individual teachers were interviewed and found that the research on the ontology of Chinese teachers is not very important, especially through the narrative perspective. The research is even more lacking. Through the use of narrative perspective, this paper faithfully records the formation process of a teacher's practical knowledge, from which we can see the most authentic teacher's cognition and teaching rules. It is found that teacher Emma's own teaching reflection is a very precious teaching law. Although it is a case, it has its commonality in its individuality.

Keywords

Narrative, Teacher, Development.

1. Text

What are the contents of the current research on teachers as the ontology in the teaching of Chinese as a foreign language? Wu Yongyi's (2015) "Research on Teachers and Teacher Development" gave an overview, which includes: one is the study of Chinese language teachers' cognition; the other is the knowledge of Chinese language teachers, especially the study of (personal) practical knowledge; Research on the growth (history) of Chinese language teachers; fourth, research on Chinese language teachers (teaching) ability and teaching (classroom) behavior; fifth, research on Chinese language teachers' beliefs, beliefs, motivation, anxiety, cognitive style, self-efficacy and development needs; It is a comparative study of novices, skilled and even expert teachers (the content of comparison can be the above aspects). These research contents involve two aspects of teacher status (horizontal, static) and teacher development (vertical, dynamic), including the three main areas of teacher psychology, emotion and behavior. Based on the above-mentioned research fields and consulting related materials, we found that "narrative inquiry" is not only a research method and a research tool, but also an important way to promote teachers' cognitive construction and professional development. From the "teaching log", "story of teaching experience", "recording diary" and other real materials recorded by the teacher, we can see how a teacher grows up from a novice. Each teaching stage has different emotional characteristics, teaching age and beliefs. Relationship and so on.

Through the questionnaire star, we released the "Exploration of the Development of Teachers of Chinese as a Foreign Language from the Perspective of Narration". We collected 500 questionnaires and interviewed individual teachers. We found that 50% of teachers tended to be "jerky" and "tension" in the evaluation of the initial teaching. , "Lost", only 6% of teachers are satisfied with the initial teaching. And 60.23% of the teachers said that "students who are not positive or motivated" would be troublesome, and 62.5% of teachers said that "do not understand the teaching object" would also make them feel that it was troublesome; according to the order of teaching time , We continue to ask questions. 54.55% of teachers said that the

iconic event of “increasing student participation” has made their teaching a “qualitative” change. “Very appropriate” is a typical example teaching case; 64% of teachers think that “teacher and friend” is that they have entered a more mature teaching period. More than half of the teachers also think that students are “fluent in Chinese, understand Chinese culture and Love Chinese culture and have a wider social circle in China” is one of the things they are most proud of and proud of in teaching; 52.27% of the teachers indicated that they would take “Chinese international education as a long-term or even a lifetime career.” Confidence.

We further found that 56.82% of teachers have the habit of keeping “teaching diaries”, and more than 70% of teachers believe that practical knowledge has common value, but 43.18% of teachers said that the “first time hearing” adopted narrative Methods of self-exploration and self-development of teachers of Chinese as a foreign language, but 42% of teachers expressed “very interested”.

Therefore, through investigation, we found that the research on the ontology of Chinese teachers is not very important, especially the research through the narrative perspective is even less conscious, and the corpus recorded through narration is the most true growth process for us to understand and discover Chinese teachers. , This article analyzes the “growth history” of how a teacher develops from a novice to an excellent teacher. From the trajectory, we can explore some teaching rules and teaching concepts, which are more conducive to the growth of teachers themselves, which is the research purpose of this article.

Learning background

Emma (the protagonist of this article) formally entered Lanzhou University to study for a master's degree in Chinese International Education. In the first semester, apart from the heavy and intensive courses, she had to accept and understand the information about going to the Confucius Institute. Since the winter of 15 years, the whole class has been intensively preparing materials for going abroad. The Confucius Institute she cooperated with at the university she attended was Tbilisi University in Georgia. It should be the ideal place for most people to go out. In addition, Lanzhou has a special geographical area. This restriction made almost all the students at the time think of “going out.” Of course, according to the training plan of the college, most of them went out, some went to Korea, some went I went to Thailand, some went to Georgia, a few went to Spain and Africa, and the remaining 20% stayed in the country for internship. And she is one of the few 20%. When she was ready to accept an internship in Lanzhou, the Chinese National Education Center of the College issued an internship message to an institution, and there was only one internship in this institution, which was a bit more competitive. They are not pressured to go abroad. So more than a dozen people who failed to go out all applied for interns at this institution and interviewed them three times. She was lucky enough to be admitted.

Refrigerated

Emma said, “What I have to face next is the most important transformation of my three views on life and the most direct tragic.” After arriving at the institution, the dean repeatedly emphasized to her, “We may be in contact with the foreigners you have in the university. Chinese classes are different. Our students here are clients, and you must put the sense of service first.” She started the training, who seemed to understand but not. The intense training and trial lectures on the first day were from 8:00 in the morning to 6:00 in the afternoon. The next day she wore a more formal suit and high heels and limped (worn high heels for the first time) and the dean went to see the mysterious executive. The routine is very Korean, and the Koreans’ politeness and facelessness made her contact “society” for the first time. When the executive took her resume and asked them sentence by sentence, she suddenly realized that this was not a class but an interview. But the training on the first morning was centered on how to take the first class and the recommendation of related courses. She did not know the status

of this institution. Obviously, when the executive asked her something like "How long have you been teaching in this company? ", "How many teachers does your institution have in Xi'an" and other questions, she was full of loopholes, especially when she answered "when the institution has 8 teachers" very unconfidently, and she clearly felt that executive mind The line was "I have to think about it carefully." After a few words of greeting between them, he knew that his secretary would send her away. In the end, she obviously did not receive the offer, and she also blamed the agency for improper selection. The dean told her very seriously that she had been drawn to the "blacklist". However, the dean was also responsible for telling her that she would not leave her alone, and if there was a "wife class" after a while, let her take her wives class. "Wife class" made her realize that her situation is really not optimistic. By the time of the 23rd day, she hadn't attended class yet, and she couldn't help but called Teacher Z. After a few words, she could not stop crying. Teacher Z comforted for a long time, and finally said a sentence before hanging up the phone. The words "Come back if you don't work" aroused her fighting spirit, and she realized that for the face of her alma mater, she must take the class instead. God will always open a window for you when closing a door. This is the truth.

Initial contact with the classroom

On the 25th day, she and her classmates from the Shanghai branch inadvertently talked about the lack of people in Shanghai, so the dean of the Shanghai branch interviewed her on a video that night, and decided to go to Shanghai on the spot. The dean of the Xi'an branch was also very happy. Finally settled the student. Emma also said, "Because of an unintentional chat, my life and three views began to change drastically. Looking back on it, I am very grateful for the mixed experience in Xi'an that allowed me to go to Shanghai, which made me slow. Slowly strengthened the determination and enthusiasm to take the road of Chinese as a foreign language."

She arrived at the Shanghai branch of the institution on August 15, 2016. After she settled down, she was still unprepared and was scheduled to go to class the next day. She also welcomed the first student in the true sense of life. With the "general" lesson, this time she did enough homework on the student the night before class. She learned that the student was very picky and had changed two teachers, and the branch dean told her if the teacher was changed again , This student college may be lost. Emma said, "According to the feedback from the first two teachers after class, this student likes to be corrected. This is a breakthrough point. Try to correct her pronunciation during class, and use the phone to pronounce the same word in different times. Recorded it so that she could feel the difference between the incorrect pronunciation and the more correct pronunciation. "Sure enough, she lived up to the pressure and kept the student. The students called for a three-hour class every day. Emma said, "At that time, I really felt the joy and happiness of the concubine being turned over by the emperor in the costume drama. That happiness was after being rejected and attacked many times. His overbearing recognition is a precious memory. Apart from the content of the class, I only remember that my shirt was half wet. Yes, from that student, I gradually became a "dark horse" in the Shanghai branch. I also understand more and more that the dean of the Xi'an Branch said to me, "Customers are God, and we will always be the first service." This is the most important survival rule for foreign language organizations."

A typical case

Emma described a typical real-world teaching case. She said, "One time during a break, we were drinking coffee. I asked for a cappuccino that day. Because I was very familiar with the students, I was very comfortable drinking coffee and chatting. Suddenly the students looked at me strangely and said" "Teacher, your mouth", while saying that it means milk froth, it looks unsightly (there may be some milk froth on the mouth, but it is not as sexy as in the advertisement). Looking at her disgusting face, I Suddenly the inspiration came. I did not wipe off the milk froth, but said to her "Let's try your coffee", saying that I would drink her, and then

she shouted "Teacher no, you really look ", I pressed her to ask "how does it look", the student said "very weird", I said "just weird", she didn't know what Chinese to say, so she began to vomit (students I taught The acting skills are all great), and then I wrote the words "disgusting" and "disgusting" on the blackboard. I said I looked disgusting (point to disgust and let her say it), so you dislike me very much. Is it? (Repeat the action that she disliked me when I wanted to drink her coffee), she laughed and nodded and said to "Teacher, I dislike you". After that, I think the word "dislike" is her high-frequency vocabulary I am always rejected by her for no reason, and sometimes I regret teaching him the word."

Gradually mature

In this way, the teaching at the academy made her grow up, and she was already a "dark horse" when she met the 2017 regional experts. Because, when several regional experts come to our college for trial classes, they will ask "Does your college have Teacher Emma, right? I want to have a class with her". This is an affirmation and a spur. In July 2017, she officially signed a labor contract with the college and became the teaching supervisor of the Shanghai branch. Before becoming a teaching supervisor, by chance, I interviewed a part-time teacher of Chinese as a foreign language at Donghua University. After passing the preliminary examination, the re-examination and the final three examinations, she calmly passed the recruitment as the first place. After communicating with the chief of the internship of the institution, she went to Donghua University for 4 classes in the morning and substitute classes in the institution in the afternoon. In this way, her way of teaching Chinese as a foreign language was the first time she came into contact with class classes for foreign students in the true sense, with the reading and writing classes of A4-2, A4-3 intermediate and advanced classes, and the head teacher of class A4-2. The semester's courses and training are an unprecedented experience and a particularly precious memory.

From the above part of the teaching experience of the teacher Emma's growth history, we can see that through the use of narrative perspectives and truthful records of the teacher's practical knowledge, we can see the most authentic teacher's cognition and teaching rules. Teacher Emma's own teaching reflection is a very precious teaching law. Although it is a case, the commonality lies in the individuality. For example: in her "being hidden" to "accepting the first student" in this process, we must "prepare students" principle in preparing lessons, especially one-to-one teaching is more expensive A lot of energy to prepare students. All in all, it is time-consuming and labor-intensive to track case studies from a narrative point of view, and there is the danger of "death" at any time, but this is an important and most authentic way to solve the theoretical construction of "teacher" in the "three religions".

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AuthorIntroduction

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