

Research on Disciplinary Core Literacy of Undergraduates Majoring in TCSOL on Talent Cultivation Programs

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Abstract: With the rise of global Chinese language fever, the talent cultivation of undergraduate students majoring in “Teaching Chinese to Speakers of Other Languages” has become increasingly important. Using a qualitative research method, this paper aims to summarize the disciplinary core literacies that TCSOL undergraduates should have based on the analysis of the talent cultivation programs of three Chinese schools ranked among the top three in the country for this major, and discusses in detail the significance and importance of these core literacies. Through the study, this paper concludes that the eight disciplinary core literacies that undergraduates majoring in Teaching Chinese to Speakers of Other Languages should possess are character literacy, cultural literacy, vocational literacy, internationalization literacy, disciplinary literacy, comprehensive application ability, information literacy, and critical thinking ability. These disciplinary core literacies play a key role in the cultivation of undergraduate students majoring in Teaching Chinese to Speakers of Other Languages, and can help students better adapt to the needs of international Chinese language education. The results of this study are of great significance in guiding the educational and teaching reform and the development of talent cultivation programs for undergraduate students majoring in Teaching Chinese to Speakers of Other Languages.

Keywords: Teaching Chinese to Speakers of Other Languages; Disciplinary Core Literacy; Talent Cultivation Program

1. Introduction

With the rise of China, the demand for Chinese language learning at home and abroad is gradually increasing. In order to meet this demand, various Chinese universities have opened undergraduate programs in Teaching Chinese to Speakers of Other Languages and formulated corresponding personnel training programs. However, in order to cultivate Chinese language teachers and cultural exchange talents who meet international standards and satisfy the ever-increasing demand, it is not enough just to learn subject knowledge; it is necessary to summarize the core qualities that undergraduates of Teaching Chinese to Speakers of Other Languages should have, which will help us better understand the cultivation demand of this specialty, guide the reform of education and teaching and improve the quality of talent cultivation. At the same time, the study of the core qualities of Chinese international education undergraduates is also of reference value for the students' own development. By understanding the disciplinary core literacy that Chinese international education undergraduates should possess, students can better assess whether they are suitable for choosing this major and which university is more in line with their needs. The purpose of this paper is to systematically sort out and summarize the disciplinary core qualities that Chinese international education undergraduates should have by analyzing the undergraduate talent cultivation programs of three Chinese universities ranked among the top three in this field, so as to provide useful references and guidance for talent cultivation work and professional development.

2. Overview of Prior Research

China opened the Chinese as a Foreign Language major in 1984 and began to enroll undergraduates in 1985. After 38 years of development, a training chain from undergraduate to doctoral degree has now been formed. In this cultivation chain, the undergraduate program of Chinese international education is the foundation of talent cultivation [1]. At present, there are more than 400 institutions of higher education in China that offer Chinese international education majors, and there are problems of massive growth and disorderly growth, as well as uneven quality of education [2]. This is not a problem of the setting of the specialty itself, but a problem of the scale and quality control of schooling. The birth of the program has led to the poor quality of schooling. For a period of time, the major has been criticized for two main points, one is "difficult to find employment", and the other is "professional incompatibility" [3-5]. From a macroscopic perspective, it is a common phenomenon that it is not easy for graduates of many undergraduate majors to find employment, which is not unique to the Teaching Chinese to Speakers of Other Languages majors. Otherwise, every graduation season, the state and universities would not put so much effort into adopting a variety of ways to encourage and help college students to find employment, not to mention that for those colleges and universities that have clear schooling objectives and high or relatively high cultivation quality, the employment situation of the Teaching Chinese to Speakers of Other Languages majors is, comparatively speaking, good or better [2,6]. Therefore, we should neither blind ourselves nor generalize. As for the so-called "professional matching" for college students' employment, "this concept is too traditional and outdated, and is out of date" [2]. In order to fundamentally solve the above problems, improving the quality of school running and talent cultivation is the key, and the specific approach is to innovate the mode of school running, consolidate the foundation of the profession, educate people in all aspects with the disciplinary core literacy, and form the specialties or even the brand majors [1]. Disciplinary core literacy is the fundamental basis for all-round parenting, the so-called disciplinary core literacy is both

the unique contribution and role of a discipline to the development of human core literacy, as well as the embodiment and implementation of a discipline's unique educational value in students. "Disciplinary core literacy is a reflection of the view of the essence of the discipline and the educational values of the discipline [7]."

3 Research Methodology

In this paper, we will use the method of qualitative research to collect and analyze the information on the talent cultivation programs of undergraduates majoring in Teaching Chinese to Speakers of Other Languages in three Chinese universities, and through Nvivo software, we will encode the talent cultivation programs of different universities, look for commonalities, and summarize the disciplinary core qualities that undergraduates in Teaching Chinese to Speakers of Other Languages should have. The research content of this paper is as follows: 1. collect and organize the documents and related materials of the talent cultivation programs of different universities, including the cultivation objectives, cultivation programs, etc. 2. compare the talent cultivation programs of different universities, look for the commonalities and differences, and find out the focuses and preferences of different universities in the cultivation of disciplinary core literacies. 3. through Nvivo software will encode the common elements, and summarize the disciplinary core literacies that the undergraduate students of Chinese International Education undergraduates should have disciplinary core literacy. 4. In the final stage of the study, the findings obtained will be summarized and generalized, and specific suggestions will be made for the cultivation of core literacy, which will provide a reference for the cultivation of undergraduates majoring in Teaching Chinese to Speakers of Other Languages. The research methodology of this paper is as follows: 1. collect documents and information on the talent cultivation programs of undergraduates majoring in Teaching Chinese to Speakers of Other Languages from three Chinese universities. 2. adopt line-by-line and sentence-by-sentence reading, and use the methods of coding and keyword extraction to summarize the second-level indexes of

disciplinary core literacy that undergraduates majoring in Teaching Chinese to Speakers of Other Languages should possess. 3. extract the key sentences related to the second-level indexes, and summarize the first-level indexes of disciplinary core literacy for undergraduates majoring in Teaching Chinese to Speakers of Other Languages. The first-level indicators of disciplinary core literacy are summarized into three dimensions to obtain the framework of disciplinary core literacy. Through the above research contents and methods, this paper aims to comprehensively understand the elements of disciplinary core literacy of undergraduates majoring in Teaching Chinese to Speakers of Other Languages, so as to provide a powerful reference and guidance for improving the quality of education, and formulating and implementing talent cultivation programs.

4 Analysis of research data

According to the statistics of China Education Online(https://www.gaokao.cn/special/42?sort=3&special_type=3&fromcoop=bdkp), a Chinese education portal, as of 2023, there are 198 public colleges and universities in China offering undergraduate programs in Teaching Chinese to Speakers of Other Languages. There are 198 public colleges and universities majoring in international education undergraduate program, among which 8 colleges and universities have an A+ rating for this major. "Beijing Language and Culture University," "East China Normal University," and "Shandong University" rank among the top three of the eight universities. In this paper, we collected the undergraduate training programs of this major in these three universities and imported the raw materials into Nvivo 12.0 qualitative research software to browse, label, analyze and code them. The process of coding is divided into free coding and secondary coding. Free coding when this paper set free nodes for the required statements in the primary data. A new free node is created for each new required content in a training program; for content with similar basic characteristics, a specific free node is added to the existing one. An example is as follows:

Objectives and specifications of Beijing Language and Culture University: This program aims to cultivate students who have

comprehensive and solid theoretical knowledge of the fundamentals of general linguistics and Chinese language and writing, who have mastered the basic theories and methods of teaching Chinese as a second language in a systematic way, who have certain literary and cultural literacy, who are capable of teaching and researching in the second language of Chinese, who are capable of teaching Chinese in the international context, who are capable of Chinese language education and of cultural exchanges between Chinese and foreign cultures and who have the potential to develop into "thick" and "thick" students. The aim of the program is to provide international, complex and application-oriented specialists with "thick foundation, wide caliber, broad vision and high quality" who have the prospect of further development. The specific objectives are as follows: 1) to systematically master the knowledge and theories learned in this specialty; 2) to have certain teaching skills in Chinese as a second language and good cross-cultural communication skills; 3) to have strong writing skills and oral expression skills in Chinese; 4) to have good abilities in foreign languages, with balanced all-around development of skills in listening, speaking, reading, writing, and translating, and to be able to skillfully use foreign languages to read professional materials and to carry out Chinese teaching and communication in the specialized fields; 5) to have an international perspective and master the basic knowledge and basic etiquette of foreign communication; 6) to have a good basic literacy in humanities and sciences, a strong sense of innovation and collaboration, and the ability to independently acquire new knowledge.

For the original materials of this talent cultivation program, this paper has browsed and coded: a₁ This major cultivates thick-base talents with relatively comprehensive and solid theoretical knowledge of the fundamentals of general linguistics and Chinese language and writing, mastering the basic theories and methods of teaching Chinese as a second language in a more systematic way, and systematically grasping the knowledge and theories learned in this major; a₂ Competent in Chinese language international education and Chinese-foreign cultural exchange work, with certain Chinese

as a second language teaching skills, with strong Chinese writing ability of broad-mouth application-oriented specialists; a₃ Possess a strong sense of creativity; a₄ Possess good foreign language ability, with a balanced and comprehensive development of all skills in listening, speaking, reading, writing and translating, and be able to use foreign languages proficiently to read professional materials and to teach and communicate in Chinese in the professional field; a₅ International specialists with a broad vision who have good cross-cultural communication skills, an international outlook, and master the basic knowledge and basic etiquette of foreign interactions; a₆ Ability to acquire new knowledge independently; a₇ Possess good oral communication skills; a₈ Possess a good collaborative spirit; and a₉ Highly qualified personnel with a certain degree of literary and cultural literacy and good basic literacy in the humanities.

In this paper, a total of 51 free codes were established after browsing and coding the original information of the talent training programs of the three universities. After the 51 free codes are coded twice, 16 codes are retained which have commonality between two or all of them. These 16 codes are the secondary indicators of disciplinary core literacy for undergraduate students majoring in Teaching Chinese to Speakers of Other Languages. They are b₁ with innovation ability; b₂ with sustainable development ability; b₃ with international perspective; b₄ with intercultural communication ability; b₅ with humanistic and scientific literacy; b₆ with teamwork ability; b₇ with foreign language ability; b₈ with the ability to pass on and disseminate Chinese culture; b₉ with solid knowledge of the subject matter; b₁₀ with

teaching ability; and b₁₁ with the ability to deal with foreign affairs; b₁₂ scientific worldview; b₁₃ healthy outlook on life; b₁₄ professional ethics; b₁₅ ability to utilize information technology; b₁₆ ability to reflect and think independently.

5 Results

According to the 2020 Revision of the Language Curriculum Standards for General Senior High Schools, disciplinary core literacy is the centralized expression of the value of disciplinary education, and it is the correct values, necessary character and key competencies that students gradually develop through disciplinary learning. According to this standard, this paper takes "correct values", "disciplinary core literacy" and "key competencies" as the three major dimensions of disciplinary core literacy for undergraduates majoring in Teaching Chinese to Speakers of Other Languages. Therefore, this paper further summarizes the above 16 secondary indicators into 9 primary indicators, and then summarizes these primary indicators into these three dimensions to form the dimensions and specific indicators of disciplinary core literacy of Chinese international education undergraduates. As a result, this paper obtains a disciplinary core literacy framework with three dimensions (correct values, essential character, and key competencies), eight first-level indicators (moral literacy, cultural literacy, vocational literacy, internationalization literacy, disciplinary literacy, comprehensive use of competencies, information literacy, and critical thinking skills), and 16 second-level indicators. The results are shown in the Table 1.

Table 1. Disciplinary Core Literacy Framework for Undergraduates in International Chinese Education

Dimension	Level 1 indicators	Level 2 indicators
correct value	moral character and integrity	b12 have a scientific world view
		b13 have a healthy outlook on life
necessary character	cultural literacy	b5 Humanistic and scientific literacy
	Internationalization	b9 Ability to transmit and disseminate Chinese culture
Key competencies	professionalism	b3 with an international perspective
		b1 Creative capacity
		b6 Ability to work in a team
		b2 Sustainability
		b14 ethical teaching

	academic quality	b9 have a solid knowledge of the subject matter
		b7 foreign language proficiency
	Comprehensive application skills	b4 Intercultural Communication Skills
		b11 Capacity to deal with external affairs
		b10 Teaching competencies
	information literacy	b15 Ability to utilize information technology
Critical thinking skills	b16 Ability to reflect and think independently	

6. Conclusion and Discussion

Through the systematic analysis of the talent cultivation programs for undergraduates majoring in Teaching Chinese to Speakers of Other Languages in three Chinese universities, this paper has come up with the abilities and qualities that undergraduates majoring in Teaching Chinese to Speakers of Other Languages should have, and summarized the framework of disciplinary core qualities. Undergraduates majoring in Teaching Chinese to Speakers of Other Languages can only complete the courses and teachers can only teach the subject knowledge to meet the unilateral teaching requirements, which cannot solve the problems of poor quality of education and low employment rate of the major. Institutions of higher education specializing in Chinese language education should take the core qualities of the above disciplines as the fundamental basis for comprehensive education. From the nine aspects of moral literacy, vocational literacy, cultural literacy, internationalization literacy, civic literacy, disciplinary literacy, information literacy, comprehensive application ability, and critical thinking ability, they should cultivate lifelong developmental talents who are adaptable to different cultural backgrounds and have the ability to work. The identification of a disciplinary core literacy framework for undergraduates majoring in Chinese language international education is of great significance to the cultivation of talents in this specialty, and the framework will help improve the comprehensive quality of undergraduates majoring in Chinese language international education and promote them to become practical talents with a global perspective and international competitiveness.

Based on the findings and conclusions of this paper, we put forward the following suggestions for the cultivation of undergraduates in Teaching Chinese to Speakers of Other Languages: firstly, each university should pay attention to the

cultivation of language proficiency and comprehension ability in its talent cultivation program. Secondly, the cultivation of intercultural communication skills should be included as an important part of the education system, and students should improve their intercultural awareness and adaptability through multicultural education and intercultural experience. In addition, the cultivation of teaching design and implementation ability should focus on practical education and innovation of teaching methods, and students should have the opportunity to participate in actual teaching activities and project design. For the cultivation of disciplinary knowledge and theoretical foundation, schools should provide comprehensive knowledge training in pedagogy, Chinese language and culture disciplines, as well as educational technology and multimedia applications. Finally, the cultivation of research ability and innovative thinking can be realized through the training of scientific research methods and practical projects. We hope that the above suggestions can provide some references and lessons for the cultivation of undergraduates in Teaching Chinese to Speakers of Other Languages and further promote the development and progress of this field.

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