

A study on the Transformation of College English Teachers into TCFL Teachers under the Background of the Belt and Road

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Abstract: Solving the lack of TCFL teachers in minor languages countries along the "the Belt and Road", college English teachers who transformed into TCFL teachers make full use of their own advantages to make up for the lack of professional knowledge of Chinese language through training and learning, and play an active role in the promotion of TCFL in countries along the "the Belt and Road" route. It is an effective means to strengthen the educational cooperation between China and the Countries along the Belt and Road in order to adapt to the development and improve our cultural self confidence.

1. Introduction

In the current context of global economic globalization, President Xi Jinping, in keeping with the trend of The Times, has put forward the "The Belt and Road" Initiative of implementing regional win-win cooperation and promoting global common governance through consultation. Education plays an important role in promoting the cooperation between "The Belt and Road" countries and China in teaching Chinese as a foreign language. To this end, in 2016, the ministry of education issued *Action plan for promoting co-construction of "The Belt and Road" Education*, aiming to promote the educational exchanges and cooperation between China and countries along the "The Belt and Road" Chinese as a foreign language education plays a pivotal role in strengthening the bond between China and the countries along the "The Belt and Road" route. Therefore, it is of great practical value to explore the cooperative research on Chinese as a foreign language education between the countries along the "One Belt And One Road" route and China.

According to incomplete statistics, the number of people learning Chinese in the world has exceeded 100 million, and more than 2,000 universities in more than 100 countries have offered Chinese courses. The implementation of "The Belt and Road" strategy, and for Chinese out of the country. The spread of Chinese culture has provided a new platform for the world to know more about China.

However, Chinese fever has led to the rapid development of Chinese as a foreign language major, and the number of graduates of Chinese as a foreign language major has increased rapidly, but the number of Chinese as a foreign language teachers still cannot meet the needs of various schools.

Therefore, the urgent measure taken by many colleges is to invite English teachers to teach Chinese as a foreign language to international students. Teachers of Chinese as a foreign language (TCFL) are drawn temporarily from the ranks of English teachers and Chinese teachers, among which the number of teachers majoring in English accounts for more than 70% of the total TCFL teachers. Through practice, it is found that English teachers have certain advantages in the process of teaching Chinese as a foreign language, but their problems and limitations are also very obvious.

2. The Status quo of TCFL Teachers

According to Hanban, by the end of 2016, 512 Confucius institutes and 1,073 Confucius classrooms had been set up in 140 countries (regions). Among them, 115 Confucius institutes and 100 Confucius classrooms have been established in Asia. Due to the short time and rapid

development, teachers of Chinese language international education are in short supply. Hanban selects and trains a large number of TCFL teachers to carry out Chinese language teaching abroad every year to spread Chinese culture, while the problems of TCFL and teacher training at home cannot be ignored. Among the countries along the "the Belt and Road", 56 official languages are spoken in 64 countries. There are so many languages that it is obviously not enough to rely on teachers and graduates of small languages from countries along the Belt and Road to complete the task of teaching Chinese as a foreign language. Countries along the routes are also the birthplace of Islam, Christianity and Judaism. Different languages and religious cultures require TCFL teachers to overcome various cultural barriers in order to realize the great cause of "Going global" strategy of Chinese culture.

Nowadays, the professional qualities of teachers engaged in teaching Chinese as a foreign language in various universities are intermingled. Many teachers in the foreign students department of universities are non-professional, without professional training, let alone language teaching. The teaching effect is conceivable. Under the push of market supply and demand imbalance, some teachers with the experience of language teaching but not trained entered into this new teaching filed of foreign language teaching, such as English major teachers, Chinese major teachers and other small language teachers from abroad, and some teachers from certain English language training centers. Among them, the transformation of college English teachers to foreign language teachers accounted for a large proportion.

From the mentioned above, it is not difficult to see that there are three problems in the current situation of TCFL teachers. The Status quo of TCFL Teachers is that first, there is a large gap in the number of TCFL teachers, which is not enough to meet the increasing demand of TCFL teachers in the world; second, most of the TCFL teachers who have graduated are proficient in Chinese language knowledge, while the reserve of Chinese cultural knowledge is relatively weak; thirdly, cultural confidence, professional ethics and professional concept are neglected in the process of talent cultivation, so that many students mistakenly think that teaching Chinese as a foreign language is to "go abroad for a meal".

3. The advantages of the transformation of college English teachers into TCFL teachers

First, college English teachers have a good understanding and understanding of foreign cultures, and have cross-cultural communication skills. Because different nations have different ways of thinking, values, customs and habits, they have different understandings or expressions of the same thing and concept. Cultural differences often cause learning disabilities, so teachers should fully understand the foreign culture, the correct handling of the relationship between language teaching and cultural communication. If teachers can understand students' living background and the culture of the country, they will naturally shorten the distance with students. In foreign cultural teaching, cultural comparison can also be carried out appropriately. The objects of teaching Chinese as a foreign language usually come from different countries and regions, and different cultural backgrounds make students different in religious belief and cultural psychology. Therefore, teachers should pay attention to the study of language teaching mode under multicultural background and the influence of various cultural factors on teaching. English teachers have open knowledge reserve of international background and strong ability of cross-cultural communication. Learning a foreign language means having a key to a new world, and having a perspective to see the world. Therefore, people who learn a foreign language tend to have a broader mind and can adjust their state to accept new things. At the same time, the process of learning English is also a process of improving cross-cultural communication skills, and the switching of Chinese and English languages is also a process of the transformation of Chinese culture and English culture. With cross-cultural knowledge, English teachers can make overseas students who come to study in China understood, reduce the sense of inadaptability of international students in the unfamiliar region and culture, which make them quickly integrate into the living environment in China, and help them adapt to the pace of learning in China in a short time.

Second, college English teachers have a good command of English and have learned at least one

second foreign language, which is of great help to the communication and interaction between teachers and students in teaching Chinese as a foreign language. Some scholars pointed out that "people who do not know a foreign language should not be teachers of Chinese as a foreign language", and "cross-cultural communication should first pass the foreign language". As far as TCFL teachers are concerned, the higher the foreign language level and the more languages they master, the more helpful they will be to teaching and intercultural communication. Of course, English is probably the primary language of instruction in the absence of the ability to master more than one foreign language. English teachers' innate advantage in language communication facilitates classroom teaching and students' emotional communication. Because most international students are able to communicate in English, English teachers can help international students to understand the classroom contents faster with the help of English in the teaching process, and reduce the anxiety of international students in the process of learning Chinese. At the same time, with English as the medium language in the classroom, teachers can understand the needs of students in the first time and adjust the teaching methods and contents, promote the emotional communication between teachers and students, and effectively improve the learning efficiency. The above considerations should be taken into account when Hanban sets up a test of English proficiency in the assessment of teachers sent abroad by the government or volunteers to teach Chinese as a foreign language.

It can be seen that the language advantages of college English teachers in TCFL teaching cannot be ignored.

Thirdly, the diversified teaching methods adopted by English teachers can stimulate students' interest in learning Chinese. Domestic English teaching has been relatively mature. The English teaching method has changed from the original grammar translation method to the direct method and communicative method, and then to the task-based teaching method in recent years. After years of continuous exploration, learning and innovation, the English classroom teaching model has been constantly innovated, and the teaching quality has been improved day by day. A good English class has become a new and efficient class that is lively, interesting, informative and entertaining. Therefore, English teachers can guide the teaching of Chinese as a foreign language according to the theories and methods of English acquisition and teaching as a second language, combine relevant experience of English language teaching with Chinese teaching, and inject diversified classroom elements into the teaching of Chinese as a foreign language, so as to make the traditional Chinese classroom colorful, vivid and interesting.

The teaching methods of English teachers are often diversified with rich and interesting forms. English teachers can combine their foreign language learning experience and good cross-cultural communication skills to make the whole classroom atmosphere relaxed and pleasant, which plays a promoting role in reducing the difficulty of learning Chinese and stimulating the interest of international students in learning Chinese.

4. The disadvantages of the transformation of college English teachers into TCFL teachers

First, due to lack of the professional system of teaching Chinese as a foreign language ability, English teachers copy the English teaching model. As English and Chinese are two completely different languages, the learning process and methods must be different. While giving full play to their own advantages, English teachers also lack of certain teaching methods for Chinese as a foreign language, leading to many English teachers in the exploration of teaching Chinese as a foreign language. As the teaching difficulty increases and the lack of lack professional and systematic knowledge reserve for teaching Chinese as a foreign language, the teaching limitations of English teachers become more and more obvious.

Second, English teachers have weak knowledge of Chinese grammar and cannot explain Chinese grammar in depth. The explanation of Chinese grammar points is the most difficult for English teachers. In many cases, they know how to use them, but they cannot explain why, which is the consequences of English teachers lack of professional and systematic knowledge reserve of Chinese

language. Therefore, the international students taught by English teachers do not have a deep understanding of Chinese grammar points, so they cannot use them flexibly. College English teachers do not have enough knowledge of Chinese grammar and are easily influenced by English grammar. In the past, they explained a lot of English grammar in English classes, and also attached great importance to the teaching of grammar, so naturally generated a kind of English grammar logic. Because these two languages are very different grammatical forms, it is not applicable in teaching and learning. If we often use the way of thinking of English grammar to analyze the Chinese language, we may not be able to do. Therefore, if college English teachers can not get rid of the usual thinking of English grammar, and at the same time, they do not have solid basic skills in Chinese grammar, it is easy to mislead students in teaching, and it will be common to face embarrassing situations in responding to students' questions.

Thirdly, the English teachers are short of the accumulation of Chinese cultural knowledge and can't vividly spread Chinese culture to international students. The more you know about the culture of the target language, the better you will be able to improve your communicative competence, which requires TCFL teachers not only to have professional language knowledge, but also to have a solid foundation of Chinese culture, that is, the basic knowledge of Chinese culture and China's national conditions, including society, history, philosophy, literature, art, folk customs and so on. However, the knowledge of Chinese culture and China's national conditions acquired by TCFL teachers mainly come from three sources: basic education, daily life and media. Relying on the above three sources alone, it is hard to categorize and trace cultural knowledge, and it is also difficult to be well versed and used, which is not conducive to cultural teaching. However, due to lack of cultural knowledge, teachers are sometimes unable to give comprehensive and accurate answers to unexpected questions raised by students. After 4 years of undergraduate study and 2 years of graduate study, many English teachers have been immersed in the English world for a long time, ignoring the accumulation of Chinese history, culture and other humanistic qualities. Therefore, when English teachers output the Chinese language in class, the output of Chinese culture is relatively small, which is not conducive to international students' deeper understanding of Chinese culture, resulting in their difficulty in experiencing the extensive and profound Chinese culture.

5. Conclusion

To sum up, the advantages of college English teachers teaching Chinese are obvious because of their foreign language communicative competence and cross-cultural communicative competence, as well as certain mastery of relatively cutting-edge teaching methods, which are conducive to teaching Chinese as a foreign language to some extent. However, the lack of professional knowledge of Chinese and Chinese culture leads to many problems and difficulties in teaching, which affects the classroom teaching effect. Therefore, to give full play to the professional advantages and supplement the professional deficiencies, especially in grammar, Chinese characters, phonetics and Chinese culture, is the focus of transformation college English teachers to seek progress and breakthrough. Colleges put forward the corresponding pre-transition training for the factors that are not conducive to the spread of Chinese culture, which may be caused by the lack of Chinese professional knowledge and culture of English transformation teachers in colleges and universities.

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