
Strategies of Enhancing the Teaching Image and Quality of Local Chinese Language Teachers in Nigeria

Okafor, Miracle Uzochukwu

South West University, China¹, Nnamdi Azikiwe University,
Awka²

mu.okafor@unizik.edu.ng

Abstract

Teaching Chinese as a foreign language is quite demanding and challenging, which, most times, poses difficulties in the effective teaching and learning of Chinese Language. Local Chinese teachers' (also referred to as non-native Chinese teachers), teaching competence will leave a deep impression on the students. This kind of positive or negative impression will directly or indirectly affect Chinese language acquisition. Since Nigeria is a multi-ethnic and multicultural country, there is need for local Chinese language teachers, whose students are from diverse backgrounds, should engage in practices, training, and learning, either through structured, reflective, or self-directed approach, to establish a good image and demeanor that cannot only stabilize students' professional thoughts and achievements, enhance students' desire for knowledge, increase students' feelings of love for the language; but also, can improve the teacher's sense of honor, pride, achievement, and fulfillment. However, recent studies have shown that local Chinese teachers in Nigeria lack adequate experience in teaching Chinese as a foreign language (Odinye, 2019; Okafor, 2020), therefore, the objective is to provide strategies that will enhance the image and teaching quality of local Chinese language teachers in Nigeria through descriptive methodology and review of literature. Teacher motivation theory was highlighted. This paper

will be useful in improving teacher performance, teaching quality and student learning outcomes. There is also recommendation on how local Chinese language teachers can improve Chinese Language classroom teaching and learning.

Keywords: local Chinese teachers, Chinese language teaching motivation, teaching quality.

1. Introduction

As China continues to thrive in economy, science and technology, education, and development, the need for teaching and learning Chinese language as a second or foreign language becomes significant for globalization. Learning to speak Chinese and understanding China's cultural norms have become increasingly important because of the new opportunities that are occurring in the 21st century (Xu et al., 2010). Thus, Confucius institutes serve as a platform for realizing this goal, since it supports, promotes, and facilitates Chinese language and culture exchanges locally and internationally. According to Gu et al. (2021), the news report released by International Chinese Language Education Conference (2019) showed that 550 Confucius Institutes and 1,172 Confucius Classrooms have been founded in 162 countries; more than 30,000 elementary and middle schools and more than 4,000 universities offered Chinese language courses and more than 25 million people were learning Chinese. There are 59 Confucius Institutes in Africa (Statista, 2018), currently 2 in Nigeria. Over 10,000 people in Nigeria are learning Chinese language and culture, either as a major, elective, for HSK (Hanyu Shuiping Kaoshi) certification, for business, or leisure. Such a tremendous increase in the number of Chinese language education leads to an increase in demand for Local Chinese teachers to ease the burden on the native Chinese teachers. The majority of the local Chinese teachers enjoyed

scholarship either through Hanban (now known as Center for Language Education and Cooperation), China Scholarship Council (CSC), Silk Road / Belt and Road Initiative, for a China / Chinese related course. Mostly Master's program in teaching Chinese to Speakers of other languages (MTC SOL), which requires going back to home country to work as a local Chinese teacher upon completion of the program. From the study by Odinye (2016) on the "Chinese Language Teaching and Learning in Nigeria", Nigeria had only two local Chinese language teachers, one at Confucius Institute, University of Lagos and the other at Confucius Institute, Nnamdi Azikiwe University. In 2019 the number of local teachers at both universities has increased to 9 (Changbin & Yinghui, 2021). Of recent, the number of local Chinese teachers in Nigeria has increased to 30, due to the high demand for Chinese language in Nigeria, which led to the opening of more Confucius classrooms (currently 24 in number), Chinese Studies Departments (3), and Chinese language training centers (12) across the country. Local Chinese teachers manage the students who are learning Chinese in Nigeria better, due to a better understanding of Nigerian students and the Nigerian educational system (Wang 2017; Okafor, 2020). Unarguably, Local Chinese Language teachers have many inherent advantages; they understand the local customs, the way of thinking of students, and the learning habits of students. They have no language barrier, unlike the native Chinese language teachers. Although they may not be as good as the native Chinese language teachers in fluency and dissemination of Chinese language and Chinese culture, they can gradually overcome their shortcomings through planned and thorough continuing professional development (CPD).

Nigeria is a multi-ethnic and multicultural country, therefore Local Chinese language teachers, whose students are from diverse

ethnic backgrounds, should engage in frequent training and learning, either through structured, reflective, or self-directed approach, to establish a good image and demeanor that cannot only stabilize students' professional thoughts, enhance students' desire for knowledge, increase students' feelings of love for the language; but also, can improve the teacher's sense of honor, pride, and achievement. Therefore, this research aims at sharing best practices for a Chinese language teacher's professional development.

1.1 Problem of Research

As the demand for Chinese Teachers keeps skyrocketing in Nigeria, the quality of Local Chinese Teachers becomes crucial, since Chinese is now being studied as a degree program in 3 Nigerian higher institutions, and as the time of this research, 5 universities are currently trying to start up Bachelor's Degree program in Chinese studies. Recent studies have shown that local Chinese teachers in Nigeria lack adequate experience in teaching Chinese as a foreign language since the majority do not have a background in Chinese studies (Odinye, 2019; Okafor, 2020), and those who do have, are faced with challenges of continuing professional and personal development (Wang 2017).

1.2 Purpose of Research

This research aims at giving strategies for enhancing the professional knowledge, skills, attitudes, and performance of Local Chinese teachers in Nigeria. Local Chinese Teachers' teaching attitude, language expression ability, and teaching ability will leave a deep impression on the students and will impact positively or negatively on the institution. Therefore, there is a great need to initiate a formidable professional and personal development strategy for local Chinese teachers, since they stay for a long time, unlike

native Chinese teachers who are short-termed and also act as role models for the students learning the Chinese language.

2. Literature Review

2.1 Definition

Local Chinese teachers can be referred to teachers of Chinese language and culture who are not of Chinese nationality rather they acquired the Chinese language as L2 through professional training. Local Chinese teachers can as well be called non-native Chinese teachers, therefore local Chinese teachers and non-native Chinese teachers are used interchangeably. According to Yu (2018), the non-native Chinese teachers consist of two groups. One group is the Chinese teachers of ethnic minorities in China who don't take Chinese as the mother tongue, and the other is the native Chinese teachers overseas who don't take Chinese as the mother tongue. Of recent, most of the Local Chinese teachers are products of BTC SOL (Bachelors in teaching Chinese to Speakers of Other Languages) or MTCSOL Masters in teaching Chinese to Speakers of Other Languages). This Program is established by Chinese government and currently offered in 149 universities in China. (Gu et al., 2021). To promote teaching of Chinese language by non-natives, the Center for Language Education and Cooperation and the China Scholarship Council have been awarding scholarships for non-native Chinese speakers to study BTC SOL, MTCSOL, DTCSOL programs in China with the aim of teaching Chinese in their local countries. Nevertheless, apart from MTCSOL, there are other local Chinese teachers who majored in Chinese history, Chinese philosophy, Chinese cultural studies, China studies, Chinese philology, Chinese literature, etc.

2.2 Research on Chinese Language Teaching Motivation

Yuan et al., (2011) conducted research on 53 experienced Chinese language teachers from Thailand and South Korea on their teaching motivation, concerning teaching goals and values. From their research, a factor analysis of responses to the questions concerning work values suggests that there are five distinct sets of basic wants or need : relationship orientation, extrinsic motivation, self-realization, autonomy, and institutional support. The factor analysis of job rewards indicates seven factors, which partially overlap with these value factors, namely; professional position, relationship/intrinsic rewards, extrinsic rewards, job/career satisfaction, reputation, good management, and self-esteem reward. Zhang (2021) study on the relationship among Teaching Chinese as Second Language (TCSL), teachers' self-efficacy, students' learning motivation, and academic performance, examined the relationship among TCSL teachers' self-efficacy, foreign students' learning motivation, and academic performance in universities of mainland China. According to Zhang (2021), there is a positive influence of teachers' self-efficacy on students' academic performance, largely because students' academic outcomes could be affected by some factors that include but are not limited to; motivation, students' IQ level, teachers' teaching style, the relationship with teacher and peers, family background, study interest, etc. “If a teacher experiences a classroom as a safe, healthy, happy place with supportive resources and facilities for teaching and learning, he or she tends to perform or participate more than expected in the process of management, administration and improvement of school” (Zainab 2020). In Nigeria, Ige (2020) research on the Challenge of teacher motivation and way forward in Nigeria, suggested the following as a way of enhancing teacher motivation for effective service delivery which includes: enforcement of the payment of

enhanced teacher's salary scale across the states and payment of allowance to teachers working in difficult terrains, provision of instructional materials for teachers; regular promotion of teachers; the reward of teachers by schools' administrators; recruitment of additional teachers; sponsoring of teachers to seminars, workshops, and conferences; full professionalization of teaching by government.

2.3 Theories on Teacher Motivation

Teacher motivation theories revolve around these four theories; expectancy-value theory, achievement goal theory, self-determination theory, and Self Efficacy. Expectancy-value theory cuts across various fields of study such as education, marketing, communications, health, and economics. It was simply meant to explain and predict an individual's attitude toward objects and actions. On Education, with regards to teacher motivation, the expectancy-value theory looks at individuality and ability to complete tasks and succeed in it, by their expectation of how well they will do on the task, the extent to which they value the activity, and how useful they perceive the task. (Eccles, 1983; Wigfield & Eccles, 2000). Theoretical and empirical works have been done on teacher motivation using the expectancy theory and it has been shown that expectancy and values interact to predict important outcomes such as engagement, continuing interest, and academic achievement. (Eccles, 1983; Richardson & Watt 2006; Trautwein, 2012). Expectancy theory is also a way to explore the extent to which students are maximizing their experiences in active learning classrooms, and this predicts that students will put more effort into activities that they simultaneously perceive to have value and at which they expect to succeed (Cooper, et al., 2017). Achievement goal theory is used in teacher motivation theory to analyze and

improve classroom environments and teaching practices and how this will invariably impact positively on students learning and motivation (Ames, 1992).

According to Yang (2021), Self-determination theory is divided into three main categories: intrinsic motivation, extrinsic motivation, and amotivation. Where Intrinsic motivation looks at activities done for their inherent interest and enjoyment, or in other words, for their own sake which reflects a high degree of self-determination. Extrinsic motivation, on the other hand, concerns behavior done for external incentives or rewards, such as economic struggle, fame pursuit, and physical attraction. Similarly, Deci & Ryan (2000), divided self-motivation theory into three major forms: autonomous motivation, controlled motivation, and amotivation. Autonomous motivation is based on spontaneous purpose, interest, or volition, while controlled motivation, is based on behavior because of inner or environmental pressure. While a-motivation is simply lack of intention to conduct a behavior, means no motivation. Researchers conducted in the past such as (Deci, et al., 1982; Hanand 2016; Radel et al., 2010; Yang, 2021) students' intrinsic motivation and determination were influenced significantly by the extent to which teachers were autonomous-supportive or controlling.

2.4 Research on Chinese Language Teachers Teaching Quality

Teachers are an important factor in determining the teaching effect, and the quality of teachers directly determines the success or failure of teaching (Zhang, 2012). Xiang (2015) states that to a great extent, the quality of teachers of Chinese as a foreign language determines the success or failure of teaching Chinese as a foreign language. In the teaching of Chinese as a foreign language, students are the main

body, and the teacher is the guide. According to Zhang (2008), the task of a teacher of Chinese as a foreign language is to establish a cohesive and infectious atmosphere while imparting knowledge, so that students can consciously or unconsciously integrate, follow the steps of teachers, and complete the learning task conscientiously. Meng (2011) suggests that the quality of a teacher of Chinese as a foreign language includes two aspects: knowledge and ability. Knowledge is the carrier of ability, source of cultivating ability and improving quality. Basic theoretical knowledge is the basis for the formation of the ability to analyze, solve problems, and the ability to innovate. However, a person with knowledge does not necessarily have an ability. Teachers with rich knowledge without ability are often clumsy in class, therefore, a good local Chinese teacher should consciously cultivate their abilities in all aspects. Amongst all other qualities, a qualified teacher of Chinese as a foreign language, must have rich theoretical knowledge of linguistics, systematic and comprehensive understanding of language, guide teaching activities, and use linguistic knowledge to solve various problems encountered in the teaching process (Liu, 2010; Xiang, 2015). Part of Yu (2018) research on the professional Identity of non-native Chinese teachers in Sri Lanka, highlighted the need for a professional image of local Chinese teachers, Yu noted that the ideal professional image of Chinese teachers must be able to provide the standard pronunciation and intonation for the students. A well-enhanced image and quality of local Chinese teachers will undoubtedly result in professional identity. Professional identity is associated with teachers' self-concept and self-image, which plays an important role in the teachers' teaching methods, professional development, and attitudes towards the changes in education. (Zhang, 2006; Yu, 2018).

3.0 Strategies on enhancing Local Chinese Teachers Teaching Image and Quality

1. *Bridging the gap between Local Chinese teachers and students (Humanistic teaching approach).* Due to the shortage of Chinese language practice environment, and the students' unbalanced development of listening, speaking, reading, and writing skills in Chinese, some students tend to perform poorly in the language and to some extent, lead to loss of interest in the language. There is a need for adopting a humanistic teaching approach that is centered on competent, caring, loving, and lovable persons. According to Kerlinger (1986), "to argue that good teaching boils down to a set of prescriptive behaviors, methods, or proficiency levels, that teachers must follow a new research-based teaching plan or evaluation system, or that decisions about teacher accountability can be assessed in terms of students passing some standardized or multiple-choice test is to miss the human aspect of teaching-the essence of what teaching is all about". Humanistic teachers must be positive and supportive teachers, who could manage students without coercion and teach without failure (Glasser, 1990). Teachers should accept students for who they are rather than what they do or how much they achieve. All children and youth need to feel loved, understood, and valued (Alfie, 2005). Deiro (1996), affirms that teachers who genuinely care about their students have a significant impact on the students' attitudes, motivation, and behavior. If the local Chinese language teacher parades him/herself as a god to be worshipped, it widens the distance between the teacher and student, which invisibly causes an ideological burden to students, forming a

dull/weak language learning environment. Students' fear of their poor listening ability, saying incorrect words/sentences, fear of sarcasm, fear of being scorned or laughed at by the teacher, will naturally lead to the situation of unwillingness to speak. Of course, unwillingness to speak can be considered a major taboo in language learning. Alfie (2005) rightly said that “unconditional teachers are not afraid to be themselves with students and to act like real human beings rather than controlling authority figures”. Therefore, whether the relationship between teachers and students is properly handled or not is extremely important in teaching. Therefore, for Local Chinese teachers to gain students' trust and love:

- a. Teachers must have the consciousness of public relations, approach students, and greet students actively.
- b. Local Chinese language teachers should have the spirit of democracy. In teaching, there should be regard and respect for each other's views, establish correct democratic teaching ideas, make it clear that teachers and students are equal in personality and emotions, and teachers serve as a friend who explores the path of knowledge with students.
- c. In the language practice class, if the student makes a grammatical error or mistake in expression, the teacher should correct and discuss with students with an open mind to create a harmonious language training atmosphere.
- d. Encourage students to express different ideas and opinions, thus encouraging students to use their

brains to think about the problem, deal with the problem from their unique vision. Through the above way, stimulate the desire of students to express themselves confidently.

2. *Absorb new knowledge and broaden their scope of knowledge.* With the continuous development of society, science, and technology progress, knowledge is constantly updated. Local Chinese language teachers should always establish good ethics to constantly update and expand their knowledge. Learning is endless, in teaching and learning, teachers constantly encounter new situations, new problems. To adapt to and solve these problems;
 - a. They must keep learning by often paying attention to the teaching of the professional trends and the latest development trends such as words that appear on the Chinese news media like CCTV, CGNT or social new threads on WeChat 微言, QQ, douying 抖音, weibo 微博, Tencent 腾讯 etc., understand various professional characteristics and adapt it to suit their teaching models. Participate in more academic seminars related to Teaching Chinese as a Foreign Language (TCFL), and absorb knowledge from them.
 - b. Pay attention to the application of new knowledge, new theory, and a new method to further deepen their knowledge structure and scientific research ability.
 - c. Acquire computer knowledge, projector teaching, and the use of multimedia language teaching methods. Make full use of modern technology. With the rapid

development of computer technology, slide, teaching film, video, and multimedia teaching technology, teachers should develop alongside. If teachers do not grasp and improve in this area, they cannot meet the needs of teaching development.

- d. Understand students' diverse interests and discussion topics. Strive to cultivate a variety of interests as well as have knowledge relating to the list of popular Chinese and Nigerian songs, sports competitions, social hot spots, the latest scientific and technological achievements, etc. By communicating with students about the topics they are interested in, one can shorten the distance or generation gap between teachers and students and establish a harmonious relationship. It can enable the students to learn the language spontaneously and unconsciously, and turn drudgery into pleasure.
- e. Continuing Professional Development. Motivating and inhibiting factors as regards teachers' engagement in continuing professional development would provide valuable insights for the strengthening of teacher education (Yang, 2021). To support the professional development and improvement of local Chinese teachers in various countries, the Confucius Institute Headquarters / Hanban 国家汉办 has set up 1-4 weeks "foreign local Chinese teachers' research and training project" to support local Chinese teachers' research and training in China. The contents of the research courses include; Chinese professional knowledge, Chinese

language teaching skills, Chinese teaching methods, Chinese language testing and evaluation, Chinese teaching materials, Chinese culture and national affairs, and comparison of Chinese and foreign cultures. Due to Covid-19 pandemic challenges, Hanban has set up a Center for Language and Education Cooperation (中外语言交流合作中心), which offers International Chinese language teachers scholarship program (国际中文教师奖学金) to local Chinese teachers, and as well organizes annual online training program for local Chinese teachers.

3. *Study and understand students' learning differences and motivations:* Language acquisition studies suggest that certain factors affect second foreign language learners' language learning motivation and attitude. Local Chinese Language Teachers should be aware, as quickly as possible, of the individual characteristics of their students. As well as working towards meeting their individual needs. Some of these factors include;
 - a) *The difference in purpose:* In the process of teaching Chinese as a foreign language, students with strong learning purposes and motivation, have high learning enthusiasm and are eager to learn Chinese well. They can communicate with people in Chinese well. Therefore, the learning effect will be better. However, those students who learn Chinese at the request of their parents or decided to study the language reluctantly, have no clear learning motivation, and their learning process is relatively slow and inefficient.

- b) *Personality differences:* Personality factors, language potential, and cognitive style have a direct impact on learning. Students with a peaceful personality and good interpersonal relationships are more likely to form a good learning atmosphere. Students who are not good at communicating with others are more mentally burdened and may find it more difficult to speak Chinese. It is somehow impossible for a teacher to change the character of his students, but in the teaching process, teachers should guide the students according to the situation and help them develop their strengths and avoid their weaknesses. As far as classroom questioning is concerned, those students with a poor foundation and introverted personalities should be allowed to choose the easier questions to answer.

- c) *Age differences:* The age factor does not only have a vital impact on pronunciation but also plays an important role in the speed of language acquisition. Age also takes a significant role in the relationship between students' learning motivation and their academic performance (Zhang 2021). Most of the older adults forget more and need to learn longer. Although (Neufeld 1979; Snow 1983; Ellis 1985) claim that older adults are better learners because they start faster, they still (Patkowski 1980; Scovel 1981; Harley 1986) are convinced that younger learners are at an advantage. Krashen et al., (1979) conclude their research and came out with a fact that Older are faster but younger are better.

- d) *Culture, religion, and ethnicity differences:* Language can best reflect the characteristics of national culture, and the

cultural differences, different values, right and wrong standards, customs, religious beliefs, and social systems of different students can affect their acquisition of the Chinese language. According to Giles et al., (1977), one's ethnic group membership might also determine attitude and behavior towards other members of the groups, and these, in turn, might affect Second language attainment.

4. *Language ability.* Language is an important means for teachers to carry out their work, which is very important for any teacher. The language here includes spoken language, body language, and, humor.
 - a. *Spoken language:* A local Chinese language teacher should have a good command of spoken Chinese. Spoken Chinese should be standard and clear, devoid of language transfer of the teacher's mother tongue.
 - b. *Body language:* Body language is also a kind of communication between people. A teacher's body language is also very important, the correct use of body language can activate the classroom atmosphere, fully mobilize the students' emotions, so that students can overcome all kinds of anxiety, and take the initiative to participate and speak boldly. This body language includes; smile, eye contact, gestures, body movement, posture, and nodding.
 - c. *Humor:* A local Chinese language teacher should also have more humorous language ability. Humor is a rare quality in the Chinese language classroom. Humorous language can break the boring situation in the

classroom, make the whole teaching process achieve harmony between teachers and students, increase interests, and optimize the classroom teaching effect. Humorous evaluation language can promote the teaching process and make the transmission of Chinese knowledge and information smoothly.

5. *Healthy Classroom Interaction:* Healthy classroom interaction is vital for improving teaching quality. Flanders (1965), came up with a classroom interaction analysis scale that shows that direct and indirect influence of teacher talk can influence teaching quality positively. Therefore Classroom interaction can be categorized into
 - a) Direct interactions: Giving facts and opinions about content, giving directions which students are expected to comply with, constructive criticism, and justifying authority.
 - b) Indirect interactions: builds and develops ideas suggested by students, encourages and praises students, accepts feelings and feedback from students.

These qualities are necessary for local Chinese teachers to possess:

6. *Knowledge of Chinese Culture:* Local teachers of the Chinese language should have a certain knowledge of Chinese culture, especially Chinese customs, Chinese historical development, geographical survey, Chinese values, thinking mode, behavior norms, aesthetic taste, religious belief, etc. When teaching Chinese culture, teachers should also have the awareness of cultural

contrast, cultural induction, seeking common ground, and pluralistic coexistence while reserving differences.

7. *Whiteboard Management*: Through teachers' whiteboard writing, students can deepen their understanding of the language, and consolidate what they have learned. The quality of whiteboard writing directly affects teaching impacts. Teachers' whiteboard writing should be correct, planned, enlightening, and interactive. Liu (2000) in his book "Introduction to Teaching Chinese as Foreign Language", puts forward these three requirements for proper whiteboard management:

- a. Chinese characters must be correct and standard. The order of writing should be consistent with the teaching material, the shape should be beautiful, or at least correct, to give students the role of demonstration.
- b. Whiteboard writing should be well designed. Three-fifths of the blackboard should be used to write new lessons. One fifth was used for temporary writing, the other one fifth was used to record students' wrong sentences.
- c. Whiteboard writing should be bright and eye-catching, and color marker pens should be properly used to highlight the key points.

In addition, Pinyin should be written correctly with the appropriate tone-marks. This will be very helpful for beginners' class.

8. *Good first impression*: The first meeting and the first few

classes between a local Chinese teacher and students, who are eager to learn the Chinese language, play an important role in establishing the image of teachers in the minds of students. Therefore, teachers' emotional input to students should start from the first class. Students' first impression of teachers is very important. In the first few classes, the students will have a preliminary evaluation of the teacher. The teacher's teaching attitude, language expression ability, and teaching ability will leave a deep impression on the students. This kind of positive or negative judgment will affect the atmosphere of the classroom in the future. Local Chinese teachers should let students feel important, and then enhance their interest in learning, because, in the initial stage of learning, students' interest in learning is relatively high, their attention is relatively concentrated, and they accept new knowledge faster. Also, a good image of a teacher which includes being neat, wearing decent clothes, elegant behaviour, good behavioural habits, etc., will leave a good first impression on the student, thus narrowing the psychological distance with students, so that students can accept the teacher which will result in accepting the teaching content.

9. *The courage to innovate:* The new century has put forward higher requirements for talents, and the cultivation of talents lies in teachers. Teachers' creativity stimulates students' creativity. As far as Chinese language students are concerned, Chinese is an important tool for them to broaden their knowledge and improve their quality, and a necessary weapon in the battle of job hunting. Language teaching should be "teacher-led and student-centered". To achieve this module;

- a. Teachers should improve on their old teaching content and rigid teaching methods. In the teaching material construction, teachers should choose the appropriate language teaching material according to the actual situation of the students. Teachers should compile the special skills training material with strong pertinence.
- b. Minimize the cramming teaching method, prioritize learning, understanding,, and strengthen student's initiative exercise, through thought-provoking questions and logic.

4. Recommendation on Improving Chinese Language Classroom Learning

To enhance the teaching and learning of Chinese in the classroom, I propose a three-minute in-class presentation, role play, taking weekly notes, use of questions and answers strategy, constructive praise, and extracurricular activities.

- a. *In-class presentation:* Acquiring listening and speaking skills in the process of learning a foreign language can be extremely challenging. Acquiring Chinese listening and speaking skills can only be accomplished through consistent practice. In classroom, there are few opportunities for classroom presentation for students because there is a limited amount of time in class and there are a significant number of students (on average, there are 40 students in each class). On the other hand, the instructor may choose to adjust the number of people speaking from the platform before each class based on the total number of students enrolled in that particular session. Most times, there should be no constraints placed on the kind of speech that can be given or its subject matter. Students should make the most of their free time to practice listening to and

speaking in the target language, as this is one of the most effective ways to develop their language skills. Students typically have a fear of being unable to communicate effectively; hence, it is important for them to prepare in advance; the process of preparing is the process of practice. Therefore, a speech that is only three minutes long will not only encourage students to practice and enhance their spoken Chinese, but it can also expand students' understanding.

- b. *Role-play*: The objective of the role play is to train the students' oral expression ability and to assist them in mastering the Chinese expression ability of description, explanation, persuasion, inquiry, as well as other functional items. Students are put in realistic scenarios in order to better grasp and comprehend the material being taught, as well as practice their vocal expression abilities and listening abilities through the use of role play. This type of learning approach is called immersive learning. In this process, teachers should seriously consider and attempt to solve the following problems: first, explain the characteristics of the role students want to play; second, some important problems of scene interpretation need to be prepared after role-playing exercises; and third, comments after role-playing exercises must be in place at the appropriate time. The authors Fraser et al. (1980) suggest using role play as a practical method to investigate students' pragmatic competency.
- c. *Write weekly notes*: Since writing in Chinese is one of the most challenging aspects of the Chinese language for students to master, teachers may assign their students to write weekly notes. The requirements can range from being very loose to very strict, the genre can range from being very easy to very tough,

and the word count can range from being very few to very many. This writing method helps people steadily enhance their ability to write. Students not only get more practice with grammar, but they also extend their vocabularies, master different writing methods, and develop their ability to think logically about language.

- d. *Question and Answer:* The practice of learning a language through question and answer sessions is highly significant. Inspiring and guiding students to discover rules on their own, as well as correcting or supplementing errors or knowledge that is one-sided, by asking appropriate questions that are designed to arouse the thinking and discussion of students; trying to lead the problems step by step in the discussion in order to deepen the students' understanding of what they have learned; and asking appropriate questions that are designed to arouse the thinking and discussion of students. If the instructor is able to include this strategy into their lessons, it will not only help students become better listeners and speakers, but it will also give students a sense of accomplishment, which will, in turn, increase their interest in learning.
- e. *Praise that is given in a constructive manner:* When students are praised by their teachers, it has the potential to increase both their self-esteem and their self-confidence. Through the use of this method, the instructor has the potential to win the respect and friendship of the students. Students can be encouraged in their work and their emotions can be effectively managed through the use of praise. Students who are complimented on their work tend to participate more actively in class, which has a positive impact on the environment of the classroom as a

whole. The use of praise is an effective method for fostering learning in students, and teachers should make the most of this resource. Constructive praise requires authenticity and must originate from the person offering it. When a student produces a nice sentence, publishes a decent article, or has a novel point of view, etc., it is imperative that the instructor praise all of these accomplishments. Naturally, if children are not provided with positive appreciation, they will frequently acquire a negative attitude toward one another.

- f. Extracurricular activities:* The subject matter of the instructional material does not restrict itself just to the instruction of grammar and vocabulary. In addition to making extensive use of the textbook, giving after-school assignments, and reading brief articles, it is vital to integrate a variety of extracurricular activities in order to broaden the students' perspectives and increase their depth of knowledge.

5. Conclusion

Just like the main character in a movie, teachers should have a sense of performance, deliberately shape their impression in front of students, and pay close attention to students' performance, to capture the response of each student to their teaching as soon as possible through the information conveyed by students. Teachers should constantly strive to empower students by having them develop learning strategies which maybe help them to cope with the demands of class and, indeed, may help them to continue to learn on their own apart from the class. Local teachers of the Chinese language must strengthen their self-cultivation, strive to improve their knowledge level, and strengthen communication and cooperation with students and other teachers. At the same time, colleges, universities and

government should also introduce corresponding measures to encourage the local Chinese language teachers to participate in training and further study. To build a good and quality image of local Chinese language teachers, there is a need to do more than the above.

References

- Alfie K, (2005). Unconditional Teaching. *Educational Leadership* 63: 20-24.
- Changbin, H., & Yinghui, W. (2021). Research on the Current Situation and Sustainable Development Strategies of Chinese Teaching in Nigeria from the Perspective of “One Belt and One Road.” *Journal Of Chinese & African Studies (Jocas)*, 1(1).
- Cooper, K. M. Ashley, M and Brownell, S.E (2017). Using Expectancy Value Theory as a Framework to Reduce Student Resistance to Active Learning: A Proof of Concept. *Journal of Micro Biology and Biology Education*.18 (2): 18.2.32.
- Deiro, J.A. (1996). *Teaching with Heart: making healthy connections with students*. Thousand Oaks: Corwin Press.
- Eccles, J. (1983). *Expectancies, values, and academic behaviors*. In J. T. Spence (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 75-146). San Francisco, CA: W. H. Freeman.
- Fraser, B. Rintell, E., & Walters, J. (1980). *An approach to researching the acquisition of pragmatic competence in a second language*. In D. Larsen-Freeman (Ed.), *Discourse analysis in second language research*. Rowley: Newbury House.
- Giles, H., Bourhis, R.Y. & Taylor, D.M. (1977). *Towards a theory of language in ethnic group relations*. In H. Giles (Ed.).

- Language, Ethnicity, and Intergroup Relations. (pp. 307-348). London, UK: Academic Press.
- Glasser W (1990). *The Quality School*. New York: Harper Collins.
- Gu, L., Wang, B., & Zhang, H. (2021). A Comparative Study of the Motivations to Teach Chinese Between Native and Non-native Pre-service CSL/CFL Teachers. *Frontiers in Psychology*, 12.
- Gong, Y., Lyu, B., & Gao, X. (2018). Research on Teaching Chinese as a Second or Foreign Language in and Outside Mainland China: A Bibliometric Analysis. In *Asia-Pacific Education Researcher* (Vol. 27, Issue 4, pp. 277–289). Springer Singapore.
- Guo, Y., Wang, W., & Li, H. (2019). Chinese Language Teacher Professional Growth: A Case Study. *Chinese Language Teaching Methodology and Technology*, 2(2), 7.
- Hanban “Foreign Local Chinese teachers' training and research program in China” http://www.hanban.org/teachers/node_9729.html retrieved on 18/09/2021
- Ige, M.A (2020). The Challenge of Teachers Motivation and Way Forward in Nigeria *Sumerianz Journal of Social Science*, 2020, Vol. 3, No. 8, pp. 107-114.
- Jiang, X., & Cohen, A. D. (2012). A Critical Review of Research on Strategies in Learning Chinese as both a Second and Foreign Language. *Studies in Second Language Learning and Teaching*, 2(1), 9–43.
- Krashen, L. M, and Scarcella, R (1979). Age, rate, and eventual attainment in second language acquisition. *TESOL Quarterly* 13:573-82
- Neufeld, G. (1979). Towards a theory of language learning ability. *Language Learning* 29 (2): 227-41

- Li, H., & Pang, H. (2018). Chinese language teachers' professional development stages and five-step teacher training. *Journal of Yunnan Normal University*. 16(5), 27-3.
- Liu, Y. (2010). Knowledge and Competence of Qualified Teachers of Chinese as a Foreign Language. *Liaoning Normal University Examination Periodical Journal*, Vol.38, pp18.
- Meng, X. (2011). Competence Structure of Teachers of Chinese as a Foreign Language. *School of International Education, Shandong University of Economics Extracurricular Reading Journal*. Pp84-87
- Odinye, S. I (2016). *Chinese Language in Nigeria: Teaching and Learning*. Germany: Lap Lambert Academic Publishing.
- Odinye, S. I. (2019). Problems Facing The Teaching And Learning Of Chinese Language In Nigeria. Nigerian Journal Online - Published Articles, 0(0). <https://www.nigerianjournalsonline.com/index.php/published/Articles/article/view/505>
- Okafor, M.U(2020) A Study of Chinese Language Teaching and Learning in the Department of Chinese Studies, Nnamdi Azikiwe University, Awka, Nigeria. *Journal of Chinese and African Studies (JOCAS)*, Vol. 1, No. 1, 2020
- Patkowski, M. (1980). The sensitive period for the acquisition of syntax in a second language. *Language Learning* 30: 449-72
- Richardson, P. W, and Watt, H. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia Pacific J. Teacher Education*.34, 27-56.
- Scovel, T. (1988). *A time to speak: a psycholinguistic inquiry into the critical period for human speech*. Newbury House/Harper and Row, New York.

- Statista. (2018). China: Confucius Institutes in African countries. Retrieved Feb, 2022 <https://www.statista.com/statistics/879192/china-confucius-institutes-in-african-countries/>
- Trautwein, U., Marsh, H. W., Nagengast, B., Lüdtke, O., Nagy, G., & Jonkmann, K. (2012). Probing for the multiplicative term in modern expectancy-value theory: A latent interaction modeling study. *Journal of educational psychology*, 104(3), 763-777.
- Wang, W., and Bale, J. (2019). Mentoring for new secondary Chinese language teachers in the United States. *System* 84, 53–63.
- Wang, X (2017). The Quality of Excellent Teachers of Chinese as a Foreign Language. *Theatre House*, No.04 (I), Pp.199
- Xu, X., Padilla, A. M., Silva, D. M., Steele, T. M., Peterson, M. D., & Francisco, S. (2010). Professional Development for Teachers of Mandarin: Creating Career Pathways for New Teachers. *Journal of the Chinese Language Teachers Association* (Vol. 45).2-11.
- Yang, J. (2019). Understanding Chinese language teachers' beliefs about themselves and their students in an English context. *System*, 80,73–82.
- Yang, J (2021) Understanding and Enhancing Chinese TEFL Teachers' Motivation for Continuing Professional Development through the Lens of Self-Determination Theory. *Frontiers in Psychology*. Vol., 12.
- Yu, B. (2018). A Study on Professional Identity of Non-Native Chinese Teacher. *Advances in Social Science. Education and Humanities Research*, vol. 89. 431-436.
- Yuan, Y.C, Wu, J. X, Li, P, Shang Y and Yuan Y (2011). Teaching Motivation of Chinese Language Teachers in Foreign Countries. *Journal of Yunnan Normal University*. Vol. 9 No 2.

- Zainab, A. (2020) Teacher Motivation as a Catalyst for Enhancing Quality Education in Nigeria. *International Journal of Operational Research in Management, Social Sciences & Education*. Volume 6 Number 1
- Zhang, T. (2008). Love Teacher, Love Chinese: How to Improve the Classroom Enthusiasm of College Preparatory Courses in Teaching Chinese as a Foreign Language. *China Off-Campus Education Journal* Pp84-85.
- Zhang, H., Wu, J., and Zhu, Y. (2020). Why do You Choose to Teach Chinese as a Second language? A study of pre-service CSL teachers' motivations. *System* 91:102-242.
- Zhang, M. (2006). On Foreign Teachers' Professional Identity and their Professional Development. *Comparative Education Review*.189 (2), 77-81.
- Zhang, N (2012). 国际汉语教师手册: Handbook for Teachers of International Chinese. 商务印书馆
- Zhang (2021). The Relationship among TCSL Teachers' Self-Efficacy, Students' Learning Motivation, and Academic Performance. *US-China Education Review*. Vol. 11, No. 1, 30-34
- Zhao, H., & Huang, J. (2010). China's policy of Chinese as a Foreign Language and the use of overseas Confucius Institutes. *Educational Research for Policy and Practice*, 9(2), 127-142.
- Zhao, Y. (2011). A tree in the wood: A Review of Research on L2 Chinese Acquisition. *Second Language Research*, 27(4), 559-572.