

# The Current Situation of Chinese Education in Philippines Based on SWOT Analysis

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**Abstract:** This paper will make a comprehensive evaluation of the current situation of Chinese education in the Philippines through SWOT analysis. By analyzing its advantages, disadvantages, opportunities and threats, we will provide useful suggestions for the future development of Chinese education in the Philippines. It is hoped that this study can provide reference for relevant educational institutions, policy makers and Chinese communities, and promote the prosperity and progress of Chinese education in the Philippines.

**Keywords:** Chinese Language Education, Chinese in the Philippines, SWOT Analysis.

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## 1. Introduction

Chinese education in the Philippines has a history of one hundred years since Chen Gang, the first consul general in the Philippines, founded the first Chinese school-Philippine College of Chinese and Western Studies in 1899. (Zhu, 2014) Chinese education in the Philippines experienced three major crises, namely, during War of Resistance against Japan, 1950s and 1970s. These crises have led to the closure of Chinese schools, the limitation of Chinese education and the dispersion and reduction of teachers. Chinese education faces great challenges in these difficulties, and at the same time, it has to adapt to changes in policies and environment.

While facing challenges, Chinese education in the Philippines is also facing opportunities. With the development of society and diversified educational needs, more and more attention has been paid to cross-cultural education and language diversity. The government's education policy also supports and promotes the development of Chinese education to a certain extent. (Luo, 2013) In addition, with the advancement of globalization, opportunities for cross-border exchanges and cooperation are increasing, which provides a broader development space for Chinese education in the Philippines.

Based on this, this paper analyzes Chinese education in the Philippines by SWOT analysis method, in order to give some suggestions and references for the development of Chinese education in the Philippines.

## 2. Advantages

### 2.1. Rich history and tradition

Chinese education in the Philippines has a rich history and tradition, bearing the cultural heritage and identity of Chinese communities. Since Chen Gang, the first consul general of the Qing Dynasty in the Philippines, founded the first Chinese school-Philippine College of Chinese and Western Studies in 1899, Chinese education has been developing and evolving in the Philippines. (Yu, 2019) Early Chinese schools not only taught Chinese and Chinese culture, but also devoted themselves to cultivating students' moral cultivation and

social responsibility. These schools have become an important part of the Chinese community, providing an educational environment of unity, tradition and values for Chinese students.

In the development of Chinese education, Chinese communities are facing various challenges and difficulties. War of Resistance against Japan, government policy adjustment and social changes have influenced Chinese education. However, the Chinese community has always adhered to the mission of inheriting Chinese education, and constantly strives to find educational models and methods that adapt to the changes of the times.

Chinese education is not only a language education, but also an important carrier of cultural inheritance and identity. (Xue&He, 2006) By learning Chinese, Chinese students can understand their own roots and cultural values and enhance their sense of identity with Chinese. At the same time, Chinese education also promotes cross-cultural communication and understanding, and provides students with a broader international vision and communication platform.

### 2.2. Diversified teaching content

Chinese education in the Philippines pays attention to diversified teaching contents, aiming at cultivating students' language ability, cultural identity and comprehensive quality. (Li, 2012) Taking Guangqi School in the Philippines, where the author once worked, as an example, Chinese education in Guangqi School pays attention to the teaching of Chinese language. Students learn Chinese vocabulary, grammar and pronunciation, and master basic listening, speaking, reading and writing skills. In particular, teachers use interactive teaching methods, combined with actual situations and language activities, to improve students' language expression and communication skills. Chinese education emphasizes the inheritance and understanding of Chinese culture. (Zhu, 2006) Students learn about China's history, literature, art and philosophy, and understand the traditional values and cultural essence of the Chinese nation. Through classroom explanations, cultural activities and visits, students can deeply understand and experience the unique charm of Chinese culture. In addition, Chinese education also pays attention to

the application of modern educational technology and innovative teaching methods. The school introduces multimedia teaching equipment and online learning platform to provide digital learning resources and interactive teaching materials. Teachers cultivate students' innovative thinking, problem-solving ability and teamwork spirit through project learning, group cooperation and practical activities.

### **2.3. Students' bilingual ability**

Chinese education in the Philippines is committed to cultivating students' bilingual ability so that they can communicate and communicate fluently in English and Chinese. This bilingual education model aims to help students have multilingual ability in the context of globalization and enhance their competitiveness in career development and cross-cultural communication.

Students receive systematic English education in Chinese education in the Philippines, and also learn Chinese as a second language. (Gao, 2013) As one of the most widely used languages in the world, Chinese has an important economic and cultural influence on a global scale. Through the study of Chinese course, students can master the basic vocabulary, grammar and pronunciation of Chinese, and cultivate the ability of listening, speaking, reading and writing, so as to communicate effectively with Chinese communities and China people. Chinese education in the Philippines focuses on providing an immersive language learning environment. Students practice in class through activities such as teacher-student interaction, group discussion and role-playing, so as to improve their language use ability. The school also encourages students to participate in language exchange activities and cultural exchange projects, such as language corner, cultural exhibition and speech contest, in order to improve students' oral expression and cross-cultural communication ability.

### **2.4. Active Chinese community**

The vigorous development of Chinese education in the Philippines is inseparable from the support and participation of active Chinese communities. (Summer, 2015) Chinese community plays an important role in promoting the development of Chinese education, providing students with learning resources, cultural exchange platforms and social support.

Chinese community plays a key role in providing learning resources. Many Chinese communities, institutions and community organizations actively participate in Chinese education, providing teaching materials, libraries, learning facilities and network resources. They set up various scholarships and grants to help students pursue further studies and participate in study and exchange programs at home and abroad. The Chinese community also organizes a variety of cultural activities, such as speech contests, writing contests and art exhibitions, to provide students with opportunities to show their talents and improve their language skills. Chinese community is also a cultural exchange platform for Chinese education. In the Chinese community in the Philippines, students can interact and communicate with members of the Chinese community and other learners to share their language learning experience, cultural knowledge and life experience. Various celebration activities are held in the community, such as Spring Festival celebration, Mid-Autumn Festival party and Chinese cultural exhibition, which provide students with opportunities to show their learning achievements and

understand Chinese culture. This cultural exchange not only enriches students' learning experience, but also strengthens their sense of identity as Chinese. The Chinese community also provides social support and career development opportunities. Community members and business people often participate in the development of Chinese education, providing teacher occupation, internship opportunities and employment opportunities to help students better plan their future career paths. They also organize vocational seminars and training activities to provide employment skills and workplace knowledge to help students transition to their careers smoothly.

## **3. Disadvantages**

### **3.1. Limited teacher resources**

Chinese education in the Philippines faces certain challenges in terms of teacher resources, and the number of teachers is relatively limited. This is caused by many factors, including historical background, language environment and employment opportunities. The historical background has had an impact on the supply of Chinese education teachers' resources. (Hong, 2018) In the past few decades, the Philippines has experienced the stagnation of Chinese education and policy restrictions, resulting in a reduction in the size of Chinese teachers. The crisis and policy changes during the Anti-Japanese War, 1950s and 1970s led to the lack of education funds in the Philippines, which led to a large number of Chinese teachers going to other countries. According to the statistics of Huang Duanming, Vice President of the Philippine Chinese Education Center, from 2001 to 2005, the number of students kept a decline rate of 2.99%, and this phenomenon is still continuing. The decrease of students has brought about the decrease of teachers' treatment and the instability of teachers' team. (Jia, 2009) In addition, the factors of employment opportunities also have an impact on the supply of Chinese teacher resources. In the Philippines, employment opportunities for English teachers and other professional fields are wider and more attractive. In contrast, the employment opportunities of Chinese teachers are relatively limited, and the salary may not be as good as other fields of education. This has also led to fewer people choosing to engage in Chinese education and reduced the number of Chinese teachers.

### **3.2. Insufficient teaching facilities and resources**

Chinese education in the Philippines faces some deficiencies in teaching facilities and resources. (Chapter, 2004) This is mainly due to historical reasons, economic conditions and policy restrictions. In the past decades, Chinese education in the Philippines has experienced a period of stagnation and policy restrictions. This has led to the decrease and unbalanced development of Chinese schools, and the construction of teaching facilities and resources is relatively backward. Secondly, economic conditions are also one of the factors that limit the teaching facilities and resources of Chinese education. Some Chinese schools may face a shortage of funds, so they can't carry out adequate facilities construction and resource procurement. Schools may lack modern classrooms, laboratories, libraries and computer equipment, which limits students' learning experience and teaching quality. In addition, policy restrictions have also had a certain impact on the teaching

facilities and resources of Chinese education. In some periods in the past, the government had certain restrictions and regulations on the establishment and operation of Chinese schools. This may lead to the shortage of Chinese schools and limited development, which in turn affects the supply of teaching facilities and resources.

### **3.3. Curriculum and teaching materials are not updated in time**

Chinese education in the Philippines lags behind in the updating of curriculum and teaching materials. This lag is due to the limitations of the education system and policies. The regulations and procedures in the education system may be complicated, which leads to the relatively slow process of approval and updating of courses and teaching materials. Policy restrictions also have certain constraints on the updating of teaching materials, which need to be reviewed and approved at multiple levels. On the other hand, the lag in updating teaching materials is related to the shortage of resources and professionals. Updating teaching materials requires a lot of time, manpower and funds, and these resources are limited. Teachers in Chinese education may face challenges in the development and updating of teaching materials, and may lack sufficient professional knowledge and skills to update teaching materials.

## **4. Opportunities**

### **4.1. Government support and policy encouragement**

The Philippine government is aware of the importance of Chinese education to the cultural diversity of Chinese communities and countries, so it has taken a series of measures to support and promote the development of Chinese education. The government encourages the establishment and maintenance of Chinese schools and provides them with the support of infrastructure construction and operating funds. In addition, the government has set up special institutions or departments to supervise and promote Chinese education, such as the National Chinese Education Commission.

The government encourages and supports Chinese education by formulating relevant policies and regulations. These policies include providing Chinese schools with teaching resources and teaching materials to ensure the teaching quality and standards of Chinese education. The government also provides training and professional development opportunities for teachers in Chinese schools to improve their teaching ability and education level. The government also cooperates with various Chinese communities and organizations to jointly promote the development of Chinese education. Through cooperation, the government can better understand the needs and challenges of Chinese education and formulate corresponding policies and measures to solve the problems.

### **4.2. Opportunities for cross-cultural communication**

Chinese education in the Philippines enables students to learn and master Chinese. Through study, students can communicate with the Chinese community, people in China and other Chinese-speaking countries. This has created a broader communication platform for them and promoted cultural exchanges and cooperation. Chinese education also

provides students with opportunities to learn about China's culture, history and traditions. (Wang, 2016) By learning Chinese, students can have a deeper understanding of China's values, customs, artistic expression and historical inheritance. This helps to broaden students' horizons, cultivate cross-cultural understanding and respect, and enhance their competitiveness in the era of globalization. In addition, the Philippines, as a multicultural country, has rich Chinese communities and communication opportunities with other cultural groups. Under the background of Chinese education, students can better integrate and understand these cultural groups and promote exchanges and cooperation between different cultures.

With the development of global economy and the rise of China on the international stage, students who master Chinese will get more opportunities in the job market. China has become one of the largest economies in the world, and its good cultural and business ties with China will make students competitive in their career development.

## **5. Threaten**

### **5.1. Cultural shock and identity issues**

Chinese education in the Philippines is facing the impact of multiculturalism. (Dai, 2010) The Philippines is a multi-ethnic and multi-cultural country, and various cultures coexist in this society. The promotion and development of Chinese education must be coordinated with other cultures and languages to ensure its integration and development in a multicultural environment. At the same time, Chinese education is also facing the problem of identity. In a multicultural society, students may face the confusion of identity. They need to find a balance between Chinese education and mainstream Philippine culture, while maintaining a sense of identity with their own culture and roots. This requires educational institutions and educators to actively promote the development of students' cultural pride and identity, and help them establish positive cultural identity.

The influence of globalization also has an impact on the cultural impact and identity of Chinese education. Globalization makes the communication between different cultures more frequent and close, and students may face more influences and choices from other cultures. In this case, Chinese education needs to provide a more open and inclusive educational environment, so that students can freely explore and contact other cultures, while maintaining understanding and respect for Chinese and Chinese culture.

### **5.2. Education Competition and Multiple Choice**

With the intensification of educational competition, Chinese education in the Philippines needs to continuously improve the quality of teaching and educational services in order to attract more students and parents to choose Chinese education. This requires educational institutions and educators to continuously improve educational models and teaching methods, and provide attractive course content and learning experience to meet the needs and expectations of students and parents. The existence of multiple choices provides more opportunities for Chinese education in the Philippines. Students and parents can compare and make decisions in different educational choices according to their own needs and interests. This diversified choice urges

Chinese educational institutions to provide more personalized and diversified courses to meet the needs of different students and provide unique educational experiences, thus maintaining their competitiveness. Chinese education in the Philippines can also open up broader educational resources and cooperation opportunities through cooperation and exchanges with other educational institutions and cultural organizations. Cooperation with other schools, educational institutions and Chinese communities can promote the sharing of resources and the mutual learning of teaching experience, enrich the contents and methods of Chinese education and improve the quality of education.

In the face of educational competition and multiple choices, Chinese education in the Philippines needs constant innovation and adaptation to changing needs. It should pay attention to improving the quality of education, constantly improve the teaching content and methods, and provide courses that keep pace with the times to attract students and parents' choices. At the same time, actively cooperate with other educational institutions and cultural organizations to jointly promote the development of Chinese education and enhance its competitiveness and influence in the education market. Through these efforts, Chinese education in the Philippines can better meet the challenges of educational competition and multiple choices, and provide students with high-quality education and development opportunities.

## 6. Conclusion

Through SWOT analysis, we find that Chinese education in the Philippines has rich history and tradition, diversified teaching content and students' bilingual ability. However, it also faces disadvantages such as insufficient teachers' resources, insufficient teaching facilities and resources, and lagging curriculum update. In terms of opportunities, government support and policy encouragement, as well as opportunities for cross-cultural exchanges, provide a good opportunity for the development of Chinese education. However, it is also necessary to deal with cultural shock and identity problems, as well as threats such as educational competition and multiple choices. In order to further promote the development of Chinese education in the Philippines, the author suggests strengthening teacher training and recruitment, improving teaching facilities and resources, updating courses and textbooks, promoting cross-cultural exchanges, and strengthening cooperation with the government and Chinese communities to jointly provide better Chinese education environment and resources for Chinese students, so as to realize the sustainable development

of Chinese education.

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