

Practical Research on the Professional Development Path of International Chinese Teachers

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Abstract: This study takes the career development of international Chinese teachers as the research background, and explores the professional development path of international Chinese teachers and the characteristics of each stage. The study collected data through questionnaires, in-depth interviews, and participation in observation. It is found that the professional development path of international Chinese teachers can be divided into four stages: introduction period, growth period, independent period and leading period. Each stage has different tasks, challenges, and support systems. Based on these findings, the researchers proposed a development model of the professional development path of international Chinese teachers, and deeply discussed the key factors in each stage. The results aim to provide professional development guidance for international Chinese teachers, as well as to provide reference for relevant educational institutions to design effective teacher development policies and support measures.

1. Introduction

Chinese, as one of the most populous languages in the world, has a growing international influence. With the rise of China, the demand for Chinese learning continues to grow, and there is also an urgent need for a large number of highly professional international Chinese teachers to meet this demand. However, there are still some gaps in the academic discussion on the stages and characteristics of the career development path of international Chinese teachers. Moreover, what are the tasks, challenges, and support systems these teachers face at different stages? This study studies the career of international Chinese teachers and systematically studies their professional development path through mixed research method. Our goal is to reveal the career development stages and characteristics of these teachers, analyze the problems faced at each stage, and identify the key influencing factors of teacher development. In the hope, in this way, we can provide a deeper understanding and thinking for the industry, provide a basis for the decision-making of educational institutions, and help international Chinese teachers to better plan their career development path.

2. Research background and theoretical basis

2.1 Current situation and development trend of international Chinese education

In recent years, international Chinese education has developed rapidly in the world and has become an important means to enhance the soft power of Chinese culture[1]. With the advancement of the "Belt and Road" initiative, Chinese is gradually valued as a tool for global communication, and more and more countries and regions offer Chinese courses to meet the growing learning needs[2]. The number of Chinese learners worldwide has increased significantly, especially in Europe, America and Southeast Asia, where Chinese learning is not only recognized in the school system, but also gradually penetrated into the social and cultural level.

In terms of curriculum, many countries are trying to integrate Chinese language education with local culture to make it more attractive and practical. This trend not only promotes the spread of Chinese knowledge, but also provides students with a deep understanding of Chinese culture. The development of network technology makes online Chinese education flourish, providing learners with more flexible learning methods, and breaking the limitation of time and space.

From the perspective of the composition of the teachers, the number of international Chinese teachers is increasing, but the professional quality and teaching ability of teachers need to be improved. At present, most international Chinese teachers lack systematic vocational training and development support, which affects the teaching effect and students' learning experience. It is particularly important to carry out research on professional development for international Chinese teachers.

In the future, the development trend of international Chinese education can be expected to tend to be diversified and deepened. With the change of the international political and economic situation, Chinese education will be further integrated into the global education system. The innovation of teaching mode, the application of educational technology and the strengthening of cross-cultural communication will provide new opportunities and challenges for the professional development of international Chinese teachers. Research in this field not only helps to improve the professional quality of teachers, but also provides theoretical support for the formulation of educational policies.

2.2 Theoretical framework for the professional development of international Chinese teachers

The theoretical framework of international Chinese teacher professional development can be analyzed from a multidisciplinary perspective. Professional development theory emphasizes the learning process of teachers in their career, which usually includes knowledge acquisition, skill improvement, and attitude change. This view is further deepened by the professional learning community theory proposed by Freud, who believes that teacher development not only depends on individual efforts, but also requires support and resources in the team and community.

Career development theory provides an important reference for understanding the different development stages of teachers. Through hall's career multi-stage theory, can be the teacher development process is divided into multiple stages, each stage has its specific tasks and challenges, such as the introduction of adaptation and learning, growth period skills accumulation and professional promotion, independent period of teaching method innovation and practice, and leading period of leadership and experience sharing. The division of these stages helps to clarify the support and resources that teachers need at each stage.

Adult education theory also provides a new perspective for the professional development of international Chinese teachers. Adult learning theory emphasizes the role of practicality, autonomy and experience accumulation in education, and points out that teachers, as adult learners, need to

develop continuously through practical teaching and reflection. Under this theoretical framework, teachers' professional development is not only the accumulation of knowledge, but also the internalization of knowledge and the improvement of teaching ability through continuous practice and reflection.

Through the combination of the above theoretical framework, a comprehensive and systematic international Chinese teacher professional development path can be constructed, which provides theoretical support for teachers' career planning, and contributes to the design of more effective teacher training and development projects.

2.3 Research Significance of the career development of international Chinese teachers

The research significance of the career development of international Chinese teachers is reflected in many aspects. This research provides a scientific basis for improving the professional quality and teaching effect of international Chinese teachers, as well as providing guidance for their career planning and development. By clarifying the tasks and challenges at different stages, it can help teachers to obtain the necessary support and resources needed at each stage of development, so as to optimize the career development path. The research results can provide reference for educational institutions to formulate corresponding teacher training policies and development strategies, and promote the improvement of the overall quality of international Chinese education. This study not only has a profound significance for individual teachers, but also plays a positive role in promoting the improvement of the education system.

3. Research methods and data analysis

3.1 Design and implementation of the hybrid research method

The mixed research method is adopted to comprehensively explore the professional development path of international Chinese teachers. Hybrid research methods combine quantitative and qualitative methods to ensure the comprehensiveness of the data and the depth of the analysis[3]. In quantitative research, questionnaires were designed to obtain large-scale sample data. The questionnaire covers multiple dimensions, including the teacher's work background, professional development needs, current challenges and their evaluation of the support system. These questionnaire data were processed and analyzed by statistical software to reveal various patterns and trends.

In the qualitative study phase, in-depth interviews and primary participation observations were selected as the main methods. The in-depth interviews included international Chinese teachers at different stages of development, striving to have a deep understanding of the specific experiences and feelings of their career development from the individual level. The interview content mainly focused on teachers' career choice motivation, career development goals, support and resources, challenges encountered and solution strategies. Through the coding, classification and induction of the interview records, the key factors and typical characteristics of international Chinese teachers in each development stage are extracted.

Participation observation provides a direct opportunity to observe teachers' career development from the behavioral and interactive level. Researchers observe in different types of international Chinese teaching activities, and record teachers' performance in actual teaching scenarios, their interaction with students, and their use of teaching resources. The combination of these observations with the questionnaire and interviews provides a multi-level perspective in understanding teacher development paths.

By combining the universality of quantitative data with the depth of qualitative data, the hybrid

research method provides a comprehensive analysis framework, in order to accurately reveal the different stages and challenges of international Chinese teachers' professional development and their coping strategies [4].

3.2 Data processing of the questionnaire and in-depth interviews

Questionnaires and in-depth interviews play an important role, aiming to comprehensively and deeply analyze the characteristics and needs of international Chinese teachers in different stages of professional development. The data processing process includes data collection, collation, encoding, and quantitative and qualitative analysis.

For the questionnaire, a combination of descriptive statistical analysis with inferential statistical analysis was used. A basic statistical description of the collected questionnaire data, including the frequency distribution, mean and standard deviation, was performed to ensure that the basic characteristics of all types of data are understood. Subsequently, through advanced statistical techniques such as factor analysis and regression analysis, the key factors influencing the professional development of international Chinese teachers were identified and their interrelationships were explored. All data were processed using the SPSS statistical software to ensure the reliability and accuracy of the results.

The data processing of in-depth interviews adopts the methods of content analysis and thematic analysis. The recorded interviews were transcribed into text and the text data were systematically coded using open, axial and selective coding. Content analysis helps to identify themes and concepts that occur frequently, while thematic analysis deepens the understanding of key factors. NVivo software assisted in the coding and analysis process to ensure the rigor and systematization of data processing.

By combining quantitative analysis with qualitative analysis, it not only reveals the general law of the professional development of international Chinese teachers, but also deeply excavates the special factors in individual differences and specific situations. This comprehensive method puts forward a scientific and reasonable theoretical basis and practical guidance for the professional development of international Chinese teachers.

3.3 Participate in the comprehensive comments of observation and case analysis

The participation observation method provides vivid first-hand information through the actual scenarios of researcher in-depth classroom and teacher development. In the process of observation, teachers' teaching methods, classroom management and interaction with students were recorded, revealing the real challenges and coping strategies faced by teachers at different stages of development. Through case analysis, several representative international Chinese teachers are selected to explore the specific situation and decision-making process they have experienced in their career. The comparative analysis of the cases highlights the support systems and impacts needed by teachers in different development stages. The combination of participation observation and case analysis provides a more comprehensive perspective for understanding the professional development path of international Chinese teachers, emphasizes the interaction between individual experiences and environmental factors, and lays a solid foundation for the construction of subsequent theoretical models. The research results can provide a rich case reference for educational institutions in the design of teacher development policies, and help to achieve targeted and effective support measures.

4. Conclusions and suggestions

4.1 Main findings of the study on the professional development path of international Chinese teachers

Through the study on the career development of international Chinese teachers, it is found that the professional development path of international Chinese teachers can be divided into four stages: introduction period, growth period, independence period and leading period. In the introduction period, the main task of teachers is to master the basic teaching skills and knowledge reserve, which is characterized by the need for a large number of professional training and guidance. In this stage, teachers usually face great challenges in classroom management and teaching design, and need to rely on external support systems, such as mentor guidance and professional training courses.

In the growing period, teachers begin to gradually accumulate teaching experience and form a personal teaching style, and gradually show innovation and initiative. The challenge at this stage is how to effectively solve the complex problems in the classroom, and constantly feedback and improve the teaching strategies. Teachers still need some support system in this stage, but more reflected in the support of peer communication and teaching research group.

Teachers who enter the independent period have high teaching autonomy and stable teaching effect, can independently set teaching goals and make corresponding plans, and have strong reflection ability and problem solving ability. However, there are still needs for professional development at this stage, such as keeping teaching innovative and responding to a changing educational environment.

In the leading period, teachers have become experts in the field of teaching, assuming more teaching leadership and guidance roles, and participating in teacher training, curriculum development and academic research activities. The task of this stage is more about leadership and innovation, and the teachers need to continue learning and reflection, and support the growing teachers through their own experience and professional knowledge.

These findings reveal the different needs and characteristics of teachers at various stages in career development, emphasizing the importance of designing specialized development policies and support systems for different stages. The research results provide a scientific framework for the career path of international Chinese teachers, and also provide a basis for educational institutions to develop effective teacher development strategies.

4.2 Strategy proposals for the professional development of international Chinese Teachers

In order to effectively promote the professional development of international Chinese teachers, it is necessary to develop targeted training strategies around the different stages of their career. During the introduction period, it is suggested to strengthen basic training and cultural adaptability education, and enable teachers to adapt to the new environment as soon as possible and establish demand-based professional development plans. During the growing period, rich teaching resources and continuous professional development opportunities should be provided, and teachers should be encouraged to participate in various academic exchanges and teaching seminars, so as to improve their teaching skills and professional knowledge accumulation.

When teachers enter the independent period, it is suggested to enhance the independent teaching ability and classroom management level, and help teachers to further mature in the combination of theory and practice through the establishment of the tutorial system or the implementation of peer mutual assistance projects. We should promote teachers to participate in scientific research projects at this stage, so as to strike a balance between teaching and research.

For teachers who enter the leading period, they should focus on cultivating their leadership and

innovative thinking, and promote knowledge transmission and experience sharing among teachers by providing training inside and outside the school, supporting them to publish academic achievements and guiding novice teachers. The strategies of each stage should be dynamically adjusted according to the actual needs and development of teachers to achieve their all-round professional growth.

4.3 Suggestions on the teacher development policies in educational institutions

Suggestions on teacher development policies in educational institutions mainly focus on the following aspects:

A systematic teacher career development support mechanism should be established to ensure that teachers have the necessary resources and guidance at different stages. Teachers in the introduction period need orientation and mentor support, while teachers in the growth period should receive opportunities for professional growth, such as continuing education and teaching seminars. Educational institutions should pay attention to the formation of a diversified evaluation system, and help teachers to clarify their development goals and direction through peer evaluation and self-reflection. Teachers during the independence period should enhance their academic ability and influence by participating in academic exchanges and research projects.

Further, educational policies should encourage cooperation and communication among teachers, promote the construction of teacher communities, and realize experience sharing and learning through regular teacher development activities. The establishment of incentive mechanism to give certain incentive and recognition to teachers with excellent performance is helpful to improve teachers' professional satisfaction and sense of investment. Policies should focus on the diversity of international Chinese teachers and provide specific cultural adaptability training to help teachers conduct teaching effectively in different cultural backgrounds. Through comprehensive policy measures, it can create a better environment for the professional development of international Chinese teachers.

5. Conclusion

This study further reveals the professional development path of international Chinese teachers and the characteristics of their various stages. It is found that there are specific tasks, challenges and support systems in the four stages of introduction period, growth period, independence period and leading period, all of which not only provide a clear stage mark for the professional development of international Chinese teachers, but also have important reference value for their subsequent career development guidance. At the same time, for the education administration department, this research also has great empirical value. According to the development stage of teachers, the reasonable setting of support measures can better promote the professional development of teachers. Therefore, this research result has substantial reference and reference value for international Chinese teachers and related educational institutions. Although we have a preliminary understanding of the career development path of international Chinese teachers, further research may be needed due to factors such as sample limitations and field survey conditions. We expect the subsequent researchers to have an in-depth discussion of these key factors, so as to provide a more detailed reference for the career development of international Chinese teachers.

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