

The Development Status and Enhancement Strategies of International Chinese Language Education

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Abstract: Nowadays, the world situation is changing, the new crown epidemic affects the whole world, the global situation continues to be in the doldrums, in this case, China's epidemic prevention and control achievements are outstanding, able to buck the trend of steady development. The development of the country will inevitably promote the spread of language, I believe that soon there will be a new round of "Chinese fever". International Chinese language education, with its mission of teaching Chinese language and spreading language and culture, deserves our in-depth study. In the post epidemic era, how to better develop the discipline system of international Chinese language education? How to better develop the cause of international Chinese language education? It is precisely the problem that this paper aims to study.

At present, the name of international Chinese language education has been formalized, marking the expansion of the scope of this discipline and the improvement of its status. In the development of things, there are both favorable and unfavorable conditions, and if we want to achieve further development, we must first have a systematic grasp of things as a whole. The development of international Chinese language education is also like this, and it is bound to face both opportunities and challenges at the same time. Therefore, the authors have reviewed the relevant data, considered all the factors of the development of international Chinese language education in a qualitative way, and integrated them organically with SWOT and PEST analyses. Finally, the authors come up with specific enhancement strategies that can make the development of international Chinese language education possible.

Keywords: SWOT; PEST; International Chinese Language Education; Enhancement Strategies

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1. Preface

1.1 Background and Purpose of the Study

Currently, the global Chinese population totals more than 50 million, and there are 20,000 Chinese language schools around the world, with 50% of them having more than 400 students. In terms of the number of international students coming to China, from 2014 to 2017, the number of international students coming to China has risen from 397,000 to nearly 500,000 students. The working target of the State Hanban Program - Chinese language learners will reach 160 million in 2020. It is evident that the world's demand for Chinese language learning is growing dramatically and international Chinese language education is booming. Up to now, a total of 550 Confucius Institutes (CIs) and 1,172 Confucius Classrooms (CCIs) have been established in 162 countries and regions around the world. since 2013, 360 sets of teaching materials in 45 languages have

been published, with 12 million copies sent out for use by more than 5 million people, and about 5,000 volunteers and public teachers have been trained every year nationwide. Judging from the scope and speed of the opening of Confucius Institutes (Classrooms), the volunteers and public teachers sent and the Chinese language teaching materials published, all kinds of data show that our country has paid enough attention to international Chinese language education.

However, with the changing economic situation and environment at home and abroad, international Chinese language education will face some difficulties and challenges. First of all, the direction of the training of relevant professionals in domestic universities is unclear, the depth is insufficient, the students' cultural knowledge and foreign language skills are lacking, and the teaching methods are single and cannot meet the actual needs of the teaching audience. Moreover, surveys show that few students graduated from undergraduate and master's degree programs are able to engage in related Chinese language work after graduation, and the supply and demand of personnel training has long been in the state of mismatch between production and sales, and there is a lack of excellent talents. Secondly, it is the seriousness of the international situation. Due to the influence of the worldwide epidemic, foreign students can seldom stay in the socio-linguistic environment of China to continue their study, and they can only study in their own countries through online teaching, and in the socio-linguistic environment without Chinese language, their ability to learn Chinese has greatly deteriorated, which is very unfavorable for the dissemination of Chinese language. In addition, the imperfection of its own disciplinary theory system, the limited development of localized Chinese language dissemination, the external political environment and other problems have all hindered the development of the discipline and career of international Chinese language education. Under the background of globalization, how to analyze the various factors of the development of international Chinese language education, how to make good use of the existing advantages, how to resolve the risks and threats, and how to better promote the development of the discipline and career of international Chinese language education is the research purpose of this paper.

1.2 Research Content and Ideas

The author believes that if we want to propose ways to enhance the development of things, we must first see the development process and future development direction of things, identify the problems arising from the development of things in a comprehensive manner, and then analyze the internal and external factors of things as well as the macro-environment in which it is located. Then we should analyze the internal and external factors as well as the macro environment in which it is located. In this way, we can formulate ways and measures to solve the problems. In this paper, firstly, the development history and research status of international Chinese language education are fully studied, then according to SWOT analysis and PEST analysis, the micro and macro environment of international Chinese language education is analyzed, accordingly, the problems existing in Chinese language education are analyzed, and finally, according to the conclusion, the group puts forward how to promote the enhancement strategy of international Chinese language education, in order to change the status quo. Promote the discipline and career of international Chinese language education can make great progress.

1.3 Research Methods

This paper examines the basic features and solutions of the problem from a holistic perspective through the overall systematic analysis method. The essence and laws of the problem are grasped on the basis of comprehensive systematic research. Adopting interdisciplinary research method, it combines the relevant theoretical analysis methods of management and economics disciplines SWOT analysis and PEST analysis, and combines them with international Chinese education to form a complete theoretical research system. Using the literature research method, retrieve and analyze the literature from the Internet and other reference books to provide a strong theoretical basis for the research of this paper. Using the survey method, field visits and investigations are conducted on some specific issues in this paper to obtain first-hand materials to provide more adequate arguments.

1.4 Overview of relevant theories

1.4.1 SWOT analysis

SWOT analysis, also known as situational analysis, was first proposed by Prof. Weirick in the United States. It refers to a qualitative analysis method that comprehensively summarizes the contents of internal and external influences on a system or organization, and then analyzes the strengths and weaknesses of the organization, as well as the opportunities and threats it

faces.^[1]The full name of S is Strengths which denotes the internal strengths of the organization.W is Weakness which denotes the internal weaknesses of the organization.O is Opportunities which denotes the external opportunities of the organization.T is Threats which denotes the external threats of the organization. According to SWOT analysis, four different strategies can be developed based on the dimensions as follows:

Figure 1.1 SWOT Analysis

	S Strengths	W Weaknesses
O Opportunities	SO Strategy (Growth Strategy)	WO Strategy (Turnaround Strategy)
T Threats	ST Strategy (Diversification Strategy)	WT Strategy (Defensive Strategy)

Growth strategy: there are opportunities externally and own advantages internally, this is to find the trend and expand the advantages.

Turnaround strategy: there are external opportunities but own disadvantages, then we should seize the opportunity to turn around the disadvantages.

Diversification strategy: there are internal advantages, but there are external threats, at this time to use the advantages, multi-channel to resolve the risk.

Defensive strategy: there are external threats and internal disadvantages, we should focus our resources and shrink our development under the state of internal and external problems.

1.4.2 PEST Analysis

PEST analysis is a method to analyze the macro environment of a system or organization. The analysis mainly consists of four dimensions, including P (Political System), E (Economics), S (Society), T (Technology), and specifics include:

Figure 1.2 PEST Analysis

Abbreviations	Analyzing Dimension	Specific Elements
P	Political-Legal Environment	It mainly refers to the relevant policies and regulations proposed and promulgated by the state, as well as the attitudes and actions taken by various political organizations, and also includes numerous political events at home and abroad.
E	Economic Environment	It mainly refers to the stage of economic development, GNP per capita, consumption level and trend, national financial situation, financial risks and economic cyclical fluctuations, etc.
S	Physical Social environment	This refers to the current social environment, which is characterized by a number of complex factors, including population movements, history and culture, values, and so on.
T	Technological Technological environment	Mainly refers to the national scientific and technological system, the advanced level of science and technology, the promotion of scientific and technological achievements, scientific and technological research fields to expand and deepen, and so on.

2.Overview of the development of international Chinese language education and its structural system

2.1 Overview of the development of international Chinese language education

International Chinese language education is an emerging term, and its meaning has not yet been clearly described. For international Chinese language education, it can refer to both the discipline of international Chinese language education and the cause of international Chinese language education. But this new term is developed from teaching Chinese as a foreign language and international Chinese language education.

The first is Chinese language teaching to foreigners, the teaching of Chinese to foreigners, that is, the teaching of Chinese as a foreign or second language. Teaching Chinese as a foreign language refers to teaching Chinese to foreigners, that is, teaching Chinese as a foreign or second language. Since the founding of New China, especially since the reform and opening up,

the teaching of Chinese as a foreign language has been increasingly developed, and since 1978 it has been established as an independent discipline.

In the early 21st century, the name of Chinese International Education was established to refer to the teaching of Chinese to non-native speakers. At present, a number of colleges and universities in China have set up majors in Chinese international education, which is mainly aimed at cultivating high-level, applied, compound and internationalized professionals with proficient skills in teaching Chinese as a second language, good cultural communication skills and cross-cultural communication skills, who can adapt to the work of promoting the Chinese language internationally, and are competent in a variety of teaching tasks.

At present, Chinese language education has been officially renamed as international Chinese language education, which is still essentially the teaching of Chinese as a second language, but the actual connotation has become more inclusive, more open and more standardized. On the basis of making full use of digital teaching resources and teaching platforms, it pays more attention to the localized development of each country.

From teaching Chinese as a foreign language to international Chinese language education and then to international Chinese language education, the essence of the discipline has not changed, but there are changes in the factors of teachers, teaching objects, teaching contents and teaching locations, showing a new pattern of expanding scope in general. As shown in the figure below :

Figure 2.1 Vertical Comparison of the Development of International Chinese Language Education Disciplines

	Teachers	Teaching Objects	Teaching content	Teaching Place
Teaching Chinese as a foreign language	Mostly Chinese	Foreigners (mainly foreign students)	Foreign language as a second language or Chinese	Within their own country
Chinese language international education	Native Chinese speakers (including foreigners)	People whose mother tongue is not Chinese	Foreign language as a second language or Chinese	Abroad
International Chinese Language Education	Chinese, overseas Chinese or foreigners	Foreigners whose mother tongue is not Chinese, Chinese and descendants whose mother tongue or first language is not Chinese	Chinese as a second, foreign or other language	Domestic and foreign or virtual space

2.2 The structural system of international Chinese language education

International Chinese language education is an inclusive concept, including both the previous Chinese language teaching abroad and Chinese language international education, as well as overseas Chinese language education and even virtual space education, and all the above kinds of education are unified under the general framework of international Chinese language education. However, at present, there is no precise division of types and systematic structure of international Chinese language education. Prof. Wu Yinghui has made a division of the structure of international Chinese language education and put forward the basic framework of “3+N”, as shown in the following figure.

Source: Prof. Yinghui Wu 18th International Symposium on International Chinese Language Education

Types of Chinese Education		International Chinese Education					
		Real Space Chinese Education			Virtual Chinese Education		
		Overseas Chinese Language Education		Broadcast Chinese Language Education		Network Chinese Language Education	
Types of Education Institution Nature	Chinese Language Education for Foreigners	Overseas Chinese as a Second Language (Foreign Language) Education	Overseas Chinese Language Education	Radio Chinese Language Education	Television Chinese Language Education	General Network Chinese Language Education	Intelligent Simulation Chinese Education

Higher Education	Professional Chinese Education	Professional Chinese Education	Professional Chinese Education	Various types of Chinese language education exist
	Curriculum Chinese Language Education	Curriculum Chinese Education	Curriculum Chinese Language Education	
Basic Education	Curriculum Chinese Language Education	Curriculum Chinese Language Education	Curriculum Chinese Language Education	
	Mother Tongue Chinese Language Education	Chinese Immersion Education	General Chinese Language Education	
			Overseas Chinese Language Education	
Training Organization	Non-degree Chinese Language Training			

3. Micro-environment Analysis of International Chinese Language Education

For the micro-environment of international Chinese language education, it is analyzed by SWOT analysis as follows:

Figure 3.1 SWOT Analysis of the Development of International Chinese Language Education

Strength	Weaknesses
<p>1. International Chinese Language Education has been officially renamed and the status of the discipline has been upgraded.</p> <p>2. The domestic cultivation of the discipline can be combined with the foreign development of the career.</p> <p>3. China has 5,000 years of cultural history and rich cultural heritage.</p>	<p>The domestic training system for Chinese language education personnel is not perfect, making it difficult to train high-level Chinese language international teachers.</p> <p>It is difficult to prepare nationalized teaching materials to meet the specific needs of learners in each country.</p> <p>The development of Confucius Institutes overseas faces many difficulties</p>
Opportunity	Threats
<p>1. Countries along the “Belt and Road” and neighboring countries have economic cooperation and cultural exchanges with China.</p> <p>2. China has made great achievements in the cause of Chinese as a foreign language in the past decades, and the international recognition of Chinese language has been increasing.</p> <p>3. Under the epidemic, technological development has promoted digital online teaching, which is conducive to the spread of the Chinese language.</p>	<p>Under the Xin Guan epidemic, it is difficult for international students to enter the country, which is not conducive to the spread of Chinese language learning.</p> <p>English is still the most widely spoken language, which will suppress non-English languages.</p> <p>Chinese is recognized as a difficult language to learn among many language families, posing great difficulties for foreign learners.</p>

3.1 Advantages

Firstly, international Chinese education has been formally renamed from the original Chinese international education, and from the original secondary discipline under Chinese language and literature now becomes a primary discipline, and the status and influence of the discipline have been enhanced. Secondly, international Chinese language education realizes the combination of domestic talent training and foreign practice, with different levels of talent training system for bachelor’s, master’s and doctoral degrees at home, and many volunteers and teachers are sent abroad every year. It realizes the combination of discipline and career. Once again, the development of international Chinese language education also has its cultural development advantages, that is, the Chinese culture has its unique charm, China is the only ancient civilization that exists at present, and the 5,000 years of historical precipitation and cultural heritage is incomparable to other countries. Because of this confidence, we can also tell the Chinese story well and promote the international spread of the Chinese language.

3.2 Weaknesses

English-speaking countries set up master's and doctoral degrees under international needs and offer specialized courses to cultivate professionals. In contrast, China's cultivation at the master's and doctoral levels is lagging behind, and undergraduate majors have shown unplanned and oversized growth, and most of them are engaged in other jobs after graduation, which makes the system of cultivating talents and the development of actual work appear as a "mismatch between production and marketing". "The system of talent cultivation and the development of actual work are not in line with each other. In terms of the preparation of teaching materials, since the development of Chinese language international communication is at the primary stage, nationalized teaching materials are indispensable to the dissemination of the Chinese language, and local countries seldom have the "inertia" to prepare such teaching materials.^[2] However, local countries rarely have the "inertia" to prepare such teaching materials, and the pressure on the ambitious plan of preparing nationalized Chinese teaching materials is enormous. The task of compiling teaching materials is a long one. In addition, there is insufficient financial support for overseas Confucius Institutes, which makes it difficult for the institutes to become self-sufficient. Opinions about Confucius Institutes at home and abroad are mixed, with domestic dissenting voices believing that they are a costless investment, while foreign countries believe that Confucius Institutes are suspected of cultural aggression, and many Confucius Institutes have already been closed down or are facing closure, which is very unfavorable to the cause of Chinese language education.

3.3 Opportunity

Countries along the "Belt and Road" and neighboring countries will have more economic cooperation and cultural exchanges with China, and the development of Chinese language dissemination will act as a lubricant.^[3] This development strategy is not only beneficial to the national economy and diplomacy, but also contributes to the improvement of the international status of the Chinese language and the enhancement of the country's cultural soft power. At present, China's Chinese language dissemination has been going on for decades, and the "Chinese language fever" in the international community is sufficient to show that the international community recognizes the Chinese language, and the international Chinese language education has achieved unprecedented results. At the same time, the power of science and technology is increasingly tilted to the development of Chinese education, online teaching or online and offline combination will become the main way of Chinese teaching in the future, the international Chinese education is increasingly digitalized, technologically networked, overseas Chinese teaching platforms have also shown a long-lasting development trend. It can provide new support for international Chinese education.

3.4 T Threats

Firstly, under the new crown epidemic, it is difficult for international students to enter the country, and many students do not have a Chinese social environment, so it is easy for them to forget their knowledge of Chinese and degrade their Chinese language ability, which is not conducive to the spread of Chinese language learning. Secondly, English is still the most widely used language in the world, and is the most common intermediary language used in international exchanges. This strong position of English is squeezing the Chinese language and causing great difficulties for the spread of the Chinese language. Again, as for the Chinese language itself, it is recognized that it is difficult to recognize, memorize, write, flexible and changeable, and foreign students will easily have the fear of difficulty and resistance to Chinese language.

4. Macro environment analysis of international Chinese language education

4.1 Political and Legal Environment

China has always adhered to the foreign policy of peace and the strategy of going out, and has established diplomatic relations with 181 countries, has partnerships with hundreds of countries or organizations, and maintains economic and cultural exchanges with various countries, which is conducive to the spread of the language. At present, China has founded Confucius Institutes in 162 countries and regions, and at the same time specializes in training talents at the undergraduate and graduate levels, as well as dispatching volunteer Chinese language teachers overseas to actively promote Chinese language education. The spread of Chinese language in China is based on freedom and equality, but due to the different cultures and ideologies of different countries, some countries often attack and smear China, and regard the spread of cultural exchanges as

cultural aggression, which will cause unknown foreign people to hold stereotypes about China, which is not conducive to the spread of Chinese language.

4.2 Economic environment

The spread of language cannot be separated from the rapid development of the country and the enhancement of its comprehensive strength, so is the spread of Chinese language. As the second largest economy, the improvement of China's international status has led to the expansion of the scope of Chinese language, which plays a positive role in the spread of the Chinese language and is conducive to the development of international Chinese language education. In addition, under the huge demand, the overseas Chinese education market will usher in a period of rapid growth. Chinese language teaching platforms located overseas Chinese language teachers also said that the current international Chinese language education is still in the early stages of development, but has a huge market development potential, in the context of the importance of Chinese language learning in overseas countries, it is expected that the future market size will reach the level of hundreds of billions of dollars.

4.2 Social Environment

Nowadays, the Chinese language is gaining more and more international influence and is favored by various countries, and the popularity and reputation of the Chinese language have greatly increased. Society According to statistics, more than 70 countries around the world have incorporated Chinese into their national education system, and more than 4,000 foreign universities have opened Chinese courses. It connects the link between China and other countries for the spread of Chinese language. However, there are differences in the cultures and ideologies of countries all over the world, China's Chinese language dissemination is based on freedom and equality, but some countries, especially English-speaking countries, often attack and even discredit China, and regard Chinese language dissemination and cultural exchanges as cultural invasions, which will always cause unknown foreign people to hold stereotypes about China, which is detrimental to the dissemination of Chinese language in the international arena.

4.4 Technical environment

In terms of the technological environment, due to the impact of the Xin Guan epidemic, the learning of Chinese language education has shifted from offline to online, or a combination of online and offline. And the development of many teaching platforms and resource platforms at home and abroad such as Mucon, Microclass, and KDDI has made international Chinese language education focus more and more on digital teaching.^[4]In addition, the research on the application of technology in international Chinese language education has never stopped spreading the Chinese language, Chinese language teaching and virtual space technology, meta-universe and other emerging concepts are in the development of effective resources, especially virtual space technology such as digital people, which is conducive to the creation of "immersive" Chinese language teaching and learning environment, and to provide more input channels for Chinese language teaching and learning.

5.Strategies for the Enhancement and Development of International Chinese Language Education

5.1 Growth Strategies

5.1.1 Improve innovation ability and explore development mode

Efforts will be made to explore new ideas and modes of innovative development of international Chinese language education, promote the integration of international Chinese language education degree construction and international Chinese language education career, promote multidisciplinary development, and form a characteristic development path. Effectively promote the innovation of teaching resources, talent cultivation and research projects.

5.1.2 Make full use of network technology and apply modern technology

It is necessary to accelerate the development of online international Chinese teaching resources, build a shared resource platform, and improve the quality of Chinese teaching. At the same time, the scientific and technological literacy of front-line teachers should be strengthened, including the application, development, organization and management of online teaching.^[5] And we should avoid the problems of short boards in online teaching, such as unstable signal, lack of interaction, etc., so that science and technology can become a powerful support for Chinese online education.

5.2 Diversification Strategy

5.2.1 Focus on cultural elements to complement Chinese language teaching itself

We should do a good job in cultural propaganda, create a good international public opinion environment, use mainstream media platforms at home and abroad to explain the characteristics of China, spread the voice of China, and tell the story of China well, especially at the level of traditional culture, which can better show China's cultural heritage and expressive force. It is necessary to make cultural propaganda better serve Chinese teaching.

5.2.2 Attach importance to market-oriented development and establish product thinking

Pay attention to the market-oriented operation of international Chinese education, absorb effective social resources, broaden the channels of capital integration, enhance the market expansion ability, understand the language learning markets of different countries, adopt diversified teaching methods to meet the different learning needs of learners, so that international Chinese education can maintain its advantages in the competition of language teaching projects in other countries and ensure the sustainable development of international Chinese education.

5.3 Torsional strategy

5.3.1 Innovate the personnel training system and improve the development of the theoretical system

It is necessary to improve the talent training system, adjust the level of running schools, optimize the quality of students, and improve the training objectives of masters and doctors. In view of the situation that \production and sales are not right\, the state should provide assistance and financial support. It is necessary to improve the construction of the curriculum system and focus on highlighting the characteristics of Chinese+major in running Chinese schools. Teaching and research should be combined to research teaching assistants, and teaching should learn from each other.^[6]

5.3.2 Accelerate the transformation of Confucius Institute and support sustainable development

On the one hand, Confucius Institute needs to redefine the orientation of running a school, improve the service level of Chinese teaching, implement characteristic education with rich connotations, adopt different strategies according to the situation of different countries, make good use of existing resources accurately, strengthen economic cooperation with the host countries, and increase financial support for Confucius Institute. Continue to carry out related activities to spread Chinese culture.^[7]

5.4 Defensive strategy

5.4.1 Learn from each other and seek common development with China and other countries or organizations

Build an international Chinese education development community in the new era, formulate common cooperation standards, improve cooperation mechanisms, maintain close ties with domestic and foreign departments and organizations, carry out Chinese education projects in depth, and communicate in many ways to jointly promote development.

5.4.2 Take external factors to develop and combine with internal growth

International Chinese education itself needs continuous improvement. The cause needs to be constantly adjusted and expanded in the process of development. If we can use the external factor strategy, always grasp the development situation of the times and the situation at home and abroad, we can use various ways to absorb factors that are beneficial to our own development, such as capital and technology, and combine them with our own internal favorable factors, which will be more conducive to improving the competitiveness of international Chinese education.

Conclusion

This article mainly aims at the development status of international Chinese education, based on the existing theories, grasps the current environmental status of international Chinese education, and makes a strategic analysis of its future development. Finally, it puts forward some measures to improve international Chinese education. The development of disciplines and undertakings of international Chinese education should seek advantages and avoid disadvantages, foster strengths and avoid weaknesses, make full use of existing advantages, face challenges directly, resolve crises and explore new paths for long-term development.

Because personal ability needs to be improved, and the paper cycle is short, there are still many shortcomings in the research methods and research contents, and the strategies to solve the problems may not be mature enough, so it is necessary to

further study the feasibility of the solutions to the existing problems in international Chinese education. In addition, exploring deeper strategic issues in the future is also the direction I will focus on in the future.

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