

SWOT Analysis of the Teaching of Chinese as a Foreign Language Based on the Perspective of Broadcasting and Hosting Art Against the Background of “The Belt and Road”

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Abstract—The construction of “the Belt and Road” has a close relationship with language. In countries and regions along “the Belt and Road”, it has been a tendency that Chinese has become a common language. Developing the diffusion and teaching of Chinese as a foreign language in countries and regions involved is the foundation of national discourse construction. SWOT analysis method is adopted in this paper to systematically analyze the strengths, weakness, opportunities and threats of the teaching of Chinese as a foreign language from the perspective of broadcasting and hosting art related to radio and television. According to the SWOT analysis, we must grasp the advantage of strict and standard phonology in broadcasting art and avoid the disadvantage of insufficient teachers for bilingual education. It is necessary to seek opportunities in challenges and strengthen the quality of broadcasting and hosting teachers as well as enrich and expand the paths of the teaching of Chinese as a foreign language via improving the simple pattern of the teaching of Chinese as a foreign language and multi-specialty and interdisciplinary teaching idea and teaching method.

Keywords—“The Belt and Road”; the teaching of Chinese as a foreign language; SWOT analysis; broadcasting and hosting

I. INTRODUCTION

Chairman Xi Jinping proposed the common construction of the great initiative of “Silk Road Economic Belt” and “21st Century Maritime Silk Road” (“the Belt and Road”) during visiting countries in Central Asia and Southeast Asia on September 10, 2013. “The Belt and Road” has connected “the Chinese Dream” and “the World Dream” and shouldered the responsibility of revitalizing Chinese nation and booming the world. Intercultural communication plays a vital role in “the Belt and Road” construction. The “teaching of Chinese as a foreign language” plays the role of guidance and foundation and is the strategy implementation of intercultural communication in “the Belt and Road” construction.

II. THE SPREADING OF CHINESE AS A FOREIGN LANGUAGE IS THE LATENT FORCE FOR THE INTERNATIONAL COMMUNICATION OF CHINESE CULTURE

Language is the carrier of cultural communication between countries. The same language can represent the about and about concept map of these countries.

In the spreading of Chinese as a foreign language, the teaching of Chinese as a foreign language is a crucial tool for the communication of countries involved in “the Belt and Road” construction and the spreading of Chinese culture.

A. Language Is the Carrier of Cultural Communication in “The Belt and Road”

In interpersonal communication, information of “language” transfer accounts for 35 percent and information of non-language transfer accounts for 65 percent. The most direct and efficient tool that affects people’s thoughts is “language”. Songs sung by farmers in the field is the earliest language works of human, in order to relieve fatigue. It is short and read aloud fluently to arouse emotions. The rhythm expresses people’s emotions, so that people are in high spirits and full of power.

Wittgenstein has a highly condensed summary on language and thought, language and ideology, “the boundary of my language is the boundary of my world”. American Sapir and his disciple Wolf also address the same hypothesis regarding language and thought “all the relatively high-level thoughts depend on language”. According to the hypothesis of Sapir and Wolf, language directly acts on us in understanding even involving in the world. Language used by the same nation, same group or same country naturally connects with their cultural identity. Of course, the “connection” is not completely corresponding today characterized by highly fused media, highly mobile information and highly heterogeneous society. Sapir and Wolf’s team has conducted a deeper research to explore the connection among language, thinking and culture. After the analysis and comparison between language used by Indians (Native American) and English, they find people see through and understand the world via the mental categories constructed by language. The difference of

language has inevitably connected with the difference of culture. "The meaning of sharing and the concept map of sharing" is the representation of culture, while language is the representation of meaning and concept map¹. Compared with people who require the inter-translation of multiple languages, people in the same region and using the same language communicate with each other easier, because the common language used by them represents approximately the same concept map. The rough statistics show there are nearly 50 kinds of language in countries involved in "the Belt and Road" construction and over 200 kinds of language used by nations and tribes in these countries. To better construct "the Belt and Road" initiative and unblock people-to-people and cultural exchanges, the unified language service system can represent the same concept map between countries involved in "the Belt and Road" construction to the largest extent. Naturally, Chinese has become an important carrier for cultural communication in "the Belt and Road" construction.

B. Chinese Is the Latent Force of Cultural Diffusion in "The Belt and Road"

In "the Belt and Road" construction, as an indispensable and important media vehicle, "language" is a soft power. The ancient "Silk Road" is the road of Chinese and western civilization communication as well as the road for the diffusion of Chinese civilization in the world. More than 2,000 years ago, Zhang Qian in the Western Han Dynasty was sent on a diplomatic mission in the Western Regions and had connected the Silk Road that connected Eurasia. The ancient Silk Road has brought prosperous trade for Eurasia. More importantly, it has prospered religions, cultural diffusion and language communication of nations along it. Languages, cultures and religions of different nations have ceaselessly integrated in mutual exchange and diffusion and taken root. The spreading of Chinese in different periods presents different characteristics in the period relevant to the ancient "Silk Road". "Table I"

When promoting the effective diffusion of Chinese culture on "the Belt and Road", we must attach importance to the latent force of language. In "the Belt and Road" construction, it cannot be underestimated that language plays the roles of humanity, antecedence and tool. We must understand and learn languages of countries along "the Belt and Road" and grasp the favorable opportunities of "Silk Road Economic Belt" and "21st Century Maritime Silk Road" to make Chinese more popular, promote the international spreading of Chinese as well as expand the international influence of Chinese.

TABLE I. CHARACTERISTICS OF CHINESE SPREADING IN DIFFERENT PERIODS

| Time | Spreading Motivation | Spreading Way |
|---|---|---|
| After the access of the ancient Silk Road (Later Han Dynasty) | Merchants between posts and huge translation teams have promoted the spreading of Chinese in the ancient Silk Road. | "Post type" Chinese spreading |
| Periods from the Eastern Han Dynasty to Wei, Jin, Northern and Southern Dynasties | Almost all the Sogdian Buddhist classics existing in the period are translated from Chinese. Buddhist has transmitted Chinese of this period. | "Religion-based" Chinese spreading |
| Sui and Tang Dynasties | The national power in this period is strong and the culture is prosperous. Tremendous overseas students come to China to learn Chinese language and culture. The spreading of Chinese culminates. | "Cultural attraction" Chinese spreading |
| Song and Yuan dynasties | With the coming of Uncharted Waters, seaborne trade has become a key factor that facilitates the spreading of Chinese. | "Trade promotion" Chinese spreading |

III. SWOT ANALYSIS OF BROADCASTING AND HOSTING ART IN THE TEACHING OF CHINESE AS A FOREIGN LANGUAGE IN "THE BELT AND ROAD" CONSTRUCTION

A. Analysis on Strengths

1) *Standard phonology teaching*: The phonological theory contains three parts, namely initial consonant of a Chinese syllable, simple or compound vowel of a Chinese syllable and intonation. Broadcasting and hosting teachers in the teaching of Chinese as a foreign language can adopt the teaching method of combining vowels and consonants analysis with the analysis of initial consonant of a Chinese syllable, simple or compound vowel of a Chinese syllable and intonation, in order to conduct a professional and systematic contrastive analysis on the phonology of Chinese and other languages, find the generality and individuality of Chinese and other languages on the phonetic level. In this way, teachers can conclude the unique teaching paradigm and summarize teaching design and schemes of phonology of different countries in "the Belt and Road" construction.

2) *Language expression teaching with professional internal and external skills*: Scene reconstruction, internal language and object feeling are internal skills used by language expression in broadcasting and hosting. Internal skills help hosts understand how to better carry out the coding and spreading of information in the process of broadcast creation to achieve the aesthetic feeling that voices and emotions supplement each other. "Scene reconstruction" is the rational imagination of announcers basing on the contents of manuscripts and the dynamic and continuous mapped pictures formed in the brain of announcers to arouse the emotional resonance of announcers, so that they can express in the proper language state and language rhythm in the

¹ Shan Bo, Xiong Wei. Language Problems in Intercultural Communication [J], Social Sciences Abroad, 2009,(04):133-140

process of broadcasting and hosting. Similarly, the teaching of Chinese as a foreign language needs the psychological interaction of multiple sides via “scene reconstruction” and “internal language” and “object feeling” to roundly arouse the sense organs and inner thoughts of students and make teaching involve in “scenes”. Teachers will infuse their true feelings and express the thoughts and feelings of Chinese semantics with “object feeling”.

Professional announcers and hosts should grasp external skills of stop and linking, stress, tone and rhythm in work. In the teaching of Chinese as a foreign language, teachers must pay attention to the stop and linking, stress, tone and rhythm of students in understanding and expressing sentences. In addition, they must train students the expression skills of spoken Chinese from two aspects, namely tone and rhythm to make them grasp skills of speed in speaking Chinese step by step. In the training of slow rhythm, they should slow down the rhythm and use the recorded speed in training, but must notice the coherence of semantics. Too slow speed in Chinese practice will easily break the semantics and lose the integrity described by sentences and lead to the fragmented feeling, so that it is difficult to express the meaning of Chinese sentences. In the training of fast rhythm, students must be stable and unperturbed, arouse thoughts, speak every word clearly and realize coherent semantics and smooth expression to achieve the effect of “every word a gem”.

3) *Teaching involved logical thinking training in broadcasting and hosting*: In radio teaching, “announcers and hosts must have an outstanding eloquence in broadcasting without drafts, and they must perform better with drafts” is used to request the language and thinking of announcers and hosts when they are trained language expression. In the broadcasting with drafts that imagery thinking dominates, teachers must train the logical thinking of announcers and hosts so that they understand the logical relation between sentence and sentence, paragraph and paragraph. Therefore, it prevents announcers and hosts from dissociating from drafts, blindly falling into the exaggeration and rendering of drafts, shallow and improper expression. In the broadcasting without drafts that the logical thinking dominates, teachers must train the imagery thinking of announcers and hosts, so that they pay more attentions to emotions expressed by semantics and make the language more vivid. The vivid discourse expression dominated by imagery thinking can avoid the stiff and boring language. Logical thinking resembles the skeleton of language and support verbal language, while imagery thinking resembles the flesh and blood of language on the skeleton, so that the vivid verbal language will be formed. In the teaching of Chinese as a foreign language, we must refer to “announcers and hosts must have an outstanding eloquence in broadcasting without drafts” in the training. More importantly, we must refer to the way of training logical thinking in the broadcasting and hosting teaching to avoid the hollow and chaotic language and unclear expression because their logical thinking falls behind. It also avoids the absence of language color, pale and weak language expression and the absence of

vivid emotions caused by clear logical thinking but insufficient language training.

B. Analysis on Weaknesses

1) *Teaching methods are not universally applicable*: At present, most institutions and universities that provide the teaching of Chinese as a foreign language in China are adopting the teaching method that combines Chinese and Chinese culture. The Chinese level of students cannot be uniformly discriminated in entrance. Students who perform well in Chinese and those who know nothing about Chinese may be taught in the same class. Therefore, teachers must know clearly about the Chinese level of students before the teaching of Chinese as a foreign language, and teach students with purpose and in accordance of their aptitude. For students who have instability of Chinese, teachers must strengthen students’ learning of phonology of pinyin. First of all, these students must feel the acoustic beauty of Chinese to lay preliminary foundation for understanding and learning Chinese semantics. For students who perform well in Chinese, teachers can integrate experiential courses such as Tai Chi, soft brush calligraphy, Peking Opera, folk songs and paper cuttings, so that students will feel the quintessence and charm of Chinese culture in the experiential scene teaching.

2) *The absence of high-level teachers*: The integration of broadcasting and hosting art in the teaching of Chinese as a foreign language requires the professional knowledge and skills of broadcasting and hosting as well as the comprehensive quality of teachers. The adept Chinese expression does not means teachers are qualified for Chinese teaching, let alone easily teaching Chinese as a foreign language. We must realize the teaching of Chinese as a foreign language is a new type discipline. The combination of the ability of teachers in controlling multiple languages, knowledge structure of related cultures, the artistic beauty of language expression and the professional skills of announcers and hosts will immensely optimize the quality of teaching of Chinese as a foreign language.

3) *Inadequate research and development ability in the teaching of Chinese as a foreign language*: The following table has shown the historical context that the teaching of Chinese as a foreign language becomes a discipline “Table II”.

In 1984, the subject position of the teaching of Chinese as a foreign language was established. Twenty-four years have passed since its establishment. The standardization, construction and research and development of the discipline are relatively slow. With the development of Convergence Media, the spreading and teaching of Chinese as a foreign language has also embraced unprecedented opportunities. In the age of small screens, the spreading and teaching of Chinese as a foreign language can be finished easily on people’s fingertips. With the more mature VR technique and its popularization and development, the module and scene-based teaching type will further facilitate the spreading and teaching of Chinese as a foreign language.

TABLE II. DEVELOPMENT PROCESS OF THE TEACHING OF CHINESE AS A FOREIGN LANGUAGE

| Year | Scholar/ Institution | Meeting/Platform | Opinion/Discipline |
|------|---|--|---|
| 1978 | Lyu Bisong | Brief Introduction to the Symposium on Language Discipline Planning in Beijing | Establish professional discipline to research the teaching of Chinese as a foreign language and establish professional institutions to train professional talents. |
| 1983 | Beijing Language Institute | | Provide undergraduate program of teaching Chinese as a foreign language |
| 1984 | Wang Li | Inscription for the fifth anniversary of publication of Language Teaching and Linguistic Studies | <p>“The teaching of Chinese as a foreign language is a new-type discipline”</p> <p>The subject position of the teaching of Chinese as a foreign language is established.</p> |
| 1997 | Beijing Language and Culture University | | <p>Establish the first major for master’s degree “subject didactics on the teaching of Chinese as a foreign language” in China;</p> <p>Establish the first major for doctor’s degree of “linguistics and applied linguistics that contains the direction of the teaching of Chinese as a foreign language in China.</p> |

C. Opportunities

According to the change of situation worldwide and new situations and new tasks faced by China, the Party Central Committee has made the great decision of “the Belt and Road” initiative on the basis of domestic and foreign situations. The decision has been the great regional cooperation initiative proposed by China for the first time in the international community as well as a useful exploration of international cooperation and new model of global governance. “The Belt and Road” policy will drive the deep cooperation and exchanges between countries involved in it and china. Cultural exchange, language exchange and educational exchange are distinctly important part of it. Presently, the teaching of Chinese as a foreign language is facing unprecedented opportunities, and the scale of overseas students has hit a new high. In December 2015, the “going out” pilot of vocational education of the Ministry of Education has been officially approved. A total of 8 higher vocational colleges at home and Open University of China are responsible for providing teachers and curriculum resources. The on-going training in developing countries such as Zambia has made periodic progress and solved the talent bottleneck problem faced by China-invested enterprises at abroad. “The Belt and Road” realizes “language bridges and vocational education goes ahead”. As the effort of “going out” pilot on the construction of “double-professionally-titled teachers”

team, this training has been a new model of deep integration of vocational education and popularization of Chinese.²

IV. EXPLORATION ON NEW METHODS TO IMPROVE THE TEACHING OF CHINESE AS A FOREIGN LANGUAGE VIA BROADCASTING AND HOSTING ART UNDER THE BACKGROUND OF “THE BELT AND ROAD”

A. Enriching Teaching Forms and Innovating in Teaching Methods to Enhance the Quality of Education

On April 8, 2018, the Minister of Education in Thailand visited Haikou University of Economics and opened the activity of Chinese training participated by teachers from different universities of Thailand for three weeks in Haikou University of Economics. The Chinese training is “me” centered on the design of curriculum content, teaching forms and teaching methods, emphasizes the training of daily language and basic communication ability and places emphasis on the exercise of knowledge of phonetics and listening and speaking skills. At the meantime, it has emphasized the accurate pronunciation of initial consonant of a Chinese syllable, simple or compound vowel of a Chinese syllable in pinyin and a lot of training on phonology and intonation of new words and reduced the mechanical interpretation of phonetic rules and language knowledge. This Chinese training is taught by teachers in the School of Communication in Haikou University of Economics. The integration of classical Chinese cultural stories in the class given by professional teachers with clear articulation and a mellow and full tune and cadence is an auditory enjoyment and improves the ability of students in perceiving and thinking Chinese.³

B. Situational Teaching, On-the-Spot Teaching and Practical Teaching Combining

New concepts of modular teaching like situational teaching, on-the-spot teaching and practical teaching are used and teachers teach only the essential and ensure plenty of practice, so that students of Chinese as a foreign language in countries involved in “the Belt and Road” construction can grasp general skills of basic Chinese terms and communication in a short period.

C. Modular Integrated Teaching with Different Themes

In the teaching of Chinese as a foreign language, the ample and flexible teaching patterns and interactive teaching patterns with plenty of practice are more beneficial to the absorption and digestion of knowledge and make students feel the fun of learning in the “scenes” with relaxation of body and mind. The teaching of Chinese as a foreign language is not only the process of training phonology or students’ skills in listening, speaking, reading and writing. The extensive and profound Chinese culture and precious quintessence of five thousand years integrate in the teaching of Chinese as a foreign language and imperceptibly affect the body and mind of students. It is the true process of teaching Chinese as a foreign language. The teaching of Chinese as a foreign

² <http://www.mychinese.org/post/id/649>

³ <http://news.cctv.com/2017/05/10/ARTIHwCGIYiAlIODrMa6uKok170510.shtml> network of CCTV

language can contain sports modules such as Chinese martial arts and Tai Chi; the modules of music appreciation such as a 21-or 25-stringed plucked instrument, flute, erhu (a two-stringed bowed instrument with a lower register than jinghu) and Chinese zither can be used to carry out imperceptible teaching; the modules of fine arts teaching such as stick figure, sketch and calligraphy can integrate in the Chinese interpretation with a peaceful rhythm to make the teaching of Chinese as a foreign language more vivid and have artistic conception. The “presupposition” on cognition is contained in the rich language and contains background knowledge, mental categories and cognitive schema that cannot be perceived by people, influencing people’s way of thinking and behaving indirectly from different dimensions. Thematic modular teaching will make students completely immerse in the thematic modules in the relatively concentrated time and perceive Chinese via the thinking of Chinese culture and experience the charm of Chinese culture via the perception of Chinese language.

V. THINKING ON THE BROADCASTING AND HOSTING ART IN PROMOTING THE TEACHING OF CHINESE AS A FOREIGN LANGUAGE

A. Intensifying the Aesthetic Feeling of Chinese in Teaching

Based on four intonations, namely the first tone, the second tone, falling-rising tone and falling tone, Chinese phonetics can adopt many artistic means (such as level and oblique tone, antithesis and rhyme) to show artistic beauty in cadence and comparison. The initial consonant of a Chinese syllable, simple or compound vowel of a Chinese syllable and intonation combine with emotions, voice and breath, giving a full play to the artistic appeal of tone. It is beyond the reach of any language in the world. According to the statistics of audience rating from Coolyun EYE, the Chinese Poetry Conference (the second season) during the Spring Festival of 2017 has become one of the programs with the highest audience rating. The audience rating after the ending of the Chinese Poetry Conference in February 7 has broken through 1 percent. The market share is 30 percent higher than the second place. Up to February 10, the times of playing the first phase TV program Letters Alive on the client of Tencent Video have exceeded 16.7 million.⁴ Chinese culture contains ample treasures. In the teaching of Chinese as a foreign language, the integration of verses, ditties, odes and songs (the four forms of poetry), the musicality and rhythm of Chinese and the speaking skills of broadcasting and hosting art will definitely achieve the pleasant effect of audio-visual art like classic music. Liang Qichao describes the sound rhythm of Kang Youwei in teaching in this way, “His voice resembles sea tide and a lion’s roar to revivify students so that they will be in high spirits and move and will not forget throughout their lives. Besides, he explains repeatedly to make listeners understand with satisfaction and happiness and sincerely convinced”. In the teaching of Chinese as a foreign language, teachers can make use of beautiful voice, elegant language and proper rhythm and pleasant flow of speech as well as phonetic changes to lead students immerse in Chinese

phonetics and strengthen the artistic appeal of Chinese phonetics and the charm of Chinese.

B. Strengthening the Professional Teaching Staff Construction

Under the strategic background of “the Belt and Road”, proactively promoting the spreading of Chinese worldwide and the teaching of Chinese as a foreign language has become an important subject faced by linguistics, pedagogy and communication. Strengthening the professional teaching staff construction involved in the teaching of Chinese as a foreign language is the requirement of Chinese cultural diffusion under the background of “the Belt and Road”. The current situation is that the level and quantity of teachers related to the teaching of Chinese as a foreign language fail to match with the requirement of students in learning Chinese as a foreign language and the situation must be improved. Therefore, we should not only expand the construction of teaching staff but also train teachers from language expression, phonation majors and interdisciplinary and multi-specialty compound teachers. On the basis of understanding multicultural difference and under the guidance of “the Belt and Road” idea, we must respect diverse cultures and conduct the spreading and teaching of Chinese as a foreign language.

VI. CONCLUSION

The language construction should be the first goal of “Belt and Road” construction. The broadcast host should use its own phonological superiority to shoulder the responsibility of the inheritance and transmission of language art and rhyme in the teaching of Chinese as a foreign language. In the teaching of Chinese as a foreign language, the unique beauty of Chinese rhythm and the beauty of the broadcasting art combined with professional skills of the voice highlight the rhythm of the Chinese phonetics, spread the Chinese voice, and tell the Chinese story. The broadcast art bloom a unique artistic charm in the teaching of Chinese as a foreign language.

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