

Analysis of Problems in the Curriculum Setting for MTCSOL

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Abstract: This paper investigated the professional curriculum of MTCSOL in Yunnan Minzu University. It is pointed out that students are not satisfied with the course content, course structure, foreign language learning effect, internship mechanism and teaching resources, and are relatively satisfied with the teacher's teaching attitude and internship effect. The paper analyzes the reasons for the problems in the curriculum through surveys and interviews and proposes relevant suggestions for improvements.

1. Introduction

Through the literature search, it is found that there are many studies on the MTCSOL professional curriculum. According to various research findings, most of the scholars' researches are about strengthening the Chinese ontology knowledge, developing and perfecting foreign language courses and cultural courses, enriching Chinese cultural talents courses, and improving the curriculum proportions of various courses. In combination with teaching resources, curriculum implementation, internship, employment, academic system or thesis, the studies of curriculum is gradually increasing. However, teaching resources are mostly about teachers and students, and there is a lack of analysis of other teaching resources. Lu Nan (2016) and Hao Chenyu (2017) studied the MTCSOL curriculum at Yunnan Minzu University. Both of them compared Yunnan Minzu University with other universities, and proposed problems that exist in the several schools' curriculum and proposed suggestions, including increasing the proportion of core courses, highlighting regional knowledge, focusing on the selection of teaching materials, adding extended courses, optimizing student resources, teaching innovation, improving professional course content, and broadening the internship channels. This paper is based on the MTCSOL student satisfaction survey conducted by Yunnan Minzu University and studies the MTCSOL curriculum, including curriculum, course content, course structure, course evaluation, course internship, teaching implementation, internship supervision and teaching resources. Combined with interviews, this paper analyzes the problems existing in the MTCSOL curriculum of Yunnan Minzu University and proposes relevant suggestions.

2. Introduction to Overall Evaluation Questionnaire for the Curriculum Setting of MTCSOL at YMU

2.1 Questionnaire Design and Modification.

First of all, according to a large number of documents related to this research, combined with the questionnaires in the research results and the actual situation of Yunnan Minzu University, the author produced the first draft of the questionnaire. According to the CIPP curriculum evaluation model, the questionnaire was revised and improved, and a relatively suitable questionnaire was finally obtained.

2.2 Survey Respondents and Samples.

The survey objects included MTCSOL students from Yunnan Minzu University, including

graduates at Grade 2018, Grade 2017, Grade 2015 and Grade 2016. Table 1 for the details.

Table 1 Samples distribution

Characteristic Variable		Survey Respondent	
		<i>Number of people</i>	<i>Proportion (%)</i>
Gender	Male	26	25.74
	Female	75	74.26
	Total	101	100. 00
Grade	Grade 2018	42	41.58
	Grade 2017	31	30.69
	Grade 2016	20	19.80
	Grade 2015	8	7.92

2.3 Questionnaire Overview and Scale Reliability and Validity Analysis.

The questionnaire consists of three parts: basic information, overall curriculum evaluation scale and suggestions for improving curriculum settings, with a total of 36 questions. The first part is basic information, including four questions, i.e., gender, grade, undergraduate major, and whether or not taking YMU as the first choice. The second part is the overall evaluation scale for the curriculum. It adopts the Likert scale model, and each question is divided into five options: “5 points are very satisfied, 4 points are satisfactory, 3 points are general, 2 points are not satisfied, and 1 point is very dissatisfied”. There are 31 scale questions. The third part is related to the improvement of the curriculum, there is 1 open topic.

In this paper, the Cronbach’s Alpha coefficient of the scale is 0.969, greater than 0.9, so the reliability is very high. And if any item is deleted, the Cronbach’s Alpha coefficient is between 0.968 and 0.971, which is greater than 0.9, indicating that the internal consistency of the 31 items of the scale is very high. It is found that the KMO value is 0.928, the KMO value is above 0.9, and the significant value Sig. is 0.000, and the significant value is less than 0.001, indicating that it is very suitable for factor analysis.

3. Problems in the Curriculum Setting for MTC SOL at YMU

3.1 Analysis of Factors Affecting the Curriculum Setting at YMU.

The factor analysis principal component analysis method is used to derive the total variance of the interpretation, and according to Kaiser's point of view, the factor with the eigenvalue greater than 1 is retained. What needs to be extracted is the first five components whose initial eigenvalue is greater than 1. The variance contribution rate of these five components accounts for 71.95%, which means that the extraction of these five common factors can explain the original variable 71.95% of the information. After the rotated component matrix, the variables with larger load on the first common factor have ten factors including 2, 9, 10, 11, 17, 18, 23, 24, 25, and 26; On the second common factor including 5, 6, 22, 27, 28, 29, 30, and 31; On the third common factor including 8, 12, 13, 14, 15, and 16; On the fourth common factor including 19, 20, and 21; On the fifth common factor including 1, 3, 4, and 7. Five common factors are named according to the characteristics of the variables contained in each common factor. The first common factor is named as school ability, teaching resources and course content; the second common factor is named Curriculum Structure, Curriculum Evaluation, Student Professional Background; the third common factor is named Teaching Attitude and Teaching Organization; The fourth common factor was named Course Internship; the fifth common factor was named Course Management and Arrangement.

3.1.1 Analysis of the Combination of Quantitative Factors and Qualitative Factors

An independent sample t test was used to analyze the differences in satisfaction levels between different gender students. According to the F-value test of the Levene method, the F values of the five common factors did not reach a significant level, indicating that the variances of the two groups

of boys and girls are equal, so the first line of t values in the t-test results should be referred to the mean equation. The t statistical saliency level is different in different common factors. The p value on the first and fourth common factors is greater than 0.05, and the p value is less than 0.05 on the second, third, and fifth common factors. Therefore, there is no significant difference in the satisfaction of students of different genders in terms of school ability, curriculum content, teaching resources and curriculum internships. There are significant differences in the satisfaction of curriculum structure, curriculum evaluation, supervision mechanism, curriculum management and arrangement.

Similarly, an independent sample t-test was used to analyze the differences in satisfaction levels of different volunteer students. According to the F value test of the Levene method, the F values of the five common factors did not reach the significant level, indicating that the variance of the two groups of volunteers and the two groups were equal, so the first line of t values in the t-test results should be referred to. The t-statistical significance p-value is greater than 0.05 on all five common factors, so there is no significant difference in the satisfaction of the curriculum with different volunteers.

One-way ANOVA was used to analyze the difference in satisfaction level between different undergraduate majors. After the homogeneity test of variance, the results are consistent with the assumption of homogeneity of variance. The results of multiple comparisons show that the significance of F value is greater than 0.05 in each common factor, so the difference in satisfaction of curriculum setting between different undergraduate students is not significant.

Similarly, one-way ANOVA was used to analyze the differences in satisfaction levels among students in different grades. After the homogeneity test of variance, the results are consistent with the assumption of homogeneity of variance. The results of multiple comparisons showed that the significance of F was greater than 0.05 on all five common factors, indicating that the difference in satisfaction of curriculum setting among students of different grades was not significant.

3.1.2 Description and Analysis of Five Common Factors in the Overall Evaluation Scale of the Curriculum

The five common factors were used to describe the statistics of the curriculum evaluation scale, and the average of the five common factors was found to be greater than 3 and less than 4. That is, students' attitude towards the curriculum is between "general" and "satisfactory". This shows that students are not really satisfied with the teaching attitude, curriculum organization, internship arrangement, course content, curriculum structure, teaching resources, internship supervision, curriculum evaluation and curriculum management arrangements. Combined with the results of the data analysis, the author produced an interview outline Table 2 and randomly interviewed 35 students face-to-face or online.

Table 2 Interview outline

Base	Title
First common factor	Do you think that the resources provided by Yunnan Minzu University can meet your learning needs? Do you have any suggestions?
	What do you think is the improvement of the professional course content of Yunnan Minzu University's MTCSOL? (please give specific example)
Second common factor	How do you think of the course structure of Yunnan Minzu University's MTCSOL?
	Do you know what supervision methods and systems are available for the MTCSOL internship at Yunnan Minzu University?
	How many foreign languages did you learn before graduate studies? What are your views and suggestions on the foreign language courses offered at this stage?
Third common factor	What do you think of the teaching process of Yunnan Minzu University's MTCSOL course? (including teachers' attitude, classroom organization, etc.)
Fourth common factor	What do you think of the internship resources and internship effects of Yunnan Minzu University's MTCSOL? Do you have any suggestions?
Fifth common factor	What do you think of the curriculum management and arrangement of Yunnan Minzu University's MTCSOL? (quantity, order, age)
Supplement	Do you have any other comments or suggestions?

3.2 Analysis of Problems in Course Management and Arrangement.

In terms of curriculum management and arrangement, the number of courses is generally large, the course sequence is reasonable, and the duration of study is short. Yunnan Minzu University's MTCSOL currently has a total of 18 courses, all of which are compulsory. The study period is two years and the courses are offered in the first year. In the first year of the first year, there were 3 public courses, 3 core courses, 2 extended courses and 3 training courses. In the first semester of the first year, there were 2 core courses and 5 extended courses. Nearly two-thirds of the respondents said that as a graduate student, the number of courses per week is large and there is not enough time for self-study.

3.3 Analysis of Problems in School-running Ability, Teaching Resources and Course Contents.

In terms of school-running ability, YMU has a strong ability to run schools, but it does not pay enough attention to MTCSOL, especially the lack of teachers. Yunnan Minzu University has a long history and was founded in 1951. In 2011, it began to recruit MTCSOL students. At present, there are about 27 full-time faculty members in the International College, including 10 postgraduate teachers. Including 1 professor, 5 associate professors and 4 lecturers, and the academic background of very few teachers is not in line with this major. In recent years, the number of students has risen, with 49 in Grade 2018, only one class has been set up.

In terms of teaching resources, the types and quantities of professional books and materials are small; some teaching equipments are old and affect normal use; professional academic journals have not received much attention. The author went to the library machine to search for the keyword "MTCSOL". The results showed that the books and collections containing the title "MTCSOL" were collected in the Yuhua Campus, with a total of 1-4 copies. The keyword "Chinese as a Foreign Language" was searched, and a total of 58 books and anthologies including "Second Language", "Chinese as a Foreign Language" and "HSK" were found, and each had 2-5 copies. In general, the books have a small collection of copies, and some are hidden in the other campus or other college reference rooms. In addition, from the record of borrowing records this semester, only three students went to the college office to borrow academic journals. It has been observed that some classrooms have problems such as slow device response, computer page errors, and poor projection.

In terms of course content, the actual teaching content of some courses is inconsistent with the course objectives, and the content lacks diversity, characteristics and difficulty. For example, the Chinese grammar specific study course should study the knowledge of Chinese grammar, while the teacher talks much about philosophy and aesthetics at class. Some methods of training courses do not pay attention to practice, such as Chinese teaching test and evaluation, teaching skills courses such as Chinese characters and Chinese characters teaching courses, do not pay attention to the training of students' foreign Chinese character teaching skills. In the interview, the lack of diversity and distinctiveness of the Chinese talent course was mentioned many times, and the content taught by the weaving class could not reflect Chinese characteristics. Most people say that they have not been exposed to the newly opened psycholinguistics before they graduated from school, so it is difficult for them to learn the course.

3.4 Analysis of Problems in Course Structure, Course Evaluation and Students' Background.

In terms of curriculum structure, all courses are compulsory, and there are many theoretical courses in the expansion course, and there are few teaching skills practice courses. The ratio of practice class to total courses is 2:9. In terms of course evaluation methods, respondents were basically satisfied with the assessment methods of each course. The assessment methods are basically "average grades (attendance + classroom performance + homework) + final grades (papers, operations or exams)" mode. In terms of the effectiveness of the course evaluation, it can be known from the statistics of each item that the average score of the foreign language learning effect item is the lowest. And 29 respondents indicated that they could not be proficient in English or teach the country.

In terms of student background, the professional background of most students is consistent with

the study of the major. According to the survey, about 62% of the undergraduate majors are MTCSOL, about 20% of the undergraduate majors are Chinese language and literature, and about 10% of the undergraduate students are English. More than 80% of students say their undergraduate major is MTCSOL or a similar major.

4. Problems to be Emphasized in the Curriculum Setting for MTCSOL at YMU and relevant Suggestions

4.1 Manage and Arrange Courses Reasonably.

After investigation, Jiang Xiaodi (2009) proposed that the MTCSOL course should be completed for a total of 10 courses. With the development of MTCSOL, his views may be debatable. Each year, the school should combine the professional background and level of the students, set up appropriate courses, and reasonably arrange the number and proportion of various courses. It has been determined that starting from the Grade 2019 graduate students, the professional study period of Yunnan Minzu University MTCSOL will be officially changed to 3 years, and students will have more time to study and practice.

4.2 Pay Attention to the Development of MTCSOL, Make Rational Use of Funds, and Increase Investment in Teaching Resources.

Schools and colleges should increase their support for MTCSOL and introduce more excellent professional research talents and professional teachers. And the school should improve the overall level of teachers, expand the ranks of teachers. Using the funds of the curriculum reasonably, such as regularly mending and updating teaching equipments; increasing the library collections, paying attention to teaching materials to keep pace with the times; providing training for teachers to improve their professional ability.

4.3 Clarify the Boundaries of the Course Content and Promote the Diversification, Specialization and Difficulty of the Course Content.

The teachers should clearly know the definition of the course and the content should be consistent with the course objectives. Various courses such as language elements, teaching skills, and methodological training have their own particular emphasis. Skill courses should be characterized and diversified, and a variety of ethnic dances, Chinese tea, cooking, Chinese calligraphy and other talent courses can be offered for students to choose according to their needs. For the more difficult courses, on the one hand, students should do well mental preparation in advance, and do not have fear. On the other hand, the teacher should rationally design the teaching content according to the student's level, enrich the teaching method, and make the students easy to understand.

4.4 Optimize the Course Structure, Improve Foreign Language Courses and Emphasize Students' Professional Background.

It is necessary to increase the proportion of teaching practice courses in moderation, and to provide listening, speaking, reading, writing, translating etc Chinese teaching skills courses according to the needs of students. The four language elements courses can be set as elective courses, and students can selectively learn according to their own weak plates. In addition, it is necessary to increase the class hours of English listening and speaking courses, strengthen the intensity of students' English listening and speaking, increase classroom communication, and arrange mutual learning tasks with foreign students. To meet the needs of students, a second foreign language required course is offered. Postgraduate re-examination and course teaching should be considered according to the professional background and actual level of the students.

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