

Investigation and Enlightenment of Chinese Language Training and Training for Lao Students in Mengla

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Abstract: This paper investigates the conditions, education management, teaching implementation and school-running effects of Lao students in Chinese language training and education in Mengla County, Xishuangbanna, using field visits, participation observations, in-depth interviews, and data statistics. Then, it is found that there are different enlightenments on small language schools or institutions in terms of regional advantages, teaching modes, “pairing” management, and effective control mechanisms.

After being selected as the pilot of Yunnan Normal University, the author followed the pilot project team to go to Xishuangbanna Mengla County Primary and Secondary Schools in January 2015 to conduct investigations, listen to members’ lectures and attend classes. The author discussed with the local teachers and students, interviewed the relevant responsible persons, combed and thought about the education of the Lao Chinese professional training class in Mengla Vocational High School, and formed the research report based on this.

1. Professional Chinese Language Training Class for Lao Students in Mengla

In September 2001, under the specific guidance of the Education Bureau of Mengla County, and with the friendly cooperation between the provinces of the South Tower of the Lao People's Republic, the vocational high school began enrolling 57 students of the first Lao Chinese translation talent training class, thus realizing the goal of “running schools to affect other countries”.

School-Running Background.

Mengla County is located in the southeast of Xishuangbanna, bordering Laos and Myanmar. At the junction of Minjiang River and Mekong River, it is a charming “Green Triangle”. The establishment of the national-level port, the Mohan Port, has promoted the development of border trade and tourism. With the accelerated implementation of China's western development strategy, the opening of the Kunming Grand Passage, the construction of the Trans-Asian Railway, and the strengthening of South Asian sub-regional economic cooperation, it is increasingly important to develop human resources development and cooperation with neighboring countries. At the same time, the development of vocational and technical education will play an increasingly important role in expanding opening up and promoting economic construction, and it will also bring rare opportunities and challenges to the development of vocational education in Mengla. With the continuous deepening of the exchanges between China and Laos and the continuous expansion of the cooperation field, the Laofang needs a large number of Chinese translation talents. The relevant provinces and counties in northern Laos have expressed the desire to train Chinese translation talents for them, and promote exchanges and cooperation between the two sides in various fields. After the meeting, negotiation, signing of the work agreement, the two sides decided to open the first Lao Chinese translation talent training class in Mengla County Vocational High School in September 2001.

2. Basic Situation of Professional Training for Lao Students Majoring in Chinese Language

2.1 Different Periods of Training

One year after the first training class was held, after several meetings between the Chinese and the Laos, the 2-6th Lao Chinese Professional Training Course was held in the school at 2002.9-2007.9, and a total of 269 students were enrolled. The duration of each training course is 3 years (full-time). In order to further promote educational cooperation and exchanges between the northern provinces of Laos and Mengla County, in July 2008, the People's Government of Mengla County and the Education Bureau of Mengla County organized an educational meeting with the northern provinces of Laos in Mengla County. They decided to continue to hold a Chinese professional training class in the Mengla Vocational High School and signed a memorandum for the class. Later, in September 2001-September 2013, a total of 211 Lao students in Chinese professional training courses were recruited, and the academic system was 2 years (full-time).

As of September 2014, the 13th Lao Chinese translation talent training class has enrolled 529 students. The main ethnic group is the old dragon. A total of 334 people in 11 (12 training classes) have successfully completed their studies. The school is now in the twelfth and thirteenth training classes with a total of 98 students. After nearly 11 years, it has laid a foundation for school education and accumulated experience.

2.2 Basic Conditions for School-Running

Mengla County Vocational High School is located at the southern end of Mangla Road in Mengla County. It is a school that trains all kinds of junior and intermediate professional and technical talents in Mengla County. The campus is beautiful and it is a suitable environment for study. Since the establishment of the school in 1986, it has successfully opened more than a dozen majors in rubber, tourism, security, computer applications, and Laos Chinese translation talent training. The school has 120,000 e-books and 6,000 books, 250 computers, modern and advanced audio-visual equipment and sports equipment. It has a newly built comprehensive teaching building, micro-class classroom, mobile multimedia classroom, language room, physical room, tea art. Room, room service room, restaurant service room, art room, music room, etc. There are 70 faculty members in the school, and the teachers are strong. Among the full-time teachers, there are 18 middle school senior teachers and 22 middle school level teachers. Among the full-time teachers, there are 2 graduate students and 41 undergraduates. The school has 43 classes and 2,833 students. The school adheres to the principle of “strengthening the foundation, grasping the achievements, broadening the profession, and upgrading the level”, with the goal of cultivating both talents and talents.

2.3 Education and Teaching Management.

According to the agreement, according to the requirements of “learning to learn, learning to live, learning to care, and learning to create” proposed by the United Nations Educational, Scientific and Cultural Organization, the school put forward the principle of “eight characters”, namely “equality, unity, mutual assistance and friendship”. This “eight-character” principle runs through the entire process of education and teaching activities. In view of the fact that Lao students already have a mother tongue (that is, an old language) and learn Chinese as a second language, the school has positioned Chinese learning as bilingual teaching. It requires attention to solve the following three problems: First, to solve the attitude and motivation of learning Chinese. problem; The second is to solve the problem of Chinese language law and learning psychological mechanism, that is, the understanding of pronunciation, vocabulary and grammar, including memory, generalization, comparison and semantic use, style experience and rhetoric; The third is the creation of language and the creation of a language environment. In order to improve the quality of education and teaching and achieve the training objectives, the school has taken the following measures:

2.4 Strictly Monitor Regular Management of Teaching

For the Laos talent training class, the class weekly calendar is specially formulated, and the school leaders check the teaching situation of the class teachers regularly or irregularly. For example, checking teaching plans, teaching plans, homework corrections, test quality analysis, etc., or attending random lectures or organizing students to evaluate and evaluate. First, a seminar on the training of Laos talents was held. The middle and above leaders of the school, the heads of the liberal arts and sciences teaching and research team, the class teachers of the training classes and the teachers of the class participated in the seminar. The second was to hold a student forum, where the students were from the three levels of good, middle and poor. composition; The third is the questionnaire survey, which organizes all students to conduct a comprehensive evaluation of the teacher's teaching. Through the evaluation, the two-way feedback of teachers and students is achieved to better mobilize the enthusiasm of the teachers, and at the same time, new requirements and efforts are proposed.

2.5 Implement Bilingual Teaching and Focus on Teaching Power

There are only three teachers in the school who teach Lao language, including two female teachers and one male teacher who have more than ten years of teaching experience. Two graduates from the Kunming Army College Small Language (Laotian) and continue to complete the correspondence undergraduate Chinese language. Literary major, one graduated from the Lao major. In order to ensure the quality of teaching, the school arranges the backbone language teachers in the class, and also serves as the class teacher, and cooperates with full-time translator teachers to implement bilingual teaching. It is often the Chinese teacher who said that a Lao teacher translated a sentence. After the second grade, he gradually transitioned to teaching in Chinese only, and gradually transitioned to single Chinese teaching.

There is no fixed law for teaching as long as the teaching is suitable. In the teaching, there are not only the teaching mode of Chinese primary school Chinese teaching, but also the embodiment of Chinese language teaching methods for foreign students. The most common ones are translation method, teaching method, comparative method, practice method, joint idea, physical teaching method, hieroglyphic teaching method, cooperative mutual aid law and so on. Try to reflect the different method characteristics for students of different grades, think about the teaching needs of students, and flexibly use a variety of teaching methods to make classroom teaching full of interest, so that students can easily accept, build confidence, stimulate curiosity and improve classroom teaching quality.

2.6 “Nine-year Compulsory Education” Textbooks Used Together with Chinese Textbooks

The "Nine-Year Compulsory Education" textbook mainly uses the Jiangsu Education Edition and the People's Education Edition primary school Chinese textbook, and is used in conjunction with the “Chinese Course” textbook. Other Chinese textbooks for foreign students include “Taihan Note Translation”, “Chinese as a Foreign Language Course” and different series of Chinese textbooks such as the 300 sentences of dialogue and the HSK Chinese Proficiency Test Exam Guide are also used interchangeably.

2.7 “Pairing” between Teachers and Students

Each school leader and teacher paired up with more than 2 old students, and developed a specific program to help, with a set-up time of 16:50-17:50 every Monday. In addition, we will provide guidance for all time and place, focus on their lives, and help them learn Chinese well. In addition, Chinese students (skills, good Mandarin) and old students form one-on-one pairs with each other, allowing them to communicate with each other, enhance friendship and learn Chinese better; Also, to ensure adequate teaching time, the instructors will abandon the Chinese statutory rest day (Saturday) and holiday breaks, attend classes for the Lao students or spend the holidays with them.

2.8 Actively Carry out Series of Cultural Activities on Campus

The activities carried out by the school are very rich, and activities such as cultural and sports activities, public welfare activities, readings, speeches, translation competitions and campus singers competitions are given to the award-winning students. At the same time, create conditions to increase students' opportunities for internships and practical activities, such as translations during the exchange of visits between China and Laos, translation of Chinese Lao language in many materials, or lectures at Chinese students.

3. Establish a Lao Student Scholarship to Reward Students with Excellent Academics and to Encourage Students to Learn.

Through the above various measures, most of the Lao students who have finally been trained can speak a standard Mandarin and can write more fluent Chinese characters.

Fees and Life Management.

The school charges strictly according to the memorandum. Each student receives a tuition and fees of RMB 6,200 per person per year, of which 420 yuan per month per student. In addition, there is a subsidy from the county government. Each province in Laos has reduced the tuition fee for two people each year, and reduced the tuition fee for 30 students, which is 90,000 yuan. The reduced tuition fees will be paid by the county government to the school and county education bureaus and school scholarships. The county education bureau will give out 20,000 yuan each year, and the school will pay 10,000 yuan for a total of 30,000 yuan as a scholarship to reward students in excellent Chinese professional training classes.

The school attaches great importance to the life management of old students and strengthens the safety management of food, fire prevention, theft prevention, travel and so on: The first is to establish a physical examination system for Lao students. Each physical examination is enrolled once every semester. Each student establishes a physical health card and finds that the disease is treated promptly. In severe cases, he is advised to return to China for treatment; The second is to strengthen the management of food hygiene, implement the principal responsibility system, equip special personnel to be responsible for canteen meals, and establish and improve various health management systems and job responsibility systems for employees. School canteens meet the requirements of health and epidemic prevention, and food procurement personnel are strictly prohibited from purchasing food without sanitation license units. Every day, the food, place, seller, etc. purchased daily must have original records for future reference, strengthen food hygiene education, and discourage students from buying licenseless (certificate) foods; The third is to carefully manage Laos students' food expenses, according to each student's daily life of 14 yuan (three meals a day), 420 yuan per month, 10 months a year in school. On the same day, the student's food expenses will be settled on the same day, and the account will be settled on a monthly basis. The food account will be published regularly, and students will return to the country to return the food. The fourth is to respect the living habits of Lao students. The school gives priority to arranging meals and accommodation. The fifth is to strengthen security work, and arrange dormitory management personnel, class teachers, and departmental teachers to be on duty every day to ensure the safety of Lao students in study, life, and travel.

4. Whereabouts of La Students after Graduation and Social Benefits

Among the 291 students who have graduated from the 11 training courses, they have been selected to send to higher education institutions for 77 students. There are Beijing Language and Culture University, Guangxi Foreign Languages College, Suzhou University, Xishuangbanna Vocational and Technical College, Kunming, Vietnam, Vientiane University, etc. Among the 67 people, 42 have graduated from the country, and the remaining 35 are still continuing their studies. 42 people work in international institutions, 63 are in business, 42 are in business units, and 106 are self-employed at home. Since the establishment of the Lao Chinese Translator Training Course

(hereinafter referred to as the training course), we have accumulated a wealth of experience and achieved gratifying results. The first training class graduated in July 2004. Three of the 46 students graduated into the Lao government department for translation work, and 19 were sent to higher education institutions for further study (Xishuangbanna Vocational and Technical College). The second training class graduated in July 2005. Two of the 18 students who graduated were awarded the first and fifth place in the Lao National Proficiency Test (HSK). They were selected to study at the Beijing Language and Culture University in China. After participating in the Lao National Civil Service Examination, he was admitted to the Lao Central Commission for Discipline Inspection. One person studied for a master's degree at Suzhou University, China, and worked in the Lao Ministry of Defense after returning home. Twenty students from the fourth stage participated in the HSK Chinese Proficiency Test, and 18 students obtained the grade certificate. The highest level was the middle level. 77 people in the 5-9 period participated in the "HSK" test, and 76 people obtained the level certificate, the highest level is the middle level 7. The performance of graduates after returning to Laoz is widely praised by Lao society and employers.

Since the start of the training course, it has received strong financial support from all walks of life and the attention of the news media. The Overseas Chinese Affairs Office and the Provincial Overseas Chinese Federation have provided free funding for the foreign textbook "Chinese". "People's Daily (Overseas Version)" (December 24, 2002) was reported in the name of Lao Youth Yunnan Learning Chinese. The Xinhua Net Yunnan Channel published relevant pictures and text reports in the name of "Lao Lao Youth Sets Up to Learn Chinese Fever", "Nanyang Internal Reference" No. 3 (No. 81) in 2005, "Chinese Profession in Mengla County and Laos Provinces and Cities" Technical Education and Xishuangbanna Newspaper (Culture Weekly) No. 7 of 2008 was published under the name "Lao students' Chinese Complex". Government departments, the media, parents, etc. all fully affirmed the social effects of the class.

5. Conclusion

After in-depth investigation and interviews with the school principals and related teachers, it was found that the education management of international students in Mengla County greatly exceeded the author's impression of Chinese teaching and the scope of practice, which led to some thinking.

5.1 Regional Advantages of Chinese Teaching for Foreign Students in Border Areas.

The special geographical location of Mengla County highlights the particularity of Chinese language education for local students. China and its neighboring countries have developed talent resources and cooperation and exchanges more and more frequently. Its unique regional advantages have made the role of vocational and technical education in expanding opening up and promoting economic construction, and it has brought rare opportunities and challenges to the development of vocational education in Mengla County. Going abroad to go to school not far from home provides great convenience for Lao students, and also greatly saves various expenses. Coupled with the support of the Chinese government, the development of the Chinese translation talents class for Lao students has been promoted. The regional advantages of Chinese language teaching for foreign students in this border area are not available in other schools in the Mainland. Mengla is fully utilizing this geographical condition to make the Chinese class a school feature.

5.2 The Particularity of the Teaching Mode of "Double – Teacher and Bilingual Teaching Materials".

It seems that the "double-teacher and bilingual teaching" is time and energy consuming. However, in order to allow students to transition to a single Chinese learning state as soon as possible, adopting the "double-teacher and bilingual teaching" teaching mode, and trying to use the "nine-year compulsory education" textbook and the textbook for teaching Chinese as a foreign language, the Chinese language foundation of students is greatly consolidated. At the same time, it also allows students to receive the edification and education of native language teaching and teaching methods of Chinese as a foreign language, laying a solid foundation for talent training.

Moreover, judging from the situation reflected by the student's homework, the writing is neat and the writing is clear, and the basics of Chinese writing and homework performance are no less than the level of domestic primary school students. In fact, the quality of homework that is difficult for many international students (including Lao students) is difficult to achieve, and it is worthy of reflection on the running of colleges or schools in small languages.

5.3 Effectiveness of Managing “Teacher-Student Pairing”.

Many colleges and universities will also let Chinese students and international students “pairing”, but the management of the school is more meticulous, the requirements are stricter, and even the holidays do not leave gaps, worrying that Laos has no place to stay. Several teachers are selflessly dedicated and accompanying overtime; it is worth learning that teachers, students, and students are paired with each other, and the same kind of students are paired with each other. School leaders must also pair up and give maximum care from their food and shelter. According to their customs, they don't sleep and go to bed. They go out to the streets to have a life teacher to take care of them, so that they can fully feel the love and affection of Chinese teachers and students. Although living in a hometown is like homeland, helping each other in life and study, enhancing understanding, and promoting the development of language communication skills of foreign students, what is the better way to learn communication in life? They have not only exercised oral communication, but also learned to survive and communicate. This is also the school-based concept of "pairing" proposed by the school.

5.4 Effective Mechanism to Control Drop-off and Guarantee Learning.

The loss rate of cross-border students studying abroad has always been a problem. Family economy, cultural integration, academic achievement, and living habits are all important reasons for students to drop out of school. Therefore, controlling drop-off and guaranteeing learning is also an important task in education management. In addition to creating conditions for international students in economics, teaching and life, the school pays attention to the setting of classroom physical environment in order to truly consolidate students' Chinese foundation and create a harmonious and harmonious teaching environment. Arrange them to go to the best classrooms for lighting, ventilation, and floor. Post celebrities, rumors, and related rules and regulations in the room, so that the elegant learning environment evokes their desire to learn Chinese, so that they can learn and generate motivation with a positive attitude. Secondly, try to grasp the characteristics of Chinese language and its psychological mechanism of learning, and emphasize the teaching of vocabulary and grammar. It is stipulated that Lao students should use Chinese as much as possible in their communication with middle-aged students and teachers in order to create a language learning and language use environment. In addition, the campus culture series activities, the old and middle-aged students, art, and other activities, let them fully experience the Chinese atmosphere. The school also requires Lao students to take the HSK Chinese proficiency test before graduation, and pass the clearance test to test their academic status and achievements. These have made tangible efforts to reduce the dropout rate of Lao students, lay a good foundation for Chinese, and promote the cultivation of professional talents.

Of course, we will not repeat the training on the professional teachers of Mengla Vocational High School, expand the direction of professional talents, improve the level of running schools, strengthen the training of practical skills in practice, and adapt to the needs of the talent market in Laos.

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