

# **A Study on the Key Problems and Solutions of Promoting Chinese Language Education of Taiwan**

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The study aimed to research the key problems and solutions of promoting Chinese language education of Taiwan. The main research methods were interview method and document analysis. Here were the main research purposes: (a) To investigate the problems of Chinese language education policy implementation. (b) To analyze the problems of the Chinese curricula, textbooks, and the proficiency test. (c) To explore the problems of Chinese teacher education. (d) To provide suggestions based on the research conclusions. The results were as follows

1. In the aspect of Chinese language education policy implementation. (a) The Taiwan government did not make any long-term Chinese language education policies. (b) There were government departments associated with Chinese language education lack of coordination mechanisms. (c) Chinese language education was not regarded as an important policy. (d) Both the departments of Chinese language and Chinese language education associations lacked for cooperation.
2. In the aspect of teaching Chinese language education. (a) The learning environment and the Chinese curricula are different from China. (b) There is less choice of Chinese language textbooks. (c) The Chinese language proficiency test develops so fast.
3. In the aspect of Chinese teachers. (a) Only few teachers could be selected to teach Chinese abroad. (b) It is difficult for Chinese teachers to get a full-time job in Taiwan and the job security is not provided. (c) The subjects of Chinese teacher certified test emphasis on knowledge but ignore the practical capacities. (d) The teacher training courses are either time-consuming or insufficient.
4. In the aspect of other problems of Chinese language education. (a) Ministry of Education did not stipulate compulsory course in the Chinese language centers and have an evaluation mechanism for them. (b) Taiwanese is one of the unfavorable factors of learning Chinese in Taiwan for foreigners. (c)

Scholarships for foreign students are too much.

In conclusion, based on the findings, this study made some concrete suggestions for the government, educational authority, and Chinese language centers.

**Keywords** : Chinese teacher education, TOCFL, Chinese language education