

# Professional Development of local Chinese Teachers in Cameroon: Problems and measures

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DOI: 10.29322/IJSRP.11.01.2021.p10913  
<http://dx.doi.org/10.29322/IJSRP.11.01.2021.p10913>

**Abstract-** With the acceleration of Chinese dialect towards the rest of the world and the promotion of international breakthroughs in Chinese language, the study of the development status and problems of Chinese teachers, especially local Chinese teachers, has become the core topic of more and more researchers. Many researchers take the initiative to study this topic because the study of the development status and problems of local Chinese teachers is conducive to improving the professional quality of Chinese teachers. At the same time, it is conducive to training Chinese teachers in various countries. On the other hand, the study of the current problems of local Chinese teachers is conducive to the development of nationalized Chinese textbooks and teaching methods, as well as to the improvement of the ability of Chinese teachers to use textbooks. Cameroon local Chinese teachers are the focus of this research. Firstly, this paper finds out the main problems of local Chinese teachers, and puts forward the corresponding solutions to the problems. This study shows that the main problems faced by local Chinese teachers in Cameroon include: lack of Chinese knowledge, lack of understanding of Chinese culture, lack of Chinese teaching ability, lack of enthusiasm for teaching, lack of professional development resources and support measures etc. secondly, this paper points out the countermeasures to promote the professional development of local Chinese teachers, including strengthening the cultivation of Chinese knowledge, cultural knowledge and teaching ability of local teachers, assessing the language knowledge ability of local teachers, and encourage local teachers to constantly break through themselves. The Ministry of Education should establish institutions for professional development of local teachers and establish various training institutions. Finally, this paper puts forward some suggestions for the future development of local Chinese teachers in Cameroon.

**Index Terms-** Cameroon ; Local Chinese Teachers ; Problems countermeasures

## I. INTRODUCTION

After Cameroon became independent in 1960, it began to establish friendly relations with other countries of the world. China is one of these countries. Both countries have very good exchanges and cooperation in economy, transportation, energy, education and other fields. This close relationship not only

benefits the economic development of the two countries, but also provides rich soil for the spread and promotion of Chinese language. At present, the number of Chinese learners in Cameroon has exceeded 30000, which is quite objective in terms of the total population of Cameroon. Through the number of Chinese learners, we can see that more and more people are learning Chinese language, because they have realized its importance.

The scale of the development of Confucius Institute in Cameroon from its establishment to its present scale is not accidental. Behind it lies the common effort of both countries. In 1996, Zhejiang Normal University and the Ministry of education of Cameroon jointly established the Cameroonian Chinese Training Center at Yaoundé Second University. In January 2007, when Hu Jintao, then president of the People's Republic of China, visited Cameroon, he reached a consensus with Cameroonian President Paul Biya on the establishment of a Confucius Institute; in 2008, the Confucius Institute of the second University of Yaoundé in Cameroon was officially established. In 2008, the Confucius Institute established a close cooperative relationship with the Higher Normal University of Maroua, setting up a three-year Chinese language and literature teacher's (undergraduate stage) major. In 2009, the Chinese normal major of Maroua University officially began to recruit students. In 2012, the Ministry of secondary education of Cameroon incorporated Chinese into the national education system, and the first 14 local teachers who graduated from the normal University of Maroua were assigned to teach Chinese at the junior middle school level in the provincial capitals of the country<sup>1</sup> In 2014, the normal university of Maroua added the training of master's degree of two-year Chinese language and literature. In 2016, teachers of Maroua University successfully conducted their first master's degree thesis defense for Chinese language and literature students of the college. The first batch of 14 graduates officially obtained master's degree. They were assigned to middle schools all over the country to teach Chinese.

The above is the main development course of Chinese teaching in Cameroon. At present, the number of local Chinese teachers in Cameroon has increased greatly. They also face many problems in the process of teaching Chinese. The author has studied Chinese in Cameroon for three years, met many local Chinese teachers in Cameroon, and had a certain understanding of their Chinese teaching work. During this period, the author found that there were serious problems with the quality of local Chinese

<sup>1</sup>陳連香.喀麥隆雅恩德第二大學孔子學院現狀調研(Research on the current situation of Confucius institute of Yaoundé second university in Cameroon)[J].非洲研究,2013,4(00):295-313+15.

teachers in Cameroon. For example, some local Chinese teachers who are teaching in middle schools failed to pass the Chinese Proficiency Test Level 3, and found that middle school students who had studied Chinese for four or five years could not even say the name of their textbook "Ni hao kamailong". There is a popular sentence in French that says: tell me who your teacher is, and I will know what kind of student you are. From this statement, we can deduce that the quality of teachers can directly influence the quality of their students. How much knowledge can teachers who master less than 600 Chinese characters impact on students? How to spread it? What results have to be achieved? This is the main reason why the author chooses this research topic.

## II. LITERATURE REVIEWS

In the second edition of approaches and methods in language teaching, Jack C. Richards describes many teaching methods, such as oral grammar and situational approach, listening and speaking, team language learning method, suggestion method, vocabulary method, ability oriented teaching method, interaction method, cooperative learning language method, content-based teaching method, task-based teaching method and so on. These teaching methods should be possessed by excellent teachers.<sup>2</sup> Through this survey, the author found that many local Chinese teachers in Cameroon seldom use these teaching methods. According to Professor Jack, every language teacher should be capable to use some of these teaching methods while teaching. In 2012, Zhang Ningzhi proposed in the 《國際漢語教師手冊》 (Handbook for teachers of international Chinese) that teachers are an important factor in determining the teaching effect, and the quality of teachers directly determines the success or failure of teaching. He then pointed out that a good teacher should have wisdom, patience, love, academic ambition and courage to explore and research. In the process of teaching, we should have excellent teaching skills.<sup>3</sup> Only by giving full play to teacher's ability of organizing teaching, can we mobilize students learning enthusiasm to the maximum extent.

Professor Xu Lihua of Zhejiang Normal University pointed out in "論非洲本土漢語教師培養模式" (on the training mode of native Chinese teachers in Africa) that more people learn Chinese in Africa, but Chinese teaching faces many problems. For example, the lack of local Chinese teachers, that will affect the sustainable development of Chinese language communication on the continent. She also proposed establishment of five training bases for Chinese teachers in Africa and adopt the mode of independent or Sino African joint training for Chinese teacher.<sup>4</sup> She and Zheng Song pointed out in their book the current situation, problems and strategies of the promotion of Chinese language in Africa that although the promotion of Chinese language in Africa has entered a stage of rapid development, but it faces a series of challenges in terms of levels, teachers, teaching materials and

resources. At present, to promote Chinese language in Africa, we must actively support African countries, give full play to the important role of Confucius Institute, accelerate the training of local Chinese teachers in Africa, realize the localization of Chinese teaching in Africa, and strengthen the research on the promotion of Chinese language in Africa.<sup>5</sup> In their study, they accentuated the problems faced by Chinese language, local Chinese teachers in Africa and gave some suggestions.

Liu Yan wrote about a survey on Chinese teaching in the Confucius Institute of Cameroon. In his paper, he mainly emphasized the problems of teaching methods and the serious shortage of teachers in the Confucius Institute of Cameroon, and proposed that different teaching methods and strategies should be adopted according to different teaching objectives. In short, to improve the quality of teaching, every teacher should be familiar with various common and effective teaching methods, establish clear teaching objectives for different teaching methods, and reasonably design the syllabus according to different teaching objectives.<sup>6</sup> Chen Lianxiang puts forward in the "Research on the current situation of Confucius Institute in Yaounde Second University of Cameroon:" at present, the mode of "one institute with multiple points" of Confucius Institute in Cameroon shows a trend of vigorous development, but at the same time, it also faces many problems, such as the uneven level of teachers, the frequent replacement of teachers, the lack of suitable teaching materials, the low utilization rate of teaching resources and the lack of perfect management mechanism etc. The investigation has played an important role in solving the problems faced by the Confucius Institute of Cameroon in his time. In 2018, in an important meeting, Cameroonian native Chinese teacher Mr. NAMA DIDIER pointed out: when middle school Chinese teachers in Cameroon carry out Chinese teaching, they often encounter many problems, including low level of Chinese teachers and insufficient teaching ability. The opinion of Mr. NAMA DIDIER was precise and concrete. He described the actual situation of local Chinese teacher of Cameroon.

These different research topics have played a great role in the development of local Chinese teachers in Cameroon, and systematically promoted the cultivation of local teachers from the aspects of teachers, teaching materials and resources. From this point of view, we cannot hesitate to say that these former researchers have made great contributions to the professional development of local teachers, and their researches have achieved good results. However, due to the different situations of local teachers in different countries and the change of time, the studies cannot fully satisfy the needs of local teachers in each country. As we all know, time has a certain influence on the articles, and even some articles lose their social value. Someone said some books and papers are just important for a few time and special situation. Transcended their time, they are not important for the society again. Take the local Chinese teachers in Cameroon as an example, with the passage of time, the situation of local Chinese

<sup>2</sup> JACK C.RICHARDS .Approaches and methods in language teaching,漢語教學的流派second edition

<sup>3</sup> 國際漢語教師手冊[M].2012.

<sup>4</sup>徐麗華.論非洲本土漢語教師培養模式[J].漢語應用語言學研究,2014(00):176-184.

<sup>5</sup>徐麗華,鄭崧.非洲漢語推廣的現狀、問題及應對策略[J].西亞非洲,2011(03):42-46+80.

<sup>6</sup>劉岩.喀麥隆漢語教學初探[J].浙江師範大學學報(社會科學版),2010,35(02):29-34

teachers in Cameroon has also received great changes. For example, the number of local teachers has increased more than the previous number, and the problems they face are also different from those of the previous local teachers. That's why this paper studies specially the problems faced by today's local Chinese teachers in Cameroon, at the same time puts forward relevant solutions to the problems discovered.

### **Problems faced by the development of local Chinese teachers in Cameroon and countermeasures**

In 2018, Zhao Yiqing puts forward in the paper "Reflections on the localization of Chinese teachers in Africa: Taking the Confucius Institute of Vocational Education in Ethiopia as an example", that the capitalization of Chinese language teachers in Africa needs new development ideas and the support of the government, and actively explore a new mode of training Chinese language teachers.<sup>7</sup> Zhao Yiqing's main emphasis was how to solve the problems existing in local Chinese teachers in African countries and promote the development of African Chinese language respectively. This problem aims at the capitalization of Chinese language teachers in various African countries. Taking the local Chinese teachers in Cameroon as an example, since 2008, there are some problems in the profession of Chinese teachers in Cameroon. In order to prevent this problem from affecting the teaching of Chinese in the country or bringing trouble to local learners, it is necessary to identify these problems, make a detailed analysis of the problems and find solutions.

### **Problems faced by the development of local Chinese teachers in Cameroon**

#### **The level of local Chinese teachers is limited**

When Chinese language began in Africa, there were lacks of Chinese teachers in almost every school. At that time, it was difficult to find local Chinese teachers in Africa. Take Cameroon as an example. Before 2008, apart from the volunteers sent by the Hanban (Institute Confucius staff) every year, there were no local Chinese teachers in Cameroon. The biggest wish of Hanban at that period was to train local Chinese teachers. Later, with the further close relationship between China and Cameroon in economic, political and educational aspects, the Chinese teacher's major of Cameroonian University was opened. Today, at least 300 local Chinese teachers are graduated from local Chinese teacher's training. This study found, these local Chinese teachers have lots of problems in Chinese level. The survey also shows that the problem of Chinese teaching in Cameroon is not the lack of teachers, but the level of local Chinese teachers. However, there are some similarities between the level of local Chinese teachers in Cameroon and those in other countries. In fact, Cameroon local Chinese teacher in Chinese tone, pronunciation are the one in Africa, but in terms of cultural knowledge, Chinese idioms, the level of Chinese teachers in Cameroon needs to be improved. After 5 years of Chinese learning, the author found that there are many idioms and allegorical sayings in Chinese that contain

historical stories. Therefore, mastering these phrases or short sentences will certainly help to enrich the Chinese cultural knowledge of foreign Chinese local Chinese teachers and learners. As we all know, foreign language learning can never be separated from its culture, because culture is the beginning of learning a foreign language. A teacher without a good command of cultural knowledge is like a house without foundation. In order to satisfy the needs of Chinese learners in Cameroon, it is necessary to enrich the cultural knowledge, idiomatic knowledge and allegorical sayings knowledge of local Chinese teachers. A teacher surveyed said: "the level of local Chinese teachers in Cameroon is the first in Africa, but our biggest problem is that we don't know much about Chinese culture, and idioms. Local teachers hope that Hanban and the Ministry of education of Cameroon must organize summer training every year to improve their cultural knowledge.

#### **Teaching ability**

Local Chinese teachers are the main force of global Chinese teaching. Taking the local Chinese teachers in Cameroon as an example, they are not only the main force of Chinese teaching in Cameroon, but also the main factor to maintain the long-term vitality of Chinese teaching in Cameroon. The results of this survey show that Chinese teachers in Cameroon face many problems in teaching ability. First of all, most of them can only use the traditional way when giving lessons. This paper interviewed two middle school students about the teaching methods and attitudes of local Chinese teachers. Here are their following answers: lycee classique de Maroua, a student named Leila said: "our class teacher seldom explains the contents of the lessons, she just writes the contents on the blackboard every time and let us copy them." The second student from College Jean Jacques de Borno put forward: "our teacher uses French completely when he's giving lessons, just like we are taking French classes, and he never uses Chinese." According to the opinions given by the two students, we can see that the teaching methods of local teachers need to be improved. The most important thing to spread a language is not to have many teachers, but to have the teachers who are able to teach the language perfectly. In the second edition of approaches and methods in language teaching, Jack C. Richards presented us many teaching methods, such as oral grammar and situational approach, listening and speaking, team language learning method, suggestion method, vocabulary method, ability oriented teaching method, interaction method, cooperative learning language method, content-based teaching method, task-based teaching method and so on. These teaching methods should be possessed by excellent language teachers. Through this survey, the author found that several local Chinese teachers in Cameroon seldom use these teaching methods, even dare not use them. We mainly cultivate students' listening, speaking, reading and writing ability. Teachers who can't cultivate learner's ability in these aspects can't spread the target language at all. In addition, local teachers in Cameroon are still using translation teaching method. The headmaster of a middle school in Cameroon complained about the final examination papers

<sup>7</sup>趙屹青.非洲漢語教學師資本土化培養的思考——以埃塞俄比亞職業教育孔子學院為例[J].吉林廣播電視大學學報,2018(05):77-79.

prepared by his local Chinese teachers and he said: Why are all the questions in the papers translated words and sentences? From this point of view, we can see that the translation method is the most practical Chinese teaching method used by local Chinese teachers, especially for middle school teachers. Some people say that the translation method is a very old foreign language teaching method. Although it can help students master the content of the class quickly, it does not help students listening, speaking, reading and writing ability to be improved. The teacher uses the translation method to cultivate the students English or French (mother tongue ability), but not Chinese. In fact, translation teaching method has a great impact on learners learning progress. Students in the classroom do not have the opportunity to practice Chinese. It is also the same situation after class, because students lack the environment of the target language.

### III. BAD EMOTIONAL ATTITUDE

The biggest problem for local Chinese teachers in Cameroon is bad emotional attitude. First of all, before entering the higher normal school, the goal of local Chinese teachers in Cameroon is very clear. In the eyes of most of them, being a local Chinese teacher is the greatest happiness. Their learning motivation before looking for a job is to find a job that can earn money. At the time of training, many students who participated in the training had no interest in the teacher's position at all. But in order to gain recognition from the Ministry of education, they pretended to have finished their studies. Through the interview, the author found that after the approval of the Ministry of education, especially at that time when they get their salary, they may have bad emotional attitude. "The foreign language teachers in my school are young people, they were interested in teaching before they got paid, but they changed their mind after they got paid." complained the headmaster of lycee class de Mora, a school situated in northern Cameroon. This paper found, some students who can drink in class are often invited by the teachers to drink in the bar outside the school, and the students who can't drink often read by themselves in the classes. When they prepared exams papers, they always use the papers from other schools and give them to the students. And then, the students who get good grades are usually bought with money, not through their own efforts. This situation happened in the backward places of Cameroon, not to mention in the cities. In the same school, a senior high school Chinese learner said: "every time we take the exam, our class girls always get very good results, and before taking the exam, you could see them drinking and eating with the teacher." Chinese teaching in Cameroon needs teachers who love teaching work, teachers who can take care of all students and local teachers who are capable to satisfy the needs of all students.

### IV. UNRELIABLE TRAINING MODE

Zhao Yiqing put forward in "thinking on the localization of Chinese teachers in Africa" that in the African continent, Chinese teachers in most countries receive education and training through two ways. One is the independent training way of African universities; the other is the training channels of educational exchanges between foreign and local universities. Taking

Cameroon as an example, there are two main training modes for Cameroonian local Chinese teachers: one is the independent training mode of Cameroonian universities or the training mode formulated by the Ministry of education of Cameroon. The main characteristics of this training mode are: short training time, lack of training tools, few courses, no time to cultivate the Chinese culture knowledge ability of local Chinese teachers, lack of teaching experience (most of the Chinese Teachers are the volunteers of the second grade). In this case, it is difficult to cultivate excellent local Chinese teachers. Through the research and investigation, the author found that the local Chinese teachers who entered the normal university from 2008 to 2015 did not receive the learning of Chinese knowledge and Chinese culture knowledge before entering the training school, most of them came from other majors. In three years, on the one hand, they learn the basic knowledge of Chinese; on the other hand, they develop their own Chinese teaching ability, because after they graduate from normal universities, they will be assigned to teach in local public middle schools. How can learners who did not master the basic knowledge understand Chinese teaching methods? This is one of the training mode problems faced by local teachers in Cameroon. "Chinese is the most difficult language in the world," said one teacher who received the interview. It's not easy to master the basic knowledge and accept the teaching methods in three years. In the eyes of many local Chinese teachers, if they are faced with the problem that their Chinese level cannot satisfy the needs of teaching, it is because they have not received good training. Therefore, most of them think that the training time is very short and apart from attending regular training in China every summer vacation, the local Ministry of education rarely provides them with short-term training or regular training. Generally speaking, many local Chinese teachers come to China for short-term training every year, but this paper finds that some local teachers have been looking forward to training in China. Unfortunately, they always lose this opportunity because of lack of money.

The second method of training is byway of educational exchanges between foreign and local universities. In Cameroon, there are local Chinese teachers trained by local university training channels and Chinese university training channels. After graduation from the local training center, students can apply for scholarships to study in Chinese universities. Those who have CET-5 can apply to study for master's degree directly. Those who have not got CET-5 can register to study the language for one year. After passing the CET-5, they can continue to study for master's degree in the next year. Will there be problems for local Chinese teachers trained in two different regions, different schools and different cultural backgrounds? It's not a big problem for the students who study the language for one year and master's degree for two years. But There are a lot of problems for the students who are directly studying for master's degree, because they need to adapt to life, master basic knowledge, accept Chinese teaching method, master cultural knowledge, etc. in one year, they have great learning pressure. As a result, many local Chinese teachers only find that they have not learned anything after graduation, which is very different from the teachers who have not come to China. Local Chinese teachers who graduated from Chinese universities often encounter problems in teaching methods, because the teaching methods they have learned are not applicable in Cameroon. For example, use PPT to show pictures. This is very

difficult because most of the local teaching buildings lack information technology equipment.

### **The problem of admission standard**

This study shows, the access standard of local Chinese teachers is also one of the problems that the local Chinese teachers in Cameroon have always faced. First of all, at the initial stage of the establishment of Maroua Higher Normal University, especially from 2008 to 2014, on other hand, from the first session to the seventh session, all the students who entered the normal university had no Chinese background, and their high school diploma was for other majors, not for Chinese major. The main motivation for them to enter the Chinese major in normal universities is just to find a job. That's just because of Cameroon has a particularly large number of unemployed people. If they continue to take their own major, they will face great competitive pressure. As we all know, Cameroon is a country with diverse ethnic groups, and the situation of multi-ethnic is also affecting the job opportunities. There is a saying in a dialect in Cameroon: "if you don't have family members among the government staff, don't try to look at a work, Don't dream in vain." It means that most of the workers in Cameroon don't find a job through their own efforts, but they find it through the back door. Although the first group of students to the seventh group do not have Chinese background, but some students have made full preparation before taking the examination of Higher Normal University. They participated in the local Confucius Institute classroom or Confucius Institute Training Center, and master the basic Chinese knowledge. They also did very well in the exam, but after the results appeared, these smart students often failed. The main reason why they failed was not that they did poorly in the exam, but that they didn't have a family member in the government officials who can give them the opportunity. Therefore, some of the local Chinese teachers trained at that time had no interest in Chinese at all and had no good motivation. This attitude led to the poor Chinese level of the students at that time. As well as we know, the main goal of the students majoring in Chinese is to become a local Chinese teacher. Therefore, at least 90% of Chinese learners sign up to enter the Chinese normal major every year. Although they have learned Chinese, but the level of Chinese is different. Some students have a high level of Chinese, while some students have a low level of Chinese. The research shows that when these students of different levels take part in the examination, the students with higher Chinese proficiency tend to get good results, but after the final results are announced, the students who pass the examination are those with poor Chinese level. To be honest, this phenomenon often occurs through the back door. In 2017, a Chinese teacher served as the director of the Chinese Department of Higher Normal University of Maroua. At that time, he found that the list of students who passed the examination provided by him to the Ministry of education was completely inconsistent with the final result list announced by the local Ministry of education. The students who had passed the examination failed, and those who failed were admitted. It's not hard to guess that the local Ministry of education has done something unfair. From this we can see that the phenomenon of corruption in Higher Education in this country is becoming more and more serious. Since then, many Cameroonian Chinese learners began to work as translators in

local Chinese companies. In a other words, the admission standard of local Chinese teachers has a serious problem.

### **Lack of professional development resources and support measures**

It is also found that the local Chinese teachers lack the resources for professional development and corresponding measures to promote professional development. Through interviews, the author found that the local teachers in Cameroon lack the resources to promote professional development, such as books, learning tools, learning environment and so on. The professional development of local teachers is inseparable from these factors. With the continuous development of science and technology, the emergence of high-technology products such as mobile phones, computers, and the Internet, local teachers also need to adopt new education models, such as science and technology education. However, Cameroon schools rarely consider this point, and some schools even consider this point as useless, because it is impossible to provide these technologies. As soon as the local government agrees to provide these resources, the local teachers can certainly find an effective way of professional development. The local teachers interviewed pointed out that the Chinese major in Cameroon is still using the training mode long abandoned by developed countries. To promote the development of Chinese major, the Ministry of education of Cameroon needs to further reform the education system. Generally speaking, the lack of professional development is the biggest problem of Chinese major in Cameroon, because foreign language learning must have sufficient resources, not only relying on traditional teaching tools.

Chinese language teaching is facing the problems of supportive measures. For example, some Cameroonian schools have no support measures for Chinese Language Teaching and Chinese teachers. If the school can always attach importance to Chinese teaching and take certain supportive measures for Chinese major, Chinese teachers will certainly pay more attention to their own work and devote themselves to Chinese teaching.

In other words, the major problems faced by the local Chinese teachers in Cameroon include the problems of Chinese level, teaching ability, emotional attitude, access of local teachers, training mode and lack of professional development resources and support of local teachers. Although there are many problems existing in the local Chinese teachers in Cameroon, and the problems mentioned above have a great impact on the professional development of local Chinese teachers, these problems will be properly solved if the staff of Hanban and government of Cameroon can face it together. Next, this paper provides the corresponding measures for the above problems.

In addition to the problems mentioned above, local Chinese teachers in Cameroon have been facing the problem of salary. According to the regulations of the Ministry of education, apart from those who have won scholarships to continue their studies in China, local Chinese teachers must be assigned to teach Chinese in secondary schools after graduation. This paper shows, some teachers have been teaching Chinese for three consecutive years, but they often encounter the situation of arrears of salary. Therefore, many local Chinese teachers often choose to teach Chinese in the big cities, so that they teach Chinese to students

while working in local Chinese companies to earn money to support their families. In this case, teachers do not have time to prepare lessons. This is why different professional teachers in Cameroon give up teaching and look for other ways to earn money. If the Cameroonian government does not deal with this matter for a long time, it will certainly affect foreign language teaching in the country, and there will be fewer and fewer people willing to engage in teaching work. This is an obstacle to the spread of Chinese language in Cameroon. Hopefully the Cameroonian government can solve this problem as soon as possible and overcome the obstacles to the spread of Chinese language.

### **Countermeasures for professional development of local Chinese teachers in Cameroon**

In today's international promotion of Chinese language, as a friendly partner of China, the Ministry of education of Cameroon has the responsibility to provide necessary help and support for the development of Chinese language teaching. In view of the problems faced by local Chinese teachers in Cameroon, we can encourage local Chinese teachers to study in China, hold exchange meetings Chinese teachers, promote the training of local Chinese teachers, make local teachers use the existing teaching methods more, stimulate the enthusiasm and interest of local Chinese teachers, promote the cooperative training of local Chinese teachers, prohibit corruption, and recruit books in a fair way Local Chinese teachers, the establishment of local Chinese teachers professional development institutions, to provide local Chinese teachers with professional support and other aspects of support. Here are more details of countermeasures for professional development of local Chinese teachers in Cameroon:

#### **Encourage local Chinese teachers to study in China, and hold an exchange meeting between local Chinese teachers and native teachers**

With the increasingly frequent exchanges between countries in the world, the rapid development of technology. There are no problems that cannot be solved; as such each problem has corresponding countermeasures to solve it. As for the problem of Chinese level faced by local Chinese teachers in Cameroon, the author thinks that the Ministry of education of Cameroon should encourage local Chinese teachers and give them more opportunities to study in China and experience Chinese culture. The national Hanban staff and the local Ministry of education can hold regular exchange meetings between Chinese volunteers and local teachers every semester. Chinese teachers across the country exchange teaching experience, let each teacher show their own advantages, learn from each other, only in this way we can solve the problems in Chinese teaching more effectively and pertinently. In addition, when training local Chinese language teachers, the national Hanban staff and the local Ministry of education should consider the teaching problems of local teachers and the local Ministry of education should train local teachers in accordance with the new requirements of the international standards for Chinese teachers.

#### **Promote the training of local teachers and make them use the current teaching methods more**

In order to cultivate local Chinese teachers who can meet the needs of learners, the local Ministry of education does not only need to rely on traditional teaching methods, but it is better to train local Chinese teachers according to the needs of students' level. In recent years, many experts attached great importance to classroom activities, focusing on games. In fact, it is necessary for the Ministry of education of Cameroon to train local teachers according to these current teaching ideas. In order to increase student's interest in learning and skillfully use teaching aids, teachers should learn to design some games and adjust the classroom atmosphere. In addition to training local Chinese teachers to use the game method, the following classroom activities are also very important and worth learning: teacher-student activities (reading, imitation, question and answer, discussion, doing exercises, writing and other classroom activities), and student activities (such as practice, information gap, problem-solving, exchange of views, role-playing, etc.). It is necessary for excellent local Chinese teachers to know these classroom activities and show them in class. The real local Chinese teachers must also know the "5C" teaching methods proposed by the educational staff of United States. To be specific, excellent local Chinese teachers should be able to cultivate the following five aspects of students: 1. Communication: hope that Chinese learners can actively communicate with others in Chinese in the process of learning Chinese, and be able to use Chinese to express their meaning; 2. Culture: hope that Chinese learners can understand China's diverse culture and focus on it, Chinese traditional culture is very interesting; 3. Connection: Here we hope that Chinese learners can increase knowledge of other subjects through Chinese learning; 4. Comparison: we hope that Chinese students can increase their understanding of their mother tongue and culture through Chinese learning; 5. Community: we hope that students can learn Chinese knowledge in class. In a word, local teachers should have a detailed understanding of the "5C" teaching and complete Chinese teaching tasks in this way.

#### **Stimulate the enthusiasm and interest of local Chinese teachers**

This paper holds that, in addition to the cultivation of teachers' knowledge and ability, the training teachers in normal universities should also cultivate local Chinese teachers in terms of attitude and emotion, make them the best themselves and make them qualified teachers. So that local Chinese teachers can be able to face challenges with an optimistic attitude. In other words, the emotional attitude of Cameroonian local teachers in teaching should satisfy the requirements of the Ministry of education and the standards of international Chinese language education. According to the standards of international Chinese teachers, whether volunteers from the national Hanban school or local Chinese teachers, their emotional attitude should conform to the international Chinese teaching regulations, and should have the following characteristics: friendly attitude, respect for everyone in the classroom, good patience, extensive interest, a sense of humor, good conduct, attention to everyone, flexibility and tolerance, have new methods, be good at thinking, etc. In short, local Chinese teachers should always maintain a happy, good attitude or emotion.

#### **Promote the cooperative training of local Chinese teachers**

In view of the problems existing in the training mode of local Chinese teachers, first, we suggest again the improvement on the two method training of Cameroonian local Chinese teachers: the method of Cameroonian university training and the method of joint training in Chinese universities and Cameroonian universities. As for the problems existing in the training mode of Cameroonian universities, the Cameroonian government, with the help of internationalization, should appropriately extend the training time for local Chinese teachers and appropriately increase the training courses for them. In addition to long-term training, the local Ministry of education, with the help of internationalization, should hold local short-term training courses or regular courses every semester. The local Ministry of education can also hold an exchange meeting between Chinese teachers and local Chinese teachers engaged in Chinese teaching in Cameroon every semester. These activities will certainly help local Chinese teacher's Chinese level and Chinese teaching to improve. For the problems in the training mode of Chinese universities and Cameroonian universities, the author suggests that the national Hanban office should consider which training for teachers are most suitable for training local Chinese talents. Many local Chinese teachers choose to study for master's degree in China. Their main goal is to master Chinese teaching methods and imitate the teaching methods of Chinese international education training teachers. However, many Chinese training teachers or volunteers who train the local Chinese teachers in china do not live in foreign countries and do not understand the situation of foreign Chinese learners, so they cannot satisfy the needs of postgraduate students who come to study in China. This paper shows us that they train local Chinese teachers according to the situation of China, and they do not make difference between Chinese and foreign graduate students, so some teaching methods learned in the process of training local Chinese teachers have not been used for a long time. The author thinks that the national Hanban office should train local Chinese teachers according to the foreign Chinese teaching conditions, and choose Chinese experts or training teachers who are experience in teaching Chinese as a foreign language or have been engaged in Chinese teaching abroad to train the local teachers who are interested in Chinese teaching specially. Only in this way we have the faith to cultivate the local Chinese teachers who are most suitable for Chinese learners in Cameroon.

### **Prohibit corruption and recruit local Chinese teachers in a fair way**

If the Cameroonian government and Hanban can handle the problem of corruption, there will surely be many excellent local teachers who love teaching Chinese in Cameroon. Therefore, in view of the problem of local Chinese teachers entering the Chinese major of normal universities, the author thinks that the Ministry of education and the Hanban should work together. When recruiting local Chinese teachers, the Cameroonian government should prohibit "going through the back door". The results show that all the local Chinese teachers who enter the normal university in an unfair way do not have a good level of Chinese, and they are not interested in Chinese teaching. In fact, there are some things that outsiders can never handle for the local people, only the local people can do it. In other words, the solution to the problem of corruption lies in the hands of the Cameroonian Ministry of education. The government can help to stop the recruiters from

entering the Higher Normal University through the back door, and teach them to enter to Normal University in a fair way. In others words, when the staff of Cameroon's Ministry of education finds out this kind of recruiters who seek jobs in an unfair way, it should teach them to understand that this method is wrong and illegal, and remind them to change. Only by allowing those who are eager to engage in Chinese teaching to participate in the competition in a fair way, can Cameroon have more excellent local Chinese teachers and Chinese teaching will produce better results. People often say that the past cannot be changed, but the future still belongs to us. It is hoped that from now on, the Cameroonian government can recruit talented people, recruit local Chinese teachers in a fair way, and block all unfair ways on Chinese teaching posts.

### **Establish a professional development organization for local Chinese teachers and provide support for their professional development**

In the face of the lack of professional development of local teachers, this paper puts forward the following countermeasures: on one hand, local Chinese teachers should constantly strengthen the improvement of their own quality and ability. They should update their ideas, implement the new curriculum reform in depth, and constantly enhance the improvement of professional knowledge. The local teachers should also be good at learning, practice and reflection, and constantly learn their talents and teaching skills from excellent teachers. They should make good use of the existing technical products, strengthen the study of computer and network knowledge, imitate and apply the developed countries Modern education technology to improve the individual teaching ability.

On the other hand, Cameroon's Ministry of education and schools should take a variety of strict measures to promote professional development. This research not only improves the professional quality of teachers, but also is an effective method to promote the professional development of local teachers. The Ministry of education and schools should constantly improve the evaluation methods of research results and research level of local teachers, principals or school officials are responsible for promoting the professional development of local teachers. Besides, the Ministry of education should set up some institutions for professional development of local teachers and establish various training institutions soon, and use frequently modern information technology to further improve the professional education skills of local teachers.

This part has presented the different problems faced by local Chinese teachers in Cameroon during the exercise of their teaching job, at the same has given some suggestions to counter these problems. And then, what results can the local Chinese teachers and Chinese teaching get by practicing these suggestions?

### **Vision**

The recent researches done about Chinese teachers show more and more attention has been paid to the development of local Chinese teachers. Researchers have been constantly investigating and studying the local Chinese teachers in African countries, European countries, Asian countries, American countries and other countries over the world, and have provided new development direction for the development of local Chinese

teachers. Taking Cameroon as an example, based on the above analysis and discussion, the author believes that with the increase in the number of Chinese learners in Cameroon and the rapid improvement of the Chinese level of local Chinese teachers, the future development of local Chinese teachers will present the following advantages:

1) The professional development of local Chinese teachers in Cameroon must continue to accelerate. The language knowledge, cultural knowledge and teaching knowledge of local Chinese teachers will be improved certainly. Once local Chinese teachers have made progress in these aspects, they will also make great progress in other related knowledge. In this way, local Chinese teachers will become one of the main forces of Chinese language going global, and even become the real broadcasters of the global "Chinese fever".

2) Local Chinese teachers should take a global perspective on problems, especially on Chinese teaching. They should adopt an optimistic attitude to face the challenges of teaching, and use the most appropriate method to solve the problems in teaching. They should treat students kindly and make a good impression on them.

3) The status of local Chinese teachers in society should be better. Compared with other foreign languages, the status of local Chinese teachers will be higher. They should be respected and loved by different people in society. They also should be good at thinking and writing textbooks according to the specific situation of Chinese language teaching in Cameroon.

4) Local Chinese teachers will be the bridge and intermediary for china-Cameroon relations. To a certain extent, they can have the right to ask the local government to safeguard the property and interests of the Chinese government in the country. At the same time, they will be entitled to welcome Chinese enterprises to step onto the territory of Cameroon to promote the development of friendly relations between China and Cameroon. In short, they should be the most excellent facilitators of one belt one road in Cameroon, at the same time facilitators of the development of Chinese language around the country.

## V. CONCLUSIONS

International promotion of Chinese language helps to promote mutual understanding between Chinese people and foreigners, at the same time promotes Chinese language and spreads Chinese cultural knowledge to the world. Under the influence of the international promotion of Chinese language, it has become the most popular language in the world. In recent years, the shortage of teachers has become increasingly prominent. Although China sends a large number of Chinese teachers or volunteers every year to others countries in order to let more foreigners learn Chinese, it cannot fully satisfy the needs of international Chinese teaching. Therefore, training more local Chinese teachers is an important guarantee for the continuous development of Chinese language around the world.

This paper studied the professional development of local Chinese teachers in Cameroon. Firstly, this paper found out the problems faced by local Chinese teachers noting that the level of local Chinese teachers are very low; their teaching ability are not enough; bad emotional attitude in teaching; the corruption during the admission; unreliable training mode; lack of professional development resources and support measures in Chinese major.

secondly, this paper provides countermeasures to the above problems, including: encouraging local Chinese teachers to study in China; promoting the training of local Chinese teachers to make more use of the existing teaching methods; stimulating the enthusiasm and interest of local Chinese teachers; promoting the cooperative training of local Chinese teachers; prohibiting corruption and recruiting local Chinese in a fair way; setting up an organization related to Chinese language to provide support for the professional development of local Chinese teachers.

Many local Chinese teachers themselves think that they lack the cultural knowledge, grammar explanation and teaching methods, so they should take part in the training of Chinese teaching methods. As we all know, teaching methods are very important basis for the spread of foreign languages, so this paper hopes that teachers training in the future can attach importance to teaching methods. It also hoped that the local teachers who are engaged in Chinese teaching and have experiences should take their time to help their colleagues who need help. This survey shows that the local Chinese teachers in Cameroon are very good at helping students learn Chinese language, so the number of Chinese learners is increasing every year. On other hands, compared with other language teachers, local Chinese teachers deserve better social status. This paper hopes that local Chinese teachers in the future can better engage in Chinese teaching and deal with the problems in Chinese teaching with the sunshine of globalization. We also hope that this paper can provide a reference for the competent departments of the Ministry of Chinese teaching and education in Cameroon to formulate relevant policies, make certain contributions to the professional development of Chinese teachers in Cameroon, and promote the rapid development of Chinese teaching in Cameroon.

The author deeply feels that there are still many deficiencies in this research. First of all, there is little research on the professional development of local Chinese teachers in Cameroon, especially English articles related to the topic are very few, and this caused limitation of reference materials. The author could only combine the relevant theories of local Chinese teachers in others countries and the relevant theories of Chinese teaching in Cameroon to illustrate. Due to the limited knowledge and writing ability, the expression of written language might be not ideal. The author cannot clearly reflect the overall problems of professional development of local Chinese teachers in Cameroon, which leads to many deficiencies in this paper. As for the author's own shortcomings, more efforts should be made to learn from relevant professional experts in the future.

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