An Analysis of the Main Explanatory Framework for the Coordinated Development of Overseas Chinese Heritage Language Education and International Chinese Language Education from the Perspective of Symbiosis Theory

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Abstract. Driven by the value and application of Chinese language, global Chinese education has also achieved significant development, with overseas Chinese heritage language education and international Chinese language education being the most important components. This article draws on the theory of symbiosis and proposes an explanatory framework for the symbiosis of overseas Chinese education. It analyzes the symbiotic units, modes, and environments between overseas Chinese heritage language education and international Chinese education, and combines objective development environments and educational needs to summarize optimization strategies to promote the coordinated development of the two major educational undertakings. In the process of conducting overseas Chinese education, in order to promote the international education of Chinese language and the inheritance and development of Chinese culture, relevant parties should start from three aspects: unit, mode, and environment, and expand the symbiotic surface of the two major education undertakings by accurately matching the local Chinese education needs; Combining national and regional Chinese education resources, leveraging the external driving force of a symbiotic environment; Pay attention to the ecological construction of the development of Chinese education and jointly create an integrated model of mutual benefit and symbiosis.

Keywords: Overseas Chinese heritage language education; international Chinese education; symbiosis theory; language education.

1. Introduction

With the development of Chinese education, academic discussions on the complementary cooperation between overseas Chinese heritage language education and international Chinese education are also increasing. Some viewpoints point out that "overseas Chinese heritage language education and international Chinese language education are a continuous unity, manifested in the internal consistency and convergence trend of overseas Chinese heritage language and Chinese language, the obvious trend of convergence between Chinese heritage speaker and Chinese as a foreign language learners, and the continuous unity of teaching content from language to culture [1]". In the process of global development of Chinese education, the two major language education industries are also moving towards consistency in disciplinary development. In terms of the division of graduate disciplines and majors in China, the new version of the Graduate Education Professional Catalogue implemented from 2023 has classified international Chinese education as a first level discipline in education [2], and independently established the "International Chinese Language Education" professional degree category, marking the official completion of the international Chinese education undergraduate, master's, and doctoral comprehensive training system [3]. At the same time, with the international expansion of Chinese education and the integration and development with other professional fields, talent cultivation and scientific research in the field of Chinese education also pay more attention to interdisciplinary integration.
2. **Two major undertakings for the development of overseas Chinese education in the new era: overseas Chinese heritage language education and international Chinese language education**

Driven by the development of economy and trade and cultural exchanges between China and foreign countries, the demand for learning Chinese overseas is also increasing. As of the end of 2021, more than 180 countries and regions have launched Chinese education, and 76 countries have incorporated Chinese into their national education systems. More than 25 million people are learning Chinese in foreign countries, and the cumulative number of people learning and using Chinese is nearly 200 million [4]. The "Chinese fever" in overseas regions has shown a strong development trend of cultural exchanges, and diverse actors from both domestic and foreign sectors have timely provided sufficient development support in the implementation of Chinese education related projects. Under the influence of multiple factors such as language policies and planning, education governance system, social development, and personal development in the host country, the volume of overseas Chinese education continues to increase, and the education model also evolves and develops with local education needs. Throughout the development and evolution of overseas Chinese education, overseas Chinese heritage language education and international Chinese language education practice are regarded as two major development undertakings, playing a leading role in the international dissemination of Chinese language and culture. The former mainly emphasizes the overseas inheritance of Chinese language, and for a long period of time, its education target was mainly Chinese Americans, The latter refers to the localized dissemination of Chinese language and educational activities related to "teaching Chinese as a foreign language" in China, mainly placing Chinese education within the scope of foreign language education in the location. The replacement of the three "core concepts" of international Chinese education (teaching Chinese as a foreign language, international Chinese education, and international Chinese education) reflects the changes in three perspectives and three contexts from "inviting in" to "going out", and then to "going out". In addition, the three naming of national centralized management institutions reflect the promotion from inviting in to going out from one side, On the path of partner cooperation and exchange to jointly build a community with a shared future for mankind after going out [5].

From the perspective of language dissemination, overseas Chinese heritage language education mainly involves the inheritance of the mother tongue or ancestral language of overseas Chinese. The process of language dissemination is mainly intergenerational and vertical, while international Chinese education mainly emphasizes the process of language localization between languages and horizontally, forming the entire field of overseas Chinese education. Public data shows that there are nearly 20000 Chinese schools engaged in overseas Chinese heritage language education worldwide, with nearly 100000 teachers and millions of students in overseas Chinese schools. Correspondingly, the education positions of international Chinese education overseas are mainly various China-foreign language and cultural exchange and cooperation projects established through cooperation between Chinese and foreign education partners. Taking Confucius Institutes as an example, as of December 31, 2021, there are a total of 489 Confucius Institutes and 817 Confucius Classrooms worldwide, distributed in 158 countries and regions. In addition, in the process of the transformation and development of overseas Confucius Institutes, many language education and cultural exchange cooperation mechanisms established at the inter school level are gradually being adjusted and optimized. At the same time, the dual emotional and economic attributes of Chinese language learning bring overseas Chinese and other ethnic learners into the same classroom to learn the same language, forming a unique educational phenomenon that reflects the inherent development connection between overseas Chinese heritage language education and international Chinese education. Chinese language inheritance can achieve coordinated development with
Chinese language dissemination in three aspects: language human resources, language education resources, and language life resources [9].

Global Chinese education itself is a system [10], and Chinese education in various countries, including overseas Chinese heritage language education and teaching Chinese as a second language, can be seen as different subsystems. Placing overseas Chinese heritage language education and international Chinese education in the field of overseas Chinese education for comprehensive analysis is beneficial for the comprehensive coordination of collaborative elements and development resources, thus the theory of symbiosis has strong reference significance. The concept of "symbiosis" originated in the field of biology and was proposed by German botanist Henrich Anton de Bary in 1879. It mainly explains the harmonious and unified state formed by "symbiosis" between species. After the mid-20th century, the idea and concept of symbiosis expanded to social sciences and even philosophy [11], and the theoretical system gradually developed and improved, forming a relatively complete explanatory framework. Correspondingly, in the field of language education, there is a certain overlap in the development of the two major Chinese education undertakings, whether in terms of cultivating the demand for Chinese education, coordinating educational resources, innovating educational models, or carrying out expansion activities in language education, and there is a large space for cooperation. Overseas Chinese heritage language education and international Chinese education both belong to the global field of Chinese education, and their development relationship shows a certain positive correlation, reflecting a high degree of symbiosis. This article attempts to build an explanatory framework from the perspective of symbiosis theory, explaining the symbiotic mechanism of overseas Chinese heritage language education and international Chinese education in the new era of global education development, and then proposing the main ideas to promote collaborative development.

3. Linking overseas Chinese heritage language education with international Chinese language education: an explanatory framework of symbiosis theory

Chinese education includes both language education for native speakers and national language education for non-native speakers in ethnic regions of China, as well as education for Chinese as a second or foreign language for overseas learners and users, and education for Chinese as an inheritance language for overseas Chinese [12]. Focusing on the international dimension, in the promotion of Chinese language education and international Chinese language education, there are rich symbiotic elements in the internal and external development environment, education and management processes, and meeting the needs of students for Chinese language learning. In the multi-dimensional coordinated development of units, interfaces, and environments, it can be said that it is conducive to forming a certain global Chinese language education synergy.

3.1 The connotation and application of symbiosis theory

The theory of symbiosis originated in the field of biology, but its widespread existence and strong explanatory power have extended it to other social science fields such as economics and education. Understanding and interpreting symbiosis from a philosophical perspective has formed the theory of social symbiosis, while understanding and interpreting symbiosis from an economic perspective has formed the theory of symbiosis [13]. From the phenomenon of symbiosis in the field of biology to the analysis of symbiotic relationships, a theoretical system of symbiosis has gradually formed, and it has strong explanatory power in the fields of economy, society, education, and can provide certain reference for policy planning in related fields. From the perspective of symbiosis theory, analyzing educational phenomena can usually start from three dimensions: symbiotic units, symbiotic environment, and symbiotic models. The symbiotic unit is the basic unit, mainly referring to the symbiotic subject, and is the most basic unit of production and exchange; Symbiotic environment mainly refers to the environment or elements outside the symbiotic unit. According to the different effects of the forces, it can be divided into positive and negative symbiotic
environments. According to different fields, it can be divided into policy environment, economic environment, and information environment; The symbiotic mode mainly refers to the organizational or action mode formed by the way and intensity of interaction among symbiotic subjects in a symbiotic environment. The connotation of symbiosis theory emphasizes the co-evolution between symbiotic entities (units), and ultimately achieves the trend of integrated symbiosis through balanced allocation and exchange of interests and energy.

Interpreting overseas Chinese education from the perspective of symbiosis theory, especially the relationship between overseas Chinese heritage language education and international Chinese education, is a new attempt and breakthrough. In short, driven by the framework mechanism of people to people and cultural exchanges between China and foreign countries and the "the Belt and Road" and other major strategies, "Chinese fever" of different degrees has been set off in overseas regions. Driven by language culture and identity, economic value and personal development, some young people rely on different institutions to learn Chinese and understand Chinese culture through online and offline forms. On the basis of language learning, they focus on the improvement of comprehensive abilities such as "Chinese + career". A typical educational case is the implementation of the "Luban Workshop" and related projects, which can also be seen as a process of transmitting the spirit and wisdom of Chinese craftsmen to the world. The current discussion on the development of overseas Chinese heritage language education and international Chinese education mainly focuses on the coordination of Chinese education resources, language and cultural promotion activities, adaptation to local Chinese education development, and language governance from the perspectives of education and linguistics. However, regardless of the perspective of interpretation, overseas Chinese heritage language education and international Chinese education, as the two main undertakings of overseas Chinese education, "Chinese teaching + Chinese cultural dissemination" are both the core tasks of career development. However, due to differences in educational objects, platform mechanisms, policy planning, and centralized management mechanisms, there are slight differences in the selection of textbooks, educational management, and other processes. The ultimate goal and development direction of Chinese education are consistent, and the "symbiosis theory" provides a strong explanatory theoretical framework for the coordinated development of the two overseas Chinese language education undertakings. On the basis of summarizing and refining the development practice of overseas Chinese education, this article attempts to construct an explanatory framework for the symbiosis between overseas Chinese heritage language education and international Chinese education from the dimensions of symbiotic units, environment, interface, and mode of overseas Chinese education.

3.2 Analysis of the coexistence elements between overseas Chinese heritage language education and international Chinese language education

The theory of symbiosis, as a social science method, has important methodological guidance significance for the field of education. From the perspective of symbiotic relationship, overseas Chinese heritage language education and international Chinese language education are two important subsystems in the field of Chinese language education. In the vertical dimension of time and the horizontal dimension of space, the two can be said to be in a certain degree of competition and cooperation in the developing process. The dynamic evolution of competition and cooperation can form a certain collaborative development momentum for the cultivation of Chinese language education needs, innovation of Chinese language education models, and the process of educational governance. In summary, although overseas Chinese heritage language education and international Chinese language education have shown certain differences in different historical development stages and targeting different regions and countries due to the different teaching objects they face, the core content of the Chinese language education process carried out by the two major educational undertakings is the same - "Chinese + Chinese culture", with only slight differences in the focus of education, the educational carriers they rely on, and the specific content of language and cultural training activities.
3.2.1 Symbiotic unit: The main actors of collaborative development of overseas Chinese education

The symbiotic unit mainly refers to the basic unit for exchanging information, resources, and benefits within the symbiotic system. In the field of overseas Chinese education, overseas Chinese heritage language education and international Chinese language education are the development undertakings of the two major entities, with certain attributes of educational public goods. "Chinese + Chinese culture" is the core content that the Chinese education field relies on, and it is also the key to the formation of the symbiotic relationship between the two. In the practice of overseas Chinese education, the symbiotic units of the two cover the main body of education, scientific research, and industry organization ecosystems. The symbiotic units can form certain complementary advantages in the teaching process, teaching staff, extracurricular activities, education management, resource platforms, etc. during the development of Chinese education overseas. This is the premise for the symbiotic relationship between the two in the process of overseas Chinese education, which is in the human resources of language education. Both language education resources and language life resources are reflected.

The symbiotic unit of overseas Chinese heritage language education and international Chinese language education mainly refers to the main body in the Chinese language education ecosystem. Overall, the participation of overseas Chinese language education is diverse, and different regions and countries present different development characteristics, involving the entire education stage of degree and non-degree education, preschool education, basic education and higher education. The participation of Chinese language education is broad and diverse, and can be summarized into three categories. One is the educational ecological entity in the symbiotic system of overseas Chinese education, including the teaching staff related to Chinese education. From the perspective of job nature, it includes education managers, full-time teachers, part-time teachers, etc; From the perspective of the nationality of the source of teaching staff, including local Chinese teachers in the host country and Chinese expatriate teachers (public teachers, volunteers), etc; Chinese learners, involving both degree and non-degree education education programs, run through the entire education stage; The academic management department related to Chinese education involves Chinese education syllabus, educational teaching standards, curriculum design, etc. The second is the research ecosystem of overseas Chinese studies related to Sinology, linguistics, and education, including overseas sinologists, experts on Chinese issues, teaching and research bases, linguists, and related sub projects of China-foreign cooperation in research; The third is the ecological entity of overseas Chinese education professional associations or institutions, covering Chinese language education institutions with strong public welfare such as Chinese language schools and Confucius Institutes, overseas Chinese language and cultural promotion centers, market-oriented Chinese tutoring and training institutions, Chinese teacher associations, etc.

3.2.2 Symbiotic environment: the objective environment for the collaborative development of overseas Chinese education

The symbiotic environment for the coordinated development of overseas Chinese education is the main symbiotic unit, which is the variable and condition for the subject to convert information and resources. From the perspective of the mode of action, including the interaction of multiple factors such as positive and negative, it constitutes the symbiotic environment for the coordinated development of overseas Chinese heritage language education and international Chinese education. On the one hand, language value and application needs are conducive to further cultivating the learning needs of overseas Chinese education. With the development of China-foreign relations and the deepening of international economic and cultural exchanges, the demand for talents who master "Chinese" is also increasing overseas. There is a phenomenon of "Chinese fever" to varying degrees around the world, and even some regions have the characteristic of "young age" development of Chinese language learners. The inclusion of Chinese into the education system of overseas countries
is a significant sign of the improvement of the status of Chinese language \[14\]. At the same time, facing a new language education and policy planning environment, the local attention to Chinese as a foreign language in the host country is also increasing. From funding the construction of language resource centers in higher education institutions to actively promoting learning mobility cooperation projects through strengthening cooperation with target language countries, overseas regions provide more opportunities for young people to improve their Chinese learning and application abilities. Timely increase in the supply and support of Chinese education related projects can reflect the importance that the host country attaches to the growing demand for Chinese education in the local area.

On the other hand, the platform for language and cultural exchange between China and foreign countries lays a certain foundation for relevant educational parties to carry out educational project cooperation. Under the framework of bilateral and multilateral cultural exchanges between China and foreign countries, various parties have established different cooperation mechanisms and platforms in a wide range of fields such as education, culture, and youth development, such as the China-foreign language education and cultural exchange cooperation projects supported by Confucius Institutes and their affiliated teaching points. Generally speaking, Confucius Institutes rely on the joint construction and operation of Chinese and foreign education partners – higher education institutions, and the inter school education cooperation relationship formed on this basis is also conducive to expanding and deepening relevant cooperation in other professional and disciplinary fields. The establishment and operation of cooperative education and short-term learning mobility programs by Chinese and foreign universities are conducive to cultivating the demand for Chinese language learning and assisting in the innovative development of language and cultural education projects to a certain extent. The overseas Chinese schools and domestic Chinese language education bases are implementing brand projects for studying in China, such as root seeking tours, which are beneficial for Chinese and foreign education partners to accurately understand the language and cultural exchange needs of foreign youth, while creating more space for communication, dialogue, and even cooperative training between Chinese and foreign youth. In addition, online education also helps to promote the transformation and development of global Chinese education. "Online Chinese education promotes the level of informatization in international Chinese education, expands the coverage of international Chinese education, and further unleashes the economic value of international Chinese education." \[15\] Digital technology also empowers the development of overseas Chinese heritage language education. How to use the digital environment for synchronous updating and development is also a new problem that urgently needs to be explored and solved.

In addition, the symbiotic environment of overseas Chinese heritage language education and international Chinese language education will directly affect the interactive behavior of symbiotic units and the stability of symbiotic relationships. In addition to being influenced by education related environmental factors, the symbiotic environment also includes the development of economic and trade relations between China and the host country, the situation of cultural exchange, the language policies and plans of the host country, and the cyberspace information environment. It cannot be ignored that factors such as international relations, domestic political processes, and media public opinion can also have a certain negative impact on Chinese education, such as the phenomenon of some people politicizing Chinese education issues, the dissemination of negative discourse related to China in the post truth era, differences in comprehensive international education capabilities, and the "one-way" characteristics of learning mobility with developed regions or countries such as EU.

### 3.2.3 Symbiosis interface: the carrier and platform for collaborative development of overseas Chinese education

The symbiotic interface is a medium channel for the transmission of symbiotic information and resources. The symbiotic interface of overseas Chinese education plays an important role in
connecting the development goals of overseas Chinese, meeting the development needs of overseas Chinese heritage language education and international Chinese education, promoting international education cooperation, and effectively coordinating domestic and foreign educational resources.

Firstly, the centralized management institutions at home and abroad are the "planning surface" for the symbiotic development of overseas Chinese heritage language education and international Chinese education, and are the core carrier for effectively coordinating overseas and domestic resources and promoting the coordinated development of the two major Chinese education undertakings. In the management of overseas Chinese heritage language education, multiple institutions related to the development of overseas Chinese heritage language education, such as the Overseas Chinese Affairs Office, the Overseas Chinese Affairs Committee of the National People's Congress, the Ministry of Foreign Affairs, the Ministry of Education, the Ministry of Culture and Tourism, and the China Federation of Overseas Chinese, are involved in the overall planning process of overseas Chinese heritage language education. The top-level collaborative mechanism of the joint meeting mechanism of the centralized management unit is also more conducive to providing high-level and multi-disciplinary development support for the development of overseas Chinese language education. Correspondingly, the domestic competent authority in the field of international Chinese education is the Ministry of Education and its affiliated Center for Language Education and Cooperation, which serves as a public welfare education institution to build a collaborative platform for people around the world to learn Chinese, understand Chinese, and exchange Chinese and foreign languages and cultures. Overall, both overseas Chinese heritage language education and international Chinese language education shoulder the mission of global Chinese language education and the dissemination of Chinese culture. In terms of the management mode and project implementation of the two domestic centralized management units of education, there is a collaborative model between government agencies and the public. In promoting the standard system of global Chinese language education, digital development, and effective resource coordination, there is an urgent need for top-level planning and coordination.

Secondly, domestic and foreign Chinese education related supporting institutions and platforms are the "collaborative surface" for the symbiotic development of overseas Chinese heritage language education and international Chinese education, and the main carrier for promoting the synergy of Chinese education. In the development of the two major educational undertakings, education foundations are involved in promoting the creation and operation of related projects, such as the Chinese Language and Culture Education Foundation of China and the Chinese International Education Foundation. At the management and operation level of the education foundation, the two educational models are interconnected, and there is broad cooperation space in brand project development and promotion. The Chinese Language and Culture Education Foundation of China was established in 2004 as a public welfare organization to mobilize forces, funds, and resources from all parties at home and abroad to support the development of overseas Chinese heritage language education. Correspondingly, the Chinese International Education Foundation, established in June 2020, is a charitable organization registered with the Ministry of Civil Affairs of China, aiming to develop Chinese education projects worldwide. The introduction of foundations by relevant parties to operate Chinese education and the widespread solicitation of social funding resources for education not only stimulates the ecological vitality of overseas Chinese projects and brands, promotes the connotative development of related projects in the new era, but also facilitates the formation of a cluster development of educational projects with both government and public participation and full participation from the social level.

Thirdly, the local Chinese education institutions in the host country and their Chinese teaching and cultural promotion processes are the "participation surfaces" for promoting the symbiotic development of overseas Chinese heritage language education and international Chinese education, and are important carriers for promoting the coordinated development of Chinese education. Chinese language teaching institutions and teaching points established and operated overseas are deeply rooted in the forefront of local society in the host country. The organizational platform on
which overseas Chinese heritage language education relies on Chinese schools, including weekend and weekday classes, public welfare and profitability, and other types. Influenced by multiple factors such as the local overseas Chinese situation, education situation, language policies and planning in the host country, the characteristics and advantages of education vary in different regions. In addition, combined with the theme cultural activities of the host country and community, the Chinese cultural elements exhibition activities planned by relevant Chinese education participants, from planning, implementation to later promotion, all provide new channels for cooperation between language education, scientific research, and industry related symbiotic units, and can provide new channels for the coordinated development of overseas Chinese education stakeholders.

3.2.4 Symbiosis model: the forms and mechanisms of collaborative development of overseas Chinese education

The symbiotic model of overseas Chinese heritage language education and international Chinese language education mainly refers to the symbiotic relationship between the two, which is related to the form and interactive mechanism of the development of the two major educational undertakings. From the perspective of the degree of organization of symbiotic relationships, symbiosis includes various forms such as point symbiosis, intermittent symbiosis, continuous symbiosis, and integrated symbiosis. The emergence and development of symbiotic relationships is a gradual evolutionary process and symmetrical reciprocity, also known as integrated symbiosis, is the ultimate ideal direction for the evolution and development of symbiotic systems. The historical stages of the development of the two major Chinese education undertakings, the teaching objects targeted in the early stage, the composition of teachers, and the educational carriers relied on, are different, and the internal driving forces of the main educational objects are also different. Especially for the teaching of Chinese as a heritage language and the teaching of Chinese as a foreign language, there are differences in the educational concepts and learning environments, centralized management, and project operation modes adhered to. The mode of symbiosis between the two major educational undertakings will also be in a dynamic adjustment process for a long period of time.

In the symbiotic system of overseas Chinese heritage language education and international Chinese education, the differences and complementarity between Chinese education ecological entities, language education and Chinese studies related scientific research entities, Chinese education related industry organizations or teacher associations and other symbiotic units in education environment, education management, education policies, and education resources are a driving force for the coordinated development of the two. In terms of meeting the local demand for Chinese education, strengthening innovation in Chinese education models, and updating educational technologies and means, there is a certain positive development relationship between overseas Chinese heritage language education and international Chinese education, and there is significant space for cooperation between the two. Although there is a certain degree of competition between local Chinese schools and international Chinese language teaching points in terms of enrollment and local educational resources during the competition and cooperation between the two major education undertakings, there is also a wide range of cooperation needs between the platforms and carriers on which the two rely in cultivating local Chinese education needs, coordinating Chinese education resources, and carrying out extracurricular activities.

4. Summary

Symbiosis is regarded as a value ideal of Chinese culture, whether it is the symbiotic ideas contained in traditional culture or the related cultural expressions presented in modern international activities - such as the traditional philosophical concept of harmony between heaven and earth reflected in the cultural interpretation of the Beijing Winter Olympics. It can be said that the teaching process of overseas Chinese education is not only the teaching process of teaching Chinese
as a language, but also a window for the audience to contact and understand Chinese culture. Under the guidance of a symbiotic perspective, relevant actors are demand-oriented, driven by national and regional environments, play the role of governance entities, and create an integrated and systematic Chinese education ecosystem. The educational synergy and influence formed by the coordinated development of overseas Chinese heritage language education and international Chinese education are not only conducive to the international dissemination and development of Chinese and Chinese culture, but also help promote global cultural exchange and mutual learning of civilizations. In the process of carrying out overseas Chinese education, in order to promote the international promotion of Chinese language and the inheritance and development of Chinese culture, relevant parties should start from three aspects (unit - mode - environment), and expand the compatibility of Chinese education symbiotic units, exert the external driving force of symbiotic environment, and expand the radiation range of Chinese education symbiotic interface. This includes precise docking with local Chinese education needs and expanding the compatibility of symbiotic units; combining national and regional Chinese education resources, leveraging the driving force of a symbiotic environment; give full play to the role of diverse Chinese education governance entities, and expand the radiation scope of educational symbiosis interfaces.

In addition, the development of overseas Chinese education presents complex, differentiated, and phased characteristics. With the increasing interaction between China and foreign countries, as well as the emphasis on foreign language education, including Chinese, in host countries, Chinese education has developed rapidly worldwide. The satisfaction of Chinese education needs in various regions requires joint efforts from both domestic and foreign parties to promote more and more countries and regions to incorporate Chinese teaching into their local education systems, assisting in the development and improvement of relevant qualification certificate systems. The symbiotic interface between overseas Chinese heritage language education and international Chinese education is significant in areas such as accelerated training for Chinese language proficiency, training and examination points for Chinese related qualification exams, qualification certification for short-term Chinese learning, Chinese + professional/vocational training, and execution of training programs. For example, symbiotic units for overseas Chinese education, related research, and industry associations need to come from both official and social dimensions, especially local communities in the host country. The development support of enterprises and professional associations, as well as the deep cultivation of the local education needs and talent cultivation system in the host country, not only benefits local development in the coordinated development of the two major undertakings, but also facilitates the application and promotion of the national Chinese education innovation model of China-foreign cooperation and official civilian linkage to other countries and regions.

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