

# Chinese Education At Confucius Institutes in Belgium A Pedagogical and Socio-Cultural Perspective

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## Project Overview

### Research questions

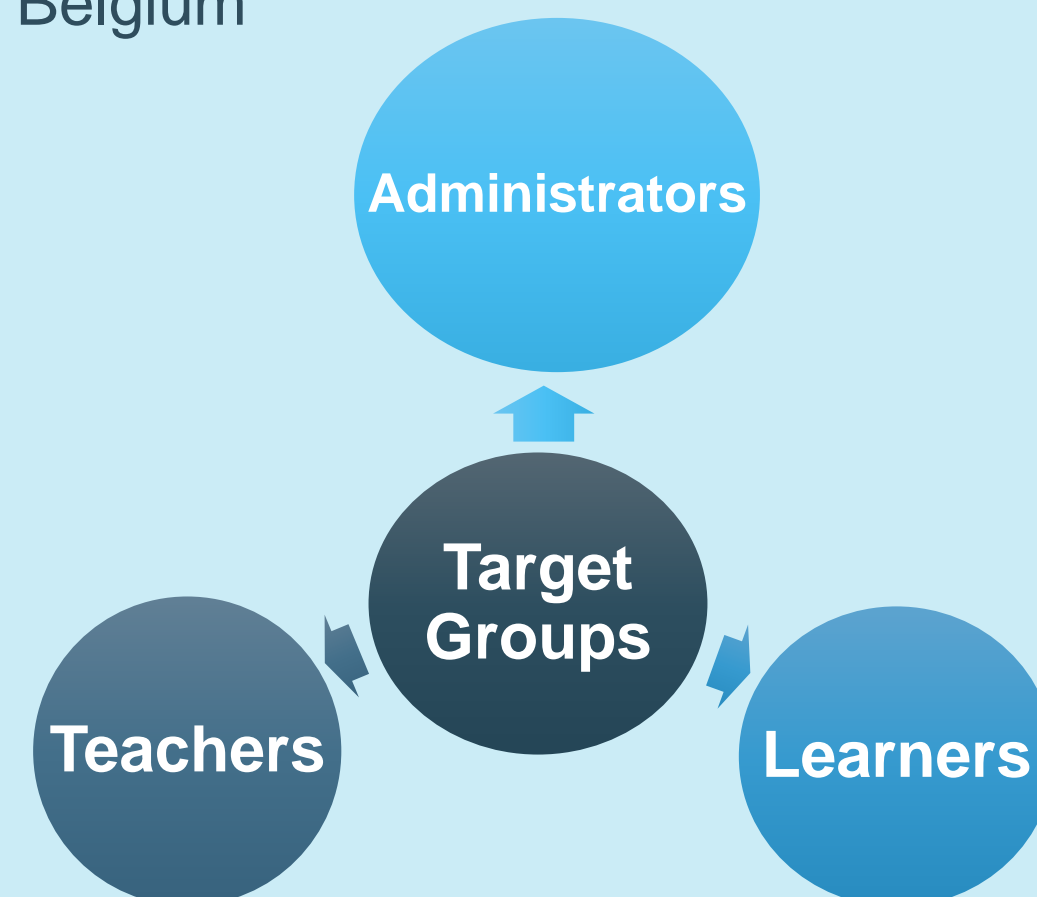
- ① Gaps between actual practices and official objectives?
- ② Chinese teaching in Belgium reflects learners' socio-cultural backgrounds?
- ③ Pedagogical and managerial practices at Confucius Institutes in Belgium?
- ④ Interaction with local socio-cultural contexts?

### Methodology

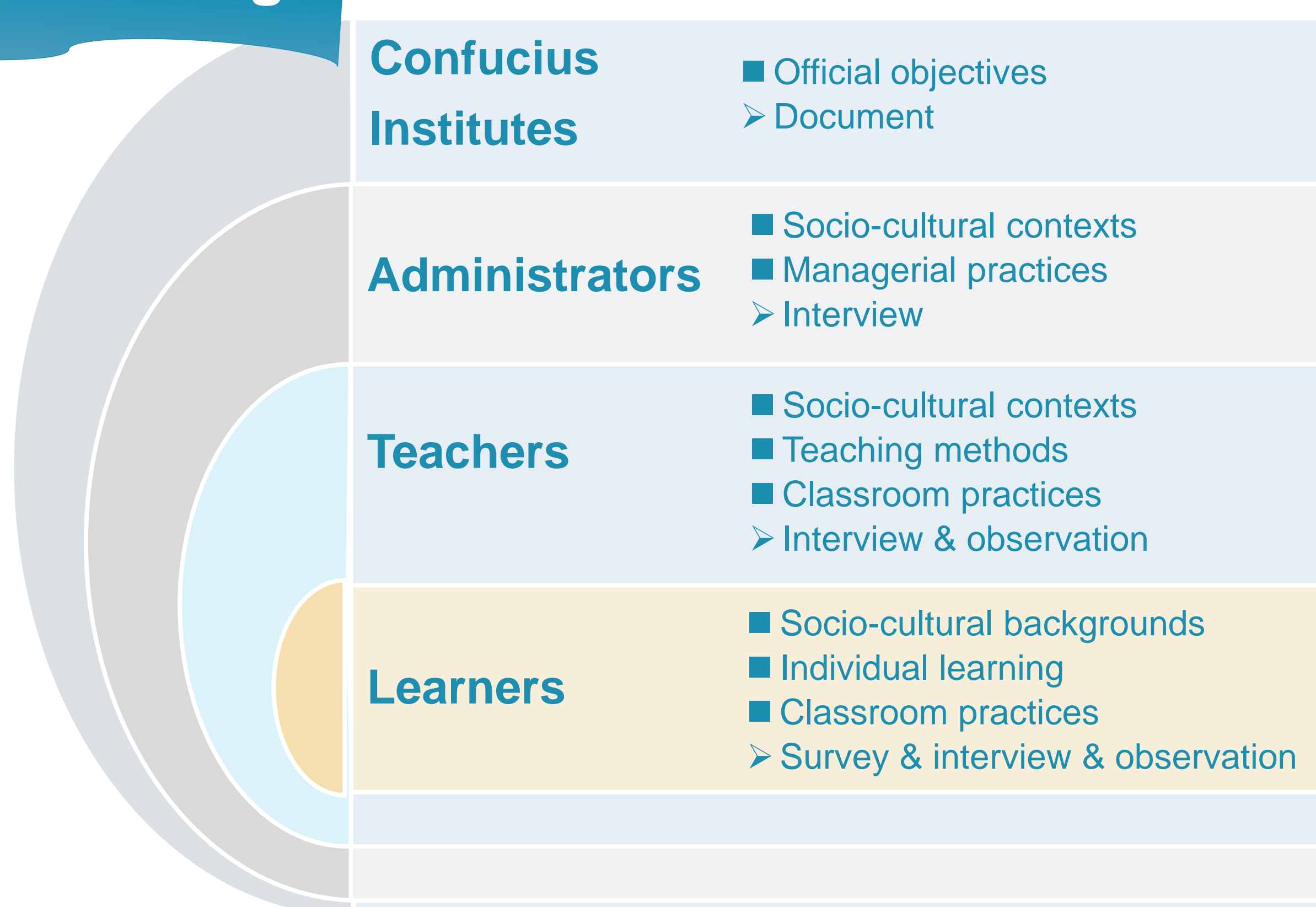
- Mixed methods approach
- Quantitative instrument: survey questionnaire
- Qualitative instruments: interview, classroom observation, document analysis

### Target groups

- Administrators of Confucius Institutes in Belgium
- Chinese teachers at Confucius Institutes in Belgium
- Learners of Chinese as a foreign language at Confucius Institutes in Belgium



## Research Design



## First Step of the Project

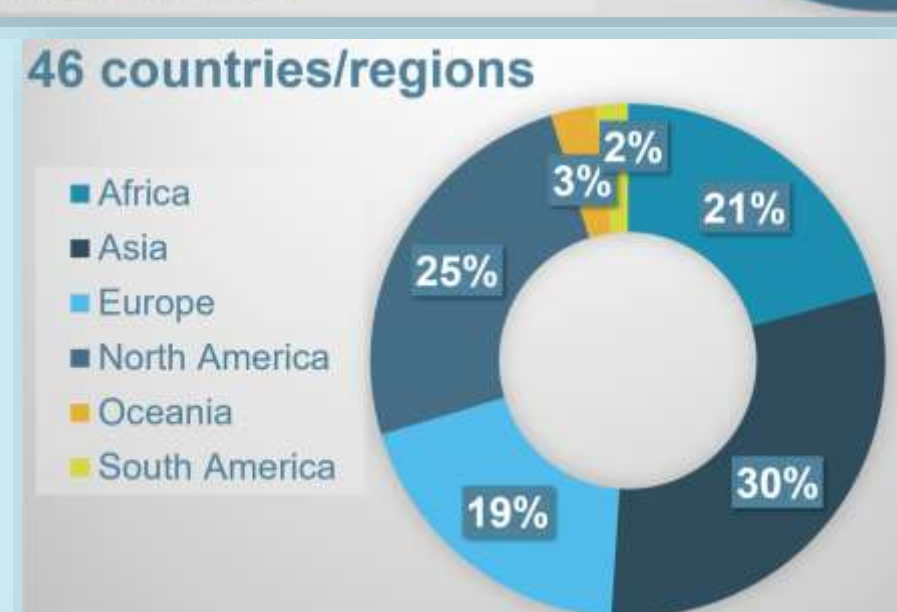
### A systematic review on the administration at Confucius Institutes around the globe

- Preparatory study for the empirical research on administrators at Confucius Institutes in Belgium
- Approaching Research question ① and ③
- Research objectives:
  - I. To synthesize studied topics
  - II. To examine actual practices
  - III. To explore misalignment of official objectives
- PRISMA framework; thematic analysis; deductive approach

- 3 rounds of search; "Confucius Institutes" as the search term
- 347 articles published from 2010 selected; research foci in 7 categories; cases from 46 countries/regions



Research foci of the selected articles



Countries/regions the selected articles studied

### Thematic analysis of the systematic review:

Coding tree based on relevant contents of the selected articles

## Present Findings

Level 1	Level 2	Level 3
Overview of CIs' management	Official objectives	Officially supported non-profit educational institute Educating Chinese as a foreign language and promoting intercultural communication
	Managerial mode	The State Council, Board of Directors, principals of CIs Board of Directors for macro management Principals of CIs for micro management Cooperation among Hanban, Chinese and foreign institutes, enterprises and governments
CIs' successful managerial practices	Management	Focusing more on quality Increasing scale
	Education	Enhancing quality of teaching Providing multiple categories of courses Classifying textbook compiling
	Intercultural communication	Establishing network
Problems of CIs' management	Management	Lack of professional administrative team Ineffective communication Unclear responsibilities and rights Lack of local socio-cultural concern
	Education	Traditional Chinese teaching style Shortage of local teachers Shortage of teaching materials In need of localization
	Intercultural communication	Lack of in-depth content Dependent on traditional classroom teaching Biases and misinterpretations
Suggestions for CIs' future management	Management	Localizing management style Downplaying governmental affiliation Authorizing CIs more power and independence Strengthening local cooperation
	Education	Optimizing teacher selection and recruitment Conducting training for cultural communication Developing localized and classified textbooks Localizing teaching
	Intercultural communication	Creating new mode Improving staff training

### Strong points of the project

- Encompassing educational research
- Multiple sources of data
- Insights for stakeholders at Confucius Institutes
- Improving localization of Chinese education
- Improving intercultural understanding of international educational institutes

### Next step

- Systematic reviews on research on teachers and learners at Confucius Institutes

## Conclusion