

Effects of Teacher and Student Relationship on the Learning of Chinese Language by International Students in China

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KEYWORDS Chinese Language Learning. Education of International Students. Internationalisation of Higher Education. International Student Mobility. Teacher-Student Relationship

ABSTRACT China has become the largest destination for overseas study in Asia. However, the value of the teacher-student relationship (TSR), that influences the effectiveness of teaching content transmission, has not yet been realized in the practice of teaching Chinese as a foreign language (TCFL). To supplement data for empirical research, interviews were conducted in this study with international students in China. Primarily using a psychological approach, the study focused on the emotional, cognitive, and behavioural communication between teachers and students. 30 international students studying Chinese at a university in China were selected for in-depth interviews and their perceptions of their interpersonal relationship with Chinese language teachers was analysed. Findings evidenced four factors that have a positive impact on TSRs. These were, engaging teaching strategies, interactive in-class discussions, after-class informal chats, and intercultural awareness. Based on the findings, this paper proposed relevant suggestions to improve TSR further.