

Retraction Notice

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History

Expression of Concern:

yes, date: yyyy-mm-dd

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Correction:

yes, date: yyyy-mm-dd

no

Comment:

The paper does not meet the standards of "Creative Education".

This paper has been retracted to straighten the academic record. In making this decision the Editorial Board follows COPE's [Retraction Guidelines](#). The aim is to promote the circulation of scientific research by offering an ideal research publication platform with due consideration of internationally accepted standards on publication ethics. The Editorial Board would like to extend its sincere apologies for any inconvenience this retraction may have caused.

Editor guiding this retraction: Prof. Finn Egil Tønnessen (Editor-in-Chief of CE)

A Study on the Teaching Ability and Training Needs of Native Chinese Language Teachers in Maroua Secondary Schools, Cameroon

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Abstract

Becoming a qualified and excellent Chinese teacher depends on many factors such as the teacher's Chinese teaching ability and teacher quality. Teaching ability has always been the core ability of teachers. Therefore, in order to meet the training needs of native Chinese language teachers, we first need to study their teaching abilities and develop corresponding training programs for their current teaching ability problems. In this study, we used questionnaires, interviews and observation method to investigate the teaching abilities of native Chinese teachers in the classroom, and conducted a thorough investigation of the training needs of native teachers. The results showed that there are some problems in the Chinese professional knowledge and ability of native Chinese teachers, such as teachers' lack of basic knowledge of Chinese, insufficient professional skills, and teachers' lack of in-depth understanding of Chinese culture. In response to the problems mentioned above, the author concludes his article with some practical suggestions on the teaching ability and training needs of native language Chinese teachers of Maroua in Cameroonian secondary schools.

Keywords

Cameroon, Secondary Schools in Maroua, Native Chinese Language Teachers, Teaching Ability, Training Needs

1. Introduction

This study attempts to summarize and accumulate some ideas through discussions with some scholars in order to better understand the specific meaning of "teacher's teaching ability". So, what does teacher's teaching ability exactly mean? Venkataia (2000) defines "teaching ability" as identifying the unique profession-

al knowledge and skills associated with the successful teaching practice of excellent teachers. Zhang (2003) believes that teachers' teaching ability has a direct impact on teaching effect, students' knowledge and skills development. Lin (2008) also defined teachers' teaching ability as "individual psychological characteristics that teachers need to succeed in teaching and directly affect their teaching effectiveness". There have always been a lot of discussions, and later scholars still put forward their own new ideas on this concept. Fu (2015) pointed out more succinctly that teachers' teaching ability refers to the ability of teachers to provide students with professional knowledge in a specific teaching process. Scholars have different understandings of the definition of teachers' teaching ability, but they are all inseparable from: "student-oriented". In Chinese teaching, the teaching ability of Chinese teachers is mainly reflected in the mastery and display of the following comprehensive abilities: Chinese knowledge and skills, second language acquisition ability, awareness and ability of teaching reflection, teaching plan writing ability, cultural communication ability, teaching Design and organizational skills, the ability to use teaching methods, etc.

Regarding the importance of teachers' teaching ability in Chinese teaching, many researchers have found that teachers are the most powerful factor affecting students' success, so if teachers do not possess any kind of teaching ability, knowledge cannot be transferred to students in the classroom. He (2011) believes that in order to ensure good teaching quality and effect, teachers must have high teaching ability, because this is one of the important factors for teachers to successfully carry out teaching activities. There is a saying that is quite right: "one book, one pen, one student, one teacher can change the world". In other words, teachers have far more influence on students' lives than people think. A Chinese teacher with high teaching ability will inspire and influence students' whole learning life. The professional knowledge and skills of Chinese teachers and the mastery of Chinese teaching ability are the foundation of teaching. If teachers do not know their subject, it is impossible to teach it well. Even more frightening is that teachers may spread false knowledge, spreading information to students around the world that the teachers themselves think is right, but in the following years, this will have a very detrimental effect on students. Most of the current research on Chinese language teachers focuses on the role of teachers in the classroom, rather than on teaching ability.

Cameroon is located in central Africa. Maroua is located in the Far North Region of Cameroon. Since the end of 2008, in order to solve the shortage of Chinese language teachers in Cameroon, the Confucius Institute at the University of Yaounde II has signed a cooperation agreement with the Higher Teachers' Training College of Maroua, and opened a three-year Chinese language major, which mainly trains native Chinese language teachers in Cameroon. Since then, there have been more and more native Chinese teachers in Cameroon.

Cameroonian secondary schools can be divided into public and private schools, all of which have set up Chinese courses. Since 2012, Chinese has been incorporated into the secondary education system by the Cameroonian Ministry of Sec-

ondary Education. Chinese has become a foreign language learned by Cameroonian secondary school students. Cameroonian junior and high school students can also choose Chinese as a second foreign language, and Chinese is an elective course. At the same time, the first batch of native Chinese language teachers was also sent by the Cameroonian government to teach in secondary schools, which also means that more and more Cameroonians started learning Chinese. As the only city in Cameroon that can train native Chinese language teachers, Maroua has attracted the attention of many people. Moreover, there are many deficiencies in the teaching ability of native Chinese language teachers in secondary schools. In order to further improve their Chinese teaching ability, native teachers also have training needs. So, what is the teaching ability of the native Chinese language teachers in Maroua's secondary schools? What are the shortcomings of the teaching ability of the native Chinese language teachers in Maroua's secondary schools? In order to make up for their lack of teaching ability, what are the training needs of the native Chinese language teachers? This is the main reason for the choice of this topic.

The purpose of this research is to understand the current situation of the teaching ability of native secondary school Chinese language teachers of Maroua, Cameroon from the aspects of teachers' basic knowledge and skills of Chinese, Chinese communicative ability, ability to compare Chinese and Cameroonian cultures, etc., pointing out the shortcomings in the teaching ability of local Chinese language teachers, investigating the training needs of native teachers and putting forward suggestions for the existing deficiencies and training needs. This research hopes to supplement the lack of research on the Chinese teaching ability and training of local Chinese teachers in African countries, especially Cameroon, and continuously improve the quality of overseas Chinese teaching by solving the problems existing in the teaching ability of Chinese teachers. This research is beneficial to improve the teaching ability of native Chinese language teachers in Cameroon, improve the training effect of native Chinese teachers, make them reach the standard of international Chinese language teachers as soon as possible, and further improve the quality of Chinese teaching in Africa.

This survey selected 10 secondary schools in Maroua, Cameroon, and conducted surveys and interviews with native Chinese language teachers, secondary school students and relevant local Chinese teacher training institutions in Maroua. The present paper includes three important contents: firstly, it investigates the teaching ability of native Chinese language teachers, and finds the problems existing in their teaching ability from their actual teaching situation; secondly, according to these problems, investigates the needs of native Chinese language teachers; finally, implementable recommendations are made.

2. Literature Review

To analyze the development trend and content of a research question, it is necessary to understand the relevant degree of academic monographs, academic

papers, dissertations, etc. in the field; therefore, it is important to find the most suitable and meaningful database. In order to understand the research status of this research topic at home and abroad, this paper conducts a computer search by using the databases of Wanfang Data, CNKI and the National Library of China. How can a teacher succeed in education and teaching? It depends on his teaching ability.

The relevant research on the teaching ability of overseas Chinese teachers directly affects the quality of Chinese language teaching. Taking examples on her own teaching experience in Japan, Li (2012) summarizes the seven abilities that international Chinese language teachers should have overseas: Teacher's ability to compare Chinese and foreign cultures and cross-cultural communication; ability to control and motivate students in the classrooms; ability to organize teaching materials; ability to teach Chinese at different levels; ability to adopt flexible and diverse teaching methods; create a variety of teaching methods and teaching materials ability. At the same time, Zhang (2017) also emphasized that international Chinese language teachers must have solid knowledge of Chinese language and Chinese culture. In addition, some scholars have paid attention to the problems of overseas Chinese language teachers. For example, Cao (2018) discussed the problems and difficulties faced by overseas teachers in teaching, and believed that the teaching ability of overseas Chinese language teachers mainly exists in the following four aspects: lack of cultural knowledge of teachers; weak cultural communication skills of teachers; different cultural attitudes towards different countries; lack of awareness of differences among teachers.

From the perspective of the teaching ability of native Chinese language teachers, Shen (2016) believes that the main reason for the problems of oral English ability of native Chinese teachers in Thailand is that native teachers do not continue to use Chinese to communicate in the process of learning a second language. In addition to teaching content in Chinese, some teachers also mainly use Thai when communicating with students. This will affect the problems of their oral ability in teaching. In addition, Xu and Zheng (2011) pointed out that the main problem of native Chinese teachers in Africa is the personal quality of teachers, and even some teachers lack listening and speaking skills and lack systematic knowledge of Chinese theory. Chen (2013) believes that it is necessary to introduce "co-teaching" in the Chinese teaching problem in Cameroon, because the teaching problems in Cameroon are mainly reflected in the quality of classroom teaching, the lack of local Chinese teaching materials, the problems of teaching content, and the problems of teachers' classroom management ability. From the perspective of solving the problem of the teaching ability of Chinese language teachers. Fu (2017) pointed out that the ability to cultivate teachers should be gradually strengthened in the four aspects of teaching. First, teachers should pay attention to lesson preparation. Secondly, teachers should carry out more student-centered teaching activities. Third is the development of language assessment content based on scientific knowledge. Finally, be humble and calm in the face of students' evaluation of teachers.

Although the training of Chinese language teachers began in the 1960s, research on the training of native teachers only began in the late 1980s. Native Chinese language teachers have natural advantages in various fields such as culture and language, and cultivating them is an effective way to solve various teacher shortages caused by “Chinese fever”, and at the same time, it also ensures the rapid and continuous spread of Chinese around the world. In response to the training needs of overseas Chinese teachers, Zhai (2015) believes that when training Chinese teachers, the content should be more practical and implementable. In addition, Cui (2010) believes that in order to solve the problem of lack of teaching concepts encountered by Chinese language teachers in teaching, the content of teaching concepts should be added in the process of teacher training to realize the diversification of teaching concepts. However, scientific and professional Chinese teaching skills training under the guidance of language teaching theory is what Chinese language teachers lack most. Zheng (2015) also believes that the main problem of Chinese language teacher training is the lack of sufficient understanding and analysis of the training objectives, especially the lack of pertinence in training content and methods. Zhou (2014) also pointed out that due to the different backgrounds of teachers, the level of local Chinese teachers varies greatly. Some teachers have a high level of Chinese pronunciation; some teachers are native speakers of Chinese, but their pronunciation still needs to be strengthened, and they have a serious lack of concepts and experience in Chinese phonetics teaching. Of course, in order to solve the problems existing in pronunciation and phonetic teaching of native Chinese language teachers, it is necessary to establish an effective and targeted training form to make up for the shortage of teachers in this respect. In addition, Wang (2020) believes that the number of native Chinese language teachers is insufficient, and teachers who participate in training programs in China feel that the scope of training is not extensive, and as a result, the needs of teachers cannot be fully met. Therefore, to solve the problem of teacher shortage and local teacher training, first of all, the Sudanese Ministry of Education should send several local teachers to China to continue their master’s and doctoral studies every year. Second, strengthen teachers’ Chinese teaching ability, and finally promote Sino-Soviet Chinese teaching cooperation. In addition, Xu (2014) proposed that Chinese language teacher training bases should be established in five African countries, because in fact, the lack of teachers is also the biggest obstacle to the development of Chinese language dissemination in Africa. In order to meet the growing demand for Chinese language education talents in the international community, the Confucius Institute Headquarters continues to set up the “International Chinese Language Teacher Scholarship” to promote the development of Chinese language education in countries around the world.

In 1996, Zhejiang Normal University cooperated with the University of Yaounde II, Cameroon, to establish the Cameroon Training Center, the first Chinese language training center in Africa. Since the establishment of the Confucius Institute at the University of Yaounde II in 2007, Chinese language education in Ca-

meroon has developed by leaps and bounds. Regarding the research on the training of local Chinese language teachers in Cameroon, Zheng and Mbangshi (2020) believe that the construction of training organizations should be strengthened, a joint training mechanism should be established, and a supportive training system should be established on this basis, to adapt the training system to the professional development stage of native Chinese language teachers. Ma (2012) investigated the problems of training native Chinese language teachers in Cameroon, and found that the main problems are: unreasonable curriculum, limited teaching time, and unclear training goals. In order to solve these problems, it is necessary to clarify the training objectives and improve the curriculum. At the same time, Fei (2013) pointed out that students majoring in Chinese language at the Higher Teachers' Training College in Cameroon have a poor Chinese foundation, and are basically zero-level Chinese learners. In addition, Dai (2020) found the following problems after investigating the current situation of native Chinese language teachers in Cameroon: there are problems in the training mode of native teachers, the level of teachers is not high, teachers lack resources and support for professional development, emotional attitudes, etc.

3. Research Methodology

3.1. Questionnaire Survey Method

3.1.1. Questionnaire Design Instructions

The author read and collected information about the education and teaching ability and training needs of local Chinese language teachers, and determines the main content of the questionnaire. Next, the author designed two questionnaires, one with 37 questions for local teachers and the other with 31 questions for Maroua secondary schools students, and distributed them to the native Chinese of Cameroon Maroua secondary schools teachers and secondary schools students.

Regarding native Chinese language teachers, Maroua secondary schools have a total of 23 native Chinese language teachers, but 20 of them participated in this survey. In addition, a total of 100 students participated in this survey. The survey was conducted online and through face-to-face interviews. The survey covers all secondary schools in Maroua that offer Chinese as an elective course, and there are 10 schools in total. The teacher questionnaire design is divided into three parts, each part includes specific sub-questions. The first part mainly investigates the personal basic information of local Chinese teachers; the second part is to investigate the overall situation of teachers' Chinese teaching ability; the last part is to investigate the specific training needs of native Chinese language teachers. The student questionnaire mainly includes two parts: the basic information of students and the survey of the teaching ability of local Chinese teachers in Maroua secondary schools.

During the preparation of the questionnaire and the interview outline below, the author asked the instructor to check whether the questionnaire was appro-

appropriate, whether there were errors, whether the number of questions in the questionnaire was appropriate, and whether some parts needed to be deleted, etc. After several revisions, the final draft was finalized after a trial test.

3.1.2. Questionnaire Survey Implementation Process

The questionnaire for this research was distributed through the “Questionnaire Star” link on November 20, 2021. Because some teachers and students use WeChat, the link was sent directly to them, but most of them did not have WeChat, Facebook, Instagram, skype and other channels. Recycled on December 10, 2021. Before distributing the questionnaires, the author sent the questionnaires to 5 local Chinese teachers and 10 students for a test to check whether there were any incomprehensible or difficult-to-answer questions in the questionnaires. After the pilot test was completed, the questionnaires were officially distributed to 130 secondary school students and all 23 local teachers at Maroua secondary schools. 20 of the questionnaires distributed to local Chinese language teachers are valid, the other 3 are invalid, 100 of the questionnaires distributed to students are valid, and the other 30 are invalid. In this study, data analysis was carried out on the returned questionnaires. The design, compilation and results of the questionnaire have certain credibility and are relatively reliable.

3.2. Interview Survey

3.2.1. Purpose of the Interview

In order to find more information about the teaching ability of local Chinese teachers in Maroua secondary schools more clearly, to find the concrete manifestation of the lack of local Chinese language teachers' teaching ability and the actual needs of native Chinese language teachers for training, the author went deep into their classroom teaching.

3.2.2. Interview Participants and Interview Implementation

The interview outline consists of 10 questions. Before the formal interview, the author counted the specific number of native Chinese language teachers in Maroua secondary schools, found the contact information of all teachers, and then made an appointment with them one by one. The interview took a total of two weeks. The author interviewed 20 native Chinese language teachers in Maroua secondary schools through face-to-face, WeChat, whatsapp, facebook and other forms. Although the author encountered many obstacles in the interview, such as some teachers did not have time, but in the end they were very interested in this research and were willing to spend their precious time to provide information for the investigation, which enabled the author to have a deeper understanding of the teaching practice of native Chinese language teachers condition. In addition to interviews with native Chinese language teachers, this study also conducted interviews with Maroua secondary school students and Maroua native Chinese language teacher training institutions. After the interviews, the au-

thor organized and analyzed all the collected data. Please refer to Appendix 3 for the specific questions of the interview.

The basic information of the research subjects includes gender, age, teaching years in Maroua secondary schools, Chinese proficiency, educational background, etc. See the table below for specific information.

The study found that there were 9 female teachers and 11 male teachers surveyed (as shown in **Table 1**), of which 17 were teachers aged 25 - 30, accounting for 85% of the respondents, and 3 teachers aged 31 - 39, accounting for 15%. Respondents. Judging from the composition of teachers, there are more male teachers in Maroua. From the analysis of the age composition of teachers, the native teachers are mainly young and middle-aged, indicating that they are a young and energetic group of teachers (as can be seen in **Figure 1**). According to the author's knowledge, there are 3 teachers who have taught in Maroua for less than one year, accounting for 15% of the respondents. There are 15 local teachers who have been teaching for 2 to 3 years, accounting for 75% of the respondents, and only 2 teachers who have been teaching for more than 3 years, accounting for 10% of the teachers surveyed (as **Figure 2** reveals). Among them, only 1 teacher has a master's degree, 6 teachers have a bachelor's degree, 3 teachers have a secondary education teacher's diploma level two (DIPES2), and 10 teachers have a secondary school education teacher's diploma level 1, as shown in **Table 2** (DIPES1).

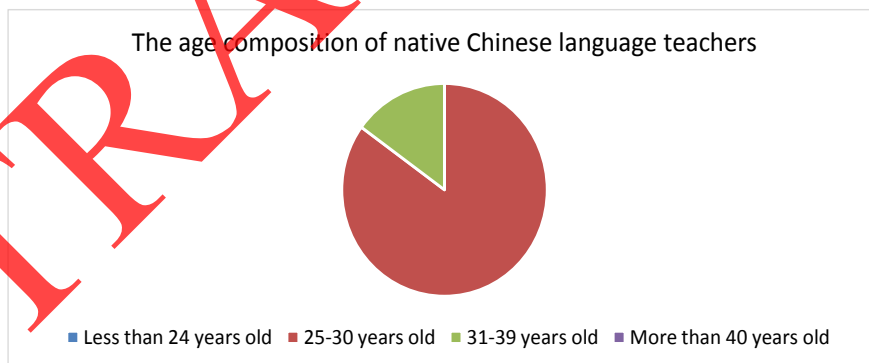


Figure 1. The age composition of native Chinese language teachers.

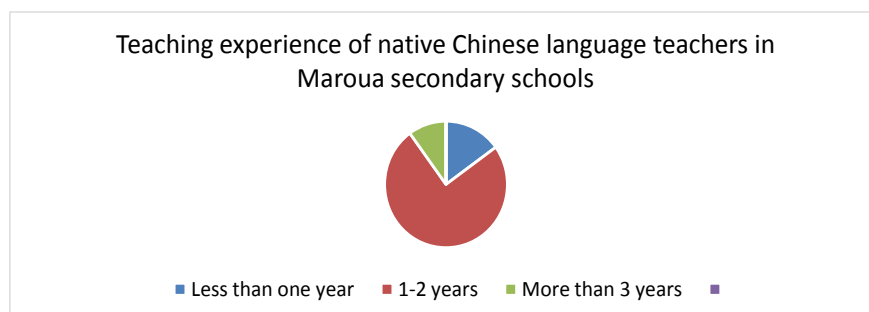


Figure 2. Teaching experience of native Chinese language teachers in Maroua secondary schools.

Table 1. Gender composition of local teachers.

Gender	Female	Male
Teachers (number)	9	11

Table 2. Educational qualifications of native teachers.

your “degree”	Number of teachers (proportion)
Secondary Education Teacher Diploma Level 1 (DIPES1)	10 (50%)
Secondary Education Teacher Diploma Level Two (DIPES2)	3 (15%)
Undergraduate	6 (30%)
Master	1 (5%)
PhD	None

The data shows that 3 teachers have passed HSK level 3, 11 teachers have passed HSK level 4, 3 teachers have passed HSK level 5, 1 teacher has passed HSK level 6, and 2 teachers have never taken HSK test. Judging from the teachers’ Chinese proficiency, educational background and teaching experience, it can be said that most of the teachers’ Chinese proficiency is only HSK level 4 and only one teacher has a master’s degree (as it is presented in **Table 3**). In addition, many young teachers do not have so much teaching experience. In a word, most of the native Maroua teachers generally have low Chinese proficiency and lack of experience, so they cannot guarantee the quality of Chinese teaching.

4. Research Analysis

4.1. A Survey on the Teaching Ability of Native Chinese Language Teachers

4.1.1. Basic Knowledge and Skills of Chinese

Native Chinese language teachers should have solid basic knowledge and skills of Chinese in order to ensure the effectiveness and success of teaching.

The findings of this section are as follows:

There are 6 sub-questions designed in this part about Chinese knowledge and skills. It can be clearly seen from **Figure 3** that in terms of pronunciation, the proportion of local Chinese teachers who answered “generally mastered” was 40%, 35% were relatively proficient, 15% were not very proficient, and 10% were proficient. In answering the second question, only 5% of native Chinese language teachers are proficient, 25% are relatively familiar, 40% are generally familiar, 30% are not very good, and there is no teacher who does not know at all. An analysis of the data for questions 3 and 4 founds that 40% of local teachers “generally master” the rules of the Chinese Pinyin scheme and the basic pronunciation, meaning and structure of Chinese characters, and 30% of teachers do not have much knowledge in this area, which shows that the native teachers’ knowledge in this area is relatively weak. As a Chinese teacher, mastering Chinese knowledge and skills is the most basic starting point.

Table 3. Teachers' Chinese level.

What HSK level have you passed?	HSK1-2	HSK 3	HSK 4	HSK 5	HSK 6	Have never written
Number of teachers (proportion)	None	3 teachers (15%)	11 teachers (55%)	3 teachers (15%)	1 teacher (5%)	2 teachers (10%)

**Figure 3.** The mastery of Chinese knowledge and skills of local Chinese teachers.

However, the survey results show that the ability of native teachers in this area is still relatively weak and needs to be improved.

4.1.2. Chinese Communicative Competence

Teaching is a form of communication composed of basic elements such as communication goals, content, situations, and means. Therefore, teachers need this ability to transmit the course content to students in the most effective way and to interact with students at different language stages. Only then can we achieve the teaching goals in the best way and spread the language. Through five specific sub-questions, the author examines the communicative competence of native Chinese teachers in Maroua's secondary schools. See the figure below for details.

According to the data above, the Chinese communicative competence of native Chinese language teachers is generally good, but there are still some areas for improvement. For example, the ability to read texts fluently in class only accounts for 40%. During the observation, the author founds that some local teachers have non-standard pronunciation when reading the text in class, which leads

to a weak foundation of students' pronunciation. The proportion of the four questions is also very low, accounting for only 20%. This means that the other 80% of teachers cannot understand Chinese under all circumstances (data shown in **Figure 4**). A native teacher who was interviewed said: "my Chinese communication skills are still very poor, because I haven't practiced Chinese for a long time, and our native Chinese teachers probably won't have the opportunity to have more opportunities to contact Chinese teachers in Maroua or other Chinese people, so I feel that my Chinese proficiency has deteriorated, and I am used to teach my students in relatively simple Chinese." This shows that the main reason for the lack of Chinese communicative competence of local teachers is that they have no chance to practice Chinese outside the classroom. In addition, this study also found that although native teachers are not strong in these areas, it is undeniable that most native Chinese language teachers not only have strong listening and distinguishing ability, but also can timely find out the problems that students often appear in the classroom.

In conclusion, the main shortcomings of the communicative competence of the native Chinese language teachers in Maroua's secondary schools are that most of the native Chinese language teachers cannot understand Mandarin in various situations and the pronunciation is not standard in class.

4.1.3. Ability to Compare Two Cultures

This part mainly investigates the native Chinese language teachers' mastery of Chinese culture and the similarities and differences between the two cultures. The specific findings are as follows:

There are still problems in the ability of native Chinese language teachers to master Chinese culture and compare the similarities and differences between the two cultures. The largest number of them who do not have any knowledge of Chinese culture at all lies in the last question, and 55% of them answered "do not master". According to the survey, when most native Chinese language teachers encounter idioms, sayings or cultural allusions they do not know, they will choose to ignore them directly. Because they lack this knowledge, they are afraid of imparting wrong information. As a native Chinese language teacher, understanding Chinese culture is an essential part, because the more interested students are in Chinese culture, the greater their interest in learning. This fully shows that the ability of native teachers in this area still needs to be improved.

4.2. A Survey of Students' Feedback on the Teaching Ability of Native Chinese Language Teachers in Maroua's Secondary Schools

This part mainly investigates students' feedback on the teaching ability of native Chinese language teachers in Maroua's secondary schools. Analyze students' evaluations of teachers' basic knowledge and skills of Chinese, ability to compare two cultures, Chinese communication ability, etc.

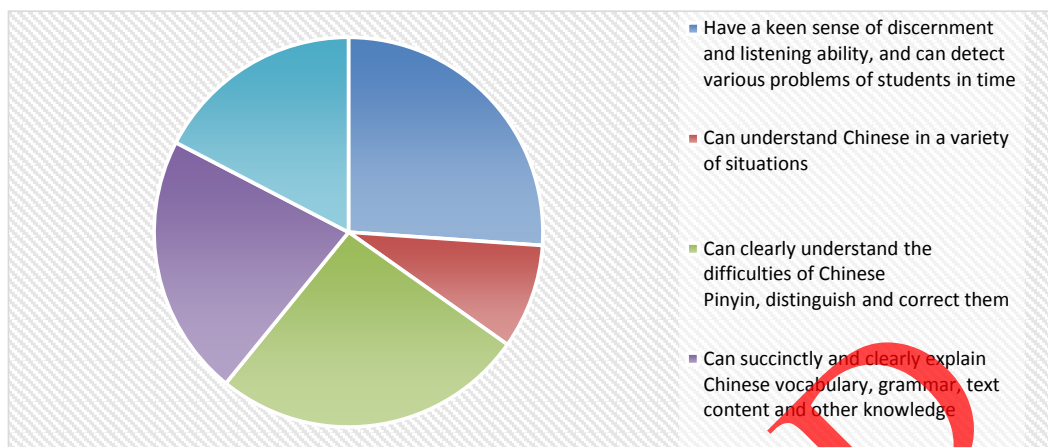


Figure 4. The specific situation of Chinese communicative competence of native Chinese language teachers in Maroua's secondary schools.

4.2.1. Basic Knowledge and Skills of Chinese

Through the survey, Maroua secondary school students gave feedback on the basic Chinese knowledge and skills of local Chinese teachers as follows:

The basic knowledge and skills of native Chinese language teachers in Maroua's secondary schools are generally average. Teachers with the lowest basic knowledge and skills of Chinese are the fourth question "when teachers teach Chinese characters in classroom teaching, they can clearly explain the stroke order, radicals and radicals of Chinese characters". The students who could not answer accounted for 65% of the respondents. For students, native teachers have not yet mastered this knowledge. During the interview, it was found that most of the fourth grade students of junior and high schools did not understand the Chinese characters explained by the teacher. Some students think that the problem comes from the Chinese characters themselves, because they think Chinese characters are difficult to learn, so they feel that they cannot understand them no matter how they explain them. Other students thought that the problem came from the teacher because the teacher did not explain clearly enough. In addition, from the first, third, fourth and fifth questions, it can be seen that the basic knowledge and skills of local Chinese teachers still need to be improved.

4.2.2. Chinese Communicative Competence

From **Table 4**, it can be seen that the Chinese communicative competence of native Chinese language teachers is very good for their students. However, there are still many areas for improvement. In terms of Chinese communication, the three questions that students answered the most "can't" are: first, the third question, accounting for 25%, followed by the second question, accounting for 20%, and finally the fourth question, accounting for 15%. This shows that Maroua's secondary schools students believe that teachers' ability to "succinctly and clearly explain Chinese vocabulary, grammar, and text content and other knowledge" is not as high as other abilities, but it is undeniable that 70% of students believe that native teachers can timely detect various problems of students.

Table 4. Teachers' Chinese communicative competence.

Options	able	Not really able	Not able
1. Teachers can find out various problems of students in time	70%	25%	5%
2. The teacher can clearly explain the difficulties of Chinese pronunciation, distinguish and correct them	50%	30%	20%
3. Teachers can explain Chinese vocabulary, grammar, text content and other knowledge concisely and clearly	45%	30%	25%
4. Teachers can read texts fluently and standardly in class	50%	35%	15%

4.2.3. Teacher's Ability to Compare Two Cultures

"The ability to compare the cultures of the two countries" is also one of the abilities that native Chinese language teachers should have. From the perspective of students, this paper investigates the ability of native Chinese language teachers in Maroua's secondary schools to compare the cultures of China and Cameroon.

In terms of the cultural comparison ability of native Chinese language teachers between China and Cameroon, students generally think that they are average. The obvious lack of teachers' ability in this regard is reflected in the last question, "teachers can clearly explain the cultural connotations of commonly used Chinese idioms, common sayings and some allusions in the classroom", 70% of the students answered that teachers could not. This shows that students believe that teachers have not fully mastered this area of competence. In addition, from the student's point of view, apart from the fifth question, native Chinese language teachers also have relatively big deficiencies in the first, third and fourth questions. We can find that in the third question, 65% of the students believe that teachers need to improve their abilities in this area; in the fourth question, 55% of the students believe that teachers cannot clearly explain the social structure and interpersonal relationships; in the first question, 45% of the students felt that teachers could not clearly explain Chinese cultural concepts appearing in the text and teaching materials. Finally, 50% of the students believed that the teacher's ability to explain the similarities and differences between Chinese culture and Cameroonian culture was average. In order to be able to compare the two cultures of China and Cameroon, native teachers should first have a deep understanding of Chinese culture. Because if native teachers can do this, (they already have a good understanding of the local culture), there will be no obstacle in communicating with students during the teaching process, they can understand the way of thinking of students, etc., and it will help solve the problem.

4.3. Analysis of the Results of the Survey on the Training Needs of Native Chinese Language Teachers in Maroua Secondary Schools in Cameroon

During the interview, native Chinese language teachers highly appreciated the

frequent training provided by the Confucius Institute, but they also believed that training time was too short, the content was not in line with the goal of cultivating the professional ability of native Chinese language teachers. The actual teaching situation is also inconsistent, which is not conducive to improve the professional development of native teachers and solve practical teaching problems. Regarding the teaching ability of Chinese language teachers, 80% of them hope to enhance the training of Chinese professional knowledge and ability, and 70% of them hope to enhance the training of Chinese teaching ability. The following are the training needs of native teachers from these two aspects.

4.3.1. Increase Chinese Knowledge and Skills Training for Native Chinese Language Teachers

An effective training program should be based on a clear understanding of the actual teaching situation and the training needs of native Chinese language teachers. First of all, according to the survey, 80% of native teachers said that they need to update and strengthen their Chinese knowledge and skills training. Some teachers very much hope to improve their knowledge and skills of Chinese ontology. Because some teachers think that the foundation is not laid well during the study period in normal university, and the time is too short. A local Chinese teacher said, "If you live until you are old, you will learn when you are old, and now there is still time to learn." Native Chinese language teachers said that mastering a certain amount of Chinese knowledge can not only help them adjust the content of textbooks and carry out good teaching activities according to the students' level, but also reduce students' anxiety in learning Chinese. In addition to Chinese characters, pinyin and basic Chinese vocabulary, native teachers also hope that the trainer will explain the important and difficult points in Chinese teaching, which will help teachers to form a more scientific and correct cognitive concept of the teaching content. According to the survey, 70% of native Chinese language teachers hope to improve their listening, speaking, reading, and writing skills, 60% hope to strengthen training in pronunciation and phonetics teaching, 55% hope to strengthen vocabulary and vocabulary teaching training, 65% hope to strengthen grammar and grammar teaching training, 80% hope to strengthen the teaching and training of Chinese characters and Chinese characters. In addition, it was learned from the interview that during the investigation, several personnel from relevant Chinese training institutions in Maroua believed that what native Chinese language teachers need most at present is to improve their Chinese language ability and Chinese cultural knowledge.

4.3.2. Strengthen the Cognitive Training of Chinese Culture

The study found that native Chinese language teachers hope to enhance the ability to compare the similarities and differences between the two cultures, and to learn more about Chinese culture, especially training in Chinese idioms, common sayings, social structure in Chinese culture, and interpersonal relationships. According to interviews, most native Chinese language teachers have mastered the basic traditional Chinese festivals such as the Dragon Boat Festival, Double

Ninth Festival, Qingming Festival, Spring Festival and Mid-Autumn Festival. In addition, sometimes they often organize some extracurricular activities to give students the opportunity to experience Chinese culture. These are not enough for native Chinese language teachers. A teacher who teaches at the Bilingual High School of Maroua said: “although we understand the basic cultural knowledge of China, we also need to deeply understand the meaning of some Chinese idioms, some Chinese social structures and Interpersonal relationships, Chinese art and beauty, Chinese people’s clothing, food, housing and transportation, Chinese people’s life etiquette, etc. Because sometimes we want to compare Chinese and Cameroonian cultures in the classroom, but our cultural knowledge is when explaining this to students very limited”. The study founds that 25% of native teachers want to know more about Chinese clothing culture, 30% want to know Chinese folk crafts, 50% want to know Chinese wedding and funeral customs, 95% want to know Chinese idioms, 80% want to know to understand China’s social structure and interpersonal relationships, 35% want to understand Chinese folk beliefs.

5. Recommendations

There are always more solutions than problems in the world. In order to better improve the teaching ability of native Chinese language teachers in Cameroon, this part will make the following suggestions from the native Chinese language teachers themselves, the Cameroonian Ministry of Secondary Education and the government.

5.1. Local Chinese Language Teachers Themselves

As for the native Chinese language teachers themselves, this paper believes that teachers’ teaching ability also stems from passion. Because when a teacher is passionate, he is always looking for ways to improve his teaching abilities. Therefore, native Chinese language teachers must first cultivate this passion for teaching, because this is the premise of effective teaching. This study suggests that native teachers should actively check the content of books, magazines, journals and the Internet (facebook, instagram, electronic journals and magazines, social media networks) for information related to issues of Chinese language teacher expertise or teaching ability. For example, if it is about classroom management, they can read the book “International Chinese Classroom Management”, which contains a lot of content about Chinese classroom management skills; or native teachers can discuss with teachers with rich teaching experience. Communicate with colleagues and observe how the design relevant classroom activities, uses teaching methods, and how they solves their own teaching deficiencies. Recently, with the support of Wu Qiang, Director of the Confucius Institute, a native Chinese teacher in Maroua in Cameroon got in touch with CNKI. After a period of communication, CNKI Global Academic Express supported the development of Chinese teaching in Cameroon, and specially opened a trial account for Chinese teaching in Cameroon. This helps to enhance the teacher’s personal professional

development as they can access the papers and articles they need in Cameroon through CNKI. Native Chinese language teachers can also read the “Classroom Skills Teaching Manual for International Chinese Teachers” and discover new classroom activities and teaching skills to apply to Chinese teaching, which will greatly promote the development of teachers’ professional knowledge and teaching ability. In addition, native teachers need to understand and use microteaching. Most teachers have cell phones and can record videos. Therefore, microteaching can help teachers quickly find out what areas need to be improved in their teaching. In addition, this paper also believes that local teachers should also actively participate in the HSK test, because according to the survey, the vast majority of local Chinese teachers only have HSK level 4, and many teachers’ certificates have expired. Since the HSK test can promote the improvement of their Chinese proficiency, this paper believes that local teachers who have passed HSK level 4 should try harder to take HSK level 5, and teachers who have passed HSK level 5 are advised to try HSK level 6. The author suggests that native Chinese language teachers should reflect on their teaching frequently, write lesson plans regularly, give students the power and opportunity to evaluate their own teaching ability, actively break through themselves, and improve their teaching ability. In addition to these, native Chinese language teachers should also take part in more teaching skills competitions organized by the Confucius Institute every year. When local Confucius Institutes hold competitions for native Chinese language teachers, they can also improve the incentive system for teachers in various Chinese teaching competitions. For example, it is necessary to ensure the fairness of the competition, determine scientific and reasonable rules and methods, and encourage all native Chinese language teachers to improve their skills. In this way, teachers can actively participate in the competition and deepen their own research on teaching. In addition, teachers can also prepare lessons collectively, learn from each other, and learn from each other’s strengths.

Finally, it is also very important that native teachers maintain a positive attitude. Because the teacher’s attitude towards each student will be reflected in their behavior and development. Therefore, teachers should maintain a positive attitude towards each student and avoid negative factors.

5.2. Recommendations for the Ministry of Secondary Education and the Government of Cameroon

In view of the Cameroonian Ministry of Secondary Education, this study found that the difficulty of the native Chinese textbooks formulated by the Cameroonian Ministry of Secondary Education did not match the level of students. Therefore, this paper suggests that the content of the textbooks should be adjusted accordingly. In addition, native Chinese language teachers should also be encouraged to participate in professional training, and consideration should be given to adding more teaching hours to the actual teaching of native Chinese language teachers. In response to the Cameroonian government’s suggestion, this paper believes that teachers should be encouraged to go to China for further study after

graduating from the Higher Teachers' Training College of Maroua; a library should be established for native teachers to use, and some teaching equipment should be provided, such as audio-visual equipment, amplifiers, and projectors.

6. Conclusion

The focus of this survey is the teaching ability and training needs of native Chinese language teachers in Maroua secondary schools in Cameroon. First, the questionnaire method was used. The questionnaires are divided into Chinese and French versions, and data statistics and analysis are carried out on the filling of the returned questionnaires. In addition, in order to better understand the specific teaching situation of native Chinese language teachers, this study also conducted interviews and observations. The research draws the following basic conclusions: it is found that the native Chinese language teachers' knowledge and skills are insufficient, their mastery of Chinese culture and the ability to compare the similarities and differences between Chinese and Cameroonian cultures are also insufficient. Secondly, the research results show that local Chinese language teachers hope to update and expand Chinese knowledge and skills through training, and deepen their understanding of Chinese culture, especially the idioms, social structure and interpersonal relationships in Chinese culture. All in all, in response to these problems, the author puts forward some targeted suggestions from the native Chinese language teachers themselves, the Cameroonian Ministry of Secondary Education, and the Cameroonian government. First, from the perspective of native Chinese language teachers themselves, teachers should actively look up books, take HSK exams, and participate in teacher teaching skills competitions held by the Confucius Institute every year. Second, for Cameroon's Ministry of Secondary Education, native Chinese language teachers should be encouraged to participate in professional training, and consideration should be given to adjusting the content of native Chinese textbooks and formulating textbooks that meet the level of local students. Finally, for the Cameroonian government, encourage native Chinese language teachers to study in China after graduating from the Higher Teachers' Training College of Maroua, increase teaching hours, build libraries for native teachers, and finally provide Cameroonian secondary schools with some teaching equipments.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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