

# The Influence of Teaching Chinese as a Second Foreign Language on the Career Development of Foreign Students

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**Abstract:** Under the trend of globalization, language is not only a tool, but also an important bridge to connect different cultures and promote international communication. More and more foreign students begin to learn and understand Chinese as a second foreign language, which will also affect the career development of foreign students. Therefore, this paper analyzes and studies the influence of Chinese as a second foreign language on the development of foreign students, and puts forward some corresponding teaching suggestions.

**Keywords:** Chinese, second foreign language teaching, foreign students, career development

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## Introduction

With the rise of China's economy and the wide spread of Chinese culture, more and more foreign students choose Chinese as their second foreign language to learn, and hope to increase their career momentum. For foreign students, the value of mastering Chinese is not only reflected in mastering a language, but also has a profound impact on their career development. Therefore, it is necessary to study and explore the influence of Chinese teaching as a second foreign language on the career development of foreign students, so as to formulate more perfect educational countermeasures and promote the high-quality development of China's education.

## 1. Investigation on the influence of teaching Chinese as a second foreign language on the career development of foreign students

### 1.1 Data acquisition methods

In the process of research and exploration, data acquisition is the most important thing. In this research, we have chosen to consult the literature to understand the status quo of the experts and scholars in this field. On the basis of the above, we use the multiple data acquisition methods such as questionnaire and interview to understand the impact of foreign students' learning Chinese on their career development.

### 1.2 Analysis of investigation results

#### 1.2.1 Influence of Chinese learning on employment competitiveness of foreign students

In the stage of data survey, the employment competitiveness of foreign students who use Chinese as a second foreign language is understood. The statistical results of the specific data survey are shown in Table 1 below. According to the statistical results of the data survey in the table, the average number of Chinese learners in the field of employment is

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significantly higher than that of non-Chinese learners, which indicates that the average number of Chinese learners in the field of employment is significantly higher than that of non-Chinese learners, which indicates that the employment field of foreign students has been broadened by Chinese learning; in terms of the average job hunting time, the average job hunting time of Chinese learners is significantly different from that of non-Chinese learners, and the average job hunting time of Chinese learners is shorter; in terms of the interview success rate, the interview success rate of Chinese learners is 17% higher than that of non-Chinese learners; in terms of salary level, the average monthly salary of Chinese learners is 800 yuan higher than that of non-Chinese learners; and in terms of career development satisfaction, the average job hunting time of Chinese learners is 1.7 yuan higher than that of non-Chinese learners. The statistical results show that the study of Chinese as a second foreign language is helpful to enhance the employment competitiveness of foreign students and promote their career development.

Table 1 Statistical Table of the Influence of Chinese Learning on the Employment Competitiveness of Foreign Students

Survey Projects	Chinese learners (average)	Non- Chinese learners (average)	Comparison of differences
Number of fields of employment	5.2	3.8	+1.4
Average length of time (month)	4.1	5.6	-1.5
Interview success rate.	75%	58%	+17%
Salary level (average monthly salary, unit: yuan)	7700	6900	+800
Career development satisfaction (full score 10)	8.2	6.5	+1.7

### 1.2.2 Influence of Chinese learning on foreign students' intercultural communicative competence

At the stage of data investigation, the author learns the influence of Chinese learning on foreign students' intercultural communicative competence. In the score of ICC ability, the average score of foreign students and learners is 8.5, but the average score of non- Chinese learners is 6.2, the difference is 2.3, which also shows that the number of foreign students' ICC experience is significantly higher than that of non- Chinese learners. To some extent, this shows that foreign students can gain more opportunities for cross-cultural cooperation and exchange. Through these programs, foreign students can not only acquire cross-cultural communicative competence, but also expand their contacts and resources, laying a foundation for future career development. Chinese learners score higher than non-Chinese learners in terms of cross-cultural adaptability, and 3.2 higher than non-Chinese learners in terms of understanding of Chinese culture.

Table 2 Statistical Table of the Influence of Chinese Learning on Foreign Students' Intercultural Communicative Competence

Survey Projects	Chinese learners (average)	Non- Chinese learners (average)	Comparison of differences

Cross-cultural communication ability score (full mark 10)	8.5	6.2	+2.3
Number of cross-cultural collaboration experiences	3.7	1.9	+1.8
Cross-cultural adaptability score (full mark 10)	8.0	5.6	+2.4
Knowledge of Chinese culture (full mark 10)	7.5	4.3	+3.2

### 1.2.3 Impact of Chinese learning on the personal growth and all-round development of foreign students

Data survey stage to understand the Chinese language learning on foreign students personal growth and all-round development of the impact of the specific data survey results as shown in Table 3 below. From the point of view of equalization of foreign students' personal confidence, Chinese learners are significantly higher than non-Chinese learners, indicating that the process of foreign students' learning Chinese is not only a process of improving their own language ability, but also a process of self-challenge and self-growth. In the aspect of independent thinking ability, Chinese learners have higher scores than non-Chinese learners. Foreign students need to spend a lot of time reading and thinking in learning Chinese. In terms of teamwork, Chinese learners' scores are higher than those of non-Chinese learners, and the difference between the two is 1.1. Students in Chinese learning need to take part in various types of group cooperative activities to learn language, which also cultivate the teamwork ability of Chinese learners. In terms of the improvement of learning ability, Chinese learners are 25% more than non-Chinese learners and in terms of personal communicative ability, 23% more than non-Chinese learners. In terms of the clarity of career planning, Chinese learners are significantly higher than non-Chinese learners, which indicates that foreign students have a more comprehensive understanding of China's career market and cultural environment.

Table 3 Effects of Chinese Learning on Personal Growth and Comprehensive Development of Foreign Students

Survey Projects	Chinese learners (average)	Non-Chinese learners (average)	Comparison of differences
Personal confidence score (full mark 10)	8.7	7.1	+1.6
Independent thinking ability score (full mark 10)	8.5	7.3	+1.2
Team work ability score (full point 10)	8.1	7.0	+1.1
Extent of improvement in learning ability (percentage)	75%	50%	+25%

Degree of improvement in interpersonal skills (percentage)	68%	45%	+23%
Career planning clarity score (full point 10)	8.0	6.4	+1.6

## **2. Countermeasures to promote Chinese language teaching for foreign students from the perspective of student career development**

### **2.1 To expand the contents of vocational oriented Chinese teaching**

At the stage of teaching Chinese to foreign students, careful planning and design should be carried out to expand the career development space and prospects of foreign students. At this stage, we need to expand the professional- oriented Chinese teaching content. Therefore, teachers should not only pay attention to the teaching of basic language knowledge and skills, but also combine the interests of students and career development goals to expand the teaching content<sup>[1]</sup>. For example, according to the students' differences, such as the students' cultural background, countries and regions, interests and hobbies, etc., it is necessary to set up some practical tasks related to the students' professional development, such as interview simulation, business negotiation, etc., so as to improve the foreign students' Chinese ability and promote their career development.

### **2.2 To strengthen the cultivation of foreign students' intercultural communication ability**

At this stage, it is necessary to improve the Chinese curriculum and update the teaching content so as to guide students to understand and master the communication habits and etiquette norms under different cultural backgrounds and promote students to form good cross-cultural communication awareness and ability<sup>[2]</sup>. For example, we can combine the elements of Chinese culture to design teaching activities with school characteristics, at the same time, we can also combine some festivals such as Dragon Boat Festival, Mid- Autumn Festival, Spring Festival and Lantern Festival to guide foreign students to learn some festival customs, make them understand Chinese customs, deepen foreign students' understanding and grasp of Chinese culture, and gradually promote students to form good intercultural communication ability<sup>[3]</sup>.

### **2.3 To establish the mode of educating people through cooperation between schools and enterprises**

In order to promote the career development of foreign students and show good initiative in Chinese learning, it is also necessary to establish a cooperative education model between schools and enterprises and jointly promote the development of Chinese teaching resources and courses through establishing cooperative relations between schools and enterprises, so as to improve the Chinese teaching model for foreign students, provide students with internship and employment opportunities and achieve the effect of improving the quality of education. For example, schools and enterprises need to strengthen communication and contact with each other to develop targeted courses for foreign students, while taking into account the needs of enterprises and the cultural background of foreign students to conduct targeted talent training<sup>[4]</sup>. This can not only improve the effectiveness of Chinese teaching, but also guarantee the employment of students and enhance the effectiveness of talent training<sup>[5]</sup>.

## **3. Concluding remarks**

To sum up, the teaching of Chinese as a second foreign language will have an impact on the career development of foreign students to some extent, such as enhancing the employment competitiveness of foreign students, intercultural communication ability, promoting the personal growth and all-round development of foreign students. Therefore, it is necessary to perfect the teaching plan and update the teaching process in the teaching stage of foreign students, and then

take this as a starting point to improve the education model and improve the level and quality of education.

### **Conflicts of interest**

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

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