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EDITORIAL SUMMARY

The article analyzes the specificities involved in the development of linguistic competence among future Chinese and Korean language teachers in higher education, based on contemporary approaches that integrate digital resources, bilingualism, and intercultural sensitivity. The study presents a solid and up-to-date theoretical foundation, identifying relevant gaps in the literature on the teaching of East Asian languages.

While the manuscript is conceptually coherent, there are areas for improvement, including writing fluency, internal organization, and the inclusion of theoretical counterpoints. Nevertheless, the study stands out for its originality and relevance, offering valuable insights for the enhancement of teacher training programs in multicultural contexts.

ARTICLE ANALYSIS

INTRODUCTION

The study aims to investigate the specific features of developing linguistic competence in future Chinese and Korean language teachers within the university educational setting. The introduction clearly presents the relevance of the topic by contextualizing the growing scholarly interest in linguistic competence and its evolving role in education.

- The initial theoretical framework is appropriate and up to date;
- The research objective is directly and clearly stated;
- The study effectively delineates a gap in the literature, namely the scarcity of research addressing the linguistic and cultural specificities of Chinese and Korean.

CRITICAL ANALYSIS

The article provides a valuable contribution to the field of language teacher education, focusing on linguistic competence in bilingual and multicultural contexts. It demonstrates theoretical clarity, consistent argumentation, and analytical depth.

STRENGTH OF ARGUMENT

The manuscript includes a comprehensive and current literature review, citing relevant scholars in the field. However, at times, the arguments are overly lengthy and dense, which may hinder comprehension. Most of the sources are cited in a tone of agreement, and the article lacks more explicit counterarguments or in-depth theoretical debates.

LIMITATIONS AND OPPORTUNITIES

The study is noteworthy for its innovative approach and topical relevance, with strong potential to inform future research. However, several aspects could be improved:

- The introduction could expand on how the teaching of these languages in the Ukrainian context might deepen the connection between global trends and the specific realities of higher education;
- Paragraph transitions could be more fluid to enhance overall coherence;
- Information could be better structured into subsections with guiding titles to assist reader navigation;
- The conclusion could more clearly synthesize the study's specific contributions to the field of teacher education.

ENGAGEMENT WITH OTHER AUTHORS

The authors emphasize that the development of linguistic competence requires modern approaches that integrate digital tools, bilingual environments, cultural sensitivity, and interdisciplinarity (Chang & Chou, 2025; Hao & Li, 2024; Rozells, 2023). They argue that language education should not be limited to cognitive or grammatical aspects but must also address functional and sociocultural dimensions to foster effective communication across contexts (Martínez del Castillo, 2016; Abdulrahman & Ayyash, 2019).

In the specific case of East Asian languages such as Chinese and Korean, the complexity of their grammatical structures, sociolinguistic norms, and writing systems necessitates adapted educational strategies and a contrastive, interdisciplinary focus (Chang & Chou, 2025; Hao & Li, 2024; Cho & Chun, 2023; Xie et al., 2024; Feng et al., 2024). Moreover, the pedagogical effectiveness of instructors is directly tied to their ability to adopt a translingual perspective and act with intercultural competence—particularly in multilingual university environments (Chang & Chou, 2025).

CONTEMPORARY RELEVANCE

The topic is highly relevant in today's globalized society, responding to the growing demand for qualified teachers of East Asian languages such as Chinese and Korean. Additionally, it contributes to the advancement of higher education programs by promoting bilingualism, learner autonomy, and intercultural competence—skills that are essential in the modern world.

FINAL ASSESSMENT

This article makes a timely and valuable contribution to research on teacher education in East Asian languages, exploring the development of linguistic competence among future Chinese and Korean instructors in university contexts. The introduction is clear and well-grounded, the theoretical framework is appropriate, and the research objective is well-defined. The theoretical analysis is consistent, though at times overly dense, and would benefit from more critical engagement and improved structural clarity.

The main limitation lies in the absence of theoretical counterpoints and the need for greater fluency and textual organization. Still, the study proposes an innovative and applicable model for teacher training, with an emphasis on integrating digital resources, bilingualism, and intercultural sensitivity.

Given the increasing global demand for professionals with expanded linguistic and cultural competencies, the topic addressed is of high educational and social relevance. The work offers valuable contributions for researchers, teacher educators, and higher education institutions, opening pathways for future research and curricular improvements.

REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- The introduction could expand on how the teaching of these languages in the Ukrainian context might deepen the connection between global trends and the specific realities of higher education;
- Paragraph transitions could be more fluid to enhance overall coherence;
- Information could be better structured into subsections with guiding titles to assist reader navigation;
- The conclusion could more clearly synthesize the study's specific contributions to the field of teacher education.

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