Abstract
There were two research questions in this study: what are the most important competencies for Chinese language teachers; and what is the priority for the competencies? This study applied the DEMATEL to analyze competencies from 15 experts. The results showed that competencies were categorized into four dimensions. They were Culture, Instruction, Communication, and Professional Development. Each Dimension had multi criteria. There were three kinds of criteria under the dimension of Culture. They were ‘global awareness,’ ‘intercultural communication,’ and ‘Chinese culture’. The dimension of Instruction had three kinds of criteria. They were ‘instructional perspective,’ ‘teaching method,’ and ‘assessment.’ There were three kinds of criteria under the dimension of Communication. They were ‘oral Chinese,’ ‘learner’s language,’ and ‘expression ability’. Finally, the criteria of ‘Chinese grammar,’ ‘use of technology’, and ‘collaborate with colleagues’ were categorized under the dimension of Professional Development. In the aspect of four dimensions, the sequence in terms of the degree of influence was ‘instruction,’ ‘professional development,’ ‘communication,’ and ‘culture.’ In general, the ‘instruction’ was considered by the experts as a hub in the dimension of competency for Chinese language teachers. In the aspect of 12 criteria, the sequence in terms of the degree of influence was ‘instructional perspective,’ ‘teaching method,’ ‘Chinese grammar,’ ‘collaboration with colleagues’, ‘use of technology’, ‘oral Chinese,’ ‘intercultural communication,’ ‘learner’s language,’ ‘expression ability,’ ‘global awareness,’ ‘Chinese culture’ and, ‘assessment’. In general, the ‘instructional perspective’ was considered by the experts as a hub in the criterion of competency for Chinese language teachers. Findings will help improve the quality of Chinese language teachers.

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