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Dear Readers, Authors, and Colleagues
in the Field of Chinese Education:

It is with great excitement that we welcome you to the first issue of the *Journal of Chinese Language Teaching in Europe*. As the editors-in-chief of this journal, we are proud to contribute to the field of Chinese language education in Europe.

Europe has a long history and diverse cultural traditions, and people here have shown a strong interest in learning Chinese. The growth of this interest has promoted the rapid development of Chinese education in the region and has encouraged increasingly more educators and students to devote themselves to it. As a unique academic publication, the *Journal of Chinese Language Teaching in Europe* is committed to promoting the research and practice of Chinese language education in Europe to meet the growing demand.

This journal will contain a series of colourful articles covering various aspects of Chinese language education. We will invite many outstanding scholars and experts to share their research results, teaching experiences, and insights. Our goal is to provide a diverse perspective to help Chinese education practitioners, students, and researchers in Europe continuously improve their professional standards and broaden their horizons.

Whether you are a Chinese education practitioner or student, or a reader interested in learning Chinese, we encourage you to actively participate in our academic community. We welcome your opinions and suggestions and look forward to your contributions to discuss new ideas, new methods, and new developments in the field of Chinese education.

Finally, we would like to thank all the editors, authors, and reviewers involved in this journal, whose hard work and expertise have made its publication possible. A special thanks also goes to our readers; your support is the driving force that moves us forward.



We hope that when you read the content of the *Journal of Chinese Language Teaching in Europe*, you will gain knowledge, be inspired, and deepen your understanding of Chinese education. We look forward to witnessing the further vigorous development of Chinese education in Europe with you! We wish that you all gain new perspectives and explore new topics.

Editors-in-Chief



Imre Hamar, DSc



Ye Qiuyue, PhD



尊敬的读者、作者和中文教育领域的同仁们：

我们怀着无比激动的心情欢迎您阅读《欧洲中文教育》的第一期。作为本期刊的主编，我们为能够为欧洲的中文教育领域贡献一份力量感到自豪。

欧洲拥有悠久的历史 and 多元的文化传统，这里的人们对学习中文表现出了浓厚的兴趣。这一兴趣的增长推动了中文教育在该地区的迅速发展，也鼓励了越来越多的教育者和学习者投身其中。《欧洲中文教育》作为一份独特的学术刊物，致力于促进欧洲的中文教育研究和实践，以满足不断增长的需求。

本期刊将包含一系列丰富多彩的文章，涵盖中文教育的各个方面。我们将邀请许多杰出的学者和专家，分享他们的研究成果、教学经验和见解。我们的目标是提供一个多元化的视角，以帮助欧洲的中文教育从业者、学习者和研究者不断提升他们的专业水平，拓宽他们的视野。

无论您是一名中文教育的从业者、学习者，还是对中文学习感兴趣的读者，我们都鼓励您积极参与到我们的学术社区中来。我们欢迎您的意见和建议，也期待您的投稿，共同探讨中文教育领域的新思路、新方法和新发展。

最后，我们要感谢所有参与到本期刊的编辑、作者和审阅者们，他们的辛勤工作和专业知识使本期刊得以顺利发行。也特别感谢我们的读者，您的支持是我们前行的动力。

希望您在阅读《欧洲中文教育》的内容时能够收获知识、启发灵感，并加深对中文教育的理解。期待与您一同见证中文教育在欧洲的进一步蓬勃发展！

祝愿大家学有所获，开拓新境界！

郝清新博士
主编

叶秋月博士
主编





QIUYUE YE

(Eötvös Loránd University, Chinese Department)

Motivation Research among Chinese Language Learners in the Chinese Department at Eötvös Loránd University, Hungary

Abstract

By investigating the motivation to learn Chinese among BA and MA students in the Chinese Department of Eötvös Loránd University, this study explores the main characteristics of learners at the language level, learner level, and learning context level, as well as the similarities and differences in learning motivation among learners of different Chinese proficiency levels. Moreover, this study discusses how to stimulate and maintain learners' motivations to learn in order to ensure the sustainable and vigorous development of Chinese teaching in Hungary.

Keywords: learning motivation, Chinese teaching in Hungary, motivation

叶秋月

罗兰大学中文系汉语学习者动机研究

摘要

本研究通过对罗兰大学中文系本科和硕士生汉语学习动机进行调查，探索学习者在语言层面、学习者层面和学习情境层面的主要特征，以及不同汉语水平学习者在学习动机上的异同，探讨如何激发并保持学习者的学习动机，以确保匈牙利汉语教学的持续蓬勃发展。

关键词：学习动机，语言层面，学习者层面，学习情境层面，融合型动机，工具型动机，激发策略



Introduction

Hungary has a deep-rooted foundation in Sinology with a rich history. In recent years, Chinese language education has seen remarkable growth and achievements. Beyond the rising trend of ‘Chinese fever’, what motivates learners to study the language? This is a question worth delving into in its own right, but it is also of practical significance for language teachers and language teaching institutions.

Motivation and its Classification

According to Jones, motivation is defined as ‘psychological forces that determine the direction of a person’s behaviour, their level of effort, and their level of persistence’¹. Among the various factors influencing second language acquisition, according to Li motivation takes the first place at 33%, followed by aptitude, also at 33%, and intelligence at 20%². We should note that the notion of ‘aptitude’ has been analysed in many ways, but it invariably includes motivation, so the latter appears to be the strongest single factor.

Many scholars follow Gardner et al. (1972) in classifying motivation into integrative and instrumental types. The former type is closer to what others (e.g., Ng and Ng, 2015) call ‘intrinsic motivation’, which refers to the (potential) learner’s internal hopes, desires, and interests. The latter type is more concerned with ‘extrinsic’ rewards, such as better grades or jobs, higher salaries, peer approval, and avoidance of punishment.

Hungarian scholar Zoltan Dörnyei (2015, 2000) offers a more subtle ‘process’ model by adding a temporal dimension, suggesting that motivation is a dynamic phenomenon that may develop and go through several stages as the individual learner follows their own path through language learning. Each stage is characterised by a different type of motivation. For example, the learner may start with preliminary instrumental (e.g., job-related) goals, followed by (intrinsic) enjoyment of actual learning, then by satisfaction at success. In Dörnyei’s view, motivation is (at least partially) open to influence

¹ Jones 2000: 455.

² Li 2013: 9.

by others, including peers, teachers, and family members, and different types may co-exist or even conflict.

Dörnyei (1994) proposes a three-tiered model of motivation. The ‘language level’ is the most basic level, determining the direction and purpose of second language learners, including both integrative and instrumental motivation. The ‘learner level’ encompasses emotional and cognitive factors, such as achievement needs and self-confidence, shaped by the stable personality traits of learners. Self-confidence is comprised of lack of language anxiety, self-evaluation of second language abilities, outcome attribution, and self-efficacy. Finally, the ‘learning context level’ consists of three motivational components related to the course, the teachers, and the learning community respectively.

Clearly, there are many different ways of conceptualising motivation in language learning: for the purposes of the research project outlined in the present paper, which was not planned as a diachronic investigation, it was decided to use the last model mentioned above.

Research Objectives and Methods

(1) Survey Participants

This study focused on BA and MA students currently enrolled in degree programmes of the Chinese Studies Department at Eötvös Loránd University. Participants included first, second, and third-year BA students and first-year MA students. There were 54 first-year undergraduates, 25 second-year undergraduates (11 in the regular class and 14 in the translation class), 32 third-year undergraduates (16 in the regular class and 16 in the translation class), and five first-year master’s students. A total of 116 questionnaires were distributed, and all 116 were returned, resulting in a 100% response rate.

(2) Questionnaire Design

The questionnaire consisted of two main sections. The first part collected basic information about participants, including their name, gender, age, major (some Chinese studies students major in Chinese, while others have it as a minor), and the duration of their Chinese language learning. The second part was designed on the basis of Dörnyei’s three-tier theory of second lan-

guage learning motivation, with reference to Zhang's questionnaire (2018) on the motivation of Nepalese students learning Chinese. It contained a total of 28 questions, covering language level (integrative and instrumental motivation), learner level, and learning context level. The language level section included 18 questions, with the first nine related to integrative motivation and the next nine to instrumental motivation. The learner level section included four questions, while the learning context level section had six questions. The questionnaire was provided in both Chinese and Hungarian to aid comprehension and completion by novice Chinese language learners. For each question, participants used a 5-point Likert scale, with responses ranging from 'strongly disagree' to 'strongly agree', corresponding to a scale of 1 to 5.

(3) Data Collection

Initially, the questionnaire survey method was employed. Subsequently, the collected data were analysed using Excel. Finally, based on the statistical analysis, a comparison of motivation between learners of different Chinese language proficiency levels was conducted to identify similarities and differences.

Research Results and Analysis

(1) Language Level

Regardless of whether we consider integrative or instrumental motivation, the average values for first and second-year Chinese learners were higher than those for more advanced learners. Generally, as learning progresses, learners' motivation, especially integrative motivation, tends to decrease. This is contrary to the findings of Cheng, who suggested that integrative motivation varies significantly with the level of learners: the higher the level, the stronger the integrative motivation, especially among advanced learners when compared to beginners or intermediate learners³.

In this study, however, the motivation of lower-level learners, in terms of both integrative and instrumental factors at the language level, as well as

³ Cheng 2018: 159.

at the learner and learning context levels, was stronger compared to that of advanced learners. This phenomenon of decreasing motivation with increasing proficiency level is noteworthy.

In instrumental motivation, there were significant differences among learners at different proficiency levels. For example, many first-year students chose to study Chinese based on the advice of their parents or friends (Statement 4). However, second-year BA students and MA students, especially those in the translation class, were less influenced by such advice. This difference could be attributed to the increasing recognition of the importance of learning Chinese due to close Sino–Hungarian relations in recent years, which has led individuals to encourage their relatives or friends to learn Chinese, especially to become translators, who have obvious professional motives. For Statement 5, ‘want to study or work in China’, undergraduate students generally agreed, while master’s students disagreed. This is because students pursuing a master’s degree either have a strong motivation to continue studying Chinese or are choosing to stay in their home country temporarily due to a lack of suitable job opportunities. Undergraduate students displayed strong motivation in Statement 18, ‘want to pass the HSK exam’, especially first and second-year students, whereas master’s students had relatively weaker motivation. Generally, HSK scores are crucial for scholarship applications and undergraduate graduation, making them more significant at the undergraduate level. For master’s students, it depends entirely on individuals’ needs. Both for undergraduate and master’s students, motivation for ‘engaging in research related to China’ (Statement 27) was relatively weak. This explains why there are few undergraduate students from the Chinese Studies Department at Eötvös Loránd University who apply for a master’s degree in Sinology. In this study, there were only five first-year master’s students. Among instrumental motivation factors, it is evident that work, travel, and making friends are strong motivations for learners. Additionally, motivation for becoming a Chinese teacher or translator is also relatively strong.

(2) Learner Level

Learners generally showed high motivation at the learner level, particularly for the statement ‘I want to learn one more foreign language’ and the desire to challenge themselves. However, third-year undergraduate students did not

exhibit strong motivation in terms of ‘promoting Sino–Hungarian exchanges’ compared to students in other grades. The overall average motivation at the learner level was higher for first and second-year undergraduates than for third-year undergraduates and first-year master’s students. This aligns with the findings at the language level. The reasons behind this discrepancy may be related to the specific stage of graduation for third-year undergraduate students and the polarisation of motivations among master’s students (as detailed in the ‘Language Level’ section).

(3) Learning Context Level

Regarding the curriculum, first and second-year undergraduate students, as well as first-year master’s students, generally expressed approval of the course materials. However, third-year undergraduates had a lower opinion of the materials. The Modern Chinese course at the Chinese Studies Department of Eötvös Loránd University uses textbooks from the *New Practical Chinese Reader* series. This series is widely used due to its practicality and systematic approach, but it may seem somewhat outdated in terms of certain topics and vocabulary. While these textbooks are helpful for establishing a foundation in Chinese for lower-level learners, third-year students, particularly those who have studied in China, may have been exposed to different materials, leading to higher expectations. All levels of students considered the Chinese course very engaging, but third-year students showed slightly lower approval compared to other years. This could be attributed to the fact that, despite the recognition of the high-quality teaching and expertise of the Chinese Studies Department at Eötvös Loránd University, third-year students may have encountered more native-speaker teachers while studying in China and thus have higher expectations of teachers. Regarding the classroom atmosphere, students from all grades generally considered it ‘not tense’, indicating that the Chinese courses at the Chinese Studies Department of Eötvös Loránd University provide a relatively relaxed learning environment. In terms of teachers, all grades showed high motivation, especially for ‘liking my Chinese teacher’, which signifies the excellence of the department’s teaching staff. Students from all grades expressed strong motivation associated with the learning community. In summary, students from all grades generally showed high motivation at the learning context level, with third-year students exhib-

iting slightly lower motivation. This may be primarily due to some students' experiences of studying in China.

In conclusion, learners from all grades exhibited motivation levels greater than 3 for language level, learner level, and learning context level, indicating a relatively strong motivation overall. First and second-year learners displayed stable and strong motivation, while advanced learners in the third year and first-year master's students had relatively weaker motivation. It is noteworthy that third-year learners had the lowest motivation among the four different proficiency levels in all aspects.

Strategies to Foster Motivation

Firstly, regarding the use of teaching materials, it is important to strike a balance between continuity and diversity in order to tailor instruction to individual needs. For undergraduate students in their third year, classes could be organised based on whether or not they have studied in China, with the use of different teaching materials accordingly. Students who have progressed from the second year and have not studied in China can continue to use the *New Practical Chinese Reader* to ensure the continuity and systematisation of their studies. However, for students who have studied in China, after a thorough assessment of their one-year experience in China, more closely targeted teaching materials should be selected. Targeted materials should not only consider difficulty levels but also the relevance of content to contemporary times.

Secondly, there should be adjustments made to the direction of the master's degree programme. The master's degree programme at the Chinese studies department primarily focuses on research in Sinology. In 2015, with the support of the Chinese National Office for Teaching Chinese as a Foreign Language, the department established a Chinese language teacher education programme. As the survey indicates, motivation to engage in research related to China was low for students at all levels, with this being the only question with an average response below 3. This indicates that learners, regardless of their proficiency level, are generally not interested in pursuing research related to China. This result raises questions about the current aims and content of the Sinology master's programme. Therefore, adjustments are needed to stimulate learner motivation. In early 2021, the Chinese Studies Depart-

ment at Eötvös Loránd University decided to revise the MA programme in Sinology, incorporating more practical content such as translation. After the master's programme presentation in March 2022, 44 students applied for admission to the Sinology master's programme.

Thirdly, for the statement in the survey, 'I want to become a Chinese teacher or translator', learners at all proficiency levels did not exhibit strong motivation, especially third-year students, whose average motivation was slightly above 3. To distinguish the motivational differences between 'becoming a Chinese teacher' and 'becoming a translator', interviews were conducted to supplement the questionnaire data. The results of the interviews, which involved sampling one class from each proficiency level, showed that over 70% of learners chose 'becoming a translator' rather than 'becoming a Chinese teacher'. This indicates that motivation to become a Chinese teacher is relatively weak across all levels. The Chinese Studies Department at Eötvös Loránd University initiated a Chinese language teacher volunteer recruitment project in the second half of 2020, although the recruitment was limited to individuals of Chinese descent. If the programme expands its recruitment to include Hungarian learners or creates more positions for local Chinese language teachers, it will probably enhance learner motivation and contribute to the international promotion of the Chinese language. As Zhao pointed out, 'Chinese language education should be localised. The day when Chinese language teachers are localised is the day when the Chinese language will truly go global'⁴.

Lastly, it is worth noting that the instrumental motivation at the language level significantly decreases for third-year students. This is understandable since, as goals such as passing the HSK exam, traveling to China, or making Chinese friends are achieved, the corresponding motivation diminishes. To maintain strong motivation for effective language acquisition, teachers should search for ways to encourage learners to set different goals at each stage, combining short-term and long-term objectives and transforming instrumental motivation into integrative motivation.

⁴ Zhao 2014: 25

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ZEHONG MOU

(Eötvös Loránd University, Chinese Department)

An Error Analysis of Chinese Characters Writing by Local Hungarian Learners of Chinese as Foreign Language

Abstract

The shape of a Chinese character is a kind of square that is called a square word. The handwriting of Chinese characters is an important and difficult point. The situation is believed to be very different from that of the alphabetic script of Hungarian. This paper mainly studies and analyses Chinese writing errors by local Hungarian learners.

This paper collects the exam papers of primary stage learners as original research materials, analyses the objective reasons for their errors, puts forth teaching suggestions corresponding to the features of the mistakes, and makes suggestions for reducing the writing errors of Chinese characters by local Hungarian learners.

Keywords: Chinese handwriting errors, Hungarian learners error theory, teaching strategies for Chinese characters, Chinese character error analysis

牟泽红

匈牙利汉语学习者汉字书写偏误分析

摘要

汉字因其独特的形状而被称为“方块字”。在学习汉语的过程中，熟练且正确掌握汉字书写对汉语学习者而言，是一个颇具挑战性的任务。相较于匈牙利的字母文字系统，汉字书写系统的规则有着明显的不同。本文主要研究并分析匈牙利学习者在汉字书写方面的偏误情况。本





研究收集了初级学习者的考试卷作为原始研究材料，统计并分析了他们的偏误及其原因，并提出了针对这些偏误特点的教学建议，旨在降低匈牙利学习者在汉字书写方面的偏误率。

关键词：汉字书写偏误，匈牙利学习者偏误，汉字教学策略，书写偏误类型

Background, Status, and Theory

1. Character Writing Error Research Background

Chinese characters have a unique square shape and a handwriting style that differs from that of the alphabetic script used in Hungarian. Learning to write Chinese characters can be challenging, especially for learners whose native language is based on the Roman alphabet. The impact of Chinese characters on foreign learners is significant, as evidenced by higher response times and error rates among European and American students compared to Japanese and Korean students. The influence of native Hungarian handwriting habits poses considerable obstacles for Hungarian learners of Chinese as a foreign language. Unlike alphabetic scripts, Chinese characters are logographic and composed of radicals in two-dimensional squares. This lack of a direct grapheme-phoneme correspondence rule makes it difficult for learners to determine the pronunciation of characters based solely on their written representation. This obstacle is particularly pronounced for international students or heritage Chinese learners whose learning strategies rely heavily on phonetics.¹

2. Research Status of Chinese Character Writing Errors

In their studies, various researchers have examined the characteristics and teaching methods of Chinese characters. Zhang² summarised the composition system and structural features of Chinese characters, highlighting the variations in writing the same radical and the propensity for errors in simi-

¹ Feng 2006: 15.

² Zhang 1990: 112–113.



lar characters. Fei³ categorised modern Chinese characters into three levels: strokes, parts, and completed words, emphasising the distinction between completed and intact characters. Li⁴ analysed the features of Chinese characters and proposed methods to enhance character recognition, including focusing on radicals, incorporating theoretical knowledge, and analysing character structures. Yi⁵ explored stroke order and its norms, emphasising the importance of correct stroke order in writing Chinese characters. Xiao⁶ discussed errors that foreign students make at the component level and stressed the significance of component teaching. Yuan⁷ investigated the phenomenon of mirror-writing errors, which occur at the stroke, part, and whole character levels. Zhao⁸ emphasised the importance of following the compositional rules of Chinese characters for accurate comprehension and learning. Hao⁹ described Chinese characters as a two-dimensional structure composed of functional parts and strokes, emphasising their systematic nature. Guo¹⁰ analysed errors in Chinese characters made by foreign students from a stroke perspective, categorising them into stroke-shaped, direction, internal, and stroke count errors. These studies contribute to our understanding of Chinese character characteristics and the development of effective teaching methods.

3. Theoretical Foundation

A comprehensive examination of errors in Chinese character writing necessitates a profound understanding of the unique structural features inherent in Chinese characters. These characters are characterised by a two-dimensional and square construction. The intricate nature of this structural complexity has been systematically classified by Fei,¹¹ who categorises modern Chinese characters into strokes, parts, and completed words, providing a robust framework for analysis. This research, focused on the Chinese writing errors of Hungarian students, distinguishes between two types of errors: those with implica-

³ Fei 1996: 21.

⁴ Li 1998: 131–132.

⁵ Yi 1999: 49–56.

⁶ Xiao 2002: 363–374.

⁷ Yuan 2003: 134–136.

⁸ Zhao 2006: 20–22.

⁹ Hao 2007: 29–39.

¹⁰ Guo 2008: 63–69.

¹¹ Fei 1996: 21.

tions for reading comprehension and those without. The application of error analysis is crucial not only for identifying prevalent patterns but also for dissecting subtle distinctions that emerge during the process of learning Chinese characters. In our exploration of Chinese character writing errors among Hungarian learners, we actively apply the theoretical foundation laid out in the study to provide a nuanced understanding and practical insights. Fei's categorisation, which classifies Chinese characters into strokes, parts, and completed words, serves as the foundation for our analysis. Fei's categorisation proves instrumental in identifying and analysing errors among Hungarian students. When examining errors affecting reading comprehension, such as missing component and redundancy error, component replacement error, component mirror image error, confused strokes, loose structure, and strokes missing and redundancy errors, Fei's framework helps dissect errors at the component and structural levels.

Furthermore, when addressing errors that do not impact identification, such as Chinese characters stroke error, the error of the relation between strokes, and homonyms, Fei's categorisation aids in understanding the intricacies of stroke-related errors and the relationships between characters. Given that these errors, while not strictly adhering to conventional Chinese character rules, signify an intermediate stage in the learning trajectory of Hungarian students, it is essential to delve into the theoretical underpinnings that contextualise these deviations. In this regard, the utilisation of the interlanguage theory, as proposed by Selinker¹², becomes instrumental in elucidating the cognitive processes and linguistic strategies underlying these errors in Chinese character writing by Hungarian learners.

This theoretical foundation serves as a robust framework for comprehending the nuanced dynamics of error occurrence, assisting educators in developing targeted teaching strategies. Moreover, the insights gleaned from this study contribute not only to a deeper understanding of the learning progression of Hungarian learners but also to the broader discourse on the interplay between linguistic theory and practical language acquisition. Moving beyond Fei's framework, the application of Selinker's interlanguage theory becomes crucial in explaining the rationale behind these errors. Selinker's theory helps us comprehend the errors as part of the learners' evolving linguistic competence. For instance, when Hungarian learners apply the hand-

¹² Selinker 1972: 219–231.

writing method of their native language, struggle with the changes of approximate strokes, or make stroke order errors, Selinker's interlanguage theory helps elucidate these deviations as natural steps in the learners' progression.

In summary, the theoretical foundation provided by Fei and Selinker significantly enriches our analysis of Chinese character writing errors among Hungarian learners. Fei's classification offers a structured approach to understanding errors at different levels, while Selinker's interlanguage theory provides a dynamic lens to view these errors as integral parts of the language learning process.

Research Purpose and Significance

Teaching Chinese characters as a foreign language has long been a challenging task, as it requires not only oral proficiency but also recognition and writing skills. Hungarian students studying Chinese face difficulties due to their non-Chinese character culture environment. Research suggests that students in non-Chinese character cultural backgrounds are more prone to errors in recognising, reading, and writing Chinese characters compared to those in Chinese cultural backgrounds. This paper aims to contribute to the field of teaching Chinese as a foreign language (TCFL) by analysing and addressing the challenges faced by Hungarian learners. The research draws upon various theories to support its findings and offers teaching suggestions and learning methods to help Hungarian learners improve their Chinese character writing skills. Emphasising the possible errors and providing guidance on different character types and components can help reduce interlanguage errors in Chinese character writing.

Research Object, Method, and Category

This paper collected 118 examination papers from the second-year of Chinese Department of Eötvös Loránd University as the original materials. In order to reflect on students' handwriting errors scientifically and facilitate statistical classification, this paper follows the following principles when recording errors to ensure that the entire record is reasonable:

1. Different people's identical errors of the same Chinese character at the same stage are recorded.
2. At the same stage, the same person's same error for the same Chinese character is recorded once, thereby recording the same Chinese character's different errors separately.
3. If there are several different errors in one Chinese character, each of the errors should be recorded.
4. In the case of a few concurrent categories, the error of character is not arbitrarily classified into a certain category but separately recorded.

The author believes that such a classification record can objectively, comprehensively, and accurately reflect the various situations that Hungarian students have in writing Chinese characters.

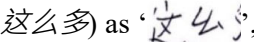

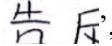
Errors Types

There are differing opinions on whether students learning Chinese as a foreign language should be taught to write Chinese characters. Some scholars propose omitting the teaching of handwriting Chinese characters.







While this viewpoint has some validity and increasing the focus on the teaching of computer pinyin input is a useful suggestion, many still believe that handwriting Chinese characters should be taught even in the computer era. Just as computers cannot replace the human brain, typing cannot replace handwriting. Handwriting is a manifestation of emotion, and an individual's handwriting reflects their state of mind and personality to some extent. It is a level of expression that electronic fonts cannot replicate. Additionally, due to individual differences, the same Chinese character can be written in completely different ways by different people. Therefore, it is necessary to study the handwriting errors of foreign learners of Chinese.

In this study, the Chinese handwriting errors of Hungarian Chinese learners are categorised into two types: errors that affect reading and errors that do not. The first type of errors impacts recognition when learners miswrite strokes or components of a character, leading to difficulties in identification for teachers. Some characters may even be unrecognisable by native Chinese speakers and fall into the category of errors that affect reading. These recognition-affecting errors can be further divided into five categories: missing components and redundancy errors, component replacement errors, com-

ponent mirror image errors, confused strokes and loose structure, and strokes missing and redundancy errors.

For example, writing the characters for ‘so much, so many’ (*zhè me duō* 这么多) as ‘’, replaces the stroke ‘丿’ with the stroke ‘㇇’. Moreover, writing the character for ‘house’ (*fāng* 房) as ‘’ misses the dot on the head, and writing the characters for ‘to tell, to speak’ (*gàosù* 告诉) as ‘’, in this lexical item, a writing error occurred as a result of the learner omitting the radical ‘讠’ in the character ‘sù’ 诉. While native Chinese teacher can guess the target word that the student wants to write if there are phrases or context to help in the part of missing components, but they cannot ignore such errors, which are still errors that affect language learning.

This kind of error does not affect teachers’ reading or students’ understanding. However, it does not conform to the writing standards of Chinese characters. Some errors even go against the writing standard. These types of errors are divided into seven categories, namely: applying the handwriting method of the script of one’s native language, learner cannot grasp the changes of approximate strokes, stroke order error, strokes missing and redundancy errors, the error of the relation between strokes, the stroke cross relation error, the stroke length relation error, stroke position relation error, and homophone substitution error.

For example, in one instance the component of the character for ‘mad’ (*fēng* 疯) was written as ‘’. The upper left corner of the word meaning ‘knowledge, to know’ (*zhī* 知) was written as ‘’, and the character for ‘several’ (*jǐ* 几) in the upper right corner of the word for ‘ship’ (*chuán* 船) was written as ‘’. These were errors committed by students who did not have a good grasp of the writing rules of Chinese strokes. The homonym is a case of mistaken identity. It was supposed to be one word, but it was instead written in homophone, which is called a ‘wrongly written character’ (*biézi* 别字). For example, students wrote the characters for ‘people’ (*rén men* 人们) as ‘’, for ‘Tang dynasty’ (*tángdài* 唐代) as ‘’, and ‘landscape’ (*jǐngsè* 景色) as ‘’.

Errors Summary

As shown in Table 1, the proportion of errors affecting recognition is 62%, and 38% of Chinese characters are not affected among the sample.

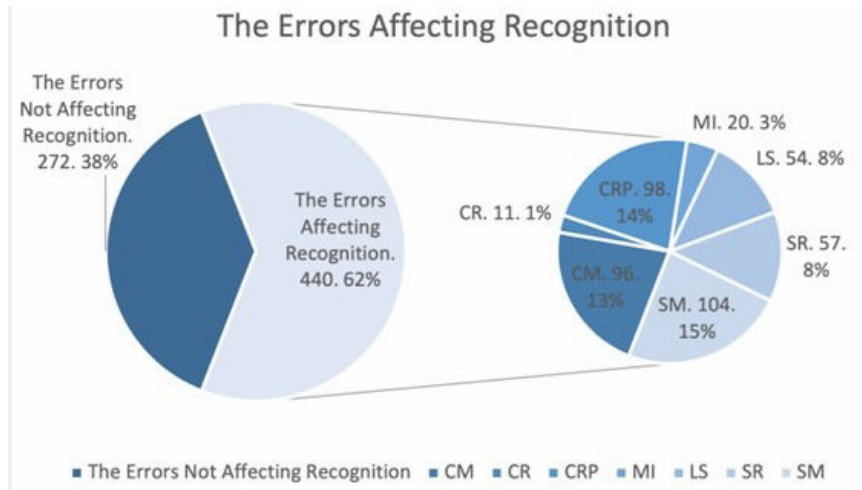


Table 1. The Errors Affection Recognition¹³

As Table 1 shows, within the section of affecting recognition and reading, 31% of the errors were caused by component errors, and 23% of the errors are caused by stroke redundancy and missing errors. This indicates that handwriting errors in components of Hungarian learners of Chinese account for the majority, showing that learners do not fully understand the meaning and correct handwriting of the radicals.¹⁴ The remaining 23% is due to stroke redundancy and missing errors, which are other manifestations of a lack of a foundation in handwriting.

¹³ Confused strokes, loose structure (LS), Component missing error (CM), Component redundancy error (CR), Component replacement error (CRP), Component mirror image error (MI), Stroke missing error (SM), Stroke redundancy error (SR).

¹⁴ It will easier for students to deconstruct characters into pieces that are less numerous than the number of Chinese characters as a whole.

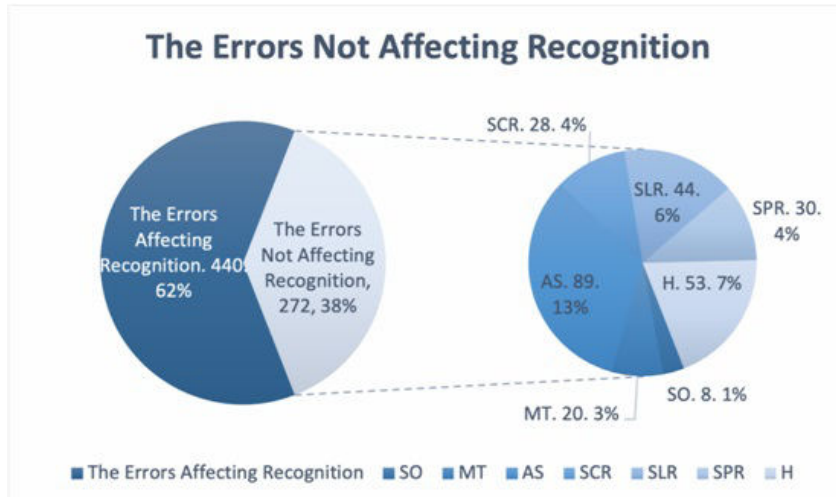


Table 2. Then Errors Not Affecting Recognition¹⁵

According to Table 1 and Table 2, the proportion of errors caused by strokes accounted for 50% of the total errors. The strokes of Chinese characters are diverse. Therefore, it is difficult for Hungarian learners to notice these subtle differences when writing Chinese characters in the early stage of learning Chinese characters. In the homophone errors, character A was mistakenly used instead of character B in the process of writing by learners. This indicates that learners have stored the pronunciation of character A in their memory but lack the knowledge of its form and meaning. Meanwhile, learners have stored the form and pronunciation of B character in their memory but lack the knowledge of its meaning. The error's proportion is relatively low, constituting a mere 7% of the overall instances within this category of errors, as delineated in Table 2.

¹⁵ Stroke order error (SO), Apply the method of writing mother tongue (MT), Stroke redundancy error (SR), Stroke missing error (SM), Cannot grasp the changes of approximate strokes (AS), The stroke cross relation error (SCR), Stroke length relation error (SLR), Stroke position relation error (SPR), Homophone (H).

The Reason for the Error

1. Analysis of Chinese Character-Side Factors

When Hungarian learners commence their journey into the realm of learning Chinese, their initial inclination is to rely on the Hungarian alphabet system for writing Chinese characters. The notable divergence between the two systems becomes apparent, primarily in their structural compositions. The Hungarian script comprises 35 linearly arranged letters, which can be amalgamated following specific writing rules to construct texts.

Phonetic characters, graphical representations or letters conveying pronunciation, play a pivotal role in this context. Different pronunciations correspond to distinct meanings, and phonetic characters find prevalence in regions beyond the Chinese character cultural sphere. Conversely, ideographs leverage specific character structures and shapes to convey meaning, with Chinese characters standing as the quintessential representatives within the Chinese character cultural sphere. The intricacy of Chinese characters, the presence of multi-stroke characters, and the necessity for adhering to a strict stroke order present formidable challenges for foreign students. In the absence of an efficient and simplified learning approach, students might lose their enthusiasm for mastering Chinese characters, leading to a substantial decline in confidence.

2. Analysis of Teaching Material-Side Factors

Writing Chinese characters is a skill that requires constant and repeated practice. In the initial stage of Chinese character teaching, writing Chinese characters is the most effective method of memorising them. The content, frequency, and intensity of training primarily depend on the textbooks used. Currently, the teaching materials for Hungarian learners primarily focus on reading and writing, and Chinese characters are taught in conjunction with the words appearing in the texts. In the Chinese Department of Eötvös Loránd University, the main textbook used by learners is the *New Practical Chinese Reader Textbook 1*, designed for Chinese beginners. It includes text, notes, exercises, applications, reading and retelling sections, grammar explanations, and Chinese characters. The textbook aims to teach texts with the guidance of grammar; enhance students' listening, speaking, reading, and writing skills; and enable them to communicate in Chinese. However, there

is no dedicated writing course, and teachers only briefly explain Chinese character structures during regular classes without delving into in-depth study.

3. Analysis of Teacher-Side Factors

Teachers play a pivotal role in shaping the learning experience of students studying Chinese as a foreign language. One critical aspect influencing the effectiveness of instruction is the quality of teachers themselves. As Boyer said,

As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields. Teaching can be well regarded only as professors are widely read and intellectually engaged.¹⁶

Therefore, it becomes imperative for teachers to continually work on improving their personal qualities, aligning them with the dynamic nature of Chinese character instruction.

To comprehend the nature and characteristics of Chinese characters is fundamental for teachers. This understanding becomes the bedrock for adapting teaching approaches at different stages to ensure targeted instruction. As Wan emphasised,

As a symbolic system for recording Chinese, Chinese characters are as complex as other writing systems... The situation is very complicated, and many people are intimidated by it. However, avoidance is of no help. Only by facing it, conducting objective analysis earnestly, and continually correcting one's own understanding can we gradually solve the difficulties in teaching.¹⁷

Chinese language teachers should have a comprehensive understanding of the intricacies of Chinese characters and adjust their teaching methods accordingly. This adaptability is crucial in accommodating the diverse learning needs of students as they progress in their language acquisition journey.

Furthermore, the writing standardisation employed by teachers emerges as a substantial factor impacting the development of writing skills among beginners. According to Yan,

¹⁶ Boyer 1990: 23.

¹⁷ Wan 2000: 62–69.

The uniqueness of Chinese characters themselves and the process of recognizing them by people determine that our classroom teaching must artfully utilize important means of engaging students visually, such as writing on the blackboard, in order to focus students' attention on the forms of characters written by the teacher.¹⁸

For beginners, learning Chinese characters involves studying the standard regular script (*kǎishū* 楷书), and the teacher's blackboard writing serves as the most immediate teaching material. The manner in which teachers present characters on the blackboard significantly influences students' comprehension of stroke order, structure, components, and character configuration.

The role of teachers' writing as a tangible example and teaching reference cannot be overstated. If teachers fail to emphasise proper Chinese character writing in their demonstrations, it becomes challenging to effectively correct writing errors. As stated by Hao,

Excessive correction can undermine learners' confidence, while indiscriminate tolerance may lead to the stubborn persistence of errors...

In other words, teachers should choose appropriate moments to correct errors affecting expression in a gentle manner.¹⁹

This lack of timely correction not only perpetuates mistakes but also leads to the emergence of new errors, ultimately impeding the progress of Chinese character teaching.

In conclusion, an intricate interplay of teachers' competencies, understanding of Chinese characters, and writing standardisation significantly shapes the learning outcomes for foreign learners of Chinese. The multifaceted nature of these challenges underscores the need for ongoing professional development and a nuanced approach to pedagogy.

4. Analysis of Learner-Side Factors

The effectiveness of Chinese character learning for learners is intricately linked to the appropriateness of their learning strategies. Empowering learners with effective strategies enhances their learning efficiency and facilitates the achievement of Chinese language learning goals. Tailored strategies are

¹⁸ Yan 1986: 145.

¹⁹ Hao 2003: 76.

essential at different learning stages. In the initial stages, beginners, particularly foreign students, often grapple with Chinese character acquisition by relying solely on rote memorisation of class-taught characters. Unfortunately, lacking self-awareness, they tend to overlook consistent character practice, leading to subpar writing accuracy and overall proficiency.

Intermediate and advanced learners, when relying on mechanical memorisation without delving into character rules, find themselves facing stagnant writing skills. Clearly, learning strategies play a pivotal role in students' language acquisition. To enhance Chinese character writing skills, learners must commence with effective learning strategies.

Simultaneously, the prevalence of electronic devices has steered students toward typing rather than handwriting. The widespread use of technologies, such as computers and cell phones, has diminished awareness of traditional learning methods. Prolonged typing has gradually eroded the ability to hand-write Chinese characters, significantly denting learners' confidence.

In China, children predominantly learn electronic device usage based on pinyin, rather than the logographic system of written Chinese. Tan²⁰ hypothesised that this shift might negatively impact Chinese children's reading abilities. A study assessing character reading ability and pinyin use among primary school children revealed a higher incidence of severe reading difficulties than previously reported. Furthermore, a significant negative correlation between children's reading scores and their use of the pinyin input method was observed. The study concluded that

Pinyin typing appears to be harmful in itself; it interferes with Chinese reading acquisition, which is characterized by fine-grained analysis of visuographic properties of characters. Handwriting, however, enhances children's reading ability.²¹

Building on contemporary perspectives, research by Zhou²² on children's methods of learning Chinese characters is also applicable to learners of Chinese as a foreign language to some extent. The research underscores the positive impact of multi-sensory learning on students' recognition and memory of Chinese characters. In learning Chinese as a foreign language, stu-

²⁰ Tan et al. 2013: 1119–1123.

²¹ Tan et al. 2013: 1122.

²² Zhou 2021: 1099.



dents can enhance their perception and understanding of characters by incorporating visual, auditory, tactile, and other sensory experiences. Focusing on cultivating students' understanding of the structure and form of Chinese characters will aid in improving their learning outcomes.

Incorporating multisensory experiences augments character recognition and retention, offering an innovative approach for foreign learners to overcome initial challenges. This approach not only complements traditional strategies but also addresses the impact of electronic reliance on tactile learning experiences. The significance of handwriting for foreign learners of Chinese cannot be overstated. Handwriting, encompassing visual, proprioceptive, and tactile information, remains irreplaceable.

Errors in learning and writing Chinese characters often go unnoticed by both teachers and students. Addressing these persistent mistakes is crucial for improving learners' Chinese character writing skills. A comprehensive approach is imperative to systematically tackle the challenges associated with writing Chinese characters, promoting accuracy and aesthetic appeal.



Chinese Character Writing: Suggestions for Improvement



Attaching importance to Chinese handwriting teaching and strengthening training in class are influenced by many factors in actual teaching. Generally, teachers focus more on listening, reading, and speaking, neglecting Chinese character handwriting. Therefore, when teaching beginners, teachers should demonstrate the handwriting process, sequence, direction, and spatial arrangement of strokes and reinforce practice to enhance students' awareness of correct writing, especially for error-prone characters.

To assess students' handwriting in each class, teachers should consider feedback from homework, papers, and writing samples. When correcting assignments, teachers should address pronunciation, reading, and Chinese character handwriting errors. Prompt correction and student revisions in notebooks are necessary. Some errors result from subconscious influences, such as Hungarian handwriting habits. Errors have multiple causes. Teachers assist learners in identifying and rectifying mistakes, encouraging repeated practice of correct versions for consolidation.



Conclusion

This study involved native Hungarian speakers who were in their third semester of Chinese studies at Eötvös Loránd University. In the initial stage, learners are unfamiliar with Chinese characters and lack a comprehensive understanding of them, resulting in diverse errors. However, through extensive data analysis, certain patterns can be observed. The error types made by Hungarian students in the primary stage of Chinese writing can be summarised as follows.

The previous section conducted a list analysis, which revealed that handwriting errors made by Hungarian learners in the primary stage primarily involve stroke errors and component errors. The majority of errors are related to strokes, especially an increased or decreased number of strokes, while component errors are also predominantly of this type.

Specifically, regarding stroke and component errors, Hungarian learners exhibit a concentration of stroke errors. Among the strokes, ‘hook’ strokes are more prone to distortion errors. The ‘dot’ stroke ‘丶’ often has errors involving an increase, omission, or deformation. Errors in the ‘horizontal’ stroke ‘一’ also occur frequently, with increased, omitted, curved, and deformed forms being common. As for component errors, the components ‘㇇’, ‘㇇’, ‘㇇’, and ‘㇇’ are more frequently associated with errors. In summary, Hungarian students in the primary stage tend to produce relatively concentrated error types, particularly in terms of strokes and components.

These findings suggest that Chinese as a foreign language classrooms should allocate more time to teach basic strokes and radicals. While stroke order does not appear to be crucial for correct character writing at the end of the first semester of university studies, teaching stroke order may reduce the cognitive load involved in writing Chinese characters. This becomes increasingly important as students progress through their courses and are expected to remember more characters. The fewer variations in stroke order for a given radical that need to be memorised, the easier it becomes for stroke order to become automatic. This, in turn, allows learners to focus more attention on radicals and characters as a whole. Such a simple change in teaching methods can facilitate the deconstruction of characters into fewer components, making it easier for students to remember how to write new characters and recognise them when reading.

This study contributes to the field of teaching Chinese as a foreign language (TCFL) by shedding light on how Hungarian learners of Chinese acquire Chinese characters based on the types of errors made in their writing.

For future research, it would be beneficial to replicate this study with a larger sample of learners, enabling the results to benefit Chinese language teachers nationwide. Additionally, including questions to participants about their thought processes regarding characters and the methods they use to remember them would provide valuable insights. Furthermore, conducting similar studies with learners at higher levels of fluency, preferably during each semester of Chinese study, would be interesting to investigate if more characters are remembered correctly and written accurately as fluency improves.

Studies should also be conducted with left-handed learners of Chinese, dyslexic learners of Chinese, and learners who possess both attributes. Exploring how these individuals learn to write Chinese characters and whether they develop their own writing rules that aid their learning, assessing the reliability of these rules, and determining if specific instructional approaches can assist them in learning Chinese would be worthwhile areas of investigation.

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A Study on the Teaching of Chinese Characters in the Chinese Department of Eötvös Loránd University

Abstract

The teaching of Chinese characters is a “big problem” in teaching Chinese as a foreign language, especially for learners who are not in the cultural circle of Chinese characters, it is the biggest difficulty in learning process. This article analyzes the current situation of Chinese character teaching in the Chinese Department of Eötvös Loránd University from the aspects of teaching materials, teachers and teaching methods, points out the advantages and disadvantages, and proposes corresponding teaching strategies in order to improve the teaching effect of Chinese characters.

Keywords: teaching of Chinese characters, grasping both language and Chinese characters, arrangement of teaching content, teaching efficiency

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摘要

汉字教学是对外汉语教学中的“老大难”，尤其是对于非汉字文化圈的学习者来说，更是学习的最大难点。本文从教材、教师和教学方法等方面，分析罗兰大学中文系汉字教学的现状，指出优点和不足，并提出相应的教学策略，以期提高汉字教学效果。

关键字：汉字教学，语文并进，内容编排，教学效率



Chinese Characters and the Teaching of Chinese Characters

With more than half a century of development since the 1950s, teaching Chinese as a foreign language (CFL) has gradually developed a relatively independent teaching system. However, the teaching of the Chinese writing system has created problems for both educators and many foreign learners that hinder the development of teaching CFL. Chinese characters have always been a key but difficult issue for foreign Chinese learners, especially for learners whose native languages do not contain Chinese characters. Liu noted that for learners whose mother tongue is not Chinese the uniqueness of Chinese characters makes it difficult to recognise, remember, and write them, and they are considered the hardest part of Chinese learning.¹ Lü summarised the reasons for why Chinese characters are difficult to learn: they are as difficult to recognise as pictures; they contain complicated strokes; there are many of them; there are complex relationships between the sounds, patterns, and meanings of Chinese characters; and it is difficult to look up Chinese characters.² According to Chao, among the language systems existing worldwide, Chinese grammar is easy for learners; generally, Chinese is not that difficult for children who have never learned any language, but Chinese characters are rather hard.³

Fei claims that because Chinese characters are difficult to learn, teaching them has for many years been relegated to a secondary or 'subordinate' status in Chinese education throughout the world.⁴ This has seriously affected the development of teaching CFL and has aroused widespread concern in academic circles. In 1996, Joel Bellassen, chairman of the French Chinese Language Teachers Association, delivered a speech titled *Integration, Independence or Separation? – the Dispute between Characters and Language in Chinese Textbooks* at the 5th International Symposium on Chinese Language Teaching, pointing out that

‘currently, the major problem with Chinese teaching is that although relevant textbooks have been improved to a certain extent, most textbooks ignore the teaching of Chinese characters, which is the main

¹ Liu 2000: 369.

² Lü 1995: 132.

³ Chao 1980: 86.

⁴ Fei 1998: 119.

reason for the long-term stagnation of teaching Chinese as a foreign language'⁵.

Xu also claimed at the same symposium that 'it is time to concentrate on effectively studying the teaching of Chinese characters in teaching Chinese as a foreign language'⁶. The 5th International Symposium on Chinese Language Teaching raised awareness of the need to lay greater emphasis on teaching Chinese characters in CFL. In order to put this into practice, it would be important to start with a thorough analysis of the current situation of the teaching of Chinese characters. In June, 1997, the Center for Language Education and Cooperation, the former Office of China's Leading Group for International Promotion of Chinese, held a seminar on teaching Chinese characters to foreign learners in Yichang, Hubei Province, that examined areas such as the relationship between the teaching of these characters in particular and Chinese language teaching in general, the relationship between research and teaching in this area, and the design, principles, and methods of Chinese character teaching. As a result, a number of authors were selected to participate in the International Symposium on Chinese Characters and Chinese Character Teaching jointly held by the International Society for Chinese Language Teaching and the French Chinese Language Teachers Association in Paris in February 1998. More than 180 scholars and teachers from all over the world attended the symposium. Subsequently, *Selected Papers on Chinese Characters and Chinese Character Teaching* (edited by Lü Bisong) was published in 1999. In 2006, the Commercial Press published *Research on Teaching Chinese Characters to Foreign Learners* (edited by Sun Dejin). By this time, research on Chinese character teaching had already developed into a school of its own (Wan 2019, 59).

Over the past decade, research has achieved a great deal in the area of Chinese character teaching, investigating areas such as the ontology of Chinese characters, the establishment of Chinese character teaching systems, teaching methods, the compilation of teaching materials, the process by which learners acquire Chinese characters, and the training of teachers. In *A Study on the Construction of Etymology Teaching Method of Teaching Foreigners Chinese Characters*, Peng Wanyong (2009) analysed the weaknesses of traditional teaching methods, proposed a new method for teaching etymology,

⁵ Bellassen 1996: 573

⁶ Xu 1996: 19.

and comprehensively discussed this method. In *A Study on Chinese Characters Textbooks in Teaching Chinese as a Foreign Language*, Yi Rong (2007) selected seven widely used textbooks on Chinese characters for comparative analysis, pointed out shortcomings, and made suggestions on compiling textbooks of Chinese characters for foreigners. In a paper titled 'Examples of Errors in Chinese Characters Written by Foreign Students', Cui and Hou (2008) suggested remedial measures for Chinese character teaching based on the analysis of errors in Chinese characters written by foreign students. Wang's (2011) paper titled 'Research Review on Foreigners' Acquisition of Chinese Characters' offered an overview of research on foreigners' learning of Chinese characters in recent years, analysed the current research situation, summarised corresponding research results, summarised the factors affecting foreigners' acquisition of Chinese characters, and analysed the developmental process of the acquisition of Chinese characters. He started from the perspective of learners themselves to explore relevant learning strategies. In *Investigating the Influences of Written Corrective Feedback on Chinese Character Writing of CSL Elementary-Level Learners*, Zhu and Chen (2016) conducted two rounds of Chinese character-writing tests on 156 beginner-level Chinese learners at Beijing Language and Culture University and gave them three different kinds of written feedback. The research results indicate that all three types of written error-related feedback positively affect learners' writing of Chinese characters, while if there is no feedback, foreign learners' writing will not be significantly influenced.

Research Status of the Teaching of Chinese Characters in Hungary

It is, perhaps, worth providing a brief overview of CFL teaching in Hungary, which started with Sinology being offered as a major in colleges and universities in the 1950s. In the 1980s and the 1990s, with the rise of China's economy and the influx of Chinese immigrants, there was an upsurge of learning Chinese in Hungary. Moreover, with the rapid development of the Sino-Hungarian relationship in recent years, the number of Chinese learners in Hungary has risen sharply, and the enthusiasm for learning Chinese continues to increase.

In the early 1980s, only a dozen people in Hungary studied Chinese.⁷ Now, Chinese has been included in Hungary's national education system for university, secondary school, and primary school students. Both Eötvös Loránd University and Pázmány Péter Catholic University have Chinese departments, and several other institutions offer courses for Chinese majors. Moreover, there are another two Confucius classrooms, one in the Sino-Hungarian Bilingual School in Budapest and the other one in a secondary school in Kecskemét. Founded in 2004, the Sino-Hungarian Bilingual School is the only primary school in Hungary where children take Chinese as a compulsory subject and the only public Sino-Hungarian bilingual school in the European Union that teaches in Chinese and Hungarian, which indicates that Chinese has established itself in the primary and secondary stages of the Hungarian national education system.

On the one hand, Chinese teaching is thriving in Hungary; on the other hand, relevant research on Chinese teaching is comparatively scarce, especially when it comes to the teaching of Chinese characters. Entering 'Hungary' and 'Chinese teaching' as the keywords on www.cnki.net brings up 135 research results, including both undergraduate and postgraduate theses. However, entering 'Hungary' and 'Chinese character teaching' brings up only six research results, all of which are master's theses written by volunteer teachers in Hungary. The titles of these theses give an idea of the quite varied contexts and specific topics investigated: *Based on the Concept of "Learning by Doing" Research on the Teaching Practice of Chinese Characters in Primary Interest Class* by Wei (2020), *Action Research on Chinese Characteristics Online Teaching for Hungarian Primary Chinese Learners-Take the Ninth Grade Chinese Learners of Radnoti High School in Szeged as an Example* by Gu (2020), *Research on Cultural Teaching of Chinese Characters in a Hungarian Middle School* by Jiang (2018), *Investigation into Chinese Characters Learning of Students in Miskolc Abbey School* by Hou (2017), *A Brief Analysis of Primary Chinese Character Teaching Methods in Hungary* by Ding (2016), and *A Study on Chinese Character Teaching Strategies Based on Research on Chinese Character Learning* by Xu (2014).

In view of Hungary's notable traditions and the vigorous current status of Chinese teaching, these six research results are meagre in the extreme.

⁷ Mei 1990: 127.

Though in the Chinese Department of Eötvös Loránd University is the oldest, best established Chinese teaching institution in Hungary, hosting the largest number of Chinese learners, it has achieved practically nothing in terms of research on Chinese character teaching. Zhao pointed out that ‘Chinese character teaching is an important part of teaching Chinese as a foreign language as well as a critical factor that hinders the improvement of the efficiency of teaching Chinese as a foreign language’⁸. Liu said that ‘If the problem of Chinese character teaching cannot be well solved in teaching CFL, the overall development of CFL will be restricted’⁹. Therefore, it is urgent to study Chinese character teaching in Hungary and solve relevant problems. This study takes in the Chinese Department of Eötvös Loránd University, the most representative Chinese language teaching institution in Hungary, as its research object.

Chinese character teaching in the Chinese Department of Eötvös Loránd University

Chinese character teaching here refers to teaching activities conducted using the teaching methods of foreign languages with foreigners as the teaching objects, modern Chinese characters as the teaching content, and mastering the skills of applying Chinese characters as the teaching objective. The ultimate aim is to clarify the patterns, sounds, and meanings of modern Chinese characters, as well as to help students to accurately identify and write Chinese characters, as part of their general study of the language¹⁰.

Chinese character teaching of in the Chinese Department of Eötvös Loránd University is part of the language course, which is given cooperatively by local teachers and native language teachers. Native language teachers are in charge of teaching pronunciation and spoken Chinese, while local teachers are responsible for teaching Chinese characters and grammar, with three 45-minute classes per week. The teaching of Chinese characters is mainly carried out in the freshman and sophomore years, which takes up some time in the three classes per week; Chinese characters are taught in Hungarian

⁸ Zhao 2004: 413.

⁹ Liu 2000: 68.

¹⁰ Bian 1999: 71.

by local teachers, so that their sounds, patterns, and meanings can be clearly explained; the textbook used is *New Practical Chinese Textbook* (Liu 2002). In the following sections we specifically analyse the teaching situation of Chinese characters in terms of teaching materials, teachers, and teaching methods. *New Practical Chinese Reader* (Liu 2002) is the textbook used.

1. Textbooks

Most of the teaching content regarding Chinese characters appears in Volumes 1 and 2 of *New Practical Chinese Reader*, where it takes up 26 classes. This series of textbooks emphasises the rules of forming Chinese characters, containing teaching content that is intended to move ‘from easy to difficult’, from basic strokes to radicals and single characters. General language development is separated from the study of Chinese characters, which is divided into two parts: namely ‘identifying and writing basic Chinese characters in isolation’ and ‘identifying and writing Chinese characters from the texts in the book’. Sixty commonly used, easy-to-learn, and strongly compatible basic Chinese characters and some radicals are taught in the first six lessons of Volume 1, so that learners can master these radicals and combine them into compound characters. In addition, the structural and writing rules of Chinese characters are laid out in the textbook.

First of all, the textbook introduces the basic strokes and the order of strokes, and then explains how strokes are combined, the radicals of Chinese characters, as well as the overall structure of Chinese characters. The first lesson only includes six basic strokes, namely dot stroke, horizontal stroke, vertical stroke, left-falling stroke, right-falling stroke, and rising stroke, and correspondingly lists six Chinese characters, ‘门’, ‘一’, ‘木’, ‘力’, ‘八’ and ‘我’ as examples. The fourth lesson explains the order of strokes, that is, the sequence of writing different strokes. For instance, a horizontal stroke comes before a vertical stroke (e.g., ‘十’); a left-falling stroke comes before a right-falling stroke (e.g., ‘人’); the left radical comes before the right one (e.g., ‘妈’); the top radical should be written before the bottom one (e.g., ‘只’); the outside part comes before the inside part (e.g., ‘月’); for completely enclosed characters, the inside part should be written before it is fully completely surrounded; and the central radical comes before the side ones (e.g., ‘小’). It is of great importance for learners to gain a preliminary understanding of the order of strokes. The fifth and sixth lessons further introduce the

compound strokes and stroke combinations of Chinese characters, which enables learners to obtain a more comprehensive understanding of Chinese character strokes and the order of strokes. The seventh lesson introduces the radicals, which helps learners to gain a basic concept of the structures of Chinese characters. Lessons 8–12 introduce the structures of Chinese characters in detail, so as to equip learners with a clear understanding of the structures of Chinese characters. Based on this, the 13th and 14th lessons present the methods of looking up Chinese characters via radicals and phonetic sequence, respectively. Lessons 15–24 give a detailed introduction to the formation of Chinese characters. Lessons 25 and 26 distinguish homonyms and characters with similar patterns. In this way, the sequence should ensure that learners in the early stages will be able to construct a detailed and scientific knowledge system of Chinese characters.

The arrangement of teaching content about Chinese characters in *New Practical Chinese Reader* also needs improving. The knowledge about stroke structures and radicals of Chinese characters is not always arranged in a detailed and comprehensive way. The strokes and radicals of Chinese characters are the key and most difficult points in Chinese character learning. Mastering relevant knowledge is the key to learning Chinese characters. In view of deficiencies in this aspect, it is suggested that the arrangement of teaching content should emphasise the arrangement of stroke structures and radicals of Chinese characters, so that learners can learn more about the strokes and radicals of Chinese characters, thereby laying a solid foundation for Chinese character learning.

2. Teachers

Chinese character teaching, as a part of the overall course, is carried out by local teachers. Such an arrangement is undoubtedly rational. First of all, local teachers teach Chinese characters in the learners' mother tongue, which helps to clearly explain the patterns, sounds, and meanings of modern Chinese characters. In this way, students can correctly identify and write Chinese characters. Secondly, local teachers who have learned Chinese characters know better about how learners whose mother tongue does not include Chinese characters should overcome the fear of difficulties and learn Chinese characters effectively. Although in the Chinese Department does not offer any specific course about Chinese characters, this aspect has always

been placed in a very important position. In each lesson, teachers spend time explaining the structural framework of Chinese characters and guiding students to write some key characters. Moreover, teachers assign abundant assignments related to Chinese characters writing and require students to write in squared exercise books with the correct sequence of strokes.

Chinese teaching is a rigorous task that has strict requirements on teachers' knowledge of Chinese characters and teaching skills. As pointed out by Wang in his monograph *Introduction to Chinese Characters Configuration*,

‘Chinese characters must be scientifically interpreted in a way that conforms to the rules [of composition] of Chinese characters, rather than randomly associated based on subjective assumptions. Since Chinese characters constitute a semiotic system, random splitting and unscientific explanation will not only violate the reality [sic] of Chinese characters, but also disturb its system, making it more difficult to remember and learn Chinese characters’¹¹.

Chinese character teaching requires a certain amount of dedicated time. In the Chinese Department of Eötvös Loránd University, Chinese character teaching is included in the three classes per week. The specific duration is decided by teachers according to the teaching tasks. Although teachers attach great importance to teaching characters, due to the limited time and large quantity of material to cover, the time spent in Chinese character teaching usually cannot be guaranteed, which impacts the effect of Chinese character teaching.

In the Chinese Department of Eötvös Loránd University grasps both language and Chinese characters when it comes to the teaching of Chinese characters. ‘Mastering both language—speech, vocabulary, and grammar—and Chinese characters’ is currently the most extensively applied teaching model for Chinese characters. Chinese character teaching is integrated into the whole course. Students learn new Chinese characters, relevant grammar, and the overall text at the same time. Apart from listening and speaking, students are also trained to identify and write Chinese characters. This teaching model focuses on both the pronunciation and patterns of characters. It ingeniously integrates the difficult points of Chinese character teaching into each lesson, which helps students realise that it is not that hard to

¹¹ Wang 2015: 19.

learn Chinese characters. Carrying out character teaching in the normal teaching process can remarkably improve learners' learning interest, and learners can gain a sense of accomplishment and become more proactive in their studies. However, the mode that language teaching and Chinese characters go forward together is also reflected as 'identifying Chinese characters in context', which is not easy to implement, either. It is difficult to write some characters that appeared quite early (e.g., '谢'), while some characters with simple patterns came into focus relatively late. It is thus clear that the one-size-fits-all approach is not effective. It is necessary and important to think deeply and analyse carefully, so as to make more reasonable arrangements. It is suggested that teachers should appropriately reduce the requirement of students' being able to write complicated Chinese characters at the initial stage of learning. As time passes and command of the language develops, both general language teaching and character teaching can be realised, and students will learn to identify Chinese characters in context. Zhou goes so far as to say it is unnecessary for all learners to achieve all the four skills (listening, speaking, reading, and writing), and it is important to distinguish between receptive and productive skills: between reading and writing Chinese characters.¹² Some Chinese characters should be correctly memorised and written, while some only need to be identified. This is especially applicable to the initial stage of learning Chinese characters.

In terms of specific teaching methods, the most commonly used methods include guiding students to identify Chinese characters, demonstrating the correct writing, and dividing characters into different groups based on their radicals for better memorisation. Guiding students to identify Chinese characters can help learners establish the connection between pronunciation and pattern of Chinese characters. In this way, learners can write Chinese characters when they see the pinyin and correctly pronounce the Chinese characters when they see their patterns. Demonstrating correct writing is an important link in the teaching of Chinese characters. The characters seem to be complicated with multiple strokes, but with correct guidance and demonstration, teachers can help learners develop correct writing habits. Importance must be attached to demonstration and practice, so as to lay a solid foundation from the beginning. While learning the writing of Chinese characters, many learners write randomly without following the correct sequence

¹² Zhou 1999: 197.

of strokes and the structural framework of Chinese characters. Once the wrong habits are formed, they will easily be ingrained in the hearts of Chinese learners, thereby hindering their further study of Chinese. Dividing characters into different groups based on their radicals for better memorising is another teaching method commonly used in the Chinese Department of Eötvös Loránd University. Chinese characters are mostly pictophonetic characters. While teaching them, teachers can explain the pictophonetic and phonetic symbols based on the features of pictophonetic characters, so as to achieve twice the result with half the effort. More diverse methods, such as adding character-learning games and explaining the origin, development, and cultural connotation of Chinese characters, can be integrated into the future teaching of Chinese characters, so as to enrich the teaching activities and better mobilise the enthusiasm of learners.

Conclusion

In a word, in the Chinese Department of Eötvös Loránd University offers relatively rational teaching of Chinese characters in terms of teaching staff, teaching materials, and teaching methods, though there are some shortcomings. In the future, the Chinese characters in *New Practical Chinese Reader* should be properly processed to foster strengths and circumvent weaknesses. Under the teaching model of ‘mastering both general language and Chinese characters’, requirements concerning learners’ ability to write complicated Chinese characters can be lowered at the initial stage. In terms of the teaching methods, more attempts can be made to enrich classroom teaching and improve its efficiency.

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刘明

保加利亚中文教育七十年回顾及未来发展建议

摘要：保加利亚中文教育从1953年开始，到2023年，已经迈入第70个年头，在中国与保加利亚双方重视和不懈努力下，中文教育规模不断扩大，中文爱好者数量持续增多。特别值得一提的是，由21所学校共同成立的保加利亚中文教学联盟，进一步强化了保加利亚政府对中文教育的支持和认可。为了确保中文教育的质量和标准化，保加利亚教育与科学部签发了部长令，颁布了《保加利亚外语课程-中文教学大纲标准》¹。这为开展中文教学的学校建立了中文课程标准。本文回顾了保加利亚中文教育的70年发展历程，目前的规模和该国未来中文教育的服务需求，以及目前面临的挑战和发展建议。为了确保中文教育的可持续发展，提出加快推进中文教育纳入当地的国民教育体系，以实现教育体系与就业制度的良性循环，这将有助于保加利亚中文教育事业更好地满足未来的需求，并为学生提供更广泛的机会和选择。

关键词：保加利亚；中文教育；发展建议

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Seventy Years of Chinese Language Education in Bulgaria and Suggestions for Future Development

Abstract: In 2023, Chinese language education in Bulgaria entered its 70th year. With the attention and unremitting efforts of both China and Bulgaria, the scale of Chinese language education in the latter has been expanding, and the number of Chinese language enthusiasts has continued to increase.

¹ 2019年10月3日，保加利亚教育与科学部批准PD09-2556号令《保加利亚外语课程-中文教学大纲标准（1-7年级）》；2020年1月3日，批准PD09-4954号令《保加利亚外语课程-中文教学大纲标准（B1）》；2021年4月20日，批准PD09-958号令《保加利亚外语课程-中文教学大纲标准（A1）》。



It is especially worth mentioning that the Bulgarian Chinese Language Teaching Union, founded by 21 schools, has further strengthened the Bulgarian government's support and recognition of Chinese language education. In order to ensure the quality and standardisation of Chinese language education, the Bulgarian Ministry of Education and Science has issued a ministerial decree officially promulgating a Chinese language syllabus in Bulgaria, which has established Chinese language curricular standards for schools conducting Chinese language teaching. This paper summarises the 70 years of development of Chinese language education in Bulgaria, its current scale, and the future demand for Chinese language education services in the country, as well as current challenges and recommendations for its development. In order to ensure the sustainable development of Chinese language education, it is proposed to accelerate the integration of Chinese language education into the local national education system in order to link the education and employment systems, which will help the cause of Chinese language education in Bulgaria to better meet the needs of the future and to provide students with a wider range of opportunities and choices.

Keywords: Bulgaria, Chinese language education, development suggestions

一、中文教育发展历程

保加利亚早在古丝绸之路时期就和中国有了密切的往来，于1949年10月4日与中国正式建交，成为第二个与中国建交的国家，至此中保已建交七十余年，双方一直保持着亲密友好的关系。为增进两国政治经济文化各领域的交流与合作，开始互派留学生，同时为了快速培养语言人才，在1952年，中保两国签订《中华人民共和国和保加利亚人民共和国政府文化合作协议》，中国派遣一名汉语教师来保加利亚开设汉语课程被正式写进两国的政府协议。保加利亚成为新中国成立后向国外派遣汉语教师的首批四个汉语教学点之一。²1952年至1955年，中国著名语言学家、北京大学教授朱德熙先生作为汉语言文学教师赴保任教。1953年，朱德熙先生和旅保中国学者张荪芬女士在保加利亚历史最长、规模最大的高等学府索非亚大学Sofia University of St. Kliment Ohridski（以下简称“索非亚大学”）创办了首个“汉语讲习班”。

² 董淑慧，2005。





使汉语成为全校的选修课。朱德熙先生与张荪芬女士共同开创了保加利亚汉语教育事业，为该国的汉学研究打下了坚实的基础。朱德熙先生返回中国后，张荪芬女士独自负责索非亚大学的汉语教学。

从新中国建立到20世纪60年代，中保两国关系亲密，交流频繁。而后的几十年里，张荪芬女士和她的保加利亚同事们坚持工作，即使在两国关系冷淡的六七十年代，汉语教学也始终没有中断。虽没中断汉语教学，但因为历史原因，中保之间的教师互派中止过一段时间。这一时期的保加利亚汉语教学处在一种自发的内在需求。汉学家宝拉·白丽婉诺娃是两位先生的学生，她继承和发扬汉语教学事业，她在索非亚大学学习五年汉语，随后，她又到莫斯科国立大学留学并获得汉学副博士学位，基于对中国古代典籍的喜爱，宝拉·白丽婉诺娃翻译了很多中文著作。1969年，张荪芬女士编撰的第一本《保语词典》正式出版，此后又先后编写出版了针对不同年龄学习者的《汉语教科书》、《保语常用词汇》等工具书，填补了保加利亚汉语教学的空白，为索非亚大学创办中文专业奠定了基础³。90年代起，索非亚大学古典和现代语文系东方语言文化中心教研室正式开设“汉语言文学”本科专业⁴，这在保加利亚汉语教学发展史上是一个质的飞跃。1993年大特尔诺沃大学St.Cyril and St. Methodius University of Veliko Turnovo（以下简称“大特尔诺沃大学”）也开设了俄汉应用语言学和法汉应用语言学课程。

为了进一步满足保加利亚汉语学习的需求，2006年北京外国语大学Beijing Foreign Studies University与索非亚大学合作共建索非亚孔子学院；2012年中国地质大学China University of Geosciences, Wuhan和大特尔诺沃大学合作共建大特尔诺沃大学孔子学院，其中索非亚孔子学院是保加利亚乃至巴尔干地区成立最早的孔子学院，并于2013年列为全球首批十四个示范孔子学院之一。两所孔子学院开始运营，加速了保加利亚的中文教育规模的迅速扩大。索非亚孔院和大特尔诺沃孔院相互促进、共同发展，为保加利亚的汉语教学添柴加火。

³ 董淑慧, 2006: 78-80.

⁴ 李丛, 2009: 53-55.



二、中文教育领域现有规模

截至2022年底，保加利亚共有60个开设中文课程的教学机构，其中9所孔子课堂和51个教学点，分布于17个大区⁵。全国共有中文教师79名，其中本土教师36名，中国公派教师12名，中文教师志愿者31名，2022年度注册学生人数 3981人⁶，如图1所示。

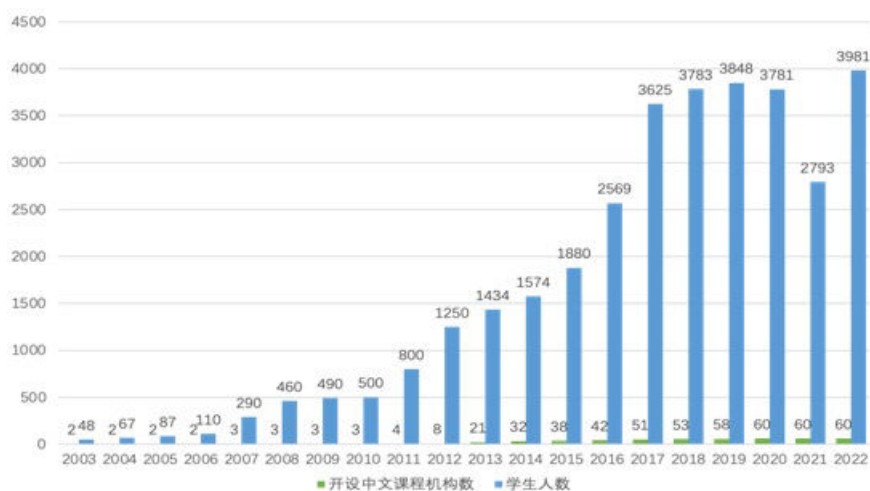


图1：2003–2022年保加利亚开设中文课程的机构数和学员人数发展情况

2.1 高等教育领域中文发展现状

保加利亚现有8所高校以不同的教学模式开展汉语教学，它们是索非亚大学Sofia University of St. Kliment Ohridski、大特尔诺沃大学St.Cyril and St. Methodius University of Veliko Turnovo、普罗夫迪夫大学Paisii Hilendarski University of Plovdiv、鲁塞大学Angel Kantchev University of Rousse、索非亚金融商业大University of Finance, Business and Entrepreneurship, Sofia、舒门大学University Of Shumen Konstantin Preslavsky、布拉戈耶夫格勒西南大学University Of South West "Neofit Rilski" 和瓦尔纳经济大学University Of Varna Economics。

⁵ 保加利亚总共分为28个大区，其中17个大区内设有中文教学机构，分布占比为60%。

⁶ 数据来自于北京外国语大学孔子学院年度报告和大特尔诺沃大学孔子学院年度报告。



索非亚大学全称“索非亚大学圣克里门特·奥赫里德斯基”，是保加利亚历史最长、规模最大的高等学府，建于1888年，是保加利亚最先开展汉语教学的机构。1991年，索非亚大学开设“中国语言文学”专业，建立第一专业、第二专业和选修课多个教学层次。经过多年的发展，索非亚大学汉学专业已经建立起了本科、硕士和博士多层次的汉语人才培养体系，每年在校生有100多人，且近几年呈逐年递增趋势。索非亚大学的汉学教师都有自己的研究课题和方向，涉及汉语语言学、中国文学、中国宗教、中国历史、中国哲学等多个领域。

大特尔诺沃大学全称“大特尔诺沃圣·基里尔和麦托迪大学”，是保加利亚一所著名的综合性大学，建于1962年。1993年该校正式开设汉语专业，隶属于该校现代语言学系，同年秋季招收了第一批“俄汉应用语言学”和“法汉应用语言学”双语学生。1994年又增设了“英汉应用语言学”和“德汉应用语言学”专业。1993年至1996年，按照保加利亚当时的教育体制，汉语专业招收的学生为硕士生，学制五年，毕业获得硕士学位；1997年，保加利亚高等教育体制改革后，汉语专业改为独立学科，学制四年，毕业后获得学士学位和翻译资格证书。2004年起，大特尔诺沃大学汉语专业开始招收“汉语言文学”专业博士生，研究方向是“中国文学”。2014年，大特尔诺沃大学建立了汉语专业的两个新学科“汉语作为第一语言及应用语言学”和“汉语翻译硕士”（董淑慧，2005）。

普罗夫迪夫大学Paisii Hilendarski University of Plovdiv在2012年将汉语列为本科专业必修课，开设的汉语课程分别为“应用语言学”和“保汉比较”，该课程贯穿于本科四年教学当中。2013年，鲁塞大学Angel Kantchev University of Rousse、索非亚金融商业大学University of Finance, Business and Entrepreneurship Sofia和舒门大学University Of Shumen Konstantin Preslavsky面向本科生开设汉语必修课，课程名称为“汉语和中国文化”。同年舒门大学以汉语兴趣班的形式面向全校开设汉语课程。2014年，布拉戈耶夫格勒西南大学University Of South West “Neofit Rilski”和瓦尔纳经济大学University Of Varna Economics采用选修课和兴趣班两种教学模式面向全校开设汉语课程。

2.2 孔子学院与基础教育领域中文发展现状

随着中国“一带一路”倡议的提出，保加利亚中文教育出现了新的面貌，也得到了更多的发展机会。自开设孔子学院以来，保加利亚的基础教育领域中文事业基本上由两所孔子学院来承担，两所孔院都是集大学、中小学和社会汉语教学于一身的综合性孔子学院。从目前来看





· 保加利亚的孔子学院发展状况可以代表保加利亚基础教育领域中文发展状况。伴随汉语学习者人数的增加，其年龄也从成人下延至幼儿，且参与汉语学习的群体多样，分布各行各业。保加利亚有很多以外语为特色的中小学，例如，索非亚第18综合学校18th Comprehensive School “William Gladston”，Sofia、鲁塞瓦塞尔·列夫斯基综合学校Comprehensive School “Vasil Levski”，Ruse、普罗夫迪夫法语中学“Antonie de Saint-Exupery” French High School, Plovdiv、维丁综合学校Comprehensive School “Tsar Simeon Veliki”，Vidin等，各所学校为了吸引学生都积极向孔子学院申请中文教师，增设中文各类课程。目前保加利亚有20余个城市，42所中小学每年有2000余名中小学生在学汉语，其中大部分是以兴趣课的形式开展。

索非亚孔子学院在2012年9月底联合来自索非亚、普罗夫迪夫、瓦尔纳、鲁塞等7个城市的9所重点示范学校，成立了保加利亚汉语教学联盟。孔子学院不仅为联盟学校“量身”设定中文教学大纲和课程，而且定期对其进行全面巡视，极大地提升了教学质量。随着汉语教学的不断发展，越来越多的学校陆续加入了这个联盟，目前该联盟已经有21所学校。2013年1月，该联盟在维丁市的“TSAR SIMEON VELIKI”学校召开第一次理事会，对发展中学汉语教学的课程计划和教学大纲进行了研讨，并对校际间的交流和孔院的督导方式进行了讨论。汉语教学联盟的成立进一步提升了中文教育在保加利亚的社会地位。与保加利亚的大学和中学中文教学相比，保加利亚小学和幼儿园的中文教学开始较晚。在2004年，保加利亚东北部最大的学校鲁塞市瓦塞尔·列夫斯基学校Comprehensive School “Vasil Levski”，Ruse开设了从1到12年級的汉语选修课，开启了保加利亚小学汉语课的发展历程。截至2022年，保加利亚开设中文的中小学有30所，小学汉语课和幼儿园汉语课的学校共12所，其中，小学和幼儿园的汉语课程类型包括必修课和兴趣课，学生流动性比较大。

索非亚第18综合学校，该校自1992年开设中文课程以来，逐步把中文由选修课、兴趣课归为必修课程。笔者曾在此工作期间，教授高中阶段中文（8-12年级）课程。学校要求高中阶段学生需选择两门外语作为必修课，很多学生虽喜欢中文却放弃，也有学生把中文课程作为必修课程，但并不认真学习，究其根源是保加利亚教育大纲标准中没有规定中文成绩可作为高考参考。但从2019年起，《保加利亚外语课程-中文教学大纲标准》正式颁布，为有中文教学的学校建立了中文课程标准，为保加利亚中文学习者选择中文作为外语必修课提供了新的机遇，同时为参加汉语水平考试（HSK）提供了大量潜在学员。





2.3 华文教育情况

保加利亚目前有大约两千余名华人华侨，主要来自浙江、福建和东北三省，也有少数来自北京、上海、天津和河北等地，主要居住在首都索非亚。2008年成立的保加利亚中国教育中心是由保加利亚中国商会和中国驻保加利亚大使馆合作创办的一所华文学校，是该国唯一的一所华文学校。

保加利亚中国教育中心主要面向中小学阶段学生提供汉语课程，使用人民教育出版社的教材。每周有6-8节课，通常安排在周末上课。在2015年之前，主要由使馆派遣的留学生和中文教师利用业余时间担任教学任务。自2015年以来，该机构向孔子学院申请了中文教师和留学生一同组成教学队伍，参与制定教学大纲，进行教学管理，学生数量虽不多，但采用分班分级式教学管理，学生的语言知识文化有了不同程度的提高，但由于教师流动性大、备选教材有限，仍然无法满足学生对中国文化课程的需求。

三、中文水平考试发展现状

从2002年，索非亚大学汉语专业教研室开始与中国联系，向中国申请成立汉语水平考试点，申请得到了原国家汉语国际推广领导小组办公室、索非亚大学国际处和中国驻保加利亚大使馆教育组的肯定和大力支持。2003年，索非亚大学首次举办了汉语水平基础级别考试，并成立了“保加利亚中国汉语水平考试中心”，这是最早在巴尔干半岛上建立的中国汉语水平考试点。如图2所示，从2003年到2009年，索非亚大学考点共举办7次汉语水平考试，总计175人次参加，每年参加考试的人数都相对稳定。这表明，2003年以前，保加利亚已经有了具有一定水平的中文学习者，也都有参加中文水平考试的需求。保加利亚中文水平考试经过二十年发展，考试人数已经由19人增长到2000余人。



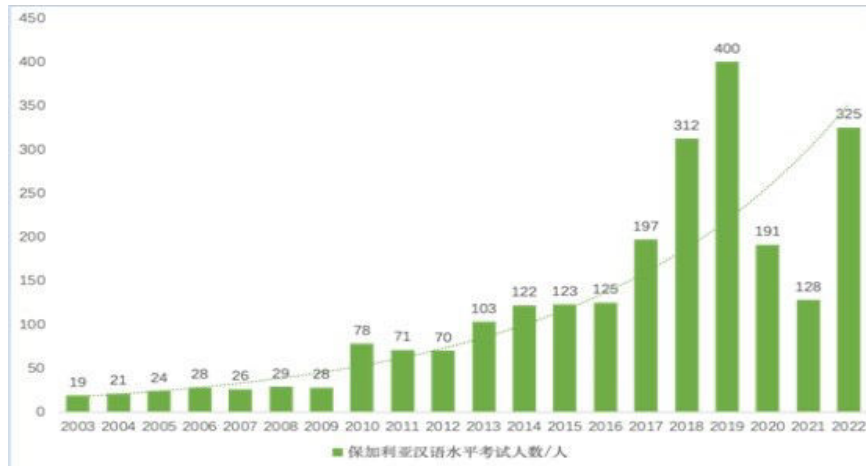


图2：2003–2022年保加利亚汉语水平考试人数情况⁷

在保加利亚每年有2000余名中小学生在学汉语，其中大部分学生是以兴趣课的形式学习。随着中文学习者和开设汉语的教学机构的流失，建议两所孔院应着力把中小学汉语考试（YCT）作为重点，积极在各个中文教学机构宣传和推广，YCT考试会增强学生学习汉语的自信心和荣誉感，会对汉语保持新鲜感，而且YCT成绩可以为考生参加HSK考试提供参考。YCT考试的人数增长直接会提高汉语水平考试在保加利亚量的增长和质的提高。因此，中小学汉语考试（YCT）进入中小学，进入保加利亚，将会有着积极的意义。

四、前景展望与未来发展建议

保加利亚中文教育事业起步早，发展势头强，一路高歌，一路不断成长。至今，这一事业仍然在蓬勃发展之中，但人才流失严重，保加利亚懂中文的毕业生多倾向于翻译、旅游等高薪职位，本土中文教师数量不足，能力参差不齐，无法满足日益增长的中文师资需求。除此之外，中方教师和志愿者普遍承担多个教学点工作，环境复杂、工作量大，加之语言沟通障碍，需要懂英语的保语助教辅助教学，教学效果不理想。目前保加利亚中文师资力量明显不足。中文教学大纲、本土

⁷ Liu Ming, 2018.



化教材、教辅资料和工具书的匮乏也仍是制约中文教学发展的重要原因。基于以上问题，保加利亚中文教育未来发展可从以下几方面入手：

第一，随着两国政治、经济、文化和旅游等各个领域的持续良性发展，中文教育事业应该紧跟潮流，积极拓展与中东欧其他国家的双边或多边中文教育合作。这种合作可以包括人才培养、教材编写、教师培训以及资源建设等多个方面，以期实现协同互助，共同促进该地区中文教育的发展。

第二，近年来，中国的信息技术、电子、轻工、机械制造等领域的知名大企业纷纷在保加利亚进行投资，对复合型人才的需求旺盛，因此，我们有必要积极推动“中文+职业技能”复合人才培养项目，以满足中保合资企业对具备订单式技能的人才的需求，使中文学习能够在实际工作中得以应用。除了广泛的普及型和应用型教育，我们还应重点支持专业型和精英型人才的培养，同时加强对本地中文教育师资、中文学者和汉学家的培养和支持。

第三，我们应积极参考《国际中文教育中文水平等级标准》，与中外专家和出版社等多方合作，开发更多高质量的中保双语读物和其他教学资源。同时，我们需着力推动建立本土化的教师培训体系，并制定政策来鼓励和支持本地教师参与中文教育科研项目，提高他们的收入水平，以便留住高素质的中文教育人才。借助新媒体网络平台，促进中保两国人民之间的相互了解，加强语言交流，促进彼此的心灵契合。

第四，在将中文纳入保加利亚国民教育体系的进程中，我们需要加快步伐。保加利亚教育与科学部颁布的《保加利亚外语课程-中文教学大纲标准》填补了多年来纲领性文件的空白，这是保加利亚各界人士对国际中文教育默默耕耘的成果。“众人拾柴火焰高，众人植树树成林”，各界人士仍需积极协作，确保中文真正融入保加利亚国民教育体系，并切实推动相关政策法规的实施。将中文教育纳入保加利亚国民教育体系，有助于建立教育体系与就业制度之间的良性循环，同时鼓励更多中文学习者投身中文教育事业，为保加利亚中文教育事业的可持续发展提供坚实的支持。

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徐晓凯

匈牙利中文学习者否定表达式的习得特点研究

提要：本文以匈牙利语母语者为研究对象，采用问卷测试与语料分析相结合的方法，分析了匈牙利学习者使用否定表达式的主要偏误类型及不同水平学习者的习得特点，并提出教学建议。通过研究发现，偏误类型主要有以下几类：误加助词“了”；结果补语“到”的遗漏；述补结构的否定形式使用不当；否定词后接成分形式不当。在习得特点方面：初级水平学习者对否定词“不”和“没(有)”表达的主客观指向区分不明确；中高级水平学习者的主要习得特点为：对否定词使用熟练程度有波动；偏误类型多为否定词位置不当，较少误用否定词；善于使用回避策略；对表示否定存在、所属状况的否定词“没有”的习得障碍较小。

关键词：匈牙利学习者，否定表达式，偏误类型，习得特点，教学建议

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The Acquisition Characteristics and Error Analysis on Negative Expression of Hungarian Chinese Learners

Abstract: This study takes Hungarian native speakers of Chinese as the research object. It investigates the types of errors they commit in the use of negative expressions and the acquisition characteristics of learners at different levels. An addition of the particle ‘了’ and an omission of ‘到’ are found to be the main types of errors. In terms of acquisition characteristics, it is found that beginners have difficulties distinguishing the subjective and objective directions expressed by ‘不’ and ‘没(有)’. Intermediate and advanced learners’ proficiencies in using negative words fluctuate, as does their accuracy in using negative words, and they tend to use more avoidance strategies.



Keywords: Hungarian learners, negative expressions, error analysis, acquisition characteristics, teaching suggestions

一、引言

作为中东欧中文推广的中心，匈牙利是较早有规模、成体系的开展中文教学的国家。在国家的大力支持及当地孔院的广泛推广下，匈牙利中文学习者的数量与日俱增。截至目前，匈牙利境内已经成立了5所孔子学院及1所孔子课堂，中文也被纳入了匈牙利高考的可选科目。不仅如此，近年来中匈两国交往密切，在当前良好的环境和形势下，匈牙利的中文教学事业更加充满发展潜力。

本文主要围绕匈牙利中文学习者“否定表达式”的使用情况展开。“否定是否定表达式的内容或内涵，否定表达式是否定的外在的语言表达形式。因此，否定表达式就是所有用来表达否定的语言形式的总和。”¹同上，本文所涉及的“否定表达式”指用于表达“否定”意愿或态度的语言形式。根据研究对象的母语背景及中文水平，本文主要考察的否定形式为：以否定词“不”和“没(有)”为标记的显性否定形式，不包含双重否定等方面内容。

本文将匈牙利中文学习者作为研究主体，我们对60位不同水平的学习者进行了问卷测试，其中包括初级水平学习者(HSK3级水平)10人、中级水平学习者(HSK4级及以上水平)25人和高级水平学习者(HSK5级及以上水平)25人。测试对象的年龄在15岁-75岁之间，全部来自匈牙利罗兰大学孔子学院下设教学点。上述测试对象的母语均为匈牙利语，其中包括3名华裔。除此以外，在各教学点老师的帮助下，笔者也收集了以上学习者在课上讨论环节和回答问题的过程中输出的自然语料，以及他们在完成课后练习和作文时输出的包含否定表达式的真实语料，共收集到语料约5300字。

本文通过对问卷测试结果和收集到的语料进行分析，探究成因，分析不同水平学习者对否定表达式的偏误类型及习得特点，最后提出教学建议，希望能够为在匈牙利开展中文教学工作的老师们提供参考，使国别化中文教学更具针对性和适用性。

¹ 肖友群、徐爱文、廖明福、刘建红.否定表达式的规范性研究.江西社会科学, 2003 (10): 165.



二、匈牙利学习者中文否定表达式的主要偏误类型

2.1 误加助词“了”

- (1) *上个星期我没来上课了。(上个星期我没来上课。)²
- (2) *去年这里冬天没下雪了。(去年冬天这里没下雪。)
- (3) *最近我很忙,所以没复习了。(最近我很忙,所以没复习。)

在现代汉语中,“没(有)”与语气助词“了”的共现是有条件的,而大多数时候“没(有)”所修饰的动词性结构中都不需要体态助词“了”参与,如上述三种语境中,“没(有)”表示的都是“未实现”,与表示“已实现”的“了”共现显然不合适。但当句中有特定的时间参照,且句子表示从以前某个时间开始到现在一直没有实现的意义时,“了”又是非出现不可的。如:

- (4) 从上个星期开始,我就没来上课了。
- (5) 这里已经一年没下雪了。
- (6) 我已经很长时间没复习中文了。

这种复杂的使用限制条件,给学习者的理解造成了很大障碍,因此常常出现误加或遗漏助词“了”的错误表达。另外,对目的语规则的泛化也是导致此类偏误产生的原因。匈牙利语属黏着语,语法意义主要由加在词根的词缀来表示,这种表达习惯与依靠独立的虚词与固定语序表达语法意义的中文完全不同。如:

- Házi feladatot *csinál*ok. (我在做作业。)
Befejeztem a házi feladatomat. (我做完作业了。)
- Házi feladatot *csinál*sz. (你在做作业。)
Befejezted a házi feladatodat. (你做完作业了。)
- Házi feladatot *csinál*. (他/她在做作业。)
Befejezte a házi feladatát. (他/她做完作业了。)

因此,大部分匈牙利中文学习者在了解了中文的语法特点以后都会十分注意对中文虚词和语序的学习,“了”作为现代汉语中最重要的表示语法意义的虚词之一,具有明显的时态特征,因此学习者极易将这种规则泛化,习惯于在所有表示过去完成的时态中都加“了”,这也是产生偏误的重要原因之一。

² (...)内句子为正确的句子,下同。





2.2 结果补语“到”的遗漏

- (7) *我没想那个人是你。(我没想到那个人是你。)
 (8) *我找了很长时间,没找了。(我找了很长时间,没找到。)
 (9) *有的人工作很努力,但是不能赚钱。(有的人工作很努力,但是赚不到钱。)

结果补语“到”在否定完成结构中的遗漏是很多匈牙利中文学习者常犯的错误,即使是水平很高的学习者也很难准确判断在何种语境下应该使用此类结构。现代汉语中的“着、了、过”都是既可以表“时”又能表“态”的语法成分。“作为绝对时标记,他们都表‘已然’,不表‘未然’。作为相对时标记,‘着’表同时,‘过’、‘了’表异时。不同时制功能的呈现受不同句法条件的制约。”³助词“到”的用法与“了”、“过”相似,都属于“没(有)”否定句的‘过程’标记,表示过去完成。不同的是,“了”和“过”强调的是过程,“到”强调的是过程结束后的结果。这一点需要通过大量在真实的语境中的练习来加深对目的语表达习惯的理解。

2.3 述补结构的否定形式使用不当

因为匈牙利语中不存在与述补结构相对应的表达形式,所以述补结构一直是匈牙利中文学习者的难点,在问卷测试中此类习题的错误率也很高。

- (10) *这次的作文我写不好。(这次的作文我写得不好。)
 (11) *你说的话我不能听懂。(你说的话我听不懂。)
 (12) *太多作业了,我不能写完。(太多作业了,我写不完。)

一般来说,“在现代汉语中凡是可以‘没’否定的述补结构,都可以改为用‘不’否定它的补语。”⁴如“没看到—看不到、没写好—写不好、没吃完—吃不完”等。但由于否定词“没(有)”是对过去动作的直接否定,为了避免出错,因此学习者经常以“没(有)”来代替使用“不”的否定形式,造成了否定词“没(有)”使用的过度泛化,从而产生如上述例句中的偏误。

在现代汉语中,用“不能VC”替换“V不C”表示“不可能”的意义时必须满足两个条件:一是动宾结构中的宾语要与句中受事形成一种陈述关系,也就是说,补语的语义指向是受事成分;二是在“不能+动宾结

³ 李铁根.“了”、“着”、“过”与中文时制的表达.语言研究,2002(3):11。

⁴ 陈垂民.说“不”和“没有”及其相关的句式.暨南学报,1998(1):96。





构”出现的句子中，必须有施事成分或状语出现，表达“不可能”的原因。如例句(11)中“听懂”的“懂”，与“话”没有形成一种陈述关系，其语义指向是施事主语“我”。而例句(12)中“写完”的“完”，与句中的“作业”也没有形成一种陈述关系，其语义指向是谓语动词“写”，表示“写”这个动作的状态。因此，此类句子都不符合替换的条件，不能用“不能VC”的格式替换。由于对这两者句法格式的替换条件掌握不熟练，因此学习者多采取回避使用的策略来避免出错。

2.4 否定词后接成分形式不当

(13) *我这个假期没看看书了。(我这个假期没看书。)

(14) *今天不非常热。(今天不太热。)

上述两种偏误的出现都是因为现代汉语中的肯定和否定形式具有不对称性。例句(13)中，动词的重叠形式表示的是“动量小或时量短”的语法意义，且是陈述句，在这种情况下，动词前不能加否定词。此类偏误非常常见。因此，在学生掌握了动词重叠式的用法后，教师就应该着重强调这一点。特殊情况，如在疑问句中，动词的重叠形式前可以加否定词，如：“这是刚做的，不尝尝吗？”“你走之前没收拾收拾房间吗？”这种情况需特殊说明。

例句(14)中，形容词“热”可以受“非常”、“特别”等程度副词修饰，但表示否定意义时，现代汉语中最广泛使用的形式为：否定副词+程度副词“太”、“那么”+形容词。用匈牙利语表达此类语法意义时，几种常见的表达形式及对应的中文如下：

Nem nagyon hideg. (*不非常冷)

Nem túl hideg. (不太冷)

Nem olyan hideg. (不那么冷)

可见，第一种表达所对应的中文形式并不符合现代汉语的语法规范，有相当一部分的匈牙利学习者在初级阶段会受母语影响输出如“不很漂亮”、“不非常难”之类的偏误句。如果教师能将以上三种表达形式给学生进行明确对比和说明，此类偏误就很容易被纠正。





三、匈牙利学习者中文否定表达式的习得特点分析

3.1 初级学习者的习得特点：对否定词“不”和“没(有)”表达的主客观指向区分不明确

(15) *他从来没去游泳。(他从来不去游泳。)

(16) *他生病了，今天没能来上课了。(他生病了，今天不能来上课了。)

在习得了否定副词“不”和“没(有)”的基本用法之后，初级水平学习者要面临的首要难点就是区分二者的使用条件和适用时态。一般来说，初级阶段的学习者普遍对否定词“不”和“没(有)”的使用时态认知较明确，且习惯捕捉句子中的时态标记。但由于词汇量有限，初级水平的学习者普遍对于“不”在表达主观意愿时可以用于过去时态，“没(有)”可用于客观陈述等更为灵活的使用规则了解不够深入，这也直接导致了在没有明显时态标志或句子本身涉及主客观表达意愿时，初级水平学习者的表达错误率更高。



3.2 中高级学习者的习得特点



3.2.1 对使用否定词“不”和“没(有)”的熟练程度有波动

在习得否定表达式的初级阶段，否定词“不”和“没(有)”的误用和混用现象比较常见。但随着语言学习的深入和拓展，当达到中高级水平时，学习者对这两者的区分会变得更加明确，偏误率也逐渐降低。这一点在本次测试的结果中也有体现，通过对各个级别各个考察项目的错误率进行分组统计，我们发现，零基础和初级学习者在“不”和“没(有)”相关的考察项目中的平均错误率为32.9%，而中高级水平学习者在同项目上的错误率就下降到了19.9%，这说明学习者的对这两项内容的掌握能力是随着语言学习的进程不断提高的。值得注意的是，在针对否定词“不”和“没(有)”的考察项目中，零基础和初级水平学习者在前者中的错误率明显低于后者，这说明初级阶段的学习者对“不”相关的否定表达式掌握更好。到了中级阶段，两项错误率持平。而到了高级阶段，学习者对“不”相关否定考察项目的错误率已经高于后者。这与中高级阶段，否定词“不”参与的否定表达式逐渐增多、且形式多样不无关系。同时也说明，虽然整体上学习者对不同否定形式的掌握能力会随着习得过程的进展而逐渐提高，但就某一项目的掌握程度还是会受到具体习得内容的影响而产生波动。





3.2.2 偏误类型多为否定词位置不当, 较少误用否定词

根据本次测试结果和以往收集到的中高级水平学习者输出的语料来看, 在达到一定水平以后, 高级水平的学习者较少出现误用否定词的情况, 多数偏误原因是否定词的位置不当。以“把”字句和“被”字句否定形式的使用情况为例:

- (17) *我差点把手机没丢了。(我差点没把手机丢了。)
- (18) *我把作业没做完。(我没把作业做完。)
- (19) *把作业不写完, 不能睡觉。(不把作业写完, 不能睡觉。)

研究结果显示, 学习者较少在这两种句式误用否定词, 原因是这两种结构通常被看作一种结构即“否定词+介词短语+动词”, 且“把”和“被”这两个介词引进的对象一般都是定指的, 表示的是特定范围里的某一个或几个对象, 谓语部分通常是一个述补结构。特殊的地方在于谓语部分表达的语义一般只具有离散性质, 而没有连续性质, 因此只能用“没”来否定, 而不能用“不”否定, 上述例句(19)一类的虚拟句除外。研究表明, 高级水平的学习者对此类句型结构表达的语义特征的了解已经比较深入, 很少出现误用否定词的现象, 但常对否定词否定的实际成分分辨不清, 所以容易出现否定词位置不当的错误。



3.2.3 善于使用回避策略, 缺少主动使用相关表达的意识

在语言学习的中后期, 提高目的语水平已经不能单纯地依靠词汇积累和语法知识的学习了, 培养学生适应目的语的表达方式和习惯才是此阶段应该习得的重点。但是在教学过程中不难发现, 学习者达到一定水平后就很善于使用策略回避使用难以掌握或容易出错的语法点。在这一点上, 不同母语背景的学习者通常会回避使用母语中不存在的表达方式, 匈牙利语母语者也不例外。在必须使用否定表达时, 匈牙利学习者较常回避使用的是述补结构的否定形式。如:

- (20) *你说太快了, 我不能听懂。(你说太快了, 我听不懂。)
- (21) *我不能说好意大利语。(我说不好意大利语。)
- (22) *这么多菜我不能吃完。(这么多菜我吃不完。)

除述补结构的否定表达形式以外, 双重否定句和含有否定结构的反问句也是学习者经常回避使用的表达方式, 回避使用易错形式也是高水平学习者在习得过程中特有的习得策略。





3.2.4对表示否定存在、所属状况的否定词“没有”的习得障碍很小

问卷测试的结果显示，各水平的被试群体在对存在、所属状况进行否定的“没有”相关的否定表达式项目上的错误率是最低的，且明显低于在其他考察项目上的错误率。通过对匈牙利语中的相关表达进行研究，我们找到了具体原因。

中文中主要用于表达存现的动词是“有”，否定形式是“没有”，与普遍被作为媒介语的英语中对应的表达方式“*There is/are..... /There is/are no.....*”相差甚远，因此许多以英语为母语的学习者在习得此类表达初期都很难将固有的思维方式转换过来。而在匈牙利语中我们却能够找到与中文存现肯否定形式准确对应的词汇，即“*Van (有)*”和“*Nincs (没有)*”。在具体语境中的用法也十分相似：

Van (有) időd (时间) holnap (明天) ? = 明天你有时间吗？

Ma (今天) nincs (没有) kínaióra (中文课) . = 今天没有中文课。

Van (有) Wechated (微信) ? = 你有微信吗？

由此可见，中文中表示存在、所属的肯否定形式与匈牙利语的相关表达相似性极高，且匈牙利母语者在学习中文的过程中不需要考虑匈语中的词缀变化，只需掌握正确的语序就能在短时间内掌握此类形式的提问及肯否定形式。

但仍值得注意的是，部分匈牙利学习者在学习初期会出现如“我不有时间。”的偏误。此类偏误多出现在零基础或水平较低的学习者身上，主要原因是受到媒介语表达习惯的影响，而忽略了母语与目的语之间的共性特征。针对这类现象，教师只需稍加提示，学习者即可在短时间内在母语和目的语中建立联系，并掌握规律。

四、总结与教学建议

4.1针对初级水平学习者的教学重难点

4.1.1注意对否定词“不”和“没(有)”的使用条件进行区分

对否定词“不”和“没(有)”的学习是初级水平学习者接触中文否定表达式的第一步，也是了解中文否定表达方式的基础。初级阶段的中文否定表达式也是主要围绕这二者的适用时态和表达的主客观指向展开的。因此，在习得的初期阶段，学习者必须通过大量的练习对二者的使用条件和使用限制有明确地认识，避免在日后的学习中出现混淆。





4.1.2 注意强调否定表达式中不同副词和时体助词的作用

在中文否定表达式方面,程度副词如“很”、“非常”、“十分”等,语气副词“还”、“又”等,以及时体助词“着”、“了”、“过”等都包含有体态方面的意义,对准确地表达句义起着至关重要的作用。但出于初级阶段的学习者往往无法正确选择特定副词或时体助词来配合否定结构的语义要求,因此常常出现否定词与程度副词搭配不当或误加遗漏时体助词的偏误。因此,在习得中文的初级阶段,教师就应该强调虚词的作用,并进行全面、系统地讲解。目前,从已有的研究成果看,无论是研究虚词本身所标示的语法意义,还是研究虚词使用的语用意义,最基本、最有效的方法就是比较。通过对同义、近义或反义的不同虚词进行比较辨析,让学生更好地了解 and 掌握相应句法格式使用的语义背景,并更准确地了解、掌握和运用所学的词语和句法格式。

4.2 针对中高级水平学习者的教学重难点

4.2.1 强调中文特殊表达形式的重要性

中高级水平的学习者由于掌握的目的语知识更多,且对目的语的了解更深入更全面,更擅长使用学习策略。教师应该时刻向学习者传达正确使用目的语表达的重要性,并为学生创造真实的语境进行训练。在练习的形式上也应该多以开放式主观类型的试题代替客观题。这一点,通过本次的测试结果也可以发现,对于同一个考察项目,学习者在选择题和判断题上的正确率要明显高于问答题和完成句子,这就说明学习者虽然具备辨别基本的正确表达形式的能力,但主观上正确使用部分复杂否定表达式的能力还不足,教师应着重培养学习者此方面的能力。

4.2.2 注意新旧知识的连贯性

在习得某一语法项目的初期,学习者对该项目的使用条件和使用规则掌握较好,但随着习得过程的进展,新知识不断输入,学习者对旧目的语知识的熟练程度会出现退化,或者将新旧习得内容混淆,从而产生较初期更多的偏误。作为教师,一定要及时带领学生对以往所学知识进行复现,尤其是容易出现混淆的特殊表达形式,并通过在真实语境中的对比更直观地展示不同表达形式的差异。作为学习者,也应该具有自主意识,对于特殊的表达形式需要多输入多体会,逐渐地培养





对中文情态表达的语感，注意保持新旧知识的连贯性，这样也有利于更好地建立目的语的知识体系，提高目的语的语言能力。

五、结语

本文通过问卷测试和语料分析的方法研究了以匈牙利语为母语的不同水平的中文学习者针对中文否定表达式的习得情况。也对匈牙利中文学习者产出的中文否定表达式的主要偏误类型进行了概括并简要分析了造成偏误的主要原因。最后，针对不同水平学习者的习得难点，本文也从教学的角度出发总结了否定表达式教学的重难点并给出了相关的教学建议。除此之外，教师还应该努力提升自身素质，主动完善教材内容，合理安排教学顺序，积极引导、适度输入、鼓励输出并重视中外对比，预测难点，突出重点。

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附录：调查问卷

一. 判断正误 (判断下列句子是否正确, 如有错误, 请改正)

1. 以前我没是一个很爱学习的人。()
2. 我刚来中国时, 没会说中文。()
3. 他从来没吃过火锅。()
4. 我生病了, 今天没能去上课了。()
5. 今天我没吃早饭了。()
6. 不下雨了, 我们可以走了。()
7. 我没看看那部电影。()
8. 她没比她姐姐漂亮。()
9. 你写不写完作业?()
10. 昨天他不去, 今天去了。()

二. 填空 (用“不”、“不是”或“没”、“没有”完成下面的句子)

11. 刚来这里的时候, 我很()习惯。
12. 昨天我()去学校。
13. 我()去过长城, 但是我很想去。
14. 我已经学英语5年, 可还是说()好。
15. 还()完成工作, 他就回家了。
16. 我一直都()喜欢吃蔬菜。
17. 你昨天为什么()去找我。
18. 他什么也()说, 就走了。
19. 我()知道他回来了()。
20. 如果()努力学习, 就()好成绩。

三. 把“不”或“没(有)”放在合适的位置上

21. 我还A把B衣服C晾干呢。
22. 他A被B选为C班长。
23. 我A差点B把手机C丢了。
24. 怎么A能B让他C难过呢?
25. 我A认为他B想C上大学。
26. 我A高兴得B都睡C着觉了。
27. 中国人A是都B会C说普通话的。
28. 我父母A愿意B让我C去留学。



29. 他们需要A有工作经验的人，但是B我C。
30. 作业太多了，我A怎么写B都写C完。

四·用否定形式改写句子

如：我喜欢这里。 改为 我不喜欢这里。

31. 明天我放假。
32. 你桌子上有一本书。
33. 今天非常热。
34. 他经常去体育馆游泳。
35. 我把作业都做完了。
36. 他比我大两岁。
37. 我比你吃得多。
38. 他是一个很粗心的人。
39. 我刚才在办公室看见他了。
40. 我猜他现在可能在家。



五·请用否定形式回答下面的问题

41. 周末你想去爬山吗？
42. 你会用微信吗？
43. 你去过长城吗？
44. 刚才有人进来吗？
45. 这么多菜你能吃完吗？
46. 明天你来上中文课吗？
47. 我说的话，你听懂了吗？
48. 昨天你把她送回家了吗？
49. 今年暑假你回国吗？
50. 今年你回国了吗？





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Chinese Language and Culture Pedagogy at the University of Latvia

Abstract

The article gives a detailed analysis of Chinese language and culture studies at the Department of Asian Studies of the University of Latvia from the foundation of the department in 1991 and the enrolment of first students in 1993 up to the year 2023. The text is divided in six chapters: institutional history; students and graduates; local teaching staff; guest lecturers and Chinese-speaking language teachers; academic mobility; and research and international cooperation.

This is the first in-depth introduction to Latvian Sinology studies in the English language, and its special value lies in the unique perspective of the author (former Sinology student and current associate professor of the Department of Asian Studies) who has witnessed and experienced nearly the entire history of the institutional development. The article combines a historical approach with biographical (at times autobiographical) descriptions, analyses of statistical data, and a personal case study.

Keywords: Department of Asian Studies at the University of Latvia, history of Sinology in Latvia, Chinese language teaching methods, international cooperation in higher education



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摘要

本文详细分析了1991年成立的拉脱维亚大学亚洲研究系，从1993年首次招收汉学专业学生至2023年期间，中国语言文化研究情况。文章共分六部分：机构沿革历史、本科生和研究生、本土教师、客座教师和中文母语教师、学术交流、学术研究和国际合作。

本文首次用英文深入且系统的介绍了拉脱维亚汉学史与研究成果。其独特之处在于作者本人独一无二的视角，作者曾为拉脱维亚大学汉学专业首届本科生和研究生，目前为拉脱维亚大学汉学专业副教授，见证和亲历了拉脱维亚大学汉专业的发展演进历程。文章是历史考证与传记叙述、资料分析与个案研究的结合。

关键词：拉脱维亚大学亚洲研究系；拉脱维亚汉学史；中文教学方法；高等教育国际合作。

Introduction

My experience in Chinese language and culture studies (hereafter Sinology) goes back to 1993, when I began my studies in the first study group to ever enrol in the then Department of Oriental Studies of the University of Latvia (now the Department of Asian Studies) (DASUL, 2022). In 1999, after my graduation from the Master's Programme in Oriental Studies, I took up studies at the University of Cologne, because in Latvia there is no doctoral programme in Sinology. After obtaining a PhD degree, I returned, joined the teaching staff of the Department of Asian Studies of the University of Latvia (hereafter DASUL), and up to now (2023) I have continued my work at the University of Latvia.

At present, there are only two of my colleagues who may have had equally long and similar experiences, but they do not specialise in Sinology. A history professor and specialist of Indonesia, Leons Taivāns was among the founders of the DASUL and is still engaged in academic and teaching

work. My classmate, Agnese Haijima, who first studied Sinology but later went to Japan and wrote her dissertation there is now my colleague and an associate professor in Japanese studies.

Almost 30 years have passed since the beginning of my own academic career and also since the beginning of Sinology studies at the University of Latvia. In the meantime, many teachers have changed, many students have graduated, teaching materials and methods have grown old, and new ones have been taken up. There have been many different cooperation partners and cooperation projects, as well as other activities relating to Sinology studies. My experiences as both a student and a teacher (though from quite different perspectives) can be a truthful witness to all these developments. In order to render correct factual data, I have also consulted archive materials of the university, articles written by our professors in the journal *LU raksti/Acta Universitatis Latviensis* [Scientific Papers of the University of Latvia], published and unpublished teaching reports by visiting Chinese language instructors, as well as some other documents and personal information from my colleagues and classmates. Some data are inferred, deduced, or combined from several factual sources.

Institutional History and Background of Sinology Studies

At present, the Department of Asian Studies of the University of Latvia (hereafter DASUL) is the second largest department in the Faculty of Humanities (after English studies). It was established in the year of the restoration of Latvia's independence (1991), and at that time the department was called the Chair of Oriental Studies (Orientālistikas katedra; Ivbulis, 2012: 7). Our faculty has a long and interesting history. It was established in 1919, the same year as the University of Latvia, as the Faculty of Linguistics and Philosophy. In 1921, it was renamed the Faculty of Philology and Philosophy, and in 1944 the Faculty of Philology. In 1965, foreign language studies were separated, forming the Faculty of Foreign Languages, which became the Faculty of Modern Languages in 2000. In 2008, the Faculty of Philology was renamed the Faculty of Philology & the Art Sciences. However, in 2009 both institutions (the Faculty of Philology and Art Sciences and the Faculty of Modern Languages) were merged, creating the Faculty of Humanities (FMZF, 2022; Krūmiņš, 2004: 29).

In the very beginning there was only the Bachelor's Programme in Chinese language and culture studies (hereafter Sinology), and the whole study process was mainly orientated toward Asian language studies. We had classes in modern and Classical Chinese, as well as in Japanese and Korean. Later, however, it was acknowledged that it was quite impossible to simultaneously master several Asian languages. Therefore, a group of students for specialised Japanology studies was enrolled in 1995, a group of Near East studies (Arabic, Farsi, and Turkish) in 2005, and groups of Korean and Hindi Studies in 2013 (Ivbulis, 2012: 11; LSM, 2013). Each group studied only one Asian language, and over time, increasingly more theoretical courses about culture, history, and literature of the respective regions were added. Hindi, Farsi, and Turkish language teaching was discontinued due to a lack of teachers and new students. At present, there are groups in Chinese, Japanese, Arabic, and Korean studies.

At first, BA studies in Sinology lasted four years and were followed by MA studies in Oriental studies for two years. In 1997, six of us¹ graduated with a BA degree (Šeitere, 1997) and after two years, in 1999, two of us² completed the MA (Krūmiņš, 2004: 226). For a long time, Sinology students started their studies with zero knowledge about China. Only in the last few years have there been some newcomers with prior knowledge of Chinese language. After the adaption of the Bologna Declaration of 1999, the bachelor's programme was shortened to three years. For Chinese studies this meant a decrease in the programme's quality, because in such a short period of time it is quite impossible to obtain proper knowledge and professional skills insuch a complex subject as Chinese civilisation and language.

In 2003, when professor Leons Taivāns took over the leadership of the department, he initiated several changes: the Sinology and Japanology Bachelor's Programmes were incorporated into the Asian Studies Programme, the Near East Subprogramme was added, and in 2006 the whole department was renamed Asian Studies. Later, in the framework of the DASUL, five research centres were established: the Centre for Japanese Studies, the Centre for Southeast Asian Studies, the East Asian Research Centre (AsiaRes), the Centre for Near East and North Africa Studies, and the Centre for Korean Studies.

¹ Evita Bankova, Evita Grase, Agnese Haijima, Dana Rudāka, Rolands Ūdris, and myself.

² Agnese Haijima (at that time with the maiden name – Agnese Iljina) and myself.

Each of them includes several lecturers and professors from the DASUL, who manage the respective subprogrammes and courses and perform research activities related to their respective regions (Department of Asian Studies, 2022). The East Asian Research Centre was especially active during the time of Sinology professor Frank Jochen Kraushaar, who became the director of the DASUL in 2010. The Centre for Korean Studies was founded by visiting professor Seo Jinseok from Korea in 2016 (University of Latvia Library, 2017). During his time Korean language students were enrolled under the subprogramme of Sinology.

In recent years, there have been many newcomers who have taken an interest in Korean culture and language. Therefore now it is planned to separate Korean Studies from Chinese Studies as an independent subprogramme. Both the BA and MA programmes of the DASUL include Chinese, Japanese, Arabic, and Korean language specialisation groups. Thus, in the MA programme, in-depth research into one's selected regional culture and language is possible. This is a unique case in the academic community of the Baltic States. Recently, Associate Professor Kaspars Kļaviņš has taken over as director of the MA Programme in Oriental Studies as well as the lead of the Centre for Korean Studies. Thanks to his efforts, a new international BA Programme of East–West Intercultural Studies has been launched, with the first group of students enrolled in 2021.

Students and Graduates

At first, students were enrolled in the DASUL every second year, but after 2000 the interest and demand for Asian languages rapidly grew, and new groups were formed every year. In 1993, two years after the founding of the DASUL, I, together with 10 other students, was accepted for Sinology Studies. But the university offered only 10 budget places. One student discontinued after the first semester, and as a result we all could study free of charge (now the budget is divided among Sinology, Near East Studies, Japanese and Korean studies, so only 2-3 Sinology students per group can obtain budget places). The first group of students turned out to be very hardworking and with high aspirations. Later, many of my classmates (including Ligita Jurkāne, Dace Liberte, and Dana Rudāka) worked for the Latvian Ministry of Foreign Affairs or Saeima, and currently some (including Evita Grase, Agnese

Haijima, and myself) work as Chinese or Japanese language teachers in Latvian educational institutions.

There were also some very talented and efficient students from later groups, including graduates from both the Bachelor's Programme of Asian Studies as well as from the Master's Programme in Oriental Studies. Many of them (including Georgijs Dunajevs, Ginta Elksne, Diāna Komova, Žanna Musina, Marija Nikolajeva, and Karens Petrosjans) successfully continued academic careers, and others have begun or have already completed PhD studies. Some of the earlier students engaged in educational work. For example, Kaspars Eihmanis, Jūlija Gumiļova, Irina Marinska, Karīna Jermaka, Irina Bezručenko were teachers of the DASUL for many years. The young sinologists are rather active in scientific research, and results can be seen in their publications. A couple of them are listed below:

- (1) Kaspars Eihmanis 'Pārdomas par starpkultūru hermeneitikas metodoloģiju' [Rethinking the Methodological Approaches of Cross-Cultural Hermeneutics] (Eihmanis, 2004). His other articles, for example, about Buddhism are uploaded to the Academia site of the National Cheng Chi University in Taiwan (Academia, 2022)
- (2) Karīna Jermaka 'Ķīniešu (haņ tautības) bēru rituāli [The Burial Rituals of the Han Chinese]' (Jermaka, 2021)
- (3) Marija Nikolajeva 'Latviešu un ķīniešu valodas telpisko adpozīciju analīzes metodoloģija: tēlshēmas un metatietvari [Methodology of Analysis of Latvian and Mandarin Chinese Spatial Adpositions: Image Schemas and Metaframes]' (Nikolajeva, 2016)
- (4) Karens Petrosjans 'Senķīniešu vēsturnieka sniegtās ziņas par Āzijas huņņiem [The Sources of an Ancient Chinese Historian on the Xiongnu]' (Petrosjans, 2015).

It is impossible to enumerate all of those who work as translators and interpreters. For example, Inese Lielmane has translated two modern novels from Chinese into Latvian. Some of the most important translations are listed in my article 'Constructive Evaluation of Literary Translations from Chinese into Latvian Language' (Baltgalve, 2020: 50). Other sinologists, including Jana Daniča, Anastasija Galkina (née Krilova), Marija Jurso, and Madara Smalkā, worked or still work in the Confucius Institute at the University of Latvia as Chinese language teachers or administrative staff. Many of the graduates teach Chinese language in secondary schools or give private les-

sons. Still others have engaged in social or political work related to China. Egils Dzelme and later Aleksandra Grevceva took up the director post of the Asia and Oceania Division at the Ministry of Foreign Affairs. Arita Karīna Braķe, Edvīns Gajevskis, Krista Muižniece, Laura Pinkena, and others work at the Chinese Embassy.

Young sinologists contribute to bilateral relations of Latvia and China in different ways. Jekaterina Pavlova is the head of the Library of the Baltic Research Centre for East Asian Studies (or AsiaRes), which is part of the National Library of Latvia. Pārsla Dambe and Martin Survillo work in the Chinese Cultural Center of Riga. Jānis Ozoliņš and Aļešja Rogača are professional tour guides for Chinese delegations and tourist groups. Ilona Jevstropova has spent many years in China and has become a Chan Buddhist nun. Now she lives in Riga and gives Chinese language lessons and instructions about Buddhist meditation. Anželika Smirnova has become a well-known TV show host in the People's Republic of China (PRC), and she often uses this possibility to introduce Latvian culture for Chinese people (Čunka, 2016). Regarding graduates, lastly I want to mention Artur Lyubanskiy, who spent many years in China, but after that returned to Latvia and completed his BA studies at the DASUL. Up to now, he is the only student to have written his bachelor's thesis in the Chinese language (Lyubanskiy, 2018).

Since Latvia joined the European Union, there have been increasingly more international students (many via Erasmus exchange) who have taken part in some of our programme's courses or have even graduated from the DASUL. For example, Aleksi Miiika Viljami Nuppula from Finland and Dilge Bengü Özcoşkun from Turkey have completed their BA studies in Sinology, while Elizaveta Klevtcova from Russia, Kaliningrad, Patricija Uļičeva-Kvietkauskā from Ireland, Ermolina Polina from Russia, and Matthew Mark Shaw from Canada are all enrolled full-time in Sinology Studies and are now in their second or third year. Although lectures generally take place in the Latvian language, foreign students are always welcome and receive special advice and homework for individual studies. In addition, starting from the second semester, they can directly take part in Chinese language courses, which are then mainly taught in Chinese or partly in English.

Asian language teachers from the DASUL pay much attention to the attraction of new students from secondary schools and high schools. My colleague, the sinologist Karīna Jermaka, who is now the Head of the Latvian Chinese Studies Association, organises many diverse activities related to Chi-

nese culture and language, in order to arouse interest about China among children and teens. In recent years, I have myself held lectures about Chinese and Tibetan languages and cultures in several schools (e.g., Baldone Secondary School, Plavnieku Gymnasium, and Brāļu Skrindu Atašienes High School), while in the meantime introducing Chinese Studies at the DASUL. Our colleague from the Centre of Near East Studies and expert of Arabic language and culture Ingrīda Kleinhofa organises an annual lecture series titled ‘Small Academy of Asian Studies’ (Mazā Āzijas studiju akadēmija). Lectures are especially designed for pupils of grades 9–12, and the teaching staff of the DASUL give both captivating and useful introductions to different Asian countries, including China (Kleinhofa, 2022).

Local Academic Staff

The first to come up with the idea of setting up a separate department for Asian Studies was professor of Indology Viktors Ivbulis, and he also became the first director of the department. He was joined by three other prominent personalities and Asia specialists: Edgars Katajs, Pēteris Pildegovičs, and Jeļena Staburova. The expert of Chinese and Japanese languages, Edgars Katajs was born in Harbin and had experienced there both Chinese and Japanese rule there. He described his life and work in the autobiographical monograph *Zem desmit valstu karogiem* [Under the flags of Ten States] (Katajs, 2000). His publications are voluminous and include translations of novels and stories of modern Japanese and Chinese literature (into Latvian), commentaries on Chinese idioms, and a monograph about Japanese culture. At the university Edgars Katajs mainly taught subjects about Japanese literature and history.

In 1990s, China still seemed to be a mysterious and exotic place for Latvians, very far and unreachable for the most people. Only two individuals (i.e., Edgars Katajs and Pēteris Pildegovičs) had acquired deep knowledge about Chinese culture and had spent a long time living and working in Chinese society. In newspaper articles about China published by Latvian journalists, there were always many mistakes, and I remember that Edgars Katajs always pointed out and criticised them. Another important contribution to the development of Latvian Sinology is his transcription table of Chinese sounds, which was the first of its kind (Katajs, 1995). In later years, other

sinologists also published their own transcription proposals, which focused more on the specifics of the Latvian language (Staburova, 2006; Pildegovičs, 2010; Baltgalve, 2014).

In the beginning phase, professor of history Jeļena Staburova was also teaching at the DASUL. She invested much effort into developing Sinology and Japanology programmes and acted as the head of the Master's Programme in Oriental Studies. She also held courses on Chinese history and Classical Chinese language. Staburova has published several important monographs in Latvian, including *Balts zirgs nav zirgs jeb Tradicionālā Ķīnas filozofija* [White Horse is Not a Horse or the Traditional Chinese Philosophy] (Staburova, 1995), *Latvija-Ķīna-Taivāna: trīsstūris vai aplis?* [Latvia-China-Taiwan: Triangle or Circle?] (Staburova, 1993), and many more in Russian. In addition, she has also translated two of the most important Chinese Classics from Chinese into Latvian: *Analects of Confucius* (Staburova, 2006) and *Daodejing* (Staburova, 2009). In 2005, she quit her job at the DASUL and established the Confucius Centre (later renamed as the China Studies Centre) at the Riga Stradins University. Now, her daughter Una Aleksandra Bērziņa-Čerenkova, a doctor of social and political sciences with an in-depth specialisation in Sinology, has taken over the management of this institution (Bērziņa-Čerenkova, 2022).

Two very important Latvian sinologists who joined the DASUL at the very beginning were the outstanding professional diplomats and father and son pair Pēteris Pildegovičs and Andrejs Pildegovičs. At the same time, they also worked for the Ministry of Foreign Affairs, often representing Latvia in other countries as envoys and ambassadors. Andrejs Pildegovičs was still a young man when he became one of our Chinese language teachers, only four years older than most students. However, he had already mastered the Chinese language and could advise us on this matter very professionally. After some time, he discontinued teaching activities due to the big work load involved in diplomatic missions.

The deepest impression for me and many young sinologists has been left by Pēteris Pildegovičs, who taught Chinese language courses at the DASUL for many years, even up to 2011, when he became director of the Confucius Institute at University of Latvia. Moreover, Pēteris Pildegovičs was the first Ambassador of Latvia in the PRC, and he has also received the highest national award, the Order of the Three Stars, for his great personal contribution to the successful development of mutual relations between Latvia and China.

Pēteris Pildegovičsis the only sinologist who has focused on compiling Chinese–Latvian and Latvian–Chinese dictionaries. In addition, he has also published a voluminous diary-chronicle *My China Story* (Pildegovičs, 2019). While the original text was in Latvian, the book now also has Chinese and English editions.

Another one of our teachers was the young sinologist Ina Forande, who had studied Chinese language at the Faculty of Asian and African Studies of the St. Petersburg University in Russia. In 1997, she took part in the academic project ‘Recommendations for Rendering Chinese Personal Names in Latvian’ (Forande, Gailīte, 1997). However, soon after, she left the university due to family matters, and now she is the manager of a Korean restaurant in Riga. For a couple of years, a part-time teacher was Arnis Altners, who had received MA in philosophy at the University of Latvia and later learned Chinese language at the National Taiwan Normal University. He taught Chinese philosophy and calligraphy.

In 1999, after the obtaining an MA in Oriental studies, I went to Germany for a doctorate and returned only in 2007. In the meantime, some of my classmates and other graduates stayed and worked as lecturers at the DASUL. Here is an alphabetical list (by surname; working years are given in brackets):

- (1) Irina Bezručenko (2007–2013)
- (2) Aleksandrs Dmitrenko (2013)
- (3) Kaspars Eihmanis (2000–2014)
- (4) Julija Gumilova (2009–2017)
- (5) Karīna Jermaka (2014–2022)
- (6) Ligita Jurkāne (2001–2004)
- (7) Evita Kalme (2000–2005)
- (8) Ieva Lapiņa (2009)
- (9) Dana Rudāka (2002–2003)
- (10) Irina Siuhina-Marinska (2007–2014).

Among them, the most outstanding personality is Kaspars Eihmanis, who was in the second sinologists’ group and graduated from MA programme in 2001, together with my classmate Ligita Jurkāne (Krūmiņš, 2004: 226). As one can see in the list above, he worked at the DASUL for 14 years, much longer than anyone else. He developed the general frame of the Asian Studies Bachelor Programme, and his lectures about Chinese philosophy and lit-

erature have left a deep impression in the memories of all the students. Being very talented and erudite himself, Eihmanis was very strict regarding academic research work, and in his time many students' theses were rejected even during their defence.

Kaspars Eihmanis had his own perspective on reality in China and in Latvia, and he boldly expressed his views on various topical issues. His articles and interviews can be found online, for example, 'Bypass Nowhere (Do the Chinese Have a Philosophy at All?)' (2011), 'Education is Not a Virtue That Can Be Observed in Latvia' (2013), and 'To Bow or Not to Bow to the Emperor?' (2018). Since the very beginning, Eihmanis was deeply interested in Buddhist philosophy and presented his analytic wisdom and research results in the form of public lecture. These lectures are now available on the Satori Space and LU Open Minded online platforms (Eihmanis, 2019). It is really a pity that he gave up work at the DASUL and, together with his family, 'emigrated' to Taiwan. Currently, Eihmanis still takes up occasional jobs, while at the same time carrying on with his doctoral studies at the National Chengchi University (Eihmanis, 2022).

Two other teachers whom I would like to point out are Jūlija Gumiļova and Karīna Jermaka. Jūlija Gumiļova finished her BA in 2003 and then spent some years in Taiwan, obtaining an MA from the Ming Chuan University. After returning to Latvia, she took up work as a Chinese language teacher for first year students. Gumiļova never taught any other course except phonetics, but she was really excellent at her subject and always developed new and effective visual and audio teaching methods. All of the students who had attended her Chinese phonetics classes had perfect tones and pronunciation.

Karīna Jermaka was at first my student, but after her graduation from the master's programme in 2012, she soon became my colleague. She teaches mainly modern Chinese language classes and has also many private students. One can even say that she helps raise the new generation of sinologists, motivating them with her own enthusiasm and excitement about Chinese culture and language. In addition, Jermaka organises and participates in a great many activities related to China and acts as an event manager and interpreter at various events organised by the Chinese Embassy and by the Confucius Institute. She is also currently pursuing her doctorate at the Institute of Literature, Folklore, and Art (within the Faculty of Humanities).

My own teaching experience started in 2001 in the Institute of East Asian Studies at the University of Cologne, where I held the position of a research

assistant. My duty was to teach Classical Chinese and to supervise the registration of Chinese language books in the library catalogue. After the defence of the dissertation in 2006, I returned home and started teaching at the DASUL. There were urgent needs for personnel with a PhD degree and also for new courses in the master's programme. After some years, I took over the lead of the master's programme and prepared it for the following accreditation. From 2015 to 2017, I acted as the director of the Centre for Indian Studies and Culture (University of Latvia) and had a grand experience organising the International Yoga Day. I was young and enthusiastic and voluntarily accepted this double administrative workload for which I was not financially compensated. I must admit that it was a very hard period in my life but also a very valuable experience. Moreover, I was able to launch the first Sanskrit language group at the University of Latvia, involving a teacher from India.

However, after a half year of academic research in China at Sichuan University, I understood that my heart's deepest desire is to teach Asian languages and to do research about Chinese and Tibetan cultures. Evidently, this desire was genetically inherited, because my mother was also a lecturer of the university, and my grandfather was a high school teacher. Thus, I gave up all administrative duties and invested more effort into academic projects related to Chinese classics, traditional and modern Chinese literature, Buddhist studies, Tibetan language, and Sanskrit literature, as well as into teaching, translating, and interpreting activities. At the moment, I am working on the compilation of a *Tibetan Language Textbook* and on the translation and commentaries of the Chinese *Book of Changes* (Yi jing 易经).

Visiting Professors and Chinese-Speaking Teachers

First of all I would like to mention the Chinese language and literature specialist professor Frank Jochen Kraushaar from Germany. He worked in the DASUL for more than 10 years (2005–2019). Originally he was a visiting professor but then mastered the Latvian language and was elected as a permanent staff member. I met him for the first time at the Ludwig Maximilian University of Munich during my qualification studies. He had just obtained his PhD degree and was teaching Chinese poetry. In the beginning of his career, Kraushaar focused on traditional poetry but later also on contemporary

and online poetic works. He has published a wide range of research works on diverse topics, including *Internationalization of Higher Education in Latvia* (a monograph together with Maija Veide), 'Eerie Parties: Ghosts and Shaman in Li He (790–816) "Songs on Magic Strings"', 'Imprint of Civilization: Book Culture in Literary China (AD 900–1900)', and 'Neoklassizistische Cyberlyrik im China Netz' (DFG, 2021).

Kraushaar was very active in international cooperation with sinologists from other Baltic states, Germany, and Taiwan. He has worked on many academic projects, organised local and international conferences, and acted as editor of Sinology journals. He had a definite vision regarding the development of Far East studies at the University of Latvia and implemented some changes while the head of the DASUL (2010–2015). In electronic mass media, one can find interviews with Kraushaar about actual social and cultural topics related to contemporary China, including 'Beijing Olympics: A Guide to the Language of Symbols' (Kraushaar, 2008) and 'The Red Dragon Is Not Really Red' (Siliņa, 2021). He does not take into account what others might think or say but always openly expresses his views. Kraushaar has given a wide range of guest lectures at the Latvian Academy of Culture, Tallinn University, the University of Trier, and the University of Hamburg, and now he is a guest professor at the University of Innsbruck.

There have not been many visiting professors who have held lectures in the DASUL, because financial resources have always been rather limited. However, it is possible to name a few. In the very beginning, the DASUL had a close cooperation with Scandinavian universities, for example the University of Copenhagen's Nordic Institute of Asian Studies and Stockholm University's Department of Asian and Middle Eastern Studies. Accordingly, at first Torbjörn Lodén, professor of Chinese language and culture from Stockholm University, was invited. He was followed by Rotermund Hartmut Otto Walter, professor of Chinese and Japanese Studies from Germany (2008–2009); Mark Gamsa, professor of Chinese history and literature from Tel Aviv University (2011); Helmolt Vittinghoff, professor of Sinology from the University of Cologne (2012); and Wang Baohua 王葆华, professor of Chinese literature from South China Normal University (2018).

At this point I would like to tell a little more about Professor Wang Baohua. The usual practice in the DASUL is that theoretical subjects about Asian literature, religion, history, and culture are covered by local specialists, and native speakers are appointed only for language classes. However,

already at a very early stage of my sinologist career, and even later – during my MA and PhD studies – I had a ‘dream’ to listen to lectures in Chinese by a Chinese professor. At first, it was rather impossible due to a lack of Chinese language skills, but also later there was no such opportunity. For many reasons, it is not common for European universities to invite Chinese professors to give regular theoretical lectures. Only when I became a teacher myself could I fulfil this dream for my students. In close cooperation with the Confucius Institute of our university, we applied to Hanban for a special academic exchange project. After hard and lengthy efforts, in the winter term of 2018, Professor Wang Baohua finally arrived in Latvia. He spent two months at the DASUL, giving specialised lectures about Chinese language and literature for advanced Sinology students.

Starting from the second semester, Chinese language classes at the DASUL are usually taken over by Chinese teachers. During the time of my own studies, there were two teachers: Mr Xian Shizhen 鮮軾振 from National Taiwan Normal University and Ms He Jie 何杰 from Nankai University (PRC). Xian Shizhen was a very hard-working and diligent man, and everybody had a good impression of him. However, He Jie seemed rather strange to us young people. She did not have a precise and methodological way of teaching but often just talked about communism and taught us songs of Mao Zedong. I attended her lectures after my return from exchange studies in Taiwan, and she kept repeating that it was impossible to understand my Taiwanese Chinese speech.

After his return to Taiwan, Xian Shizhen published an article ‘Latuoweiya jiu yue’ 拉脱维亚九月 [Nine Months in Latvia], where he described his experience in this ‘snowy’ country (鮮軾振, 1996). He Jie, for her part, wrote a complete monograph about her impressions in Latvia, titled ‘Wo de yangchadui: meili Boluodihai’ 我的洋插队：魅力波罗的海 [My Trip Abroad: Charming Baltics] (何杰, 2018). However, this book should be considered more as a fictional work, for there are too many imaginative episodes and factual inaccuracies. Thereafter, the Ministry of Education of the PRC regularly sent Chinese language instructors to teach Chinese at the DASUL, including Mr Yu Congyang 于丛扬 from Beijing Language and Culture University (1998–2002), Ms Wang Shan 王珊 from Xi’an International Studies University (2002–2004), Ms Zhang Junling 张俊玲 from Jiaying University (2005–2007), and Ms Cui Yanlei 崔艳蕾 from the Renmin University of China (2006–2007).

Wang Yingjia 王英佳 from Wuhan University should be mentioned in particular. She was a Russian language specialist, had an excellent relationship with students, and demonstrated an effective cooperation with colleagues. As such, her contract was extended, and she stayed for two two-year terms (2007–2010). She was followed by three other officially appointed teachers from the PRC: Ms Zhang Hong 张红 from Nankai University (2007–2009), Ms Wang Yeshu 王烨姝 from the Changchun University of Science and Technology (2009–2011), and Ms Fan Li 樊莉 from the Anyang Institute of Technology (2011–2013). Students were not very happy with the teaching methods of Ms Fan Li, and also there were many newcomers, so having just one language teacher was no longer sufficient. Therefore, another Chinese teacher was recruited in parallel – Ms Li Manlan 李满楠, who was already living in Latvia and was well acquainted with the needs of Western students and with the Latvian environment. She worked for three years (2012–2014).

After the founding of the Confucius Institute at the University of Latvia in 2011, all subsequent teachers were invited through it. A very professional, communicative, and hard-working teacher was Ms Wang Qiongzi 王琼子 from Huanggang Normal University. She first came in 2013 and stayed for two years (which is the usual term for Chinese language instructors). However, in 2018, she was again invited and continued teaching at the DASUL for two more years, until 2020. In addition to her work at Huanggang Normal University, she is now also enrolled in doctoral studies. In between Ms Wang's two stints, we invited Mr Pan Junwu 潘军武 from South China Normal University, who worked here from 2016 to 2018. I expected that students, who were mainly girls, would be pleased to have a male teacher for a change and to have the chance to hear different pronunciations and lexica. However, this did not turn out to be a very successful case, because students could not get used to his strict critiques and modernised teaching methods. The last teacher to be mentioned is Ms Bai Bingyu 白冰玉, also from South China Normal University, who has been teaching our students since 2020. Despite the fact that due to the COVID-19 pandemic lectures at the time took place online, all students were very satisfied, and Bai Bingyu expressed a sincere wish to come to Latvia personally, as soon as the Office of Citizenship and Migration Affairs of Latvia would issue her a visa.

All of the Chinese language instructors who have taught at the DASUL have written detailed reports describing their impressions, experiences, difficulties, and teaching methods while working with Latvian students. These

manuscripts are stored in the archives of the Chinese Embassy and of the Confucius Institute. Some of the instructors have even published articles in academic journals about specifics of teaching the Chinese language to Latvians, for example, *Research and Exploration of Chinese Teaching in Latvia* 拉脱维亚视阈下的拉脱维亚与中国研究 (journal edited by Shang Quanyu 尚劝余, 2016) and article ‘Analysis of Grammatical Errors in Written Texts by Latvian Students of Chinese as a Foreign Language’ (Wang Qiongzhi 王琼子, 2020).

Teaching Process, Materials, and Methods

Chinese language acquisition in the Bachelor’s Programme of Asian Studies starts with two separate courses: Chinese Language Phonetics and Chinese Characters. General language courses (e.g., Chinese I, Chinese II) begin only in the second semester and include a complex training of all skills (i.e., reading, writing, speaking, and listening). During MA studies, general Chinese language courses are continued, but in addition there are specialised courses of Written Translation, Consecutive Translation, and Literary Language. For many years, newcomers were first taught by local teachers, who could better introduce the basics of the Chinese language. However, in recent years, due to the fact that most students already have had some experience with Chinese language and culture, native speakers start teaching conversation classes already in the first semester. Generally, language classes are taught on a shared basis, both by Latvians and by Chinese. Grammar, text translation, and literary language courses are the responsibility of local teachers, but all other aspects (especially conversation and written composition) are covered by native-Chinese-speaking teachers.

In the 1990s, the library of the faculty had hardly any books about Chinese culture. There were only some outdated publications from the Soviet era. The first textbook that we used for studies of the Chinese language was *Jichu Hanyu Keben* 基础汉语课本, which was in Russian. However, mostly we learned from lecture notes and copied materials. Jeļena Staburova taught us Classical Chinese, and we exercised writing characters on the blackboard. Ina Forande held classes in a specially equipped auditorium for learning phonetics where everybody sat in a separate box with headphones and repeated phrases and sentences after the teacher or after the tape recorder.

Pēteris Pildegovičs mainly taught text translation, and in his lessons involved analysing excerpts from newspapers and magazines about current events. His own experiences and stories from China were especially interesting and motivated us greatly.

Our first native Chinese teacher, Xian Shizhen from National Taiwan Normal University, taught modern and Classical Chinese; he used Taiwanese textbooks with full form Chinese characters. I learned simplified characters only during my MA studies. That is why I got used to traditional characters from the very beginning, and perhaps that is one of the reasons why my later research focused on Chinese Classics and traditional Chinese literature. At first Mr Xian used *Guoyu Huihua* 國語會話 as the basic teaching material, but later he added the textbook *Xinxuan Guangboju* 新選廣播劇, which also had tape recordings. In this way we could improve our listening and understanding skills and learn about Chinese literary trends as well. In Classical Chinese we read idiom stories and fragments from the *Four Books* (*Sishu* 四書). In addition, Mr Xian gave us many speaking, writing, and translation exercises (Xian, 1996: 13).

Teachers from the PRC at first used the following textbooks: *Sucheng Hanyu Chuji Jiaocheng* 速成汉语初级教程 and *Qiaoliang: Shiyong Hanyu Zhongji Kecheng* 桥梁：实用汉语中级课程 (Yu, 2002: 2). Classes were enhanced with CD and DVD audio and visual materials, documentaries, and feature films, as well as with interactive knowledge-based games and in-class competitions, Chinese folk songs, and popular songs. Other teachers used their own compilations of teaching materials from different textbooks, based on the necessities and knowledge levels of each group and each student.

When I started teaching at the DASUL, we decided that utilising unified teaching materials would be of a great advantage for bachelor's students, and we started to use *Xin Shiyong Hanyu Keben* 新实用汉语课本 for all groups. However after some years, teachers noticed that many topics were out of date and replaced it with a newer textbook, *Boya Hanyu* 博雅汉语, which is used still today. Chinese teachers also use *HSK Biaozhun Jiaocheng* HSK 标准教程, which has standard lexica, grammar, and topics covered on the HSK exams. For the MA students different materials are used, according to the interests and levels of each group. Furthermore, they are often asked to write essays about various topics in order to develop composition skills. In conversations they learn to express their own views and attitudes. Sometimes MA students help in the faculty library to register new Chinese books. This

is a very good bibliographic exercise that can develop both reading and comprehension skills and enhance their background knowledge about Chinese literary tradition and sources.

Each teacher has, of course, a different approach to teaching and a different attitude to students. For example, Frank Kraushaar, who had a Central European educational background, used to hold lectures in the form of seminars and discussions, in order to shape students' critical thought and scientific perspectives. Kaspars Eihmanis put more emphases on the proper understanding of scientific research methods and on the comparison of Chinese and Western ideas. On his exams students had to explain core concepts of Chinese culture with great detail and in correlation with historical and social backgrounds. A repetition of standard phrases and common assumptions was not accepted. Karīna Jermaka has developed many effective methods for learning language along with social culture and art elements (drawing in tongue twisters, interesting facts about traditional festivals, and modern life). She attracts students with diverse activities, practical exercises, and visual and interactive materials, but she also assigns a lot of homework.

As for myself, I mainly hold lectures about Chinese literature, culture, and history, where I try to tell and visually show students my own experience in China and with Chinese people. Lectures are supplemented with photos, pictures, charts, and video materials. Students are required to actively participate, for example to answer questions, to translate words or sentences, and to express their attitudes. When a group is small enough, half of the lectures are organised in the form of a seminar, and then students have to prepare presentations, write essays, or carry out group work. In translation and interpreting courses for master's students, actual issues are taken as bases. Sometimes students are asked to individually choose the texts (or video recordings), for example, those that could be useful for their research. Regular homework and interim tests are the rule. At the end of each semester, I always distribute a questionnaire for each course, asking students to express their opinions about the respective course in an anonymous form.

Concerning theoretical lectures, nowadays, the main problem is not a lack of textbooks and materials (like in 1990s) but rather the surplus of information sources (mainly electronic media). Therefore, students must learn to filter the information according to objective and academic criteria. Regarding language lessons, a serious problem is the different levels of students. There are always some who have talent and are very successful in

language learning, but others are not so gifted, have learning difficulties, do not know how to complete homework individually, are lazy, or do not even regularly attend class. In recent years, there have been groups of first year students in which some individuals had already learned Chinese for two or three years, while others had only learned for a few months, and still others who had had no knowledge at all. In parallel to their studies at the DASUL, some diligent students regularly attend classes at the Confucius Institute, and their language skills improve much more quickly. Teachers have tried various ways to solve this problem: they have differentiated difficulty levels of the homework, given additional homework for some students, divided students into several groups, and held lectures at different times; at times, even extra lectures are arranged. Better students are sometimes allowed to attend classes of more advanced language groups, and some BA students have even successfully attended MA classes.

Over time, new teaching methods have been developed. Lately, seminars, workshops, and .ppt presentations have become the norm. Teachers focus not so much on the quantitative knowledge of students but instead give more effort to improve their practical and autodidactic skills. In this way, students cannot only profit from learning new information but can also develop their academic skills and competences by themselves. Online language learning tools, .ppt presentations, different types of software, and interactive internet sites are put in use increasingly more often.

In addition to the compulsory lectures, teachers and students organise and participate in many extracurricular activities relating to Chinese language and culture. The Chinese Bridge Competition 汉语桥比赛 has been organised annually by the Confucius Institute (since 2004). The Chinese Language Salon 汉语沙龙 has taken place at either the university or the Chinese Cultural Centre bimonthly (since 2008). The Chinese Talent Show 才艺大赛 (since 2016) and Video Competition 视频比赛 (since 2017) have been organised by Karīna Jermaka and the Latvian Chinese Studies Association every year.

Academic Mobility, Research, and International Cooperation

Starting with us as the very first group of students, there have been rather many opportunities to continue Chinese language studies in China. After

graduation from the bachelor's programme, my classmate and I were offered scholarships for exchange studies in either the PRC or Taiwan (at National Taiwan Normal University). Two of us went to Taiwan, but all of the others went to the PRC. Later, scholarships from the PRC's Ministry of Education and Taiwan's Ministry of Foreign Affairs were available each year, and most students who wanted to improve their language skills in a Chinese-language environment were able to do that. Since the foundation of the Confucius Institute, those who attend classes there can also apply for scholarships offered by the Confucius Institute. Occasionally, there are also other opportunities, for example the Erasmus Plus Program or European scholarships, to study in China. Especially Taiwanese institutions, but later also those in the PRC, gave preference to those students who wanted to continue their academic careers, not only further learn the language. In recent years, there have been increasingly more people who apply to MA and even PhD programmes in China (for example, Aleksandra Grevceva, Diāna Komova, Žanna Musina, Anželika Smirnova). However, since the beginning of the pandemic, exchange studies took place only in online format. Students were very satisfied with online lectures by Chinese teachers. However, they still greatly lacked live Chinese language practice. In my opinion, for advanced students the daily environment is even more important than official language classes.

Young sinologists also accept offers for exchange studies at Central European and Scandinavian universities. After my MA studies, I myself applied for a DAAD scholarship and took up qualification studies at the Ludwig Maximilian University of Munich (1999–2001). In recent years, rather many students have applied for Erasmus Mundus scholarships (18 students of the DASUL received this scholarship from 2015 to 2021). It must be said that there are more opportunities to use Chinese on a daily basis in Central European countries than in Latvia. In the last few years, our teachers and professors have also used Erasmus Plus and other mobility programmes to apply for guest lectures in other universities, for example at Beijing Language and Culture University, South China Normal University, and others.

Sinology professors of the DASUL have always been active in international cooperation and academic projects. A very successful, long-term cooperation project is the East Asian Research Centre Reading Room in the National Library of Latvia (LNB, 2022). It was initiated by Frank Kraushaar in 2014. Libraries and institutions from different countries donate and send valuable publications about the culture, literature, history, and languages of

Far East countries every year. Books are mainly in Chinese, English, Japanese, and Korean, but some are in Latvian and Russian. Several cooperation partners (alphabetically listed below) are involved in this project (LU, 2014):

- (1) Chiang Ching-kuo Foundation
- (2) Embassy of Japan in Latvia
- (3) Embassy of the PRC in Latvia
- (4) Japan Association of Private University Libraries
- (5) Japan Foundation and Japan Publishers Association for Cultural Exchange
- (6) Korea Foundation
- (7) National Central Library of Taiwan and its Center for Chinese Studies
- (8) Press and Publications Administration of the PRC
- (9) Taipei Mission
- (10) Window of Shanghai Project of the PRC and Shanghai Library.

The AsiaRes Reading Room is also a site for specialised events, the aim of which is to acquaint Latvian society with the cultures of East Asian countries, as well as with the newest academic research activities about Asia. Both local specialists from the DASUL and foreign scientists from Europe and Asia take part in these events (Baltgalve, 2014). In the scope of this project, the National Library of Latvia hosts many lectures and other activities related also to Chinese culture: exhibitions of Chinese paintings, workshops of Chinese calligraphy and paper-cutting, Chinese tea ceremonies, performances, discussions on contemporary Chinese documentary movies, Chinese and Tibetan language seminars, and lectures about Chinese poetry and about Chinese Classics.

In 2017, Frank Krauhaar together with Kaspars Eihmanis organised an international lecture series: 'Island of Faith: Buddhism and Buddhist Teachings in Taiwan'. The prominent Buddhist teachers Lin Chen-kuo and Huimin Bhikshu were invited to introduce a Latvian audience to the meditation practices and activities of Buddhists in Taiwan (Zilberts, 2017). The DASUL is a member of the Baltic Alliance for Asian Studies (BAAS), and there is an active cooperation in the form of guest lectures, conferences, and common publications among sinologists of the three Baltic states. The 3rd BAAS conference was held at the University of Latvia in 2018, and the 5th BAAS conference, 'Asia in Transition: Tradition as the Source of Change', was held at the Tallinn University on September 23–25, 2022 (Peets, 2021).

My own major projects have been related to literary translation and the compiling of teaching materials. Two textbooks *Mūsdienu ķīniešu valodas pamati* [Basics of the Modern Chinese Language] (2014) and *Ievads senķīniešu valodā* [Introduction to Classical Chinese] (2016) and the anthology of *Mūsdienu ķīniešu stāsti un esejas* [Contemporary Chinese Stories and Essays] were published in 2018 with the support of the Taipei Mission. Currently, I am working on a Tibetan language textbook, and this project is supported by the Embassy of the PRC in Latvia. The DASUL strongly motivates graduate students to participate academic projects. That is why in the compilation of the teaching material *Introduction to Classical Chinese* and the translation of *Contemporary Chinese Stories and Essays* I also involved Sinology students from the Master's Programme in Oriental Studies.

Department members are usually elected for a six-year term, and once per term it is possible to take an academic vacation. In 2013, I received a Taiwan Fellowship scholarship from the Taiwan Ministry of Foreign Affairs to research Chinese short prose of the Six Dynasties period (220-589 CE) at Academia Sinica, and in 2018, I participated in Understanding China Program (through the Confucius Institute). The latter research took place at Chengdu University, for which I translated the body text of the *Book of Changes* into Latvian and wrote preliminary commentaries. After completing both researches, I published several articles, including 'Ķīniešu stāstošās prozas (sjaošuo 小說) jēdzieniskā problemātika [Problematic of the Chinese Narrative Prose Concept *Xiao Shuo* 小說]' (2015), 'Vārds kā simbols ķīniešu „Pārmaiņugrāmatā” [The Word as a Symbol in Chinese “Book of Changes]” (2019), 'Literāro tekstu tulkojumi no ķīniešu valodas [Translations of Literary Texts from Chinese into Latvian]' (2020), and 'Word ZHEN 貞 in the “Book of Changes”: Deconstruction Approach' (2020). The research on the *Book of Changes* is still ongoing. Every year, with the support of the Embassy of the PRC, open seminar series are organised, where I offer a detailed introduction about each hexagram. In addition, practical exercises of eight trigram palm (*baguazhang* 八卦掌) are held, as well. In this way the teaching of *Changes* (*yixue* 易学) can be explored in both theoretical and practical forms.

Since the establishment of the Confucius Institute in 2011 and the Chinese Cultural Centre in 2017, our teachers have maintained a close cooperation with these two institutions. Teachers hold lectures and practical seminars about Chinese language, literature, and culture there, and students often

help as interpreters or volunteers for different events. Teachers and students of the DASUL assist the Confucius Institute in organising celebrations of traditional Chinese festivals (e.g., Mid-Autumn Festival and Spring Festival), concerts, performances, and other activities. Teachers participate in the Chinese Bridge Competition as members of the jury. Chinese language specialist Karīna Jermaka, who is also the head of the Latvian Chinese Studies Association, has an especially good and productive cooperation with Confucius Institute and Chinese Embassy. Many of her private students attend classes at the Confucius Institute and always rank first in the Chinese Bridge Competition.

Other cooperation partners of the DASUL in respect to Sinology include the International Confucian Association, Beijing International Chinese College, Beijing Foreign Studies University, Lanzhou University of Technology, and Northeastern University. In parallel with studies and work at the university, our teachers and graduates also work as translators and interpreters; they have occasional job contracts with translation agencies, including SIA Nordtext, Skrivanek Baltic, Linearis Translations Ltd., and others. In comparison to experts in other Asian languages, for sinologists there are many opportunities to develop themselves in research and translation work, as well as in other kind of academic and social activities.

Conclusions

The DASUL was founded in 1991, but in 1993, the first group of Sinology students was formed. Since then, the DASUL has developed and expanded greatly. In the beginning, there were only 10 students, and new groups were formed only each second year. Now there are Arabic, Chinese, Japanese, and Korean specialisation groups every year, and the number of students varies from 15 to 25 in each of them.

Many young sinologists (i.e., graduates of the bachelor's and master's programmes of the DASUL) have successful careers and are active in education, culture, and politics. They contribute to the promotion of relations between China and Latvia as Chinese language teachers, officers of the Ministry of Foreign Affairs and of the Chinese Embassy, tour guides, interpreters, translators, librarians, and leading managers in international cultural institutions.

A certain number of the graduates continue further academic studies and research in MA and PhD programmes, both in Latvia and in China.

The teaching staff of the DASUL consists of visiting and local language teachers, lecturers, assistant professors, associate professors, and full professors. Most outstanding sinologists of the country have worked as Sinology professors at the DASUL, among them Pēteris Pildegovičs, Jeļena Staburova, Edgars Katajs, Kaspars Eihmanis, and others. Ten Sinology teachers have been former graduates. Visiting professors from European, Chinese, and other universities have been invited, among them Torbjörn Lodén from Sweden, Frank Jochen Kraushaar (who was later elected as a full professor) from Germany, Wang Baohua from the PRC, and others.

In the span of 30 years, more than 20 visiting native-Chinese-speaking teachers have worked at the DASUL. Yu Conyang, Wang Yingjia, and Wang Qiongzhi could be mentioned as the best ones. All of them have written detailed reports, describing their impressions, experiences, difficulties, and teaching methods while working with Latvian students. These manuscripts are stored in the archives of the Chinese Embassy and of the Confucius Institute. Some of the native-Chinese-speaking teachers have published articles in academic journals about specifics of the teaching the Chinese language to Latvians.

Sinology studies at the DASUL consist of theoretical lectures about different aspects of Chinese civilization and of practical language lessons. The former are usually covered by local teachers, but language courses are taught on a shared basis. Several textbooks have been used for Chinese language studies, including *Guoyu Huihua* 國語會話, *Xinxuan Guangboju* 新選廣播劇, *Sucheng Hanyu Chuji Jiaocheng* 速成汉语初级教程, *Qiaoliang: Shiyong Hanyu Zhongji Kecheng* 桥梁：实用汉语中级课程, and *Xin Shiyong Hanyu Keben* 新实用汉语课本. At present, bachelor's students basically learn from two books: *Boya Hanyu* 博雅汉语 and *HSK Biaozhun Jiaocheng* HSK 标准教程. Classes are enhanced with audio and video materials, documentaries, and feature films, as well as with interactive knowledge-based games, in-class competitions, and Chinese songs. For MA students, teachers mostly compile teaching materials from different sources, taking into account actual social and cultural issues, as well as the needs and knowledge levels of the students.

There are also some problematic issues regarding Sinology and Chinese language studies. Regarding theoretical lectures, in 1990s there was a lack of

materials about China, but nowadays, on the contrary, there is a surplus of information sources. Therefore, an emphasis must be put making correct choices when choosing information sources. Regarding language lessons, a serious problem is the different levels of students. Teachers have tried various way to solve this problem (e.g., they have differentiated difficulty levels for homework, given additional homework, divided students into several groups, held lectures at different times, and arranged extra lectures).

All students and teachers who are ready and wish to work, research, or study in China are able to receive financial support and fulfil their desires. There are different kinds of mobility programmes and scholarships both for students and teachers (e.g., Erasmus Mundus, Erasmus Plus, Chinese Government scholarships, scholarships from the Confucius Institute, and the Taiwan Fellowship). In addition, there are many opportunities for sinologists to develop themselves in academic research, interpreting and translation work, and different kinds of cultural and social activities.

In recent years, since the COVID-19 pandemic, many academic activities and international conferences offer onsite as well as online participation. Online format is a good chance to invite participants from far-away countries, who perhaps would not have been able to attend the event in person. However, on-site activities offer more intense contact and discussions with each other, as well as a daily Chinese language and culture environment for students.

Latvian sinologists are largely involved in international cooperation. A major long-term cooperation project among several institutions from Latvia and European and Asian countries is the East Asian Research Centre Reading Room in the National Library of Latvia. Moreover, there is an active cooperation in the form of guest lectures, conferences, and common publications among sinologists of the three Baltic states. In Latvia, a close and successful cooperation has been developed with the Chinese Embassy, Chinese Cultural Centre, Confucius Institute, and Taipei Mission. In the international field, Latvian sinologists have contacts with Academia Sinica, Beijing Foreign Studies University, Beijing International Chinese College, Chengdu University, the International Confucian Association, the Lanzhou University of Technology, the Ludwig Maximilian University of Munich, Northeastern University, South China Normal University, Stockholm University, the University of Copenhagen, and many other higher education institutions.

Over the past 30 years, Sinology at the University of Latvia has developed rapidly. As new generations of young sinologists are born, they become involved in academic research, as well as in strengthening social, cultural, and political ties between Latvia and China. However, in my opinion, most Western students, and even PhD graduates and teachers, are rather low-level specialists. Only when newly enrolled Sinology students will *a priori* possess speaking, reading, and writing skills in Modern Chinese language (just like those who are enrolled, for example, in Spanish, Russian, or German Studies) and only when all teachers (including local Latvian teachers and visiting professors from other European countries) will be able to lecture fluently in Chinese and write their articles in Chinese can it be considered a proper start for specialised and professional Sinology studies. Then bachelor's and master's students will be able to analyse Chinese language in depth and to really focus on studies of Chinese culture, history, and literature, combining original sources in Classical Chinese and Modern Standard Chinese with research works in Western languages.

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ANNA CSIKÓ

ELTE Confucius Institute

The ELTE Confucius Institute, which has been a Model Confucius Institute since December 2015, has been Hungary's leading Chinese language teaching institution and cultural centre since its founding in 2006. The institute's activities in 2022 focused on three main areas: education, science and culture. In addition to these, projects supported by the Government of Hungary and the Confucius Institute Centre continued to be a major focus.

In 2022, online courses continued to be a major focus of the institute's courses, and collaboration with our corporate partners also continued in 2022. In addition, in 2022 we started teaching in a new city, Szentendre, in two new schools. In 2022, we continued to teach on the basis of the teaching system introduced in September 2018. In addition to the modular courses, Business Chinese and HSK language exam preparation courses were also popular, with a total of 2,357 students registering for the various language courses in 2022.

In 2022, there were four HSK and HSKK exams covering the HSK 1–6 and HSKK 1–3 levels, in March, July, October and December. A total of 739 individuals took part in the exams, a record in the history of the institute. In 2022, the institute was again awarded the 'Excellent Language Testing Centre' label.

In July 2022, our partner university, Beijing Foreign Language University, held an online summer camp open to both high school and university students, which was attended by 26 students. In October 2022, our partner university organised an autumn online camp and in November 2022 a winter online camp. A total of six students participated.

In December 2021 was the 15th anniversary of the foundation of the ELTE Confucius Institute, but due to the coronavirus epidemic, the celebration took place only on 21 June 2022 in the Aula Magna Hall. The event was attended by Deputy Minister of the Ministry of Culture and Innovation Eszter Vitályos, Deputy State Secretary for Higher Education Balázs Hankó, State Secretary for the Hungarian Diplomatic Academy and the Stipendium Hungaricum Program Orsolya Pacsáy-Tomassich, Chargé d'Affaires of the



Embassy of the People's Republic of China in Hungary Liu Bo and Counsellor for Education of the Embassy Chen Kun.

On 26 April 2022, we managed to hold an in-person *House Conference of Young Sinologists*.

With the support of the Ministry of Culture and Innovation and the Centre for Language Education and Cooperation, the 9th training of the Central and Eastern European Regional Teacher Training Centre took place from 17 to 20 June 2022, with participants from 14 countries. During the training, the Central and Eastern European Chinese Language Teachers Association was founded. The association has 34 founding members from 11 countries. The 10th-anniversary training of the Central and Eastern European Regional Teacher Training Centre took place from 17 to 21 November 2022, with 71 trainers from 10 countries.

In 2022, *Ink and Brush*, a book of the works of the students of the institute's painting course, was published, as was a commemorative volume titled *History of the ELTE Confucius Institute 2006–2021*, two volumes of *Far Eastern Studies* (Vols. 13 and 14/1), the latter containing publications in English, and the 15th volume of the Confucius Chronicle magazine.

In addition to carrying out its priority tasks and educational programmes, the ELTE Confucius Institute in 2022 also provided the public with colourful cultural programmes. More than 50 different events were organised throughout the year. Last year, free lectures and calligraphy, painting, taiji and kung-fu courses with different Chinese themes were held online and in person, giving visitors the opportunity to learn more about certain aspects of Chinese culture. In the year 2022, the institute set a record for the number of art education classes offered with 1.5 hours of Chinese calligraphy and painting classes at the beginner and advanced levels held three times a week.

In 2022, the institute also participated in large-scale national events, including the Researchers' Night, the Earth Day Festival organised by the Budapest Zoo and Botanical Garden and the Children's Day in the City Park, which attracted thousands of visitors. In addition, it held its own events, including an in-person Confucius Day celebration in September and a Lunar New Year celebration online.



SZANDRA ÉSIK

(Eötvös Loránd University, Chinese Department)

Huba Bartos–Imre Hamar 2017.

***Kínai-magyar szótár* [Chinese–Hungarian Dictionary]**

包甫博–郝清新: 汉匈词典

(Budapest: ELTE Confucius Institute. 2097 pp.)

Huba Bartos–Imre Hamar–Melinda Pap 2023.

***Magyar-kínai szótár* [Hungarian–Chinese Dictionary]**

包甫博–郝清新–梅林达: 匈汉词典

(Budapest: ELTE Confucius Institute. 1710 pp.)

The beginnings of the Chinese–Hungarian dictionary have an adventurous history. The first time Jenő Zsámár started working on a Chinese–Hungarian, Hungarian–Chinese dictionary was in Beijing in the 1940s, in the framework of a Jesuit mission. In the 1950s, he continued his work in Taiwan with Jesuits working in French, English, Spanish, and Latin, and the project expanded into a multilingual dictionary. The result of their efforts was a work containing millions of entries. Tibor Vajda, a Jesuit who preached the Christian religion in Taiwan, also made a significant contribution to the further development of the Hungarian section. The proofreading of the dictionary was commissioned by the Akadémiai Kiadó (the publishing house of the Hungarian Academy of Sciences) and started in 1981 in Hungary. However, during the proofreading process, the experts identified several inconsistencies and omissions, and the work was soon abandoned; hence the dictionary was never published.¹

The first Chinese–Hungarian and Hungarian–Chinese dictionaries to be published, compiled with appropriate professional competence, were edited by Huba Bartos, PhD, and Imre Hamar, DSc. The first edition of the dictionaries was published in 1998, followed by a second, revised edition in 2001 and a third edition in 2013. In the framework of this project, an online Chinese–

¹ Martoni 1985.



Hungarian dictionary was created by the ELTE Confucius Institute and MorphoLogic Ltd.²

The work on the new, two-volume *Kínai-magyar szótár* [Chinese–Hungarian Dictionary] presented here was started in 2014 with the support of the Hungarian State and the Centre for Language Education and Cooperation (Hanban). Containing 6,090 first-level headwords and some 74,000 linked compound headwords, it is the largest Chinese–Hungarian dictionary ever published. The commemorative copies were handed over to Chinese Premier Li Keqiang (李克强) and Prime Minister Viktor Orbán at a ceremony in November 2017 during the 16+1 Summit in Budapest. The dictionary was finally commercially available by the end of 2018.

The editors-in-chief, Huba Bartos, PhD, and Imre Hamar, DSc, are prominent scholars in the field of Hungarian sinology. Huba Bartos is the deputy director-general of the Hungarian Research Centre for Linguistics at the Hungarian Academy of Sciences and an associate professor at the Department of Chinese Studies at Eötvös Loránd University, specialising in Chinese syntax. Imre Hamar is vice-rector for international affairs at Eötvös Loránd University, head of the Department of Chinese Studies and the Confucius Institute, and the director of the Institute of East Asian Studies. His main research interests are Chinese religions and philosophies, especially Chinese Buddhism. He teaches Classical Chinese text reading and Chinese Buddhism for the master's and doctoral programmes in Chinese studies.

In parallel with the *Chinese–Hungarian Dictionary* project, work began on its counterpart, the *Magyar–kínai szótár* [Hungarian–Chinese Dictionary], which contains 57,000 headwords. It was published 2023, with Melinda Pap, PhD, assistant professor at Eötvös Loránd University, joining the editors-in-chief. Her main research area is Chinese Buddhism, and she teaches both undergraduate and PhD courses at the Department of Chinese Studies, where she has been working since 2008. She recently joined the ELTE Roman World and the Far East Research Group. In addition to the editors-in-chief, one should not forget the many other sinologists who have contributed to the dictionaries with their excellent work.

By ‘Chinese’, the editors of the dictionary mean, as is common practice, the modern Chinese vernacular, which is based on Mandarin dialects, mainly the Beijing dialect. In mainland China, it is referred to as *putonghua* 普通话,

² <http://www.morphologic.hu/kinai/> [Last accessed: 19.01.2024].

while in Taiwan the term used is *guoyu* 國語. Regarding the *Chinese–Hungarian Dictionary*, we see that the authors also considered *putonghua*'s historical antecedents (*guanhua* 官話), the classical written language (*wenyan* 文言 or *guwen* 古文), and the literary language derived from the language of traditional drama and prose (*baihua* 白話). However, as a modern Chinese dictionary, its content is largely based on the vocabulary of modern vernacular and literary language. At the same time, the *Chinese–Hungarian Dictionary* does not avoid dialect-specific expressions, which, although not part of the vernacular, are widely known and used.

The vocabulary is not only diverse but also very up-to-date, with words of recent origin and culture-specific words. The *Chinese–Hungarian Dictionary* is based on the glossaries of the most standard monolingual and bilingual dictionaries, such as *Xiandai Hanyu Cidian* (現代漢語詞典 Beijing: The Commercial Press, 2013), *ABC Chinese–English Comprehensive Dictionary* (John Defrancis ed. Honolulu: University of Hawai'i Press, 2003), *Pleco* (electronic dictionary, <https://www.pleco.com/>), and *A Modern Chinese–English Dictionary* (現代漢英詞典 Beijing: Foreign Language Teaching and Research Press, 2014). The *Hungarian–Chinese Dictionary* is based on the *Hungarian–Russian Dictionary* (eds. László Gáldi–Pál Uzonyi) published by Akadémiai Kiadó in 2013 and the *Hungarian–German Dictionary* (eds. Előd Halász–Csaba Földes–Pál Uzonyi) published in 2002.

The dictionaries mainly apply the simplified characters used in the People's Republic of China (*jiantizi* 簡體字), but the *Chinese–Hungarian Dictionary* also includes characters' traditional versions (*fantizi* 繁體字) in brackets, if the latter differs from the simplified form. The need for the use of unsimplified characters is demonstrated by the fact that classical texts with traditional characters still appear in mainland China and also by the fact that traditional forms are still the official character versions used in Taiwan and Hong Kong.

The structure of each entry in the *Chinese–Hungarian Dictionary* is as follows. The basic form of a first-level heading is in red, with its traditional form in red in brackets. Behind these, in black, are the other, non-standard variants. The characters are followed by their *pinyin* 拼音 transcriptions (i.e., the standard, Latin alphabet transcription system of the Chinese language that is widely used internationally), then their word class and meaning. The dictionary contains the first-level, one-character headwords in alphabetical order by pinyin transcription. Also listed alphabetically under the headwords

are their compounds (i.e., words and phrases that begin with the letter of the headword).

The entries in the *Hungarian–Chinese Dictionary* also proceed in alphabetical order, and their layouts basically follow the above scheme. Title words are in red, followed by possible variants, grammatical information, and their meanings in italics and pinyin. To meet the needs of Chinese dictionary users, the headings also indicate possible word changes, changes in vowel length due to conjugation, and information on prepositional usage.

For both language pairs, the carefully selected examples accompanying the articles are remarkable, as they help to give the words a more precise meaning in context for the user. One of the cornerstones of Chinese is the use of separating verb conjunctions, which the dictionary also explains, to the delight of the user: in the pinyin transcriptions, the symbol // indicates that the members on either side of the sign can sometimes be separated. Also noteworthy is the inclusion of set phrases that usually consist of four characters (*chengyu* 成语), which are very characteristic of the Chinese language. These are a crucial part of Chinese culture, and their use shows the richness of our linguistic toolbox. Since the meaning of these expressions cannot be deduced from the characters that constitute them, they present a great challenge not only to language learners but also to translators. In the *Chinese–Hungarian Dictionary*, under the label ‘成’, these expressions are also found in the relevant characters’ entries. The editors used two methods to give their meaning. Where there is an approximate Hungarian expression, it is written with the literal meaning given in brackets. However, where there is no good Hungarian equivalent, the literal meaning is given, with an explanation in brackets to help the user’s understanding. I believe that this method reflects the precision and good work of the editors. The same logic and accuracy have been applied to the *Hungarian–Chinese Dictionary*, so that idiomatic expressions and idioms are also found at the end of the dictionary entries, well separated.

Due to the nature of the Chinese writing system, the ability to use a printed Chinese dictionary can almost be considered a special competence in itself that a language learner must acquire separately. However, the *Chinese–Hungarian Dictionary* also describes in detail the process of looking up characters. Once the user knows the pronunciation (transcription) of a character in question, they can browse alphabetically, directly to the word. In the case where a character’s pronunciation is unknown to the dictionary user, a

pair of look-up tables is used. Let us consider a concrete example. The character we are looking for is 机 (*jī* machine), but we do not know its pronunciation. We first identify the radical, in this case 木 (*mù* tree), a four-stroked character on the left side of the character. In the Radical Lookup Table, we look for 木 from the four-stringed (*sìhua* 四画) keys and then go to the Table of Characters by Radicals and Number of Strokes, using the number of lines next to it. To use the second table, we need to determine the number of strokes of the character we are looking for outside the key, which in this case is two. Thus, in this table, we will find the character 机 under 木 in the two strokes category (*èrhua* 二画), with the pronunciation next to it. After that, in the dictionary, we can easily find the entries alphabetically ordered under the letter J, with the pronunciation *jī*.

Printed Chinese dictionaries can be very helpful after one has a bit of practice, but for a new, Western user, the process of finding the characters described above can be a difficult one (especially if we consider that identifying the radical is not always so easy). Online dictionaries are therefore often considered to be more user-friendly by Chinese learners, but professional language users may still find themselves in jobs and situations where the use of a printed dictionary is indispensable. To meet the needs of the widest possible range of Chinese language users, an online version of the dictionaries has been developed.³

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