

major was analyzed, which in most cases didn't meet the requirements for admission to university. The recommendation on improvement this index is noted. Based on the research of Chinese and Ukrainian scientists, as well as our own, problems of foreign language preparation of first-year students of non-philological major have been identified. In the framework of our study we identified factors that affect negatively the formation of foreign language competence, at the end of the second semester we interviewed first-year students, drawing their attention to 1) their satisfaction with their level of English; 2) difficulties in the learning process of ESP; 3) suggestions for teaching ESP. The conclusions on solving these problems were drawn. Further research perspective of quality of teaching English to non-linguistic specialties was outlined.

Key words: professional foreign language preparation, English for Specific Purposes, students of non-linguistic majors

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CHINESE LANGUAGE LEARNING IN THE HIGHER EDUCATION SYSTEM

Due to the globalization, the amount of multilingual people all over the world grows rapidly. Soon, the multilingualism will be treated as a global norm (Chłopek, 2011:35). Reasons for learning languages are numerous, however, trends in teaching and learning languages change mainly depending on the geopolitical situation all over the world. In the 50's no one in the Middle and Eastern Europe would think that English might be world's most popular language used as a medium for communication across cultures and continents, not only during business meetings but also in day-to-day conversation. Such situations have a great impact on establishments of higher education, such as universities. In 1973, the University of Silesia in Poland opened its Institute of English, in the city of Sosnowiec. Students from all over the world came to this department to learn languages. They could choose various majors such as for instance: culture of English speaking countries, history of English language, teaching English major, and finally, translation programme. (Barciak, 2008:225). That was a great step into the future of Silesia, a district in the Southern part of Poland, a country of a very complicated history. With time, more and more languages became in vogue,

and they were added to the language modules at the Institute of English, for instance English translation programme with German.

In this article, the main focus will be put into the comparative analysis of the Chinese learning process in China and in Poland. At first, the introduction to Chinese language and the learning process in general will be introduced, in order to raise up the awareness of the complex task students/ teachers have to deal with in order to learn/teach this language. Later on, the subject of the research will be examined, namely the students, studying in Poland and in China, and the Chinese teachers of Polish and Chinese origin. This will enable us to fully comprehend the ongoing learning process. Following, I will try to compare both language environments, and finally teaching materials, methods and strategies used during class. After the comparative analysis, I will focus on finding the points which need to be highlighted and I will try introducing ideas on what is needed to be done to improve the Chinese learning system in non-Chinese speaking countries, such as Poland.

It is believed that the conclusions of this research will introduce a new perspective to the Chinese language acquisition, and that will help improving Chinese language learning systems in non-native Chinese countries. There have been various attempts of researching the field of Chinese language acquisition, however, this field is still quite new in Poland, thus, I believe this research will bring a fresh eye on the subject. The secondary goal is to highlight the importance of language learning and to rise up people's awareness about the complexity of the oriental languages learning process, such as Chinese.

In this article, I will base my findings on few years of experience I have gained at the universities, both being a student, and later on working as a teacher. I believe, that this experience will help me to understand students and teachers from the practical point of view, creating a bond in understanding the processes which occur in the field of language acquisition.

In addition, I will use pieces of information of public documents, such as the Chinese module syllabus for the University of Silesia translation programme students created by the teaches, lecturers, and coordinators of particular modules, and also a "Multinational Chinese Language Teaching Programme" published by Foreign Language Teaching and Research Press for a Chinese organization popularizing Chinese worldwide, called HanBan (汉力).

Textbooks analyzed for the purposes of this article were published by Beijing Language and Culture University Press in 2007, and are called "Hanyu Jiaocheng". It is a second edition of a series of textbooks devoted to English speaking Chinese students on various Chinese levels of education. The reason why those textbooks are used most often all over the world is because they have the biggest amount of various textbooks devoted to all the Chinese module components, such as: listening, reading, writing, comprehension, speaking and translation. Because of the fact that in this article the teaching methods of the 1st year Chinese translation programme are being investigated, the textbook Hanyu Jiaocheng vol.1 and vol.2 (汉语教程第一册上

and 汉语教程第一册下) are being used as a research data. Full reference to the textbooks, “Multinational Chinese Language Teaching Programme” can be found in research material reference at the end of the article.

Methods used in this article are based on written notion introduced in the above mentioned textbooks, and the “Multinational Chinese Language Teaching Programme”, but also on a real-life experience gained over a few years of teaching Chinese at various Polish universities. Most of the research is based on an observation of class teaching systems, teacher-oriented learning, and also student-oriented learning in both Poland and China. For the purposes of the research, I have visited Shanghai Normal University in China, where I took part in Chinese class performed by Chinese teachers. Additionally, I took part in various international discussions and conferences about Chinese teaching systems both in China, Shanghai and in Poland, what helped me to collect necessary data for the further research. Apart from the observation method, a comparative analysis of Chinese teaching systems in Poland and China are being researched using the collected data.

Chinese, 汉语 language of the population of Hans – indigenous Chinese. It is a very different, and much older, language than the Indo-European languages. At first sight, it is just a compilation of little “houses”, “strokes”, “pictures”, or “paintings”. However, it is much more than that. In the past, characters were indeed pictograms, that underwent series of changes, in order to look the way they look today. And everything has its own agenda, each character has its own unique history. But Chinese is not only about the characters, they have their own phonological equivalents, called “pinyin”. It was introduced for the first time in the People’s Republic of China in 1958, and later on in 1982 was claimed by ISO an international standard phonetic version of Chinese pronunciation (Wu Zhongwei, 2010:10). What is even more unique about Chinese comparing to any other language, is the fact that it is a tonal language. It has 4 major tones that are written above certain vowels in “pinyin” according to a meaning of a particular character. Each tone may change the meaning of a word, e.g. “八” - bā – means: “eight”, “拔” - bá- means: “to pull up”, “把” - bǎ- means: “to hold in one’s hand”, and “爸” - bà – means: “father” (Yue, A. O. 2003). Each word is a syllable, or a set of syllables combined together creating another word, e.g. “火” - huǒ- means: “fire” and „车” - chē- means: “a vehicle”, those two words combined together give us: “火车” - huǒ chē- namely: “a train”. In the past, the trains indeed used fire to power up the engines. Fascinating .

Due to the changing language learning direction towards learning Chinese, from a very hermetic teaching, only in the mainland of China, there has been a great progress in creating facilities teaching Chinese worldwide, also in Poland (Xu Lin, 2010:II). Thus, Chinese language teaching programmes had to be created. However, due to the fact that it is still a fresh research, especially in Poland, there are lots of elements that need to be fixed . At first, the question about the reason for which students have decided to learn Chinese should be brought up. Usually, it is due to increasing difficulty in

finding well-paid jobs, enabling people to pursuit lifelong happiness. Some, treat it as a kind of personal issue, they want to check if they are able to learn one of the most difficult languages all over the world, although some say Chinese is not the most difficult language on Earth. Some people say it is Polish that thought to be the most difficult one. And others, treat it as a hobby, and learn Chinese with pleasure and joy.

While assessing the Chinese teaching programmes, we have to understand the difficulties students have to go through during the process of Chinese language learning. All of the learning skills take active part in the learning process, namely the ability to: read, write, listen and speak (Xu Lin, 2010:III). It is obvious, but, in terms of learning such oriental languages like Chinese, it gets more complicated. While reading, students have to be familiar not only with the visual form of the character, but also with its phonetic equivalent in “pinyin” in order to know how to read it. Then, the meaning needs to come to mind, and finally the understanding of a phrase or text that have just been read. As we can see, the process is much more complicated than in the other languages. In writing, in Chinese, the characters have individual stroke order which needs to be followed, apart from that “pinyin” and the tone placed above it are also parts of a word and need to be learned, thus the writing process is also very complex. Listening is as much complicated as in any other foreign language, the only difficulty what may be a more serious constraint while learning process are the tasks written in Chinese characters instead of a phonetic alphabet that we, people using Latin script on a regular basis, are so familiar with. That needs more time to get used to. Speaking is a yet another difficult learning skill in terms of learning Chinese, because apart from pronouncing the words, phrases, sentences and statements appropriately, students have to remember about the tones, which sometimes can cause a lot of problems, often creating misunderstandings in communication. All in all, learning Chinese is like learning two separate languages at the same time, one being a Latin language – with the study of “pinyin”, and the other one concerning learning Chinese characters and the technicalities connected with them.

After obtaining such knowledge, we can finally move to the process of presenting the object of the research, namely students. During my research I was investigating learning process among two groups of students. The first group consisted of 20 Polish students studying in Poland. All of them being a 1st year English-Chinese translation major students. Second group, consisted of 15 students studying at the Shanghai University in China. The students were of various origin, however, all of them were native speakers of Indo European languages.

In both situations, students have not had any earlier experience with Chinese. They came to the university to study Chinese not knowing any specific details about the language, culture, history, etc. Some of them read certain articles on what to expect, but these were only few. Apart from that, they did not know whether they had predispositions to learn such a difficult

language, because of the lack of experience, even those students that have decided to travel all the way to China to study Chinese. Some, treated it as a journey of a lifetime, without any serious plans for the future, but some were persistent in achieving their goals, and these students have got the best results in the overall result of the research.

In order to learn Chinese, certain skills have to be well developed. It is very useful to have a photographic memory and good imagination, because characters are like pictures, you look at them and see stories, sometimes teachers introduce real explanations of the genesis of particular characters, like in terms of the previously mentioned character “火” meaning: “fire” – it is a person waving hands frightened because of the fire. Sometimes, however, students having good imagination, can make up their own stories, like in the case of the word “困” meaning: “sleepy” – where there is a human being lying down in bed, because s/he is very tired after a long day at work.

Teacher is a medium between the students and the language. S/he plays a significant role in the process of learning, thus it is necessary for him/her to be well educated not only in the case of language teaching but also in terms of communicative skills. S/he has to be well equipped in certain tools such as: not only teaching skills, but also learning skills. We learn all our lives, it is necessary to never stop learning. Communication tools are needed in order to know how to get through to even the most introverted students. What is more, the ability to listen to student’s wishes, problems, remarks is of a great importance. People not having such tools and the devotion to the job, should think twice before choosing such a career.

As far as the Chinese teachers are concerned, we have to compare two types of university teachers: of Polish and Chinese origin. Each of them has advantages over the other in certain aspects. Let’s discuss a teacher of a Chinese origin first – a native speaker. A person who is most definitely the best and most suitable person for the job. With excellent accent, great grammar preparation and all the necessary skills to teach Chinese. But is it really? It is not enough to just be born in a country around the language that s/he is going to teach. At this point we would have to ask ourselves, as native speakers of our own languages: “Am I able to teach my mother tongue? Am I qualified enough? Do I have what it takes?” I believe that in most of the situations we would say: “No.”. Personally, I tried to teach Polish to Chinese students, it is very, very difficult, but that is a slightly more complicated issue that we have no time for.

What is more, there are 56 ethnic groups in China, over 100 dialects (Kaźmierczak, Ł.: 2003). Students across the world are usually willing to learn Standard Mandarin Chinese, but there is a great chance that the teachers do not speak with a proper standard Mandarin accent. Some teachers, especially those from the South of China, speak Mandarin having problems with such sounds as: “ji”, “qi”, “xi” and “zi”, “ci”, “si” pronouncing “ji” and “zi”, “qi” and “ci”, “xi” and “si” as: “zi”, “ci”, “si”. That is something that should not happen, such teachers should take a better care of their pronunciation.

Of course, Chinese native speakers are still most suitable for all of the oral exercises and other spoken modules in the Chinese learning process. However, in my opinion, they should be evaluated more precisely before going abroad. Another issue worth mentioning is Chinese teachers' poor English level of communication. It is crucial especially when they decide to go abroad to teach. A great deal of Chinese teachers sent by the Embassy to Poland have poor English skills, thus there are technical problems for the university office workers to communicate with them on a regular basis. Not to mention, of course, poor communication with the students, especially of A1 level. That is a very important problem that needs to be solved. The thing is, that university never knows who the Embassy is going to send to work as a Chinese teacher. There are certain standards, but is it enough? From what I have seen, no it is not.

However, there are also some great Chinese teachers, who inspire people to do more, to learn better, who make learning Chinese a piece of cake. It is true, that from all the teachers I have had a pleasure to work with, I can count such teachers on fingers of one hand, but it still gives me hope.

As far as Chinese teachers of Polish origin are concerned, they are of a great help especially during A1, A2 and B1 level of education (B2 and the higher levels of Chinese language class should be taught only by Chinese native speakers). Since their mother tongue is the language students speak in, it is easy for them to introduce grammar points, comparing them to Polish examples. There are only few Chinese who can speak good Polish. It is crucial, though, that the teachers are well educated in the case of grammar and other elements, because otherwise, they could complicate the process of Chinese acquisition, introducing wrong data to the students. Most of Polish teachers of Chinese will never speak as well as Native speakers, thus Chinese teachers are most preferable to teach Speaking and Listening. However, Polish teachers' advantage over Chinese teachers is that they perfectly know Polish, thus, they can explain certain issues, situations, rules, not only in terms of grammar, but also in terms of phonetics, phonology, and syntax, comparing them with student's mother tongue. The well known problem about Polish teachers teaching Chinese is, that there are only few such teachers in Poland. Chinese is not a new language, but as I mentioned before it has gained popularity in Poland only few year ago, thus there is still some time needed for creating a group of well prepared teachers willing to show what they have learnt about Chinese.

As we can see the table below, I have created a list of topics concerning general information about the two groups of students in question, and the advantages and disadvantages they go through while learning Chinese. I have decided to focus on a comparative analysis of materials used in the classroom, examination process and strategies used in order to learn all of the necessary elements of Chinese language. Both systems have their advantages and disadvantages. The aim of this research is not about telling which system is better, but about what to do to improve the Polish learning system of Chinese

to make it more efficient. Although I have enlisted a vast list of differences (knowing that there are much more worth mentioning), I will focus on the most significant, to me, to point out.

Table 1.

**Chinese learning process in China and in Poland
– a comparative analysis.**

Chinese learning at the University of Silesia, Poland	Chinese learning at the Shanghai Normal University, China
GENERAL	
180 hours a semester	360 hours a semester
Chinese and English study	Chinese study
20-35 students in a group	15-25 students in a group
One language family students	Multinational group – multilingual group
Poor language environment	Great language environment
Listening exercises only in class - Teachers only medium with the language	Great listening exercise 1. possibility of listening to various native speakers (dialects, language manners)
Scarce amount of outside sources	A lot of outside sources
Scarce amount of a lot of native speakers	A lot of native speakers
Lack of culture related notion outside the classroom	Learning culture related notion friendly
Only Indoors activities	Indoors activities
No outdoors activities	Outdoors activities
Poor artistic sources: song, music, theatre etc.	A lot of artistic sources: song, music, theatre etc.
Teacher-centered	Learner-centered
Class materials	
Poor accessibility to the textbooks	Great accessibility to the textbooks
Still a poor amount of audiovisual sources	A lot of audiovisual sources
Class language	
Polish, English and Chinese	Only Chinese
Textbook	
Hanyu Jiaocheng Vol.1 – one semester and 2-3 weeks of a new semester	Hanyu jiaocheng vol.1 – half of the first semester Hanyu Jiaocheng Vol.2 – the other half of the semester and 2-3 weeks of a new semester
Listening to the recordings	
At home, usually no time during class	At home and during class
Reading dialogues	
2. Out loud during class 3. At home – poor	4. Out loud during class 5. At home - mandatory
Learning vocabulary	
6. Reading out loud 7. Learning by means of collocations 8. Mental map 9. Learning stroke order 10. Imaginative memorizing 11. Creating stories with characters	12. Reading out loud vocabulary 13. Learning stroke order 14. Learning by heart 15. Writing lots of times

Learning grammar points	
16. well prepared grammar points followed by lots of examples 17. compared to Polish – student’s mother tongue	18. well prepared grammar points followed by lots of examples
Memorizing characters	
19. stroke order 20. while reading texts 21. association memorization 22. creating stories with characters	23. stroke order 24. while reading texts 25. robot like memorizing – by heart
Examination	
26. homework- usually every class 27. dictations -each week on each module 28. end of semester exam 29. grammar tests 30. final exam	31. homework- every class 32. dictations -each week on each module 33. end of semester exam 34. grammar tests 35. final exam
Classroom activities	
36. speaking, reading, writing, listening 37. watching movies 38. power point presentations	39. speaking, reading, writing, listening 40. singing songs 41. performing dialogues – acting in front of a classroom 42. watching movies 43. power point presentations 44. other audiovisual sources
MEANS OF LEARNING	
Repetition	
Obligatory	Mandatory, before and after the class
Review lessons	
Obligatory	Mandatory
Preview the following lesson material	
Obligatory	Mandatory
Memorizing / learning by heart	
45. Method used from time to time, 46. concentration on fixed phrases and culture oriented elements	Constantly used method
Logical thinking	
Quite good level	Poor level
Open-minded learning	
Quite good level	Poor level
Communication directed	
47. communication oriented 48. dialogue like exercises	49. more textbook shaped conversation 50. lack of individual thinking

Apart from a casual teaching/ learning of speaking, reading, writing, and listening modules, there are also other things to be taught such as: culture-oriented and history-oriented pieces of information. In Poland the disadvantage is that such activities cannot take place outdoors, in museums, tea houses, or Chinese restaurants, because there are no outside sources enabling us, teachers, to make the lessons more suitable for the students and easier to understand, and even if there were, there is not enough time for that. We have to be aware that A1 level students learn Chinese language from a scratch. They need all of those

additional sources in order to fully comprehend the process of learning Chinese. However, audiovisual and other materials making the class more interesting are not yet to be found in Poland. There are only 5 Confucius Institutes in Poland, that have certain amount of interesting materials that can be used for the learning purposes, however, usually they are just Vol. 1 and there is no continuant version of Vol. 2, etc. thus, what is the point of learning from something that after 100 pages will have no continuation. All in all, there are only few sources we can use during the class and all the other sources, like power point presentations, etc. have to be prepared by the teachers themselves. It is very time consuming, thus, lots of teachers just do not do it.

Polish university students are relentless to singing songs, listening to Chinese pop music, performing in front of their classmates. They prefer sitting down and listening to the teacher's monologue, thus sometimes teaching in Poland is too much teacher-oriented. Simply speaking, students are lazy, not willing to make too much effort in order to make lessons more interesting. But that is something we, teachers, cannot change. We cannot make adults do something they are not willing to do.

It is important to notice that although Chinese learning method is learner-oriented, and that most of the time the class language is only Chinese, what creates a great language experience, the teachers require students to learn dialogues by heart, memorizing characters in a robot-like way – writing each word a hundred times. Those kind of activities do not teach how to remember better, they do not teach logical thinking, nor improving our language skills or senses. And, most importantly, they do not help us using vocabulary and phrases in real life situations. In China, 95% of students study only for the tests, for the results, without logical thinking, without any display of free will and random conversation practice. Just memorizing-passing-forgetting. Polish learning system is based on communication, because what is the goal of learning languages? To communicate across cultures and continents.

The other thing is that Chinese teachers are usually very easy going, in order to have good relations with their students. Thus, students learning in China are getting more and more lazy and often use the fact that they are “foreigners” to skip class, talk in English with their teachers or persuade them with their charm not to organize tests. But there are also strict teachers following the class curriculum. In Poland, however, the teachers are too strict. The syllabuses for each Chinese component are very precise, thus we have to follow the rules and organize class time the way which would enable us to cover the entire material, even though some class are cancelled due to the previously mentioned factors. It concerns both, Polish and Chinese teachers in Poland. The question is, where is the middle? There should be some situations, in which the teachers ease the pain of learning Chinese, but teachers should also remember about following the rules and class regulations. It is very hard to find the middle in all of it indeed.

What is a very great advantage of Chinese learning system in China over the Polish one, is the mandatory revision of previously learned texts, that helps

learning characters from the last lesson better, and prevision of the vocabulary and lesson notion of a following lesson. This way, students are prepared, they know what to expect, they are familiar with the vocabulary, and learn grammar easily, thus the pace of language learning is faster. Polish students are too lazy, and no one can make them study faster. We cannot make them do the revisions and previewing lessons, everything is obligatory. That is why, it takes more time for them to understand the lesson's notion and the teachers have more explaining to do. And although Chinese teachers are more into making students learn for the examination, to score the best result, they also lead towards obtaining as much knowledge as it is possible. When Polish students do not feel like doing any exercises, they just do not do it and complain about the amount of time spent studying, saying that "Chinese is difficult". All in all, Polish people like being grumble.

In the chapter above I have enlisted a set of advantages and disadvantages of learning Chinese both in China and in Poland. Each learning process has its good and bad sides. I do not want to decide whether it is better to learn here or there. What is important is to sum up all the above mentioned notion and do something about it in order to make learning Chinese in Poland better.

Below I have enlisted a set of most important problems occurring in the process of learning Chinese in Poland and a set of good points which should be more vigorously put into practice.

Table 2.

The conclusions of Chinese learning process in Poland

Good points	Bad points
51. communication oriented learning 52. Polish teachers helping to understand Chinese via Polish 53. Teaching grammar points comparing to mother tongue 54. creative thinking learning methods 55. learning by means of collocations 56. learning by means of association	57. poor language environment 58. lack of well prepared books for Polish students studying Chinese 59. lack of audiovisual materials 60. lack of cultural notion data 61. lack of outdoor activities with language learning 62. poor verification of Chinese teachers send by the Embassy 63. small amount of class hours 64. narrow opportunities of receiving a scholarship 65. teacher-oriented learning 66. no revisions of previously learned notion by the students 67. no previewing of a following lessons by the students 68. too big language groups

As we can see there are still numerous things to be corrected. In my believe, since there are very few Chinese native speakers walking on the streets of Poland, we, teachers, should give our students more possibilities to study among Chinese and in China. We should try finding sponsors, organizations, establishments willing to help our students going abroad for

language courses in order to improve their Chinese. Next, although it is very time consuming, teachers should feel obliged to prepare additional material apart from the one the textbook provides. While there is one topic being analyzed, the teacher should introduce a vast area of vocabulary and phrases that can use around the given subject. For instance, when learning about body parts, it would be good to learn how to say: “I’m sick” or “This and that hurts”. That way, apart from describing their body parts, students can also create short dialogues at the doctor’s. This kind of contextual/situational teaching enables students to find themselves in more day-to-day situations.

Most books are prepared for English native speakers. HanBan (汉班) have prepared translated into Polish textbooks of various levels devoted not only for kids and youth, but also for adults, however, these are only the first volumes, without continuant books, so what is the point of choosing such a book, when you know that after one semester you will have no source to go on with. What is more, those books are translated into Polish with lots of mistakes. They are not prepared especially for teaching Polish students, thus sometimes it is difficult to comprehend the notion of the texts or the translated into Polish grammar explanations, using sometimes such strange Polish phrases that even teachers do not understand it. Thus, teachers usually decide to use English textbooks making learning Chinese more complicated, because of learning one foreign language (Chinese-L3) via another (English-L2), while thinking in their mother tongue (Polish-L1). Because of that, teachers willing to help their students learn better, need to spend lots of extra hours to prepare flash cards, audiovisual materials and culture-oriented data, that is hardly accessible in Poland.

Apart from having only half the time to study Chinese in Polish universities Chinese learning programmes comparing to China, the language groups are too big. In my opinion, groups should amount to not more than 15 people, and that is already a lot. However, due to the big interest Chinese received over the past few years, there are lots of students willing to study, but not enough qualified teachers, thus, the groups sometimes amount up to 35 people. Try checking dictations every week, short tests twice a month, or end of semester exams for such an amount of people. University officials should either employ more Chinese teachers or accept less students. No wonder why during class the lesson is teacher-oriented, since there is simply not enough time to let all the students speak. And the teacher has to keep up the pace of learning in order to meet up the syllabus’ standard.

Last but not least, are the demands towards the students, namely revisions and previsions. We, Chinese language teachers in Poland, should create a more strict set of rules which would make students revising previously learned texts, and previewing new ones. That way the pace of learning would improve and students would understand better and learn faster and with ease. The problem is, since they are adults, can we make them do it? Absolutely not. It is a very delicate matter, teachers should act on. They should suggest, let the students understand that is for their own good. Crucial in this situation is to show the students that we know how they feel. I do. I still remember my

beginnings of learning Chinese. It was something new, fresh, but also time consuming, tiresome, difficult, and I often called it a daunting task. I hope I will never forget the first impression after starting learning Chinese, because it helps me understanding my students better.

All in all, Chinese learning programme in Poland is not as different from the one organized in China. However, despite the differences, both of them bring good results and the best students become very successful in their working environment. Polish learning system of Chinese is still under construction, thus I believe, that despite we still have a lot of work ahead of us, we will succeed in creating an impeccable Chinese learning system focusing directly on Polish native speakers.

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Катарзіна Банка. Навчання китайській мові в системі вищої освіти

В даний час ми спостерігаємо зміну тенденцій з точки зору інтересу до вивчення мови. У Польщі все більше і більше вищих навчальних закладів, не тільки державні, а й приватні, вводять різні види спеціальностей, що стосуються східних мов, таких як китайські програми перекладу.

Метою даної статті є порівняння процесу навчання китайської мови в Китаї і в Польщі. У першій частині, представлений порівняльний контур обох типів процесів навчання на базі декількох років викладацького досвіду автора тез, накопиченого в процесі викладання та навчання в обох цих країнах. Крім того, автором вивчені результати викладання китайської мови в Польщі, місце дуже небагатьох носіїв китайської мови в порівнянні з викладанням цієї мови в материковій частині Китаю. Зрештою, будуть введені пропозиції про те, що потрібно

зробити, аби поліпшити китайську систему навчання в країнах, де китайська мова не є державною.

Ключові слова: навчання китайській мові, англійська мова, аналіз, дослідження, університет.

Катарзіна Банка. Обучение китайскому языку в системе высшего образования

В настоящее время мы наблюдаем изменение тенденций с точки зрения интереса к изучению языка. В Польше все больше и больше высших учебных заведений, не только государственные, но и частные, вводят различные виды специальностей, касающиеся восточных языков, таких как китайские программы перевода.

Целью данной статьи является сравнение процесса обучения китайскому языку в Китае и в Польше. В первой части, представлен сравнительный контур обоих типов процессов обучения, на базе нескольких лет преподавательского опыта автора тезисов, накопленного в процессе преподавания и изучения в обеих этих странах. Кроме того, автором изучены результаты преподавания китайского языка в Польше, место очень немногих носителей китайского языка по сравнению с преподаванием данного языка в материковой части Китая. В конце концов, будут введены предложения о том, что нужно сделать, чтобы улучшить китайскую систему обучения в странах, где китайский язык не является государственным.

Ключевые слова: обучение китайскому языку, английский язык, анализ, исследование, университет.

Katarzyna Banka. Chinese Language Learning in the Higher Education System

Nowadays, we witness changing trends in terms of the interest in language learning. In Poland, more and more higher education establishments, not only public, but also private, introduce various types of majors concerning oriental languages, such as Chinese translation programmes.

The aim of this paper is to compare the Chinese learning process in China and in Poland. In the first part, a comparative outline of both types of learning processes will be introduced, on the base of author's few years of experience gained while teaching and studying in both of those countries. Furthermore, the author will investigate the results of teaching Chinese in Poland, a place of very few Chinese native speakers, as compared to teaching Chinese in the mainland of China. In the end, the proposals on what to do to improve the Chinese learning system in non-Chinese speaking countries will be introduced.

Key word: Chinese language education, English, analysis, research, university.

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