

Секция III
ТЕОРЕТИКО-ПРИКЛАДНЫЕ АСПЕКТЫ ПОДГОТОВКИ КАДРОВ
ПО ИНОСТРАННЫМ ЯЗЫКАМ

Проблемное поле

Стратегии формирования и развития профессиональной компетентности
переводчиков и преподавателей иностранных языков

УДК 371.124.8

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**ЛОКАЛИЗАЦИЯ ЗАРУБЕЖНЫХ ПРЕПОДАВАТЕЛЕЙ
КИТАЙСКОГО ЯЗЫКА КАК КЛЮЧ К ПОНИМАНИЮ КИТАЯ СТУДЕНТАМИ**

Преподавание китайского языка как иностранного студентам за границей – это межкультурная деятельность, которая постепенно требует от зарубежных преподавателей китайского языка (не носителей) приобретения новых навыков.

Ключевые слова: образование; китайский язык; локализация; преподавание.

**LOCALIZATION OF OVERSEAS CHINESE TEACHERS
AS A KEY FOR STUDENTS' UNDERSTANDING CHINA**

Teaching Chinese as a foreign language overseas is a cross – cultural activity that constantly imposes new demands on overseas Chinese teachers (non-native) for acquisition of new skills.

Key words: education; Chinese language; localization; teaching.

Language is the primary tool for understanding, communicating, and creating the world. Chinese is one of the official languages of the United Nations, thus, the choice of teaching Chinese could not be considered something unique for many countries. Teaching Chinese as a foreign language to students overseas is a cross – cultural activity that imposes new demands on Chinese teachers who need to develop an understanding of themselves as Chinese language teachers and of their students in new contexts. There is no doubt that the process of learning any foreign language requires effort, time, and concentration. This holds true even more, especially when there is a big difference between one's native tongue and the foreign language being learnt. On the other hand, knowing the techniques will make easier digest the information. If we come to compare Armenian and Chinese languages, then we can see that the Armenian alphabet contains 39 letters and has

many sounds which do not exist in other languages. Word order is not fixed unlike Chinese. The sound system of Chinese is marked by its use of tones to indicate differences of meaning between words or syllables that are otherwise identical in sound (i.e., have the same consonants and vowels). Modern Standard Chinese has four tones, the language is written in characters. Thus, Chinese is a logographic language whose orthography is character based. For learners of Chinese whose native language is alphabet-based, the large disparity between the different writing systems makes the learning of reading and writing especially difficult. So, it is obvious that learning Chinese is a quite unique process for Armenian population which requires corresponding approaches and methods used by qualified teachers.

Hugo Yu-Hsiu Lee points out that in recent years, language learning motivations and language learning identities have been the focus of attention in applied linguistics and language education. Motivation and identity are identified and discussed frequently in the academic literature on teaching/learning English as a foreign/second language. However, as we know from the available literature on teaching/learning Chinese as a foreign/second language, very little research has been devoted to the language as an intra-organizational institutional language [1, p. 168].

China's fast economic development and its rising international status has facilitated a "Chinese-learning boom" in many places all over the world, and the number of people learning Chinese is continuously increasing in South Caucasian countries. The only institution in Armenia where Chinese is taught by native speakers is Confucius Institute, university lecturers are several Chinese and mostly non – native Chinese lecturers. School teachers are all local overseas Chinese teachers, in other words non – native. The main reason of Chinese being taught by non- native teachers is the shortage of native teachers, the second one, which according to our recent studies is more important, is the cultural difference between people of Armenia and China, besides different level of English and Russian language knowledge of teachers and students, which complicates the process of learning and digesting information. It is worth mentioning that the official language of Armenia is Armenian. Russian and English are foreign languages to Armenian population. In this respect, we tend to believe that the localization of Chinese language teachers will not only contribute to a more contextualized Chinese language teaching but will also ensure the sustainable development of the Chinese language program in Armenia. Localization refers to the process of making a particular service or product more appropriate or suitable to the targeted audience in a particular country [2]. In other words, localization of Chinese teachers is about training local teachers for Chinese language education.

According to Yang, the shortage of Chinese teachers can only be solved through the cultivation of local teachers to teach Chinese, it will not only result to an effective Chinese language teaching but will also provide stable Chinese faculty. Yang suggests establishing teaching assessment system to carry out monitoring and assessment on classroom teaching and learning through students' evaluation of teaching, teachers' evaluation of teaching, peer's mutual evaluation, and teachers' self-assessment. He also suggests establishing a perfect Chinese

teacher professional title appraisal system. The appraisal result of professional title is not only directly related to wage, but also related to various scientific research project expenditure, further education, abroad exchange, and other opportunities to form a virtuous circle development in which the teaching and scientific research drives professional title appraisal and the professional title appraisal improves the level of teaching and scientific research [3, p. 199]. We fully support Yang's ideas on ways of solving shortage problem of overseas Chinese teachers.

According to Cavin F Pamintuan, the best Chinese teacher is proficient in both Chinese Mandarin and local language and share the same cultural and linguistic backgrounds with the learners. The difficulties of Chinese volunteer teachers to use English in expressing some language concepts may hinder the students to better understand Chinese Mandarin, however, the local teacher can use local language or dialect to let the students learn the concept easily [4, p. 272].

UNESCO has been leading the way and advocating for multilingual education based on the mother tongue from the earliest years of schooling. UNESCO research shows that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. In many countries, teaching and learning tools, as well as content are not always able to reflect linguistic diversity; they are mostly compiled and provided in dominant national and international languages [5].

Nowadays in Armenia the number of Chinese language learners is constantly increasing, however, there is a serious shortage of qualified teaching personnel providing education quality. Teaching Chinese in Armenia has not been developed for a long time, and there is a lot of gaps for improvement in its development. It is crucial to agree with Zhang that two students may face the same problems in the whole learning process. However, the reasons for the problems may be different, which requires teachers to understand the diversity of students, teachers to strive to meet their unique learning requirements, and teachers to help improve their learning. The differences in children's ways of learning a second language create some teaching challenges. This requires teachers to choose learning techniques appropriate for each student's characteristics based on their cognitive level and capacity to learn in future teaching practice [6, p. 135]. There are still many problems in this sphere, the most critical of which is the problem of teaching localization. Localization is a direct response to the traditional design of teaching which is inflexible and irrelevant to the learners' lives. It relates the curriculum of teaching and learning of a specific subject to local conditions or environment. What we call teaching localization refers to two aspects—the localization of teaching personnel and teaching resources. As we all know, teaching localization greatly improves the effectiveness of teaching and helps learners better understand the target language and the culture of the target country through the world picture of the mother tongue and the culture of the country.

According to Wen, the lack of research into Chinese language acquisition directly affects Chinese language teaching, a deficiency that hampers learning and underserves students. Instructors need to be updated on the current research findings to teach effectively. What determines the quality of classroom instruction

is research-based knowledge of learners and learning processes. Well informed instructors can optimize for appropriate pedagogical approaches and instructional conditions for their students [7, p. 1].

Understanding of the educational culture of abroad cultures is required when teaching overseas for reaching more effectiveness in foreign language learning. Such global understanding requires joint communication efforts and can only be attained by a deliberate and consistent mutual commitment to the objective. Overseas teachers are day by day meeting new challenges in the era of world globalization. Cognitive acquisition of foreign language learning is a complicated process which demands renewing existing skills and constant training on new teaching recourses.

Alfred Ndhlovu mentions that cultures are rapidly undergoing evolution and that they have become more fluid than before, teaching culture in foreign language classes has become more challenging than before. First, this development challenges the traditional methods of teaching culture which have emphasized on imparting what is understood as a homogeneous target language culture to the learner without considering how this knowledge is transferred and how it benefits the learner community. Secondly, the multiplicity of cultures within the target language communities and their ever-changing nature in relation to the global world questions the very notion of what we call the “target language culture”. It may be better to teach culture in foreign language classes from a cross-cultural perspective and using the learner’s cultural and local environment as a platform [8, p. 13].

The goal of the localization of overseas Chinese teachers is to introduce Chinese language and culture to the world. We believe that in the future there will be more professional localized teachers who will be willing to introduce China to their students through the prism of their very own experience. Spending money, energy and time retraining of overseas Chinese teachers is the best investment in teaching localization.

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