



**The II International Conference
«METHODS OF TEACHING ORIENTAL LANGUAGES:
ACTUAL PROBLEMS AND TRENDS»**

Abstracts

Methods of Teaching Chinese

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Some Pitfalls in Task – Based Language Teaching

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Task-based language teaching (TBLT) is now in vogue. In China, even the <New English Curriculum Standard> formulated by the Ministry of Education also recommends this method to high and middle school English teachers.

TBLT is a challenge to the traditional itemized form-based language teaching methodology and is regarded as a particular development within the broader “communicative approach”(Littlewood, 2004)

This method places the emphasis firmly on activities or tasks that learners do in learning. The process of learning in this method involves 3 steps, i.e. pre-task, task cycle, and language focus. According to N. S. Prabhu, there are three main categories of task; information-gap activities, reasoning-gap activities, and opinion-gap activities.

Influenced by this trend, the China National Office for Teaching Chinese as Foreign Language also claims in its syllabus for teaching Chinese for international students at institutions of higher education in China that teaching Chinese should “take function as its base, and communicative tasks as its core content”, officially recommends TBLT to the realm of teaching Chinese as a foreign language.

As a consequence, many course books appeared bearing these features, such as <Experiencing Chinese>, <Boya Chinese>, <Intensive Spoken Chinese>, etc.

What I think worthy notice are the problems emerging along with this trend. If we make a survey of language teaching in China, either teaching English as a foreign language for Chinese students, or teaching Chinese as a foreign language for international students in China, we may find some problems in language teaching under the guidance of TBLT.

In terms of tasks, there exist the following problems:

1. The simplification of tasks
2. The deviation of tasks
3. The generalization of tasks
4. The imbalance of fluency and accuracy in the criterion of teaching

To overcome these problems it is necessary to reiterate the five principles that Willis offers for the implementation of TBLT. They are:

1. There should be exposure to worthwhile and authentic language.
2. There should be use of language.
3. Tasks should motivate learners to engage in language use.
4. There should be a focus on language at some points in a task cycle.
5. The focus on language should be more or less prominent at different

times.

To apply the principles of TBLT, we need to cater for those issues:

1. The systematicness of language rules vs fragmentation of tasks
2. The sequential nature of pedagogy vs nongradable classification of tasks
3. Task centered teaching strategy vs topic centered and theme related teaching strategy

Features Testing in Teaching Chinese

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As shown by many years of teaching experience students still have great difficulty in understanding and interpretation of these phenomena and Chinese idioms chehnjuj rarely use in speech. Poor phraseology knowledge , unformed operating skills with chehnjuj idioms are undoubtedly significant drawback training of future specialists, as it hinders the students important communicative tasks and does not allow them to achieve an adequate level of knowledge of the Chinese language. This was noted by us at the time of drafting of Russian -Chinese phrase book .

[1:4]

Meanwhile mastery of such material is not only necessary for the study of the language, but also, more importantly, allows to learn more about Chinese culture, especially deeper comprehension of their mentality, the nature of their relationship with the outside world. That is, ultimately, allows to communicate freely and to adequately understand the representatives of another civilization, which is rapidly going forward, but at the same time preserves the traditions that go deep into the millennia.

One of the problems of modern methods of teaching Chinese language is the development of objective and independent control. In addition to its primary function testing may still serve as a diagnostic tool of the difficulties of language material for students, a measure of the level of training and the way to predict the success or failure of learning. The main task is the ability to increase the efficiency of learning Chinese, which can be implemented upon conditions of teachers' wide acquaintance with methodological, psychological and linguistic principles of testing and mastering his techniques. This is especially important in learning the Chinese language because China attaches great importance to the regular holding of control in determining learning outcomes.

Examining the knowledge of students in answering only to the tests does not fully reveal their skills and ability to solve unusual problems. Getting real knowledge, skills, ability to work independently these are the main points that should play a major role in modern education. In this regard, the control system is necessary to revise the knowledge and skills of students. The problem is that the

tests are aimed at checking only the learned grammar, wording, words, phrases, characters. Virtually no test requires logical reasoning and reveals the ability of students to make the right decision. Test items do not cover all the fullness of the course, its content, but just individual problems. In addition, not all subjects can be checked by tests of, as in the exam on the primary eastern language students need to identify the pronunciation, fluency, ability to answer questions, etc. In order to improve the quality of education it is necessary to pay more attention to the processes of measuring its results.

Successful solution of all these questions, in our opinion, will raise the level of teaching of Chinese language to qualitatively new heights, which fully comply with the coming challenges of modern society.

The Importance of Chinese Characters Teaching in Teaching Chinese as a Foreign Language

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The difficulty of the Chinese character teaching has always been recognized in the field of teaching Chinese as a foreign language. However, the main reason why this phenomenon appears, is lacking of recognition of the importance of Chinese characters teaching. Chinese characters are ideograph, which aren't identical with other characters in European languages. Each Chinese character can display a vivid figure and information, and Chinese characters are the soul of the Chinese language. For students from Indo-European countries, teaching Chinese as a foreign language, especially the basic education should be based on the education of Chinese characters. That is, teaching students the laws of the structure of Chinese characters, treating difficulties as the breaking point, and leading students into the wonderful world of Chinese characters learning. Then, students' Chinese ability can be improved, and psychological barriers of "Chinese" can be eliminated in a short period of time.

In Linguistic, Many experts think that the Chinese characters act as an important role in this language. In the "yu wen chang tan", Lv Shuxiang states that in Indo-European languages, it is very obvious that "words" as the basic grammatical units. On the contrary, Chinese characters already exist, linguists need to study what word group is a word, what word group is phrase. In 1975, Zhao Yuanren pointed out: "Chinese phrases are always not counted, at least until recently. In Chinese's minds, word is a central theme. The name "Zi", which means word in English, will be the role of the word in English. In other words, "word" in English speakers' means "Zi" in Chinese speakers in the majority situation. In 1989, France writer LaGompagnie published "A key to Chinese Speech and

Writing", which was widely accepted in Chinese teaching in France. This book stands a high position and become a pattern of basic Chinese education in France, and after several years, it also have some further influence to the other countries.

This paper starts from the perspective of "Zi-centered theory", include the essence of traditional analysis of Chinese language and rules of how Chinese children learning mother language. It also analyze and explore many language learning theories and experience. Besides, it state the point that teaching Chinese as a foreign language should starts from teaching rules of composing words, then change to "Ci". Letting students know that how to guess the meaning from different parts of words, phrases and sentences, then get the accurate meaning of the articles.

Main Features of Teaching the Juristic Chinese Within the Framework of Socio-Political Translation

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During the teaching the Chinese language in most Russian educational institutions people studying basic course of socio-political translation, includes various aspects: government and political system, economy, political parties and groups, international organizations and etc. All these themes are directly related to the law, their regulation carried by the current Chinese law. Teaching the socio-political translation without studying the legal lexicon significantly impoverish the course, may be the cause of future Sinologist difficulties in understanding the most information and analytical reports, generally, directly related to the issues of the right and the law.

Given the impossibility at this stage the individual teaching the course of «the juridical Chinese», the specified linguistic dimension should be communicated to the student through the course of "the socio-political translation." It's known, that foundations of the state and political system of China secured by the current Constitution of the PRC in 1982 . This main legal document contains important legal lexicon, enshrining not only the foundation of Chinese statehood but also other socio-economic and socio-political spheres of national life. As part of the theme should be explored PRC law on the organization National People's Congress, PRC law on the organization of the State Council, PRC law on Anti-Secession the country.

Consideration the economic aspect of the course "the socio-political translation" also can't be separated from the analysis of past and current regulations. These legal documents provide bases of economic structure and policy of the modern Chinese state. Primarily these include The general provisions of civil law in China, Civil Procedure Code of China, PRC law on agreement, PRC law on

companies, PRC law on Foreign Trade and others. By analyzing their content, we can not only deeper understand the economic system of China, but also immerse yourself in the world of «the juridical Chinese».

Aforesaid fully applies to other aspects of social and political translation. So when considering the theme "the international organizations" we will need to talk not only about the United Nations, The World Trade Organization, The Shanghai Cooperation Organization, but also about those international legal documents, which was signed by PRC, to became a full participant of these organizations. The will of the Chinese state is shown in a legal form at the legal agreements by the issues of the general principles of international law, taking into account clauses made by the country. Particularly this applies to issues of China's accession to the WTO.

All aforesaid confirms the possibility of teaching the legal aspects of the Chinese language in the course of "socio-political translation", provides to Russian experts time for thorough preparation and introduction the separate course of «the juridical Chinese» in future.

Analysis of Chinese Multiple Attribute Errors by Russian Students

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Attributive order in Chinese and Russian is very different. This is the main reason why Russian students have difficulties with studying Chinese attributes. Based on the corpus of Russian Students' natural acquisition of Chinese, we analyze some common problems existed when Russian students are learning Chinese multiple attributes, sum up the patterns of error analysis and study the causes of forming these errors. The thesis is hoped through the strengthening of theoretical research and improvement of teaching practices, to work for reducing the errors appeared on the Chinese attributes and even avoiding them from Chinese learning of foreign students.

Interactive Methods and Technologies of Teaching Chinese to the Russian Students in The Mixed Russian-Chinese Groups

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Abstract. In the process of teaching Chinese within the main educational programs such as "The international relations", "Advertising and public relations", "Philology" we put into linguodidactic

practice some interactive methods and the technologies of training adapted for use in the international educational groups.

Game methods mean development of the international business games and the international explorative games. Various forms of the international business games, such as "A press conference in Embassy", "Project preparation in information and analytical agency", "The conclusion of the transaction with foreign partners", etc. are used. The international explorative games are focused on the solution of explorative tasks in the form of game, using such forms as "A museum labyrinth" (on the basis of the Museum of the Chinese culture of the Department), "A scientific seminar", etc.

International tandem. It is used on the Chinese classes with participation of the Russian and Chinese students. Individual and collective forms are applied. During the classes The Russian and Chinese participants of the tandem take identical part in communication in foreign languages (Chinese and Russian respectively), and also independently define forms and means of cross-cultural communication during the process of the solution of objectives.

Case-study in international groups. The students in the international groups analyze real economic, social and business situations, analyse the problem essence, propose possible solutions and choose the best of them. As cases are based on a real actual material, they help to integrate students into foreign-language sociocultural reality, promote their professional socialization.

Method of immersion in the international professional environment. Classes are given in a mode of real immersion of the Russian and Chinese students in the international professional environment. The place for the classes can be, for example, the international exhibition fair where students carry out functions of interpreters between visitors of an exhibition and its participants from the People's Republic of China. Function of the teacher is reduced to correction and monitoring of the activity of the students and to the subsequent joint analysis of the classes.

Discussions.

Language learning portfolio.

Method of projects.

Creative dialogue.

Studying in cooperation.

The mutual advantage of teaching the Russian and Chinese students consists of:

- creation of the natural language polycultural environment for students and teachers at teaching on various basic educational programs;
- functioning of polycultural educational space in educational institution on the basis of ideas of polycultural education;
- formation of the polycultural language identity of the Russian and Chinese students in the conditions of cross-cultural interaction in educational process;
- enrichment of the Russian educational system with traditions of other national educational systems;

- realization of individual informative needs of the Russian and Chinese students in the interaction process.

Some Aspects of Chinese Language Teaching

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One of the priorities of modern sinology is to create innovative methods of teaching Chinese. It is the very core within the framework of the project of the Sinology department at Irkutsk State Linguistic University – “The Far Eastern Languages: Innovative Methods, Manuals, Dictionaries”. During the research a fan-shaped/centrifugal model was created which comprised the methods of definition for basic minimum of different levels of teaching: grammatological, lexical, phonetical and grammatical. It is the latter we would like to focus on.

Teaching grammar is one of the components of teaching any language. It is determined generally, from the one hand by the grammar system type, from the other hand – by the goal and tasks of teaching and the contingent of students.

Grammar can be viewed in three aspects. Firstly, as something given which is inherent to any language, secondly – as a gnoseological phenomenon obtained as a result of researching the object with the help of specific methods, and thirdly – as a component of language teaching. It is the third aspect we would focus on.

The modern Chinese grammar system is characterized by syntagmatic priority over a paradigmatic one. The Chinese grammar in can be generalized as a set of structural-syntagmatic rules, which can be viewed as the core of grammar teaching.

To our mind, the primary core of such grammar patterns can be presented by predicative centers. The basic level can be defined as follows:

1) 是 shì-structure

2) 有 yǒu-structure

3) 在 zài-structure

The given basic patterns from the very beginning of teaching may vary in the predicative center variants as well as structural variations. To illustrate the first mode of variation we may exemplify as “shì -structure” > “zero-structure (dates, time, age)” + 姓 “xìng-structure” + 叫 “jiào-structure”. As for the variation mode, in case of zài-structure it can be specified as “subject 在 zài + zero”, “subject 在 zài + locative”, “object 在 zài + locative”. The enrichment of semantics and valency of predicates can be seen as: “the predicate - an intransitive verb” (it can be denoted as “去 qù-structure” or “来

lái-structure”). These structures imply complementary valency with the focus on locative semantics which allows it to enable to introduce free corpus of nouns and locative pronouns (“prowords”).

The structure a predicate – a transitive verb can be specified as several substructures: 1) structure “a predicate – a monotransitive verb”; 2) structure “a structure – a polytransitive verb”; 3) structure “a predicate – a verb of mental activity, of feeling and speech”. The introduction of such structures implies positional variation ruled under the set of “把字句 bǎ zì jù” Besides, these structures, to a greater extent, can have entail a consequence of modal verbs. There is some specificity of the structure “a predicative + a causative verb”, viewed in sinology as a consecutive-coherent sentence.

So we see the basic grammar structure of the Chinese language through the predicative-centered approach. It can be justified within teaching grammar as it enables to define lexis for every stage of teaching. It is the semantics of predicates and actants that defines the semantics of the words introduced.

From Teacher- to Learner-Centered Approaches: Exploring Effective Strategies for Using Newspaper in the Chinese L2 Classroom

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In recent years, newspaper has been considered an important resource for language learning. Newspaper reading provides L2 learners opportunities to be exposed to the real language, helping to acquire vocabulary and increase the cultural awareness.

Research on newspaper reading for teaching Chinese as a second language has gained increasing attention during the past two decades. The literature has focused on editing teaching materials for the newspaper reading course, and occasionally some pilot studies on teaching strategies. What still remain rare are models or guidelines which are based on theoretical and empirical research findings to guide teachers towards pedagogically successful lessons.

Compared to the teacher-centered class (Klaus Brandl, 2002), where the instructor plays a central role in controlling content and learning tasks, this research outlines the design of a learner-centered class for advanced Chinese learners, and discusses the strengths and challenges of the learner-centered approach under the consideration of learners’ needs.

The survey we conducted among 32 advanced non-native Chinese learners in 2013 has revealed that difficulties in developing reading skills through newspaper include not only the limited vocabulary size and background knowledge, but also the lack of motivation of reading materials

outside of class. The finding has laid the foundation for the learner-centered lesson design, which assigns the learners a self-directed role in taking charge of the reading content and process, while the teacher has changed into the supporting and guiding role.

The learner-centered class can be organized based on project work, consisting of the following stages:

1) Planning: Determine and interpret the real-world subject matters or topics by negotiation and set their own goals.

2) Gathering: Collect authentic newspaper materials towards their goals and take cognitive activities, such as seeking answers and making generalization.

3) Presenting: Present their outcome, focusing on the comprehension of content along with their own interpretation and critical analysis rather than specific language targets to be learned directly from the newspaper.

4) Evaluating: Assess progress through the combination of teacher and group review.

Applying the model proposed above, we taught a learner-centered reading class with newspaper for one semester in 2013 and made an investigation of students' attitude on this approach afterwards.

The significant strength of this approach is that the major role in determining course content turns passive recipients of knowledge into active contributors to the Chinese learning. Also, the high autonomy of learners bring challenges, requiring the intervention of the teacher to prevent learners from getting lost among the vast amount of information, especially when learners get used to the rapidly-developing Internet and search engineering which enable users to obtain an endless supply of the resources.

Translation Technique (Chinese-Russian and Russian-Chinese): Some Lingvodidactic Aspects

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Translation is happening all the time, all over the planet, and has been since our earliest language-endowed forebears split into mutually unintelligible speech communities but stayed in contact for trade, war or mutual protection.

The globalization of business and the international nature of business talks and deals mean that being a multilingual is a prerequisite for many positions. Language-specific roles include translator,

interpreter and language teacher. Nowadays careers in communications, journalism, writing, publishing, diplomacy and public relations are also open to language graduates.

The author also considers *Translation* as interaction creation, discusses the questions of translation role in the modern world, and translation studies and translation technique modern state, pays special attention to perception and speech production models, which determines translators training tasks, and presents the criteria of texts choosing for teaching translation, which are the means of translation activity, creativity and the translator's cognitive abilities development.

Thus, the author has investigated some Linguistic Departments in Beijing as well as in Hong Kong and could share information about facilities and unique programs Asian universities offer to Russian students and researchers. For example, PolyU (The Hong Kong Polytechnic University) has launched the first professional doctorate program in language sciences (DALS) in 2012 which aims to nature future leaders in language-related professions. The department of Translation at Lingnan University is uniquely endowed with a capacity to explore problems related to English-to-Chinese and Chinese-to-English translation. The major aim of programs is to develop students' oral and written skills to a stage where they will be able to serve as effective and responsible intermediaries between texts and speakers in English and Chinese.

In the report the author as practicing translator and interpreter identifies the nature of the translation problem in both linguistic and cultural terms and sketch some of the ways in which language professionals from different traditions provide or propose solutions. The author regards *Translation* as a field of Applied Linguistics that refers to both a process and a product. One thing is certain: *Translation* is almost never a mere TL (**target language**) recodification of a message originally expressed in the SL (**source language**).

For the translator solving Chinese-to-Russian and Russian-to-Chinese problems to find a translation equivalent that can be best thought of a cross-linguistic synonym is like a part of victory. *Translation* is not just a process of linguistic substitution, but rather a semantic, pragmatic and cultural process, in which 'equivalence' is elusive. That's why the report focuses on the problem related to the subject of the pre-interpreting analysis enabling an interpreter to make a decision on relevancy and permissible limits of pragmatic adaptation in the interpreted text.

Professional translators from the Chinese into Russian as well as from the Russian into Chinese clearly bring to their task a broad range of linguistic and applied linguistic knowledge, including the following:

- grammatical competence and fluency in the relevant TL and SL variety(ies);
- (access to) a large and varied vocabulary in both languages, including specialized terminology tied to often very narrow professional of cultural domains;

- explicit metalinguistic knowledge about the grammars of both languages and about areas of grammatical overlap, alignment or disparity;
- knowledge of the pragmatic routines through which SL and TL map communicative intention and effects onto linguistic expressions;
- knowledge of range of styles, genres registers, dialects and international varieties associated with both languages;
- knowledge of translation theory and the range of professional resources and strategies that may be employed to translate effectively.

In the end of the report the author presents some teaching materials for the students studying Chinese.

Memetics and Reflection on Foreign Language Teaching

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According to Dawkins (1976,1989,2006) and Susan Blackmore (1999), The meme Which is imitated and transmitted continuously is a kind of replicator or cultural information unit, such as languages、cultural customs, ideas or social behaviors etc. The copy of memes includes four stages: assimilation, retention, expression and transmission. During the process of imitation, copy and spreading, linguistic memes embody the following characteristics:the selectivity of imitation,the periodicity of copy and thevariability of spr eading. Learning language is the process of meme copy and transmission of languages (He Ziran, 2005).

Language memes can be manifested by character、word、sentence and discourse etc., so we can analyze them respectively and give suggestion on learning and teaching. Language memes combined with context always form new meme complex by the way of memetic genotype of “the same content but different forms” and memetic phenotype of “the same forms but different content ” during copy and transmitting. We should guide students to master different ways to express the same ideas according to different contexts. And once students have learned a structure, they should know how to use it in different situations. We should also help students to communicate with others in authentic target language.

Nowadays, People tend to pay more attention to the heuristic and task-based teaching methods, but Memetics tells us that the traditional methods of behaviorist-structuralism、recitation and association are still worthy of attention. “Reverse method to learn English” advocated by Mr. Zhong Daolong emphasizes the importance of “listening, writing, speaking, reciting and thinking” and win a great success. Repeating is a good way to keep memory and study foreign language, and there are some ways to help memorize.

In addition, we can also guide students to understand the cultural meme difference behind the different thinking and behavioral pattern. For example, the Korean students don't understand why the Chinese people wear red string around the neck; European students don't understand why Chinese people are so humble and hospitality that sometimes seem a bit hypocritical.

Some Aspects of Simultaneous Translation Teaching in Oriental Languages

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Oral and simultaneous interpreting from Russian into Chinese is mainly a set of knowledge and skills, which can be absorbed only by means of a special training. Taking into consideration the linguistic differences between Russian and Chinese languages, this kind of training is extremely important for Russian-speaking students. While translating into native language, the passive knowledge of foreign language is more than sufficient, but interpreting into foreign language requires strong knowledge of grammar constructions, well-built thesaurus, brilliant speaking skills, strong knowledge of syntax, tone, inflexion, stylistics and good pronunciation, which is most essential in oriental languages. Naturally, nobody is born with simultaneous interpreting ability, but this is something that really can be learnt in spite of it's challenging and most demanding tasks.

Teaching simultaneous translation in universities and linguistics faculties requires working out a special system of exercises connected with unique nature of the subject, developing special competences of simultaneous interpreter and training students for this challenging activity. This requires profound and systematic work on developing oral and listening skills, accurate and quick interpretation, avoiding slavish adherence to the letter of the source text, making use of natural speech exuberance.

This paper is to show the methods of overcoming the difficulties in teaching of simultaneous translation, goals which can be achieved by means of special exercises and the methods of training of simultaneous interpreter in two-semester's course.

Introducing the New Conception of Basic Chinese Teaching (levels A1-B1)

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Among modern courses of Chinese language which are widely used in Russian universities and language courses nowadays one of the most recognized is "Modern Chinese language" by Kondrashevsky A.F., which as the matter of fact is the reedited version of "Shiyong hanyu keben" (published in China in

1983). As an addition many universities tend to use modern communicative Chinese textbooks, which are to develop speaking skills and building of everyday vocabulary. This widely recognized system of teaching Chinese as foreign language has obvious advantages, but also experiences definite drawbacks, such as outdated lexics and explanation of Chinese phonetic system, grammar contradictions and lack of exercises.

Facing the need of filling these gaps, we have worked out the coherent conception of Chinese language teaching which combines the concept of speech tasks, basics of syllable-phoneme system and our ideas of introducing of hieroglyphs and vocabulary and sufficient amount of exercises.

Research for the Model of Teaching Chinese As Foreign Language

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With the globalization and multiculturalization, the people of the world has aimed to promote language teaching actively and strengthen cultural communication in the field of language teaching. As a study of the second language, Chinese is being accepted gradually in worldwide. The point of TCFL is how to nurture the ability of using Chinese and to grasp the solid knowledge of Chinese foundation. At present, Chinese international teaching has developed encreasingly, Chinese learners show a trend of diversification in groups, goals and environment. Among them, teachers, textbooks and teaching methods become the most concerning issue. This paper mainly disserts among the three aspects.

Firstly, the development of TCFL. Chinese has a long history If TCFL and the learning method and characteristics varies from different times. Meanwhile, because of the difference between cultural background, the work of TCFL is different. The wave in worldwide of Chinese learning has even develop a special period currently. The new are TCFL background makes new development requirements.

Secondly, the subject characteristics of TCFL. Language ,as a tool of communication, bridges the interpersonal communication. Chinese ,as one of the most ancient languages in the world ,comes into unique characteristics during the long cultural history ,which contains the massage of wealth culture. Different from the uttered western language, Chinese is more meaningful and emphasis the penetration and performance of language as pre-requisite. Therefore, in teaching system, TCFL is not merely at the cord of teaching, but melted the culture teaching into current teaching system and instructing a combination of teaching system between language and culture.

Thirdly, the teaching method of TCFL. In the aspect of teaching method, we are mainly research among teaching principles, goals and textbooks. Among the passed experience, we need to come out a total principle according to special students and handle the relationship between the theory and practice correctly is the key to TCFL teaching. And then, under the premise of a clear principle, preparing effective class teaching, realizing the total mission which contains to choose textbooks and prepare materials of class. Lastly, we must vary the TCFL from different places, such as in Russia, the situation and extent is not in the same. This paper aims to make some accessible advise with the combination of teaching experience in Pacific National University.

Teaching Modal Particles of the Chinese As a Way to Improve Grammatical Competence

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According to the modern foreign language education the aim of teaching is a formation of communicative competence. Communicative competence is the ability and willingness to communicate using a target language adequate to its goals, context and situation (Anatoliy N.Shchukin) and it based on the number of several other competences, one of which is linguistic competence. Linguistic competence is in turn made up of phonological competence, lexical competence, discourse competence, grammatical competence (Carol J. Orwig).

Unfortunately, quite common is absurd opinion, as if the Chinese has no grammar system at all or Chinese grammar has no difficulties in learning process. The focus of the modern methods of teaching the Chinese paid to learning hieroglyphics, the lexical component. However, we are confident that Chinese language, like any other languages, has its own unique ways of consciousness the reality which reflects on the syntactic and paradigmatic levels and they do cause many difficulties in the process of learning the Chinese. Grammatical categories in Chinese (aspect, modality, temporality, etc.) and a set of syntaxemes have certain unique characteristics and an acquisition of them may cause successful communication in grammatical aspects of speech, the authenticity and correctness of speech. One of these phenomena of modern Chinese language is modal particles.

Chinese modal particles (语气助词 yu3qi4 zhu3ci1), according to Tan Aoshuang are an "unique phenomenon in terms of the compact versatility of semantic- pragmatic markers serving different communication tasks». In addition, it is one of the most frequent way of an expression language modality (Xu Jinghing) which makes speech lively, emotional and bright. The use of modal particles for those who learning Chinese is very complex due to the versatility of communicative and pragmatic functions, multiple semantic modes they transmit. In methodological purposes, we have

attempted to highlight the pragmatic communicative functions and semantic modes of the most frequently used Chinese modal particles, namely 了 (le), 呢 (ne), 吧 (ba), 啊 (a), 吗 (ma) . The results of the linguistic analysis formed the basis of the content and organization of teaching units, and also creating a complex of exercises to improve grammatical competence of students' in intermediate, upper-intermediate levels.

The Application of Blog Technology to Teaching Chinese for Undergraduate Students

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The application of new information technologies to foreign language teaching has been increasingly discussed in the recent years. Research has demonstrated that computer-mediated communication activities can enhance learner autonomy, advance cooperative learning and serve as an educational tool in language courses (Sun, 2009). Besides, such activities can make learning more personalized, more interactive and more dynamic. However, the use of information technologies implies not only the use of new technical means, but also new forms and methods of teaching, a new approach to learning, and a careful planning and implementation of a pedagogically sound scheme (Felix, 2003).

Blogging (i.e. keeping a blog or being involved in blogs) is one of such user-friendly technological tools. Blog has been defined as “a web site that contains an online personal journal with reflections, comments, and often hyperlinks provided by the writer” (Merriam-Webster dictionary). Blogs are mainly used for communication, for distributing information and for reflection, but they can also provide teachers and learners with endless possibilities for daily interaction due to their multimedia features and interactivity.

There are many ways to use blogging in teaching and learning. Campbell (2003) distinguished three types of blogs:

1. The tutor blog that is run by the teacher for the learners where a teacher can post additional tasks for students, topics for discussion, photo reports, etc.
2. The class blog that is seen as the result of the collaborative effort of an entire class and which allows students and teachers to publish their writing (on a given topic or free) and communicate with each other in an open educational space.

3. The learner blogs that are run either by individual learners themselves or by small collaborative groups of learners and are used for publishing the individual work or assessing the results of their activities.

When considering the type of blog it is important to take into account learners' proficiency level and the features of the taught language. For instance, for first-year undergraduate students studying Chinese it will be very difficult to write a review on a book or a film or to lead a discussion on a debatable topic. So the tutor or the class blog will be a better option for undergraduate students. The content of such a blog can incorporate additional tasks for students with audio and video links, links to useful resources and topic discussions (based on the active lexicon).

Taking this into account we developed a tutor blog to complement the course "General Chinese Mandarin". The main emphasis of this blog is to improve reading and listening skills, to build up vocabulary, enhance understanding of Chinese everyday life, and increase cultural awareness. Such form of work contributes to the organization of independent student work outside the classroom and also increases motivation for language learning.

From the teacher's perspective, blogging can be time-consuming, at the same time it can be an important part of teacher professional development. First, a blog is a simple and convenient platform for the publication of various materials to the course (assignments, links, audio and video files, etc.). Thus, a blog serves as a dynamic "course book" which can be easily updated. Second, a teacher can get feedback from students and quickly comment on students' work. Finally, it allows the teacher to constantly improve their knowledge of the language.

Thus, the use of blog technology can be beneficial for both students and teachers alike and a tutor blog can be used as a tool to increase students' motivation to master new material.