

## PERSPEKTYWA METODYCZNA

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### TEACHING POLISH STUDIES IN THE NEW ERA: STRATEGY AND METHODS BASED ON THE EXAMPLE OF THE CURRICULUM OF TEACHING TRANSLATION AND INTERPRETING

(THIS ARTICLE WAS TRANSLATED FROM POLISH BY JAKUB WOSIK)

**Keywords:** Polish studies, teaching, Polish language, translation

**Abstract.** Polish studies in China have a history of over 65 years. The oldest centre of Polish studies was established in Beijing (Beijing Foreign Studies University) in 1954. In the last decade, several centres teaching Polish language and culture have emerged in China. The development, implementation, and modifications of the curricula of teaching Chinese students Polish constitutes an important issue and a major challenge for centres of Polish studies in China. This article discusses the latest curriculum of teaching Polish at Beijing Foreign Studies University, with the oldest Polish courses in China, and presents the strategy and methods for implementing the curriculum using the example of translation classes. I shall answer the question of what role in the Chinese-Polish exchange Polish studies in China can play, and what the objective of producing Polish studies graduates in China is and how that is fulfilled.

## 1. TEACHING POLISH IN 21ST-CENTURY CHINA

The Chinese became interested in the Polish language in the 1950s after the establishment of the People's Republic of China 1949. The first Polish studies courses were established in Beijing in 1954, and for the next 50 years it was the only centre teaching Polish language and culture in China. The situation changed

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in 2007 when a second Polish studies centre was established at Harbin Normal University, and later, in 2014, a third one at the Guangdong University of Foreign Studies.

The establishment of new Polish studies centres at the beginning of the 21st century was closely related to new phenomena occurring in the international arena. China has been developing rapidly and its importance has been increasing. The country has been placing an ever growing emphasis on its cooperation with Central and Eastern Europe, trying to pursue the One Belt One Road strategy, while Poland is trying to gain a leading role within the 17+1 cooperation<sup>1</sup> and is trying to play a bigger role in the project based on the One Belt One Road strategy. Therefore, Chinese-Polish relations have been developing dynamically in the past two decades. They have been elevated to the level of a multilateral strategic partnership. Contacts and cooperation have been stimulated in all areas, which, in turn, has increased the requirement for Polish skills. New Polish studies centres are emerging in China almost every year. One could say that there are a dozen or more centres teaching Polish or conducting Polish studies and university-level Polish language courses. The number is slowly nearing 20. One of the reasons why they are being established is possibly the development of the Chinese One Belt One Road strategy. The matter was discussed extensively by Mao Rui and Władysław Miodunka:

That is the One Belt One Road (or the so-called New Silk Road) initiative, which has been accredited to President Xi Jinping. That concept, extensively publicised by the media, became the basis for various Chinese operations in which much attention has been focussed on Central and Eastern Europe, and Poland in particular. President Andrzej Duda's visit to China being his first foreign trip was very well received in China, which is why quickly afterwards President Xi Jinping visited Poland (in June 2016). Those two visits and the elevating of the countries' mutual relations to the level of strategic partnership, i.e. political considerations, triggered the opening of many new centres for teaching Polish in China.

(Miodunka 2020, p. 23; cf. Mao Rui 2018)

In his lecture opening the 2nd Chinese National Workshops on Teaching Polish as a Non-Native Language in Beijing in 2019, Miodunka stressed that "The special nature of Polish studies in China results from the fact that it has the longest history of operation among all Polish studies in the Far East. That does not, however, mean that its long-lasting traditions have prevented it from developing. (...) another major quality of Polish studies in China is the fact that they are the most

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<sup>1</sup> The cooperation between China and Central and Eastern European countries (China- and Central and Eastern Europe, also 17 + 1, formerly 16 + 1) is an initiative of the Chinese Ministry of Foreign Affairs intended to promote business relations and investments between China and 17 CEE countries (CEEC) – Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Estonia, Greece, Hungary, Latvia, Lithuania, North Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia, and Slovenia.

rapidly developing Polish studies in the world in the 21st century.”<sup>2</sup> One could assume that the aim of educating highly-qualified personnel, teaching language, and education in terms of mutual understanding of all communities and Polish culture are the priorities and obligations of higher education institutions, in particular of BFSU, which has the oldest Polish studies centre in China, and which offers all levels of study.

Surrounded by globalisation and with the already-mentioned historical, political, economic, social, and international backdrop, we often ask ourselves whom our graduates should be. How can we fulfil our teaching objectives? What is the difference between Polish studies and a Polish language course? It is worth considering that the teaching of Polish language and culture at BFSU differs considerably from regular periodic courses (summer schools, year-long preparatory courses, etc.). BFSU offers comprehensive Polish studies, during which students not only acquire the basic language skills, but also extensive knowledge about Poland and various practical abilities. The nature of such studies is defined not only by what the market demands and by educational traditions, but also by the state strategy. Andrzej Ruszer has stressed that

the situation of Polish studies graduates in the Chinese labour market and the increasing competition among centres teaching Polish in China have resulted in changes to university curricula imposing new obligations on students. Those mainly include lectures and elective courses which are related to new issues, e.g. the Polish political system and the media. That is an outcome of the studies emerging outside the philological framework and a stronger structuring of classes within certain thematic frameworks starting with the third year of studies.

(Ruszer 2018, p. 368)

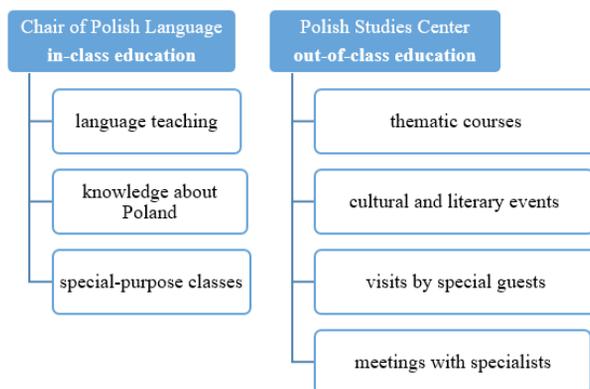
## 2. POLISH STUDIES EDUCATION AT BFSU. THE CURRICULUM AND ITS IMPLEMENTATION

The Chair of Polish Language was established at BFSU in the 1950s. Over more than 60 years, several generations of lecturers have gathered many years of teaching experience which enable them to shape a mature system of teaching Polish language and culture. Generally speaking, Polish studies at BFSU consist of two parts: in-class education, i.e. learning the language, knowledge about Poland, and special-purpose subjects; and out-of-class education, i.e. thematic courses, cultural and literary events, meetings with specialists, and visits by special guests. The Chair of Polish Language as a teaching unit and the Polish Studies Center as an institution of Polish studies are responsible for those two pillars.

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<sup>2</sup> Miodunka, *Inaugural Lecture* of the 2nd Chinese National Workshops on Teaching Polish as a Non-Native Language in Beijing in 7–10 April 2019.

Figure 1. *Division of the roles of the Chair and the Center in student education.*

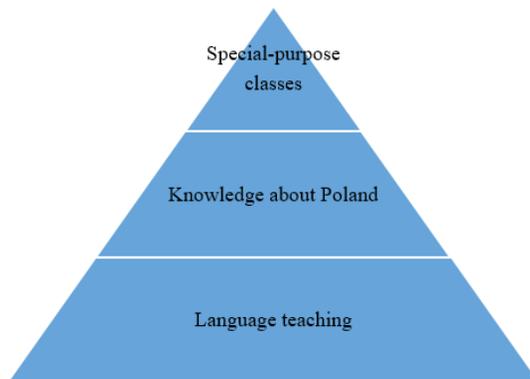


Source: own study

## 2.1 IN-CLASS EDUCATION: CURRICULUM OF TEACHING POLISH LANGUAGE AND CULTURE<sup>3</sup>

In 2016, BFSU developed the latest curriculum of teaching Polish language and culture for students of first-cycle studies. It is based on the many years of teaching experience of the Chair of Polish Language considering the driving idea of the reform of foreign language teaching in China, social changes, and market demands. As a result, a relatively mature teaching plan for Polish studies has emerged.

Figure 2. *Categories of Polish studies classes*



Source: own study

<sup>3</sup> The discussed curriculum applies to first-cycle Polish studies. Second and third-cycle studies will not be discussed in the article.

Polish studies classes are divided into three categories: language teaching, knowledge about Poland, and special-purpose classes regarding Poland. Language teaching mainly consists, according to the traditional understanding, of language classes (university language classes, a 3-level module) offered from the first to the third year<sup>4</sup>, which help develop students' basic language skills, such as listening, speaking, reading, and writing. Considering the way Chinese students learn Slavic languages, classes in audio-visual education (a 3-level module) and grammar education are fulfilled separately. University language classes and audio-visual education are conducted concurrently, while grammar is offered in the second year of studies. During grammar classes, teachers explain in Chinese the entire grammatical system of Polish and students focus on grammar exercises (sometimes quite mechanically). In order to develop high-level speaking, the curriculum offers in the 7th semester discussion panels and presentations in Polish in the form of a seminar during which students having prepared previously arranged topics deliver presentations and later engage in a discussion with the teacher. Additionally, in response to market demands, the students are also offered classes in formal writing in Polish in the 7th semester, during which they learn how to write various official texts, e.g. formal correspondence, applications, CVs, reports, etc. in Polish. Furthermore, they are offered the chance to write academic papers in Polish with the aim of helping students in writing their bachelor's and master's dissertations. During such classes, teachers show students how to seek out information for writing academic texts, how to create footnotes, endnotes, and bibliographies, how to structure a study, etc.

The above-mentioned classes develop diverse language skills, in line with the requirements of the certificate exam in Polish as a foreign language. For that reason, exams are always held in five categories: listening comprehension, reading comprehension, grammatical correctness, speaking, and writing. Upon completing the studies, students achieve at least B2, possibly C1-level proficiency.

The mere fact of knowing the Polish language is not enough to become successful in the labour market. Translation skills are one of the basic qualifications required by employers. In line with the tradition of foreign language teaching in China and considering market needs, the curriculum places considerable focus on translation skills at higher levels of the university language course (2nd and 3rd years of study). Additionally, it offers separate classes in Chinese-Polish interpreting and Chinese-Polish translation. It must be stressed that translation/interpreting has been the trademark advantage of Polish studies at BFSU. The lecturers themselves are outstanding translators and/or interpreters. They provide high-quality interpreting services (consecutive and simultaneous) of the highest level. Their translation achievements occupy a major place in the Chinese publishing market. The professional experience of BFSU's Chinese lecturers guarantees the

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<sup>4</sup> First-cycle studies in China last 4 years.

high level of such classes. Within the traditional Chinese theory of foreign language teaching, listening, speaking, reading, writing, and translation constitute the highest skills which students need to acquire during their education. The above-mentioned classes have been designed according to that specific theory, and they have proved successful in practice. I shall discuss the strategy and methods of conducting translation/interpreting classes later in the article.

The second category of Polish studies classes refers to knowledge about Poland. First-semester classes include an introductory course in Chinese on knowledge about Poland to offer students basic information about Poland and encourage them to learn more about Polish language and culture. Further semesters include courses in the history of Polish literature and Polish culture and in the history of Poland, which offer students an outline of the development of Poland's literature, culture and how Polish history has unfolded; selected texts on Polish politics and selected texts on economics and trade focus on Polish politics, economy, and society. It must be said that during those two classes students refine their skills of understanding professional texts on the one hand, and, on the other, try to collect the most important information. Additionally, 4th-year students are offered a course in Polish entitled Culture of China. The world is getting more and more open. China is also trying to promote itself worldwide. China's President Xi Jinping<sup>5</sup> delivered a speech in 2013 entitled "Good narration of Chinese history and successful promotion of the Chinese voice," in which he asked people to ensure good promotion of China abroad, use creative and innovative methods of promotion, and to create a new concept, content and mode of representation which would integrate the qualities typical of Chinese and international cultures. That is why Chinese graduates of Polish studies must be able to talk about their country and their culture. During those classes, students are supposed to give presentations which they prepare beforehand on selected topics in Chinese culture, during which teachers and students jointly perfect their vocabulary, presentation skills, etc.

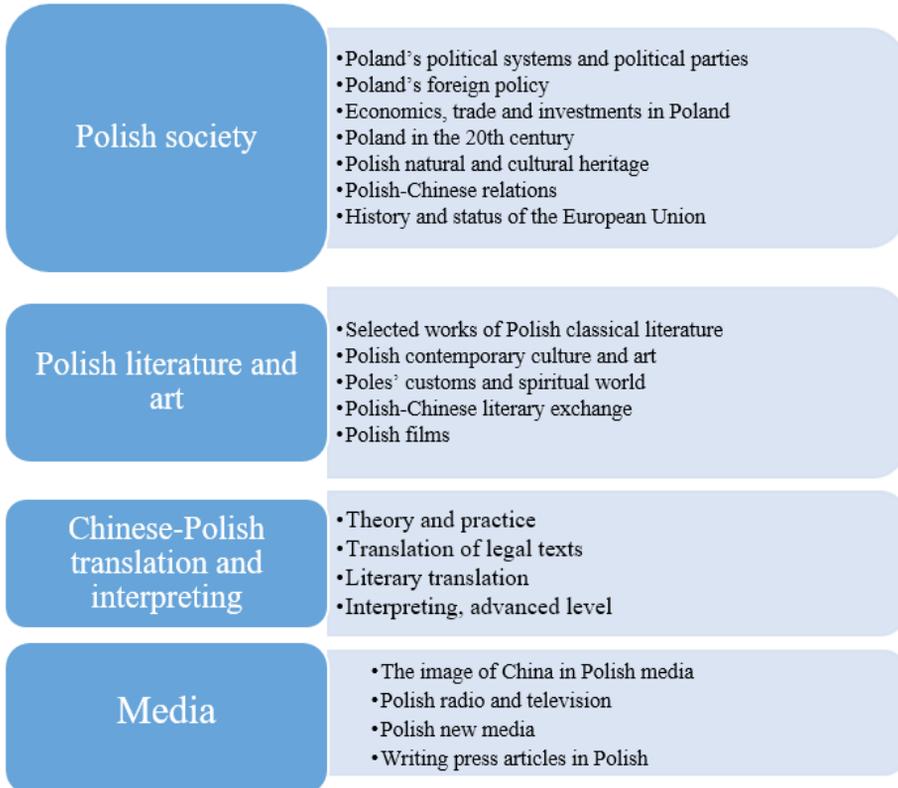
When the first centre of Polish studies was established in the 1950s, its objective was to educate translators and interpreters for the state; upon completing their studies they were mainly hired by ministries, the radio, press agencies, and state-owned joint ventures. At the turn of the 21st century, Chinese-Polish relations boomed. There occurred a proliferation of mutual investment projects. Today, in the context of the 17+1 cooperation and the One Belt One Road strategy, Polish specialists are needed in banks, branch offices of television and radio stations, press agencies, corporations, schools, universities, NGOs, etc. Employer expectations towards Polish specialists are also much higher. Graduates are supposed to

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<sup>5</sup> Xi Jinping, *Good narration of Chinese history and successful promotion of the Chinese voice*, a speech delivered during the National Meeting for the Promotion of Chinese Thought, held on 19–20 August 2013.

possess not only an excellent command of Polish, but also an outstanding grasp of Poland and the possible Polish problems in specific industries. In order to meet those expectations, we offer additional “special-purpose classes” through which students may choose classes as per their personal interests and intended careers to enrich their knowledge and skills base. They can choose from four focusses:

Figure 3. *Special-purpose classes' modules*



Source: own study

## 2.2. OUT-OF-CLASS EDUCATION: ADDITION AND EXPANSION

The underlying assumption of the education at Beijing Foreign Studies University is to train young Chinese who know other cultures and foreign languages, and who will become the spokespeople for China abroad. At BFSU, lecturers place particular attention on educating students so that they possess various skills and know various languages. In China, there is a saying that having read 10,000

books is just as important as having made 10,000 steps, i.e. practice is just as important as theoretical knowledge. The various events organised by the Polish Studies Center open a window for the students, giving them a better understanding of Poland, and thus they can expand their knowledge and horizons, an element which becomes a valuable supplement to the Polish studies.

By dint of establishing the Polish Studies Center (PSC) as an academic centre in the form of a think tank which supplies state diplomatic institutions with personnel distinguished by their excellent command of Polish, and through continued expansion of the area of its operations, the university fulfils the most recent stipulation of multifaceted teaching which perfectly matches the current state of Chinese-Polish relations. Within the first 5 years of its establishment, the PSC played a major role and achieved excellent results in terms of training talents, research, international exchange, and public services. The Polish Studies Center and the Chair of Polish Language cooperate by dividing tasks between themselves, promoting each other and developing, thus creating two streams of Polish studies at BFSU.

When considering the PSC's activities throughout its nearly 10 years of operation, one could enumerate many major projects fulfilled within the following areas:

### 2.2.1. Thematic courses

As I have already indicated, the 17+1 cooperation between China and Central and Eastern Europe and the One Belt One Road strategy have produced excellent opportunities for Chinese-Polish cooperation within the past few years. Bilateral economic and trade exchange is intensifying every day, and more and more Polish and Chinese companies fulfil joint investments. That cooperation also requires new standards in training highly qualified staff. Teaching languages and education in terms of mutual understanding of the legal environment and business culture are becoming popular and necessary in China. Therefore, BFSU established special classes *Polish plus law* and *Polish plus business*, during which students of Polish studies are supposed to study EU law and business culture in Polish and Chinese. Furthermore, in view of market demands, we established a strategic translation class. Since Polish is becoming increasingly attractive for the Chinese, and newly established Polish studies centres in Chinese cities need local teachers for their development, we are planning to establish a class for prospective teachers.

The second stage of the course consists of translation workshops. In cooperation with the Polish Institute and the Polish Book Institute in Krakow, the PSC has already organised two editions of translation workshops. For the workshops, the Center invited renowned translators from both countries, e.g. Yi Lijun, and

Małgorzata Religa, and well-known Chinese literary scientists, e.g. Zhang Jianhua, and Gao Xing. The specialists provided students with insights into literary translation. The Center also organised a national translation competition to draw the attention of amateur translators.

### 2.2.2. Learning at all times

One of the strategic objectives of the PSC is to match current cultural events happening in Poland and China. It has organised various cultural events, e.g. a literary seminar “Meeting Henryk Sienkiewicz”, and a literary salon “Meeting Reymont”. During the former, Chinese professors Yi Lijun of Beijing Foreign Studies University, Lin Hongliang and Zhang Zhenhui of the Chinese Academy of Social Sciences, and Zhao Gang, Dean of the School of European Languages and Cultures at BFSU, shared their long-term experience in translating Polish literature. The speeches by outstanding translators and specialists in Sienkiewicz’s works were received enthusiastically by the new generation of students of Polish studies. Eagerly participating in the event, they read out in Polish and Chinese original and translated passages from Henryk Sienkiewicz’s works. Students presented their own interpretation of one of his works to pay tribute to their acclaimed predecessors. The latter event was visited by a representative of the Polish embassy who represented Łódź, a city where the 1975 film *The Promised Land* was shot. She discussed Reymont’s output.

Students rarely have the opportunity during their studies to participate in events where they can meet important people. The prestige of Beijing Foreign Studies University and the long history and rich traditions of its Polish studies draw many politicians every year. The most important opportunities have included: participation in a meeting with President Andrzej Duda at the Polish Embassy in Beijing, during which students gave a performance; a lecture by former president Bronisław Komorowski entitled “China in the eyes of Europe and Poland. The present and the future”; a lecture by Witold Waszczykowski, Polish Minister of Foreign Affairs, at Beijing Foreign Studies University and a conversation with the students of Polish studies; a visit by Bogdan Borusewicz, Speaker of the Senat; and visits by ministers of Science and Higher Education. Through such visits, students are able to experience diplomatic etiquette in real life and increase their interest in Poland and their sense of pride in being the students of Polish studies.

Beijing also draws various delegations from Polish universities, schools, and cultural institutions. As part of the visits by Polish delegations, the guests offer lectures for the students on various topics, e.g. literature, translation, diplomatic relations, politics, culture, etc. The speakers have included writers, e.g. Jacek Dehnel, Andrzej Sapkowski, academics, e.g. Arkadiusz Gut (John Paul II Catholic

University of Lublin), Mieczysław Dąbrowski (University of Warsaw), Magdalena Bąk (University of Silesia), Jolanta Tambor (University of Silesia), Aleksander Fiut (Jagiellonian University) Mateusz Skucha (Jagiellonian University), and diplomats, e.g. Liu Yanshun, former ambassador of the PRC in Poland, and Ksawery Burski, former Polish ambassador in Beijing. Such contacts elevate the quality of education and help students become accustomed to Polish academic discourse, as well as promoting academic and literary exchanges (see Zarzycka 2018, p. 539; Gębal 2018, p. 494).

### 3. TEACHING TRANSLATION SKILLS. STRATEGY AND METHODS

Traditionally, in China, foreign language learning covers five areas, i.e. listening, speaking, reading, writing, and translation. It is clearly noticeable that contrary to the teaching of foreign languages in the West, translation (denoting both translation and interpreting) skills are of equal importance with communication. Such an approach resulted from the severe need to train translation personnel for diplomacy and cultural exchange at the beginning of the 20th century when the Chinese were becoming interested in the world and were starting to strive to establish contacts with other countries. A good example is offered by the case of the pioneering writer Lu Xun<sup>6</sup> and the progressive writers of his generation who, at the beginning of the 20th century, went to study abroad and after returning engaged in the translation and propagation of foreign literature, including works by Polish authors.

The teaching of translation skills is one of the main pillars of language education at Beijing Foreign Studies University, a member of *Conférence Internationale Permanente d'Instituts Universitaires de Traducteurs et Interprètes*. Yi Lijun, an acclaimed translator of Polish literature, popular in Poland and China, doctor honoris causa of Gdańsk University, laureate of the *Transatlantyk Award* and a two-time recipient of the medal for achievements for the Republic of Poland awarded by the President of the Republic of Poland, is an unequalled master considering his extensive translation output.

Since its very beginning, the Chair of Polish Language at Beijing Foreign Studies University, being the oldest centre of Polish studies in China, has treated translation classes as a major element of the curriculum of Polish language education. During more than 65 years of teaching practice, the chair's staff have found a special path for developing translation skills in intermediate and advanced level students.

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<sup>6</sup> Lu Xun, actually Zhou Shuren, (1881–1936). a Chinese writer considered the most outstanding Chinese author of the 20th century. Lu Xun was a promoter of colloquial language who thus helped Chinese literature depart from the classical language. In view of his brilliant style and a conviction that the country needed reform, he is considered the father of modern Chinese literature.

At Beijing Foreign Studies University, bachelor's studies take 4 years (master's studies 3 years, and doctoral studies 3 years), i.e. 8 semesters. The curriculum of Polish studies education (see Li Jintao 2013, pp. 38–39) covers 1,656 classroom hours (1 classroom hour lasts 50 minutes), including 1,400 required hours (for all students) and 216 elective hours. The initial schedule includes an interpreting class which lasts 3 semesters (108 hours) and a translation class (18 hours). There are also classes which are somewhat supplementary to translation/interpreting, i.e. a discussion and public speaking class in Polish, which lasts 1.5 semester (54 hours), and Chinese culture in Polish (16 hours). The second, elective schedule offers a translation course which includes 4 classes: theory and practice, translation of legal texts, literary translation, and advanced interpreting, totalling 144 hours. It is also worth mentioning that only 36 hours are devoted to the knowledge about Poland class which is offered in Chinese while a major portion of the hours consists of classes offered in Polish. We insist on having Polish as the language of instruction, as we believe that Polish, being a very demanding language, must “surround” students as much as possible. Thus, students learn to use (both in speaking and writing) quite fluent Polish, which is the foundation of the profession of a translator/interpreter.

Interpreting classes are conducted jointly by a Chinese and a Polish instructor. That is an added value of studying at our university, i.e. that together with a native user of Polish we offer students opportunities to participate in various communicational activities which are intended to trigger spontaneous interpreting. The duties of the instructors are divided in such a way that the Chinese instructor begins by offering an introduction to the theory of interpreting, so that students know the basic notions and strategies which help in becoming a good interpreter, for example how to prepare for interpreting, how to behave in various situations, and how to take notes during interpreting. Such comments are usually made on an on-going basis during a class. Then, during each lesson the Polish instructor introduces the necessary vocabulary regarding a specific interpreting topic, and later both instructors jointly simulate a conversation which students interpret live. The instructors comment upon the students' performance and correct them if necessary. The Polish instructor focusses more on linguistic correctness while the Chinese instructor ensures that the proper interpreting technique, i.e. selection of words, correspondence to the original, sentence syntax, etc., is being maintained. There are three levels of text difficulty, and the topics apply to, e.g. tourism, culture, politics, economy, and diplomacy. Throughout the three semesters, students discover interpreting in diverse situations, such as trips, official dinners, conversations, meetings, consultations at various levels, and leader addresses. It must be said that such an arrangement requires from instructors extensive multifaceted preparation. First of all, the Chinese instructor should possess relative extensive experience in interpreting. It would be difficult to imagine an instructor who is fluent in Polish, but who has never been an interpreter, being able to show students the methods

and strategies of the trade. Secondly, a basic command of Chinese always helps Polish instructors better conduct lessons, while knowledge about diplomatic protocol and the cultural reality are necessary during exercises. It is also important for interpreting training to have actual practice. Instructors encourage students to practise their skills by simulating various situations, e.g. a visit of a Polish delegation. Such training has satisfactory results. Usually third-year students can already lead a guided tour and respond to the basic issues a delegation might encounter.

Interpreting classes offer students an outstanding opportunity to engage in the difficult trade. Through practice in mock communicational situations, students can come into contact with the living language, choose synonyms appropriate for specific contexts, and learn how to select the appropriate register and style (formal/informal, rhetorical/colloquial) and appropriate communicational behaviour. I understand communicational behaviour as a linguistic reaction which consists of a rapid selection of the appropriate word and style, so that a recipient can deem the event as being successful (fortuitous) and effective. That means that interpreting classes help students practise the power of performative speech acts as they test how effective they are on recipients. Such an approach corresponds to the theory of speech acts proposed by John Austin (Austin 1993). Therefore, one could treat the action of interpreting an extensive communication as a global speech act, which an interpreter first has to filter through their own receptive consciousness and understand well enough to be able to produce a message which produces the required effect on a recipient. In order to amplify the performative power of a speech act being translated, a translator/interpreter needs to step outside the level of language and ground it in the related cultural reality, which entails specific language etiquette and various conditions, e.g. familiarity with the situation of the unfolding dialogue, the social roles, and the status defined by the interlocutors' positions. That is because it would be difficult to image a successful speech act in a message being translated in an official situation where, e.g. an interpreter addressed an ambassador or another major figure in Polish as "you". Such a speech act despite being clear would be unsuccessful as it would be not acceptable in terms of linguistic politeness and conversational rules (cf. Grice 1980). A similar example could apply to the translation of the names of Chinese dishes into Polish. If translated literally, sophisticated oriental-sounding names of Chinese food sound strange in Polish, to say the least, and the surplus words blur communication. Eventually, such a speech act would be unsuccessful. An interpreter must choose from the available means those which are known to the recipient or those with which the recipient can cope (see Ruszer, Mao Rui 2018, p 193). That skill of predicting what a sender intended is quite a feat. Many beginner interpreters lack the practice which would enable them to automatically identify a context which is distant in cultural terms. In this case, the recommendation is for an unskilled interpreter to prepare longer, as first they need to make sure who the interlocutors are going to be and in what kind of situation they will operate. Without that prepa-

ration they should not engage in interpreting as their knowledge of the language, though objectively high, may be insufficient to convey an effective speech act. Considering all that, at BFSU we focus on various competences during translation/interpreting classes, i.e. lexical and grammatical competence, stylistic and rhetorical competence, cultural competence, and communicational competence in relation to the effectiveness of translation/interpreting.

Contrary to interpreting classes, translation classes are conducted by a Chinese instructor, and held as a seminar or a workshop. Texts for translation practice fit either of the two categories: specific-purpose texts, and literary texts. Each text type entails a different translation principle. It seems that it is difficult to convince students to engage in literary translation. In this case it is a good idea to start with children's literature or poetry, i.e. forms which are either easier or shorter. Through the cooperation with the Polish Institute, Cultural Department at the Embassy of the Republic of Poland and the Polish Book Institute, many students have already tried translating children's books. BFSU has also organised workshops on translating Polish poems, and the best translations were selected and published in the Polish Studies Center's newsletter.

If one were to find a general definition of translation classes at the Polish studies at BFSU, that would be workshop practice. In China, the traditional teaching of translation skills (e.g. Chinese-English) consists of an instructor conducting classes based on a textbook, explaining why something is translated in a particular way, which words are important, how one should use them, etc. Therefore, it is the instructor and not the student who is the main actor during a translation class. Students rather focus on a passive acquisition of information and complete homework after the classes. The drawback of such an approach is obvious – students do not work in an active and creative manner. The modern strategy entails an instructor encouraging students to be active, which means that during practice we do not provide students with the material beforehand; all they have is a pen and an empty sheet of paper. They are supposed to listen to what the instructor is saying and interpret it. Therefore, during every lesson, students find themselves in the situation of a real conversation, though, in fact, it is simulated by the instructor, who ensures students do not become distracted. When one person is interpreting, others can correct them or offer their own suggestions. Thus, everyone is engaged in the process of interpreting in class. Only once a lesson ends, does the instructor hand out the materials, which often include supplementary details.

In order to indicate the importance of interpreting classes in the education of Polish studies graduates in China we provided a showcase interpreting lesson at the Workshop on Teaching Polish Language and Culture organised in the autumn of 2017 by the Polish Studies Center, BFSU, and the Polish Institute in Beijing as an example. The lesson focussed on a speech given by the chancellor during the official opening of the Meet Henryk Sienkiewicz exhibition. During the lesson, instructors introduced the means, necessary in official circumstances, of speaking

to other people, i.e. forms of address, the rules of diplomatic protocol, rhetorical style, synonymy related to the lexis of public speaking, information on the Polish Nobel prize laureate, and on Polish literature and its translations into Chinese. One could argue that a single lesson consisted of teaching language, culture, and diplomacy. In other words, BFSU's interpreting classes extensively integrate various aspects of education in terms of Polish studies.

Interpreting is a highly complex mental activity requiring linguistic skills and cultural competence, which consists of switching between the codes of the source and target languages. That, however, applies to one's command of one's native language and another language, but also one's possessing extensive encyclopaedic knowledge. Interpreting is so versatile because, on the one hand, the level of translation skills depends on the linguistic systems and subsystems being discussed, and, on the other, the process of translation integrates those language skills with cultural competence and other extra-linguistic areas. The previous figures indicate the contents of individual interpreting classes. The indicated three parts are introduced in the 5th, 6th, and 7th semesters, i.e. interpreting mainly constitutes a form of summary and consolidation of the language skills acquired throughout the first two years of the studies. At BFSU, based on the curriculum of teaching non-native languages, the first two years focus on training such skills as: listening comprehension, speaking, reading comprehension, grammatical correctness, and writing. Students are required to achieve at least the B1 level by the end of the second year of their studies, and it is often the case that some students at that stage of their Polish studies take B2 exams. A relatively high level of linguistic proficiency enables students to proceed to the practical part, i.e. translation/interpreting. Furthermore, translation/interpreting exercises offer students an opportunity to enrich their knowledge about Poland and China. The table indicates that details regarding Poland and China, and their cultures and cultural heritage, cover over 50% of the entire translation/interpreting curriculum. The curriculum has been designed in such a way that students have to translate/interpret all materials about China into Polish and materials about Poland into Chinese. That aim originated from the practical requirement that a Chinese-Polish translator/interpreter has to be able to tell the Chinese about Poland and tell Poles about China. Finally, during translation/interpreting classes, students gain knowledge about protocol in diplomacy. Names of positions at a diplomatic post and the related functions, the structure of state service, and the forms of address are discussed in detail. An interpreter in their professional practice not only takes their seat at a table and begins interpreting, but also ensures the proper organisation of a meeting. Therefore, they should know how to seat guests, what the ritual of an official meeting at a table looks like, etc. And most importantly: interpreting classes inspire students to undertake intercultural studies. Being graduates of foreign language and literature studies, we engage in contact with foreign cultures every day. Culture conditions our various actions. Despite globalisation, cultural differences may cause various

problems, some hilarious while other serious. For example, the Chinese eat their dinner at noon at work, while Poles eat dinner after work at home. An administrative unit with a population of 1 million people is a small town in China, but in Poland that would be a major city. There are countless more such examples. As future specialists coming into contact with Poles, our students need to know that. In short, an interpreter's work is spontaneous, variable, comprehensive, and it requires interpreters to possess extensive knowledge, solid professional skills, and a flexible approach. That is why the translation/interpreting curriculum at BFSU is based on the qualities and requirements associated with the next generation translation/interpreting.

Since 2016, Chinese-Polish relations have been elevated to the level of multifaceted strategic partnership. Translators (and interpreters in particular) are becoming mediators in bilateral or even multilateral exchanges, and the new reality and expectations set for Polish studies have prioritised the development of translation/interpreting skills in response to the requirements of the present times and Polish-Chinese contacts. Unlike in the case of a course of Polish as a foreign language, the aim of Polish studies at Beijing Foreign Studies University is mainly to educate specialists in Polish affairs, especially in economics and political science, who are becoming increasingly popular on the Chinese labour market. At the final stage of the translation/interpreting curriculum, students focus on bilateral relations, which apply to politics, the economy, culture, art, education, etc. Through those classes they gain the knowledge necessary for diplomatic work.

It is clear that in China there are still not enough new translators of Polish literature. When one analyses the curriculum of BFSU it becomes clear that more time is devoted to interpreting than to translation. The reasons for that are the following: firstly, that is caused by a clearly economic factor – it is difficult to earn a living based only on literary translation (that is presumably a universal issue). Secondly, literary translation requires a much higher level of language proficiency which is virtually unattainable for bachelors after four years of study. Therefore, we try to promote literary translation at the master's level, while during bachelor's studies, we rather focus on translation of specific-purpose texts and texts related to diplomacy.

In general, translation/interpreting classes within the process of teaching Polish at Beijing Foreign Studies University occupy a major position as they integrate all language skills and directional classes, a fact which enables the versatile education of future staff to meet the needs of the labour market. Translation/interpreting classes should be treated not only as practical language exercises, but also as an opportunity to develop students' qualifications in various extra-linguistic areas. Translation/interpreting is an effective tool in teaching Polish in China and probably elsewhere, too.

All the above-discussed educational operations, strategies and objectives of Polish studies which consider the cultural context and include specialist cour-

ses and lectures by visiting professors are a major part of the educational offer developed for the Chinese graduates of Polish studies. It is noteworthy that the trademarks of the Chair of Polish Language include not only tradition and over 65 years of history of teaching Polish at BFSU, but also innovation and a striving for integrated and versatile teaching. Clearly, the discussed modes of teaching make BFSU an exceptional research and teaching institution, whose goals include the broadly defined humanistic and practical approach to language and its application in social and professional practices. By virtue of all that, the graduates of Polish studies at BFSU have extensive academic opportunities and a solid basis for personal growth and a further professional career. Concurrently, by responding to the challenges in promoting Polish in China and in the world, the Polish studies at BFSU has become a methodology laboratory. The fact of having developed proprietary curricula, teaching aids for various skills and language subsystems, as well as in translation/interpreting, literature, and history, makes it the leading centre for teaching Polish in Asia.

It should be noted that the activities of the Chair and of the PSC intended to extend Chinese-Polish cooperation are particularly valuable in today's world. They offer a broader view on the achievements of two major cultures, Chinese and European, where Polish culture is, of course, a part of the latter. Nowadays we should fulfil education in a very open way, developing dialogue and carefully erecting bridges over cultural differences. Only that kind of openness can build a favourable foundation between nations.

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Li Yinan

**DYDAKTYKA POLONISTYCZNA W NOWEJ EPOCE NA PEKIŃSKIM  
UNIwersYTECIE JĘZYKÓW OBCYCH – STRATEGIA I METODY  
NA PRZYKŁADZIE PROGRAMU ZAJĘĆ TŁUMACZENIOWYCH**

**Słowa kluczowe:** dydaktyka polonistyczna, Pekijski Uniwersytet Języków Obcych, strategia, metody, zajęcia tłumaczeniowe, program

**Streszczenie.** Studia polonistyczne w Chinach posiadają ponad 65-letnią historię. Najstarsza polonistyka powstała w Pekinie (Beijing Foreign Studies University, Pekijski Uniwersytet Języków Obcych) w roku 1954. W ostatniej dekadzie powstało kilkanaście ośrodków uczących języka i kultury polskiej w Państwie Środka. Opracowanie, wdrażanie i modyfikacja programu nauczania języka polskiego chińskich studentów stanowi istotną kwestię i duże wyzwanie dla chińskich polonistów. Niniejsza praca skupia się na omówieniu najnowszego programu nauczania języka polskiego na Pekijskim Uniwersytecie Języków Obcych (PUJO), gdzie funkcjonuje najstarsza polonistyka, jednocześnie przedstawia strategię i metody wdrażania programu na przykładzie zajęć tłumaczeniowych. Autorka próbuje odpowiedzieć na pytanie, jaką rolę mają odegrać polonistyki chińskie w wymianie chińsko-polskiej? Jaki jest cel wykształcenia kadry polonistycznej w Chinach i sposób jego realizacji.

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