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**COMMUNICATIVE STRATEGIES FOR CHINESE LANGUAGE AND  
CULTURE PROMOTION IN BELARUS (CASE OF THE CONFUCIUS  
INSTITUTE IN MINSK)**

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## ACRONYMS

- CATTI – China Accreditation Test for Translators and Interpreters  
CCPIT – China Council for the Promotion of International Trade  
CI – Confucius Institute  
CI MSLU – Confucius Institute at Minsk State Linguistic University  
CIST BNTU – Confucius Institute of Science and Technology at Belarusian National Technical University  
CLEC – Center for Language Education and Cooperation  
CNKI – China National Knowledge Infrastructure  
DUT – Dalian University of Technology  
HSK – Hànyǔ Shuǐpíng Kǎoshì: Chinese Proficiency Test  
HSKK – Hànyǔ Shuǐpíng kǒuyǔ Kǎoshì: Chinese Proficiency Spoken Test  
NEU – Northeastern University  
PRC – People's Republic of China  
RCIS BSU – Republican Confucius Institute of Sinology at Belarusian State University  
SEU – Southeast University  
TCM – Traditional Chinese Medicine  
YCT – Youth Chinese Test

## INTRODUCTION

Confucius Institutes are non-profit educational institutions established by China in cooperation with foreign countries to promote the spread of Chinese language, deepen people's understanding of Chinese language and culture around the world, promote Chinese and foreign humanities exchanges, and enhance international understanding[62].

With the development of China, Confucius Institutes, as the main overseas platform for Chinese cultural promotion and "going global" policy, have received widespread attention from all spheres of society, and interdisciplinary research on the promotion of Chinese language and culture has also developed.

The research on cultural promotion models helps to improve the theoretical system of Confucius Institute construction, and also contributes to the theoretical development of cultural communication, international education of Chinese language and cross-cultural communication. In addition, it is also important for deepening the understanding of the laws of cultural promotion of Confucius Institutes in the context of globalization. In terms of research methods, generalized studies are increasingly showing the weakness of being poorly targeted, therefore, the study of specific Confucius Institutes in the individual countries and regions is receiving more and more attention from academics.

Three Confucius Institutes in Minsk have been selected for this study: RCIS BSU (Republican Confucius Institute of Sinology at Belarusian State University); CI MSLU (Confucius Institute at Minsk State Linguistic University) and CIST BNTU (Confucius Institute of Science and Technology at Belarusian National Technical University). On the one hand, it is because all three Confucius Institutes have been developed over a period of time and have a systematic teaching model, stable operation, rich cultural activities and regular student population, which provide rich research materials for this study. On the other hand, the Confucius Institutes in Belarus are under rapid construction, and each of the three Confucius Institutes has its own characteristics and unique focus. Taking the three well-developed Confucius Institutes in the capital of Belarus as the research object is more suitable for the actual situation of Chinese language and culture promotion in Belarus, and can provide more practical development experience for the Confucius Institutes to be built later.

The purpose of this paper is to provide effective suggestions for the benign development of the Confucius Institute in Belarus itself, to provide reference data for the future work of Chinese teachers and Chinese volunteers, to fill the gap in the study of the communicative strategies of the Confucius Institute in Belarus, and to add fresh cases to the study of the nationalization of Chinese international education, by sorting out and researching the situation of the Confucius Institutes in Minsk in

terms of Chinese language and culture promotion.

The subject of this thesis studies the ways, strategies and effects of three Confucius Institutes in Minsk in promoting Chinese language and culture in Belarus.

The main theoretical basis of this thesis is the "5W" communication model proposed by Harold Lasswell (1948). He summarizes the process of human cultural communication activities into five aspects: who, what is said, through what channels, to whom, and with what effect. In terms of the cultural promotion process of Confucius Institutes, it is a complete "5W" system. The "source" is the Confucius Institutes themselves, including the Chinese language teachers and volunteers in the three Confucius Institutes; The "message" is the Chinese language and culture; The "channel" is the medium of communication, where there are oral media, such as language teaching in Confucius Institutes, online media such as the Confucius Institute's website promotion, and also the coverage of Confucius Institutes by television, newspaper and social media, etc.. "Recipients" are divided into three types: first, real audiences, mainly people who are learning Chinese language and culture in Belarus; second, intended audiences, which are the target audiences of the communication, that is the audiences predicted in advance; third, potential audiences, which are those who have some knowledge of Chinese language and culture, but have not yet formally learned Chinese; "Impact" refers to the local visibility and communication effect of its programs and activities.

This thesis uses four main research methods: literature research method, questionnaire method, interview method, and comparative analysis method.

The first is the literature research method. This paper uses CNKI (China National Knowledge Infrastructure), Electronic Library, Dow Jones Factiva News Database, etc., combined with the CLEC (Center for Language Education and Cooperation), the websites of the three Confucius Institutes, and Belarusian news websites to access relevant information and literature on the language and culture communication strategies of Confucius Institutes in Belarus; uses various types of record materials of Confucius Institutes to obtain basic information on Chinese language teaching and cultural activities, reads and collects relevant information, assembles and organizes them. Making full use of existing works, statistical data and research reports in China and abroad, literature search and other methods are used to sort out the research results on the cultural promotion and communication strategies of Confucius Institutes in Belarus, which provide strong arguments and theoretical support for this paper.

The second is questionnaire method. Both online and offline questionnaires were used. The questionnaires were created and distributed through Google Forms, in both Chinese and Russian, to ensure that the respondents could accurately understand the meaning of the questionnaire questions and options. The survey was completed

and collected anonymously to investigate the current situation of Chinese culture promotion of the three Confucius Institutes in Belarus. The questionnaire investigated the learning situation of learners in the main teaching locations of the three Confucius Institutes and their feelings about the communication effectiveness of the existing communication strategies of the Confucius Institutes. A total of 40 questionnaires were distributed and 37 were returned, with a return rate of 82.5%. Excluding the 4 data points that were not filled out seriously, 33 samples were obtained, with a sample validity rate of 89.2%.

Third, use the interview method. Through interviews with teachers, students of Confucius Institutes, the author understood the current situation, needs and problems in the promotion process of Confucius Institutes. The author interviewed some Confucius Institute staff on the sidelines of events held by Confucius Institutes, such as Chinese New Year events, Chinese culture experience events, Confucius Institute Day, etc., to get to know the basic situation of their teaching institutions and listen attentively to their insights on the development of language teaching and cultural promotion. Through interviewing them, real first-hand information was obtained, which helped to fill possible gaps in the questionnaires, and correct cognitive biases.

Finally, the comparative analysis method was used. The programs, activities, teachers, and communication status of the three Confucius Institutes are compared. By comparing their development, cultural promotion methods and effectiveness, and comparing and analyzing the advantages and disadvantages of each of the three Confucius Institutes, we aim to explore more effective ways of cultural promotion and dissemination, to build a better platform for cultural exchange and friendly relations between Belarus and China.

To date, there have been a number of studies on Confucius Institutes in the Belarus, covering multidisciplinary fields such as communication, linguistics, pedagogy and sociology. The research in these fields has yielded remarkable results so far, but the research on communicative strategies and promotion models is not deep and complete, short of theoretically mature and valuable results. This is the focus and novelty of this paper. In this paper, we analyze the communication strategies of the three Confucius Institutes in Minsk in terms of Chinese language and culture, hoping to give valuable research results from a new perspective.

## MASTER'S THESIS SUMMARY

This master's thesis is 81 pages long. The work contains 23 figures, 3 tables and 64 sources.

**KEYWORDS:** COMMUNICATIVE STRATEGIES, CHINESE LANGUAGE AND CULTURE, CONFUCIUS INSTITUTE.

The purpose of the study is to analyze the cultural promotion and communication strategies of the Confucius Institute for Chinese Studies to summarize and promote their strengths, reflect on their weaknesses and make suggestions for improvement, to make some feasible suggestions for the cultural promotion of Confucius Institutes.

The object of the study are the three Confucius Institutes in Minsk.

The subject of the research is the communication strategies used to promote Chinese culture in Belarus.

The main theoretical basis of this paper is the "5W" communication model proposed by Harold Lasswell. From the view of the cultural promotion process of the Confucius Institute, it is a complete "5W" system.

The methodological basis of the Master's thesis consists of literature research method, questionnaire survey method, interview method and comparative analysis method.

The obtained results: The existing promotion strategies can be improved by optimizing the Chinese language teaching team, promoting the localization of teachers and teaching materials, advancing the localization of Chinese language teaching; accurately positioning the image of Confucius Institutes to show the image of contemporary China; innovating cultural communication methods; conducting cultural exchanges in both directions, and expanding the cooperation between Belarusian and Chinese language and culture exchanges.

The structure of the master's thesis includes a list of acronyms, an introduction, three chapters, a conclusion, a list of references, appendix A, B and appendix C.

## ОБЩАЯ ХАРАКТЕРИСТИКА РАБОТЫ

Объем данной магистерской диссертации составляет 81 страниц. Работа содержит 23 рисунков, 3 таблицы и 64 источника.

**КЛЮЧЕВЫЕ СЛОВА:** КОММУНИКАЦИОННЫЕ СТРАТЕГИИ, КИТАЙСКИЙ ЯЗЫК И КУЛЬТУРА, ИНСТИТУТ КОНФУЦИЯ.

Цель исследования – проанализировать стратегии культурного продвижения и коммуникации Института Конфуция по изучению Китая, чтобы обобщить и пропагандировать их сильные стороны, осмыслить слабые стороны и внести предложения по улучшению, сделать некоторые осуществимые предложения по культурному продвижению Институтов Конфуция.

Объектом исследования являются три Института Конфуция в Минске.

Предметом исследования являются коммуникационные стратегии, используемые для продвижения китайской культуры в Беларуси.

Основной теоретической базой данной работы является модель коммуникации "5W", предложенная Гарольдом Лассвеллом. С точки зрения процесса продвижения культуры Института Конфуция, она представляет собой полную систему "5W".

Методологическую основу магистерской диссертации составляют метод исследования литературы, метод анкетного опроса, метод интервью и метод сравнительного анализа.

Полученные результаты: существующие стратегии продвижения могут быть улучшены путем оптимизации команды преподавателей китайского языка, содействия локализации преподавателей и учебных материалов, продвижения локализации преподавания китайского языка; точного позиционирования имиджа Институтов Конфуция для демонстрации образа современного Китая; внедрения инновационных методов культурной коммуникации; проведения культурных обменов в обоих направлениях, расширения сотрудничества между белорусскими и китайскими языковыми и культурными обменами.

Структура магистерской диссертации включает введение, три главы, заключение, список литературы, приложение А, Б, приложение С и список сокращений.



# **CHAPTER 1**

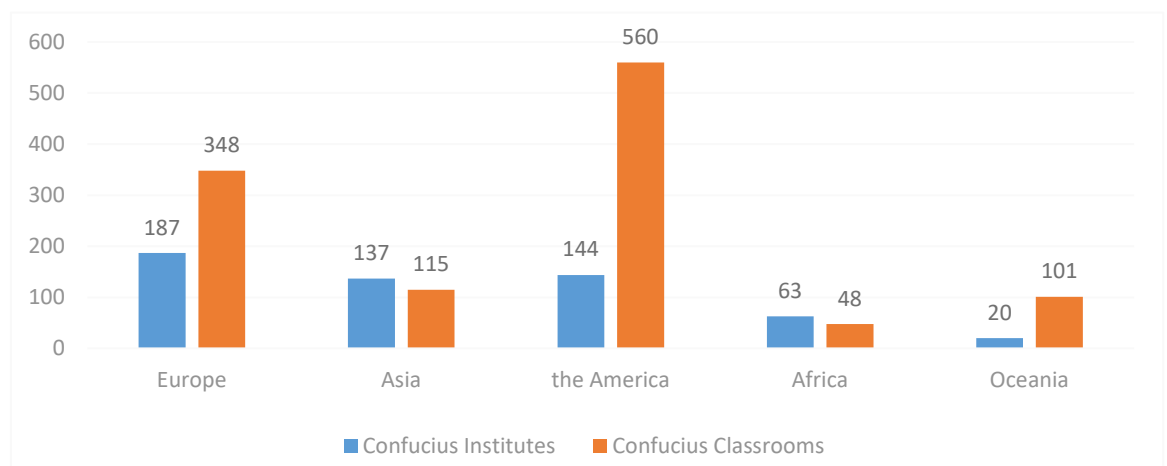
## **CURRENT STATUS OF DEVELOPMENT OF THE THREE CONFUCIUS INSTITUTES IN MINSK**

### **1.1 The Role of Confucius Institutes in the Spread of Chinese Language and Culture**

Cultural communication is "a phenomenon of transmission, diffusion and transfer of various cultural elements that are unique to human beings; it is the flow, sharing, interaction and reorganization of various cultural resources and cultural information in time and space; it is the process of symbolization and socialization of human existence; it is the process of interactive interpretation between the encoding of communicators and the decoding of readers; and it is the creative spiritual activity of cultural interaction between subjects"[30, p.89]. It is the process of dispersal of a culture's cultural traits (ideas, experiences, skills, and other cultural traits) from the source of the culture to the outside, or from one social group to another, through specific communicators and through certain communication channels[31, p32].

Confucius Institutes are cultural dissemination institutions between countries. In June 2004, China began to cooperate with foreign institutions to establish Confucius Institutes overseas. In November 2004, the Confucius Institute in Seoul, Korea, was officially opened as the first Confucius Institute in the world, and in January 2007, the Confucius Institute Headquarters was established, which is known as the "Hanban". In June 2020, 27 domestic universities and enterprises, including Peking University, Beijing Language and Culture University and Hankao International company, which are more involved in the construction of Confucius Institutes and international Chinese language education program, were voluntarily initiated the establishment of the International Chinese Language Education Foundation of China, which began to operate Confucius Institutes under a brand licensing model. The main purpose is to provide support and services to Confucius Institutes around the world by formulating plans, establishing standards and quality assessment, which will help Confucius Institutes develop in the direction of professionalization, civilization and localization[63]. "Hanban" was no longer in charge of Confucius Institute affairs. The Ministry of Education has established the CLEC (Center for Language Education and Cooperation) to coordinate and promote international Chinese language education, and actively carry out Chinese and foreign language exchange and cooperation and multicultural exchange and mutual appreciation. In addition, it supports Chinese and foreign universities to play a major role in running education, and encourages enterprises and social organizations to actively participate in international Chinese language education.

Since 2004, with the advancement of globalization, cultural exchange activities have become more and more frequently. Language is an important carrier of cultural exchange, and Confucius Institutes help people from all over the world to learn Chinese and understand Chinese culture, and are a platform to show the development of China to the world, as well as a bridge and link between China and other countries in education and cultural exchange and cooperation in many fields such as politics and economy. Over the past 18 years, Confucius Institutes have played an important role in enhancing international understanding and promoting multicultural exchange and mutual appreciation in the world by adhering to the model of Chinese–foreign cooperation and adapting to local conditions, and practicing the educational philosophy of "teaching without discrimination" and "teaching according to individual abilities". By the end of 2019, China had established 551 Confucius Institutes and 1,172 Confucius Classrooms in primary and secondary schools in 162



countries (regions)[37]. (Figure 1.1)

**Figure 1.1 – Confucius Institute Global Network**

Source: Chinese International Education Foundation , available at: <https://www.cief.org.cn/qq>

Confucius Institute is a non–profit educational institution authorized by China International Chinese Education Foundation and established by Chinese and foreign partners based on the principles of mutual respect, friendly consultation, equality and mutual benefit. Its scope of operations is mainly focused on:

Conducting Chinese language teaching and related research; carrying out teaching and research in other related disciplines or fields in which Chinese is the main language medium; training Chinese teachers; developing Chinese teaching resources; organizing Chinese and foreign language and culture exchange activities; conducting examinations and certifications related to Chinese language and culture; conducting research and consulting services in the fields of Chinese education, culture and economy; and carrying out other activities in line with the purpose of the Confucius Institute.

*The Joint Statement of the People's Republic of China and the Republic of*

*Belarus on the Further Development and Deepening of Comprehensive Strategic Partnership*, jointly issued by Chinese President Xi Jinping and Belarusian President Alexander Lukashenko (2015), states that the two sides will work in the future to spread the culture and customs of both countries, create cultural centers in both countries, and develop Sinology studies in Belarus. Educational institutions such as the Silk Road Institute and the Belarus–China Development Analysis Center will also be established in Belarus to deliver to Belarus and neighboring countries approaches and techniques for conducting cooperation between the two countries' projects, etc. China is willing to continue to provide Chinese government scholarships for outstanding students from Belarus, will continue to support the expansion of Chinese language teaching in Belarus and improve the activities of Confucius Institute, etc [64].

Tozik Anatoly Afanasevich, the president of RCIS BSU, mentioned that "Confucius Institutes, while maintaining their existing functions of teaching and cultural dissemination, should develop into authoritative centers for analysis and research of national or regional information to serve the 'One Belt, One Road' and provide suggestions for improving the efficiency of cooperation between Chinese and foreign government agencies and enterprises "[41].

Belarusian Minister of Education Ivanets Andrey, who visited the Confucius Institute, noted that "the Confucius Institute gives the opportunity for two cultures to exchange and learn from each other, which will certainly make civilization rich and colorful, and he hopes that the Confucius Institute will train more and better Chinese talents"[59].

Belarus and China are determined to light the torch of knowledge together, to help the young generations of both countries to communicate better and to promote a deeper understanding of China and Chinese culture among the Belarusian people[17].

## **1.2 Current development of the three Confucius Institutes in Minsk**

There are currently three well–developed Confucius Institutes in Minsk: RCIS BSU (Republican Confucius Institute of Sinology at Belarusian State University ); CI MSLU (Confucius Institute at Minsk State Linguistic University ) and CIST BNTU (Confucius Institute of Science and Technology at Belarusian National Technical University). The basic information and development status of the three schools are listed in the following table1.1:

RCIS BSU was founded by the Belarusian State University in cooperation with Dalian University of Technology, China. Belarusian State University was founded in 1921 and is a major comprehensive research university directly under the Ministry of Education of Belarus. Dalian University of Technology, founded in 1949, is a

national key university directly under the Ministry of Education of the PRC, a university jointly built by the Ministry of Education and the State Administration of Science and Technology for National Defense, and a university under the construction of "Project 985" and "Project 211" of China.

CI MSLU was founded by the Minsk State Linguistic University in cooperation with Southeast University. Minsk State Linguistic University, founded in 1948, is the best and most authoritative national language university in Belarus. Southeast University, founded in 1902, is a national key university directly under the Ministry of Education of the PRC, and is one of the key universities under the "Double First Class", "Project 985" and "Project 211" construction.

CIST BNTU was founded by the Belarusian National Technical University in cooperation with Northeastern University. The Belarusian National Technical University, founded in 1920, is the oldest and most prestigious university of science and technology in Belarus. Northeastern University, founded in 1923, is a national key university directly under the Ministry of Education of the PRC, and is one of the first "Double First-class" universities in China, the first batch of "Project 211" and "Project 985" in China and one of the first 12 "School of future technology" to be established by the Ministry of Education of the PRC.

Table 1.1 – Fundamental information about the three Confucius Institutes

Institute Name	Founding time	Number of Confucius classrooms	Number of Research Centers	Number of Chinese teachers	Chinese partner universities	Awards received
RCIS BSU	July 5th, 2006	4	5	32	Dalian University of Technology (DUT)	Awarded "Global Advanced Confucius Institute" in 2011 and "Model Confucius Institute" in 2017
CI MSLU	September 18, 2011	2	11	17	Southeast University (SEU)	Awarded "Global Advanced Confucius Institute" in 2013
CIST BNTU	October 21, 2014	3		8	Northeastern University (NEU)	Awarded "Global Advanced Confucius Institute" in 2017

Source: own development

Although these three Confucius Institutes were established at different times, with RCIS BSU being the earliest, officially established in 2006, and CIST BNTU being the latest of the three, today all three Institutes have laid a good foundation for their operations and have all been awarded the title of "Global Advanced Confucius Institute". In this paper, we will study the development status of Confucius Institutes RCIS BSU, CI MSLU, and CIST BNTU respectively in terms of their operation characteristics, number of teaching points, number of teachers, number of students, and curriculum.

### **1.2.1 Current status of the development of RCIS BSU**

Established on July 5, 2006, RCIS BSU is the first Confucius Institute in Belarus with a stable and sufficient teaching staff. 4 Confucius classrooms and 5 centers for the study of Chinese language and culture of the RCIS BSU operate at universities and schools of the republic: Teachers are native Chinese speakers who also speak Russian and are sent by the State Chancellery of the People's Republic of China to work in Belarus. There are also groups of Chinese and Belarusian professional teachers working in pairs. (Teachers are native Chinese speakers who speak Russian and have been sent to work in Belarus by the State Chancellery of the People's Republic of China. There are also groups in which professional Chinese and Belarusian teachers work together in pairs;) Currently, there are 32 Chinese teachers in RCIS BSU, and the Confucius Institute in Belarus is mainly composed of Chinese teachers and Hanban volunteer teachers. There are also groups in which professional Chinese and Belarusian teachers work together in pairs.

Four classrooms are at the Belarusian State Economic University, Grodno State University named after Yanka Kupala, gymnasium with the Belarusian language of instruction No. 23 in Minsk and secondary school No. 16 in Orsha; 5 centers are in secondary school No. 12 in Minsk, Smolevichi district gymnasium, secondary school No. 7 in Brest, gymnasium No. 2 in Volkovysk and gymnasium No. 4 in Mogilev[53].

Teachers are native Chinese speakers who speak Russian and have been sent to work in Belarus by the State Chancellery of the People's Republic of China. There are also groups in which professional Chinese and Belarusian teachers work together in pairs. At present, there are 32 Chinese teachers in RCIS BSU, and the teachers of Confucius Institute in Belarus are mainly Chinese teachers and volunteer teachers from Hanban, and there are more than 1800 students registered in RCIS BSU and its subordinate classes and teaching points.

In Chinese teaching activities, the curriculum defines the type of courses, teaching hours, teaching contents and tasks, which can make teachers' teaching goals

and students' learning goals more clear. The basic Chinese courses in RCIS BSU have three main areas:

1. Chinese Language Courses: RCIS BSU offers Chinese language courses for adult , children and teenagers, as well as preparation courses for the HSK written exam.

2. Chinese Language Teacher Training Course: RCIS BSU has an agreement with the Ministry of Education of the Republic of Belarus to offer a two–year training course for Chinese language teachers in secondary schools in Belarus.

3. HSK (Hànyǔ Shuǐpíng Kǎoshì: Chinese Proficiency Spoken Test) , HSKK (Hànyǔ Shuǐpíng kǒuyǔ Kǎoshì: Chinese Proficiency Spoken Test) , YCT ((Youth Chinese Test) and CATTI examinations (China Accreditation Test for Translators and Interpreters): RCIS BSU has an agreement with the Confucius Institute Headquarters (Han ban) to host the HSK, HSKK and YCT international qualification examinations in Chinese (Mandarin) and the CATTI interpreter qualification examination[58].

There are two types of Chinese courses for adults and children & teenagers. The adult course is divided into 4 levels of levels: beginner, basic, intermediate and advanced, and each level requires four months (96 hours) of study.

The children & teenagers course is conducted for young people between the ages of 7 and 15, and is subdivided into a children's group (ages 7–11) and a senior group (ages 12–15), taking into account age differences and different learning abilities. RCIS BSU follows a slightly simpler teaching curriculum that builds the flow of teaching Chinese to children, and also has textbooks designed for younger children. The senior group will continue to learn in a more complex and serious program.

There are 3 levels of courses for children & teenagers: beginner , intermediate and advanced. The beginner level takes two semesters (112 hours in 7 months), the intermediate level takes four semesters (176 hours in 11 months), and the advanced level takes eight semesters (1600 hours in 28 months). The course is progressive and systematic, with clear requirements for each level.

In addition, RCIS BSU has a two–year training program for native Belarusian Chinese teachers: Course code 1–02 03 71 "Foreign Language (Chinese)" with the qualification "Foreign Language (Chinese) Teacher". The training course is a unique national program designed to meet the demand for qualified Chinese language teachers in Belarusian schools. During the training, students learn Chinese in depth and comprehensively, achieving HSK level 4 of the Chinese language proficiency system by the end of the training. After the course, a diploma with the qualification of "Foreign Language Teacher (Chinese)" will be awarded.

Since RCIS BSU was established and developed, in addition to its Confucius Classroom and Chinese Teaching Center, it has also organized a series of public

classes in cooperation with several primary and secondary schools in Minsk, with the aim of creating a network of organizations in Belarus through the form of teaching in order to strengthen communication and contacts in different parts of the country and to better popularize Chinese culture. Moreover, a number of programs for two-way interpretation from Chinese to Russian and training courses for Chinese teachers in primary and secondary schools have created more effective ways for the organic integration of Russian and Chinese cultures. In addition, the local publications of Belarusian Chinese teachers, such as *"The Chinese Character Teaching Method"*, *"Basic Teaching of Chinese Characters"*, *"Theory and Practice of Chinese Translation"*, etc., are the result of the in-depth interpretation of Chinese culture and the book *"Chinese – Belarusian"* was published in 2021.

In 2017, RCIS BSU proposed to become an international center for information analysis and research in its future development plan, and since the following year, many scientific and practical seminars and conferences have been held. For example, in 2018 the "Seminar on the Ideology and Basic Strategies of Socialism with Chinese Characteristics in the New Era", "Seminar on the Development of Cooperation between China and Belarus in the Field of Higher Education in the Framework of 'One Belt, One Road' ", in 2019 the "Seminar on the Scientific Practice of Chinese Language Teachers across the Republic", "International Symposium on 'Modern China: Building Socialism with Chinese Characteristics in the New Era' ", etc. These conferences have great significance for the cause of spreading Chinese culture. Both small on-campus seminars and large regional academic conferences are undoubtedly a process of intellectual and cultural exchange between China and Belarus, and especially large academic seminars that gather the best scholars in Belarus are a very efficient way of cultural dissemination.

### **1.2.2 Current development of CI MSLU**

Established on September 18, 2011, CI MSLU is one of the most advanced Confucius Institutes for language education in Belarus and an important institution for training senior translators, developing curricula and teaching materials, and training foreign language teachers. It is responsible for the training of Belarusian foreign language teachers and the development of foreign language syllabus and cooperation agreements on Chinese language teaching.

On February 25, 2015, the Chinese Language and Culture Center at CI MSLU was inaugurated, taking Chinese language instruction to a new stage. In 2016, Natallia Baranova, Rector of Minsk State Linguistic University, stated that: "As political, economic and cultural cooperation between Belarus and China continues to deepen, we are planning to establish a Chinese language research centre for the

purpose of improving the level of research in Chinese Studies in Belarus and training young Sinologists. Also, we are about to establish a national centre for Traditional Chinese Medicine (TCM) to facilitate communication between Belarusian and Chinese doctors"[6, p. 56–57].

In 2018, CI MSLU cooperated with Minsk State Linguistic University to create the Institute of Chinese Language and Culture, the first Chinese language institute in Belarus, where the main courses include Chinese language study and theoretical study of Chinese phonetics, vocabulary, grammar, etc. The main directions are theoretical research and practice of Chinese language, foreign language teaching methods, etc. The department would become a base for training Chinese language professionals in international business and trade, international relations and tourism.

CI MSLU has a total of 13 teaching locations with 17 Chinese language teachers. In addition, due to the good language teaching environment of the Institute of Chinese Language and Culture of the Minsk State Linguistic University. The number of native Belarusian teachers per year, both full-time and part-time, is very advantageous in CI MSLU. Since the Chinese language students trained by the Chinese Language Institute can work as Chinese language teachers in CI MSLU, these native teachers have a good command of Chinese, which largely compensates for the problems of Chinese teachers in the classroom due to language communication problems. Especially when teaching beginners and children, it is easier for teachers who have a good command of Russian to understand the issues than teachers who use only Chinese or intermediate languages such as English.

The student group of CI MSLU includes college students, social workers, as well as primary and secondary school students. The comprehensive curriculum and age-specific student enrollment has brought great convenience to those interested in learning Chinese, with more than 7,000 learners since its inception, including more than 2,000 learners studying Chinese at the Confucius Institute headquarters[52].

It has two Confucius Classrooms: in May 2016, Confucius Classroom of Grodno High School No. 1 was established; in December 2016, the Confucius Classroom of Mogilev High School No. 3 was inaugurated.

The courses at CI MSLU focus on oral communication and practical application, and the skills and abilities students acquire depend on the duration of the training, which is divided into adult and children's courses according to age. There are Chinese classes for levels 1–8: levels 1–4 are beginners, levels 4–8 are advanced, and each level is 84 hours a semester. The length of the complete course is six years, and the year consists of two semesters, one for each level. One level of spoken Chinese for adults is 84 hours, and one level for children is 48 hours. Besides that there are practical courses: "Business Chinese" course (36 hours), "Chinese in Tourism" course (36 hours), "Chinese Culture" course (36 hours), etc. There are also



competition training courses, such as intensive intensive training for Olympic Chinese competition participants, to increase students' and the general public's enthusiasm and motivation for learning Chinese[55].

CI MSLU often brings together education experts and scholars from Belarus and China to discuss the characteristics, teaching theories, teaching methods and teaching strategies of Chinese language teaching in the context of the Chinese language teaching situation in Belarus, and is committed to providing more opportunities for education experts and scholars from both Belarus and China to exchange and dialogue on Chinese language teaching and to contribute more to the promotion of Chinese language teaching in Belarus.

### **1.2.3 Development status of CIST BNTU**

CIST BNTU as the only science and technology Confucius Institute in the world, Chinese for science and technology is the special course of the institute. CIST BNTU focusing on Chinese language training for multinational enterprises and science and technology staff as well as the teaching of science and technology terminology; adhering to the principle of practicality, the Chinese language teaching is applied to science and technology life and plays an important role in the science and technology cooperation between Belarus and China.

CIST BNTU has three teaching locations: the Belarusian State Agricultural Institute, the Chinese Language and Culture Research Center of the Brest State Technical University, and the Minsk 18 Gymnasium. At present, CIST BNTU has 8 Chinese teachers and more than 1100 registered students[56].

The student body includes primary and secondary school students, university students and social workers.

Its special status determines the demand for Chinese language talents. CIST BNTU currently has a highly targeted program in The China–Belarus Industrial Park "Great Stone" because it is a product of "One Belt, One Road", a landmark project on the Silk Road Economic Belt, an important platform for Chinese companies to invest in Eurasia, and the largest comprehensive overseas industrial park in China. Hailed by the China Council for the Promotion of International Trade (CCPIT) as the "highest level, largest development area and most favorable policy conditions" for countries along the "One Belt, One Road"[45]. Its special status determines the demand for Chinese language talents.

Confucius Institutes have an impact on economic and trade exchanges between countries, promoting exports and investments between China and other countries. As Donald Lien and Catherine Yap Co (2013) found, for each additional Confucius Institute branch in the United States, there was a corresponding 5–6% increase in

exports from the corresponding state, which had a positive impact on the exports of U.S. states in China[10, p. 566–571]. The establishment of CIST BNTU is of great significance for promoting scientific and technological exchanges and trade between Belarus and China.

The curriculum of CIST BNTU is also divided into adult courses and children's courses. The adult program is divided into three levels: beginner, intermediate, and advanced, each with two semesters and 96 hours over four months. The children's program is divided into three phases of two semesters each, with 64 credit hours over four months.

CIST BNTU has variety of local summer programs and summer camps in China, which are very popular among students and the number of participants increases every year, with students from all teaching locations actively enrolling. The summer camp in China provides Belarusian students with an opportunity to learn more about Chinese language and culture, and the Confucius Institute's partner institutions are actively involved in arranging cultural experiences and teaching sprint activities during the camp.

This Chinese for Science and Technology course is designed for undergraduates in engineering and technology, and aims to train technical specialists, translators, and senior students in "Chinese" (at least HSK 5) with a high level of Chinese language proficiency. There are also corporate Chinese training courses, which are summer exchange courses in Chinese language for company employees and top management. CIST BNTU has developed and designed a targeted "Chinese + Vocational Education" curriculum, which not only serves the needs of enterprises for talents, but also helps students' career development. Such training not only improves the intercultural communication ability of the general public, but also stimulates their interest and enthusiasm in learning Chinese.

Many students trained by CIST BNTU have become the backbone of the development of industrial parks in Belarus and China. CIST BNTU focuses on scientific and cultural exchanges between the two countries, helping to establish a joint innovation laboratory between Chinese and Belarusian youths at the Belarusian National Technical University, and initiating several scientific and technical competitions and translation contests between the two countries, such as the "Chinese – Belarusian Youth Innovation Forum" and the "One Belt, One Road Ecological and Scientific Competition" between Chinese and Belarusian youths. These competitions provide opportunities and platforms for academic exchanges and discussions between students from both countries, and greatly promote cooperation in research and development and commercialization of research results between the two countries. The organization of the Innovation Forum has attracted an increasing number of scientific and innovative companies, which helps to increase scientific and

technological cooperation between the two countries. The "One Belt One Road Eco–Tech Competition" not only provides an opportunity for young students from China and Belarus to demonstrate their innovative abilities, but also allows students from the two countries to have a deep collision in culture, ideas and concepts.

The inauguration of the joint innovation laboratory between Chinese and Belarusian youths has provided a good platform for scientific and technological cooperation between young students from both countries. The CIST BNTU deepens cooperation in science and technology projects between China and Belarus, and makes many efforts for Belarusian youth and China in science and technology exchange and cooperation.

## **CHAPTER 2**

### **COMMUNICATION STRATEGIES OF CHINESE LANGUAGE AND CULTURE IN THREE CONFUCIUS INSTITUTES**

This chapter analyzes the current situation of communicative strategies from four aspects: Chinese language teaching, cultural activities, website information and press coverage, and conducts a research on the effectiveness of these four communicative strategies in promoting language and culture.

#### **2.1 Chinese Language Teaching**

Language is a carrier of culture and a special form of culture that plays an important role in cross-cultural communication, the core of which includes language, religion, values, traditions, and customs[5]. Due to its ideational nature, language becomes a means of cultural accumulation and storage in human interaction activities. Chinese language teaching and training is the most basic program of Confucius Institutes, based on the opening of Confucius Institutes and Confucius Classrooms around the world, and the communication of Chinese language and culture in the form of Chinese language teaching.

From the study of the three Confucius Institutes in Chapter 1, we found that all three institutes offer basic Chinese language courses and HSK and HSKK preparation courses, and they are also divided into adult courses and youth courses according to age groups, and each course is further divided into three to four levels according to the difficulty level. The courses are progressive in difficulty and systematic, with the complete adult course taking 2–6 years and the children's course 3–8 years.

The courses of CI MSLU focus on oral communication and practical application, and there are interest courses such as "Chinese for Business", "Chinese in Tourism", "Chinese Culture", etc. These specialized Chinese courses not only promote the development of Chinese language teaching in Belarus and train a large number of talents, but also accelerate the economic and trade cooperation between China and Belarus, reflecting the positive interaction of education, culture and economy. Among them, RCIS BSU has the longest course with detailed requirements for each level. In addition, RCIS BSU has a two-year course for native Belarusian Chinese teachers, which is very meaningful for training native Belarusian Chinese teachers.

CIST BNTU has distinctive technical Chinese courses, aiming to train technical experts and translators with high Chinese proficiency. In addition, there are also highly practical corporate Chinese training courses to train company employees and senior management in Chinese. CIST BNTU has developed and designed these

targeted "Chinese+Vocational Education" courses to serve both the needs of corporate talent and to help students' career development[41]

None of the three Confucius Institutes can offer degrees and their courses cannot be counted as credit courses. Some of the Confucius Institute courses have training completion certificates.

Belarus is geographically distant from China, its culture is very different from Chinese culture, and the two countries have completely different historical backgrounds and development paths. Belarus is very different from China in terms of economy, political system, values and cultural traditions. Language teaching is the most basic and superficial form of communication that often does not involve deep cultural psychology and is easy to communicate. Cultural awareness, on the other hand, often begins with the learning of language. Such cultural differences due to geographical location and history make it necessary for Confucius Institutes in Belarus to find commonalities in culture on the one hand and avoid cultural resistance on the other hand when spreading Chinese culture.

## **2.2 Cultural Activities**

Conducting a variety of cultural activities is one of the important functions of Confucius Institutes and one of the important strategies for promoting Chinese language and culture. The organization of cultural activities can promote the learning, exchange, consultation and dissemination of cultures between countries.

Chinese cultural activities such as paper-cutting, calligraphy, Chinese knot, lion dance, Chinese cooking, etc., transcend differences in race, language and background, and make foreign audiences feel the original Chinese culture in their own countries through direct perception and "zero distance contact". The first step to understanding ethnic culture is to open the "door" with freshness and curiosity, and fascinating cultural activities are the key to this.

### **2.2.1 Cultural activities of the three colleges**

#### **1. RCIS BSU's cultural activities**

RCIS BSU holds many cultural activities. For example: holding "Chinese Calligraphy Competition" and setting up calligraphy workshops where participants can learn about the origin of Chinese characters, the basic elements of writing, calligraphy styles, etc. And "World Confucius Institute Festival", "Lantern Festival Gala", "Chinese Film Festival", "Merry Spring", "Chinese Culture Workshop", "Tea ceremony" is a session for visitors to introduce them to the thousand-year-old Chinese tea ritual. "Paper-cutting", "Weaving Chinese Knots", "Chinese painting", these master classes gave Belarusians interested in traditional Chinese culture and

skills the opportunity to experience the charm of art first hand.

Competitions are also a short and efficient way to spread culture, and RCIS BSU hosted the Children's creative competition 'Modern China in the eyes of



Belarusian youth', as well as the Belarusian Republican Olympiad in Chinese (Figure 2.1).

**Figure 2.1 – Belarusian Republican Olympiad in Chinese**

Source: <https://rci.bsu.by>

Chinese Bridge and summer camps are also regular activities that deepen the knowledge and understanding of Chinese language and culture among Belarusian university and high school students and promote interaction and friendship between



Chinese universities and Belarusian students. RCIS BSU organizes summer camps together with its Chinese partner Dalian University of Technology (Figure 2.2).

Belarusian students participated in the summer camp organized by RCIS BSU in cooperation with Dalian University of Technology

**Figure 2.2 – Summer camp in Dalian, 2019**

Source: <https://rci.bsu.by/gallery-ru/category/106-2019summercamp.html>

In terms of academic activity, RCIS BSU in 2021 cooperated in the publication of "Chinese –Belarusian, Belarusian – Chinese". This is the first work in the history of cultural and linguistic relations between the Belarusian and Chinese peoples. The original edition was 872 pages long, with more than 9,000 words per part[57].



And host Scientific and Practical Conference "Chinese language in the educational space of the Republic of Belarus" in 2022 (Figure 2.3).

Belarusian students participated in the conference "Chinese language in the educational space of the Republic of Belarus" and were explaining the evolution of the Chinese character "文".

**Figure 2.3 – Scientific and Practical Conference**

Source: Confucius Institute Website, available at: <https://is.gd/LoWdzc>

RCIS BSU also held the fifth seminar for young sinologists (Figure 2.4) with four sub-forums on "Political and socio-economic development of contemporary China", "History of China–Belarus cooperation", "China–Belarus economic and trade, credit and investment, local cooperation and development of China–Belarus industrial parks" and "China–Belarus cooperation in the field of humanities". Helping young sinologists from Belarus to study China in depth. The seminar for young sinologists is one of the features of RCIS BSU.



On March 11, 2022, Ambassador to Belarus Xie Xiaoyong attended the 5th Seminar for Young Sinologists in Belarus and delivered a speech.

**Figure 2.4 – The 5th seminar for young sinologists**

Source: Image from <https://is.gd/fIBlSe>

## 2. CI MSLU's Cultural Activities

The main events of CI MSLU include Chinese New Year and Lantern Festival celebrations, Confucius Institute Day, International Confucius Institute Day, Chinese Cultural Festival, etc.; there are also enrichment activities such as calligraphy, paper-cutting and Chinese knot weaving conducted by master classes. The competitions included translation competitions in the field of Belarusian–Chinese culture, such as the "Prose Poetry on the Celestial Kingdom" contest of Chinese songs, poems and performances in Pinyin; the "Journey to China" quiz competition, organized by CI



MSLU in cooperation with the School of Chinese Language and Culture (Figure 2.5); and the "Seeing China with my eyes" drawing competition.

Participants pose together in front of the "Journey to China" theme poster

**Figure 2.5 – The "Journey to China" quiz competition**



Source: Image from <https://ci.mslu.by/news>



CI MSLU founded the Confucius Institute Newspaper, which has now published 8 editions; founded the Confucius Institute Video Magazine to record the beautiful moments of the events held by CI MSLU; and also cooperated to publish the journal "Confucius Institute and Partners: Discovering China Together". This journal available in both Chinese and Belarusian, contains articles about events organized by educational institutions of the Republic of Belarus that cooperate with CI MSLU to spread the Chinese language and culture, with the aim of making CI MSLU and its partners more accessible to Belarusian and Chinese readers. CI MSLU also organizes round tables with its Chinese partners[59].

Since its inception, CI MSLU has partnered with Southeast University in China to organize five summer camps in China to provide participants with a variety of language instruction, cultural experiences, and field trips. In the cultural experience class of the field trip, they seriously learned Chinese paper cutting, making Chinese knots, learning Chinese painting, experiencing Chinese cooking and learning traditional five-animal play, and were deeply attracted by the profoundness of Chinese culture. In addition, the study tour to historical places such as Nanjing, Suzhou and Shanghai deepened the students' intuitive understanding and experience of the garden architecture, historical landscapes, human landscapes and economic development of China, especially around Jiangsu, Zhejiang and Shanghai. However, due to the epidemic since 2020, the field experience activities in China have been limited and replaced by online related activities in the last two years.

### 3. CIST BNTU Cultural Activities

CIST BNTU includes performances and competitions, such as drama performances, the "Chinese Bridge" competition, the Olympiad Chinese language competition, the "China Achievement" painting and art competition, and the international scientific and technical translation competition. Celebrations activities, such as festivals, anniversaries, and other events between the two countries. Cultural exchanges include academic visits, film, theater, music, literature, academic forums, etc.

In cooperation with the Belarusian National Technical University, Northeastern University (China), the Center for Language Education and Cooperation of the Ministry of Education of the People's Republic of China, and the Minsk Children's Palace, CIST BNTU organized an interactive exhibition "The Four Great Inventions of China" (Figure 2.6). The exhibition includes information materials on the four most basic inventions of ancient China: compass, gunpowder, paper and printing, as well as on the technological achievements of modern China, photography, 3D images and miniature models.



Poster of the exhibition

**Figure 2.6 – "The Four Great Inventions of China" exhibition**

Source: Image from <https://is.gd/9ZROud>

CIST BNTU also offers workshops on traditional Chinese culture, which can be booked at any time for those interested in the experience and can satisfy the cultural curiosity of Belarusians.

CIST BNTU's summer camps are an important result of the development of its Chinese language teaching. There are local summer camps and summer camps for expeditions to China.

CIST BNTU has a wide range of local summer camps that offer culturally appropriate activities for all ages. The City Chinese Summer Camp, "Zubrenok" Chinese Learning Summer Camp and "Polytechnic" Summer Camp offer fun Chinese language classes, outdoor picnics, workshops (Chinese painting, tea ceremony, Chinese calligraphy and art sculpture) for children and teens. The site of the summer camp is the largest national summer and winter camp base for youth in Belarus, which is a model base of international level.

The summer exchange visit to China, i.e. the summer science and technology camp organized by CIST BNTU in cooperation with Northeastern University, was organized by the Chinese side for Belarusian students to visit numerous famous sights and museums in Shenyang and Beijing; they experienced Chinese food culture, made Chinese dumplings themselves, tasted Chinese tea and snacks, and became familiar with local traditional folklore.

CIST BNTU, in cooperation with the Belarusian State Technical University, companies of the China–Belarus Industrial Park and the Belarusian Center for Scientific and Technological Cooperation, organized the "One Belt, One Road" International Scientific and Technological Translation Competition (Figure 2.7).



The VI International Scientific and Technical Translation Contest "One Belt, One Road" was held on December 4–5, 2021.

**Figure 2.7 – Poster of the Translation Competition**

Source: Image from <https://is.gd/VOXEQ4>

Aimed to improve the level of translation between Chinese and Russian language and to select translators for the strengthening of the "One Belt, One Road" cooperation between China and Belarus, especially for the development of the China–Belarus Industrial Park. It is hoped that the participants will continue to improve their translation skills through the competition and contribute to the strengthening of economic, trade and scientific cooperation between China and Belarus under the framework of "One Belt, One Road".

CIST BNTU has also organized several youth innovation forums in Belarus and China (Figure 2.8 ), and in 2014, in its first year of existence, CIST BNTU organized the first Belarus–China Youth Innovation Forum in November. "New Horizons" China–Belarus Youth Innovation Forum has been held for 8 consecutive years since 2014, attracting more and more Chinese and Belarusian university students and young scholars, playing an important role in promoting friendship, understanding, mutual exchange of academic results and the transformation and application of scientific achievements between the two countries.



**Figure 2.8 – Belarusian and Chinese youth "New Horizon 2020" innovation forum**

Source: <http://newhorizons.park.bntu.by/zh/>

Overall, the three Belarusian Confucius Institutes have similarities in the types of activities they organize, which are mainly in the following three forms: experiential activities, China field trips activities and academic activities.

1. Experiential activities, divided into competitions, celebration performance activities, and Chinese culture master class activities.

Competitions and performances are mainly activities that help promote Chinese culture by organizing performances of Chinese songs and dances and other art forms by Confucius Institute students or local people at important festivals or conferences, as well as competitions with Chinese culture or Chinese language as the theme. Its characteristics are: intuitive, can set off the atmosphere of the event site and has a greater audience impact. They also require a high level of preparation in advance and a potentially long cycle of activities, allowing participants to better learn and appreciate the Chinese culture involved in the preparation and learning process. Chinese culture master class activities, showcasing traditional Chinese culture and intangible cultural heritage, are more visual and effective and require less Chinese or Chinese cultural literacy from participants, who can be ordinary people who have never been exposed to Chinese culture. RCIS BSU and CI MSLU hold it as a regular event, while CIST BNTU changes the organization from a regular event to a cultural seminar, which interested people can experience anytime by reservation.

2. China field trip experience activities

China field experience activities refer to Confucius Institutes organizing summer camps, training groups, etc. to select some students or people who are interested in China to live and study in China for a short period of time, led by Chinese language teachers, to experience and learn Chinese culture first-hand in China. In order to support and develop Confucius Institutes, the State Hanban of the People's Republic of China has established the Confucius Institute Scholarship, which allows Belarusian students to study in China and helps them to get a

comprehensive and profound experience of the development of Chinese society and culture. The cultural activities encouraged everyone to work hard to improve their Chinese language skills, and they looked forward to deepening their understanding and friendship through different cultural activities, and to have the opportunity to further their studies at the Chinese university in the future. summer camps not only deepened the Belarusian students' understanding and knowledge of Chinese culture, but also greatly motivated them to study Chinese and improve their enthusiasm for learning Chinese, and strengthened their determination to continue to study Chinese and learn Chinese well, which is not only an important demonstration of the work achievements of Confucius Institute, but also laid a good foundation for the exchange and cooperation between Chinese universities and Belarusian universities.

### 3. Academic activities.

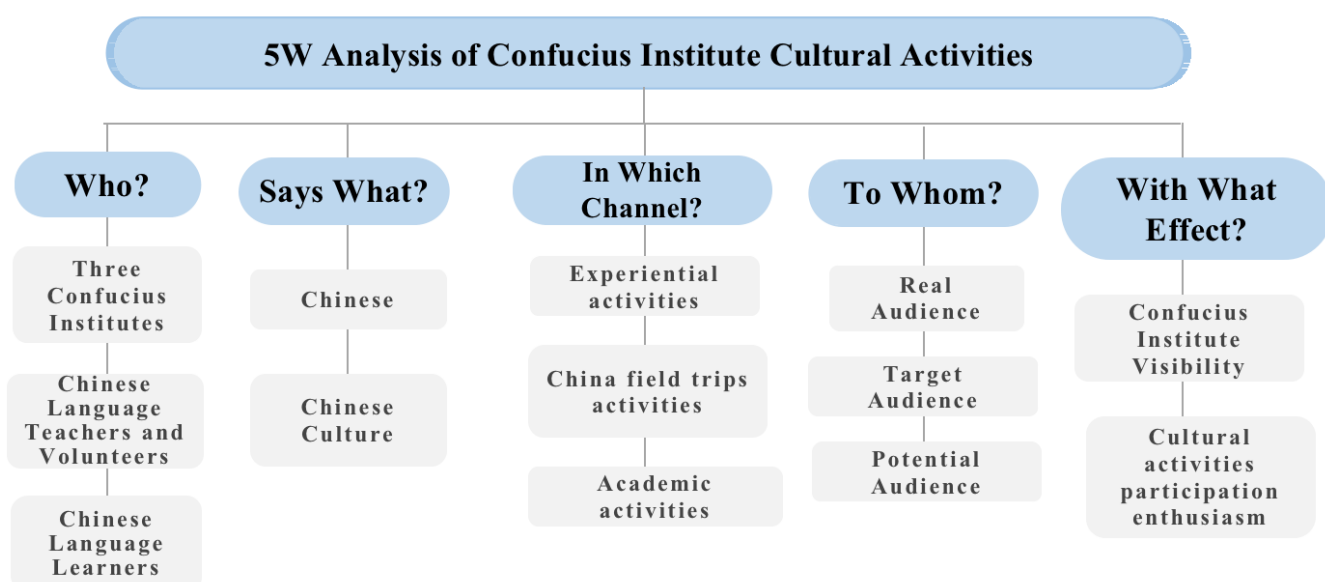
This includes visits, seminars and training activities, and is a more theoretical way of cultural communication, such as public lectures, compilation of teaching books, scientific research and research activities. Fundamentally, this is important to better understand the local culture and help clear the obstacles to the promotion and dissemination of Chinese language and culture in the region.

In conclusion, the cultural activities of the three colleges are very diverse, ranging from lively festivals to theoretical and formal research meetings and book compilations, which basically meet the diverse needs of cultural communication targets and achieve good cultural communication effects.

### **2.2.2 Cultural activities of Confucius Institute based on 5W Model**

The main theoretical basis of this thesis is the "5W" communication model proposed by Harold Lasswell(1948). In his article *"The Structure and Function of Communication in Society"*, Lasswell wrote: "The convenient way to describe an act of communication is to answer the following questions: Who? Says What? In Which Channel? To Whom? With What Effect?"[8].

In terms of the cultural promotion process of Confucius Institutes, it is a complete "5W" system(Figure 2.9).



**Figure 2.9 – 5W Analysis of Confucius Institute Cultural Activities**

Source: own development

The "Source" is the Confucius Institutes themselves, including the Chinese language teachers and volunteers in the three Confucius Institutes; The "Message" is the Chinese language and culture; "Channels" are the daily work of Confucius Institutes, including teaching and cultural activities, and online promotion of Confucius Institutes, press coverage in Belarus, etc; "Recipients" are divided into three types: first, real audiences, mainly people who are learning Chinese language and culture in Belarus; second, intended audiences, which are the target audiences of the communication, that is the audiences predicted in advance; third, potential audiences, which are those who have some knowledge of Chinese language and culture, but have not yet formally learned Chinese; "Impact" refers to the local visibility and communication effect of its programs and activities.

### 1. Communicators

Communicators are the initiators of communication, the first link in the chain of information communication, and have the function of controlling the quantity and flow of information. The Confucius Institute itself is the most important communicator of cultural communication. The Confucius Institute and its teachers and volunteers have the opportunity to influence many people and change their perception of Chinese language and culture through classroom teaching and various cultural dissemination activities. External cultural activities are mainly organized by the Confucius Institutes, and the three Confucius Institutes cooperate not only with their own counterpart Chinese universities, but also with Belarusian and other universities, the Ministry of Education, the Embassy of the People's Republic of China in Belarus, and the Chinese Language and Culture Center. A large number of partners and stable partnerships are also an important reflection of the Confucius Institutes' ability to promote cultural communication.



## 2. Channel

The modes of communication of cultural activities are divided into three main categories as follows.

The first is experiential activities, including competitions, celebrations and Chinese culture master classes.

Competitions such as "Chinese Olympiad for University Students", "Chinese Bridge" competition, "China in my eyes" children's artwork competition The "Chinese Calligraphy Competition", etc.

Activities to celebrate traditional Chinese festivals or special anniversaries, such as the "Happy Chinese New Year – Chinese Cultural Temple Fair", which uses representative objects such as "tea", "lanterns" and "Chinese knots" to make traditional Chinese culture tangible and palpable and the process of "tea tasting", riddles and paper cutting makes traditional culture move. Such as "Lantern Festival Party", "Chinese Film Festival", online "Tell the Story of Tanabata" and so on.

Chinese Culture Master Classes: RCIS BSU and CI MSLU are held as regular events, while CIST BNTU transforms the organization from a regular event to a cultural seminar, which can be experienced by those interested at any time by appointment.

The second category is field trips to China. The "Chinese Bridge Summer Camp" and the "Summer Camp" for visiting groups have also become regular activities.

The third type is academic activities. For example, attending academic seminars, visiting schools, lecturing, participating in research on a certain topic, etc.

These cultural events promote the meeting of different cultures, connect the traditional Chinese humanism with the world, and build a bridge for the Belarusian people to understand China and Chinese culture.

## 3. Communication content

Collectively, the main content of these activities is the easily accepted "physical and behavioral culture". They are usually themed on a specific cultural vehicle, and cultural activities are organized around that theme. , such as "Chinese traditional festivals" "Chinese cultural tours", Chinese New Year, Mid–Autumn Festival, Lantern Festival, Dragon Boat Festival, etc. A clear theme promotes the event well, attracts interested people to the event, and has the benefit of enhancing publicity, deepening education and understanding, and building an impression of the Chinese culture covered by the theme.

China field trips allow students to live and study in China for a short period of time to experience and learn about Chinese culture in China. It helps them to fully and deeply experience the development of Chinese society and the charm of its culture.

Academic activities are a more theoretical way of cultural communication, with theoretical and professional content.

#### 4. Recipients

The identity of the communication recipients contacted in the cultural promotion process is complex, involving mainly university students, local primary and secondary school students, local general public interested in Chinese culture, as well as teachers and administrative staff of Confucius Institutes (mainly expatriates). In their respective cultural activities, participants are exposed to and learn about Chinese culture directly or indirectly through various forms.

#### 5. Effectiveness of Communication

Communication effect or feedback refers to the audience's reaction or response to the message delivered by the communicator. In communication, it is the change that occurs in the audience after receiving cultural information and resources. Overall, it seems that the participants have a good opinion of the cultural activities organized by Confucius Institutes. Many people learn about China through the cultural activities organized by Confucius Institutes, and become interested in it, and then join the ranks of Chinese language learners. And the number of cultural activities of the three Confucius Institutes has steadily increased year by year, with rapidly increasing numbers of participants and a richer composition, which shows that their cultural activities have a good dissemination effect and further enhance the influence of Chinese language and Chinese culture.

### 2.3 Information on the Confucius institute website

In the Internet era, the content of the website directly affects the image of Confucius Institutes in Belarus. Using the Internet medium to build an organizational image supported by the Confucius Institute proper is also one of the effective strategies of the Confucius Institute when promoting Chinese language and culture.

This paper analyzes the website content of the three Confucius Institutes in terms of the convenience of Internet search: "whether keywords can be searched directly", "whether link to the home page of the university", "whether the Confucius Institute has an independent website", and the impression of the website: "the content of the navigation bar" and "Chinese elements on the website" (Table 2.1).

Table 2.1 – Website profiles of the three Confucius Institutes

Institute Name /Website	Search directly by keyword	Linked to University's homepage	Indepe ndent website	Content of the navigation bar	The website's Chinese elements



RCIS BSU <a href="https://rci.bsu.by/">https://rci.bsu.by/</a>	Yes	Yes	Yes	Home/News/ Education/ Services/ The Science/Culture/ About Us/ Photo Gallery	The Great Wall/ Confucius/ Red Lanterns/ Face painting/ National Costume/ National Flag
CI MSLU <a href="http://ci.mslu.by/">http://ci.mslu.by/</a>	Yes	Yes	Yes	About The Institute/ Courses/Exams/ Internships/Projec ts/News/Contacts	Chinese knot/ Red Lanterns/ Lion Dance/ Face painting with fans/ Calligraphy/ National Flag
CIST BNTU <a href="http://cist.bntu.by/">http://cist.bntu.by/</a>	Yes	No	Yes	Home/News/ Studies Scholarships/ Science and technology/ HSK,HSKK/ Gallery Useful links/Contacts	Tiangong-1 and astronauts/ Dragon/ Shanghai Bund/ Ancient Books/ National Flag

Source: own development

Firstly, enter the keywords "Minsk", "Chinese learning" and "Confucius" in the search engine to find the three Confucius Institutes directly, and their websites are in the first search result; secondly, enter the English names of RCIS BSU, CI MSLU and CIST BNTU respectively in the search engine, and if their websites are in the first search result, and can find the link of the Confucius Institute in the homepage of the university, then the search is the easiest.

As we know from the statistics in the table, RCIS BSU, CI MSLU and CIST BNTU have their own websites. RCIS BSU and CI MSLU Confucius Institutes can be found on the homepage of their universities, but CIST BNTU cannot be found on the website of the Belarusian National Technical University. In general, all three institutes are easy to search.

In terms of website impressions, browsing through the websites of the three Confucius Institutes, we found that the three Confucius Institutes have prominently stated their objectives and missions on their homepage or in the "About Us" section: to help more people (especially those who are interested and willing to learn Chinese language or understand Chinese culture) to learn Chinese and to promote mutual exchanges between the two sides. All three websites have detailed information, such as Confucius Institute profile, faculty, curriculum, recent activities, etc. The navigation bar is well set up, with clear functions, detailed information, and open

course fees, making it easier for searchers to find answers.

However, some of the sites cannot be accessed. Some links need to be updated, for example, the link to "Global Confucius Institutes List" in CIST BNTU cannot be opened because some of the data are no longer valid due to the change of position in the Hanban, which is the source of the link. It is important to check the validity of such resources in time, pay attention to the latest developments, and deliver the most accurate and true news to searchers.

## **2.4 Press Coverage**

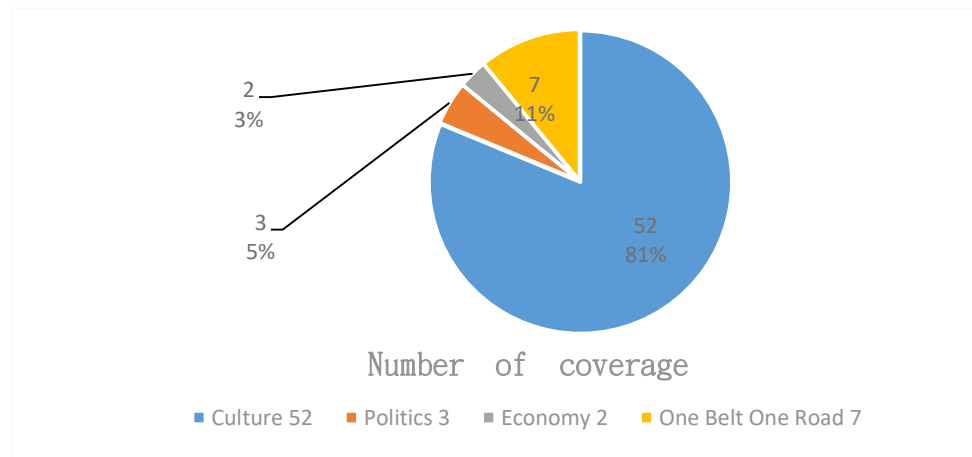
The media image of Confucius Institutes under media press coverage can affect Chinese cultural dissemination and engagement activities, which in turn can affect China's national image. In the 1960s, media image as an academic concept was first introduced by Denis McQuail and Joseph Trenaman [1, p324]. The news media is one of the most important channels for people to learn about the outside world. Whether in changing audiences' awareness, perceptions, ideological tendencies and behaviors, or in the process of forming, disseminating, controlling and managing public opinion, the news media play a great role. The content and focus of news reports not only spread information, but also provide people with patterns of thinking and behavior, and the content and focus of the reports shape the image of things, especially those events that people cannot personally experience, or are unfamiliar with, and the image of the media shaped by news reports is particularly important. Moreover, according to the " Agenda Setting " theory, a positive image of China can be created, which can create a positive atmosphere for the promotion of Chinese language and culture in Belarus.

The Belarusian press coverage of the Confucius Institute is an important channel for presenting the image of the Institute and China to the Belarusian public, and it is important to analyze and study this communication strategy in the promotion of Chinese language and culture.

Using the Dow Jones Factiva news database, 266 news articles about Confucius Institute in Belarus were selected for the period from October 1, 2010 to April 30, 2022, using "Confucius Institute" as a keyword.

By carefully reading and identifying the articles, 64 press articles about Confucius Institute in Belarus were obtained by removing irrelevant articles that only appeared with the word "Confucius Institute" but had no real meaning, and those that had no main content related to Confucius Institute and repeated content.

By organizing these reports, they can be divided into four types: cultural, political, economic, and " One Belt, One Road " (Figure 2.10) .



**Figure 2.10 – Statistics on the topics covered in the press about the Confucius Institute in Belarus**

Source: own development

### **1. Cultural aspect**

This area has the most coverage, which is related to the identity of the Confucius Institute as a cultural exchange and dissemination institution. This includes reports on the establishment and development of Confucius Institutes, Chinese cultural dissemination performances, cultural exchange seminars, language education and teaching cooperation, etc.

(1) There are 21 articles on the establishment and development of Confucius Institutes, including preparations for Confucius Institutes, inauguration ceremonies, commemorations, visits, as well as the development of Confucius Institutes and awards.

As Belarusian News Agency reported: RCIS BSU entered the top 20 best Confucius Institutes in the world in 2011[38]; RCIS BSU celebrates its 15th anniversary [45]; Confucius Institute of Gomel Region was established[36]; Belarusian Research Center was established in Nanjing University of Technology[32].

(2) There are 11 articles about Chinese cultural dissemination performance activities, mainly related to cultural activities, festival celebrations, performance programs and film and cultural exhibitions.

For example, The Ministry of Transport and Informatisation of Belarus, in cooperation with RCIS BSU, issued the "Year of the Tiger" stamp series of the "Eastern Calendar"[42]. Interactive exhibition "The Four Great Inventions of China" was held at the Minsk Children's Palace by CIST BNTU to popularize Chinese language and culture and to inform Minsk people about the most important scientific and technological achievements of ancient and modern China[44].

(3) There are 14 articles about cultural exchange seminars, mainly about educational assistance and cultural cooperation between Belarus and China. The Confucius Institute acts as a bridge between Belarus and China in this process.

As Belarusian news agency reported: The international scientific conference "Modern China: Building Socialism with Chinese Characteristics in a New Era", organized by RCIS BSU, discussed a wide range of issues of China's development[40]. Round table on Chinese language and culture studies will be held in Grodno. One of the main topics of the round table will be the prospects of cooperation between the People's Republic of China and Belarus at the national and regional level [48].

(4) There are 6 articles on language education and teaching cooperation.

As reported by the Belarusian News Agency: RCIS BSU actively assisted Belarusian mass media and publishing houses in the project of translation and publication of Belarusian and Chinese literary works [49]. RCIS BSU Associate Professor of Chinese Department Liu Xinfeng participated in the translation and publication of the first textbook written according to the modern Belarusian foreign language teaching method: "Belarusian for Chinese students" [32]. Belarus is ready to continue expanding its network of Confucius Institutes and classes at the regional level to bring knowledge about China closer to the region [33].

The cultural coverage highlights the educational function of Confucius Institutes as language education institutions and focuses on their role in cultural communication, spreading Chinese culture, promoting cultural exchanges between the two countries and facilitating cultural exchanges with other countries. Belarusian news agencies often quote government officials and experts in their reports, or report on records of exchange activities, signed agreements, etc., surrounding the cultural exchange and dissemination activities carried out by the Confucius Institute. Most of them have a positive attitude, affirming the active role of China and Confucius Institutes in promoting cultural exchange and cooperation between Chinese and Belarusian cultures, and the positive significance of Confucius Institutes in cultural exchange and dissemination.

## **2. Three political articles**

The main point is that the Confucius Institute contributes to the political and diplomatic interaction between Belarus and China.

As Belarusian News Agency reports: It is necessary to turn the great political advantages and friendly relations between the two countries into special strengths and promote the continuous expansion of comprehensive exchanges in the fields of education, science and technology, culture and other areas[50]. Political reports affirm the function of Confucius Institutes as political and diplomatic tools and the importance of cooperation between the two countries.

## **3. Two articles on economy and trade**

Mainly related to economic cooperation and trade development. The article reflects the role of Confucius Institute in promoting the economic interaction between

Belarus and China.

#### **4. "One Belt, One Road" aspect**

Belarus is an important partner of China in the "One Belt, One Road" initiative, with seven reports on this topic, which emphasizes the impact of Confucius Institutes on the "One Belt, One Road" initiative.

This part of the story was mainly positive, as Belarusian news agencies reported: Cui Qiming: Belarus and China are all weather friends [35].

The coverage of the economic and trade aspects and One Belt One Road was positive, accompanying the cooperation between Belarus and China, and centered on the theme of Confucius Institutes providing employment opportunities for Belarus, in line with bilateral interests and promoting trade development. The positive impact of Confucius Institute language teaching on economic development was confirmed.

Zhang Jie, in his article *Study on the image of Confucius Institute in news reports of countries along the belt and road*, mentions that the British media pay less attention to Confucius Institute, and often use unmentioned sources in their reports, often downplaying metaphors and expressing them in passive sentences. The media image of Confucius Institute coverage is constructed through four selective misinterpretations: "backward-looking", "negative-looking", "expanded-looking", and "intentional misinterpretation". U.S. media news reports are characterized by a high level of contextualization, direct quotations, a single narrative perspective, contrasting wording and political association thinking. There is a tendency for cold war thinking, racism, China threat theory, and less cooperation and more suppression in reporting [25, p 4–5].

In the process of intercultural communication, if the receiving subject is afraid that the foreign culture will shake its social order, and adopts a closed policy or attitude, refusing to establish communication relations with the outside world, the communication activities and effects will be seriously reduced.

Compared with the negative reports on Confucius Institutes in some Western countries, the news reports on Confucius Institutes in Belarus are generally positive, indicating that the socio-cultural and political environment for the survival of Confucius Institutes is relatively good.

The news coverage mainly focused on "cultural communication", with many reports on the celebration of traditional Chinese cultural festivals, which is good for people who are unfamiliar with China and the Confucius Institute to deepen their understanding of Chinese history and culture, but as the construction of Confucius Institutes continues to advance and the world becomes more aware of them, we should show the world a more diverse China. Therefore, the content of communication can gradually transition from the coverage of traditional festival celebrations to China's developing modern culture, social life and technological

achievements.

In these reports, the official media, government agency personnel and experts are the dominant force and hold the initiative. In order to spread the image of Confucius Institutes more comprehensively and widely, we can mobilize commercial media, social media, civil organizations and the general public to take action to form a joint effort to spread the image of Confucius Institutes, strengthen the joint communication effect of multiple communication subjects, and promote the spread of Chinese language and culture together.

## **2.5 Questionnaire analysis on the communication strategies of the three Confucius Institutes**

### **2.5.1 Questionnaire and interview design**

#### **1. Questionnaire design**

In order to explore effective and efficient strategies for the promotion and communication of Chinese language and culture, to summarize the experience and methods of advancing the promotion of language and culture in Confucius Institutes, and to better carry out the promotion in Belarus, the author conducted a questionnaire survey for students of RCIS BSU, CI MSLU, and CIST BNTU.

The survey was conducted online and offline, and was conducted over a period of three months from March to May 2022. The questionnaire was created and distributed through Google Forms and was completed and returned anonymously in both Chinese and Russian, so that respondents could choose the language that suited them. Ensure that respondents can accurately understand the meaning of the survey questions and options.

The questionnaire was designed for three currently developed Confucius Institutes in Belarus: RCIS BSU, CI MSLU, CIST BNTU. To investigate whether their Chinese language and culture communication strategies meet the needs of Chinese learners in various aspects of learning and cultural activities. And the paper presents the results of the survey in the form of tables and bar charts, and analyzes the results of the survey in four aspects: Chinese language teaching, cultural activities, website information and press coverage.

The results of the survey are presented in the form of tables and bar graphs, and the specific data are analyzed in the paper.

The questionnaire is mainly in the form of multiple-choice questions and is divided into two versions in English and Russian with the same content, which can be found in Appendix A and B.

The respondents were the learners of the three Confucius Institutes' main office and teaching sites. There were 40 questionnaires distributed, and 37 were returned,

with a recovery rate of 82.5%, and 33 samples were obtained by removing the four points that were not completed carefully, with a sample validity rate of 89.2%.

The questionnaire consists of 26 questions and is divided into five main parts.

The first part, questions 1–4, is the basic information about the respondent, including the respondent's college, class or stage of language study, gender, age, occupation, and motivation to study.

The second part of questions 5–13 is a survey on Chinese language teaching as a communication strategy, including knowledge of HSK/HSKK, Chinese language courses of interest and teaching methods, the use of Chinese language education results, and the use of Chinese language teaching materials.

The third part, questions 14–18, is a survey on cultural activities as a communication strategy, including the engagement in cultural activities held by the Confucius Institute, the feeling of involvement and the interest in cultural activities, etc.

The fourth part, questions 19–23, is a survey of the Confucius Institute's website setup, including a survey of the ease of searching the website, website usability and website element setup.

The fifth part, questions 24–26, is a survey about the Confucius Institute's response to press coverage, including channels to learn about China, opinions and impressions of related press coverage, etc.

#### Interview design

The author supplemented the information collected through the questionnaire with interviews and chats to address specific issues and to discover the problems that arise in the promotion of Confucius Institutes, as well as the feelings of the Chinese teacher volunteers at work and their insights into language teaching and cultural promotion work. The interviews were conducted with three randomly selected Chinese teacher volunteers from each of the three Confucius Institutes.

As it was not convenient to take up too much time at the events held by the Confucius Institutes, the author conducted the interviews on a few key questions. The outline of the interviews can be found in APPENDIX C.

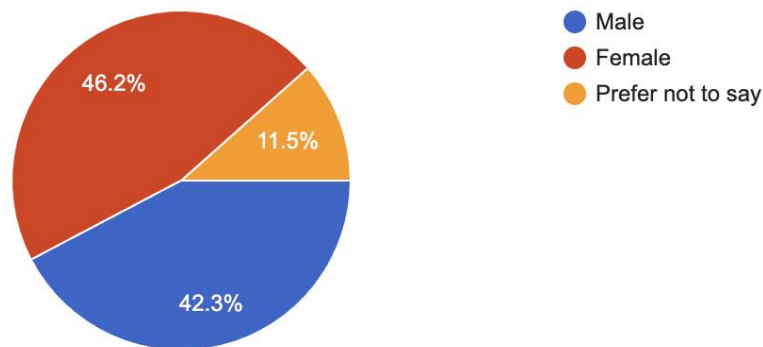
## **2.5.2 Study of survey results**

### **1. Questionnaire study**

In the survey on the effectiveness of the four communication strategies of Chinese language teaching, cultural activities, website information and press coverage of RCIS BSU, CI MSLU and CIST BNTU, we summarized and analyzed the situation of Chinese language and culture promotion and communication in Belarus, which provides a reference basis for Confucius Institutes to improve their

promotion strategies and provides broader development ideas for the study of Chinese language and culture promotion strategies.

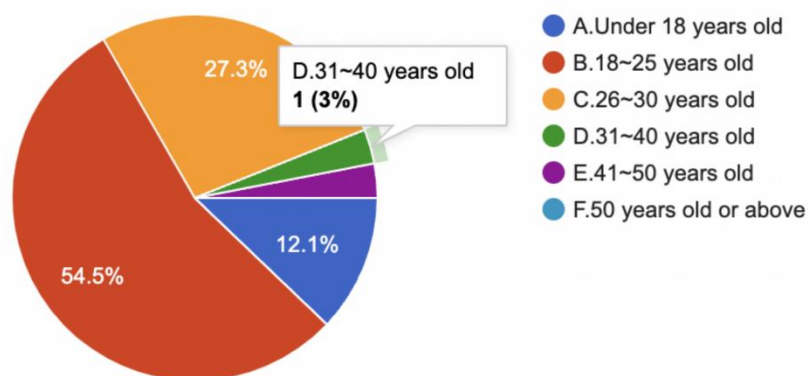
The first is a basic survey of the respondents, to analyze their situation and needs, which is conducive to identifying the needs of the audience and optimizing the communication strategy from the perspective of the recipient.



**Figure 2.11 – Student Gender Ratio**

According to the figure 2.11, there were 12 female students, accounting for 46.2% of the total number of students surveyed, 11 male students, accounting for 42.3% of the total number of students in the Confucius Institute, and three others, accounting for 11.5%, chose not to disclose their gender.

As shown in figure 2.12, 12.1% of the students are under the age of 18, mostly high school students, who have clear plans for their future and want to study in China. The 18–25 age group is the main force of Confucius Institute students, accounting for the majority, 54.5%, who are mostly university students.



**Figure 2.12 – Student Age Percentage**

All three Confucius Institutes rely on universities, especially RCIS BSU and CI MSLU, which have their own Chinese majors and many students. Through the questionnaire, founded that these students study Chinese mainly to get better and more job opportunities after graduation, or to get scholarships from Confucius Institute to study in China, or to do business with Chinese people.

Students in the age group of 26–30 years old account for 27.3%, and are the

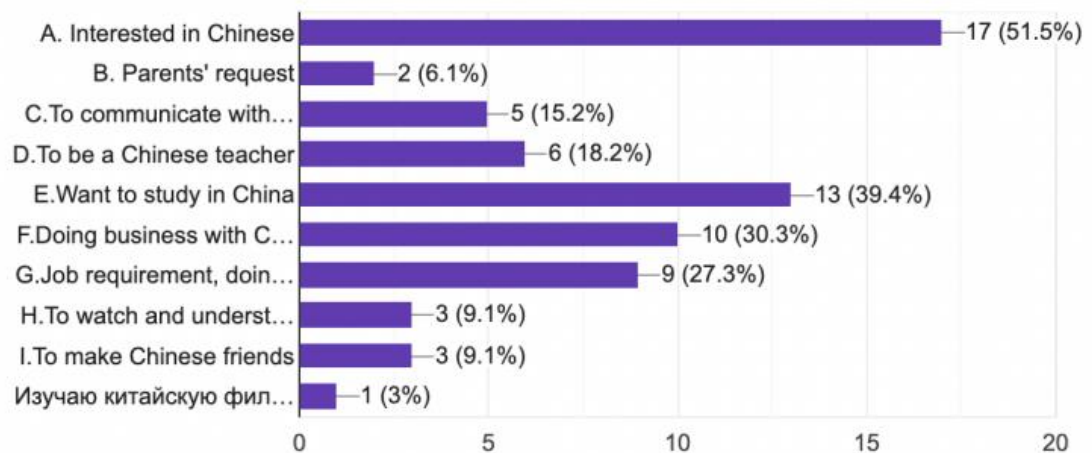


main learners after college students. Most of the Chinese learners in this stage are working people in society, and most of them need to do business with Chinese people, so it is useful to learn Chinese. A smaller number of people aged 31–40, and 41–50, are learning Chinese for work requirements. There is no sample over 50 years old in this survey.

Understanding the motivation for learning Chinese helps Confucius Institutes to arrange their programs and develop programs that better suit the needs of their audiences.

From figure 2.13, the highest percentage of students who are interested in Chinese language is 51.5%, which is not only chosen by social workers, but also by school students, indicating that there is a "Chinese language fever" in Belarus.

The reason for this is the growing influence of China, its comprehensive national power, and its growing cultural soft power, as Belarusians increasingly recognize China and Chinese culture. However, Chinese language enthusiasm based on interest can easily be cooled down when interest disappears, courses become difficult, and bottlenecks are encountered. To mobilize learners' enthusiasm, Confucius Institutes should develop more practical Chinese courses, apply Chinese to life and work, and turn enthusiasm into a more stable motivation for learning.



**Figure 2.13 – Reasons for learning Chinese**

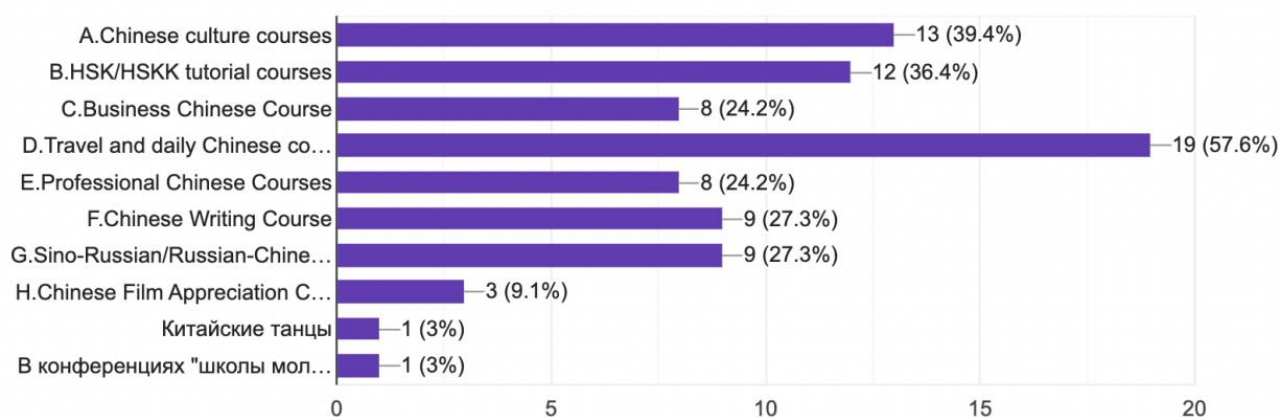
The second highest percentage of students, 39.4%, selected "want to study in China," which is also the most popular option among high school and college students. Current students want to receive a scholarship from the Confucius Institute to study in China, and they are also the main members of the annual summer camps in China, where they want to experience first-hand the unique culture, history and fast-moving modernity of the country.

The next most popular choice was "job demand" or "doing business with Chinese people" and "being a Chinese teacher". The proportions were 27.3%, 30.3% and 18.2% respectively, with more college students, graduate students and those who

are already working choosing this option. People who can use Chinese proficiently to communicate have more opportunities and a wider choice of fields.

Other reasons, such as "parents' request", "watching Chinese movies and TV shows", "making Chinese friends", and "studying Chinese philosophy" are also personal reasons for some people to learn Chinese.

The second part of the survey is about the Chinese language teaching as a communication strategy. According to the survey data, 48.5% of the respondents have already taken at least one HSK test, mostly at HSK2 level, and a few at HSK4 level. 33.3% of the respondents are planning to take the HSK test, and 9.1% of the respondents do not plan to take the HSK or HSKK test. Because of the "Chinese language fever", more and more people are enrolling in Confucius Institute Chinese classes and taking the proficiency test, but the subsequent study will become more



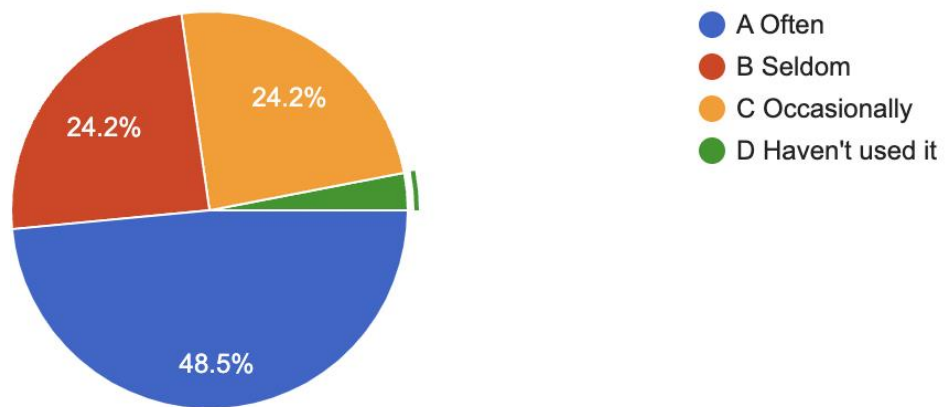
and more difficult as it progresses.

As for the courses respondents were interested in (Figure 2.14).

**Figure 2.14 – Courses of interest**

The highest number of people were interested in travel and daily interaction courses, at 57.6%, indicating that respondents had a greater need for daily communication in the language and were interested in traveling to China. This is followed by culture courses and HSK/HSKK preparation courses, with 39.4% and 36.4% respectively. These two are the basic courses of Confucius Institutes and are offered in all three Confucius Institutes. Next are Chinese writing courses and Russian–Chinese interpreter courses, both accounting for 27.3%. Both are specialized language application courses that require learners to have a certain level of foundation.

Regarding the question of whether they can use the language and culture they have learned in their daily lives (Figure 2.15), 48.5% of the respondents can use it often, 24.2% rarely, 24.2% occasionally, and 3% never.



**Figure 2.15 – Frequency of applying the knowledge learned.**

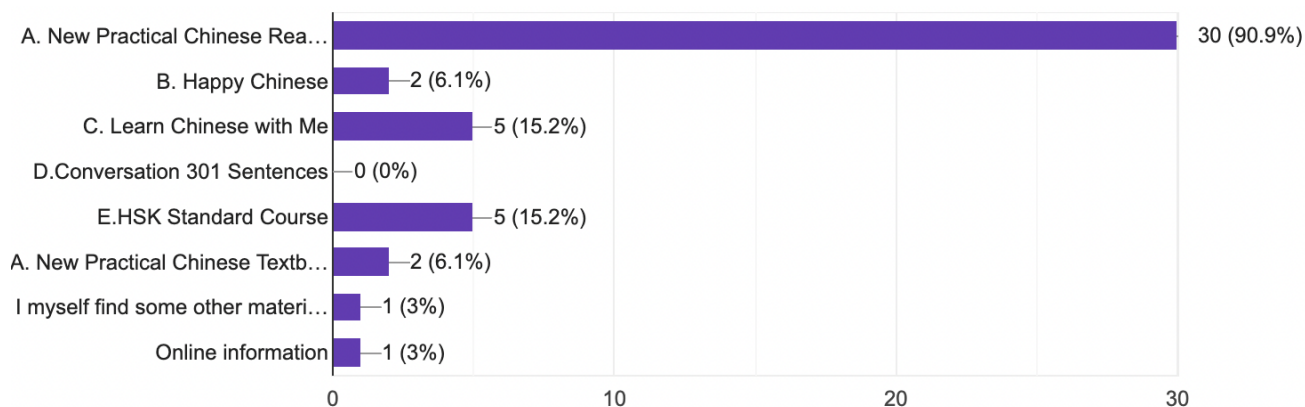
The reason for this is that 63.6% of the respondents think "Lack of scenarios where it can be used". During the survey, one respondent mentioned that because of the epidemic, some Chinese students tend to focus on epidemic prevention and tend to reduce their social activities, and his own social circle is already small and he does not have many opportunities to communicate with native Chinese speakers. Communicating with native Chinese speakers is a kind of interpersonal communication, i.e., individual to individual information dissemination activities. It is a two-way interactive process with timely feedback and good communication effects. The contact and interaction with Chinese people can help Belarusians build an image of China in their minds and practice their language communication skills, which is helpful for Chinese learners to master and apply the language.

In the survey and communication, it was also noted that many students feedback that the practicality of Chinese is reduced due to the lack of situations that can be applied in their daily lives, and they seldom practice Chinese and do not make much progress. The lack of practical application training is to some extent one of the problems of the Confucius Institute's curriculum, especially in non-Chinese speaking environments where it is necessary to strengthen learners' ability to use Chinese. Except for the Chinese class, many students said it was difficult to use Chinese at other times. The number of Chinese students in Belarus has been increasing in recent years, but Confucius Institutes rarely use this resource to create opportunities for learners to use the Chinese language communicative.

Regarding the expectations of teachers' teaching approaches, 57.6% of the respondents want to be taught cultural knowledge through teaching. 42.4% of the students want to learn through cultural visit and experience. Teachers can adjust their teaching methods according to students' expectations in order to achieve better teaching results.

In the survey, 24.2% of the respondents participated in Chinese competitions regularly, 42.2% participated once or twice, and 33.3% did not participate. The response rate of learners to Chinese language competitions is high.

As for the use of teaching materials(Figure 2.16), 90.9% of learners used New Practical Chinese Reader Textbook, some learners combined with other teaching materials, 15.2% of learners used Learn Chinese with Me, and 15.2% of respondents studied HSK Standard Course.



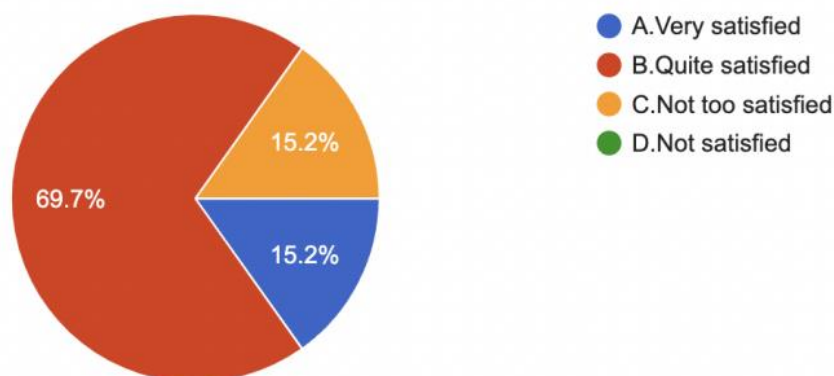
**Figure 2.16 – Use of textbooks**

The survey and interviews revealed that most of the books of the Confucius Institute come from the grants of the Hanban and the support of the Chinese partner institutions.

The textbooks used by the Confucius Institute are mostly from the New Practical Chinese Textbook series, which was given to the Confucius Institute by the Hanban. The reasons for choosing this series of books as teaching materials are as follows: Firstly, the books are divided into six volumes, from one to six, which explain the Chinese language from shallow level to deep level, and they are accompanied by notes and explanations in Russian, which makes it easier for Belarusians whose mother tongue is Russian or Belarusian to learn Chinese.

Secondly, the books and teaching aids in this series are complete; thirdly, there are more books in stock to meet the needs of learners.

Asked if they were satisfied with the current teaching materials (Figure 2.17), 69.7% of the respondents were fairly satisfied, 15.2% were very satisfied, and 15.2% were not very satisfied.



**Figure 2.17 – Whether satisfied with the Chinese textbook currently in use**

The reasons for dissatisfaction are as follows:

1. The New Practical Chinese Textbook is too old, worth refining or revising.
2. It is somewhat difficult for learners.
3. Conversation scenario setting is not comprehensive.
4. Daily communication conversations are outdated.
5. Too many Chinese characters.

Combining the results of the survey and interviews with teachers and students of the Confucius Institute, we found that the textbook really needs to be revised and reprinted or supplemented. On the one hand, the textbook is too much for the learners, especially after the first book, the amount of learning suddenly increases, and the learners may find it difficult; on the other hand, the textbook was issued more than ten years ago, the dialogue, the topics are a bit old and not comprehensive enough, and it seems outdated and lack of practicality nowadays. It is a good choice to use the HSK Standard Course series as a supplementary textbook. The vocabulary and texts in HSK Standard Course are more colloquial and the topics are more original and relevant to life. However, the disadvantage is that there is not much commentary in Russian, which makes it difficult for learners who cannot use intermediary languages.

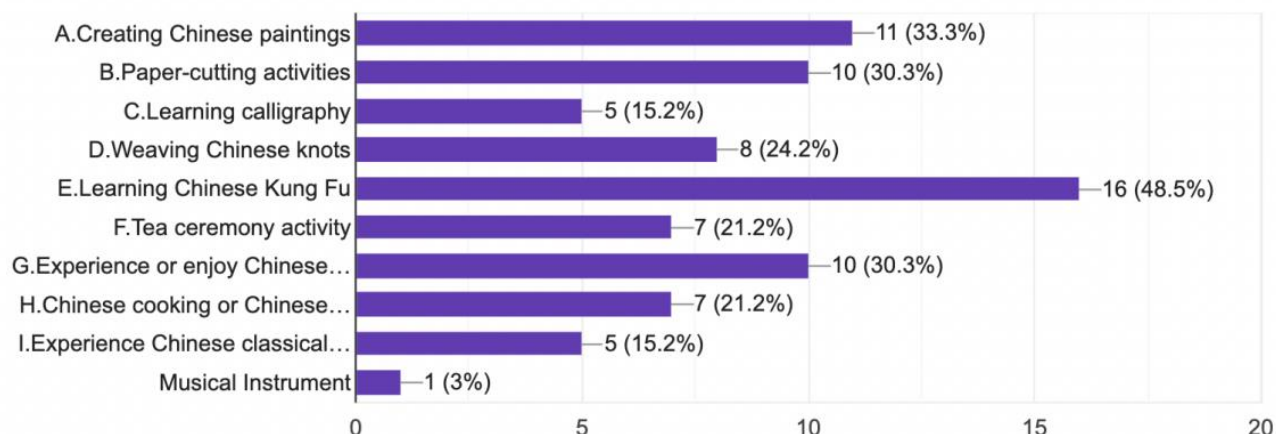
Therefore, it is reasonable to use the New Practical Chinese Textbook as the main textbook and the HSK Standard Course as a supplement. Learners who were dissatisfied with the large number of Chinese characters mentioned that it was difficult to read the textbook at first, but that it would help them to improve their reading speed in the future, and that they could gradually adapt to it.

The survey on cultural activities as a communication strategy found that 48.5% of the respondents only participate in activities they are interested in, 30.3% rarely participate in activities organized by Confucius Institutes, and 15.2% go to events whenever they are available. 78.8% of the respondents think the cultural activities organized by Confucius Institutes are very helpful in understanding China, and 21.2% think they are somewhat helpful. Overall, the participants seemed to have a good opinion of the cultural activities.

When asked what cultural activities they were interested in, the author gave the following options, which respondents could choose more than one: Creating Chinese paintings、Paper-cutting activities、Learning calligraphy、Weaving Chinese knots、Learning Chinese Kung Fu、Tea ceremony activity、Experience or enjoy Chinese folk music/dance、Chinese cooking or Chinese food festival、Experience Chinese classical costume jewelry.

From figure 2.18, it can be seen that the respondents are most interested in learning Chinese Kung Fu (48.5%), followed by drawing Chinese paintings (33.3%), watching traditional musical instruments and singing and dancing (30.3%) and paper-cutting (30.3%). The Confucius Institute can adjust the organization of

activities according to the respondents' interests.



**Figure 2.18 – Cultural activities of interest**

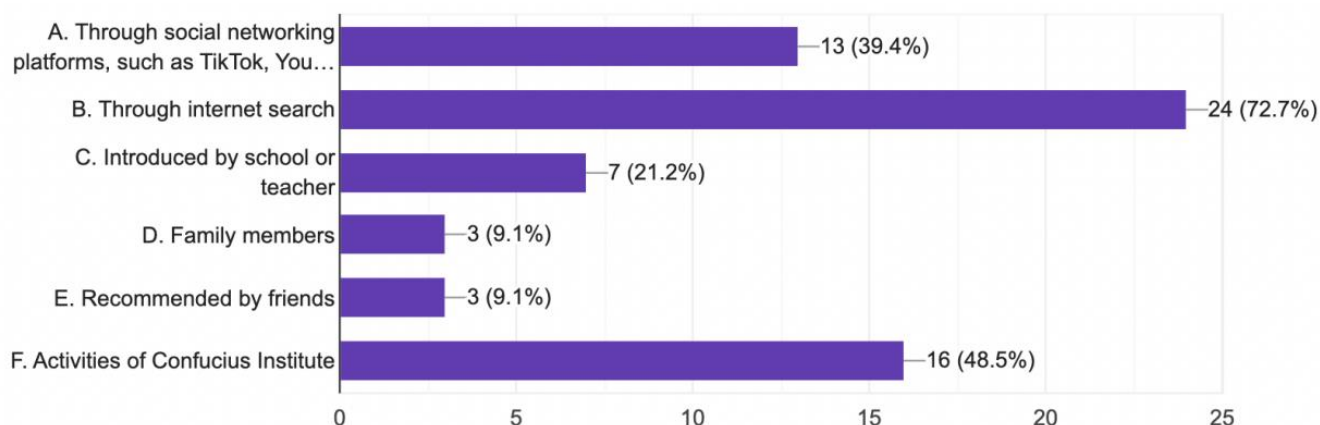
When asked about the reasons for not participating in the activities organized by the Confucius Institute, 81.8% of them were because of time conflicts with their own schedules and 30.3% because they were not interested in the activities. The Confucius Institute can take into account the needs of the local people and develop activities that are of real interest to the Belarusian people and attract more people to participate in them. 21.2% did not know how to participate. Confucius Institute should increase the publicity and promotion of the event, and increase the introduction and leading in the event. There are also reasons such as not knowing where to check the event preview (9.1%), being too far from home, and not having someone to accompany them, each accounting for 3%. But 6.1% did not attend because they did not think the events would help them understand China and Chinese culture. This requires the Confucius Institute to increase the introduction of China and Chinese culture in its activities, and to help the participants experience and understand China in a fun way.

Asked whether they gained something from the activities, 54.6% said they were very rewarding, 39.4% said they gained something, and only 6.1% said they gained little. Cultural activities organized by the Confucius Institute should create. In general, the activities were successful, and the majority of people gained something from the activities and could feel the charm of Chinese culture.

As an important platform for foreign cultural communication, Confucius Institutes make full use of various communication media in overseas promotion. The use of mass media such as books, newspapers, radio, movies, television and the Internet has become an important path for the Confucius Institutes to spread culture.

The survey on the channels through which they learned about the Confucius Institute (Figure 2.19) found that respondents mainly learned about the Confucius Institute through Internet search, accounting for 72.7%.



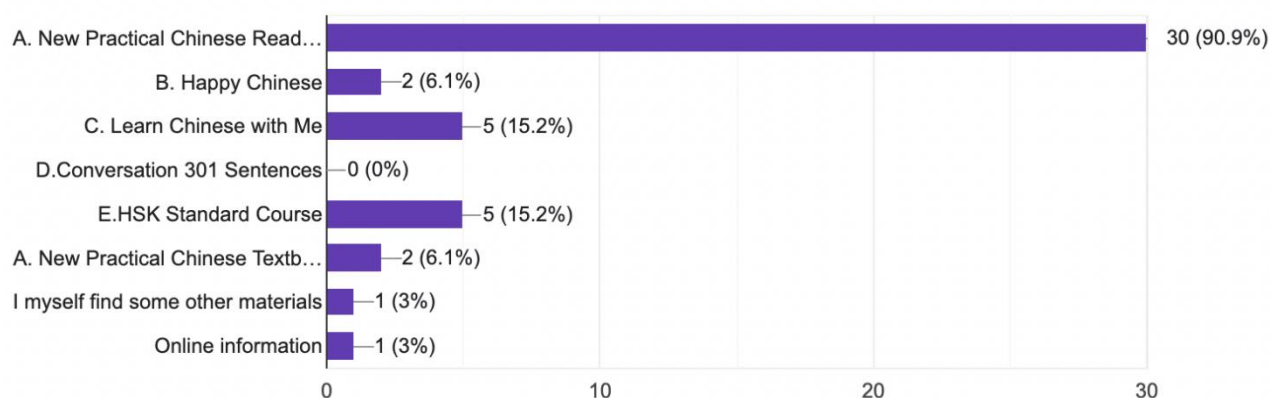


**Figure 2.19 – Channels to learn about Confucius Institute**

According to previous studies, the websites of all three Confucius Institutes are easily searched, and website promotion is an effective communication strategy that helps interested parties to understand the information. Another major way to learn about the Confucius Institute is through its activities.

Regarding how often respondents visit the Confucius Institute website, 60.6% visit it only when there are activities, and 15.2% visit it only once a month. The two promotional strategies of holding cultural events and promoting the Confucius Institute website are complementary to each other.

From the figure 2.20, 90.9% of the respondents think the information on the Confucius Institute website can meet the search demand, 9.1% think it cannot meet the demand, mainly because some links are not updated timely and cannot search the needed information.

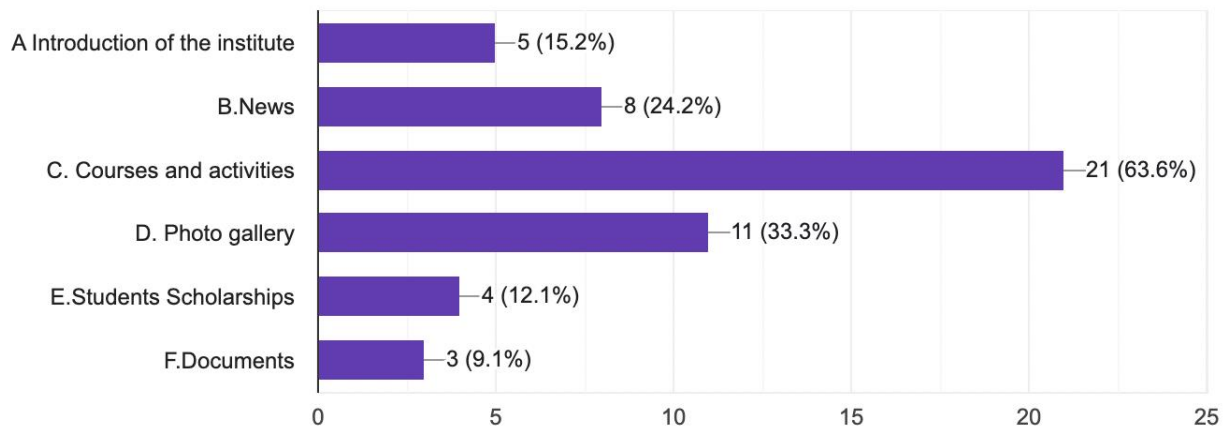


**Figure 2.20 – Chinese textbook selection**

Some respondents reflected that the navigation bar of CI MSLU Confucius Institutes' websites cannot be clicked to select detailed entries, which greatly affects the search perception.

According to the figure 2.21, 63.6% of people mainly browse the "Courses and Activities" section of the Confucius Institute website, All three Confucius Institutes have detailed course descriptions, divided into different classes according to age and learning level, as well as their own special courses, and a rich description of activities

that can meet the search needs. While the other sections were viewed in descending order of frequency: Photo gallery (33.3%), news (24.2%), Introduction of the institute (15.2%), Students Scholarships (12.1%) and Confucius Institute Documents (9.1%).



**Figure 2.21 – Website browsing tendency**

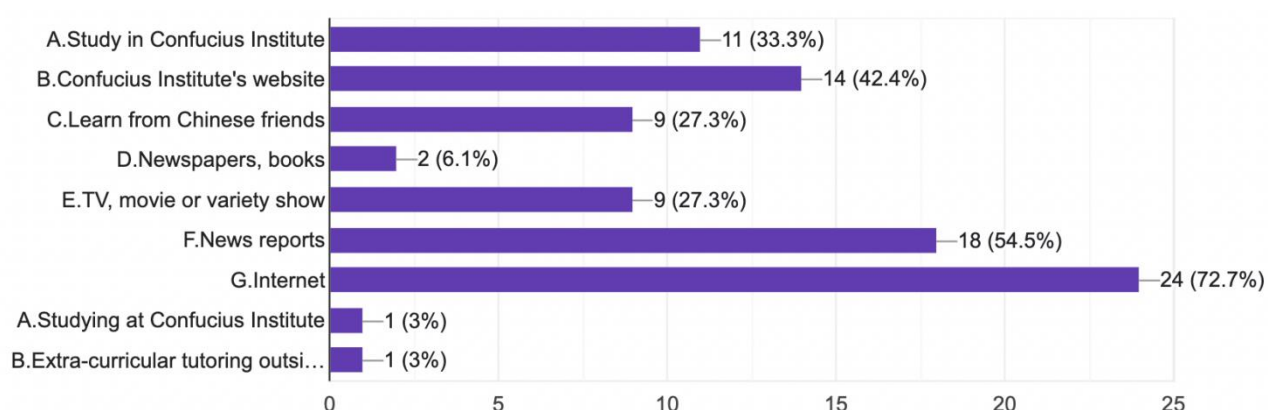
Regarding the Chinese elements that come to mind, respondents mentioned the following elements: KungFu 5 times, Chopsticks 4 times, Chinese knots 4 times, pandas 4 times, red color 3 times, red lanterns 3 times, facial makeup 3 times, The Great Wall 2 times, dragon 2 times, Chinese food 2 times, Chinese costume drama, traditional Chinese Gardens, Han Chinese Clothing, cheongsam, calligraphy, ancient Chinese characters, lion dance, cloisonné Porcelain, Taoism, Guzheng, Tiananmen Square, "Made in China" logo, etc.

During the survey, one respondent mentioned that the Chinese elements that immediately came to his mind were chopsticks and pandas because some Chinese restaurants in Belarus are called Chopsticks Restaurant or Panda Restaurant. This reflects the diversity of cultural communication ways.

However, in general, the Chinese elements that respondents can think of are relatively homogeneous and mostly related to traditional Chinese culture, art and famous attractions, such as Kung Fu, Chinese knots, paper-cutting, red lanterns, the Great Wall, Tiananmen Square, etc., while very little is known about contemporary Chinese elements, such as the Moon Exploration Project, the Tiangong Project and modern cities with tall buildings, reflecting stereotypes and cognitive biases about China.

Regarding the channels through which they learned about China, (Figure 2.22), the survey results show that 72.7% of the respondents got the information from the Internet, followed by 54.4% from news reports, 42.4% from the Confucius Institute's official website, and other channels including studying at the Confucius Institute, learning from Chinese movies and TV programs, and learning from Chinese friends.





**Figure 2.22 – Channels to learn about China**

The survey revealed that respondents' impressions of the Confucius Institute in the press coverage were summarized as follows: language learning school, rich and varied activities, a lot of government support, a lot of educational cooperation with Belarus, adequate funding, friendly, professional, international cultural exchange institution.

It can be seen that the Confucius Institute is mainly positive in the minds of the Belarusian people as an educational partner, cultural exchange and co-developer, i.e. the Belarusian people recognize the Confucius Institute as a link and bridge to promote the common development of the two countries and achieve common development with Belarus through China's exchange and cooperation in the fields of cultural dissemination and education.

## 2. Interview study

The basic information about the three volunteers is as follows.

**Table 2.2 – Basic information about the interviewees**

Volunteer	Gender	Age	Education	Major	Interlanguage	Institution	Duration	Stay
1	Female	31	Bachelor's degree	Russian	Russian	CIS MSU	7 months	0
2	Female	36	Master's degree	Chinese	English	CIS BSU	More than 1 year	10

	Male	4	Postgraduate	Chinese Language and Literature	English	IST BNTU	7 months	0
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Source: own development

The interview questions mainly concern the volunteers' teaching experience and skills, their knowledge of teaching Chinese and organizing cultural activities as communication strategies, their experiences and opinions in their work, and their prospects for the development of Confucius Institutes.

When asked about their teaching experience, Volunteers A and C said they had no specific practical experience, while B had experience teaching Chinese to foreigners. All three Confucius Institute teachers said that they had received intensive training before coming to the Confucius Institute. The training courses covered classroom management, Chinese teaching skills training, language training, intercultural communication skills training and cultural differences training.

*"My undergraduate degree is in Russian and I studied some of the culture and history of Belarus in my freshman year. I thought my language skills were OK, but after coming to Belarus I found that speaking and listening are not the same. I can express myself, but when the locals talk to me a little faster I have difficulty understanding. Including in the classroom, sometimes I can't use very accurate Russian vocabulary to express the specialized vocabulary in teaching Chinese, which is my weakness, so I think training in teaching skills is very important for me, especially in combination with teaching Russian."* (From the interview with Volunteer A)

The two other respondents had sufficient basic knowledge and were more skilled in teaching Chinese and promoting Chinese cultural activities, but their daily communication skills were weak and they considered language training as well as training in cultural differences to be more important to them.

When asked what factors they thought affected the quality of Chinese language teaching and cultural transmission, the three respondents gave the following answers in relation to their own experiences.

*"I think the biggest factor is students' motivation and attitude towards learning. If students are really interested or purposeful in learning, the quality of Chinese language teaching will definitely be good. For example, like some students in the Chinese department, they study Chinese harder and more seriously because many of them know that they are preparing to work in related industries or to study in China. The quality of teaching and cultural communication will be much better at this point."* (From the interview with volunteer C)

*"I believe that one of the most important factors affecting the quality of*

*Chinese language teaching is the teaching level and experience of our Chinese language teachers. It means that, I understand that in some teaching sites, some students still have some doubts about the quality of their teaching and their ability and attitude to transmit culture, which may cause the loss of students. So the factor that affects the quality of Chinese teaching is, I think, the teachers. It is important to have experienced and committed teachers."* (From the interview with volunteer B)

*"I think it is the importance of the Confucius Institute, that is, the support of the Confucius Institute. The organization of the Chinese language courses and the support of the organizing of cultural activities have a direct impact on the quality of Chinese language teaching and cultural communication."* (From the interview with volunteer A)

When asked about the characteristics of Chinese language teaching at her Confucius Institute, Volunteer A from CI MSLU said, *"Our school participates in local cultural activities, carries out the teaching site's own cultural activities, supports and seizes all opportunities that have the potential to promote Chinese culture and the Chinese language"*, being very active in combining activities to teach and spread culture.

Volunteer B from RCIS BSU believes in: training local teachers, *"The school pays a lot of attention to the training of local teachers, I have a lot of very good Belarusian teachers around me besides Chinese teachers, I think in a few years they can become the backbone of our Confucius Institute"*.

Volunteer C believes that CIST BNTU is characterized by its professionalism and practicality. *"We have a lot of faculties in our school that are employees of the China–Belarus Industrial Park, and the construction of One Belt One Road has brought in a lot of Chinese companies, we have language training for the employees of these cross–cultural companies to help them run their business more successfully. At the same time our school is very specialized in languages and they have to learn some very specialized scientific and technical terms, and I think it's great that the people who stick around for the translation competition because it's somewhat difficult."*

With regard to classroom management, the three volunteers said that the Belarusian students were very active in class and generally participated positively in classroom activities, but there were instances where they failed to complete their assignments on time.

Volunteers A and C felt that their classroom management could be improved, *"Sometimes when faced with their questions, I think it is still a bit difficult for me to explain theories in Chinese in Russian, and I need to prepare the teaching content carefully."* (from Volunteer A). B believes it is important to establish strict discipline in attendance. *"Most of my students are adults and they know the importance of*

*learning, so everyone follows classroom discipline, but some students often arrive late or leave early, which affects my management a bit."* (From Volunteer B)

Regarding the lack of resources for Chinese language and culture teaching in Belarus, all three volunteers mentioned the lack of resources for teaching materials, some of which are out of date, the poor connection between Chinese teaching materials and the fluctuating levels of difficulty.

Volunteer B also mentioned that some Chinese musical instruments, such as the Guzheng, Pipa and Guqin, are too large for volunteers to take abroad. The instruments are not often used in cultural activities. *"Many of my students are also quite fond of Chinese costume dramas and are interested in the costumes and instruments in them, the costumes are still relatively easy to acquire, but the instruments are heavy and difficult to transport out of China, so it is quite a pity that they cannot enrich the content and form of the activities."*

Regarding the role that the various cultural activities held by the Confucius Institute play in the spread of culture, all three volunteers agree that cultural events expand the visibility of the Confucius Institute and the visibility of China and Chinese culture and language. The participation of the Belarusian people in the events also stimulates interest and presents a positive image of Chinese culture. *"When organizing events, whenever I see new faces curiously asking me questions, I answer them enthusiastically, and I get great satisfaction from seeing their interest in calligraphy, weaving Chinese knots and tasting Chinese food."* (from volunteer C)

*"In fact, I know that some of my Belarusian friends are still unaware of Chinese culture, especially nowadays, and have some stereotypes. They think that Chinese culture is not so fashionable. Some female students around me prefer Korean stars and Korean dramas, and sometimes they take some traditional Chinese culture that appears in Korean dramas as Korean, probably because a lot of Chinese cultural output is not as powerful as Korean ones. Holding these events can break the stereotypes and update the image of China in the minds of the masses".* (From Volunteer B)

# **CHAPTER 3**

## **PROBLEMS AND SUGGESTIONS OF CHINESE LANGUAGE AND CULTURE PROMOTION AND COMMUNICATIVE STRATEGIES OF THE THREE CONFUCIUS INSTITUTES IN MINSK**

### **3.1 The need to study the communicative strategies**

With the sincere cooperation and joint efforts between China and Belarus, Chinese language education has flourished and achieved remarkable results. At present, the dissemination of Chinese language and culture is facing both rare historical opportunities and many challenges and difficulties.

The Chinese Ministry of Education pointed out that as China enters a stage of high-quality development, its economic strength grows significantly and its international status increases, the practical value of Chinese language continues to rise, and the demand of people from all over the world to learn Chinese and understand China increases day by day, which provides a rare historical opportunity for the sustainable development of international Chinese language education. New technologies represented by big data, cloud computing, block chain, 5G network, artificial intelligence, etc. have empowered Chinese language teaching to continuously innovate models and optimize business models, laying a solid foundation for the innovative development of international Chinese language education. However, at the same time, international Chinese language education faces the risks and challenges of a short period of time and a thin foundation, as well as an inadequate standard system, insufficient localized development, weak construction of teachers, relatively backward teaching content, the normalization of the new coronary pneumonia epidemic, and its politicization by a few countries[42].

This paper explores the communicative strategies of three well-developed Confucius Institutes in Minsk, Belarus: RCIS BSU, CI MSLU and CIST BNTU, in relation to their promotion of Chinese language and culture in Belarus. It is found that their main promotion strategies are carried out through classroom forms of Chinese language teaching and non-classroom forms of cultural activities, so that participants can directly or indirectly contact and feel Chinese language and culture in the process of receiving language teaching and participating in activities, and gradually understand and accept Chinese culture, thus realizing cultural exchange between China and foreign countries. In addition, website information setting and press coverage are also important strategies for Confucius Institutes to promote and communicate Chinese language and culture.

Building a reasonable and efficient language and culture promotion and

dissemination strategy is one of the main needs for the development of Confucius Institutes at present.

First of all, the study of Chinese language and culture promotion and communication strategies of Confucius Institutes can help build Confucius Institutes better, provide templates and inspiration for Confucius Institutes established subsequently and those whose development has stagnated, help newly established Confucius Institutes quickly find a suitable path for their development, and also help Confucius Institutes whose development has encountered bottlenecks find their own development problems, prescribe the right remedy, pinpoint the problems and solve them efficiently.

Second, studies the promotion and dissemination strategies of Chinese language and culture in Confucius Institutes can help improve the language teaching framework. In the process of cultural promotion, teaching occupies an important position, and the main service function of Confucius Institutes is the teaching function. The teaching quality of language teaching and culture teaching is the foundation of Confucius Institutes and is of great significance in establishing the authority of Confucius Institutes. At the same time, it also helps to improve the system of cultural activities. Effective cultural activities can boost the visibility of Confucius Institutes and might become long-term branding programs for Confucius Institutes, establishing the profile of Confucius Institutes and Chinese culture.

Finally, the study of Chinese language and culture promotion and communication strategies of Confucius Institutes, especially the study of website building and press coverage, can help Confucius Institutes to improve the influence and identity of Chinese culture on the basis of language promotion.

The websites of the three Confucius Institutes and their press coverage image are to some extent windows and platforms for the Belarusian public to learn about China. Confucius Institutes, are windows that focus on the image of China and represent China (including Chinese language, culture, Chinese people, etc.) to communicate and interact with the Belarusian public.

Belarus is geographically distant from China and belongs to a different cultural system, with obvious cultural differences. In the minds of some Belarusians who do not know much about China and Chinese culture, every word and deed of the Confucius Institute is a concrete reflection of the image of China.

### **3.2 Problems of the communicative strategies**

Based on the above-mentioned research and studies, this paper finds that the three Confucius Institutes in Minsk have the following six problems in the process of promoting Chinese language and culture.

### 3.2.1 Student drain and the instability of the faculty

#### 1. Student attrition phenomenon

In the process of data collection and interviews, it was found that the actual number of students in three Confucius Institutes differed to some extent from the number of registered students.

There are three reasons for this: Firstly, as can be seen from the curriculum, the courses at the three Confucius Institutes are clearly phased, with one course divided into several stages of study, and students may interrupt their studies at any time due to lack of electives, conflicting class schedules, etc.

Secondly, since Confucius Institutes cannot offer degrees, their courses cannot be counted as credit courses. Although some Confucius Institute courses have training completion certificates, the learning is not intense for Chinese learners, which leads to some Chinese learners' lack of attention to Chinese learning and only treat Chinese as a kind of interest class.

Thirdly, as learning progresses, the content of language learning becomes progressively more difficult, students' interests in learning are lost, and their motivation to learn is insufficient, so the actual number of students who participate in Chinese classes on a long-term and stable basis does not match the early statistics.

#### 2. Instability of the faculty

Excellent teachers are the key to building a good Confucius Institute. However, according to the questionnaire survey of students and interviews with some teachers and students during the event, some problems are found in the faculty of Confucius Institutes.

Firstly, the faculty is unstable and highly liquid. The constant turnover of staff, where incoming teachers stay only one or two years, is very disruptive [19]. Most Confucius Institutes only recruit Chinese language teacher volunteers once a year, i.e. in September, while some Confucius Institutes recruit Chinese language teachers twice a year, i.e. in February and September. Internships abroad are supported by many universities and are an important task during graduate school in China. Short-term assignments have little impact on volunteers' academic and career plans, and are even a requirement for graduate school graduation. Since most of the Chinese language teacher volunteers are enrolled in graduate school during their assignment, they are happy to participate in the internship program, but rarely have the intention to stay abroad for a long time. Many of them are only able to volunteer as Chinese teachers in Belarus for one year and then return to their home countries to continue their graduate studies.

This leads to a high turnover of Chinese teachers at Confucius Institutes, which increases the management and training costs of Confucius Institutes and is also

disadvantageous to students who want to study Chinese in the long term, because they need to constantly readjust to new teachers' teaching style.

Second, the number of native teachers is short. RCIS BSU is the earliest Confucius Institute established in Belarus and has a relatively sufficient number of native teachers, but with the increasing number of Chinese language learners, there is still a need for a large number of native teachers. Although the Chinese language teaching at Minsk State Linguistic University is thriving, there is still a shortage of native teachers, and CIST BNTU currently has no native teachers.

In the context of the "One Belt, One Road" strategy, the development of Confucius Institutes with professional characteristics is bound to become a trend, and one of the most important tasks now is to equip and train qualified native Chinese teachers for them[1]. As seen in RCIS BSU's curriculum, it has started to strengthen the training of native teachers by organizing a two-year training course for native Chinese teachers in Belarus, aiming to meet the demand for qualified Chinese teachers in Belarusian schools. CI MSLU is also engaged in training native Chinese teachers to provide fresh blood for the Chinese teaching career.

Third, due to cultural variations as well as language barriers, teaching is not as effective as it could be. Some Chinese teachers from China are not proficient in presenting China in Russian and cannot accurately express Chinese political, economic, cultural, geographical and historical concepts in Russian. We know from the notice of Northeastern University, CIST BNTU's Chinese partner institution, recruiting international Chinese language teacher volunteers for 2022 that CIST BNTU plans to recruit five Chinese language teachers and volunteers for 2022, to be dispatched in September 2022, for a term usually of one academic year, and those who pass the assessment at the end of the term may apply for extension.

The requirements for teachers from China to teach in Belarus can be seen in the application requirements. The conditions of registration are as follows:

1. Abide by the law, behave appropriately as a qualified teacher, be of upright conduct, have no criminal record, be passionate about international Chinese language education, and have a sense of teamwork and dedication.
2. Physically and mentally healthy, with good psychological quality and adaptability.
3. Possess good professionalism and communication skills.
4. Mandarin at level 2A (or above) and Russian at university level 4 or above.
5. Undergraduate degree or above, with professional background in Chinese international education, Chinese language, foreign language, education and other humanities and social sciences.
6. Age is generally between 22 and 50 years old. The age may be relaxed if it is really necessary for the work.



7. Preferably holding the International Chinese Language Teacher Certificate or Primary and Secondary School Teacher Qualification Certificate issued by the Chinese and Foreign Language Exchange and Cooperation Center of the Ministry of Education.

8. Mastery of Chinese cultural talents (folk instruments, dance, Tai Chi, Chinese painting, brush calligraphy, etc.) is preferred.

9. Applicants must complete the vaccination prior to dispatch[61].

Volunteer candidates must take a selection test organized by Northeastern University, which focuses on basic knowledge of Chinese language, teaching ability, foreign language proficiency, Chinese culture and talent, adaptability and adaptability, psychological quality and job suitability, etc. The final candidates will attend the training organized by the Center for Chinese and Foreign Language Exchange and Cooperation of the Ministry of Education before being sent out.

From the above application requirements, we can see that the Ministry of Education's Center for Sino-foreign Language Exchange and Cooperation has high requirements for teachers sent abroad. Although the application requirements in Article 4 require Russian language at the fourth level of university Russian and above, after arriving in Belarus, many teachers found that their Russian listening and speaking skills were not very good. Most of the volunteers do not have the opportunity to practice speaking abroad, especially because even if they speak the same language, each region has its own unique accent, and even people with a good level of spoken Russian have to adapt to the new environment. Even some previously dispatched teachers did not speak Russian and could only communicate in the intermediary language, English, which greatly increased the difficulty of understanding for the students.

The language barrier also affects the effectiveness of classroom teaching. When teachers explain, practice and organize activities in class, on the one hand, it is difficult for students with low Chinese proficiency to understand, on the other hand, both sides may not understand each other's words correctly, and teachers will take a long time to explain some grammar points or talk about some game rules, which increases the possibility of misunderstanding and affects the process of teaching.

### **3.2.2 Deficiencies in curriculum and teaching materials**

1. The curriculum is homogeneous and lacks cultural instruction

The basic courses of Chinese language teaching in the three Confucius Institutes are mainly Chinese language training and HSK/HSKK preparation courses, and although each has its own course characteristics, there is less teaching content for culture. Therefore, in terms of curriculum, learners learn about Chinese culture more

through cultural events held at the Confucius Institute or through short presentations by teachers during classroom lectures. The Confucius Institute still needs to improve its ability to meet the cultural learning needs of Belarusian students by offering the right amount of Chinese culture content alongside basic Chinese language courses.

## 2. Deficiencies of the teaching materials

There are fewer kinds of teaching materials, lack of local teaching books, the contents are relatively outdated, and the articulation between teaching materials is weak.

The textbook is a direct source for students to learn Chinese and a reference book for review and pre-reading after class. A good textbook is a combination of science, thought, logic and fun [29]. According to the figure 2.20, 90.9% of learners use New Practical Chinese Reader Textbook, some learners combine with other textbooks such as, 15.2% of learners also use Learn Chinese with Me, and 15.2% of respondents also study HSK Standard Course. However, there are too few Russian language textbooks, especially for Chinese language learners in Belarus, and the Confucius Institute in Belarus uses only "universal" textbooks. During the survey, one respondent said that because he felt that the textbook he was currently using did not fit his learning needs, he would look up the knowledge himself via the Internet for additional study.

The relatively outdated content is also one of the problems with the textbooks. When asked if they were satisfied with the current textbook, only 15.2% of those who were very satisfied had no opinion. Many respondents wanted the textbook to be updated and re-revised to include some of the current dialogue and communication scenarios that Chinese people are used to.

The editing and distribution of local Chinese teaching materials play a vital role in the development of Chinese teaching in the country. At present, not many Chinese language textbooks have been published and distributed in Belarus, only the series *"Китайский язык"* is used in some primary and secondary schools. In addition, some of the local Chinese textbooks are basically in Russian throughout, except for the text, vocabulary and Chinese writing parts, which on the one hand is not conducive to learners' application of Chinese, and on the other hand, because the teachers of Confucius Institutes are still mainly Chinese teachers, and Chinese teachers prefer to use the textbooks published in China with which they are familiar.

It is very important to develop local teaching materials that are applicable to both teachers and students and meet the needs of Belarusian Chinese learners.

The poor articulation between the textbooks is also a challenge.

The Confucius Institute's choice of Chinese language teaching materials is based on the criteria of sufficient quantity and continuity, rather than the actual needs of Chinese language learners[29, p. 17].

CIST BNTU has its professional textbook "*Basic Science and Technology Chinese Course*". In addition, the most frequently used Chinese textbooks in the three Confucius Institutes are the "*New Practical Chinese Textbook*" series, which should follow a gradual strategy of gradually increasing the difficulty and expanding the knowledge, so the articulation between stages is very important. If the articulation is poor and the difficulty increases suddenly, it will discourage Chinese learners from learning Chinese and lead to the loss of students.

The survey found that the first volume of *the New Practical Chinese Textbook* is less difficult and learners can easily gain a sense of achievement, but the connection between the first and second volumes of *the New Practical Chinese Textbook* is weak, and from the second volume onward the difficulty increases sharply and the interest is greatly reduced, and the text passages grow and there are no more pronunciations, so the learning is not as strong as the sense of achievement in the first volume, which makes many Chinese learners lose their interest in learning Chinese and causes the loss of learners, as well as leads to the fact that most of the learners' Chinese level is at the elementary stage, and there are few Chinese learners with intermediate and advanced levels, which is not conducive to the sustainable cultivation of Chinese talents.

The HSK Standard Course, which has been highly praised by Confucius Institute teachers in recent years, needs to be purchased from the Hanban. In the Confucius Institute, which has been established for less than ten years, there is an annual purchase cost of 9000 RMB funded by the Hanban, however, the latest versions of Chinese textbooks are expensive because they all come with CDs, so the new textbooks purchased every year cannot meet the teaching needs of the Confucius Institute in a short period of time[29, p. 19].

### **3.2.3 Inadequate website and obsolescence of cultural promotion methods**

The establishment of the Confucius Institute website as a platform to showcase the image of China is not yet perfect.

From Table 2.1, we can find that most of the Chinese elements appearing in the websites of the three Confucius Institutes are the Great Wall, red lanterns, face painting, national costumes, Chinese flags, Chinese knots, lion dances, calligraphy, etc. Except for CIST BNTU which set up modern Chinese elements such as Tiangong-1 and Shanghai Bund, other colleges still use only traditional Chinese elements. In the questionnaire, the Chinese elements that respondents could immediately think of were mostly traditional Chinese elements such as Chinese knots, pandas, red lanterns, facial makeup, The Great Wall, dragons, traditional Chinese Gardens, Han Chinese Clothing, cheongsam, and calligraphy, which overlap highly

with the Chinese elements displayed on the Confucius Institute website.

Chinese elements are the concrete embodiment of China's image and the symbol of the overseas image of Confucius Institutes. Although modern China is in line with traditional China, it is important to keep up with the times when shaping the image overseas, not only to let the world know the traditional image of China, but also to let them know the image of 'developing China' and 'inclusive and friendly China'. There is a lack of innovation in the way culture is disseminated and a lack of practical application of Chinese language and culture.

Lack of innovation in cultural communication methods and lack of practical application of Chinese language and culture.

At the moment the three Confucius Institutes in Minsk are still communicating their culture in a traditional media way. The study of the press coverage shows that the official media, government officials, and school institutions are the dominant forces in reporting about the Confucius Institutes. However, despite the high exposure rate of cultural events, the general public does not pay much attention to the news reports about Confucius Institutes. This is mainly due to the fact that the dissemination of Chinese language and culture does not really meet the real needs of the Belarusian people and is not integrated with the specific conditions of Belarus and cannot be practically applied in production life.

### **3.3 Proposals for communicative strategies for the promotion of language and culture at the Confucius Institute in Minsk**

To address these issues, this paper makes the following recommendations.

1. Optimize the Chinese teaching team and promote the localization of teachers and teaching materials.

Teachers are the core among the three issues of teachers, teaching materials and pedagogy, and the main body of pedagogy practice is also teachers. Teachers are one of the most crucial factors in promoting Chinese language teaching. "Chinese learners from different countries and regions around the world have different learning habits, and they have different strengths and difficulties in mastering Chinese, which requires us to further strengthen the construction of the teaching force and to classify and fine-tune the training of teachers" [41]. Liu Li, president of Beijing Language and Culture University, pointed out. At the same time, teaching materials and teaching methods should also be more targeted, such as developing teaching materials for countries along the "One Belt, One Road", fully respecting the characteristics of students' mother tongue, so that teaching can be more relevant and effective. This requires improving teachers' cultural adaptation and teaching abilities and accelerating the training of native Chinese teachers.

Strengthen teacher training which cannot be out of touch with the real environment and local culture, and provide continuous language training to enhance teachers' teaching and expression skills. In the process of teaching Chinese, teachers of Chinese from Russian language majors should strengthen their skills such as basic knowledge of Chinese and classroom management skills; while teachers of Chinese from Chinese international education majors should learn more Russian to be able to communicate with students more easily. Each Confucius Institute should organize more experience sharing and exchange sessions, so that experienced teachers can give new teachers life as well as teaching experience to help them adapt to life as soon as possible. Conduct more training and counseling related to Chinese language teaching to continuously improve the overall level of teachers.

It is also necessary to strengthen the management mechanism and evaluation criteria for Chinese language teachers. It is necessary to improve the requirements of Confucius Institute for Chinese language teachers, to record and evaluate the teaching effectiveness, students' satisfaction, teachers' lesson preparation, and teachers' performance in the classroom. It is necessary to establish a strict management mechanism and evaluation criteria for in-service Chinese language teachers, so as to ensure the teaching effectiveness and also to detect and solve probable problems as early as possible.

At the same time, strengthen the cooperative teaching between Belarus and China, train local teachers, and promote the localization of Chinese language teaching. According to the actual needs of each country, we cooperate and support the development of Chinese language education in each country by dispatching Chinese teachers and volunteers, giving and selling Chinese teaching materials, jointly training local Chinese teachers, and jointly developing a unified syllabus and examination curriculum by Chinese and foreign experts[42]. Most of the Confucius Institute's Chinese teaching materials are written according to the Chinese teaching mindset, and the Russian commentaries in the books are translated by Chinese, which are not necessarily suitable for Belarusian Chinese learners. The Confucius Institute should strengthen the cooperation with the Belarusian Ministry of Education and universities to develop local teaching materials suitable for Belarusian students.

The current Chinese language teaching business in Belarus still relies more on teachers sent from China and lacks a team of local Chinese teachers. However, it can be seen that bsu and Minsk Language University have increased the number of Chinese language majors in recent years, combining Chinese with the Belarusian education system and make efforts to train local teachers.

2. Precisely position the image of Confucius Institutes to show the image of contemporary China.

The establishment of Confucius Institutes offers the possibility to build a

positive image of China today, to change traditional perceptions, and to build a precise and comprehensive image of modern China. It is important to keep up with the times and use more diverse and modern Chinese elements to subtly change the outdated overseas image of Confucius Institutes and China and to shape a new image of Confucius Institutes and China.

In addition to the traditional sense of the calligraphy, red lanterns, paper cutting, Chinese elements like the panda, and there are many famous landmarks in China, the Chinese spirit, the "Shenzhou" spacecraft series, lunar exploration project, Tiangong plan, 5G technology, etc., can be a new Chinese elements, forming reality, modern and advanced, developed and prosperous China's image, We should reduce the misunderstanding of China among the people of other countries and correct their cognitive bias.

Through these flexible and tense Chinese elements, we can interact with the audience and reflect not only the traditional culture and modern development of China, but also the image of China, which embodies the great changes in culture, economy and lifestyle. To break the unfamiliarity and stereotypes caused by geographical distance, to show the ever-changing China and Chinese culture to the Belarusian people at a close distance, and to promote the continuous and stable cooperation and mutually beneficial relations between Belarus and China.

### 3. Innovative ways of cultural communication.

Confucius Institutes actively seek external media cooperation while strengthening their own publicity. They can make use of various local social networking software to spread Chinese language and Chinese culture in multiple directions and angles, and rely on the Confucius Institute as a platform to expand multi-level and multi-disciplinary cultural promotion and exchange programs.

Searching Chinese websites for information about RCIS BSU, CI MSLU, CIST BNTU, it was found that on the official websites of Chinese media, institutions and universities, such as the Chinese embassies in other countries, the Center for Sino-foreign Language Cooperation and Exchange, Xinhua News Agency, People's Daily, Dalian University of Technology, Southeast University and Northeastern University all have reports about the three Confucius Institutes in Minsk. The three institutes also have their own platforms in mainstream media such as VK, INS and You tube.

At the same time, Confucius Institutes can also cooperate with Belarusian departments to develop cultural products. For example, RCIS BSU has cooperated with the Ministry of Communication and Information Technology of Belarus for three consecutive years to issue zodiac stamps to record the development of friendly relations between the two countries.

China has created the "Chinese Alliance" digital cloud service platform, promoted the construction of a "global Chinese learning platform", and cultivated a

new model and new business model for international Chinese online education[42].

Launched the "Chinese Alliance" digital cloud service teaching platform, which provides more than 6,000 online courses on Chinese language learning, Chinese national conditions and Chinese culture in more than 190 courses worldwide. The three Confucius Institutes can combine their own characteristics to build a Belarusian Chinese language and culture learning platform and produce localized learning resources, multimedia courseware, language exercises, teaching games, etc. This provides Chinese language learners with rich materials and stimulates their interest in learning on the one hand, and enriches the content of the online Confucius Institute platform and innovates the way of cultural dissemination on the other. Apply new technologies to accelerate the integration of the Confucius Institute in Belarus into the digital development of international Chinese language education. Carry out online education.

To further improve the quality of international Chinese language education and innovate the way of cultural dissemination, we should also fully integrate the resources of all parties and make use of the private Chinese language education institutions in the host countries to jointly promote international Chinese language education[41].

There can be many subjects for the spread of Chinese language and culture: non-profit cultural dissemination institutions such as Confucius Institutes and Chinese cultural centers; institutional units such as various schools and multinational enterprises; private organizations such as overseas Chinese language schools, Chinese training institutions, and Chinese language interest tribes; and individuals such as Chinese language teachers, overseas study abroad students, and social platform leaders.

In particular, pay attention to the role of Chinese scholars and international students in the dissemination of Chinese language and culture, discover opinion leaders, transform audiences into communication subjects, and form "localized" expressions of cultural communication through Chinese culture learners in Belarus.

4. Conduct two-way cultural exchange and expand cooperation in language and cultural interaction between Belarus and China.

With the deepening of economic and trade cooperation among countries, the impact of the "Chinese language boom" has been extended to various fields, and Confucius Institutes have entered a new stage of transformation and upgrading. The Confucius Institute will expand language exchange and cooperation between China and foreign countries, improve its Chinese language service capacity, provide language support for people visiting, studying, working and living in China, further promote Chinese as the official or working language of more international organizations and conferences, and promote mutual learning and appreciation among

the world's diverse civilizations.

The "One Belt, One Road" initiative has provided a good opportunity and fertile ground for the new development of Confucius Institutes. Under the new opportunity, Confucius Institutes should continue to aim at improving quality and efficiency, take the initiative to enhance their service capacity, give full play to the role of language and culture in promoting "people-to-people contact", and become an important platform for promoting mutual understanding between China and foreign countries.

Cooperation with enterprises along the " One Belt , One Road " can be carried out to provide language services and train two-way language talents for them.

For example, based on the construction of China-Belarus Industrial Park, provide language translation services for enterprises, offer special Chinese language courses for Belarusian employees, offer Belarusian language training courses for Chinese employees, etc., offer Chinese language courses that connect with the national education of countries along the " One Belt One Road", promote better integration of Chinese into the local national education system. Set up diversified courses to cultivate complex Chinese talents. Find the entry point of Chinese traditional culture and Belarusian culture, and carry out activities in a way that is easily accepted and recognized by the Belarusian people.

Thinking about how to meet the actual needs of the Belarusian people is the only way to achieve voluntary and active, rather than forced, linguistic and cultural exchange, which is beneficial to the dissemination and promotion of culture.



## CONCLUSIONS

The establishment of the Confucius Institute has further promoted the understanding of Chinese culture among the Belarusian people, and the increasing interaction and cooperation between Belarus and China has further enhanced the friendship between the two countries. Confucius Institutes are needed to provide language services and to "build bridges of mutual trust and appreciation of language and culture"[10]. Confucius Institutes are charged with the mission of spreading Chinese culture to the world and enhancing Chinese cultural influence, as well as with the task of promoting international cultural pluralism.

Since the first Confucius Institute was established in Belarus in 2006, as a link and bridge to promote the joint development of Belarus and China, Confucius Institutes have played an active role in promoting education, culture, economy and science and technology. The study of the communication strategies of Confucius Institutes in Belarus regarding the promotion of Chinese language and culture will, on the one hand, help to improve the theoretical system of the construction of Confucius Institutes in Belarus and explore practical promotion strategies, and on the other hand, help to scientifically plan and rationally adjust the cultural teaching and activities of Confucius Institutes in Belarus, providing references for future construction and development, as well as for the promotion and communication strategies of relevant institutional organizations in cross-cultural communication.

In order to better and more effectively communicate and promote Chinese culture, this paper mainly investigates and analyzes the Chinese language and culture communication work of three Confucius Institutes in Minsk, RCIS BSU, CI MSLU and CIST BNTU, and identifies their problems in the process of language and culture communication and promotion, and proposes countermeasures in order to explore a more effective cultural promotion model for the Confucius Institutes.

The first chapter introduces the current development status of Confucius Institutes RCIS BSU, CI MSLU and CIST BNTU, the students' situation, teachers' situation and curriculum as well as the overview of Chinese language and culture promotion, using the literature research method to provide a detailed introduction of the scale of the institutions and the curriculum of Confucius Institutes.

Chapter 2 starts from four aspects: Chinese language teaching, cultural activities, website information and press coverage. Firstly, it briefly analyzes the current situation of the three Confucius Institutes' Chinese language teaching and communication strategies, three types of cultural activities, and analyzes the communicators, communication contents, ways, recipients and effects of the cultural activities using Lasswell's "5W" model theory; then an analysis is made of the set-up of the websites of the three Confucius Institutes; next, the analysis of the press

coverage of the Confucius Institutes in Belarus. Finally, a survey and research is conducted on the effectiveness of these four communication strategies in promoting language and culture. The survey and research are conducted on the basic information of the respondents, the Chinese language courses and teaching methods they are interested in, the use of Chinese educational results, the use of Chinese teaching books, the engagement in cultural activities, the feeling of participation and cultural activities they are interested in, the ease of searching websites, the usability of websites and the setting of website elements, as well as the channels to learn about China and their opinions and impressions on relevant news reports.

Finally, in the third chapter, through the above research and survey, the current situation of language and culture promotion in the three Confucius Institutes is analyzed and some problems are found: There is a loss of students; although each has its own curriculum characteristics, there is less teaching content for culture; there are some problems with teachers: the teaching team is unstable and mobile, with few local teachers, and the teaching effect is not satisfactory due to cultural differences and language barriers; there is a small variety of teaching materials, a lack of local teaching materials, the content is relatively old, and the interface between teaching materials is poor; the Confucius Institute website, a platform for showcasing China's image, is not yet well established; there is a lack of innovation in the way culture is disseminated, and there is a lack of practical application of Chinese language and culture.

To address these problems, some feasible suggestions are put forward for the promotion and communication of language and culture in Confucius Institutes: optimize the Chinese language teaching team, promote the localization of teachers and teaching materials, and promote the development of localized Chinese teaching; precisely position the image of Confucius Institutes to show the image of contemporary China; innovate the ways of cultural communication; conduct two-way cultural exchanges and expand the exchange and cooperation of Chinese language and culture in Belarus. Try to optimize the existing promotion strategies and propose a universally applicable and realistically implementable model of cultural promotion for Confucius Institutes.

By studying the communicative strategies of Confucius Institutes in Belarus in the promotion of Chinese language and culture, this paper makes recommendations to help scientifically plan and rationalize the cultural teaching and activities of them in Belarus. It is hoped that this paper can help Confucius Institutes in Belarus to continuously improve the details, find out a more scientific and easy to promote and implement model of cultural promotion, and contribute their share to the promotion of Chinese culture overseas.

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## **Questionnaire on Chinese Language and Culture Communication Strategies of Confucius Institutes**

Hello! Dear friends!

This questionnaire is designed to study communicative strategies of the promotion of Chinese language and culture in Belarus. Your objective and honest answers are very important for me. Please read the questionnaire carefully and fill it out completely, choosing the answer you think is most appropriate, or filling in your own answer if you choose "Other". This questionnaire is anonymous, your personal information and answers will be kept strictly confidential and the results will not be used for other purposes. Thank you very much for your support and suggestions!

**Gender:** Male / Female

**1. Your age is**

- A. Under 18 years old
- B. 18~25 years old
- C. 26~30 years old
- D. 31~40 years old
- E. 41~50 years old
- F. 50 years old or above

**2. Are you a student?**

- A. Primary school student
- B. Middle school student
- C. High school student
- D. College student
- E. Graduate student
- F. No, I am working now.

**3. What is your reason for learning Chinese? (You can choose more than one)**

- A. Interested in Chinese
- B. Parents' request
- C. To communicate with Chinese friends
- D. To be a Chinese teacher
- E. Want to study in China
- F. Doing business with Chinese people
- G. Job requirement, doing business with Chinese
- H. To watch and understand Chinese TV and movies

I.To make Chinese friends

Others \_\_\_\_\_

**4.What is your reason for choosing to study at Confucius Institute?(More than one answer)**

A. The Confucius Institute is professional and well known

B. There are teachers from China

C. You can apply for scholarship

D.Recommended by friends or family

E.Often hold cultural activities about China

F.Close to home or convenient transportation

G.Suitable cost

Other \_\_\_\_\_

**5. How much do you know about HSK/HSKK exams?**

A.Never heard of it

B.I have heard of it, but don't intend to take it

C. I have heard of it and am planning to take it

D. I have already taken the test

**6. Which of the following Chinese courses are you interested in? (More than one answer)**

A.Chinese culture courses

B.HSK/HSKK tutorial courses

C.Business Chinese Course

D.Travel and daily Chinese communication courses

E.Professional Chinese Courses

F.Chinese Writing Course

G.Sino–Russian /Russian–Chinese Translation Course

H.Chinese Film Appreciation Course

Others \_\_\_\_\_

**7. Do you often apply what you have learned about language and culture knowledge in your life?**

A Often

B Seldom

C Occasionally

D Haven't used it

**8. What do you think affects the use of Chinese?**

A Not being proficient enough in the language

B Too shy to use it

C Lack of scenarios where it can be used

Others \_\_\_\_\_

**9. How would you like your teacher to teach you about culture? (Multiple choice)**

- A. Teaching cultural knowledge
- B. Cultural performance and appreciation
- C. Cultural visit and experience
- D. Cultural activities
- Others \_\_\_\_\_

**10. Have you ever participated in Chinese language competitions?**

- A. Often
- B. Once or twice
- C. No

**11. What is the Chinese textbook you are using now? (Multiple choice)**

- A. New Practical Chinese Textbook
- B. Happy Chinese
- C. Learn Chinese with Me
- D. Conversation 301 Sentences
- E. HSK Standard Course
- Other \_\_\_\_\_

**12. Are you satisfied with the Chinese teaching materials you are currently using?**

- A. Very satisfied
- B. Quite satisfied
- C. Not too satisfied
- D. Not satisfied

**Which part of the Chinese teaching materials are you dissatisfied with?**

\_\_\_\_\_

**14. Did the cultural activities organized by the Confucius Institute help you to understand China?**

- A. Very helpful
- B. A little
- C. Not helpful
- D. Don't know
- Other \_\_\_\_\_

**15. Have you ever attended any cultural events about China?**

- A. Whenever there is one, I will attend it
- B. Only attend those that interest me
- C. Rarely
- D. Never attended
- Other \_\_\_\_\_

**16. If you seldom attend or never attend, what is your reason for seldom attending/not attending?**

- A. Not interested
- B. Conflict with my schedule
- C. Don't know where to get information about the event
- D. Don't know how to participate
- E. Didn't feel it would help me understand Chinese language and culture
- F. Not accompanied by a companion
- Others \_\_\_\_\_

**17. Which of the following cultural activities are you interested in?**

- A. Creating Chinese paintings
- B. Paper-cutting activities
- C. Learning calligraphy
- D. Weaving Chinese knots
- E. Learning Chinese Kung Fu
- F. Tea ceremony activity
- G. Experience or enjoy Chinese folk music/dance
- H. Chinese cooking or Chinese food festival
- I. Experience Chinese classical costume jewelry
- Other \_\_\_\_\_

**18 Did you gain a lot from the cultural activities?**

- A. Gained a lot
- B. Gain something
- C. Not much
- D. No gain

**19. How did you learn about the Confucius Institute?**

- A. Through social networking platforms, such as TikTok, YouTube, VK, etc.
- B. Through internet search
- C. Introduced by school or teacher
- D. Family members
- E. Recommended by friends
- F. Activities of Confucius Institute
- Others \_\_\_\_\_

**20. How often do you visit the Confucius Institute website?**

- A Very often, almost every day
- B Almost once a week
- C Once a month
- D Only visit when there are activities
- E Never

**21. Do you think the information on the Confucius Institute website can meet your search needs?**

A, Yes B. No

**22. Which part of the Confucius Institute website do you often visit? (Multiple choice)**

A Introduction of the institute

B. News

C. Courses and activities

D. photo gallery

E. Students Scholarships

F. Documents

**23. When mentioned about China, what Chinese elements can you think of?**

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**24. How did you learn about China? (More than one answer)**

A. Study in Confucius Institute

B. Confucius Institute's website

C. Learning from Chinese friends

D. Newspapers, books

E. TV, movies or variety shows

F. News reports

G. Internet

Others \_\_\_\_\_

**25. Do you often see reports about Confucius Institute in the Belarusian news?**

A Often

B Seldom

C Occasionally

D Never paid any attention to it

**26. What is your impression of the Confucius Institute from the press coverage? You can describe it in one word.**

**Thank you again for your participation!**

## **Анкета о стратегиях общения на китайском языке и культуре в институтах Конфуция**

Здравствуйте! Дорогие друзья!

Данная анкета предназначена для изучения коммуникативных стратегий продвижения китайского языка и культуры в Беларуси. Ваш объективные и честные ответы очень важны для меня. Пожалуйста, внимательно прочитайте анкету и заполните ее полностью, выбрав наиболее подходящий, на ваш взгляд, ответ, или заполните свой собственный ответ, если вы выбрали "Другое". Эта анкета анонимна, ваша личная информация и ответы будут строго конфиденциальны, а результаты не будут использованы в других целях. Большое спасибо за вашу поддержку и предложения!

Пол: Мужской / Женский

### **1. Ваш возраст**

A. До 18 лет

B. 18~25 лет

C. 26~30 лет

D. 31~40 лет

E. 41~50 лет

F. 50 лет и старше

### **2. Являетесь ли вы студентом?**

A. Ученик начальной школы

B. Ученик средней школы

C. Ученик старшей школы

D. Студент колледжа

E. Аспирант

F. Нет, я сейчас работаю.

### **3. По какой причине вы изучаете китайский язык? (Вы можете выбрать несколько)**

A. Интерес к китайскому языку

B. Просьба родителей

C. Чтобы общаться с китайскими друзьями

D. Чтобы стать учителем китайского языка

E. Хочу учиться в Китае

F. Вести бизнес с китайцами

G. Требования к работе, ведение бизнеса с китайцами

H. Чтобы смотреть и понимать китайское телевидение и фильмы

I. Завести китайских друзей

Другие \_\_\_\_\_

**4. По какой причине вы решили учиться в Институте Конфуция?**

**(Более одного ответа)**

- А. Институт Конфуция является профессиональным и хорошо известным.
- В. Здесь работают преподаватели из Китая
- С. Вы можете подать заявку на получение стипендии
- Д. Рекомендуют друзья или родственники
- Е. Часто проводятся культурные мероприятия о Китае
- Ф. Близко к дому или удобный транспорт
- Г. Приемлемая стоимость

Другое \_\_\_\_\_

**5. Как много вы знаете об экзаменах HSK/HSKK?**

- А. Никогда не слышал о них
- В. Слышал, но сдавать не собираюсь
- С. Я слышал о нем и планирую сдавать его
- Д. Я уже сдал тест

**6. Какие из следующих курсов китайского языка вас интересуют?**

**(Более одного ответа)**

- А. курсы китайской культуры
- В. Учебные курсы HSK/HSKK
- С. Курсы делового китайского языка
- Д. Курсы китайского языка для путешествий и повседневного общения
- Е. Профессиональные курсы китайского языка
- Ф. Курсы китайской письменности
- Г. Курсы китайско–русского/русско–китайского перевода
- Н. Курс оценки китайских фильмов

Другие \_\_\_\_\_

**7. Часто ли вы применяете полученные знания о языке и культуре в своей жизни?**

- А Часто
- В Редко
- С Изредка
- Д Не применял

**8. Как вы думаете, что влияет на использование китайского языка?**

- А Недостаточное владение языком
- В Слишком застенчивы, чтобы использовать его
- С Отсутствие сценариев, в которых его можно использовать

Другие \_\_\_\_\_

**9. Как бы вы хотели, чтобы ваш учитель преподавал вам культуру?**

**(множественный выбор)**

- A. Преподавание знаний о культуре
- B. Культурное представление и оценка
- C. Посещение культурных мест и опыт
- D. Культурные мероприятия
- Другие \_\_\_\_\_

**10. Участвовали ли вы когда-нибудь в соревнованиях по китайскому языку?**

- A. Часто
- B. Один или два раза
- C. Нет

**11. Какой учебник китайского языка вы используете сейчас?**

**(Множественный выбор)**

- A. Новый практический учебник китайского языка
- B. Счастливый китайский
- C. Учите китайский со мной
- D. Разговор 301 предложение
- E. Стандартный курс HSK
- Другие \_\_\_\_\_

**12. Удовлетворены ли вы учебными материалами по китайскому языку, которые вы используете в настоящее время?**

- A. Очень довольны
- B. Вполне удовлетворен
- C. Не слишком удовлетворен
- D. Не удовлетворен

**13. Какой частью учебных материалов по китайскому языку вы недовольны?**

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**14. Помогли ли вам культурные мероприятия, организованные Институтом Конфуция, лучше понять Китай?**

- A. Очень помогли
- B. Немного
- C. Не помогли
- D. Не знаю
- Другое \_\_\_\_\_

**15. Посещали ли вы когда-нибудь культурные мероприятия, посвященные Китаю?**

- A. Когда бы оно ни было, я его посещаю.
- B. Посещаю только те, которые мне интересны



- С. Редко
- Д. Никогда не посещал
- Другое \_\_\_\_\_

**16. Если вы редко посещаете или никогда не посещаете, какова причина вашего редкого посещения/непосещения?**

- А. Неинтересно
- В. Конфликт с моим расписанием
- С. Не знаю, где можно получить информацию о мероприятии
- Д. Не знаю, как принять участие
- Е. Не чувствую, что это поможет мне лучше понять китайский язык и культуру
- Ф. Без сопровождения
- Другие \_\_\_\_\_

**17. Какие из следующих видов культурной деятельности вам интересны?**

- А. Создание китайских картин
- В. Вырезание из бумаги
- С. Обучение каллиграфии
- Д. Плетение китайских узлов
- Е. Обучение китайскому кунг-фу
- Ф. Занятия чайной церемонией
- Г. Знакомство или наслаждение китайской народной музыкой/танцами
- Н. Китайская кухня или фестиваль китайской кухни
- І. Знакомство с китайской классической бижутерией
- Другое \_\_\_\_\_

**18. Получили ли вы большую пользу от культурных мероприятий?**

- А. Многое получил
- В. Что-то приобрел
- С. Не много
- Д. Никакого выигрыша

**19. Как вы узнали об Институте Конфуция?**

- А. Через платформы социальных сетей, такие как TikTok, YouTube, VK и т.д.
- В. Через поиск в Интернете
- С. Предложенный школой или учителем
- Д. Члены семьи
- Е. Рекомендован друзьями
- Ф. Деятельность Института Конфуция
- Другие \_\_\_\_\_

**20. Как часто вы посещаете сайт Института Конфуция?**

- A Очень часто, почти каждый день
- B Почти раз в неделю
- C Раз в месяц
- D Посещаете только во время мероприятий
- E Никогда

**21. Считаете ли вы, что информация на сайте Института Конфуция может удовлетворить ваши потребности в поиске?**

- A Да B Нет

**22. Какую часть сайта Института Конфуция вы часто посещаете? (множественный выбор)**

- A Введение в институт
- B.Новости
- C. Курсы и мероприятия
- D. фотогалерея
- E. Стипендии для студентов
- F. Документы

**23. Когда говорят о Китае, какие китайские элементы вам приходят на ум?**

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**24. Как вы узнали о Китае? (Более одного ответа)**

- A.Учеба в Институте Конфуция
- B.Веб-сайт Института Конфуция
- C.Учиться у китайских друзей
- D.Газеты, книги
- E.Телевидение, фильмы или эстрадные шоу
- F.Новостные репортажи
- G.Интернет
- Другие \_\_\_\_\_

**25. Часто ли Вы видите сообщения об Институте Конфуция в белорусских новостях?**

- A Часто
- B Редко
- C Изредка
- D Никогда не обращал на это внимания

**26. Каково ваше впечатление об Институте Конфуция по материалам прессы? Вы можете описать его одним словом.**

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Еще раз спасибо за ваше участие!

### **Interview Outline for Chinese Teachers and Volunteers in Belarus**

1. How many years have you been a Chinese language teacher? Have you had any previous teaching experience? What training have you received in Chinese language teaching? Which training do you think is more important?
2. What do you think are the factors that affect the quality of Chinese language teaching and cultural communication?
3. What do you think are the special features of your Confucius Institute?
4. Are your students motivated to learn Chinese? How do you feel about your classroom management? What is the most difficult situation for you to deal with in classroom management?
5. What do you think are the shortcomings of the Chinese language and culture teaching resources in Belarus?
6. In your opinion, what role does the Confucius Institute play in the dissemination of Chinese language and culture by organizing various cultural events?