



THE INTEGRATION OF CEFR IN DESIGNING CHINESE TEACHING MATERIALS FOR LOCAL RESOURCES

基于CEFR的初级中文大纲及教材的设计

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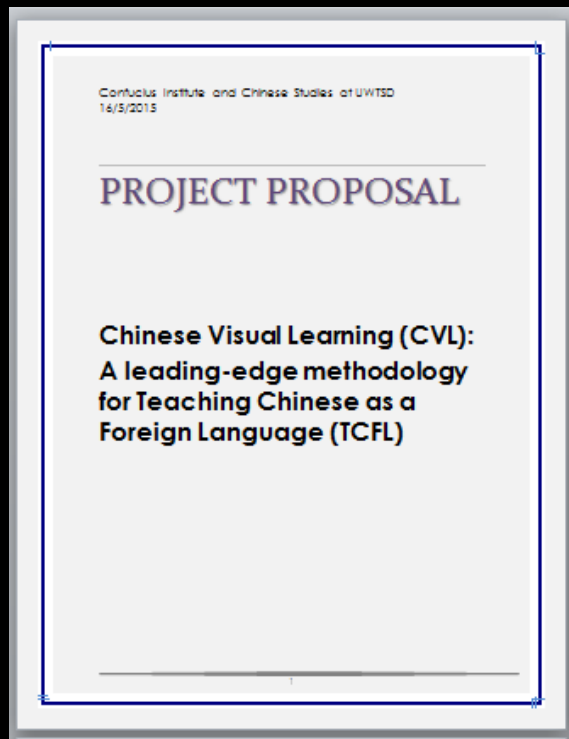
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EXECUTIVE SUMMARY

Chinese Visual Learning (CVL)



ORGANIZATION BACKGROUND

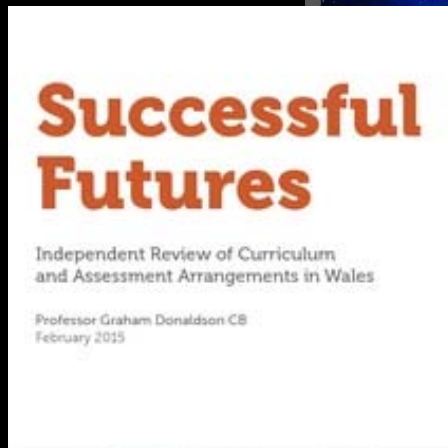


- Chinese Studies at University of Wales Trinity Saint David
- Confucius Institute at University of Wales Trinity Saint David (UWTSD-CI)
- A Panel of linguistics experts from
 - ❑ SOAS, University of London
 - ❑ University of Westminster
 - ❑ Faculty of Education and Communities at UWTSD
- Canolfan Peniarth

SETTING THE STAGE

The Principles of Curriculum Design:

- Authentic
- Responsive
- Inclusive
- Ambitious
- Empowering
- Unified
- Engaging
- Based on subsidiarity
- Manageable





SETTING THE STAGE

From the experience of the past 10 years, UWTSD-CI has noted that there are a number of areas of **weakness** at the point of delivery of Chinese language courses. These may be summarised as follows:

- Continuity of Chinese language provision.
- Cultural differences in teaching styles and methodologies
- No single methodology used across all the Confucius Classrooms and Associate Schools.



INTRODUCING FEATURES OF THE WELSH GOVERNMENT REPORT INTO THE DESIGN OF THE CURRICULUM FOR CHINESE

Four actions in areas of learning and experience, which include Expressive Arts, Humanities, Mathematics and Numeracy, Health and Well-being, Languages, Literacy and Communication, and Science and Technology.

- Make distinct and strong contributions to developing the four purposes of the curriculum.
- Should be internally coherent
- Employ distinctive ways of thinking
- Have an identifiable core of disciplinary and instrumental knowledge (Donaldson, 2015b)

The main purposes of the curriculum in Wales

- Ambitious, capable learners: ready to learn throughout their lives.
- Ethical, informed citizens: ready to be citizens of Wales and the world.
- Healthy, confident individuals: ready to lead fulfilling lives as valued members of society. (Donaldson, 2015b)

CASE DESCRIPTION

KS2 CVL COURSE

Target Group:
KS2 (year 3-4,
age around 7-9)

Teaching
Materials for
classroom use

CVL Methodology

Chinese Visual Learning

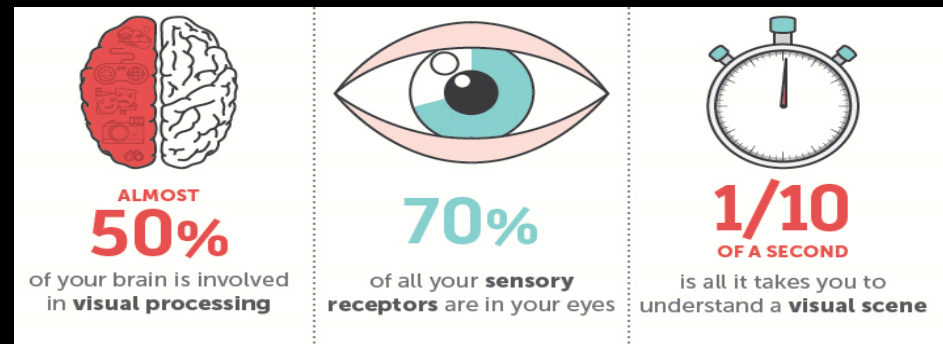
CVL METHODOLOGY

The salient features of student learning in modern life



- visual learners
- auditory learners
- kinaesthetic learners

(Figures from Mind Tools, 1998)



Alfred Maskeroni, 'Infographic: 13 Reasons why your Brain Craves Infographics',
'<http://www.adweek.com/adfreak/infographic-13-reasons-why-your-brain-craves-infographics-163042> [accessed at 16/06/2015]



CVL Methodology

THE THEORETICAL FRAMEWORK OF THIS MODEL

- Visual learning style of Fleming's VAK model
- The Textual Input Enhancement (TIE) method
- The unique features of Chinese lexical and syntactic structure



COLOUR-CODING AT TWO LEVELS

On the lexical level

- Indicating *word classes*
- Accounting for the distribution of words into classes
- Offering a visual reference and potential for structure-making

On the syntactic level

- Indicating *form classes*
- Providing as a visual systematic account of the constituent structure of sentences
- Accounting for the distribution of forms in classes

WORD CLASSES IN THE CHINESE LEXICON

! The Chinese language is a word-based two-category classification of syntactic patterns (a concatenation of lexical items)

Shici (实词 function words) and *Xuci* (虚词 notional words)

Shici	Xuci *
Nouns	preposition
pronouns	conjunctions
adjectives	particles
verbs	interjections
numerals	
measures	

*The colour-coding approach considers adverbs as *Xuci*

A SAMPLE OF DESIGN

Colour-coding aids the understanding of word classes

- *Shici*

noun/pronoun 苹果 我 医生 医院

adjective: 漂亮 好

verb: 来 喜 欢

- *Xuci*: 在 离 的 了 很

THE COMBINATION OF SHAPE AND COLOUR CODING IN DISCUSSING AND ANALYSING GRAMMATICAL FORMS AND STRUCTURES



Who...



What...



What.....doing



When...

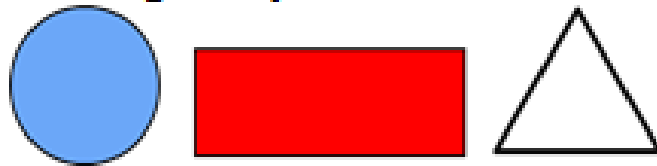


Where...

* The principle method is preliminarily adopt and adapt from Wrexham S and L Therapists for their advice re. Shape and Colour Coding

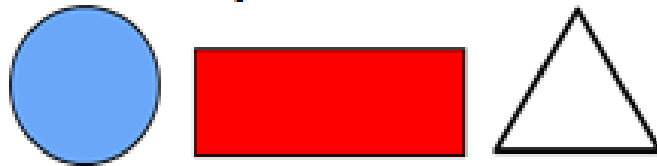
SHAPE AND COLOUR CODED PARSING IN CHINESE SYNTAX IN CONTRAST TO ENGLISH AND WELSH

English Syntactic Pattern



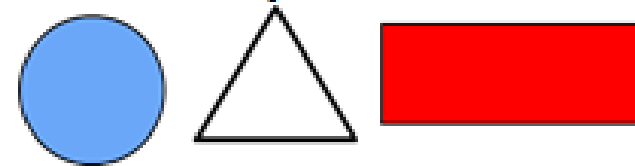
I am studying in Beijing.

Welsh Syntactic Pattern



Rwy'n astudio yn Beijing

Chinese Syntactic Pattern



我在北京学习。

THE INTEGRATION OF YCT AND GCSE IN MAPPING THE SYLLABUS OF KS2 CVL COURSE

The Coverage of Themes and Topic Areas in Edexcel GCSE

Themes	Topic Areas
<ul style="list-style-type: none"> Media and culture <ul style="list-style-type: none"> Music/film/reading Fashion/celebrities/religion Blogs/Internet Sport and leisure <ul style="list-style-type: none"> Hobbies/interests Sporting events Lifestyle choices Travel and tourism <ul style="list-style-type: none"> Holidays Accommodation Eating, food, drink Business, work and employment <ul style="list-style-type: none"> Work experience/part-time jobs Product or service information 	<ul style="list-style-type: none"> Out and about <ul style="list-style-type: none"> Visitor information Basic weather Local amenities Public transport Directions Customer service and transactions <ul style="list-style-type: none"> Cafes and restaurants Shops Dealing with problems Personal information <ul style="list-style-type: none"> General interests Leisure activities Family and friends Lifestyle (healthy eating and exercise) Future plans, education and work <ul style="list-style-type: none"> Basic language of internet Simple job advertisements Simple job applications and CV School and college Work and work experience

The Coverage of Topics in KS2 CVL Course

Topics	New Grammar Item
• My Family	是sentence
• Big and Small	Adjective Predicate with the word of 很
• Life in School	Verbal Predicate
• 1, 2, 3	Numbers
• Shopping	Numeral measure words
• Telling the Time	Time
• Hide and Seek	Location with the word 在
• In the Kitchen	有sentence
• My Pets	Attributive Structure with the structural particle 的
• Hi and Bye	Greeting

LEARNING, TEACHING AND ASSESSMENT FROM THE PERSPECTIVE OF CEFR

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

APPROACHING A1 FOR WRITING COMPETENCE IN *AYLLIT* PROJECT

A1/A2	Can adapt and build on to a few learnt patterns to make a series of short and simple sentences. This may be a short description or set of related facts on a very familiar personal theme.	Can use some words which may resemble L1, but on the whole the message is recognisable to a reader who does not know the L1. Spelling may be influenced by the sound of the word and mother tongue spelling conventions.
A1	Can write a small number of copied or learnt words, fixed phrases and very simple (pre-learnt) sentence patterns, usually in an easily recognisable ways. The spelling often reflects the sound of the word and mother tongue spelling conventions.	
Approaching A1	Makes an attempt to write some words and phrases, but needs support or model to do this correctly.	



THE CAN-DO STATEMENTS ON COMPETENCE FOR PINYIN AND CHINESE CHARACTERS IN KS2 CVL

The Can-do Statements on competence for Pinyin:

1. Can distinguish tones with reasonable accuracy
2. Can read and understand familiar words and sentences when written in Pinyin with tone marks
3. Can read most Pinyin syllables correctly.
4. Can write learned words, phrases and short sentences in Pinyin with mostly correct tone marks.
5. Can type characters and sentences with a computer keyboard using the Pinyin input method.

The Can-do Statements on competence for Chinese characters:

1. Knows the basic principles of stroke order and stroke direction
2. Is aware that many characters can be further divided into smaller components
3. Knows the main rules of composition of complex characters
4. Knows the difference between words, characters and components and does not confuse these three categories
5. Knows about 10 semantic components and can name them in his / her mother tongue
6. Can write some and/or type out the characters that have been learned

THE CAN-DO STATEMENTS ON COMPETENCE FOR SPEAKING AND LISTENING IN KS2 CVL

- **Can-do Statements for Reception Spoken**

Can understand words and simple short expressions on familiar topics

Can understand instructions addressed carefully and slowly to him/her, e.g. from the teacher.

- **Can-do Statements for Production Spoken (Listening)**

Overall Spoken Production

- **Can** produce simple mainly isolated phrases about one's own and others' personal details
- **Can** produce simple mainly isolated phrases about family members and appellation.

Sustained Monologue (describing experience)

- **Can** give basic information about him/herself in terms of name, age, date of birth, nationality, what he/she does and where he/she lives.
- **Can** describe what he/she likes and dislikes

- **Can-do Statements for Interaction Spoken (Speaking)**

Conversation

- **Can** make an introduction and use basic greeting and leave-taking expressions.
- **Can** understand everyday expressions aimed at the satisfaction of simple needs of a concrete type delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Goal-oriented Co-operation

- **Can** understand questions and instructions addressed carefully and slowly to him/her.
- **Can** follow short, simple directions.
- **Can** ask people for things, and give people things

THE CAN-DO STATEMENTS ON COMPETENCE FOR READING AND WRITING IN KS2 CVL

- Can-do Statements for Reception Written (i.e. Reading)

Overall Reading Comprehension

- **Can** understand very short, simple texts a single phrase at a time, picking up familiar words and basic phrases and rereading as required.
- **Can** understand simple forms well enough to give basic personal details

Reading Correspondence

- **Can** understand simple written messages concerning appointments (time and date)
- **Can** understand simple written messages and comments relating to my studies

- Can-do Statements for Production Written (i.e. Writing)

- **Can** write or type simple isolated phrases and sentences
- **Can** write or type simple isolated phrases and sentences about some personal information

CONCLUSION

- Four Integrations:
 - ❖ Integration of the language policies of Hanban and the Welsh government through CI-UWSTD.
 - ❖ Integration of YCT and GCSE in the syllabus design
 - ❖ Integration of CVL methodology with sound research
 - ❖ Integration of assessment of teaching and learning with CEFR
- The CVL team are a strong research group with the expertise from different sectors in Wales and England. It is supported by a panel of Chinese linguistic experts and UWTSD's staff with expertise in Welsh Linguistics, Education and Teacher Training.
- CVL teaching materials encourage coherence with other subjects within the broader Welsh curriculum. It balances consolidation and pace in learning.

Don't make the complex complicated
It's the teaching that counts.
(Donaldson, 2015b)

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谢谢
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