

Opportunities and Challenges in the Development of Chinese Language Teaching in Multilingual Europe

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IRAAL at UCD, 17 January 2012

Opportunities and Challenges in the Development of Chinese Language Teaching (CLT) in Multilingual Europe

- I. Development of for CLT in multilingual Europe
- II. Opportunities and challenges in CLT
- III. The European Benchmarking Chinese Language project
- IV. Concluding remarks

I. Development of for CLT in multilingual Europe

CLT DEVELOPMENT IN MULTILINGUAL EUROPE

- CLT development in the world and Confucius Institutes
 - 40 millions of learners of Chinese world-wide
 - Drivers for such development and increase
 - Promotion from the Chinese government
 - Some 357 Confucius Institutes and 476 Confucius Classrooms in over 100 countries with over 360,000 students

I. Development of for CLT in multilingual Europe

CLT DEVELOPMENT IN MULTILINGUAL EUROPE

- CLT development in multilingual Europe
 - Policy
 - Primary and secondary
 - Tertiary
 - Practice
 - Primary and secondary
 - Tertiary

I. Development of for CLT in multilingual Europe

CLT DEVELOPMENT IN MULTILINGUAL EUROPE

- Implications of the development
 - Demand and provision
 - Quality of the provision
 - Opportunities and challenges

II. Opportunities and Challenges in CLT Development

A. OPPORTUNITIES

- Continuing demand from stakeholders
- Growing general and public interest
- Resources and use of technologies
- Many more efforts and initiatives than before
- Growing networks
- Multilingual Europe

More challenges now and ahead

II. Opportunities and Challenges in CLT Development

B. CHALLENGES

- Awareness of non European languages such as Chinese
- Mainstreaming CLT to become integral part of MFL
- Benchmarking Chinese language based upon CEFR
- Training qualified teachers
- Research into the learning and teaching of CLT
- Material development and use of technologies
- Collaboration and sharing of best practice in MFL, within and across institutions, and regionally, nationally and internationally



III. The EBCL project

BACKGROUND

- Increasing demand and provision for Chinese language in Europe
- Increasing collaboration between Europe and China
- CEFR and CEFF based Language Portfolio
- Need for coherence in Chinese language learning, teaching and assessment
- Interest in CEFR from outside Europe
- Shared interest from colleagues and institutions






III. The EBCL project

OBJECTIVES

- A framework of competence descriptors for Chinese in European context for adults and schools
- Raising awareness of linguistic differences between Chinese and European languages
- Network in Europe and beyond for universities, teachers, and other institutions concerned
- A dynamic database of universities in Europe that offer Chinese language teaching





III. The EBCL project

PROJECT TEAM

Partner and associated partners :

- Rennes II, France
- Freie University Berlin, Germany
- La Sapienza, University of Rome, Italy
- School of Oriental and African Studies, University of London, UK

- Collège-Lycée Emile Zola de Rennes, France
- Geschwister Scholl Gesamtschule, Germany
- The Convitto Nazionale di Roma "Vittorio Emanuele II", Italy
- Kingsford Community School, UK





III. The EBCL project

PROGRESS

- Survey of European universities and use of CEFR for their teaching of Chinese – Rome Seminar, 19-20 May 2011
- Survey of existing descriptors and a proposal for A1/2 – Paris Seminar, 14-15 Oct 2011
- Consultation seminar – Berlin, March 2012
- Project launch for both versions – Brussels, summer or early autumn, 2012
- Project website: www.ebcl.eu.com






III. The EBCL project

IMPLICATIONS

- Comparability of learning outcomes
- Course and syllabus design
- Material/textbook development
- Assessment contents
- Quality of information and services
- Foundation for a common platform to communicate with language teaching professionals and the mainstreaming of Chinese language teaching





III. The EBCL project

The EBCL project with EU funding presents a good opportunity for Chinese to truly become a member of European modern foreign language (or languages in Europe) family

It needs and welcomes collaboration and support from all stake holders, especially institutions and professionals involved in Chinese language teaching



IV. Concluding Remarks

- ❖ CLT at in an important development stage in multilingual Europe and elsewhere
- ❖ Changes required at various policy levels
- ❖ Differences in practices to continue
- ❖ Both short and long term measures and plans needed
- ❖ Collaboration and sharing critical

Thank You!

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