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## Creating a TCFL Network within Nordic Universities: Action and Reflection

Panel: Education and professional development of Chinese language teachers

With the growth in learning Chinese as a foreign language (abbreviated into TCFL) in a global scale, there is a pressing need for universities to deliver high quality TCFL to the learners. This requires teachers to develop and to apply the latest knowledge within the field both theoretically and pedagogically. However, due to small size of Chinese study program and limited TCFL staff within Nordic universities, issues of TCFL teacher development have not been sufficiently addressed. To address this concern, this paper will focus on studying the case of the newly-established project entitled 'NordNet TCFL 2016' funded by Nordplus Higher Education. The project aims to enhance TCFL and strengthen CFL teacher network. During the project, CFL teachers from Aarhus University, Denmark; Stockholm University, Sweden and Oslo University, Norway conduct three 'teacher mobility' activities. Each activity entails visiting one or two partner universities, observing classes, and discussing methodological issues. The 1st activity took place on Oct. 17-18, 2016 at Stockholm University, Sweden. The 2nd activity took place on Oct. 27-28, 2016 Aarhus University, Denmark. The 3rd activity will take place in March, 2017 at Oslo University, Norway. During each activity, surveys are issued and questions are posed. The preliminary analysis from two completed activities and surveys show that three challenges face the growth of TCFL and professional development of teachers. (1) lacking research-based subject-didactic knowledge specific to TCFL to Danish, Swedish and Norwegian learners; (2) problematic focus on English-language CFL textbooks (i.e., Danish/Swedish/Norwegian-textbook on TCFL are needed); (3) little guidance on the ways to train local novice non-native speakers to become qualified CFL teachers. Finally, we offer suggestions for reconsidering TCFL teacher education in an effort to foster a research-based subject-& country-specific didactic education program, and call for establishing a permanent CFL teacher network.