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The Development of a Professional Chinese Language Education Package for Primary Schools in Wales Chinese Visual Learning (CVL) Project Case Study

Panel: Chinese language teaching in primary and secondary schools in Europe

The Development of a Professional Chinese Language Education Package for Primary Schools in Wales

Chinese Visual Learning (CVL) Project Case Study

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Key words: Chinese, Visual Learning, Local Teacher Training

This paper provides a case study of the Chinese Visual Learning (CVL) project developed through the Confucius Institute at the University of Wales Trinity Saint David (UWTSD), and the use of this method in developing a TCFL teaching training program in Wales. Funded by the Chinese Government agency, Hanban, this project is composed of three stages: designing the teaching materials to meet the educational ethos of teaching and learning in Wales; training non-native, local MFL teachers to teach Chinese, and the final stage of cognitive and metalinguistic research into the CVL methodology. This project presents the opportunity to create a stable, continuous and sustainable learning environment for Chinese language acquisition in Wales starting with pupils at Key Stage 2 (KS2, years 3-4, ages around 7-9).

This conference paper focuses on the first phase of designing CVL teaching material. It includes the development of Welsh and English language versions of the teaching materials and classroom resources through collaboration with experts in Modern Foreign Languages within the home institute as well as with specialists in TCFL.

There are two parts to this paper:

- In the first section, the project leader KRAJEWSKA Krystyna (UWTSD) will introduce the initial

concept and the follow the development of the CVL project in detail. The CVL approach enables learners to gain ground rapidly through the use of colour and shape coding. The case study demonstrates how the Confucius Institute at UWTSD has collaborated with UWTSD's specialist Welsh language publisher, and specialists in TCFL across different research and academic disciplinary subjects. The experts have together contributed to the design of the CVL teaching materials with both teacher training and learners' needs in mind.

- In the second section, Dr. SONG Lianyi (SOAS) will examine the role of CEFR in shaping the design of the syllabus and the teaching materials. This an example of best practice in co-working among experts in TCFL across the UK in order to deliver a programme of the highest standard.