Efficient Integration of Mandarin Chinese into the Mainstream MFL Curriculum

Shan Lane

Introduction

• Brief introduction of myself

• The purpose of this workshop
  ➢ To highlight efficient ways
  ➢ To raise discussion points

1. Where to start?
1. To normalize Chinese
   Pronunciation—
   English and French learning: starting from alphabet
   Chinese: starting from pinyin as a unit, while highlighting the problematic letters in the alphabet, e.g. z, c, s, j, q, x, r. The focus should be on teaching the 4 tones. (lesson 1)

2. Greeting and self-introduction (lesson 1)

3. Numbers


2. How to work out the focus of Mandarin SOW?

• SOW focus—to combine teaching language content with language skills
  ➢ To ensure the topics are consistent across the department, while the needs to pursue varying language points

  French—verbs (er, ir, re, irregular), 3 tenses (4th-conditional), gender (masculin, feminin), adjective agreement, plural, connectives, etc.

  Chinese—verbs and tenses are relatively easier, no adjective agreement, while the use of prepositions (e.g. 把) and different features in structure should be the focus.

  e.g. I will play football with my dad tomorrow.
  Je jouerai au foot avec mon père demain.

  a. 我会踢足球和爸爸明天。
  b. 明天我和爸爸会踢足球。

3. How to assess language skills?

Assessment focus and arrangement:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Where you live?</td>
<td>Clothes ordering</td>
<td>Market shopping</td>
<td>Food shopping at the market</td>
<td>Media</td>
</tr>
<tr>
<td>Writing &amp; reading &amp; listening</td>
<td>Speaking &amp; listening</td>
<td>Speaking &amp; reading &amp; writing</td>
<td>Speaking &amp; reading &amp; writing</td>
<td>Speaking &amp; reading &amp; listening</td>
<td>Writing &amp; reading</td>
</tr>
</tbody>
</table>

Mandarin Equivalent KS3 Level Description

Adapted by Shan Lane. This is not official NC Mandarin level description.
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4. Cultural awareness

- French culture: students have easier access to the authentic culture and more exposure to the language in everyday context.

- Chinese culture: the teacher must be proactive in bringing Chinese culture to students’ attention.

Discussion points

1. How do you measure Mandarin KS3 progress in your teaching context?

2. What alternative criteria do you refer to in terms of measuring KS3 MFL progress, other than NC MFL level description?

3. Is it necessary to have consistent methods to measure KS3 MFL progress across the nation?

4. How do we promote Mandarin beyond the top tier students?

Thank you!
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