

CERF, EBCL and University Chinese Language Teaching

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1. Setting the scene
2. CEFR and Chinese
3. EBCL project and its recommendations
4. EBCL recommendations and implications for university Chinese language teaching
5. Concluding remarks

I. Setting the scene

- CEFR – Common European Framework of References for languages (2001, Council of Europe)
- EBCL – European Benchmarking Chinese Language project (2010-2012)
- Seminars Oct 2012 in Brussels and March 2013 in Beijing
 - Can-do statements and 7 supporting documents

2. CEFR and Chinese

- CEFR and development

The Common European Framework of Reference for Languages (CEFR) has revolutionised the way we think about languages in Europe. Despite this much remains to be done to put its ideas into practice

– Real CEFR 2011

- Languages included in the CEFR profile

- 欧洲语言共同参考框架不只是为欧洲语言设计的，而是在欧洲范围内语言教学的框架，也基本符合汉语的标准 (转引宋连谊, 《汉语世界》2013)

- European means European languages (Pearson CEFR Guide)

3. EBCL and its recommendations

- 欧洲汉语基准项目（EBCL）是由欧盟资助的，依据欧洲语言共同参考框架文件，为欧洲汉语学习者和使用者制定的汉语能力基准框架，以便于他们能够参考此基准学习汉语、使用汉语。（转引Bellassen, 《汉语世界》2013）
- Principles for EBCL project
 - Language use in multilingual and multicultural Europe, now also including less widely used languages, e.g. minority languages and immigrant/community languages
- Approaches to EBCL project
 - All the languages are equal and thus treated the same: Council of Europe – are all the languages used the same way?
 - Not all languages are equal in their use and status, and degree of perceived difficulty, thus they should be treated differently

3. EBCL and its recommendations

EBCL seven supporting documents

1. EBCL proposed list of topics/ themes
2. Functions
3. A1 characters (320)
4. A2 characters (650)
5. A1-A2 lexical items for written production (940)
6. A1 lexical items for oral productions (589)
7. A2 lexical items for oral productions (1245)

3. EBCL and its recommendations

顾安达还介绍了欧洲汉语教学要用多少时间来达到一个标准。平均来讲，**A1**如果不教汉字的话，可以用**100-150**个学时来完成。**B1**听说读写水平大概要用**1000**个小时；要达到**B2**水平，必须到中国留学一年。

（《世界汉语》2013）

Is there any future for university Chinese language teaching at all?

4. EBCL recommendations and implications for university Chinese language teaching

- Huge gap between ability described in the EBCL framework, the stated attainment levels and the actual achievement
- Constraints of university Chinese language teaching
 - Contact and study hours
 - Stated attainment levels if CEFR related
- Language competence framework and syllabi of university language courses – confusion

4. EBCL recommendations and implications for university Chinese language teaching

- New HSK - Chinese language proficiency for speakers of Chinese as a second/foreign language
- Controversies and discussions
 - Association with CEFR
 - Very limited vocabulary
 - Pinyin and character writing

4. EBCL recommendations and implications for university Chinese language teaching

HSK and CEFR by Hanban

新HSK	词汇量	国际汉语能力标准 (CLPS)	欧洲语言框架 (CEF)
HSK 六级	5000 及以上	五级	C2
HSK 五级	2500		C1
HSK 四级	1200	四级	B2
HSK 三级	600	三级	B1
HSK 二级	300	二级	A2
HSK 一级	150	一级	A1

Sources: http://english.hanban.org/node_8002.htm

4. EBCL recommendations and implications for university Chinese language teaching

- CEFR – a European language framework with mismatch for other non-European languages and multilingual objectives
 - Universality and partial competence
- EBCL – CEFR is replicated with differences, but falls short of its objectives
 - CEFR and HSK
- Rethink of objectives and design of the courses, materials and teaching approaches

4. EBCL recommendations and implications for UCLT – a few areas to consider

- Chinese language in the European context
- Intercultural and cross cultural competences
- University Chinese language course objectives and design
- Course objectives and time allowed for them with regard to domains, levels and complexity of functions, linguistic and cultural elements of the language
- Collaboration in CLT and with other non-European languages
- Research into effective and efficient ways of Chinese language learning (acquisition) and teaching (approaches, materials, and assessment etc)

5. Concluding remarks

Chinese language teaching needs to get into main stream of foreign language teaching in Europe, thus CEFR is relevant

CEFR is rooted in European context though some of its communication functions may be “universal” and proposed accompanying language portfolio useful

Differences between the competence framework descriptors and course syllabi – course objectives

Time and other conditions needed to achieve “full” competences in language

Thank you!

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