

# ICLON

## Learning Chinese at School in the Netherlands

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22<sup>nd</sup> May 2012



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**ICLON**



1. How did it all start?
2. Giving the subject a name
3. Place in the curriculum
4. Outlines of the curriculum
5. CEFR
6. Master Programme on Chinese education

# How did it all start?

- **2004**: Koning Willem I College “top class” in senior general secondary education and pre-university education: Chinese language and culture 3h/week
- **2006**: Secretary of State for Education: permission to Hilversum Municipal Gymnasium: experimental school subject in the final examination





- **2008**: SLO (Netherlands Institute for Curriculum Development) was commissioned:
  - to write a curriculum proposal for Chinese with a description of:
    - Attainment targets
    - Examination programme
  - to explore the possibilities to gear the examination programme to the levels of the CEFR

# Because:

As soon as there is an examination program for Chinese that corresponds as much as possible to that of other modern languages, the subject will get the same status as other official school languages in the educational system

# Additional condition

The importance of starting a teacher training education programme on a Master level in order to deliver qualified teachers



- **2009**: the **SLO** and **ICLON** (Leiden University Graduate School of teaching) were allocated a subsidy by the Ministry of Education for a 3-year pilot project in order to:

**“gather data on the attainability, feasibility and testability of the proposed learning contents and target goals.”**

9 schools involved, results will be published  
2013



- **Meanwhile:** approx. 40 other schools have taken the initiative to teach Chinese in some form or the other.

# Reasons for introducing Chinese as a subject in the school curriculum

School vision on education:

e.g.: prepare pupils to become world citizens.

Surplus value is that the subject prepares pupils to establish a link between Western and Oriental culture and develop an awareness and understanding of the similarities and differences between the two.



## 2. Giving the subject a name

### *Chinese language and culture*

1. Factual knowledge about history, geography, art, literature and philosophy
2. The encounter with Chinese society and everyday life, traditions, habits, living circumstances, eating habits, values, social conventions and rituals



# 3. Place in the Curriculum

Three schooltypes:

1. General Secondary Education (5 years)
2. Pre-University Secondary Education (6 years)
3. Gymnasium (= 2 + Latin and/or Greek) (6 years)

Advice: Pre-University level and Gymnasium

At this moment, most schools teach Chinese in extracurricular time in lower as well higher secondary education.

In the fourth year:

Choice of a Profile which involves a subject combination. Next to a common group of subjects, pupils have to make a choice out of different subjects to form the so-called optional component. In addition to English in the common group of subjects, pupils have to choose 1 or 2 other modern languages (F, G, Sp, Ar, T, I) for the optional component.

Chinese as a modern language in the optional component

All subjects are assessed in the final year. In contrast to the other modern languages, Chinese is not assessed centrally in a national exam, but by each school individually.

# Working load

- 2 variants:
  - Long variant (5 to 6 years), starting in grade 1 or 2
  - Elementary variant (3 year), starting in grade 4

Grade 1: 1 h/week

Grade 2 and 3: 2 h/week

Grade 4 and 5: 3 h/week

Grade 6: 2 h/week

NB: 1 h = 45-50 minutes



- Total of 480 hours, including time spent on selfstudy (320 for for elementary at the expence of culture)

# 4. Outlines of the Curriculum

1. Spoken interaction and spoken production
2. Listening
3. Reading
4. Written production
5. Chinese culture



Task based approach, as much as possible  
creating realistic situations

All assessed to an equal percentage of 20 %

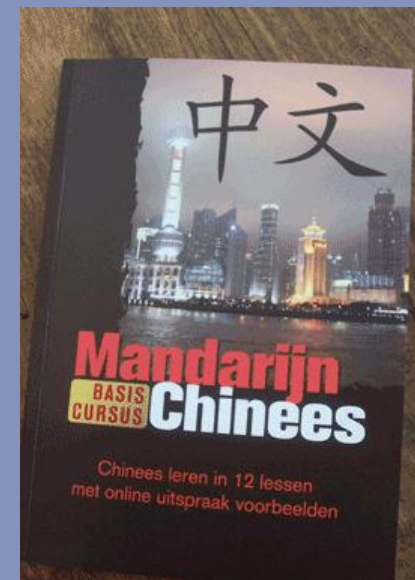


# Chinese culture

- The candidate can (by means of examples) give an overall picture of the various cultural manifestations of Chinese culture
- The candidate can give a substantial report of his/her experiences with some Chinese cultural manifestations
  - Language
  - Knowledge of the country and the people
  - Knowledge of history
  - Chinese literature
- How to assess: e.g. in the form of a portfolio in addition to knowledge tests. Beware: the difficulty of grading.
  - Written report
  - Oral presentation
  - Video presentation
  - Exhibition
- Collaboration with other subjects: history, geography, economics, sociology, music and art

# Teaching material

- Material produced in:
  - China
  - UK and US
  - Netherlands
- Each teacher individually



# 5. CEFR

A2 and A2 minus

The Pilot Project: Chinese at School

# 6. Master Programme on Chinese education