

Schola Europaea

Office of the Secretary-General

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CHINESE LANGUAGE AND CULTURE IN THE EUROPEAN SCHOOLS

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting on 3, 4 and 5 December 2019 – Brussels

INTRODUCTION

On the 14th of September 2015, an agreement was signed between the Confucius Institute Headquarters (HANBAN) and the directors of the four European Schools in Brussels with the aim of establishing a Confucius classroom. The main objective of the Confucius classroom is to promote Chinese language and culture through curricular and extracurricular courses and to strengthen links between Chinese schools and European Schools through the organization of cultural events and pupils' exchanges.

The current agreement will expire on the 14th of September 2020

1.- CHINESE IN THE EUROPEAN SCHOOL CURRICULUM.

More than 15 years ago a syllabus for a complementary course for the years secondary 6 and 7 on Chinese language and culture has been approved by the Board of Inspectors. Since then in some schools the Complementary course could be activated. More recently the syllabus for a L5 Chinese language has been approved. During the more recent years, the European Schools in Brussels have organized courses of Chinese language and culture and L5 Chinese within the school curriculum.

These were the numbers of pupils registered in these courses for the school year 2018-19:

	S6		S	Totals	
	CHN	L5CH	CHN	L5CH	IOLAIS
Brussels I (UCC)	8	-	7	-	15
Brussels II	9	7	-	7	23
(WOL)					
Brussels IV	-	4	-	7	11
(LAE)					
Totals	17	11	7	14	49
iotais	2	8	2	1	49

And these ones, those for school year 2019-20:

	S6		S7		Totals
	CHN	L5CH	CHN	L5CH	IOLAIS
Brussels I (UCC)	25	-	7	-	32
Brussels II (WOL)	-	-	5	4	9
Brussels III (IXL)	-	9	-	-	9
Brussels IV (LAE)	-	12	-	4	16
Totals	25	21	12	8	66
iotais		46	2	.0	00

We can observe that numbers are increasing.

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Teachers delivering those courses are recruited by the Directors of the schools and under their sole responsibility, like for any other locally recruited teacher.

The inspector in charge of the common L5 syllabus for all languages last school year, Mrs. Karin Eckerstorfer¹, Austrian Secondary Inspector, constituted the working group "Complementary Course L5 Chinese".

The working group met for the first time on Thursday, the 29th of November, 2018 at 14.00 at the European School of Brussels IV. The group was composed of the inspector, president of the working group and 3 teachers of Chinese language from the European Schools in Brussels.

At that meeting the teachers confirmed that most parts of the complementary course syllabus for all L5 languages is also applicable for Chinese. It was noted that a few remarks needed to be included in an annex. The teachers committed to provide a Chinese version of the L5 syllabus and attainment descriptors by January 2019.

The L5 Chinese syllabus in Chinese language, with the annexed remarks, was presented to the Board of Inspectors and approved in February 2019. It is document 2017-09-D-25-zh-2.

2.- CHINESE AS AN EXTRACURRICULAR ACTIVITY.

Since the setting up of the Confucius classroom in the European Schools of Brussels, extracurricular courses of Chinese language and culture have been organised, either by the schools themselves of through the Parents' Associations (APEEE) of the European Schools in Brussels. Also in this case, animators of the extra-curricular activities are recruited under the sole responsibility of the organising Institution (school or APEEE). Volunteers help in the organisation.

These courses are aimed and adapted at all levels: Nursery, Primary and Secondary cycles. Some schools also offer courses for adults (parents and teachers in the school).

Every school year over 100 pupils take part in those courses.

3- CHINESE BRIDGE SUMMER CAMP

The Chinese Bridge Summer Camp is part of the agreement between the Confucius Institute Headquarters (HANBAN) and the European Schools in Brussels. It consist of an exchange of pupils among Chinese schools and the European Schools in Brussels.

HANBAN appointed the Experimental High School attached to Beijing Normal University (EHS-BNU) to act as host of the pupils of the 4 European Schools in Brussels. The stay in Beijing is normally two weeks long and includes visits to other places.

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¹ Mrs. Eckerstorfer finished her mandate last school year and she has been replaced by the Austrian Secondary Inspector, Mrs. Karin Steppan, who will take up her dossiers.

To this initiative, the Nanjing Foreign Cultural Exchange Center and the Nanjing International Exchange Center added up and appointed the Yuhuatai School depending of the Nanjing University of Art to host our pupils for one more week. Our pupils visit China during the summer.

The department of Education and Culture of the China mission to the EU coordinates the reception of the Chinese pupils visiting Europe in exchange through the China-Belgium Art & Culture Society. Chinese pupils normally visit the European Schools in Brussels during autumn/winter and they stay only for one week in Brussels since they take the opportunity to also travel around the rest of Europe.

During their week in Brussels, they stay in families and the European Schools organize for the Chinese pupils a specific program, comprising lessons and activities in the four schools and visits in and around Brussels

Here is the number of European School pupils that took part, since the signature of the Confucius classroom agreement.

Year	Number of participants	Total weeks	Destination
2016	32	3	Beijing, Xi'an, Nanjing
2017	34	3	Beijing, Tianjin, Nanjing
2018	35	3	Beijing, Chengdu, Nanjing
2019	35	3	Beijing, Dungjuan, Nanjing

4.- CULTURAL ACTIVITIES

In the frame of the Confucius classroom, the European Schools of Brussels also organize a good number of cultural activities. Such as the following:

- Chinese New Year Celebration
- Calligraphy workshops
- EU-China Friendship Day
- Chinese Puppet Show
- Chinese Fairy Tales Show

Volunteers help in the organisation.

5.- RATIONALE

In the last years, China's relationship with the European Union has grown considerably. This has also brought a great interest in the Chinese language and culture in Europe, in general.

Curricular and extracurricular activities organized in the area of Chinese Language and Culture in the European Schools in Brussels have grown over the past years, showing a growing interest.

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The contacts and co-operation between the Brussels schools, the Office of the Secretary General of the European Schools and the department of culture and education of the China mission to the EU have also been developing steadily, with regular participation in joint meetings, cultural and representative activities.

At the same time, other European Schools are giving signs of their interest to participate in a framework similar to the one agreed by the European Schools of Brussels in 2015.

6. OPINION OF THE JOINT BOARD OF INSPECTORS

The JBI expressed a favourable opinion on the proposal to extend the agreement with the Chinese mission and its application to other European Schools and Accredited European Schools which would be interested. Nevertheless, one inspector expressed concerns regarding the institution, given its controversial reputation.

The JBI invited the Joint Teaching Committee to give a favourable opinion and invited the Board of Governors to give the Secretary General a mandate to negotiate a renewal and an extension of the agreement with the Mission of China to the European Union.

7. OPINION OF THE JOINT TEACHING COMMITTEE

The JTC was in favour of continuing activities that were designed to promote Chinese language and culture, considering its competitiveness in the world, provided that European core values, such as democracy, freedom, tolerance and inclusivity, were respected and preserved whilst doing so. Nevertheless, the Swedish and Austrian Inspectors expressed their concerns regarding the institution, given its controversial reputation, teachers voiced a strong opposition and Interparents reported having received feedback from some schools, where new actors had seemed to be trying to enter the programme with a completely different perspective. Directors strongly supported the continuation and the enlargement of the cooperation on Chinese language and culture. It was desirable to ensure that any new cooperation was based on the same principles established in the previous agreement and that it remains a purely cultural programme, in the sole interest of the pupils involved. The JTC invited the Board of Governors to mandate the Secretary-General, representing all ES, to negotiate with the Mission of China to the EU renewal of the agreement with the HABAN and the possible extension of its application to other ES, while taking into account the abovementioned comments of the JBI and the JTC.

8. PROPOSAL

Given the fact that the current agreement of HANBAN with the four European Schools of Brussels will expire on the 15th of September 2020, it is proposed to the Board of Governors of the European Schools to give mandate to the Secretary General to negotiate with the China Mission to the European Union a renewal of the agreement signed with HANBAN by the European School of Brussels, in view to extend its application to other interested European Schools and eventually interested Accredited European Schools.

The proposed revised agreement will be submitted to the Board of Governors meeting in April 2020, in view to eventually give mandate to the Secretary-General to sign it.

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AGREEMENT BETWEEN THE CONFUCIUS INSTITUTE HEADQUARTERS AND

EUROPEAN SCHOOL BRUSSELS II, EUROPEAN SCHOOL BRUSSELS II, EUROPEAN SCHOOL BRUSSELS III, EUROPEAN SCHOOL BRUSSELS IV FOR THE ESTABLISHMENT OF THE CONFUCIUS CLASSROOM AT EUROPEAN SCHOOLS (BRUSSELS)

In order to strengthen educational cooperation between China and the European Union, support and promote the development of Chinese language education of primary and middle schools, and increase mutual understanding and friendship between the young people of China and the European Union, the Confucius Institute Headquarters ("the Headquarters") and European School Brussels I , European School Brussels II , European School Brussels IV ("the Four European Schools")hereby agree as follows:

Article 1 Purpose

The purpose of this agreement is to identify the rights and responsibilities

of the Headquarters and the Four European Schools in the establishment of the Confucius Classroom at European Schools (Brussels) ("Confucius Classroom").

Article 2 Character

The Confucius Classroom shall be a non-profit institution with the purpose of enhancing understanding and friendship between the young people of China and the European Union by sponsoring courses of Chinese language and culture.

Article 3 Executive Institution

The Headquarters will authorize and appoint the Experimental High School Attached to Beijing Normal University ("EHS-BNU") to construct the Confucius Classroom with the Four European Schools as the Chinese executive institution. The parties of cooperation can sign the supplementary agreement on matters not settled by this Agreement. The supplementary agreement should be audited by the Headquarters and the Four European Schools before signing.

The Confucius Classroom must be launched in one year after this agreement signed.

Article 4 Scope of Activities

The Confucius Classroom can serve the following purpose according to the needs and particular circumstances of each of the Four European Schools participating in this Confucius Classroom agreement:

- 1. Teach Chinese, support the teaching of Chinese and sponsor cultural activities and Chinese competitions;
- 2. Train teachers to teach Chinese in primary and secondary schools;
- 3. Organize summer and winter camps to China for primary and secondary school students;
- 4. Provide teaching materials for Chinese language and culture;
- 5. support the exchange program between European Schools at Brussels and certain schools in China which are already existing or will be identified:
- 6. Support further agreed developments.

Article 5 Organization

The Confucius Classroom shall have a Board of Advisors. The Headquarters and the Four European Schools shall nominate their respective members of the Board of Advisors. The Board of Advisors shall have the responsibility for the operation of the Confucius Classroom. The European School Brussels IV will be responsible for making contact with the Headquarters and the EHS-BNU.

The Confucius Classroom activities must be in accordance with the Constitution and By-laws of Confucius Institutes, and also respect cultural customs.

Article 6 Obligations

The obligations of the Headquarters:

- 1. To authorize the use of the title "Confucius Classroom", logos and Classroom emblems.
- 2. To provide necessary start-up fund and equipment for teaching and cultural activities, and provide a set amount of annual fund according to needs.
- 3. To provide 1,000 volumes of books, audio-visual, multimedia materials and course-wares, and to authorize the use of online courses.
- 4. To send Chinese instructors or volunteers according to needs and pay for their air fares and salaries. The Headquarters are responsible for ensuring that the Chinese instructors or volunteers are fit to be in contact with children and that they fulfill the national legislative requirements in terms of child protection as set up in the Belgian Law.

The obligations of the Four European Schools:

- 1. To support the provision of an operational base for the Confucius Classroom at the its own school and be responsible for the management and maintenance of the facilities used by the Confucius Classroom within its school.; allow access to the classrooms of the other European Schools of Brussels for the activities organized by the Confucius Classroom
- 2. To provide necessary administrative personnel (full time or part-time), the related payment, European School Brussels IV should open the special account for the Confucius Classroom.

- 3. To provide necessary working conditions for the Chinese instructors or volunteers.
- 4. Assist the Headquarters with immigration procedures as far it is legally able to do so.
- 5. Agree to discuss with the Headquarters any further requirements of the Confucius Classroom.

Article 7 Financial Support

The Confucius Classroom will be jointly funded by the Headquarters and the Four European Schools. The contribution of the Four European Schools will be the local coordination of the Confucius Classroom activities, the provision of classrooms, their operating costs and access to the schools' ICT infrastructure.

Article 8 Intellectual Property

The Headquarters exclusively owns the title of "The Confucius Classroom", its related logo, and plaque (or badge) as its exclusive intellectual property. The Four European Schools, cannot continue applying or transfer the title, logo, and plaque (or badge) in any form, either directly or indirectly, after this agreement has been terminated. The Headquarters owns the intellectual property rights over the title "Confucius Classroom". In the event of any dispute, the parties should

seek to settle the dispute between themselves or, if this is not possible, seek resolution in accordance with Belgian mediations procedures, laws and regulations.

Article 9 Revision

With the consent of the all parties, this Agreement may from time to time be revised through a process of negotiation and discussion in a spirit of cooperation and good will and any revisions will be made in writing, in both English and Chinese, and signed by authorized representatives of the parties.

Article 10 Term

The Agreement shall be effective on the date when the parties sign below. The Agreement shall have a period of validity of 1 year. If, during the 90 days before the end of the Agreement, neither party notifies the others in writing that it wishes to terminate the Agreement, then it will automatically be extended for another 4 years.

Article 11 Force Majeure

Parties hereto will be released from their obligations under this agreement in the event of a national emergency, war, prohibitive government regulation or any other cause beyond the control of the parties hereto that renders the performance of this agreement impossible. In the event of such circumstance, the party under the situation shall inform the other parties so the program may be delayed or terminated in order to mitigate the loss of the other parties.

Article 12 Termination

This Agreement shall be terminated in one of the following cases:

- 1. Either party may terminate this Agreement upon giving written notice at least six months in advance of their intention to terminate.
- 2. The parties have no aspiration of cooperation at the expiration of the term.
- 3. The Agreement can not go through or cannot achieve the anticipated aim because the articles of this agreement have not been applied.
- 4. If the act of one party of the Agreement severely harms the image and reputation of the Confucius Classroom, the Headquarters will terminate the Agreement immediately and reserve the right of claiming.
- 5. The Agreement cannot go through because of force majeure.

The termination of the Agreement can not affect some other agreement, contract and program between the parties.

Before the Agreement is terminated, the Four European Schools in concertation with one another should make appropriate arrangements concerning the enrolled students and other activities in the Confucius Classroom program.

Article 13 Dispute Settlement

In the events of any dispute, the parties should consult with each other friendly or submit to the jurisdictional organ at the place this Agreement signed.

Article 14 Agreement: Language

This Agreement is written in Chinese and in English. Each party shall keep one copy in Chinese and one copy in English of the signed Agreement. The Agreement, in both languages, shall have the same effect.

Article 15 Other Terms

The parties to this Agreement will treat this Agreement as confidential and will not, without prior written consent, publish, release or disclose or permit supplied to, obtained by, or which comes to the knowledge of each parties as a result of this agreement except insofar as such publication, release or disclosure is necessary to enable each party to fulfill their obligations under this Agreement.

Other matters not settled by this Agreement shall be solved through friendly, cooperative negotiations between the parties. Confucius Institute

Headquarters (HANBAN)

Deputy Chief Executive

HU Zhiping

Date:

2015,9,14

European School Brussels I

Director

Antonia RUIZ ESTURLA

European School Brussels II

Director

Simon Sharron

European School Brussels III

Director

Antonio Pino

European School Brussels IV

Director

Wulf SCHLABE

Date:



Schola Europaea

欧洲学校

Office of the Secretary-General Pedagogical Development Unit 教育发展科

秘书长办公室

编号 / Ref.: 2017-09-D-25-zh-2 中文版 CHINESE VERSION

所有第五语言教学大纲——补充课程 (第6~第7年级)

Syllabus for all L5 Languages - complementary course (S6-S7)

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 12 AND 13 OCTOBER 2017 IN BRUSSELS

本大纲由联合教学委员会于2017年10月12-13号和鲁塞尔会议上批准执行。

Entry into force on 1 September 2018 for S6

on 1 September 2019 for S7

中学6年级从2018年9月1日起开始城行。

中学7年级从2019年9月1日起开始标一

Attainment descriptors: on 1 September 2019 for S6 on 1 September 2020 for S7

评价标准

中学6年级从2019年9月1日起开始城行。

中学7年级从2020年9月1日起开始城行。

引言:

第五语言补充课程是为那些对语言学习真正有兴趣的学生设计的。课程旨在培养学生用新的外语进行交流的能力,同时拓宽他们的文化视野。

此课程是专门为初学者设计的。

学习目标以《欧洲委员会欧洲共同语言框架》(简称 CEFR)的水平作为参考基准。

第五语言中级教育高段	达成水平
(中学6年级和7年级)	A 1

欧洲学校体系中的外语学习和教授参考以下 CEFR 基准:

L2	C1
L 2 高级	C 1 +
L 3	B1+
L 4	A2 +

1.总体目标

欧洲学校的中级教育有两个目标:提供正规的、以学科为基础的教育,和鼓励学生在更广泛的社会文化背景下的个人发展。正规教育包括在每个学科领域内获得知识和理解、概念和技能。个人发展是在一定的精神、道德、社会和文化背景下进行的,它包括对于得体举止的认识、对于学生工作和生活环境的理解,以及个人身份的发展。

这两个目标在实践中不可分割,是在提高对欧洲丰富文化的认知中培养的。应该利用欧洲共同生活的认知和经验引导学生更加尊重欧洲各国家各地区的传统,同时发展和维护自己的民族特性。

欧洲学校的学生是未来的欧洲公民和世界公民。因此,要想应对迅速变化的世界带来的挑战,他们需要一系列的能力。2006 年,欧洲理事会和欧洲议会通过了《欧洲终身学习关键能力框架》,它明确了个人实现和发展、积极公民身份、社会包容和就业所需的八个关键能力:

- 1.用母语交流
- 2.用外语交流
- 3.数学能力与科学技术基本能力
- 4.数字能力
- 5.学会学习的能力
- 6.社会能力和公民能力
- 7.主动精神和创业精神
- 8.文化意识和文化表达能力

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欧洲学校的课程旨在培养学生的所有这些关键能力。语言教学大纲对培养学生的交际能力,社会能力和公民能力,以及学生的文化意识和表达能力都有着重要的意义。

第五语言的课程起点为零基础,供中学六年级和七年级的学生选修,每周两课时,连续学习两年。

2. 教学原则

以下教学原则旨在指导第五语言的教与学:

- ▶ 语言交际能力是一个整体学习目标。
- ▶ 听力、阅读、口语互动三项技能优先;口语成段表达和书面表达能力次之。
- ▶ 教与学应借鉴学生现有的语言技能和学习策略。
- ▶ 多方面的学习资源,包括数字资源,能够支持学生习得目标语言。
- ▶ 在语法、形态学和词汇教学中,应把实用性放在首位。

上述清单并未穷尽所有原则, 也非按重要性排序。

3. 中级教育高段的学习目标 (中学六年级和七年级)

七年级学习结束时,学生应该能够:

- 1.当人们说话缓慢而清晰时,能够理解与自己、家庭、环境相关的熟悉的词语和日常表达:
- 2.阅读和理解日常性质的简短文本;
- 3.以简单的方式互动,就实际需要或非常熟悉的话题上提出和回答简单的问题;
- 4.用简单的短语和句子描述熟悉的人和事;
- 5.就熟悉的话题写简短的文段,能填写表格;
- 6.展示对目标语言国家/社区文化的某些方面的基本理解;
- 7.将他/她现有的文化意识的要素与目标国家/社区的文化要素联系起来;
- 8.识别和应用学习语言的基本策略;
- 9.将基本的学习技巧和工具运用于目标语言的学习。

4. 学习内容

到第7年级结束时,学生应该已经习得:

- ▶ 发音、语调和拼写规则;
- ▶ 基本词汇和表达:
- ▶ 基本形态学和基本语法结构知识;
- > 字典和其他资源,包括数字资源的使用;
- ▶ 对目标语言国家/社区文化的某些方面的认识;
- ▶ 语言学习策略的意识,包括对自身进步的意识。

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5. 评价

中级教育高段(中学六年级和七年级)

评价应以形成性**评价**为主。 欧洲国际文凭授予是基于:

- a) 课堂形成性**评价**;
- b) 课堂上进行的听力、阅读、口语互动、口语成段表达和书面表达能力的测试

通过教师观察、测试和自评,学生全程知晓自己的水平和进步。 评估应该是以**中级教育高段**的学习目标为基准;可以结合使用 CEFR 中的自评标准或《欧盟语言评估》中的自评标准。

5.1 评价描叙

成绩	分类	分数	能力	级别 3
9-10	优秀	A	听	如果人们说话缓慢而清晰,学生能 出色地 理解与自己,家人和环境相关的熟悉的单词和日常用语。
			读	学生对日常的简短文本有着 出色的 阅读和理解水平。
			口语互动	学生以简单的方式表现出 出色的 互动能力,并对实际需要或非常熟悉的 话题提出并回答简单的问题。
			口语成段表达	学生表现出 出色的 能力,使用简单的短语和句子来描述熟悉的人和事。

			文化意识语言学习	学生表现出 出色的 能力,可以就熟悉的话题写简短的文段,能填写表格。 学生展示了对目标语言国家/社区文化某些方面 出色的 基本理解,以及将他/她现有文化意识的要素与目标语言国家/社区文化要素联系起来的 出色 能力。 学生表现出 出色的 识别和应用语言学习基本策略的能力,并将基本的学习技巧和工具应用于目标语言的学习。
8-8.9	9 很好 B	听	当人们说话缓慢而清晰时,学生能 很好地 理解与自己,家人和环境相关的熟悉的单词和日常用语。	
			读	学生对日常性质的简短文本有 很好的 阅读和理解水平。
			口语互动	学生表现出 很好的 以简单方式进行互动的能力,并对实际需要或非常熟悉的话题提出并回答简单问题。
		口语成段表达	学生表现出 很好的 能力,使用简单的短语和句子来描述熟悉的人和事。	
			写	学生表现出 很好的 能力,可以就熟悉的话题上写简短的文本,能填写表格。

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	文化意识	学生对目标语言国家/社区的文化的某些方面表现出 很好的 基本理解,并且非常好地将他/她现有文化意识的要素与目标语言国家/社区的文化要素联系起来。
	语言学习	学生表现出 很好的 能力,可以识别和应用语言学习的基本策略,并将基本的学习技巧和工具应用于目标语言的学习。

7-7.9	好	С	听	当人们说话缓慢而清晰是,学生会 良好地 理解与自己,家人和他/她的环境相关的熟悉的单词和日常用语。
			读	学生对日常性质的简短文本具有 良好的 阅读和理解水平。
			口语互动	学生以简单的方式表现出 良好的 互动能力,并对实际需要或非常熟悉的话题提出并回答简单的问题。
			口语成段表达	学生表现出 良好的 能力,使用简单的短语和句子来描述熟悉的人和事。

		写	学生表现出 良好的 能力,可以在熟悉的话题上写简短的文字并填写表格。
		文化意识	该学生对目标语言国家/社区的文化的某些方面有 良好的 基本了解,并且 能够将他/她现有文化意识的要素与目标语言国家/社区的文化要素联系起 来。
		语言学习	学生表现出 良好的 识别和应用语言学习基本策略的能力,并将基本学习技 巧和工具应用于目标语言的学习。

6-6. 9	6.9 满意 D	满意	听	当人们说话缓慢而清晰时,学生会对熟悉的单词和与自己,家人和他/她 的环境相关的日常表达有一个 令人满意的 理解。
			读	学生对日常性质的简短文本具有 令人满意的 阅读和理解水平。
			口语互动	学生表现出 令人满意的 简单交流能力,并对实际需要或非常熟悉话题提出 并回答简单的问题。
			口语成段表达	学生表现出 令人满意的 能力,使用简单的短语和句子来描述熟悉的人和 事。

	写	学生表现出 令人满意的 能力,可以在熟悉的主题上写简短的文本,能填写 表格。
	文化意识	学生对目标语言国家/社区文化的某些方面表现出 令人满意的 基本理解, 并且能够将他/她现有文化意识的要素与目标语言国家/社区的要素联系起来。
	语言学习	学生表现出 令人满意的 识别和应用语言学习基本策略的能力,并将基本学习技巧和工具应用于目标语言的学习。

5-5. 9	及格	E	听	当人们说话缓慢而清晰时,学生就能 充分 理解与自己,家人和他/她的环境相关的熟悉的单词和日常用语。
			读	学生对日常性质的简短文本有 足够的 阅读和理解水平。
			口语互动	学生表现出 足够的 能力以简单的方式进行互动,并对实际需要或非常熟悉的话题提出和回答简单的问题。
			口语成段表达	学生表现出 足够的 能力使用简单的短语和句子来描述熟悉的人和事。
			写	学生表现出 足够的 能力在熟悉的话题上写简短的文本,能填写表格。

文化意识	该学生 充分 了解目标语言国家/社区文化的某些方面,并有足够的能力将他/她现有文化意识的要素与目标语言国家/社区的要素联系起来。
语言学习	学生表现出 足够的 能力来识别和应用语言学习的基本策略,并将基本的学习技巧和工具应用于目标语言的学习。

3-4.9	不及格 (弱)	F	听	即使人们说话缓慢而且清晰,学生对熟悉的单词和与自己,家庭和他/她的环境相关的日常表达的理解也 有限 。
			读	学生对日常性质的简短文本的阅读和理解水平 有限 。
			口语互动	学生在对实际需要或非常熟悉的主题领域提出并回答简单的问题时,表现 出 有限的 互动能力,
			口语成段表达	学生表现出使用简单的短语和句子来描述熟悉的人和事物的能力 有限 。

写	学生表现出在熟悉的话题上撰写简短文本和填写表格的能力 有限 。
文化意识	学生表现出对目标语言国家/社区文化某些方面的基本理解 有限 ,以及将他/她现有文化意识的要素与目标语言国家/社区的要素联系起来的能力 有限 。
语言学习	学生表现出 有限的 能力来识别和应用语言学习的基本策略,并将基本的学习技巧和工具应用于目标语言的学习。

0-2.9	不及格 (非常弱)	FX	听	即使人们说话缓慢而且清晰,学生也 无法 理解与自己,家人和他/她的环境相关的熟悉的单词和日常用语。
			读	学生 无法 阅读和理解日常性质的简短文本。
			口语互动	学生 无法 以简单的方式进行互动, 无法 对实际需要或非常熟悉的话题提出 并回答简单的问题。
			口语成段表达	学生 无法 使用简单的短语和句子来描述熟悉的人和事。
			写	学生 无法 在熟悉的主题上写简短的文字并填写表格。

	文化意识	学生 无法 表明对目标语言国家/社区文化某些方面的理解,未能将他/她现有文化意识的要素与目标语言国家/社区的要素联系起来。
	语言学习	学生 无法 识别和应用语言学习的基本策略,也无法将基本的学习技巧和工具应用于目标语言的学习。

6. Annex

Comments in English

For the moment, oral exercises focuses more on interaction than production. For the moment, teachers and students tend to use digital dictionaries in Chinese class.

For the moment, no teacher uses European Language Portfolios.

Pronunciation training takes a lot of time in class, but this is not mentioned in the syllabus.