

### Your Lesson Plan (40 minutes teaching)

Class: 9M

Teaching focus: Vocabulary and sentence patterns

Anticipated difficulties: Limited time for activities so not all students will be able to complete all activities in allocated time.

| Page 1<br>Timing | Activity                                                                                                                    | Objectives                                                                                                                                 | What you will say/do<br>(e.g. instructions, explanations)                                                                                                                                            | Grouping                                   | Materials<br>needed         |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------|
| 5 mins           | Game- guess the country. Two teams take turns to guess the name of a country in Chinese. One point for each correct answer. | Warm up the class.<br><br>Revise content of previous lesson (recall names of ten countries in Chinese).                                    | Describe a country (in English) from the countries learned previous lesson. Example- 'This country is in Asia, the capital city is Beijing, rice is a popular food there...'                         | Two teams, split down middle of classroom. | None.                       |
| 5 mins           | Find the country on the map. Willing participants point to a country on a map.                                              | Recognise the names of the ten countries.<br><br>Familiarisation with country flags and country locations.                                 | I will call out the name of a country in Chinese and show a flashcard of that country's national flag, students that want to try may come to the front of class and locate the country on a map.     | Whole class activity.                      | World map and flashcards.   |
| 5 mins           | Countries character sheet. Practise writing characters and <i>pinyin</i> for each of the ten countries.                     | Recognise the characters and <i>pinyin</i> for the ten countries.<br><br>Familiarisation with how to write the names of the ten countries. | Demonstrate how to write the characters on the board, placing emphasis on stroke order.<br><br>Supervise the class whilst writing, walk around offering guidance, tips and help where needed. Ensure | Individual activity.                       | Countries character sheets. |

|         |                                                                |                                                                                          |                                                                                                                                                                                                                                                                                             |                                                                 |                                                    |
|---------|----------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------|
|         |                                                                |                                                                                          | students focus on the task.                                                                                                                                                                                                                                                                 |                                                                 |                                                    |
| 15 mins | Ask and answer- 'What nationality are you?' 'I am X'.          | Students should be able to ask what nationality somebody is, and respond with their own. | <p>Introduce sentence pattern verbally.</p> <p>Introduce sentence pattern visually (write characters, <i>pinyin</i> and English translation on board).</p> <p>Put students in groups of four, have two students ask and answer whilst two students assess and give feedback, then swap.</p> | Groups of four. Two stronger students with two weaker students. | None.                                              |
| 5 mins  | Assessment- countries and nationalities vocabulary test sheet. | Assess students' knowledge of country names in characters and <i>pinyin</i> .            | Explain the task, allow students to work independently.                                                                                                                                                                                                                                     | Individual activity.                                            | Countries and nationalities vocabulary test sheet. |
| 5 mins  | Wrap up- tidy up, review and 'check out'.                      | Help students to retain content learned in today's lesson.                               | <p>Quick review of country names with flashcards as whole class, quick review of sentence pattern in pairs.</p> <p>Opportunity for questions, explanations, ask what students have learned today, two stars and a wish.</p>                                                                 | Class/pairs                                                     | None.                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>Overall Aims</p> <p>By the end of the lesson, I expect the students will be better able to...</p> <ol style="list-style-type: none"><li>1. Recall the names of the ten countries in Chinese.</li><li>2. Read the names of the ten countries in Characters and <i>pinyin</i>.</li><li>3. Ask what nationality someone is and respond with their own.</li><li>4. Be able to link countries with their geographical location and national flag.</li></ol> | <p>Tutor's signature</p> <p>S. McMahon</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

## Teaching Portfolio: Modern Foreign Languages (Mandarin Chinese)

### 1. The Context for Teaching Chinese

In Wales, modern foreign languages (MFL) are included in the national curriculum at Key Stage 3.<sup>1</sup> In 2008, the Welsh Assembly Government established revised programmes of study and attainment targets for MFL, commencing in 2008 for Years 7 and 8, and in 2009 for Year 9.<sup>2</sup>

The MFL programme of study emphasises oracy, reading and writing skills in the foreign language, integrating these skills with existing knowledge in other subjects. It aims to introduce learners to other cultures and provide opportunity for learners to apply their language skills. It enables learners to access a range of materials, participate in a range of activities and acquire strategies for learning.<sup>3</sup>

Assessment is important to understand learners' strengths and areas for development and to enable planning for meeting learners' needs. It is also important for the learner to receive feedback and set suitable individual targets. The National Literacy and Numeracy Framework (LNF) has been the basis for assessment in Wales since 2014.<sup>4</sup> The LNF advocates formative rather than summative assessment and supports assessment by teachers, peers and the learners themselves. Estyn considers it good practice for MFL teachers to share assessment criteria with learners, provide feedback, ensure learners correct mistakes, have learners self-assess and set own targets.<sup>5</sup>

As part of the six areas of learning and experience, MFL helps learners to realise the four purposes. Utilisation of communication, problem solving and research skills, combined with high expectations, ensures learners are ambitious and capable. Allowing learner autonomy and providing challenges and opportunities, supports enterprising and creative learners. Exploring other cultures, countries, and contemporary global issues creates ethical, informed learners. Providing robust support, opportunities for growth, and confidence building challenges helps to produce healthy, confident learners.<sup>6</sup>

---

<sup>1</sup> UK Government, *Education Act 2002: The National Curriculum For Wales* (2021) <https://www.legislation.gov.uk/ukpga/2002/32/part/7/crossheading/the-national-curriculum-for-wales> [accessed 9 April 2021].

<sup>2</sup> Welsh Assembly Government: Department for Children, Education, Lifelong Learning and Skills, *Modern Foreign Languages In The National Curriculum For Wales* (2008) <https://hwb.gov.wales/api/storage/b93e51b0-1026-4222-b811-b514fcb9ccdc/modern-foreign-languages-in-the-curriculum.pdf> [accessed 9 April 2021].

<sup>3</sup> Welsh Assembly Government: Department for Children, Education, Lifelong Learning and Skills, *Modern Foreign Languages Guidance For Key Stages 2 And 3* (2008) < <https://hwb.gov.wales/api/storage/90cde7a0-7358-4f88-88ad-f515179bf9cd/modern-foreign-languages-guidance-for-key-stages-2-and-3.pdf> > [accessed 9 April 2021].

<sup>4</sup> Welsh Government, *Assessment For Learning And The National Literacy And Numeracy Framework* (2013) < <https://hwb.gov.wales/api/storage/b447d1fe-5463-4382-9726-e68623a05dd2/assessment-for-learning-and-the-national-literacy-and-numeracy-framework.pdf> > [accessed 10 April 2021].

<sup>5</sup> Estyn, *Improving Modern Foreign Languages In Secondary Schools In Wales* (2009) < <https://www.estyn.llyw.cymru/system/files/2020-07/Improving%2520modern%2520foreign%2520languages%2520in%2520secondary%2520schools%2520in%2520Wales%2520-%2520July%25202009.pdf> > [accessed 10 April 2021].

<sup>6</sup> Welsh Government, *Developing A Vision For Curriculum Design* (2020) < <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes> > [accessed 10 April 2021].

## 2. Curriculum Framework

- I. Skills- Learners should aim to do/use the following, based upon Welsh Government curriculum guidance.<sup>7</sup>

| Oracy      | Reading                  | Writing    |
|------------|--------------------------|------------|
| listen     | pinyin                   | pinyin     |
| understand | characters               | characters |
| relay      | read aloud               | hand-write |
| pronounce  | read independently       | type       |
| intone     | use bilingual dictionary | vocabulary |
| discuss    | skim read                | grammar    |
| present    | relay information        | describe   |
| adapt      | infer meaning            | persuade   |
| question   | self-development         | summarise  |

### II. Intercultural Understanding

- Cultural comparison
- Sensitivity to values
- Interaction with native speakers
- Access to resources
- Why language matters
- Current events

### III. Language Learning Strategies

- Experiment
- Memorise
- Practise
- Identify patterns
- Build confidence
- Compare with other languages
- Self-evaluation
- Discuss
- Analyse

Year 9 students study a total of 39 hours of Mandarin throughout the academic year. Using the *Jin Bu 2* Mandarin Chinese textbook<sup>8</sup> as a basis for learning, they cover 28 different topics over five chapters, with a small assessment at the end of each chapter.

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| Chapter 1: | Chapter 2: | Chapter 3: | Chapter 4: | Chapter 5: |
|------------|------------|------------|------------|------------|

<sup>7</sup> Welsh Assembly Government: Department for Children, Education, Lifelong Learning and Skills, *Modern Foreign Languages In The National Curriculum For Wales* (2008) <https://hwb.gov.wales/api/storage/b93e51b0-1026-4222-b811-b514fcb9ccdc/modern-foreign-languages-in-the-curriculum.pdf> [accessed 10 April 2021].

<sup>8</sup> Xiaoming Zhu and Yu Bin, *Jin Bu 2* (Harlow: Heinemann, 2011).

|                                   |                        |                        |                            |                              |
|-----------------------------------|------------------------|------------------------|----------------------------|------------------------------|
| Holidays                          | All about me           | Where do you live?     | Shopping                   | Travel in China              |
| Weather forecast                  | I am tall              | My town                | At the supermarket         | Travel plans                 |
| Around the world                  | This is my bedroom     | Where shall we meet?   | Let's go clothes shopping! | Sightseeing in Beijing       |
| I like the seaside                | Her shoes are blue     | Weekend plans          | At the department store    | A tour of Xi'an              |
| My world Tour                     | I get up at 7          | My house               | Shopping online            | Shopping in Shanghai         |
| I went to China                   | Daily life and clothes | My mother is a teacher | Shopping in China          | Spring Festival in Guangzhou |
| How do they spend their holidays? |                        | How people live        |                            | Chinese festivals            |

Students will develop the four core skills of speaking, listening, reading and writing, whilst building up key vocabulary and cultivating an understanding of Chinese grammar patterns. They will also learn about the composition of Chinese characters and gain a comprehensive insight into Chinese culture.

### 3. The Lesson

The lesson will be 40 minutes and focus on the topic 'around the world'. Building on existing knowledge of the names of ten countries, including the *pinyin* and characters, the students will learn how to ask which nationality someone is, and to be able to respond with their own nationality.

#### I. Learning Objectives

##### Words

Be able to read the *pinyin*, and recognise the character for ten countries: China, the United Kingdom, the United States, Australia, France, Germany, India, Japan, Pakistan and Spain. Be able to pronounce the name of each country, with correct intonation.

##### Sentences

Be able to ask somebody's nationality and respond with their own.

'What nationality are you?' '你是哪国人？'

'I am X'. '我是X国人。'

##### Core skills

Demonstrate an ability to recognise and understand the vocabulary and sentence patterns in listening and reading, moreover be able to apply the language and communicate effectively in speaking and writing.

##### Cultural knowledge

Recognise the flags for each country and be able to locate the country on a map.

#### II. Materials<sup>9</sup>

World map

Country flag flashcards

Countries character sheet

Countries and nationalities vocabulary test

#### III. Lesson plan: *Please also see accompanying lesson plan: Countries and Nationalities Lesson Plan.*

The lesson will be divided into six parts: warm up, review of previous lesson, present new content, practise new content, assessment and wrap up. It will follow a linear path; each section being completed before moving on to the next.

The aim is to employ a holistic approach to learning that nurtures learners' natural curiosity, encourages a learning community within the classroom, and caters to each student's needs based on

---

<sup>9</sup> Some materials kindly provided for educational use by University College London's Confucius Institute for Schools. Source: <https://ci.ioe.ac.uk/secondary-materials/jin-bu-2/>  
These have been edited to suit this class.

Vygotsky's<sup>10</sup> zone of proximal development. The lesson will accommodate various learning styles as research suggests that catering to broad learning styles can improve academic performance.<sup>11</sup>

The first five minutes is crucial for engaging students' attention. By employing a fun activity (game) the learning feels like playing to the students. The fast pace ensures that students do not feel bored, and the competitive nature of the game develops their teamworking skills, gives them a sense of achievement if they win, and helps build up resilience if they come second. The activity refreshes the students' memory from the previous session and can be commenced as soon as the class is seated and ready as no materials are required.

Skills developed: listening, comprehension, cultural/geographical awareness, teamworking

The excitement continues in the second five minutes where the students learn/recognise flags and point to locations on a map. This activity is particularly good for visual and kinaesthetic learners as it combines viewing flashcards with touching the locations on the map. Students can move to the front of the classroom and physically touch the map. Again the activity is fact paced to maintain students attention, as some volunteers will participate whilst the rest of the class watches and learns.

Skills developed: cultural/geographical awareness, memory, confidence building

The third five-minute segment of the class is a 'breather' session- a chance for the students to calm down and work quietly and independently. Here they can focus on the letters of the *pinyin* and strokes of the characters, finding their own rhythm for writing. This is beneficial as research suggests that in logographic language cultures children have better recall of characters when writing them rather just looking at them.<sup>12</sup> Furthermore, evidence suggests that not only does writing result in better memory, but writing also outperforms typing in aiding memory.<sup>13</sup> This activity is also good for kinaesthetic learners who prefer to learn with tools (pen and paper).

Skills developed: reading *pinyin*, reading characters, independent reading, writing *pinyin*, writing characters, handwriting, identifying patterns, memorisation, confidence building, self-development, concentration

The fourth segment of the class builds on what the students have learned so far and introduces the main content for this session: the sentence pattern. More time is given to this section (15 minutes) reflecting the novelty and complexity of the content. By this point the students have warmed up, reviewed the countries and should be in a receptive frame of mind for the new content. The sentence pattern 'What is your nationality? 你是哪国人?' and 'I am X 我是X国人' will be introduced first verbally, for the auditory learners, then in written form on the board, for the visual learners. Then the students will have the opportunity to work independently in groups of four,

---

<sup>10</sup> L. S. Vygotsky, *Mind In Society: The Development Of Higher Psychological Processes* (Massachusetts: Harvard University Press, 1978).

<sup>11</sup> Cristina Tulbure, 'Do Different Learning Styles Require Differentiated Teaching Strategies?' *Procedia Social And Behavioral Sciences*, 11 (2011) p. 155-159 <DOI: 10.1016/j.sbspro.2011.01.052>.

<sup>12</sup> Makiko Naka, 'Repeated Writing Facilitates Children's Memory For Pseudocharacters And Foreign Letters', *Memory And Cognition*, 26.4 (1998) p. 804-809 <DOI: 10.3758/BF03211399>.

<sup>13</sup> Timothy J. Smoker, Carrie E. Murphy and Alison K. Rockwell, 'Comparing Memory For Handwriting Versus Typing', *Proceedings Of The Human Factors And Ergonomics Society Annual Meeting*, 53.22 (2009) p. 1744-1747 <DOI: 10.1177/154193120905302218>.

practising and self-assessing amongst themselves. This segment could be considered a mini 'flipped classroom' as here the learning is child initiated, the students themselves decide where they learn (within the classroom for safeguarding reasons, but they need not remain at their desks), how they practise (through game, role-play, reading, writing etc), with what materials they want to use (whiteboard, puppets, flashcards etc) and the teacher input is minimal. Peer assessment and real-time feedback allows for reflection in action by the students, and the peer guided learning can help effect progression in the students' zones of proximal development.

Skills developed: communication, self-development, problem solving, teamworking, creativity, confidence building, pronunciation, intonation, discussing, presenting, adapting, questioning, experimenting

The fifth segment is a five-minute assessment, the purpose of which is to have the students think and recall without visual aids. The term 'test' is used loosely here as the activity is mainly used to give a true reflection of the students' understanding and retention of the day's class, but not used in an official capacity. This is useful for the teacher in planning for the following class, differentiation, and useful for the students themselves in self-reflection.

Skills developed: cognition, memory, self-reflection, handwriting, translation

The final segment of the class is a quick tidy up of the classroom, rapid review of countries and sentence pattern to cement the new vocabulary and grammar in the students' minds, opportunity for any queries and a chance for some of the students' to share what they have learned, and to give two 'stars'-things they think they have done particularly well, and a 'wish'-one area in which they would like to improve for next time.

Skills developed: independence, questioning, listening, self-development

#### IV. Differentiation

In a class of 30, it is expected that there will be students of mixed abilities. All students will be able to participate in all activities, although some may need extra support. The following issues are anticipated, and solutions suggested.

|           | Lower                                                             | Middle                                     | Higher                            |
|-----------|-------------------------------------------------------------------|--------------------------------------------|-----------------------------------|
| Segment 1 | Unable to recall all countries                                    | Recollection of some/most countries        | Task too easy                     |
| Segment 2 | Unable to locate/recognise all countries                          | Knowledge of some/most locations and flags | Task too easy                     |
| Segment 3 | Unable to complete worksheet                                      | Completion of some/most of worksheet       | Finish early                      |
| Segment 4 | Struggle to understand task/focus/use language/work independently | Possible over/under confidence             | Take over the task, task too easy |
| Segment 5 | Struggle with handwriting/recall, unable to complete task         | Completion of some/most of task            | Finish early                      |

|           |                               |                                        |               |
|-----------|-------------------------------|----------------------------------------|---------------|
| Segment 6 | Struggle with self-reflection | Possible distraction by end of session | Task too easy |
|-----------|-------------------------------|----------------------------------------|---------------|

Lower ability students may benefit from little/no pressure, gentle encouragement, praise, emphasis on quality not quantity (it is acceptable to partially complete the character worksheet and assessment provided the work completed is done to the best of their ability), pairing with stronger students for group work, explaining the tasks clearly and inviting questions throughout the session.

It is expected that middle ability students will find the class fast paced and likewise with lower ability students, they may not complete the tasks. The amount of content is ambitious to expect middle ability students to complete in one session. They may partially complete some of the work, again the focus is on quality and not quantity of work.

Provision has been made for higher ability students by making the class fast paced in order to hold their attention, and providing ample work on the worksheet. There is a bonus question on the assessment for any student that finishes early, and these students will be paired with lower ability students for the independent learning 'What nationality are you?' segment. This helps to provide the higher ability students with intellectual stimulation by allowing them to tutor their peers.

In the case of students with additional learning needs (ALN) including physical disabilities, the students will be provided additional support, tailored to their individual circumstances, in collaboration with the school and learning support staff. For example, in the case of dyslexia allowances could be made for typing on a laptop instead of handwriting on paper. In the case of a broken arm, a scribe could be employed to write on the student's behalf.

Special attention will be given to students whom English is a second/additional language (ESL/EAL) to ensure they understand the tasks. Speaking slowly and clearly, plus writing instructions on the board will help to overcome any language barrier. In fact, these students' ESL/EAL backgrounds mean that they already have experience of learning another language and may be able to draw from this experience in learning Mandarin Chinese.

Special attention will also be given to students that are recipients of free school meals (FSM), ensuring that they have the tools they need for the class (stationery, water bottle etc).

#### V. Behaviour

It is hoped that the fast paced nature of the class will engage the students and leave little time for tomfoolery, however experience suggests that it is wise to be prepared for behaviour issues. The students will be aware of the school rules, and the penalty for misbehaviour. Behaviour expectations will be asserted at the beginning of class then modelled by the teacher, who will simultaneously read the room, diffuse any potential triggers, and where necessary issue a verbal warning, or even a referral to student services/behaviour unit.

#### **4. Evaluation**

The class is designed according to Welsh Assembly Government requirements for MFL in the national curriculum for Wales. It aims to include all learners, develop learners' skills, meet the four purposes of the curriculum for Wales, follow the national curriculum programme of study and help learners progress towards the Key Stage 3 attainment targets.

##### Inclusion

The United Nations Convention on the Rights of the Child (UNCRC) clearly assert the right of all children to education. This is extended to accessibility and reasonable adjustments will be made in any cases of barriers to learning, including ALN, ESL/EAL, FSM students.

##### Developing skills

In this class, and across the wider teaching framework, students will develop many vital skills that are set out in the LNF. These include:

- Cognitive
- Planning
- Developing
- Reflecting
- Oracy
- Reading
- Writing
- Creating
- Presenting

It has not been possible to promote all skills laid out in the LNF due to time constraints, however over the course of the year, students will have ample opportunities to practise these skills. These include:

- Developing Information and Communications Technology (ICT)
- Using mathematical information
- Calculating
- Interpreting

##### Four purposes

Ambitious, capable learners- the content of the class is rich, the pace is fast, the workload is heavy, opportunity for independent work

Enterprising, creative learners- independent work, challenging work, imaginative work (practising sentence patterns 'I am Indian/ I am French etc)

Ethical, informed learners- learning about the world (map), learning about other cultures (flags), learning another language (Mandarin Chinese)

Healthy, confident learners- ability appropriate work for confidence building, peer-to-peer work to encourage inclusivity, celebrate diversity, cultivate learning community and culture of acceptance

##### National curriculum programme of study

The year-long course follows the programme of study set out by the Welsh Assembly Government,<sup>14</sup> whilst this class aims to meet as many of the targets as possible in the limited period. This class lacks ICT and numeracy content; however this will be compensated in other classes such as 'I get up at 7' (time) and 'Shopping online' (using a computer).

#### Attainment targets

The nature of human beings is that we have different strengths and abilities. Whilst not all students may achieve 'Exceptional Performance' (above level 8 on the 1-8 attainment scale), it is still important to give students high expectations and help them to reach the attainment target that is ambitious yet attainable *for them*. The assessments and opportunities for self-reflection help to keep the students on track and guide them towards their goals. The attainment targets are set out by the Welsh Assembly Government.<sup>15</sup>

---

<sup>14</sup> Welsh Assembly Government: Department for Children, Education, Lifelong Learning and Skills, *Modern Foreign Languages In The National Curriculum For Wales* (2008) <https://hwb.gov.wales/api/storage/b93e51b0-1026-4222-b811-b514fcb9ccdc/modern-foreign-languages-in-the-curriculum.pdf> [accessed 9 April 2021].

<sup>15</sup> Ibid.

## 5. Summary

The lesson plan is guided by relevant legislation, adheres to the non-statutory national curriculum frameworks and follows good practice guides. It draws strong influence from Donaldson's *Successful Futures*,<sup>16</sup> focussing on the six areas and four purposes of learning. It places the class in a wider context over the academic year, clearly highlighting the aims and objectives for the class. The plan uses teaching observations as a basis and builds on that incorporating a range of activities, tasks and materials. The lesson plan makes provision for differentiation and potential issues that may arise. The plan is ready to be implemented forthwith.

---

<sup>16</sup> Graham Donaldson, *Successful Futures: Independent Review Of Curriculum And Assessment Arrangements In Wales* (2015) <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [accessed 09 April 2021].

## Bibliography

- Confucius Institute for Schools, *Jin bù 2 Teaching Materials* (2021) <https://ci.ioe.ac.uk/secondary-materials/jin-bu-2/> [accessed 10 April]
- Donaldson, Graham, *Successful Futures: Independent Review Of Curriculum And Assessment Arrangements In Wales* (2015) <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [accessed 09 April 2021]
- Estyn, *Improving Modern Foreign Languages In Secondary Schools In Wales* (2009) <  
<https://www.estyn.llyw.cymru/system/files/2020-07/Improving%2520modern%2520foreign%2520languages%2520in%2520secondary%2520schools%2520in%2520Wales%2520-%2520July%25202009.pdf>> [accessed 10 April 2021]
- Naka, Makiko, 'Repeated Writing Facilitates Children's Memory For Pseudocharacters And Foreign Letters', *Memory And Cognition*, 26.4 (1998) p. 804-809 <DOI: 10.3758/BF03211399>
- Smoker, Timothy J., Carrie E. Murphy and Alison K. Rockwell, 'Comparing Memory For Handwriting Versus Typing', *Proceedings Of The Human Factors And Ergonomics Society Annual Meeting*, 53.22 (2009) p. 1744-1747 <DOI: 10.1177/154193120905302218>
- Tulbure, Cristina, 'Do Different Learning Styles Require Differentiated Teaching Strategies?' *Procedia Social And Behavioral Sciences* 11 (2011) p. 155-159 <DOI: 10.1016/j.sbspro.2011.01.052>
- UK Government, *Education Act 2002: The National Curriculum For Wales* (2021) <https://www.legislation.gov.uk/ukpga/2002/32/part/7/crossheading/the-national-curriculum-for-wales> [accessed 9 April 2021]
- UNICEF, *United Nations Convention on the Rights of the Child* (2016) <  
<https://www.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf>> [accessed 23 April 2021]
- Vygotsky, L. S., *Mind In Society: The Development Of Higher Psychological Processes* (Massachusetts: Harvard University Press, 1978)
- Welsh Assembly Government: Department for Children, Education, Lifelong Learning and Skills, *Modern Foreign Languages In The National Curriculum For Wales* (2008) <https://hwb.gov.wales/api/storage/b93e51b0-1026-4222-b811-b514fcb9ccdc/modern-foreign-languages-in-the-curriculum.pdf> [accessed 9 April 2021]
- Welsh Assembly Government: Department for Children, Education, Lifelong Learning and Skills, *Modern Foreign Languages Guidance For Key Stages 2 And 3* (2008) <  
<https://hwb.gov.wales/api/storage/90cde7a0-7358-4f88-88ad-f515179bf9cd/modern-foreign-languages-guidance-for-key-stages-2-and-3.pdf>> [accessed 9 April 2021]
- Welsh Government, *Assessment For Learning And The National Literacy And Numeracy Framework* (2013) <  
<https://hwb.gov.wales/api/storage/b447d1fe-5463-4382-9726-e68623a05dd2/assessment-for-learning-and-the-national-literacy-and-numeracy-framework.pdf>> [accessed 10 April 2021]
- Welsh Government, *Developing A Vision For Curriculum Design* (2020) <  
<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>> [accessed 10 April 2021]

Zhu, Xiaoming, and Yu Bin, *Jin Bu 2* (Harlow: Heinemann, 2011)

Appendix A- Assessment

Countries – 小考      Name:  
Translate into English.

一. 法国 fǎ guó

六. 哪 nǎ

二. 印度 yìn dù

七. 你是哪国人？Nǐ shì nǎ  
guó rén?

三. 澳大利亚 ào dà lì yà

八. 我是法国人。Wǒ shì fà guó  
rén.

四. 中国 zhōng guó

九. 我是中国人。Wǒ shì  
zhōng guó rén.

五. 德国 dé guó

十. 我是印度人，也是德国人。  
Wǒ shì yìn duó rén, yě shì dé guó  
rén.

**BONUS: Write the English translation.**

十一. 今天天气不冷不热。

姓名:

Appendix B

第1页

zhōng guó 中 中 中 中 中 国 国 国 国 国 国 国 国

ào dà lì yà 大 大 大 大 利 利 利 利 利 利 利 利 亚 亚 亚 亚 亚 亚

fǎ guó 法 法 法 法 法 法 法 法 国 国 国 国 国 国 国 国

dé guó 德 德 德 德 德 德 德 德 国 国 国 国 国 国 国 国

yìn dù 印 印 印 印 印 印 印 度 度 度 度 度 度 度 度 度 度

rì běn 日 日 日 日 日 本 本 本 本 本 本 本 本

bā jī sī tǎn 基 基 基 基 基 基 基 基 巴 基 斯 坦 国 国 国 国 国 国 国 国

xī bān yá 班 班 班 班 班 班 班 班 西 班 牙 国 国 国 国 国 国 国 国

yīng guó 英 英 英 英 英 英 英 英 国 国 国 国 国 国 国 国

měi guó 国 国 国 国 国 国 国 国 美 国 国 国 国 国 国 国 国