

Chinese in the past, present and future of Modern Languages education in Britain



BRITISH ACADEMY

for the humanities and social sciences

Key facts about language learning in Britain

- Children start primary school aged 4-5 in “Reception”, then Years 1-6 of primary school
- Since 2015, every child has to learn a language from Year 3 onwards (aged about 8) – the school can choose which language, and most choose French
- In year 7 (aged 11-12), children move to secondary school. (Years 7-13). They still have to learn a language but it might not be the one they learnt in primary school
- Pupils can stop learning a language after the age of 14 (year 9)
- 48% take a language in the “GCSE” exams (aged 16)

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<http://historyofmfl.weebly.com/>

<http://www.hollt.net/>

<https://www.nottingham.ac.uk/clas/people/nicola.mclelland>



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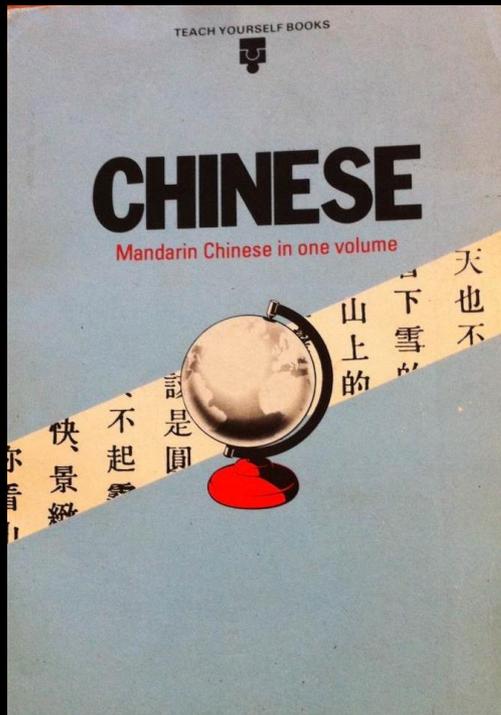
HoLLT.net的范围、目标和活动

AILA语言教学历史研究网(简称HoLLT.net)的主要目标是,推动对国际应用语言学领域语言教与学历史的研究。这种研究将帮助我们了解发展历史和从历史角度为当今的语言教育的或其应该如何展开提供必要的帮助。具体包括一下方面:语言教学政策的合理发展领域,课程和课本的改革举措,不同内容的教学方法论等,这些内容都可以从历史、社会和文化方面得到定义和评估。

HoLLT.net将致力于推动和扩大在(至少)以下领域的历史研究:

- 语言是**如何**被传授和学习的
- **哪些语言,在哪儿**,以及**为何**被传授和学习
- 语言教与学的社会学理论:在过去是**谁**传授和学习语言的,以及老师是如何被培养的
- 传授和学习的**内容是什么**
- 语言的教与学是如何**建立起理论**的

HoLLT.net将鼓励对不同国家和地区的语言传授和学习传统做对比。我们的宗旨是:

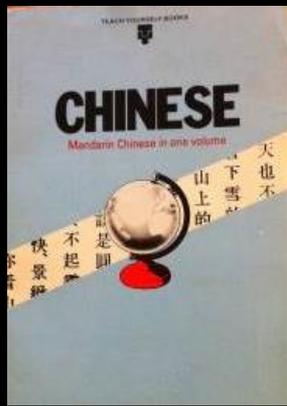


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BRITISH ACADEMY

for the humanities and social sciences



The history of teaching and learning Chinese

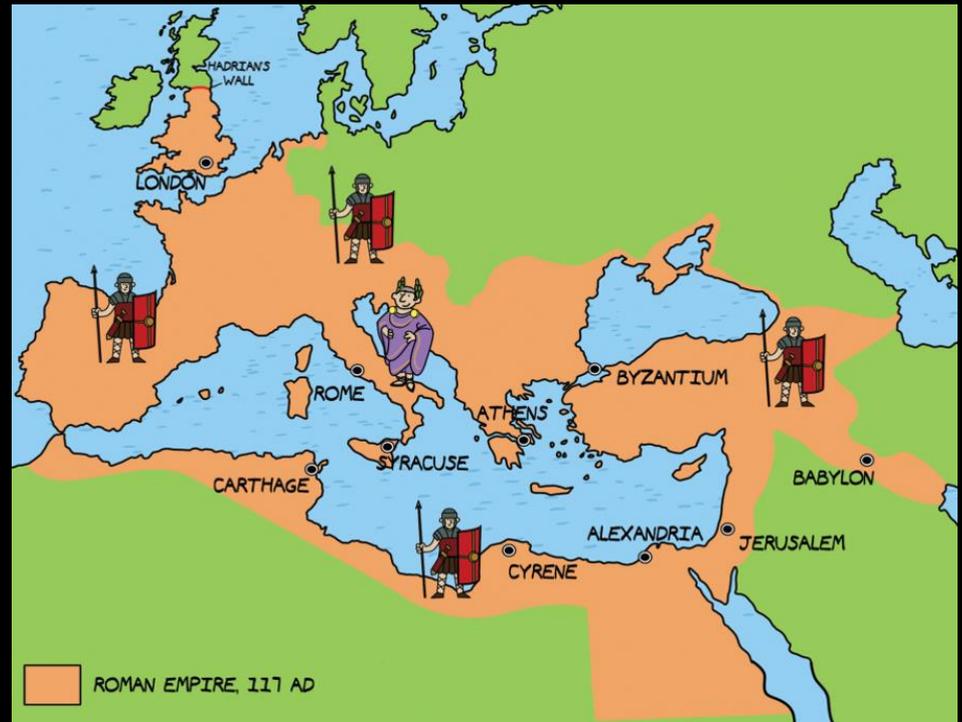
1. The history of language learning in Britain – which languages have British people learnt?
2. The history of teaching methods for teaching and learning [not the same as in China?]
3. The history of learning Chinese in Britain
4. How has Chinese been presented to British learners?
5. Chinese in British education today
6. The future?
7. Questions for you!

1. Which languages, when?

Latin 50A.D to 19th
century!

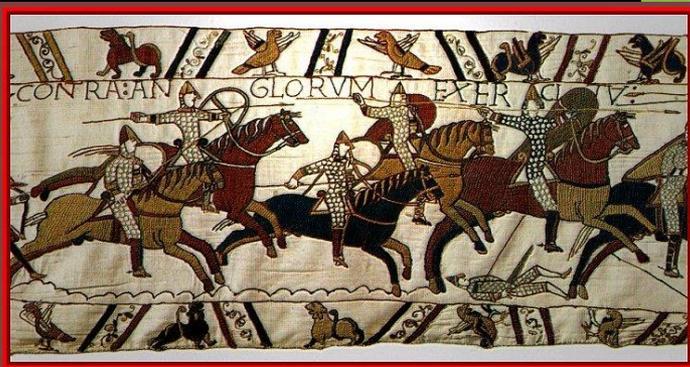
the language of ...

- the Roman empire
- the Christian church
- European science and learning



1. ... French, 11th century onwards

- 1066 the Normans invaded England, French became the first foreign language
- it's still the most popular foreign language today



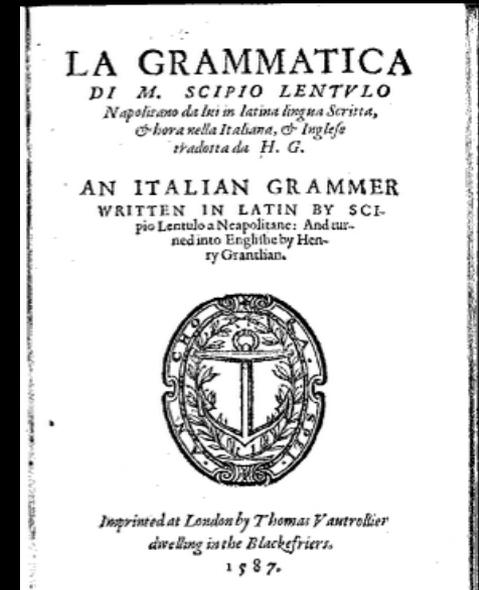
1. ... Italian

Italian - 16th century (Renaissance: art, architecture ...)

- Italian became fashionable
- Italian opera and music still make Italian a popular language in some universities (but not all ...)



(Caravolas 1994: 112-114 for these and numerous other examples)



1.... Spanish

Became fashionable ca. 1600: Spanish Golden Age, Political and commercial power, literature

- Spanish was not popular until the 20th century, however.
- Spanish has been catching up with French as the most popular foreign language

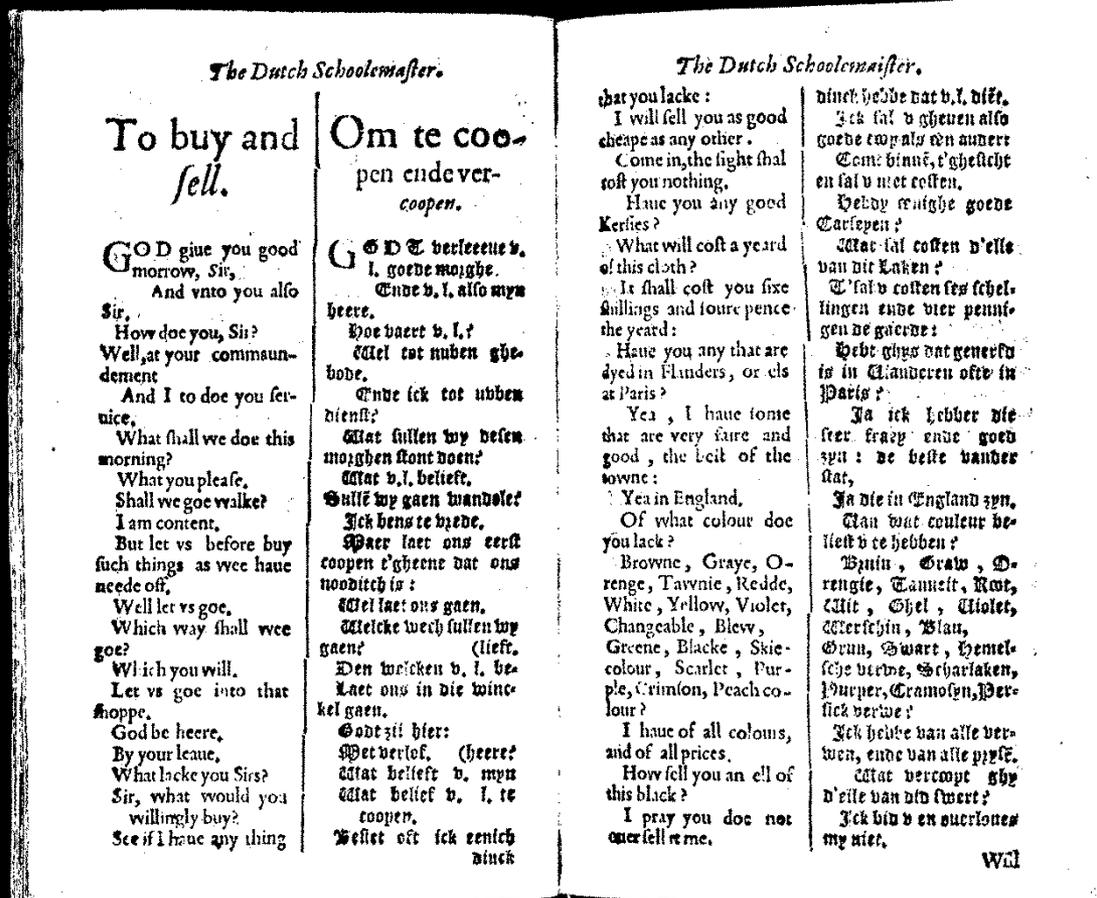




1... Dutch, ca. 1600

early 17th century – for trade

1606 *The Dutch Schoolmaster*



The Dutch Schoolmaster.

To buy and sell.

GOD giue you good
morrow, Sir,
And vnto you also
Sir,
How doe you, Sir?
Well, at your commaun-
dement
And I to doe you ser-
uice,
What shall we doe this
morning?
What you please,
Shall we goe walke?
I am content,
But let vs before buy
such things as wee haue
neede off,
Well let vs goe,
Which way shall wee
goe?
Which you will,
Let vs goe into that
shoppe,
God be heere,
By your leave,
What lacke you Sirs?
Sir, what would you
willingly buy?
See if I haue any thing

**Om te coo-
pen ende ver-
coopen.**

GODE verkerene v.
I. goede moighe.
Ende v. I. also myn
heere,
Hoe haert v. I.?
Wel tot uuden ghe-
bode.
Ende ick tot uuden
dienst?
Wat sullen wy desen
morghen kont doen?
Wat v. I. belieft,
Sulle wy gaen wandelen?
Ick hens te vrede,
Maer laet ons eerst
coopen e'gheene dat ons
nooditch is:
Wel laet ons gaen,
Welcke wech sullen wy
gaen? (lieft,
Den welcken v. I. be-
laet ons in die winckel
gaen,
Godt zij hier:
Het verlof, (heere?
Wat belieft v. myn
Wat belieft v. I. te
coopen,
Welst oft ick zentich
dinch

The Dutch Schoolmaster.

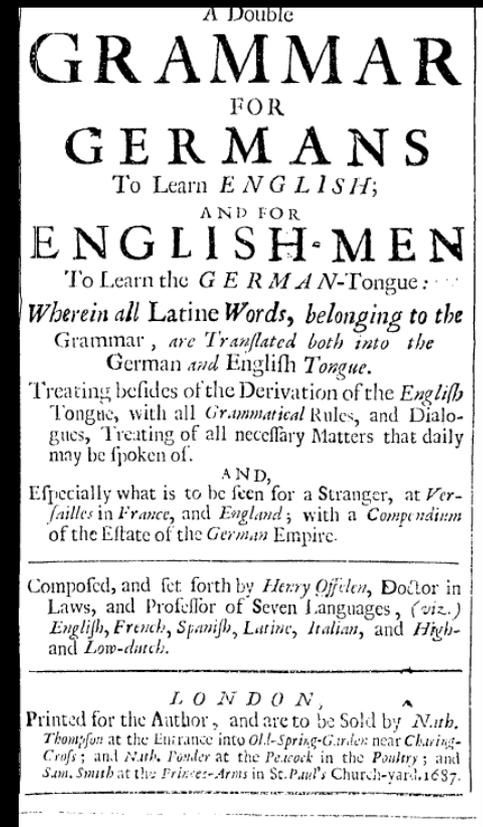
that you lacke:
I will sell you as good
cheape as any other.
Come in, the light shall
soft you nothing,
Haue you any good
Kerries?
What will cost a yeard
of this cloth?
It shall cost you sixe
shillings and foure pence
the yeard:
Haue you any that are
dyed in Flanders, or els
at Paris?
Yea, I haue some
that are very faire and
good, the best of the
towne:
Yea in England,
Of what colour doe
you lacke?
Browne, Graye, O-
renge, Tawnie, Redde,
White, Yellow, Violet,
Changeable, Blew,
Greene, Blacke, Skie-
colour, Scarlet, Pur-
ple, Crimson, Peach co-
lour?
I haue of all colours,
and of all prices,
How sell you an ell of
this blacke?
I pray you doe not
ouer sell me.

dinet hebbe dat v. I. diest.
Ick sal v gheuen also
goede twy als en auer:
Come binne, t'ghelicht
en sal v niet costen,
Hebby sentighe goede
Kerresen?
Wat sal costen d'ells
van die kaken?
T' sal v costen ses schel-
lingen ende vier pennin-
gen de guerde:
Hebt ghy dat generd
is in Vlaenderen ofte in
Paris?
Ja ick hebber die-
ster fraay ende goed
syn: de beste vander
stat,
Ja die in England syn,
Kan wat couleur be-
lieft v te hebben?
Bruin, Gray, O-
renge, Tawneit, Rood,
Wit, Ghel, Violet,
Werschein, Blau,
Gruin, Swart, Hemel-
sche verwe, Scharlaken,
Purper, Cramoisen, Per-
sick verwe?
Ick hebbe van alle ver-
wen, ende van alle pnyse,
Wat vercoopt ghy
d'elle van die swert?
Ick bid v en ouerloes
my niet,
Wil



1... German, from ca. 1700

- The first textbooks of German for English learners (1680, 1687)
- The German House of Hanover took over the British throne from 1714 (King George I, II, III...)
- German literature was becoming famous in Europe, e.g. Goethe, Schiller
- Until the 1990s, German was the “second” foreign language after French



Heinrich Offelen, *A Double Grammar* (1687)

Languages in British schools, late 19th C

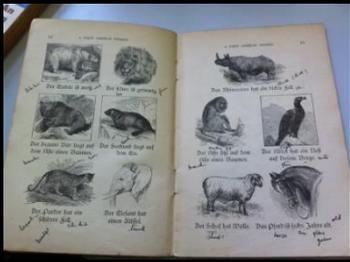
JUNIOR (under 16)	Candidates	Passed
German	430	210
French	2845	1590
English	3115	2230
Latin	1315	605
Spanish	4	4
Total number of candidates	3226	2075

Table 1: Junior Oxford Local Examinations in 1895

Senior (under 18)	Candidates	Passed
German	348	209
French	1244	760
English	3115	2230
Latin	397	299
Greek	112	59
Spanish	3	3

Table 2 Senior Oxford Local Examinations in 1895

- Chinese was virtually invisible/non-existent as a subject of study in Britain before the late 19th century
- Modern Languages usually meant “French and German”
- (Spanish has grown and overtaken German in the last twenty years)



The birth of “modern languages” as a subject

“Modern Languages are at last beginning to receive in this country the attention to which the subject is entitled not only by its practical usefulness but still more by its intrinsic value as an important element in a truly liberal education.”

Karl Breul, Reader in German in Cambridge (and Schröder Professor of German there from 1910), (*The teaching of Modern Foreign Languages in secondary schools*, 1899: vi), in a publication originally delivered as a lecture of trainee teachers

1.... The range of languages has been widening - which languages could you take a school exam in?

- 1858 – the first year of exams for school pupils French and German
- 1869 Italian as well as French and German for *examinations for women* (later “Higher” examinations)
- 1895 Spanish added to “normal” examinations (not Italian)
- 1918 Italian and Russian added to French, German, Spanish; only French and German are “main” subjects
- A CILT review of under-16 exams in 1979 looked at French, German, Spanish, Italian, Russian – these were the “main” foreign languages”
- 2012-13 Less than 1% of GCSE Modern Languages candidates took Chinese (most seemingly with native speaker background)

Why teach languages? mental training – a common 19th-Century view, across Europe & USA

“Your first object is to discipline the mind; your second to give a knowledge of French or German”

Henry Weston Eve* (d. 1910), to
the Headmasters' Conference in
1879

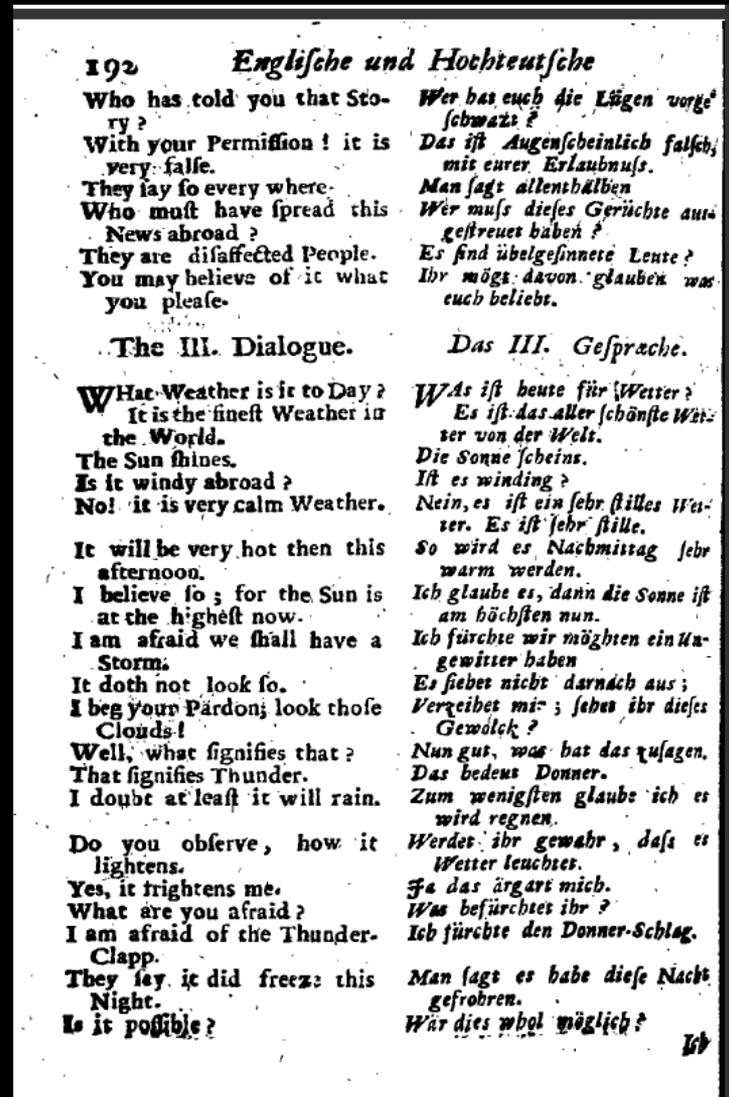


*Headmaster at University College School in the late 1870s

2. Ways of teaching and learning

A typical textbook, 1500-1800 would contain:

- grammar section
- idiomatic phrases;
- bilingual dialogues;
- Sample letters (personal and commercial letters).
- Sometimes also: a word-list, proverbs, some texts for reading



Who has told you that Story?

With your Permission! it is very false.

They say so every where.

Who must have spread this News abroad?

They are disaffected People. You may believe of it what you please.

The III. Dialogue.

What Weather is it to Day?
It is the finest Weather in the World.

The Sun shines.

Is it windy abroad?

No! it is very calm Weather.

It will be very hot then this afternoon.

I believe so; for the Sun is at the highest now.

I am afraid we shall have a Storm.

It doth not look so.

I beg your Pardon, look those Clouds!

Well, what signifies that?

That signifies Thunder.

I doubt at least it will rain.

Do you observe, how it lightens.

Yes, it frightens me.

What are you afraid?

I am afraid of the Thunder-Clapp.

They say it did freeze this Night.

Is it possible?

Wer hat euch die Lügen vorge-
schwätzt?

Das ist Augenscheinlich falsch,
mit eurer Erlaubnuss.

Man sagt allenthalben

Wer muß dieses Gerüchte aus-
gestreuet haben?

Es sind übelgefennete Leute?

Ihr mögt davon glauben was
euch beliebt.

Das III. Gespräche.

Was ist heute für Wetter?

Es ist das aller schönste Wet-
ter von der Welt.

Die Sonne scheint.

Ist es windig?

Nein, es ist ein sehr stilles Wet-
ter. Es ist sehr stille.

So wird es Nachmittag sehr
warm werden.

Ich glaube es, dann die Sonne ist
am höchsten nun.

Ich fürchte wir mögten ein Un-
gewitter haben

Es siehet nicht darnach aus;

Verzeibet mir; sehet ihr dieses
Gewolck?

Nun gut, was hat das zusagen.

Das bedent Donner.

Zum wenigsten glaube ich es
wird regnen.

Werdet ihr gewahr, das es
Wetter leuchtet.

Ja das ärgert mich.

Was befürchtet ihr?

Ich fürchte den Donner-Schlag.

Man sagt es habe diese Nacht
gefrohren.

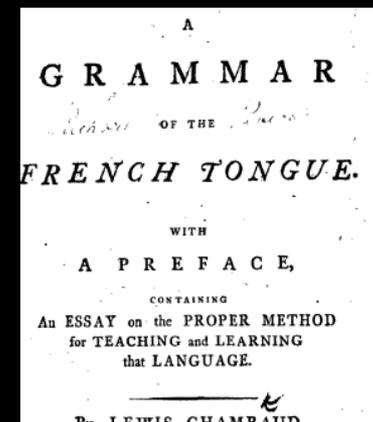
Wär dies wohl möglich?

W



17th and 18th
Century:
'small talk'
e.g. Talking about
the weather

2. ... mid-18th century: First criticisms of the dialogue-led approach

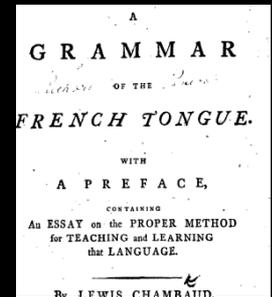


Chambaud, a teacher of French, thought that ...

- Requiring learners to speak too early is wrong: “beginners [...] most certainly cannot practise what they have never learnt before” (p. xx).
- “two things are chiefly to be considered in the learning of a language: first, the words; then, the using those words conformably to the genius of the language. The one is the object of memory, the other that of judgment and reflection.”

Chambaud (1750)

2... First criticisms of the dialogue approach – Chambaud (1750)



- Teachers should teach grammar, with exercises on each point of grammar in turn, followed by translation and construing.
- "No parent would ask a music teacher to teach his son without expecting him to learn the principles of rules and keys"
- [...]
- It is the same with a language. Those who are desirous to learn it, must begin with the principles, proceed by the application, and finish by the practice of them. To act contrarily is to pervert the natural order of things, and attempt impossibilities". (pp. xxi-xxii).

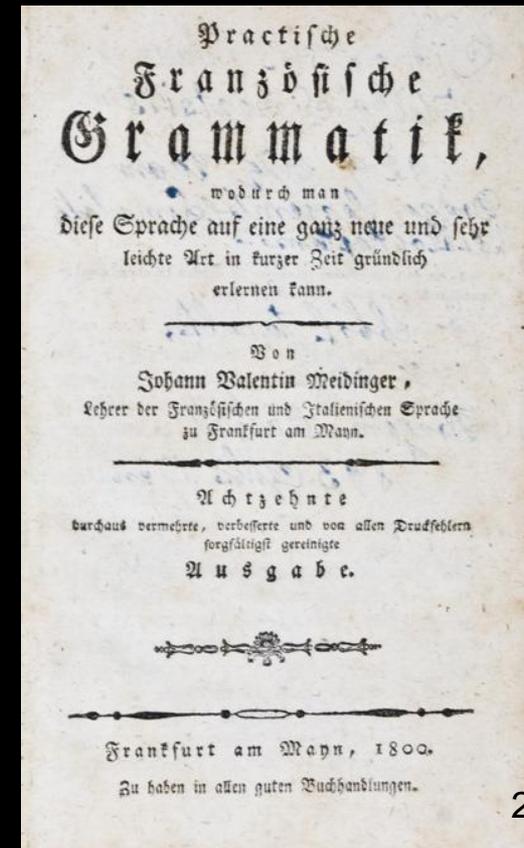
2... The first “practical grammar” “exercises” ...



Wilhelm von Humboldt (1767-1835)

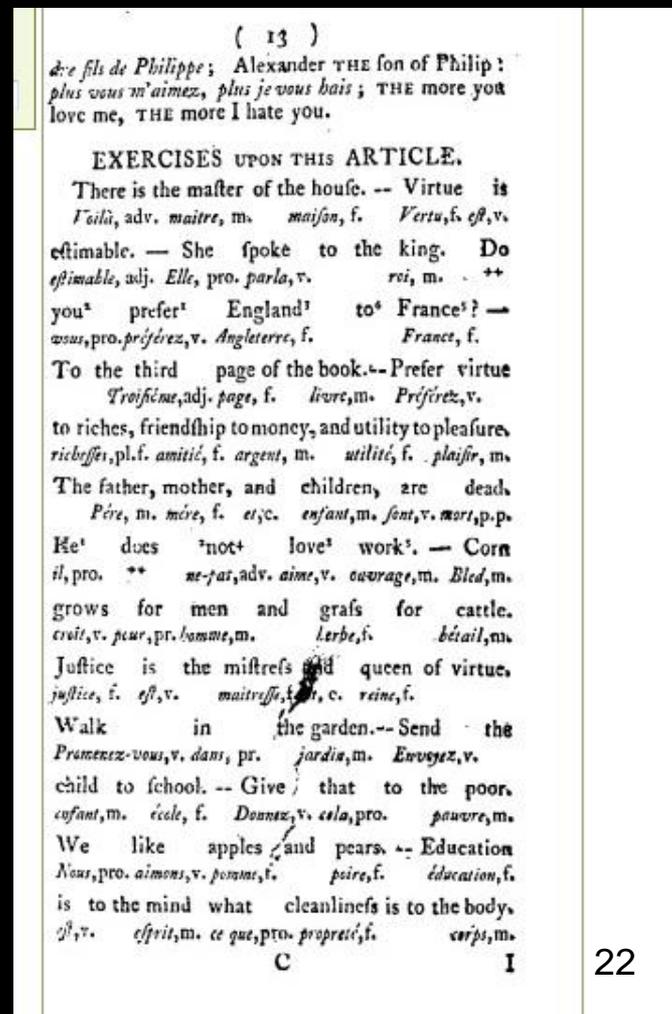
Johann Valentin Meidinger
Practical French Grammar
(*Practische Französische
Grammatik* 1783)

"practical" only in a sense!



Early examples of exercises to practise grammar:

Flemish teacher Nicolas Wanostrocht, *Practical grammar of French* (London 1780).



An early “exercise” in German ...

Wendeborn (1797)’s exercises are, he concedes, not as “neat and elegant”, nor as “connected and interesting” as in other types of writing.

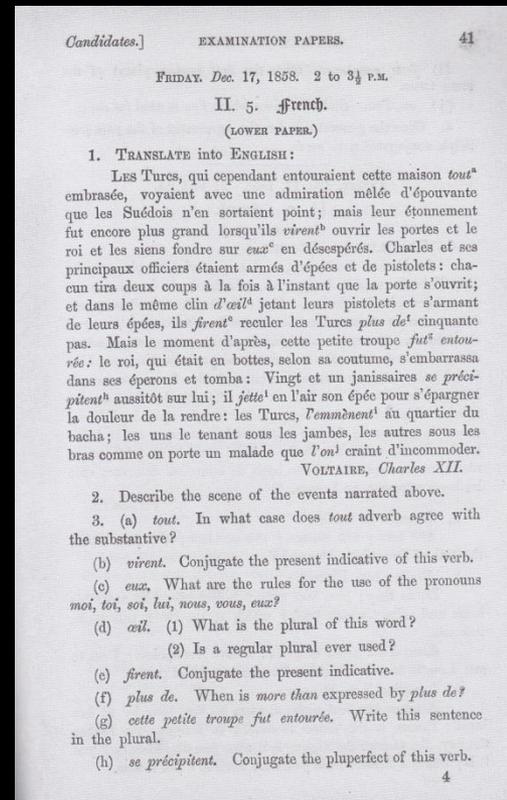
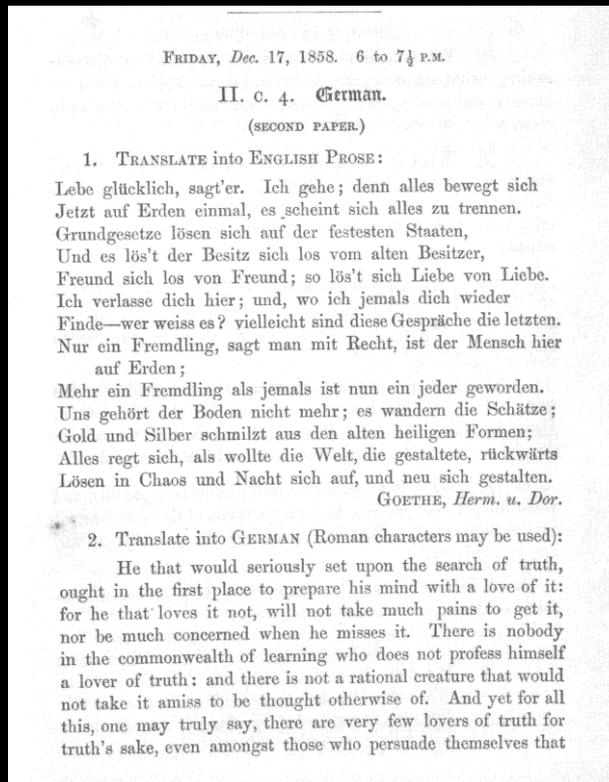
II. The definite article. (*S. Gram. p. 6.*)

The coat which the taylor brought, is too short, and the collar upon it, is almost as large as that on a watchman’s great-coat. — The bill, which the grocer has sent in, mentions neither the loaf of sugar, nor the pound of tea, which the maid went to fetch this morning. — The cunning fox, that killed the hen of the poor woman, who sold the eggs to the wife

of the butcher, has been seen near the cottage, which is not far from the meadow, where the cows and the sheep of the farmer are grazing.

2... Languages in formal schooling from the 1830s, exams from 1858

- the typical 19th-century exam: grammar and translation



Cambridge Local Examinations Syndicate: papers in French and German; rubric same as for Latin; Spanish added in 1895

2. ... 19th C – testing grammar & translation, *but* new ideas were developing

- In private language schools (Berlitz, etc.)

- In girls' education

.... because they didn't need to pass the examinations

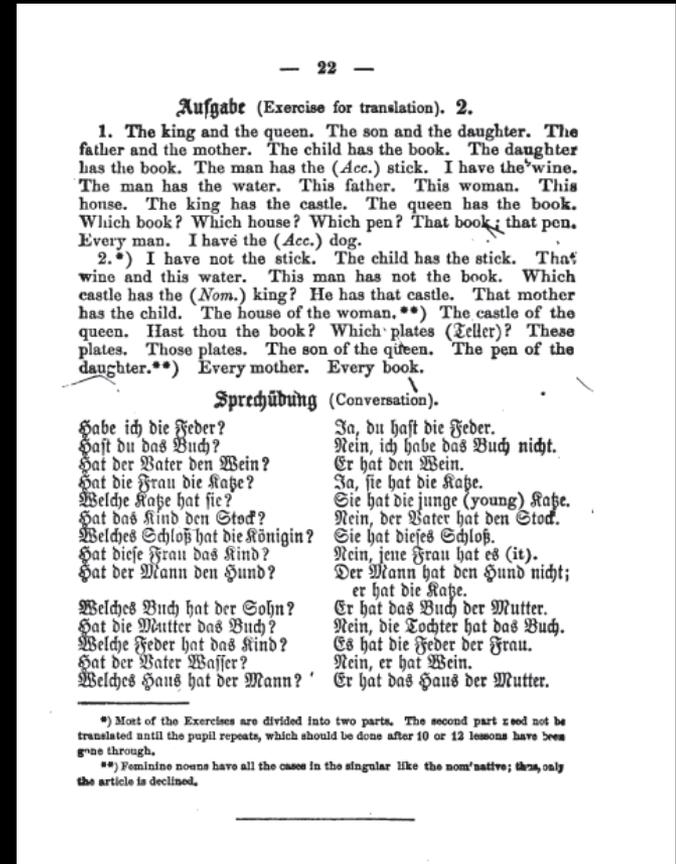
>>>> The Reform Movement



Innovation ...

2. Emil Otto (1813-?)

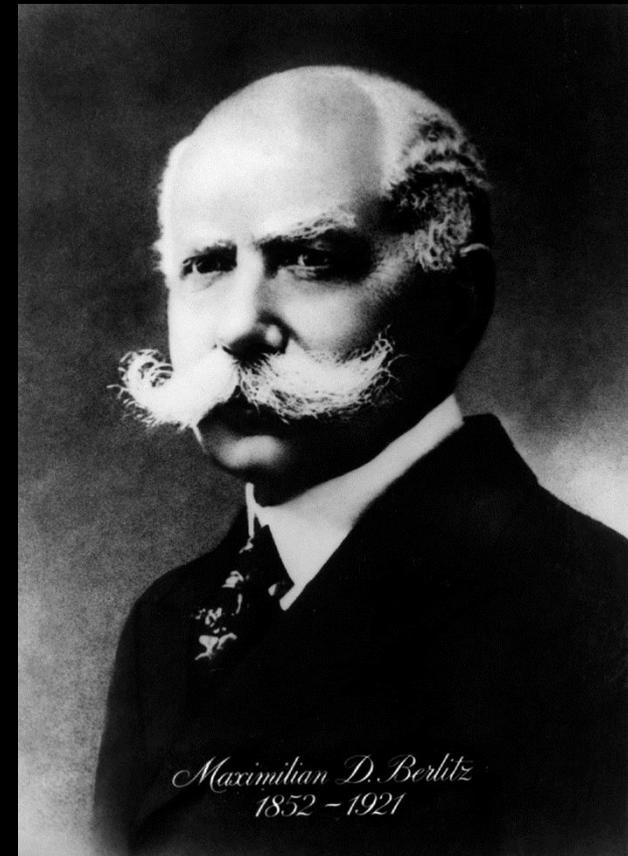
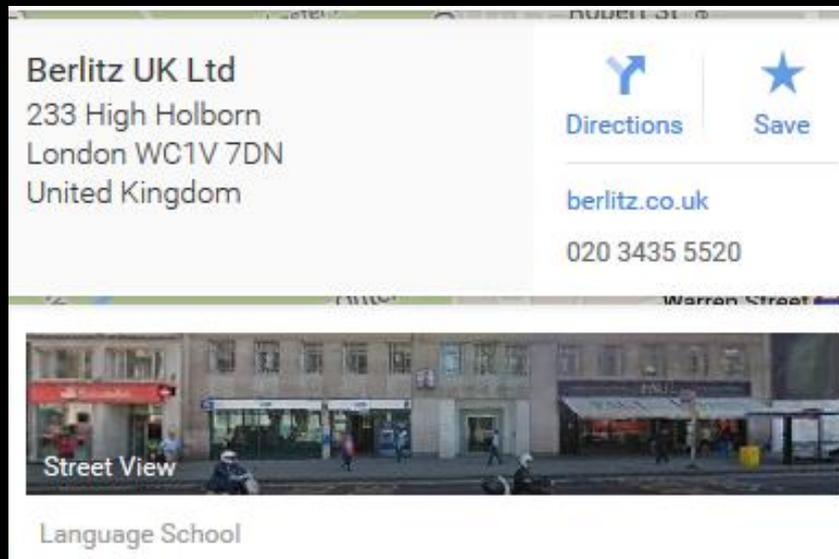
- “The most practical method of acquiring and developing the faculty of speaking German is for the student to be questioned in German on subjects already familiar to him by translation.



Otto (1864: 22)

2... Innovation in private language schools – ‘natural methods’ / direct method

- Maximilian Berlitz (schools from 1878 onwards)
- Using only the target language



2... ..in education for girls

- A longer tradition of creative and productive use of the language, where lighter literature, and conversation received the most attention
- Less teaching to the test
- Pioneering sector – attracted innovators like Walter Rippmann (Queen's College, Bedford College)



Photo courtesy of
Queen's College
London

2... Innovations in education for girls

- e.g. 1873 guidelines for teaching French and English in higher girls' schools in Germany

Knowledge of morphology and syntax. Ability to write letters and shorter essays quite correctly on things from their immediate world of experience **and to be able to talk about such things in simple sentences with correct pronunciation**; to read an English and a French book with correct understanding. Acquaintance with the chief works of English national literature and with the classical period of French literature.

(Doff 2002: 386)

2. ... 1880s to ca. 1920 The reform movement

- Emphasis on spoken target language
- Phonetics (new science)
- *Pedagogical* innovations, more learner centred



Wilhelm Viëtor, “Language teaching must change!”

Die Abschnitte 1 und 2 in Lautschrift

1 (i) ʔer ʔist gu:t tsu fu:sə. das bu:x ʔist gu:t
gəbunden. di burk hatə ʔainən turm.

(ii) ho:x ʔo:bən ʔist ʔain gro:səs ʃlɔs. ʔer ho:ltə
di no:tən. der fo:ɣəl flo:k fərt.

(iii) der fa:tər hat ʔainən ba:rt. ʔam ʔanfəɣ hatə
ʔiç ʔa:st. das ja:ɪr hat fi:lə ta:ɣə.

(iv) der be:ɪr le:kt ziç ʔin den ʃne:ɪ. ble:tər
bə:ðkən di ʔe:ɪrdə. vi:ɪr ne:mən das ʔendə der ʃnu:ɪ
ʔin di hendə. zai:nə zø:i:nə ʔunt tœçtər hø:ɪrtən ʔi:m
tsu:ɪ. di ʃø:i:nə kœ:nigin mœçtə ʔes le:zən.

(v) di bi:nə fli:kt ʔauf di vi:zə. vi:ɪr li:bən di
lindən lyftə dəs fry:lɪŋs. di flysə fli:sən ʔins me:ɪr.
zi ʃtəkən bly:tən ʔin ʔi:ɪrə hy:tə. hirtən hy:tən di
he:ɪrdən.

(vi) ʔiç laufə ʔaus dem hauzə. das laup ʔist ʔauf
dem baumə.

Phonetischer Teil.

Lektionen und Aufgaben der Nummern 1—11.

'ains.

di: 'erste lektsi'o:n.

1. das 'ist de:r tsaigəʃtɔk. vas 'ist das?
das 'ist de:r ʃtu:l.
2. das 'ist de:r blaiʃtɪft.
das 'ist di: fe:dər.
das 'ist das bu:x.
3. karl hat de:n tsaigəʃtɔk. ve:r hat dem tsaigəʃtɔk?
maks hat di: fe:dər. ve:r hat di: fe:dər?
ma'ri: hat das bu:x. ve:r hat das bu:x?
4. de:r fraŋk 'ist hi:r. vo: 'ist de:r fraŋk?
di: ty:r 'ist hi:r.
das fenʃtər 'ist dort.
5. karl, tsaigə dem fraŋk! de:r fraŋk 'ist hi:r.
maks, tsaigə di: ty:r! di: ty:r 'ist hi:r.
ma'ri:, tsaigə das fenʃtər! das fenʃtər 'ist dort.

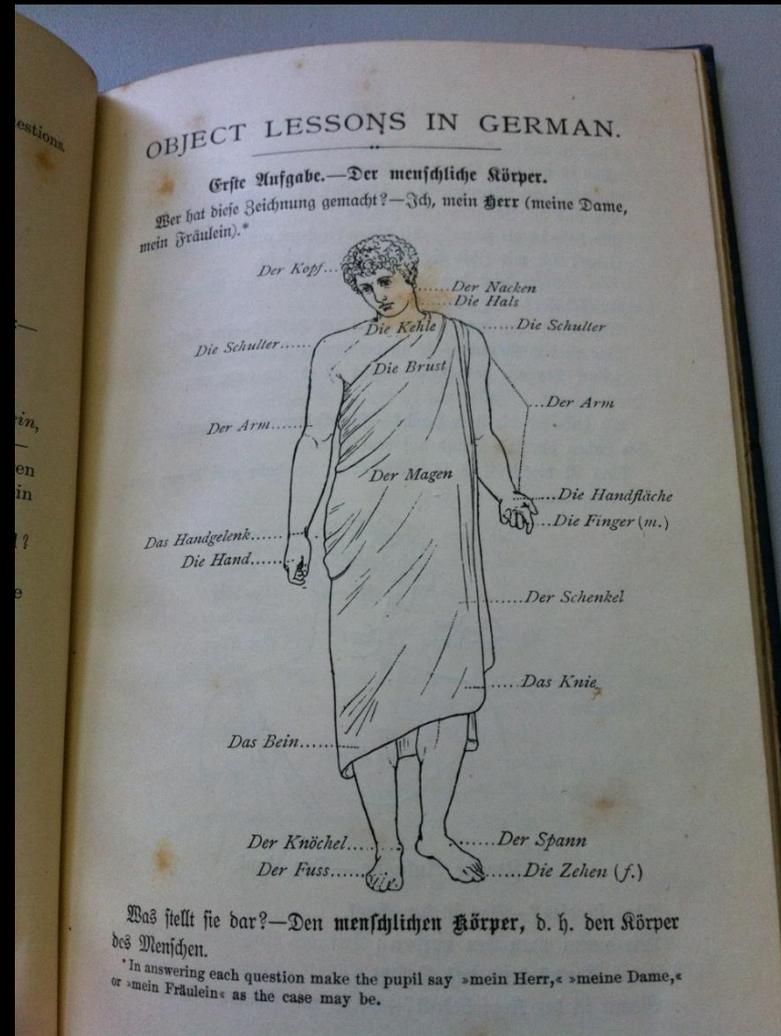
fra:ɣən. — vas 'ist das? vo: 'ist de:r blaiʃtɪft? vo:
'ist di: fe:dər? vo: 'ist das bu:x? ve:r hat dem tsaigəʃtɔk?
ve:r hat de:n tsaigəʃtɔk? vo: 'ist de:r fraŋk? vo: 'ist di:
ty:r? vo: 'ist das fenʃtər?

gra'matik. — der bəʃtimtə 'ar'ti:kəl.

	menliç	va:pliç	zeçliç
de:r nomina'ti:f	de:r	di:	das
de:r 'akuza'ti:f	de:n	di:	das

J.J. Trotter, *Object Lessons in German*, 1898

(Based on
“Object
Lessons in
French” by
Alec Cran)



Realia from the “target culture”



Chaffy & Bell (1907: 4)



Ungoed (1912)

2.... The twentieth century – the “scientific period” (Howatt & Smith 2014)

- Language laboratories (behaviourism)
- audiovisual methods
- communicative task-led, interactional approaches ...
- **all underpinned by applied linguistics**



Este hombre es el señor don Antonio Morales.

Esta mujer es la señora doña Julia Dominguez de Morales.

Esta señora es la señora doña Asunción Durán.

Esta chica es Isabel Morales.

Este chico es Ramón Morales.

who? (qui?)

Contesta a estas preguntas:

- 1 ¿Quién es el hombre?
- 2 ¿Quién es la mujer?
- 3 ¿Quién es la señora?
- 4 ¿Quién es la chica?
- 5 ¿Quién es el chico?

Nuffield Trust series of audiovisual language courses (*En avant, Vorwärts, Adelante, Vperéd*).

2.... The twentieth century – Languages for all

1 You are at a large railway station and want to find the booking-office. Which sign do you look for?

A. **Consigne** B. **Billets**

C. **Bureau de change** D. **Horaires**

Answer (letter only)

2 You are in an hotel and want to find the way to the lift. Which sign should you follow?

A. **ASCENSEUR** B. **DOUCHES**

C. **SORTIE DE SECOURS** D. **ESCALIER**

Answer (letter only)

3 You have just arrived in a town and want to buy some bread. You see various shop-signs down the street. Which do you head for?

A. **Cr merie** B. **CHARCUTERIE**

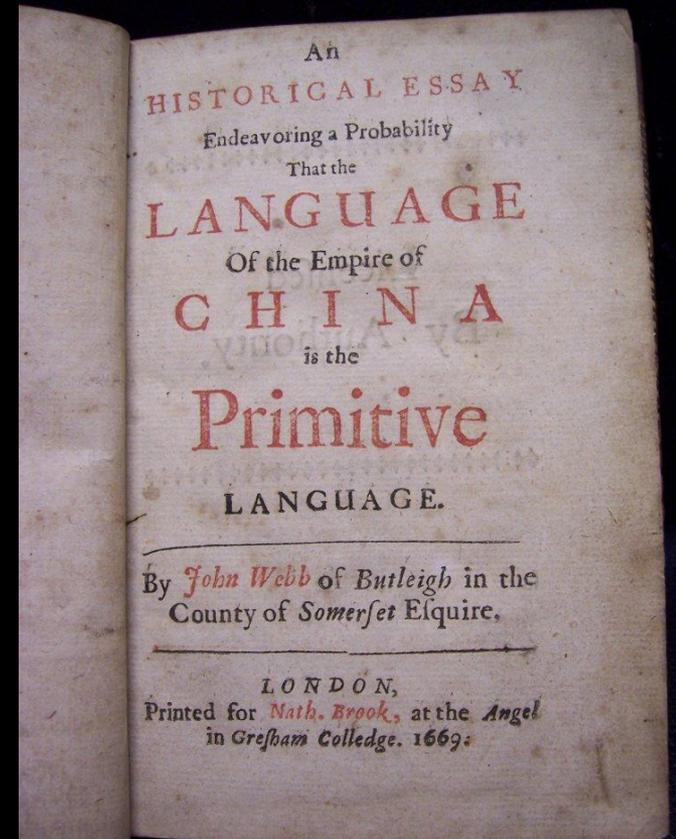
C. **BOULANGERIE** D. **BOUCHERIE**

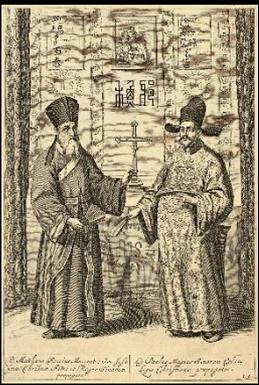
Answer (letter only)



3. Early studies of Chinese by the British

- John Webb (1611-1672), a British architect
- the first treatise on the Chinese language in any European language
- *An Historical Essay Endeavoring a Probability That the Language of the Empire of China Is the Primitive Language* (1669)
- never visited China or mastered the language; ideas based on the reports of the Jesuit missionaries in China.





3. ... Early studies of Chinese— missionary work

- Joshua Marshman (1768-1837): career spent in India with the Baptist Missionary Society – not China!
- learnt Bengali and Sanskrit

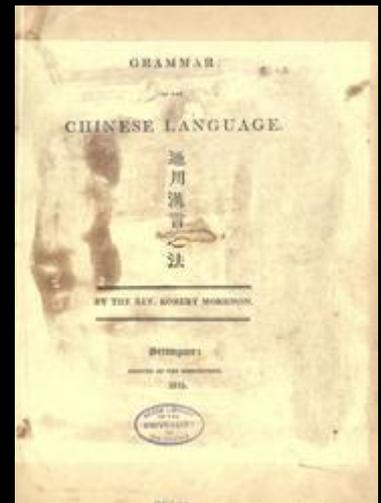


- *A Dissertation on the Characters and Sounds of the Chinese Language* (1809),
- a translation of Confucius (1809), and *Clavis Sinica* (1814).
- the first to have translated the Bible into Chinese (1821)



3. ... Early studies of Chinese by Britons

- Robert Morrison (1782-1834), first Protestant missionary in China
- (1815). *A Grammar of the Chinese Language*. Serampore: Printed at the Mission-Press.
- (1819). *A Dictionary of the Chinese Language: Chinese and English arranged according to the radicals*.



故 <i>quoo</i>	For	所 <i>saw</i>	That which	For thine is the kingdom,
所 <i>saw</i>	That which	有 <i>yow</i>	Have	the power, and the glory.
願 <i>yin</i>	Wish			爾 <i>yze</i> Thy
也 <i>yar</i>	.			國 <i>quork</i> Kingdom
		委 <i>voun</i>	In	權 <i>kin</i> Power
		及 <i>kup</i>	To	榮 <i>woon</i> Glory
		世 <i>sigh</i>	Generation	For ever, and ever, amen.
		世 <i>sigh</i>	Generation	皆 <i>kigh</i> All
啞 <i>ave</i>	Amen †			而 <i>ye</i> Is
嗚 <i>murn</i>				

† = phonetic.

THE LORD'S PRAYER.

our trespasses, as we	on earth as it is in heaven.	Our father in heaven.
forgive those who trespass	在 <i>jo-e</i> On	我 <i>ngaw</i> Our
against us.	地 <i>day</i> Earth	父 <i>foo</i> Father
求 <i>cow</i> Ask	若 <i>yee-ork</i> As	在 <i>jo-e</i> In
免 <i>mean</i> Forgive	天 <i>lane</i> Heaven	天 <i>lane</i> Heaven
我 <i>ngaw</i> Us		
負 <i>foo</i> Disregard	Give us this day our	Hallowed be thy name.
	daily bread.	願 <i>yzin</i> Wish
And lead us not into	所 <i>saw</i> That which	爾 <i>yze</i> Thy
temptation.	需 <i>soo-e</i> Need	名 <i>mun</i> Name
勿 <i>mot</i> Not	之 <i>gee</i> Of	聖 <i>sun</i> Holy
俾 <i>bay</i> Give	糧 <i>lay-ung</i> Food	Thy kingdom come.
我 <i>ngaw</i> Us	今 <i>kun</i> This	爾 <i>yze</i> Thy
試 <i>see</i> Temptations	日 <i>yot</i> Day	國 <i>quork</i> Kingdom
	賜 <i>chee</i> Give	臨 <i>lun</i> Descend
But deliver us from evil.	我 <i>ngaw</i> Us	至 <i>chee</i> Come
拯 <i>chun</i> Deliver	And forgive us	Thy will be done.
我 <i>ngaw</i> Us	我 <i>ngaw</i> We	爾 <i>yze</i> Thy
出 <i>chut</i> Out	免 <i>mean</i> Forgive	言 <i>chee</i> Will
惡 <i>ork</i> Evil	人 <i>yun</i> Man	得 <i>dut</i> Attain
	負 <i>foo</i> Disregard	成 <i>sun</i> Accomplish

1904, *Chinese Made Easy*, by Walter Brooks Brouner & Fung Yuet Mow (Cantonese, rather than Mandarin: the Lord's Prayer – one of the first texts is the Lord's Prayer – used since the 17th century as one of the first texts to write in a new language, e.g. also in South America

Pedagogy based on how Chinese children learn the language:

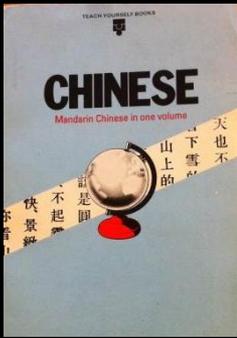
1904, *Chinese Made Easy*, by Walter Brooks Brouner & Fung Yuet Mow, p. 92
 The Three-Character Classic 三字经
 (Mandarin San Zi Jing)

Combined with interlinear glossing
 (medieval strategy, used with Latin!)

94

4	3	2	1
教 gow Teach	苟 gow Wrongly	性 sun Nature	人 yun Men
之 gee Arrive	不 but Not	相 say-ung Mutual	之 gee Arrive
道 dough Road	教 gow Teach	近 kun Near	初 chau Begin- ning
—	—	—	—
貴 queye Valuable	性 sun Nature	習 jarp Practice	性 sun Nature
以 ye Take	乃 nigh Then	相 say-ung Mutual	本 boon Root
專 chin Single	遷 cheen Move	遠 yün Far	善 seen Good

1 Men at their birth are naturally good;
 2 Their natures are much the same, their habits become widely different.
 3 If foolishly there is no teaching, the nature will deteriorate.
 4 The right way in teaching, is to attach the utmost importance to thoroughness.



Chinese in the British education system, 19th C

- School of Oriental Studies (University of London) established 1916

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ABOUT SOAS

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- Administration & Governance
- Core Values
- Student Charter

History of SOAS, University of London

History of SOAS, part of the 2013 SOAS Alumni and Friends Weekend

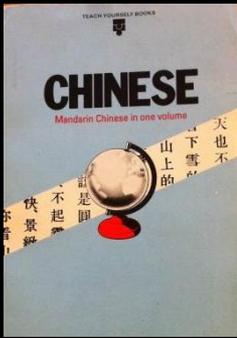
The School was founded in 1916 as the School of Oriental Studies. It took its present title in 1938, by which time it had also established itself as a centre for African Studies. It moved to its present site in 1941.

The Scarbrough Report of 1946 recommended that the whole field of Asian and African studies should be developed in London in contrast to a restricted range of programmes in other universities, and there was a considerable expansion of the School's activities. In addition, after the Hayter Report of 1961, increased attention was given to the development of the social sciences.

Its expanded library, designed by the architect Sir Denys Lasdun, was opened in 1973. This national resource houses more than 1.5 million items.

<http://www.soas.ac.uk/about/history/>

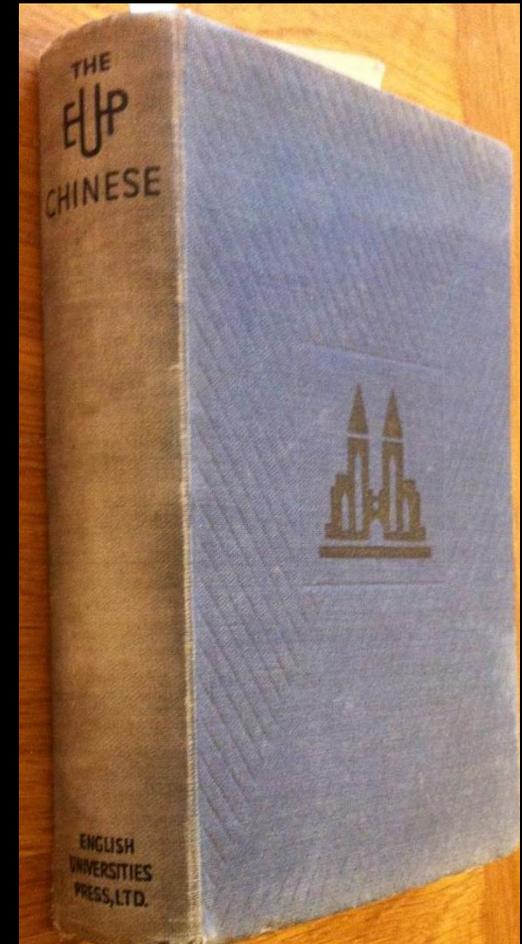
Chinese in the 20th century



Full honours degree at
Oxford since the 1940s



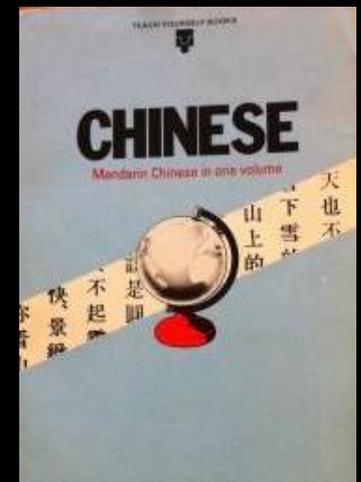
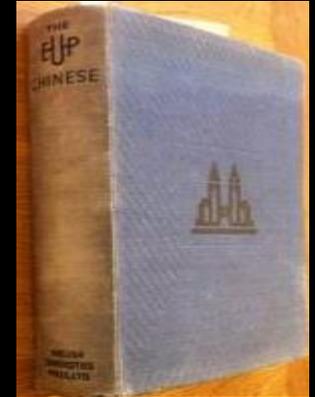
Compare 1947: the first *Teach Yourself Chinese*



1900

3. ... Teach Yourself Chinese in the 20th century ...

	TITLE
1904	<i>Chinese Made Easy</i> , by Walter Brooks Brouner & Fung Yuet Mow (Cantonese, rather than Mandarin)
1907	<i>The Chinese language and how to learn it: a manual for beginners</i> , by (Sir) Walter Hillier (followed by a second volume in 1909); 2 nd ed (1910)
1914, 1922	<i>Chinese self-taught by the Natural Method</i> . With phonetic pronunciation. Thimm's system by John Darroch (O.B.E.). Two volumes: 1. Syllabary and pronunciation; 2. <i>Chinese grammar self-taught</i> (first published in 1922)
1922	<i>Colloquial Chinese (Northern)</i> by A. Neville J. Whyman
1947	<i>Teach Yourself Chinese</i> , by Henry Raymond Williamson
1979	<i>Teach Yourself Chinese</i> . A reprint of the 1947 text, identical apart from minor alterations in the introduction
[1982	<i>Colloquial Chinese</i> by Ping-Cheng T'ung and David E. Pollard – not suitable for average adult learners]



1990

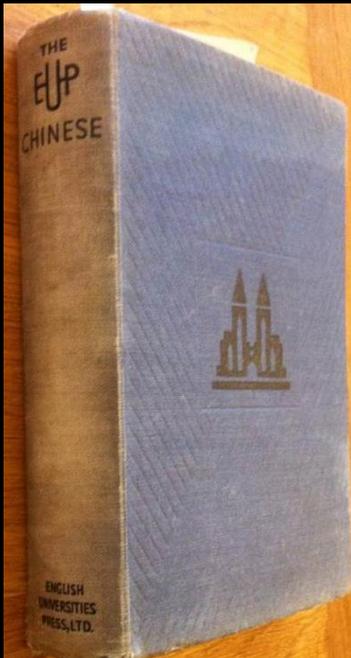
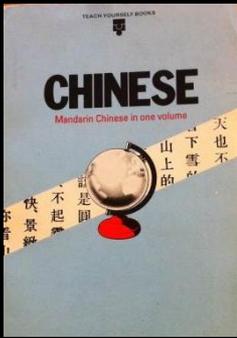
3. ... The 20th century – Chinese for self-improvement

- Brooks Brouner & Fung Yuet Mow (1904: ix) “to acquire it, gives as much mental training as do many of the subjects found in a college curriculum. There is something fascinating in the thought that in acquiring a modern language (i.e. Chinese) we are at the same time acquiring a language more ancient than that of Athens or Rome; a language which is unique, in that it is known to at least a third of the world’ s population; moreover it is the only live language extant that antedates the Christian era”

[presumably the authors mean only languages with a substantial written history].

- the writing system “provides mental gymnastics quite unequalled by the learning of any other foreign language known to us”.

Williamson – language learning for practical purposes



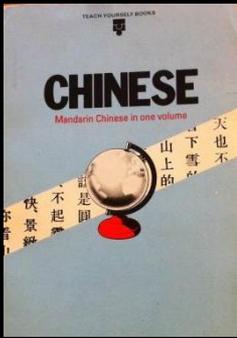
- Henry Raymond Williamson (1947): *Teach Yourself Chinese*

- Missionary in China, spent 1908-1926 with the British Missionary Service in Shanxi province, “engaged primarily in educational and famine relief work”



- turned down the offer of a Professorship of Chinese at the University of London

<http://www.bdcconline.net/en/stories/w/williamson-henry-raymond.php>), i.e. from Biographical Dictionary of Chinese Christianity



Williamson (1947)

- No familiarity with the established school tradition
- Patterns of dialogues with parallel translation goes back hundreds of years
- pp.4-5 (about the grammar section). “The student can refer to this section at any time in the course of his study. **The main purpose, however, should be to memorise the dialogues, sentence by sentence, phrase by phrase. If that is done the rules of grammar will be unconsciously acquired**”

English	Chinese	Romanized Pronunciation
I should never think of saying such a thing!	這個話我萬不能說	dje gò huà ó wàn bìh nēng shuoh jeh go hwah o wan boo nung shwo
—of doing such a thing!	這個事萬不能作	dje gò szī wàn bìh nēng dzoh jeh go siz wan boo nung dzo
it is none of your business	不與你相干	bìh yǐ ní hsiang gan boo yeu nee sheeang gan
you had better hold your tongue	你不要提那個話	ní bìh yào tí nà gò huà nee boo yow tee nah go hwa
do as I order you!	你照我講的作	ní djaò ó giàng dy dzoh nee jow o geeang dee dzo
you have my strict orders	我已經仔細的吩咐你	ó í gīng dzi hsi dy jen-fū í í o ee gīng dz shiee dec fun foo nee
why don't you go when I tell you?	我叫你你何以不去	ó gīao ní ní hō í bìh chū? o geeow nee nee ho ee boo cheu?
get away, or be off!	你去罷	ní chū bà nee cheu bah
get out of the way and let me pass!	站過去讓我走	djan gò chū, ràn? ó dzóu jan go cheu, rang o dzou
insolent fellow!	你這個人混賬	ní dje gò wèn huàn djang nee jeh go run hwun jang

MARLBOROUGH'S *SELF-TAUGHT* SERIES includes the following *Oriental* Languages:—

HINDUSTANI	PERSIAN	ARABIC (Syrian)
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Also all the principal *European* languages, and *LATIN*. The Series is constantly being extended.

A catalogue will be sent free on application to the Publishers.

DIALOGUE No. 40

On War and Peace

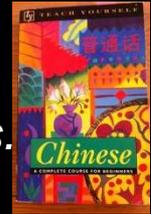
Two friends, A and B

1. A. Wo chē i pei tzu ti kung fu, chiu p'êng tao la liang tz'u ti shih chieh ta chan.
1. I have experienced (lit. met with) two world wars in my lifetime.
2. B. Wei shih mo shih chieh shang pu nēng kou wei ch'ih ho p'ing ni.
2. How is it that peace cannot be organised on earth?
"Nēng i", synonym for "nēng kou"—can, be able to.
3. A. Kên pên chiu shih yin wei kuo chia kên kuo chia, chung tsu kên chung tsu chih chien, fa hsien pu kung p'ing ti shih hsiang.
3. At bottom it is because between nations and races, certain injustices arise.
"Kên pên"—the root, source, etc., or
"Tao ti"—really, lit. arrive at bottom.
"Chih chien". "Chih" the possessive goes better with "chien" than "ti".
"Fa hsien", lit. become evident, so reveal.
4. B. Ni ti i ssu shih shuo, pi hsien ch'ü hsiao i ch'ieh pu kung p'ing ti
4. Do you then mean, that in order to obtain a peaceful world, we must first eliminate

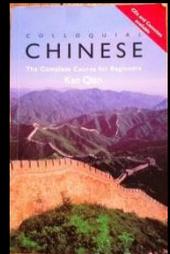
Teach Yourself Chinese in the 1990s – interest takes off

1990

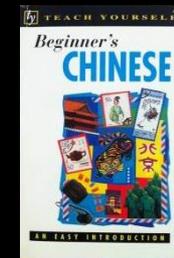
1991 – *Teach Yourself Chinese*. Completely new edition, by Elizabeth SCURFIELD, *Teach Yourself Chinese. A complete course for Beginners*. Scurfield taught at University of Westminster, London



1995 *Colloquial Chinese. The complete course for beginners*, by Kan Qian (Head of Chinese at the Open University, previously at Cambridge and Lancaster)

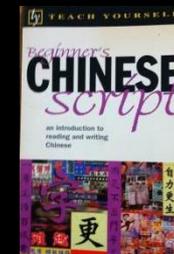


1996 – another new edition, by Scurfield and SONG, LIANYI *Beginner's Chinese: an easy introduction*. Song teaches at the School of Oriental and African Studies (SOAS), London

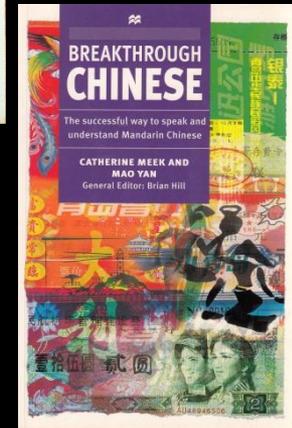


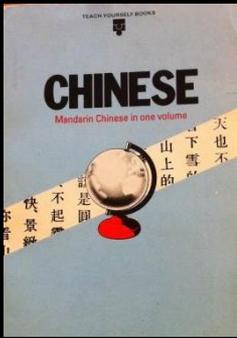
1999 – *Complete Mandarin Course*, by Scurfield (revised version of 1991 edition)

1999 - *Beginner's Chinese Script* by Scurfield and Song.



2000 1999 – *Breakthrough Chinese* by Meek and Mao Yan

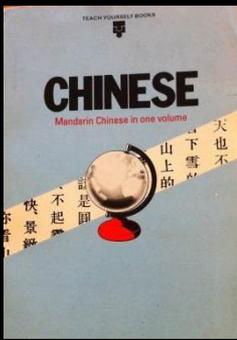




4. How has Chinese been presented to British learners?

What do textbooks say about Chinese?

- 4.1 How difficult is Chinese?
- 4.2 How are the tones described?
- 4.3 What is said about Chinese grammar?
- 4.4 What is said about Chinese culture?

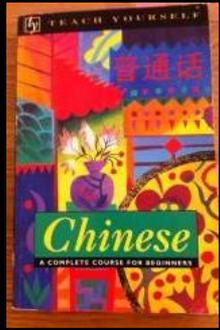


4.1 How difficult is Chinese?

Williamson (1947: 1, 5)

As a student of the language for nearly forty years, I am well acquainted with the difficulties which confront the student who may have to work without the aid of a Chinese teacher. But I can assure the student at the outset, that if he or she will persevere **for a period of six months, concentrating for two hours daily**, genuine and satisfying progress will be made. [...]

In conclusion let me say that **anyone of average intelligence and perseverance can gain a working knowledge of Chinese**. So in the words of one of the Chinese proverbs which you will find in the book: “Don’t mind going slow, as long as you keep going.”



4.1

Scurfield (1991: vii-viii)

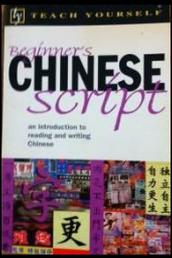
“Most people imagine Chinese must be a very difficult language to learn. However, [...] you may well find that spoken Chinese is not as difficult as you had thought – you may even find it comparatively easy! The written language is a different kettle of fish entirely.

The Chinese have a saying:

Xue dao lao, huo dao lao, hai you sanfen xue bu dao

Study reach old, live reach old, still have three-tenths study not reach.

This is certainly true as far as Chinese is concerned, but the rewards are great. It will take time, but if you can keep your mind open, you will be surprised at the results!”



4.1 ... How difficult is Chinese?

Scurfield & Song (1999: xiv)

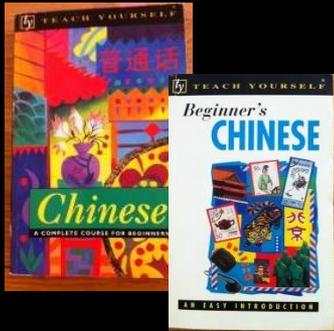
Anybody of average intelligence and with a reasonable visual memory who is prepared to put in the necessary time *can* master the Chinese script



4.1 ... How difficult is Chinese?

Xiang (2010: vii)

Everyone can master Mandarin. It is very easy in some ways – no verb endings (as in French, for example), no case endings (as in German), no genders (as in most European languages). What is more difficult is the pronunciation. [...] The writing system is also more challenging to learn.



4.2 How have the tones been described?

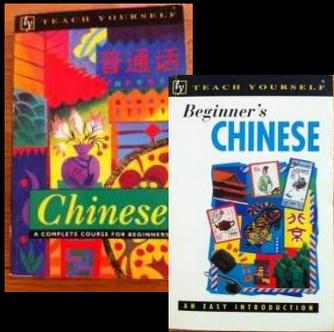
Wade (1859: 85) already used the emotional function of intonation in English to describe the pitch required:

1st tone: “affirmative”

2nd tone: expressing “doubt or astonishment” in English

3rd tone: “would indicate indignation or denial”,

4th tone: “prolonged as it were regretfully”.



4.2

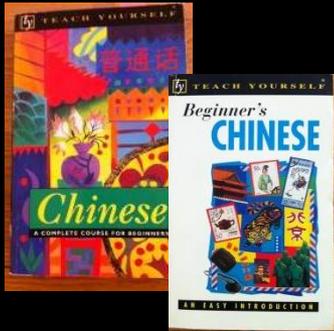
a monosyllabic dialogue among four people
where the emotion expressed would elicit the correct
tone:

Dead 1

Killed? 2

No! 3

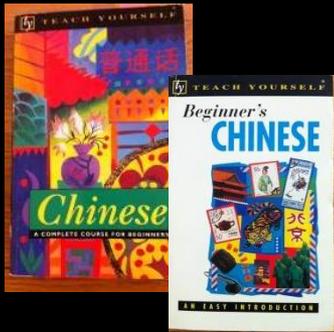
Yes! 4



2.2.1 Pedagogy and the tones

In the first half of the 20th century Hillier, Darroch and Williamson all follow Wade's example, using emotions to describe the tones:

reproof, dictatorial, mild surprise, acute surprise, curt

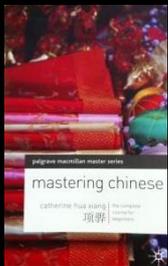


4.2

Scurfield 1991, Scurfield & Song 1996

- Second tone – *raise your eyebrows every time you attempt a second tone*
- Third tone – *drop your chin onto your neck and raise it again*
- Fourth tone: *stamp your foot gently and then accompany the action with the relevant sound.*

“Common problems are 1st tone too high, confusing 2 and 4, and getting down on the third tone but not being able to get up again” (1991: xvii)



4.2

- Xiang 2010: pronunciation is attended to in every chapter (here p. 139)

7

Shopping

Dì qī kè
第七课

Gòu wù
购物

In this unit, you will learn:

- How to ask for and understand prices
- About shopping for everyday items in Chinese
- How words are formed (1)
- About the art of bargaining in China



Getting the pronunciation right

Pīn yīn liàn xí
拼音练习

For a complete list of the sound combinations in Mandarin Chinese, see the Appendix (page 306). A recording of all the sounds is available at: www.palgrave.com/modernlanguages/xiang.

It is important to pronounce the sound combinations as accurately as possible. The key is to say them over and over and over again. We will continue to work on these from this unit on and also introduce some more culturally-oriented activities, such as reading Chinese poems, tongue twisters and song lyrics.



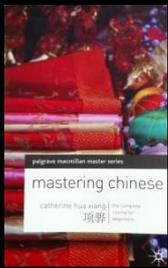
1 Listen and mark the tones on the following syllables:

1. ma 2. fu 3. bu 4. me 5. pou 6. mu
7. pa 8. pian 9. jun 10. qu



2 Listen and write down the words you hear in Pinyin with tones:

1. _____ 2. _____ 3. _____
4. _____ 5. _____



Getting the pronunciation right

Pin yīn liàn xí
拼音练习

In this unit, you will do some more advanced Pinyin practice with a focus on words starting with the first tone. You will also learn a couple of traditional Chinese tongue twisters as a challenge!



1 Combinations with the first tone: Try to pronounce the following words on your own first, and then listen to the audio. Go over it again and again until you are used to the pattern.

The first tone + the first tone

kāfēi	jīntiān	chūntiān	tīngshuō	xiāngyān
coffee	today	spring	hear (that)	cigarette

The first tone + the second tone

Zhōngguó	Yīngguó	Zhōngwén	Yīngwén	shēngcí
China	Britain	Chinese	English	new words

- Practises combinations of tones , e.g. p. 191-92 first tone followed by first, third, fourth, neutral
- Tonguetwisters

The first tone + the third tone

hēibǎn	shēntǐ	fēngjǐng	jīnglǐ	kāishǐ
blackboard	body	scenery	manager	to start

The first tone + the fourth tone

gōngzuò	yīnyuè	shūdiàn	gāoxìng	tiānqì
job	music	bookshop	happy	weather

The first tone + the neutral tone

tāmen	māma	xiānsheng	xiūxi	gēge
they	mother	Mr	to rest	older brother



2 Sound discrimination: Some Chinese sounds may sound similar to you, especially when they are combined in certain ways. In this exercise, focus on the sounds j, q, x, z, c and s, which are usually considered to be difficult for beginners:

jīqì	qīzi	xuéxí	cèsuǒ	zérèn
machine	wife & child	to study	toilet	responsibility
sījī	zúqiú	jiérì	zuǒ	zǒu
driver	football	holiday	left	to walk



3 Fun time: You already tried saying a Chinese tongue twister in Unit 7. Now you will learn another classic one focusing on tones as well as the sound distinction of 's' and 'sh'.

Sì hé shí
四和十

4 and 10

Sì shì sì shí shì shí
四是四，十是十，

4 is 4, 10 is 10,

shí sì shì shí sì sì shí shì sì shí
十四是十四，四十是四十，

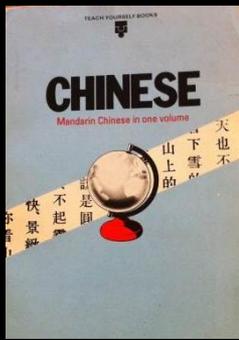
14 is 14, 40 is 40,

bú yào bǎ shí sì shuōchéng sì shí
不要把十四说成四十，

don't say 14 as 40,

yě bú yào bǎ sì shí shuōchéng shí sì
也不要四十说成十四。

and don't say 40 as 14.



4.3 Teaching the grammar of Chinese

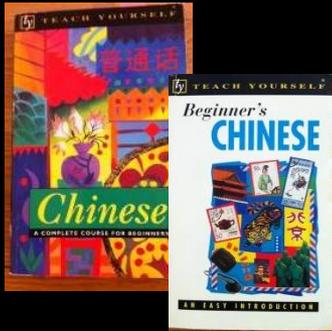
Williamson (1947: 434-35)

“The language is so flexible and free that rules may or may not be observed.

Practically everything that has been said above ... is open to modification. But the student will at least have observed from what has been written that there *is* such a thing as Chinese Grammar!”

Grammar topics dealt with in the grammar section

1. The article
2. Distinguishing adjectives (zhe, na, naxie....)
3. Personal pronouns
4. The possessive sign
5. Interrogative pronouns
6. Nouns
7. Cases of nouns and pronouns are using distinguished by the position of the word in the sentence
8. Classifiers
9. [numbering error]
10. Adjectives of quality
11. Adverbs of manner
12. Auxiliary verbs *to be* and *to have*
13. Regular verb (future tense, compound tenses, present participle, moods)
14. Negatives and prohibitions
15. Either ... or Neither ... nor



4.3 ... – does Chinese have any grammar?!

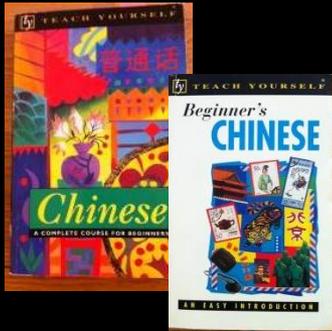
“what rules do exist seem to be present for the sole purpose of demonstration as to the myriad ways in which they may be broken!”;

“Grammar, as it is understood in other languages, is absent from Chinese” (Whyment 1922: 9, 3).

“there are so many ways of saying the same thing in Chinese that it is difficult to lay down hard and fast rules” (Hillier 1910: 63).

“The language is so flexible and free that rules may or may not be observed. Practically everything that has been said above [...] is open to modification,”
Williamson (1947: 434-35)

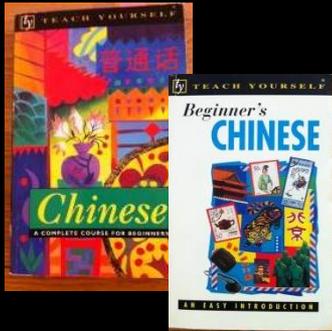
But ... at least “the student will at least have observed from what has been written that there *is* such a thing as Chinese Grammar!”



4.3 ... – does Chinese have less grammar than other languages?

Scurfield (1991) explains the difficulty of giving fixed rules, not as an essential characteristic of Chinese compared with other languages, but on the grounds that Putonghua is “still developing”:

Over 20 years of experience have taught me that I should never be too categorical as far as Chinese grammar is concerned and always to preface remarks with ‘nearly always’ , ‘almost invariably’ , etc. If I have forgotten to do so at any point in this book please regard it as said. **Putonghua is still developing as a language** so that even Chinese experts may, for example, hold a three-day meeting to discuss ‘*le*’ . (Scurfield 1991: xxii)

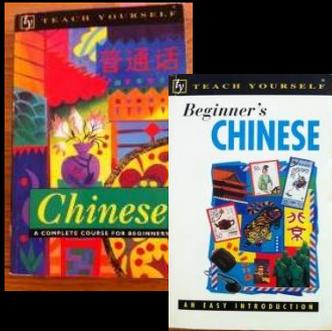


4.3 ... The grammar of Chinese and rules of thumb

Whyment's rules of thumb (1922) include:

"Make sure of your words, perfect your idiom from English into Chinese, deduct fifty per cent of your verbiage – and then speak" (p.7).

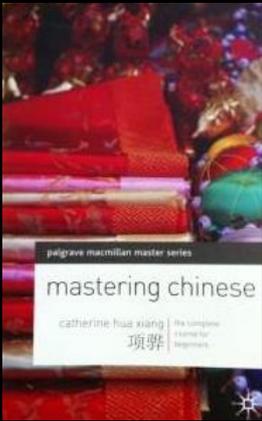
"In Mandarin omit as frequently as possible personal pronouns, verbal particles, relative clauses, and, above all, circumlocution" (p. 7).



4.3 ... The grammar of Chinese and rules of thumb

- “It is not advisable for the student, at any rate in the early stages of his career, to go deeply into the question of Chinese grammar; he will pick up the rules, such as they are, as he goes along”. (Hillier 1907)
- “It is a safe rule [...] to begin by cutting out all superfluities. [...] treated as one would treat a telegraphic message”,
- “Whenever a word is wanted to help out a sentence that seems to require touching up, throw in a *chiu* [i.e. *jiu*⁴] and you will generally be safe” (Hillier 1907: 53).

2.4 Reading and writing Chinese



Xiang (2010)

Characters are introduced from the very first lesson
Large, clear font

unit
1 **Getting started**

Dì yī kè Xīn qǐ diǎn
第一课 新起点

In this unit, you will learn:

- How to say hello, goodbye and thank you
- How to write some of the basic strokes used in Chinese characters
- About the history of Chinese characters
- About greetings in China

Getting the pronunciation right Pīn yīn liànxí
拼音练习

If you haven't already looked at the pronunciation basics in the Introduction, you might like to do so now, although it is fine for you to skip it and go back to it later if you'd prefer. From Unit 2 on there will always be a 'Getting the pronunciation right' section at the beginning of each unit.

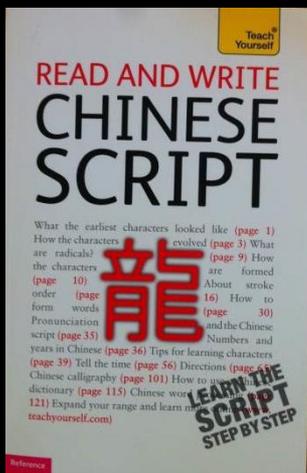
Communicating in Chinese Hànyǔ jiāoliú
汉语交流

1 Saying hello! Dǎ zhāo hu
打招呼

Key expression: Saying hello informally

Nǐ hǎo
你好! Hello!

7



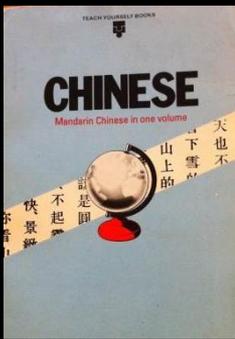
Scurfield & Song
(1999, 2010 - *Script*)

4.4 Describing Chinese culture

Insight

There is no doubt that learning Chinese script will help you understand a great deal of the Chinese culture and the Chinese ways of perceiving things. Here we would like to suggest that even copying characters, which is generally regarded as a boring exercise, can help you understand some aspects of Chinese culture. Think of the words or phrases associated with learning to write Chinese characters: mechanic repetition, sticking to rules regarding stroke order, styles of calligraphy as models to follow, characters in boxes (boundaries) so that they look the same size, proportion of components, balance of parts, etc. Some people maintain that these are stereotypical characteristics of the Chinese. On the other hand the Chinese themselves will marvel at your ability to write characters, especially if you write with precision. To the Chinese, it is a sure testimony of your intelligence and talent. (The Chinese believe 字如其人, that is to say that one's handwriting is a reflection of the person in terms of his or her personality). Is it a coincidence that a character (as in a Chinese character) is the same word as a character, as in a person portrayed in an artistic piece or the qualities and features of a person?

.....



4.4 ... Chinese culture

1. Williamson (1947: v)
“Much of the world’s progress in mutual understanding and co-operation depends on our being able to understand one another’s speech, and on our acquaintance with one another’s literature.

340

TEACH YOURSELF CHINESE

DIALOGUE No. 40

On War and Peace

Two friends, A and B

1. A. Wo chē i pei tzu
ti kung fu, chiu
p'êng tao la liang
tz'u ti shih chieh
ta chan.
1. I have experienced (lit. met with) two world wars in my lifetime.
2. B. Wei' shih mo shih
chieh shang pu
nêng kou wei
ch'ih ho p'ing ni.
2. How is it that peace cannot be organised on earth?

“Nêng i”, synonym for “nêng kou”—can, be able to.

3. A. Kên pên chiu shih
yin wei kuo chia
kên kuo chia,
chung tsu kên
chung tsu chih
chien, fa hsien pu
kung p'ing ti shih
hsiang.
3. At bottom it is because between nations and races, certain injustices arise.

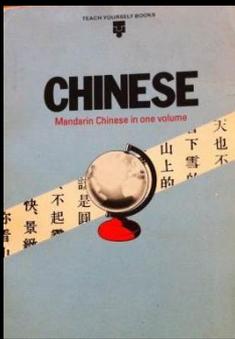
“Kên pên”—the root, source, etc., or

“Tao ti”—really, lit. arrive at bottom.

“Chih chien”. “Chih” the possessive goes better with “chien” than “ti”.

“Fa hsien”, lit. become evident, so reveal.

4. B. Ni ti i ssu shih shuo,
pi hsien ch'ü
hsiao i ch'ieh pu
kung p'ing ti
4. Do you then mean, that in order to obtain a peaceful world, we must first eliminate



4.4 ...

[...] With the idea of contributing a little towards these worthy objectives, I have prepared this short introduction to the language of the Chinese people, many of whom I have learned to respect, and whose culture I greatly admire.”

DIALOGUE No. 40

On War and Peace

Two friends, A and B

1. A. Wo ch'ê i pei tzu ti kung fu, chiu p'êng tao la liang tz'u ti shih chieh ta chan.
1. I have experienced (lit. met with) two world wars in my lifetime.
2. B. Wei shih mo shih chieh shang pu n'êng kou wei ch'ih ho p'ing ni.
2. How is it that peace cannot be organised on earth?

“ N'êng i ”, synonym for “ n'êng kou ”—can, be able to.

3. A. Kên pên chiu shih yin wei kuo chia kên kuo chia, chung tsu kên chung tsu chih chien, fa hsien pu kung p'ing ti shih hsiang.
3. At bottom it is because between nations and races, certain injustices arise.

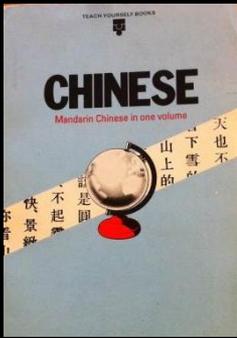
“ Kên pên ”—the root, source, etc., or

“ Tao ti ”—really, lit. arrive at bottom.

“ Chih chien ”. “ Chih ” the possessive goes better with “ chien ” than “ ti ”.

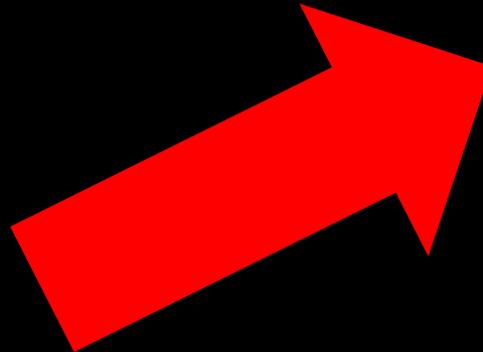
“ Fa hsien ”, lit. become evident, so reveal.

4. B. Ni ti i ssu shih shuo, pi hsien ch'ü hsiao i ch'ieh pu kung p'ing ti
4. Do you then mean, that in order to obtain a peaceful world, we must first eliminate



4.4 ...

And yet:
Williamson (1947)
Servant – master
Chinese servants expect to
stand when being spoken to
by the mistress



66 TEACH YOURSELF CHINESE

DIALOGUE No. 6

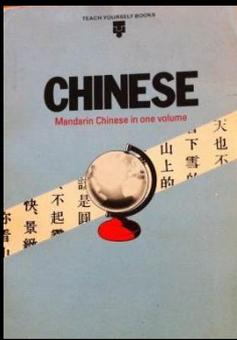
Mistress and Servants discuss domestic matters.

Mistress, *M.* Servant(s), *S.*

1. <i>S.</i> T'ai t'ai chiao wo pa.	1. Did you (Lady) call me?
2. <i>M.</i> Shih ti. Chiao ch'u tzu ho k'an mên ti (mên fang) lai, wo yao ho ni mên shuo chi chü hua.	2. Yes, call the cook and gate-man. I want to say something to you (lit. say a few sentences to you).
3. <i>S.</i> T'a mên chiu lai. Ai, lai la.	3. They will be along shortly. Ah, here they come!
4. <i>M.</i> Tso hsia pa.	4. Sit down!
5. <i>S.</i> (In a body.) Pu yung tso. Wo mên chan cho ti hao.	5. No need for us to sit. It is more fitting that we stand.

Servants naturally expect to stand in the presence of their mistress.

6. <i>M.</i> Chin t'ien wo hên mang, yao ta chia pang mang.	6. I am very busy to-day, and want you all to help.
"Ta-chia", a frequently used expression for "All of you".	
7. <i>S.</i> T'ai t'ai chiao wo mên tso shih-mo. Wo mên chao pan chiu shih la.	7. What do you want us to do? We will do as you say (lit. we according do just so).
"Chao-pan". According—act. Do as you say.	
8. <i>M.</i> Hsien pa ch'ih fan ti chia chü na lai, wo yao k'an i k'an.	8. First bring the cutlery and crockery (lit. the eating utensils) and let me see them.



4.4 ... Encountering Chinese culture

Chinese servants
may be lazy liars

11. M. Na suan pu liao shih mo, tsui yao chin ti shih yao t'a tsao tsao ti pa tuan wai i tso hao, chiao t'ai t'ai hsi huan.

11. That is of small moment. The most important thing is for him to get that coat finished early, to please Madame.

12. M. (cont.) Ni tsêm-mo pu tsao kei wo shuo.

12. But why didn't you tell me before?

13. S. Yin wei wo pu chih tao nin tsai na li.

Note use of "nin", a polite pronoun.

13. Because I did not know where you were.

14. M. Pu shih yin wei ni t'ai lan, mei yu yung hsin chao wo pa.

14. Isn't it (rather) because you are lazy, and have not tried to find me?

15. S. Pu shih ti, wo shih tsai chao pu cho hsien shêng.

15. No not that. I really could not find you.

16. M. Wo ping mei yu li k'ai chê ko ti fang, tsêm mo ni shuo chao pu cho wo ni.

16. But I haven't left this place, how can you say you couldn't find me?

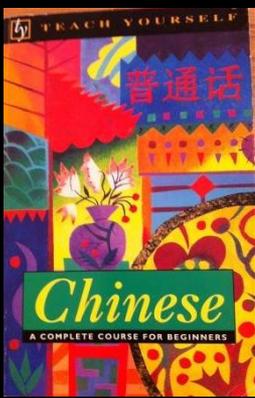
17. S. Na tao ch'i kuai, wo tao ch'u chao nin, na'êrh yeh chao pu cho.

17. That really is strange. I looked everywhere for you, but couldn't find you.

"Na'êrh yeh . . . pu"—nowhere, not anywhere.

18. M. Pa liao. Kan ni ti ch'ü pa.

18. Enough of this. Get on with your job.



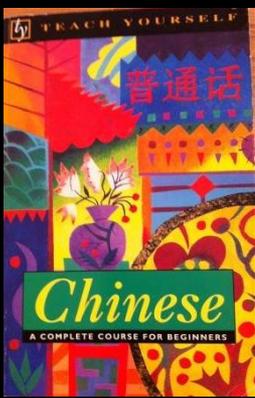
4.4 ...

Scurfield 1991:

An enthusiast uncovers a hidden world

“This book [...] will, at the very least, have given you the possibility of seeing a little into **that inscrutable Oriental mind**” (p. vii)

Still in the 2010 edition!



4.4 ...

... Uncovering a hidden world

Meet the author:

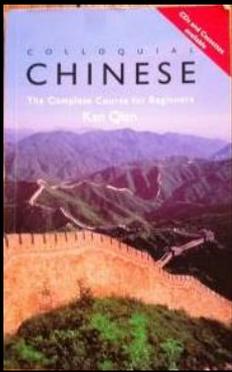
“I’ve always loved languages
... The first time I went to
China I fell in love with the
country and the people. I
have learned so much [...] and had such fun.

Contents	
Introduction: The Chinese Language	viii
Romanisation	ix
General Introduction to Sounds and Tones	x
Working Through the Book	xi
List of Abbreviations	
1 Making Friends (i)	1
2 Making Friends (ii)	2
3 Making Friends (iii)	3
4 At the Lis' (i)	4
5 At the Lis' (ii)	34
6 In the House	17

Making Friends (i)

Mr King (*Wáng xiānsheng*) has come to China to teach English at Beijing University. Mr Li (*Lǐ xiānsheng*) is a friend and colleague of Mr King's Chinese teacher in Britain. The meeting takes place in Mr Li's office.

Lǐ	<i>Wáng xiānsheng, nǐ hǎo!</i> King/first-born/you/good/	How do you do, Mr King.
Wáng	<i>Lǐ xiānsheng, nǐ hǎo!</i> Li/first-born/you/good/	How do you do, Mr Li.
Lǐ	<i>Qǐng zuò.</i> Invite/sit/	Please, sit down.
Wáng	<i>Xièxie.</i> Thank/	Thank you.
Lǐ	<i>Qǐng hē kāfēi.</i> Invite/drink/coffee/	Have some coffee.
Wáng	<i>Xièxie, wǒ bù hē kāfēi.</i> Thank/I/not/drink/coffee/	No thanks, I don't drink coffee.
Lǐ	<i>Nǎme, Zhōngguó chá</i> So/middle country/tea/ <i>xíng bu xíng?</i> be OK/not/be OK/	Would you like some China tea then?
Wáng	<i>Xíng, xièxie nǐ! Wǒ hěn</i> Be OK/thank/you/I/very/ <i>xǐhuan hē Zhōngguó</i> like/drink//middle country/ <i>chá.</i> tea/	Yes, thank you, I'm very fond of China tea.



4.4

Kan Qian (1995)

- Doing business, with enough to get by ...
- Instrumental approach
- What do I need to get out of here? (“potential business partner”!)

1 Chū cì jiànmiàn

Meeting someone for the first time

By the end of this lesson, you should be able to:

- say who you are
- greet people and respond to greetings
- ask, and respond to, some yes/no questions
- use some appropriate forms of address
- write your first Chinese characters

Dialogue 1

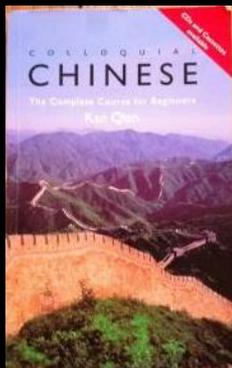
Nǐ hǎo How do you do? ☞

David Jones has just arrived at Beijing Airport. His potential Chinese business partner, Wang Lin, is there to meet him

WANG LIN: Nǐ shì Jones xiānsheng ma?

DAVID JONES: Shì de. Wǒ shì David Jones.





4.4 ...

Kan Qian
(1995)
No more than
what you
need to get by
...

“Survival
culture”

Appendix A Useful signs

The characters introduced in the book are simplified characters. In this appendix, complex characters (traditional form) are placed alongside their simplified versions wherever they differ from their simplified version. This appendix consists of those character signs that are introduced at the end of each lesson in the book and some other useful signs.

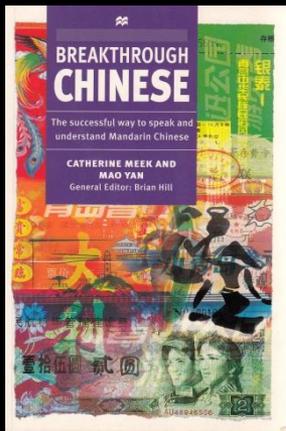
<i>Simplified form</i>	<i>Complex form</i>	<i>Pinyin</i>	<i>English</i>	<i>Lesson</i>
北京		Běijīng	Beijing (Peking)	2
男		nán	Men's	3
女		nǚ	Ladies'	3
饭店	飯店	fàndiàn	hotel	4
餐厅	餐廳	cānfǎng	dining-room	4
旅游局		lǚyóu jú	tourist bureau	5
商店		shāngdiàn	shop	7
银行	銀行	yínháng	bank	7

Notes to Dialogue 1

1 On a Chinese bus

Buses in mainland China always have a conductor who sells tickets and ensures that everyone has one. The bus driver's job is only to drive.

<i>Simplified form</i>	<i>Complex form</i>	<i>Pinyin</i>	<i>English</i>	<i>Lesson</i>
洗手间	洗手間	xǐshǒu jiān	toilet	
公用电话	公用電話	gōngyòng diànhuà	public telephone	10
火车站	火車站	huǒchē zhàn	railway station	10
售票处	售票處	shòupiào chù	ticket office	11
公共汽车站	公共汽車站	gōnggòng qìchē zhàn	bus station	11
上海		Shànghǎi	[place name]	14
西安		Xī'ān	[place name]	14
桂林		Guìlín	[place name]	14
广州	廣州	Guāngzhōu	[place name]	14
长城	長城	Chángchéng	[place name]	14
香港		Xiāng Gǎng	[place name]	15
台湾	臺灣	Táiwān	[place name]	15
英国	英國	Yīngguó	Britain	15
美国	美國	Měiguó	America	15
故宫		Gùgōng	Forbidden City	
天坛	天壇	Tiāntán	Temple of Heaven	
士		lǚxíng shè	travel agency	
飞机场	飛機場	fēijī chǎng	airport	
进口		jìnkǒu	entrance	



4.4 ...

Meek & Mao
(2010)
“contains
fascinating
information
about the
customs and
lifestyle of
China”
(back cover)

10

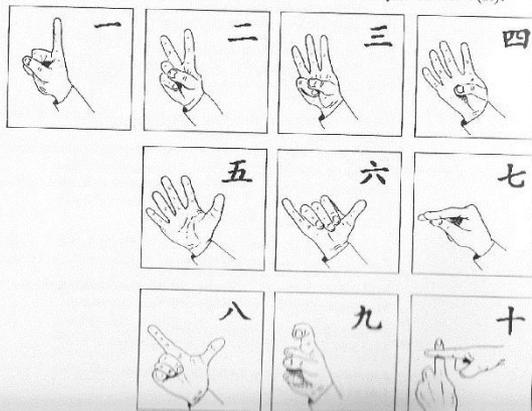
In each of the examples, the question word is replaced in the answer by the relevant noun.

Fill in the blanks with the options (a) or (b) below. (Answers on page 96.)

- (1) Yángcōng _____ yī jīn?
How much for a *jīn* of onions?
(a) duōshao qián (b) duōshao
- (2) Huóchái duōshao qián yī _____?
How much for a box of matches?
(a) hé (b) jīn
- (3) Cháyè _____ duōshao qián?
How much for a box of tea?
(a) yī hé (b) hé
- (4) Lái _____ nín?
How much do you want?
(a) duōshao (b) duōshao qián
- (5) Zhè zhōng chá yè duōshao qián yī _____?
How much for a *liǎng* of this type of tea?
(a) jīn (b) liǎng

Read and understand

Gestures are as important in China as they are anywhere. Learn how to count using hand signals, and you will run no risk of getting 10 (shí) oranges from the fruit-seller in the market when you wanted 4 (sì)!



Did you know?

Health

'Prevention before cure' sums up the Chinese approach to health. Emphasis is on a balanced diet, as described in *Did you know?* Unit 10, and daily exercise – walk around any park at about 6 a.m. and you will find it full of people of all ages doing exercises or practising *tǎi jí quán* (t'ai chi ch'üan).

Medicine

Chinese medicine is essentially holistic: balance of mind, body and spirit is necessary for complete health. Imbalance within this system means there will be sickness. The focus of healing, therefore, is to restore balance to the system, and not simply to treat any one symptom in isolation.

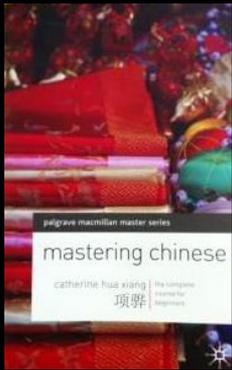
Taking into account the whole picture means looking at external, internal and miscellaneous causes of disharmony. External causes are environmental – man is part of nature and is therefore affected by seasonal and climatic changes. Internal causes are emotional; there can be no separation of feelings from the body. For example, people who are sad are considered prone to lung disease: depressed people do not breathe enough, which is why they sigh a lot, and it follows that problems will arise in the lungs and respiratory system. Vice versa, it is thought that people with lung disease often suffer from melancholy. Taking a brisk walk will make the walker breathe more deeply and temporarily counteract depression. Miscellaneous causes are neither external nor internal. Examples include unhealthy eating, or a serious injury – the latter, through blockages in blood circulation, may result in cell damage and give rise to linked diseases.

The 'Four Examinations'

On a visit to a Chinese doctor a person undergoes the 'Four Examinations'. These are concerned with 'looking', including a reading of the tongue, according to a highly developed system which sees significance in the colour, shape and coating of it; 'listening and smelling', checking for indications of excess or deficiency; 'asking', about behaviour and sleep patterns, family history, diet, emotional state; and 'touching', focusing on the pulse, from which the doctor can tell the condition of the various internal organs.

Acupuncture

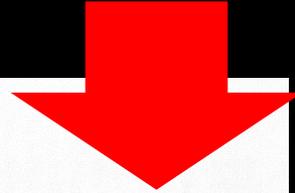
A basic principle in Chinese beliefs about the body is that there are a number of 'meridians', channels connecting major organs through which energy, *qi*, flows. Blockages in these channels, preventing the free flow of energy, cause illness. Acupuncture uses needles, and acupressure the fingers, to press on strategic points along the meridians and to create a surge of energy flow, which will in turn break through such blockages. There are around 2,000 such points, but only about 150 are commonly used.



4.4 ...

Xiang (2010)

- The first approach integrating language and culture, treating Chinese as a “normal” language to learn

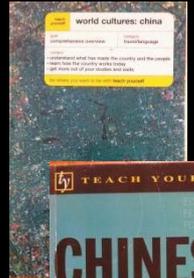
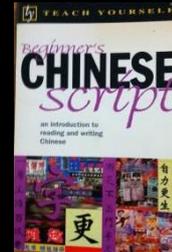


Overview

Communication skills	Vocabulary	Grammar	Chinese characters	Cultural knowledge
1 • saying hello, goodbye and thank you	• greetings • goodbye and thank you • titles • times of day	• formal and informal ways of addressing people • use of 们 men to indicate the plural • basic construction of words with 好 hào and 见 jiàn	• the history of Chinese characters • how Chinese characters are formed • writing the basic strokes	• meeting people for the first time • typical greetings
2 • asking how others are and answering • introducing yourself	• greetings • nationalities • jobs • simple adjectives	• asking yes/no questions with 吗 ma • translation of ‘to be’ and the difference between 是 shì and 很 hěn • asking tag questions with 呢 ne	• writing the basic strokes • recognizing and writing characters in the text: 不, 好, 我, 你, 是, 中国, 人, 很	• names • polite ways of addressing people in social and work contexts
3 • introducing your family • making simple introductions • describing family and friends	• family members • question words	• indicating possession using 的 de • use of negating words 不 bù and 没 méi • use of the locution indicator 在 zài • asking questions with 什么 shénme, 哪里 nǎlǐ, 谁 shuí, 怎么样 zěnyàng • use of verb + 一下 yíxià	• basic structures of Chinese characters • recognizing and writing characters in the text: 这, 有, 爸, 妈, 住, 在, 大, 叫, 儿, 子, 女, 个	• family values • politeness within a family
4 • quantifying things • asking and giving personal information, such as address, age, telephone number	• numbers • measure words • daily objects	• use of numbers • measure words • single and plural nouns	• summary of the general rules of stroke order • recognizing and writing the characters for numbers	• lucky and unlucky numbers
5 • expressing days and dates • talking about birthdays and holidays • talking about travel plans	• the days of the week • the months of the year • Chinese holidays • Chinese horoscopes	• sequence for expressing dates • 是...的 shì...de construction • asking questions with 什么时候 shénme shíhòu, 几 jǐ, 多少 duōshǎo, 哪 nǎ • indicating the future with 要 yào, 会 huì, 打算 dǎsuan	• how Chinese characters are formed (1) • recognizing and writing characters in the text: 年, 月, 日, 星期, 天, 号, 祝, 今, 明, 生, 快, 乐, 走, 回, 从, 到 • writing a birthday card	• Chinese horoscopes
6 • asking for and giving the time • talking about your daily routine • arranging a date • making suggestions	• time expressions • daily activities and leisure activities	• sentence order with time expressions • saying ‘yes’ and ‘no’ • use of exclamation words 啊 a, 吧 ba • verb + 一 + verb construction	• how Chinese characters are formed (2) • recognizing and writing characters in the text: 点, 分, 半, 上, 下, 午, 晚, 去, 吃, 看, 玩, 做, 睡, 买, 要	• traditional festivals
7 • understanding Chinese currency • asking for and giving prices • bargaining	• money • everyday objects • expressions for accepting and rejecting	• asking questions with 几 jǐ and 多少 duōshǎo • sentence order with money expressions • 太...了 tài...le construction • sentence structure for making suggestions	• how words are formed (1) • recognizing and writing characters in the text: 元, 块, 毛, 多少, 钱, 给, 找, 想, 贵, 漂亮, 便宜, 卖, 次, 再	• learning a tongue twister • the art of bargaining

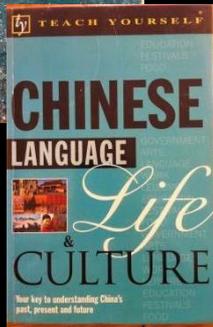
5. Chinese in the 2000s – many more textbooks: language, culture and script

1999 - *Beginner's Chinese Script* by Scurfield and Song.
3 editions between 1999 & 2003



2002. WILKINSON, KENNETH (2002). *Chinese language, life & culture*. London: Hodder Headline.

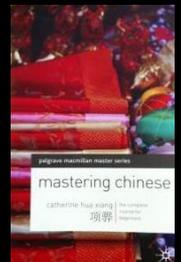
2004. Republished as: *World cultures: China*. London: Teach Yourself.



2010. *Read and write Chinese script*, by Scurfield and Song (new edition of *Beginner's Chinese Script*)



2010 *Mastering Chinese. The complete course for beginners*, by Catherine Hua Xiang (London: Routledge). Hua Xiang is a Lecturer at the LSE (London School of Economics)



October 2009/41
Issues paper
This report is for information

This review of the health of Modern Foreign Languages (MFL) in English higher education was commissioned by HEFCE in response to concerns about falling numbers and funding provision. It surveys current trends and makes recommendations to ensure the long-term sustainability and vitality of MFL provision.

Review of Modern Foreign Languages provision in higher education in England

By Professor Michael Worton, Vice-Provost,
University College London

© HEFCE 2009



“German emerged as the most vulnerable in people’s perceptions, followed by Italian and Portuguese. French was regarded as likely to remain steady, and Spanish was felt to have the brightest future, along with Arabic, Chinese and Russian.”

“a number of respondents noted that Language Centre students [at universities] are increasingly motivated by the need to secure employment after their studies and that there is a steady increase in demand for Arabic, Chinese and Japanese for future career purposes rather than for reasons of purely cultural interest.”

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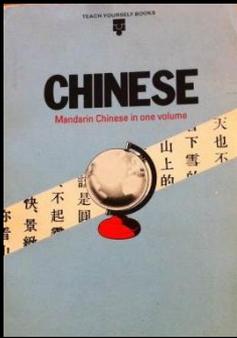
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Confederation of British Industry report*:
“While European languages, particularly French and German, continue to be the languages which are most frequently specified by employers seeking specific language skills, the CBI survey found that the desire of many UK firms to expand their activities into the Far East, Central Asia, Russia and Latin America has resulted **in a significant proportion of firms looking for speakers of Mandarin/Cantonese (38%), Russian (21%) and Spanish (28%).**”

*CBI report *Emerging Stronger: The Value of Education and Skills in Turbulent Times* (April 2009):

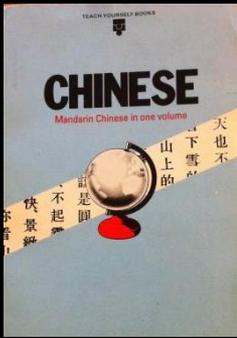


5. Chinese in the British education system - today

The screenshot shows the UCAS website interface. At the top, the UCAS logo is followed by navigation links: Home / How it all works / Apply / Members & providers / Data & analysis / News & events / About us. Below this is a search bar with the text 'Where do you normally live?': England. A note below the search bar states: '*This helps us to show courses that are available to you. [Click here for more info](#)'. Underneath, it says 'Search by any or all of the following' and lists three search criteria: Course: chinese, Provider: Enter a university, college or conservatoire, and Location: Enter a country, county, city or town. A 'Search >' button is visible. To the right, there is a red box with the text 'Don't know what to study?' and 'Need help finding courses? Browse subjects and find out what's available' with a 'Browse >' button. Below the search bar, there is a section titled 'UCAS Search tool' with the text 'Use our new search to find undergraduate courses and courses at conservatoires. We'll be adding all our other courses soon - until then, click the links below.' and a list of links: Postgraduate courses, Postgraduate teacher training courses, and Foundation degrees. A large image of two students looking at a tablet is also present. The UCAS logo is at the bottom right of the page.

- UCAS (University Central Admissions Service)
- Searching for Chinese studies yields 30 results in Britain

- Compare: German Studies 51; French 69, Spanish 70, Russian 17.



Chinese in the British education system - today

- University of Nottingham China campus opened February 2006 in Ningbo



宁波诺丁汉大学是中国第一所经教育部批准引进世界百强优质高等教育资源的中外合作大学，颁发英国诺丁汉大学学位证书。

宁波诺丁汉大学地处宁波大学园区，由宁波市人民政府主办，英国诺丁汉大学与浙江万里学院联办。宁波诺丁汉大学是中国第一所经教育部批准引进世界一流大学并具有独立法人资格、独立校园的中外合作大学，可招收本科生、硕士和博士研究生。宁波诺丁汉大学的创办，使中国学生能以远低于海外的留学费用，不出国门就可以享受到世界一流大学的教育资源。

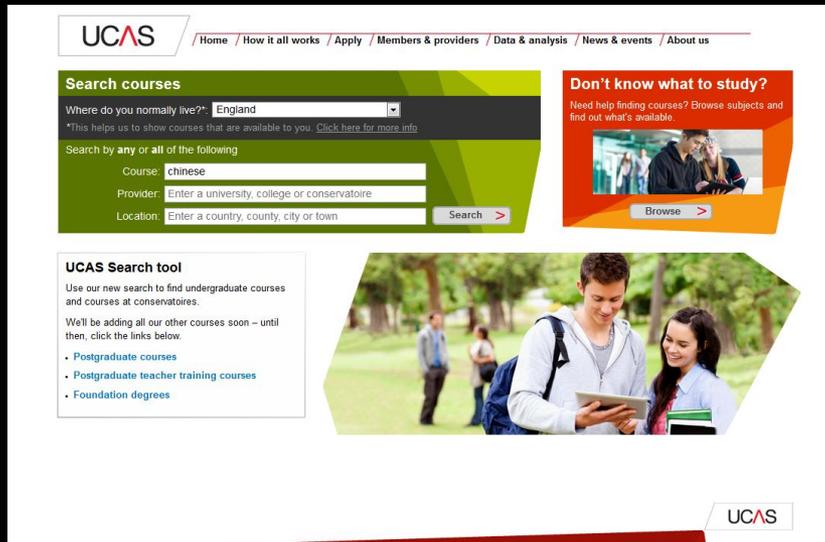
宁波诺丁汉大学采用全英文教学，教材从英国诺丁汉大学引进，师资全部由英国诺丁汉大学选聘，采用英国诺丁汉大学教学质量保障体系，共享英国诺丁汉大学网络和教学资源，颁发英国诺丁汉大学学位证书。所有学生均有机会参加不同类型的海外学习项目。毕业生高质量升学就业，受到全球知名企业和顶尖学府的青睐。

招生信息



服务支持

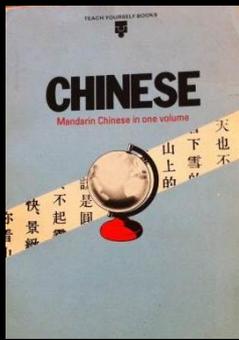
5.



The screenshot shows the UCAS website interface. At the top, there is a navigation bar with links: Home / How it all works / Apply / Members & providers / Data & analysis / News & events / About us. Below this is a 'Search courses' section with a dropdown menu for 'Where do you normally live?' set to 'England'. Below the dropdown are three input fields: 'Course' with 'chinese' entered, 'Provider' with 'Enter a university, college or conservatoire', and 'Location' with 'Enter a country, county, city or town'. A 'Search >' button is to the right. To the right of the search section is a 'Don't know what to study?' box with a 'Browse >' button. Below the search section is a 'UCAS Search tool' box with a list of links: 'Postgraduate courses', 'Postgraduate teacher training courses', and 'Foundation degrees'. A large image of two students looking at a tablet is positioned to the right of the 'UCAS Search tool' box. The UCAS logo is in the bottom right corner of the screenshot.

- So is Chinese becoming a mainstream language choice?
- Historically, school expansion has followed expansion at university level first

- 2012-13 Less than 1% of GCSE Modern Languages candidates took Chinese (most seemingly with native speaker background)
- 2016: Chinese was offered in 13% of state schools and 46% of independent schools (but often for pupils whose first language is Chinese)



Chinese in the British education system - today

Number of 000's	boys	girls	all	* Grade A*-C
Any Modern Language	133.7	167.8	301.5	71
Arabic	1.2	1.5	2.6	77
Chinese	1.2	1.1	2.3	97
French	69.0	92.9	161.8	70
German	28.9	31.4	60.3	75
Italian	1.8	2.3	4.1	89
Polish	1.5	1.5	2.9	95
Spanish	35.3	47.4	82.7	72
Urdu	1.5	2.6	4.1	76
Other Modern Languages	4.4	4.8	9.3	89

GCSE 2012-2013 ... Very high percentage getting A-C grades in Chinese suggests it's mainly taken by heritage speakers

6. The future ...

Languages policy in Britain – responding to a crisis

Languages for All: Languages for Life
A Strategy for England



Languages Review

Consultation Report:
December 2006

October 2009/11
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HEFCE 2009



**LANGUAGES:
THE STATE
OF THE
NATION**

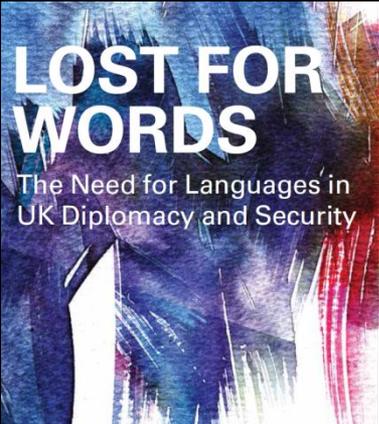
Demand and supply of
language skills in the UK

February 2013
A report prepared by
Teresa Tinsley
Alcantara Communications



**LOST FOR
WORDS**

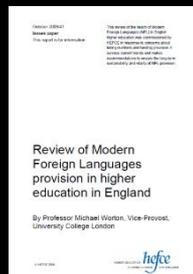
The Need for Languages in
UK Diplomacy and Security



6 ... Languages policy in England

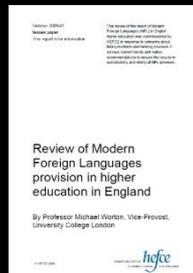
(it's different in Wales and Scotland)

- Since 2014, learning a language is compulsory in primary school (from age 8), but each school can choose which language to offer
- In 2016:
 - French is the most popular option in primary schools (75%)
 - Spanish is second (22%)
 - German (4%)
 - Chinese is NOT offered in many primary schools(Language Trends 2016, at see <http://www.ucml.ac.uk/news/307>)



6 ... Languages policy in England

- In secondary school, pupils have to take a language up to age 14.
- They don't have to take a language to GCSE (the exams taken at age 16)
- The hope is that by starting in primary school, more pupils will realize they like languages and can do well at them, and will keep studying a language.
- At the moment, only 48% of pupils do take a language to GCSE (age 16) – in 2002 it was ca. 75%
(But nearly all children in private schools take a language at GCSE)



6.

UCAS / Home / How it all works / Apply / Members & providers / Data & analysis / News & events / About us

Search courses

Where do you normally live?:

*This helps us to show courses that are available to you. [Click here for more info](#)

Search by **any** or **all** of the following

Course:

Provider:

Location:

Don't know what to study?

Need help finding courses? Browse subjects and find out what's available.

UCAS Search tool

Use our new search to find undergraduate courses and courses at conservatoires.

We'll be adding all our other courses soon – until then, click the links below.

- [Postgraduate courses](#)
- [Postgraduate teacher training courses](#)
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UCAS

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UCL Institute of Education leads Mandarin teaching initiative

7 September 2016

- A new £10 million Mandarin Excellence Programme, led by the UCL Institute of Education (IOE), will see at least 5,000 young people on track towards fluency in Mandarin Chinese by 2020.
- Funding by the Department for Education
- 15 schools participating in the first wave of the programme
- Pupils will study Mandarin for eight hours a week

<https://www.ucl.ac.uk/news/news-articles/0916/070916-Mandarin-Excellence-Programme>



7. Over to you 3 questions

1. What is different about language teaching in Britain compared to China?
2. How will those differences affect how you teach/ what your learners will be like?
3. I gave some examples of how Chinese language and culture have been described to the British. What do *you* think British people should learn about China/Chinese?



PS – Support for modern languages



- £20m invested in four major research projects led by Modern Languages specialists.
- <http://www.ahrc.ac.uk/newsevents/news/open-world-research-initiative-launched/>
- The School of Cultures, Languages & Area Studies at Nottingham is part of the *MEITS* project: *Multilingualism: Empowering Individuals, Transforming Societies*: (meits.org), see also www.nottingham.ac.uk/go/meits



- <http://www.nottingham.ac.uk/arts/news-events/european-day-of-languages.aspx>



MULTILINGUALISM:

Empowering
Individuals

Transforming
Societies

Strand 5

Language learning across the lifespan: the role of age, language-specific factors & learning experience on language acquisition

How can we best inspire language learners to be motivated and engaged across the lifespan? Successful language learning has long been considered dependent on factors such as the typological distance between first and target languages, age of onset, and types of experience. These factors are often assumed to have the same effects across all language domains (lexicon, syntax, discourse, pragmatics, etc.) and have mostly been examined in isolation, so conclusive findings are rare. We will innovate by looking at these factors and their possible interaction in an integrated study.

We focus on language learning in the UK, mainland China, and Hong Kong, locations with ‘strong’ languages: English the global lingua franca, Mandarin spoken by around a third of the world’s population, and Cantonese, the dominant language in Hong Kong (where English is also an official language). These locations differ in the perceived need for multilingualism, which is greater in Asia than in the UK, the nature of learner identities, and perceptions of the status of the languages to be acquired.

We ask:

- To what extent does the age of onset (cf. S6) affect the acquisition of L2?
- What is the impact of typology?
- What role does the type of learning experience (nature of input, societal status of the language (cf. S2), motivation (cf. S4), degree of exposure to the target language, etc.) play in L2 learning?
- What interactions are there between these three key factors?

We will conduct research on English and Cantonese as L1, and French, Polish and Mandarin Chinese as target languages, selecting language pairs that are typologically close (Cantonese L1– Mandarin L2, English L1 – French L2) or typologically distant (English L1 – Mandarin L2, English L1 – Polish L2). These languages vary in perceived status (French, Polish and Mandarin as L2). We will compare L2 Mandarin learning in the UK and Hong Kong to L2 Mandarin learning in China. To better understand issues of age, we will also compare L2 learners at primary or early secondary school age with young adult L2 learners.

We will examine both the learning process and attainment of these learners at different proficiency levels, using a range of tests to measure different types of progress (i.e., meta-linguistic knowledge; knowledge of grammar and usage) such as acceptability judgement, forced imitation, and guided production tasks. Participants’ language background, motivation and identity will be assessed using a questionnaire shared with Strands 3-6. Finally, some participants will take more