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

http://historyofmfl.weebly.com/
http://www.holtt.net/
https://www.nottingham.ac.uk/clas/people/nicola.mclelland
Chinese in the past, present and future of Modern Languages education in Britain
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)
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 17\textsuperscript{th} century – for trade

1606 The Dutch Schoolmaster

To buy and sell.

\textbf{The Dutch Schoolmaster.}

G\textsuperscript{OD} give you good morrow, Sir, And into you also Sir, How do you, Sir? Well, at your commandment. And I to do you service, What shall we do this morning? What you please, Shall we go walk? I am content. But let us before buy such things as we have need of, Well let us go, Which way shall we go? Where you will, Let us go into that street, God be here, By your leave, What be you Sir? Sir, what would you willingly buy? See if there be anything you lack: I will sell you as good chespe as any other. Come in, the light shall not you nothing. How is any good greeves? What will cost a yard of this stuff? It shall cost you six schilling and a half less the yard: Have you any that are dyed in Flanders, or else in Paris? Yes, I have none that are very pure and good, the best of the town. You in England, Of what colour do you lack? Brown, Gray, Orange, Tawny, Red, White, Yellow, Violet, Changable, Blew, Green, Black, Sike-colour, Scarlet, Purple, Saffron, Peach-colour? I have of all colours, and of all prices, How will you an all of this black? I pray you do not rush me.
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 (Kind 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
1... Russian

• (very little interest!)

Russian: Heinrich Ludolf, *Grammatica russica* (1696)
Languages in British schools, late 19\textsuperscript{th} C

<table>
<thead>
<tr>
<th>JUNIOR (under 16)</th>
<th>Candidates</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>430</td>
<td>210</td>
</tr>
<tr>
<td>French</td>
<td>2845</td>
<td>1590</td>
</tr>
<tr>
<td>English</td>
<td>3115</td>
<td>2230</td>
</tr>
<tr>
<td>Latin</td>
<td>1315</td>
<td>605</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total number of candidates</td>
<td>3226</td>
<td>2075</td>
</tr>
</tbody>
</table>

Table 1: Junior Oxford Local Examinations in 1895

<table>
<thead>
<tr>
<th>Senior (under 18)</th>
<th>Candidates</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>348</td>
<td>209</td>
</tr>
<tr>
<td>French</td>
<td>1244</td>
<td>760</td>
</tr>
<tr>
<td>English</td>
<td>3115</td>
<td>2230</td>
</tr>
<tr>
<td>Latin</td>
<td>397</td>
<td>299</td>
</tr>
<tr>
<td>Greek</td>
<td>112</td>
<td>59</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2 Senior Oxford Local Examinations in 1895

• Chinese was virtually invisible/non-existent as a subject of study in Britain before the late 19\textsuperscript{th} 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.
17th and 18th Century: ‘small talk’ e.g. Talking about the weather

Wer hat euch die Lügen verge schwatz ?
Das ist Augenscheinlich falsch, mit unserer Eibaulnus.
Man sagt allenthalben
Wir müssen dinges Gerichte aus gefreut haben ?
Es sind übelgeschine Leute ?
Ihr möcht dasen, glauben was euch beliebs.

Das III. Gespräch.
Was ist heute für Wetter ?
Es ist das aller schönste Wetter von der Welt.
Die Sonne scheins.
Ist es windig ?
Ost, es ist ein sehr flügel Wetter. Es ist jebr still.
So wird es Nachmittag sehr warm werden.
Ich glaube es, dann die Sonne ist am höchsten nun.
Ich fürchte wir mühten ungewitter haben
Es fehlt nichts danach aus ;
Verließ wir ; lebens ihr dies Gewühk ?
Nun gut, was hat das zu sagen.
Das bedeut Donner.
Zum wenigsten glaube ich es wird regtten.
Werden ihr gewahr, dass es Wetter leuchter.
Ja das ärgert mich.
Was befürchtet ihr ?
Ich fürchte den Donner-Schlag.

Koenig 1715
2. ... mid-18\textsuperscript{th} 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” ...

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

"practical" only in a sense ....!
Early examples of exercises to practise grammar:


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EXERCISES UPON THIS ARTICLE.
There is the master of the house. -- *Virtue* is
Voilà, adv. maitre, m. maître, t. Virtu, f. of n.
 estimable. — She spoke to the king. Do
 estimable, adj. Elle, pro. parla, v. roi, m. **
you prefer England to France? —
was, pro. préfère, v. Angletierre, t. France, f.

To the third page of the book. — Prefer virtue
Tristane, adj. page, t. livre, m. Préfère, v.
to riches, friendship to money, and utility to pleasure.
richete, pl.c. amitié, t. argent, m. utile, t. plaisir, m.
The father, mother, and children are dead.
Fère, m. mère, f. etc. enfant, m. font, v. mort, p.
He does not love work. — Corne
il, pro. ** ne-pas, adv. aime, v. courage, m. Bled, m.
grows for men and grains for cattle.
croît, v. pour, pr. hommes, m. herbe, f. bétail, m.
Justice is the mistress and queen of virtue.
juste, t. de, v. maitresse, f. reine, f.

Walk in the garden. — Send the
Prunier, v. dans, pr. jardin, m. Envoyez, v.
child to school. — Give that to the poor.
enfant, m. école, f. Donnez, v. celu, pr. pauvre, m.
We like apples and pears. — *Education
Nous, pro. aliments, v. pome, f. poir, f. éducation, f.
ins to the mind what cleanliness is to the body.
pl. effet, m. ce que, pr. propre, f. corps, m.
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 tailor 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 fold 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 shepherd 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
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.
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


118

Ripman et al. (1917: 118)

Ungoed’s First German Book on the Direct Method (1912:88)
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

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. Crémerie   B. Charcuterie
   C. Boulangerie   D. Boucherie
   Answer (letter only)   

AQA GCSE Basic French Reading Test 1988
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
  - (1819). *A Dictionary of the Chinese Language: Chinese and English arranged according to the radicals.*
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:

The Three-Character Classic 三字经（Mandarin San Zi Jing）

Combined with interlinear glossing (medieval strategy, used with Latin!)
Chinese in the British education system, 19th C

- First Professorship (“Chair”) in Chinese at Oxford 1876
- First Professorship in Chinese at Cambridge 1888
Chinese in the British education system, 19th C

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

http://www.soas.ac.uk/about/history/
Chinese in the 20\textsuperscript{th} century

Full honours degree at Oxford since the 1940s

Compare 1947: the first *Teach Yourself Chinese*
### 3. ... Teach Yourself Chinese in the 20th century ...

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td><strong>3. ... Teach Yourself Chinese in the 20th century ...</strong></td>
</tr>
<tr>
<td>1904</td>
<td><em>Chinese Made Easy</em>, by Walter Brooks Brouner &amp; Fung Yuet Mow (Cantonese, rather than Mandarin)</td>
</tr>
<tr>
<td>1907</td>
<td><em>The Chinese language and how to learn it: a manual for beginners</em>, by (Sir) Walter Hillier (followed by a second volume in 1909); 2&lt;sup&gt;nd&lt;/sup&gt; ed (1910)</td>
</tr>
<tr>
<td>1922</td>
<td><em>Colloquial Chinese (Northern)</em> by A. Neville J. Whymant</td>
</tr>
<tr>
<td>1947</td>
<td><em>Teach Yourself Chinese</em>, by Henry Raymond Williamson</td>
</tr>
<tr>
<td>1979</td>
<td><em>Teach Yourself Chinese</em>. A reprint of the 1947 text, identical apart from minor alterations in the introduction</td>
</tr>
<tr>
<td>[1982]</td>
<td><em>Colloquial Chinese</em> by Ping-Cheng T'ung and David E. Pollard – not suitable for average adult learners</td>
</tr>
</tbody>
</table>
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”
Teach Yourself Chinese in the 1990s – interest takes off


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


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

2000 1999 – Breaktrhough 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.”
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:

1\textsuperscript{st} tone: “affirmative”
2\textsuperscript{nd} tone: expressing “doubt or astonishment” in English
3\textsuperscript{rd} tone: “would indicate indignation or denial”,
4\textsuperscript{th} tone: “prolonged as it were regretfully”.
a monosyllabic dialogue among four people
where the emotion expressed would elicit the correct tone:

Dead 1
Killed? 2
No! 3
Yes! 4
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*
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)
• Xiang 2010: pronunciation is attended to in every chapter (here p. 139)

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

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](http://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.

**Getting the pronunciation right**

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. 

**Shopping**

第七课  购物
• Practises combinations of tones, e.g. p. 191-92 first tone followed by first, third, fourth, neutral

• Tonguetwisters
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” (Whymant 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 categorial 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

Whymant’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. jiǔ⁴] 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
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?
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.”
[...] 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.”
And yet: 
Williamson (1947)
Servant – master

Chinese servants expect to stand when being spoken to by the mistress
Chinese servants may be lazy liars
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!
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.
Kan Qian (1995)
- Doing business, with enough to get by …
- Instrumental approach
- What do I need to get out of here? (“potential business partner”!)
Appendix A
Useful signs

Kan Qian (1995)
No more than what you need to get by...
“Survival culture”
Meek & Mao (2010) “contains fascinating information about the customs and lifestyle of China” (back cover)

4.4 ...

Read and understand

10

Fill in the blanks with the options (a) or (b) below. (Answers on page 95.)

(1) Yàngchéng _____ yi jiàn?
   How much for a jīn of oranges?
   (a) duěnhuǎo qián (b) duěnhuǎo

(2) Huíshí duěnhuǎo qián yí ______?
   How much for a box of matches?
   (a) hē (b) jīn

(3) Chūyuè ______ duěnhuǎo qián?
   How much for a box of tea?
   (a) yī hē (b) hē

(4) Lài ______ méi?
   How much do you want?
   (a) duěnhuǎo (b) duěnhuǎo qián

(5) Zhè zhòng chūyuè duěnhuǎo qián yí ______?
   How much for a liàng of this type of tea?
   (a) jīn (b) háng

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? Until 10, and daily exercise – walk around any park at about 6 am, and you will find it full of people of all ages doing exercises or practising tāijī jí quán (t'ai chi ch'uan).

Medicine

Chinese medicine is essentially holistic; balance of mind, body and spirit is necessary for complete health. Illness 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 long-lasting depression, while people who 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 prevent the free flow of energy, cause illness. Acupuncture uses needles, and acupuncture 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 130 are commonly used.
Xiang (2010)

- The first approach integrating language and culture, treating Chinese as a "normal" language to learn
5. Chinese in the 2000s – many more textbooks: language, culture and 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).
5... Teach Yourself Chinese in the 2000s – new ways of learning

TELL (technology enhanced language learning)

Pop Up Chinese – 10-minute podcasts at beginner, elementary, intermediate and advanced levels

Pleco – even a rough scribble will bring up the right character in seconds

Sticky Study – flashcard system
Review of Modern Foreign Languages provision in higher education in England

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."
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%).”

5. Chinese in the British education system - today

- 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
5. …. 

- 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

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

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 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. ..... 

- 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)
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

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.

- 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/go/meits)

- [http://www.nottingham.ac.uk/arts/news-events/european-day-of-languages.aspx](http://www.nottingham.ac.uk/arts/news-events/european-day-of-languages.aspx)
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