15th Annual Chinese Teaching Conference

Thinking globally, acting locally: Motivating Mandarin learners around the globe

15 – 16 June 2018
9am–5pm

UCL IOE Confucius Institute for Schools

UCL Institute of Education
Logan Hall,
20 Bedford Way
London WC1H 0AL

UCL_IOE_CI
#Chineseconf
Dear Colleagues,

A very warm welcome to the 15th Annual Chinese Conference, held by the UCL IOE Confucius Institute for Schools (IOE CI). The theme of the conference is ‘Thinking globally, acting locally: motivating Mandarin learners around the globe’ and is woven into the wide range of plenaries and workshops for you to enjoy this year. Our speakers will be participating in presentations and discussions about building fluency and motivation in learners of Chinese, bringing in an international dimension, whilst still retaining a 'local' focus. Please do contribute to these discussions by asking questions and sharing your thoughts.

Interest in and enthusiasm for learning Chinese remains high and the number of schools with more than one Chinese teacher is really on the increase. Results continue to improve at GCSE and the number of learners taking a Chinese qualification in the sixth form is rising very rapidly. IOE CI is planning to capture the development of Chinese in schools in this country through our Chinese Observatory research project, which you will be hearing about in our opening plenary. We continue to need more teachers and have made offers for 18 places on our popular PGCE Mandarin programme next year.

The Department for Education’s Mandarin Excellence Programme (MEP) was officially introduced at the Conference two years ago and we are now reaching the end of the second year of the programme, which we are delivering in partnership with the British Council. The MEP has been an extremely positive experience for teachers and their pupils and many of these teachers will be sharing their experiences during the course of their workshops. Year 8 MEP students enjoyed an extended day of Chinese language learning at the Foreign Office in December last year. They were joined by the Secretary of State for Education and by the Chinese Minister of Education and also the Minister of State for School Standards, the Rt Hon Nick Gibb MP, who has been very supportive of the MEP.

Our IOE Confucius Classroom programme and our teacher CPD programme are at the core of what we do. Our Hanban teachers make a huge contribution. New initiatives like the Swire Chinese Language Centres are providing welcome additional growth and we support the collaboration that is taking place across the sector.

Enjoy the next couple of days and we hope you will take away ideas and inspiration for the new academic year. I look forward to talking to as many of you as possible. Do feed back your ideas and thoughts; this is your conference! We thank Hanban wholeheartedly for their support, which enables this conference to happen.

Katharine Carruthers, UCL IOE Confucius Institute Director
UCL IOE Confucius Institute for Schools would like to thank the following institutions for their continued support:

- Peking University (PKU) and PKU High School
- Embassy of the People’s Republic of China in the United Kingdom
- Department for Education, Her Majesty's Government
- HSBC

With special thanks to Hanban / Confucius Institute Headquarters whose generous support makes this conference possible.

IOE Confucius Institute for Schools would also like to thank the following:

- The British Council
- Pearson Publishing

Social media

@UCL_IOE_CI – Twitter handle (name) for UCL IOE Confucius Institute for Schools
#ChineseConf – Hashtag to use when writing about this event on Twitter

Delegates are asked kindly to complete an evaluation form for each day of conference attendance. The conference will be conducted in English. Session schedules may be subject to change.
**Conference Opening – ‘Thinking globally, acting locally: Motivating Mandarin learners’**

**Student Performance – About Me**

Arun Pillai (Year 8) from Trinity School

**Keynote speakers**

**Mr. Xia Jianhui** took his office of Education Counsellor in the Chinese Embassy to the UK on 25 November 2017. After his education in English, Economics and Archaeology, he has been working in the areas of international education and international cultural exchanges for more than 25 years, and has successively served with Shandong University, Ministry of Education, Chinese Consulate General in Vancouver and Confucius Institute Headquarters (HANBAN).

**Katharine Carruthers** is the Director of the UCL Institute Of Education (IOE) Confucius Institute for Schools; she is also UCL’s Pro-Vice-Provost for East Asia.

Katharine plays a leading role in promoting and developing the study of Chinese in schools in England. This work has been made possible by the IOE Confucius Institute and 45 Confucius Classrooms – supported by Hanban in partnership with Peking University and Peking University High School. The IOE Confucius Institute is an outstanding example of successful international partnership working. Katharine was awarded an OBE in the 2018 New Year Honours list in recognition of her services to Education.

Katharine is an experienced teacher and examiner of Chinese. She is the series editor of the textbooks for teaching Chinese for 11-16 year olds and wrote the specification for the increasingly popular Cambridge Pre-U Mandarin Chinese. Katharine teaches on the IOE’s PGCE Languages course, working with PGCE students training to teach Mandarin Chinese. She is the Strategic Director for UCL’s delivery of the DfE’s Mandarin Excellence Programme.

Her research interests centre around the teaching and learning of Chinese as a foreign language in schools, the notion of intercultural competence in Chinese and UK schools and globalisation and language policy.

As UCL Pro-Vice-Provost (East Asia), Katharine plays an important strategic role as a catalyst for UCL’s engagement in the region.
Caroline Conlon is a lecturer in Languages in Education at UCL Institute of Education, where she teaches on the Languages PGCE and Master of Teaching (MTeach) programmes, supporting new and experienced teachers with a wide range of Master’s-level research. After working as a Languages teacher in London schools for many years, she worked with the widening participation team and King’s College London. In 2004, she moved to CILT, the National Centre for Languages, where she was involved in a range of projects to support KS2-KS5 languages across London’s 33 local authorities. She has worked at UCL IOE since 2011.

Philippa Vallely is responsible for the strategic planning, development, delivery and evaluation of the UCL IOE Confucius Institute for Schools’ CPD programme for Mandarin teachers in the UK. This includes pre-service and in-service training, involving multiple aspects of support, including language support, teaching for examinations and assessment, and language teaching pedagogy. This comprehensive programme caters for teachers at all levels, from total language beginner to native speakers, increasing access to Mandarin Chinese and Chinese culture for teachers.

Overseeing the project management of teacher training, Philippa has developed courses on the UCL IOE Moodle system, ensuring that teacher training is made accessible online as well as face to face. In addition, Philippa has helped design, support and develop an online beginner’s course in Chinese, developed by experts at UCL IOE CI, launched in 2014. She has also been involved in developing teacher training and resources for the MEP since 2016.

Session 2, Friday 11:15–12:05 (Workshops)

Choose from the following:

A Video Interaction to Promote Authenticity and Spontaneity
Yuchen Li

Stop spending hours on YouTube looking for a good video. Instead, make a video yourself in minutes. Why? Because your own videos teach. They can be used for starters, plenaries, skill-based activities, homework and even cover work. Also, get ready to be surprised by your students’ creative Mandarin videos.

How to stimulate learning interest in the new GCSE
Eva Bunnage

Having taught in Brighton for a couple of years, Eva embarked on a new journey teaching at the City of London School and faced the difficulties of teaching the new GCSE qualification. Within a very limited time, Eva had to build a new SOW and come up with motivational activities that benefit learning. It was a challenging process, and she would like to share some techniques with others who are also developing/adjusting a new SOW and are uncertain about teaching activities.
How do we create ‘China in the classroom’?

Helen Lewis

A workshop about the rewards and challenges of working with local partners to create engaging and language-rich Off Curriculum Days for MEP students: finding local partners, strategies for organisation, creating the “information gap”, case studies, learning from experiences and promotion.

Using a learning cycle to accelerate students’ learning progress, to keep learners motivated

Katie Wang

Designing a learning cycle helps students to know the content and target for each module. It also helps students to consolidate their learning, develop their linguistic skills, and build up their confidence. AFL in a learning cycle helps students to know where they are and what they should be doing to achieve targets. Supporting materials help students become more independent language learners and differentiated learning materials stretch the more able students.

Primary Mandarin: Planning for Progression

Cara Bleiman

This workshop is aimed at all teachers working to develop Chinese in the primary setting. Having worked as a primary classroom teacher, English Coordinator and MFL Coordinator before becoming Mandarin Primary Specialist Teacher for the Harris Federation, Cara will share her experience of developing a Mandarin primary curriculum across 4 London schools. This session will offer ideas for hands-on activities and language games and suggestions for how games and songs can be used as part of a sequence of lessons with a meaningful outcome.
Session 3, Friday 13:00–13:50 (Plenary)

School Performance – 吃货联盟  Foodie Alliance

Pupils from Kingsford Community School, London. Performers are Danish Mahmood (Year 8), Henna Khan (Year 8), Izabela Ivanova (Year 8), Amna Nadeem (Year 8), Anamaria-Stefania Andrei (Year 9), Amariv Webb-Martin (Year 9)


Keynote speakers

Dr. Yongcan Liu is Senior Lecturer in Second Language Education at the Faculty of Education, University of Cambridge and Convener of Cambridge Research in Community Language Education Network. His research interests lie in Vygotsky’s sociocultural theory of mind, community/heritage language acquisition and education across the lifespan, and Chinese language teacher development. He has completed a series of linked projects on the schooling experience of bilingual migrant children with English as an Additional Language (EAL) funded by the Bell Foundation and is co-investigator of an interdisciplinary project on multilingualism funded by AHRC under the Open World Research Initiative. With colleagues at Cambridge University and King’s College London, he recently completed a project on EAL assessment based on a corpus of teachers’ comparative judgements. The findings of this project have been published as The EAL Assessment Framework for Schools which is made available for all primary and secondary schools in England to assess bilingual children with EAL and to support teaching, planning and monitoring in schools.

Characters first: the deep benefits of a different approach to learning the written language

Keynote speakers

Damien Charnock is the International Director of Curriculum for Dulwich College based in Singapore. Damien’s only expertise in Mandarin is that he is a learner of the language. He has, however, worked in education for 35 years. He was Head of Wilson’s School in Wallington from 1999 to 2014 and became Headmaster of Dulwich College Shanghai in 2014. It was at this point that he began to learn Mandarin and, on taking up post, applied his experiences, this time from a Head Teacher’s perspective, to issues concerning Mandarin Education both for native and foreign language learners, looking for solutions to what seemed intractable problems of pedagogy, student engagement and progress. Together with Annabel Parker (Director of Mandarin for Dulwich College International) and Tim Nash (Founding Director, Access China), he
has developed an innovative web-based Mandarin Learning Platform for Dulwich International called ‘Wo Hui Mandarin’ which provides a full set of resources for teachers and learners employing a method that teaches the written and spoken languages separately in the initial stages, integrating them in the intermediate stages. He has a passion for teaching Mandarin in a way which focuses both on communicative skills in the spoken and written language, but which, at the same time, unlocks the special genius of the language for students.

Session 4, Friday 14:00–14:50 (Workshops)

Choose from the following:

**Teaching writing styles for the new GCSE**

Yadi Luo

Yadi is Head of Mandarin at St. Mary Magdalene Academy and has been teaching Mandarin for 8 years. Like many other Mandarin teachers, she is excited but at the same time apprehensive about the new exam framework, especially the writing paper which is very different compared to the coursework based exam used in past years. After studying the sample questions and the new marking scheme, Yadi has explored and developed some ideas and tactics of teaching the opinion writing and would like to share with others and to receive feedback and new ideas in return.

**Strategies to enhance information retrieval from long-term memory**

Monica Jang

Given the chance to actively process new information it is often the case that students have problems memorising and using it. Two important questions we will be addressed throughout this workshop. How can we help our students ensure that memories are enduring and durable? How can we help our students to ensure that memories can be transferred to new situations at a later date?

**Creating an immersive learning environment with technology – exchange trips and homestays**

Jingjing Ruan

This workshop will look at how GCSE Chinese students’ use of technology can create an immersive intercultural Chinese learning environment, and which can also result in exchange visits and homestays with language partners in China. Using technology, students have demonstrated sustained work outside school which extends classroom learning into their daily lives.

**Useful classroom resources for teaching Pre-U language papers**

Jing Keeler

This workshop is for sharing resources and class activity ideas for teaching the Pre-U language component by using a range of online materials including The Chairman’s Bao and Kahoot. Participants will be able to take away ideas for worksheets, quiz sets and other resources, as well as ideas that they can use and adapt for teaching straightaway. Jing is Head of Chinese at Millfield School, the UK’s largest co-educational boarding school.
Creative writing with robots
Simone Haughey
Taking creative writing and learning texts to another level, Simone has piloted Pie Corbett’s ‘Talk for Writing’ creative writing scheme, using ozobots - optical coding robots - with an international project between Finland, Belgium and the UK. This year Simone is using the same ideas in her Mandarin teaching. During the workshop, she will share the learning and teaching outcomes of the project, and there will be an opportunity to optical code the robots, see how to make story maps and design and create characters to use for creative writing.

Session 5, Friday 15:00–15:50 (Workshops)

Choose from the following:

Teaching History for Pre U; ‘The Big Picture’
Ashley Hern
Writing essays is a particularly challenging skill for both students and teachers if they have little prior experience. As an experienced history teacher and examiner who teaches the Chinese history section of the Pre-U Chinese Culture paper, Ashley’s workshop will demonstrate a range of suitable and appropriate techniques to assist your students in developing their essay writing skills so they can reach their potential. Ashley will discuss planning, writing analytically, introductions and conclusions.

Classroom strategies for delivering the new Chinese GCSE writing
Alice Webb and Dr. Qian Kan
Now that controlled assessment is history, language teachers will need to develop new teaching and learning strategies to equip our students of all abilities with a range of communicative skills so they can best perform in the Writing paper under the exam conditions.

East meets West – immersive and culturally-relevant learning activities
Elliot Hsiao-Williams
The workshop will explore ideas for linguistically and culturally immersive learning, and encourage delegates to develop practical activities, aiming to be as culturally-relevant as possible to Mandarin learners at different stages. The practical activities that would be developed could be used for a simulated Chinese-speaking environment e.g. in a UK classroom; or an authentic Chinese-speaking environment e.g. on a school trip to China. Elliot currently works as Head of Teaching at Dragons Teaching and teaches at The Charter School, London.

‘Stickability’: Making characters stick
Lucy Wicks
As a non-native teacher of Chinese with over 12 years teaching experience in state-funded secondary schools, Lucy has developed some unusual, yet effective strategies to engage (mainly non-native) students in learning characters and making them ‘stick’. Examples from the classroom across KS3 and KS4 will be used, including the students’ experience of using the new app ‘Zizzle’, which aims to make characters more memorable to students. Participants will take away many tried and tested ideas and examples.
**Game playing in the primary classroom**

Rhoda Pennington

This workshop will look at how to devise and organise successful teaching games for the primary classroom. Key areas of discussion will be: teaching games in the target language; designing games with an appropriate level of challenge and sophistication; building a supportive game classroom; and role play in the primary classroom. There will also be an opportunity for participants to share their most successful language games with one another. Rhoda is Mandarin Teacher and Confucius Classroom Manager at Highgate Primary School, where she established the school’s Mandarin curriculum for Nursery children through to Year 6.

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**Session 6, Friday 16:00–16:45 (Plenary)**

**The Benefits of Bilingualism**

*Keynote speakers*

**Dr. Thomas Bak** was born and raised in Poland and trained in neurology and psychiatry in Germany, Switzerland and in Cambridge; he currently works at the University of Edinburgh. His main clinical and research interest is the relationship between language, cognition and the brain and in particular, the impact of multilingualism and language learning on cognitive functions across the life span, in stroke and in dementia. Since 2010 he is the president of the World Federation of Neurology, Research Group on Aphasia, Dementia and Cognitive Disorders (WFN, RG & ADCD). He has conducted research and organised teaching courses in cognitive neurology in a wide range of countries, from South America, through India and Mongolia, to China and Singapore.

**Lessons from Kensington Wade: Europe’s first dual language Prep School**

*Keynote speakers*

**Jo Wallace** is Head of Kensington Wade, the first English/Chinese prep school in Europe, which opened in September 2017. She joined Kensington Wade with over 25 years of experience in independent prep school education, culminating with six years as Head of Putney High Junior School, one of the leading prep schools in the country.
Excellence Awards 2018

About the Excellence Awards
A great many unsung heroes contribute to the study of Chinese and China in schools. The Excellence Awards recognise and celebrate these people for their efforts and talents. They are specifically for those involved in the subject discipline of Chinese language learning or in supporting the study of China across the curriculum.

Nomination process
The awards are made annually following a nomination process. All teachers are eligible to nominate any colleagues they feel have shown exceptional support in the teaching of Chinese and the study of China across the curriculum. Nominations are submitted online and must include a detailed citation that demonstrates how the nominee meets the criteria. The award winners are then chosen by a panel of judges.

Congratulations to all the 2018 Excellence Award winners.

(The 2018 Excellence Awards will be presented at the Conference Dinner)

2018 Excellence Award winners

Liqun Dai – 2018 Excellence Award winner

Liqun, teacher of Mandarin at Archbishop Sentamu Academy, has always been a mainstay in the UK Chinese teaching circle delivering inspiring and engaging workshops at the UCL IOE CI Annual Conference as well as inspiring her students to continue their studies beyond secondary school.

Liqun has resisted the allure of the private sector and has committed herself to embedding Mandarin Chinese into a school curriculum in one of the more deprived areas of the country. This has enabled children from backgrounds, who would never have had the opportunity to learn Mandarin Chinese otherwise, to access a world and culture outside of Britain.

Shi Jing – 2018 Excellence Award winner

Shi Jing joined the UCL IOE Confucius Institute from Peking University High School in autumn 2016 as the CI Chinese Director. Her main responsibility is to manage and support a total of 69 Hanban teachers and Hanban volunteer teachers who are based in the schools across England.

Shi Jing is an excellent leader who communicates effectively with the teachers and has played a significant role to help them maximise their potential in supporting the teaching and learning of Chinese in their host schools and beyond.

During the two years working at the UCL IOE Confucius Institute, Shi Jing has been active in liaising between the CI and Hanban, Peking University and PKU High school. She has also
supported IOE CI in various areas including the MEP, and the termly newsletter. Shi Jing has earned respect and trust from teachers and IOE CI colleagues.

Based in Kingsford Community School, one of the first IOE Confucius Classrooms and an MEP school, Shi Jing has worked hard at the forefront of teaching Chinese and has gained extensive knowledge about school teaching.

Shi Jing is moving back to China at the end of the academic year. We are very grateful for her invaluable contributions and she is going to be hugely missed!

**Ru Lan – 2018 Excellence Award winner**

Ru Lan, Head of Mandarin at The Manchester Grammar School (MGS), introduced Mandarin into the curriculum at the school in 2007, and has developed it to the point where more than 140 pupils study the language from years 7-13. Results are outstanding at every level, and demand to study the language in Year 7, where pupils have a free choice of their first MFL, is extremely high.

Ru is an outstanding practitioner and colleague, and has gained credit for work mentoring trainee teachers at MGS and in developing the programme for the new PGCE course at Manchester Metropolitan University; a course that she helps to deliver. She works hard to increase pupils' awareness of Chinese culture, which is one of the reasons why she introduced the Pre U rather than A Level and enters pupils for the HSBC / British Council competition, in which two Year 13 pupils have been been recognised as prize winners.

**John Oakes – 2018 Excellence Award winner**

John Oakes, Headteacher of Dartford Grammar School (DGS), has championed language teaching and learning and is passionate about giving all students the opportunity to study and enjoy learning and speaking a foreign language. This is evidenced through the curriculum at Dartford Grammar School which John has developed to revolve around Internationalism and Languages, whereby every student in Years 7-11 studies two foreign languages to GCSE level.

John is an advocate of the continued learning of languages post-16, hence all students at DGS study at least one language as part of the IB Diploma. Whilst dedicated to the importance of learning languages, he has particularly been a pioneer of Chinese teaching and learning. In 2008 he joined a Headteacher study tour to China with the British Council and on his return persuaded the Governors of the school to appoint a Mandarin teacher. Under John's leadership, the Chinese department has gone from strength to strength with six teachers, three Hanban assistants and over 500 students within the school learning the language. John acknowledges the impact enjoyment of learning a language has on academic achievement and has supported a wide-ranging programme of extra-curricular and cultural activities within the school, including an annual exchange with partner schools in China, Japan and Europe. In 2016 John was at the forefront of introducing the Mandarin Excellence Programme to DGS and has played a pivotal role in growing Mandarin teaching both within Dartford Grammar School and the wider teaching community through his role as Chair of the UCL IOE CI Headteacher Steering Group for Chinese teaching.
Saturday 16 June (Day 2)

Session 7, Saturday 10:00–10:50 (Plenary)

Student Performance – Chinese Styled Maths Education

Cecily Carey (Year 13) from King’s School, Canterbury

Why Chinese?

Keynote Speakers

ShaoLan Hsueh is the founder and creator of Chineasy which she launched after a well-received TED Talk in Long Beach, California in 2013. In just over five years, Chineasy has become a leading brand in Chinese learning. It is loved by millions of followers worldwide and is growing strongly. Her first book Chineasy, The New Way to Read Chinese was launched in March 2014 and is translated into 19 languages. The second book, Chineasy Everyday, was launched in spring 2016. The latest book is Chineasy for Children, a lively illustrated book introducing children to their first 100 Chinese words. Chineasy has become a showcase for many on how to use design and technology to solve large-scale problems.

ShaoLan is a tech entrepreneur with extensive business experience in Asia and Europe. She co-founded pAsia Inc, one of the major players on the Internet in Asia in 1990’s. After a second Master’s degree from the University of Cambridge, she began Caravel Capital in 2005 to advise young tech companies.

Her aim with Chineasy is to help people understand China, Chinese culture, its language and to bridge the gap between East and West

Learning and teaching Chinese through games

Keynote Speakers

Olle Linge is a language teacher, educator and writer from Sweden, best known for ‘Hacking Chinese’, a popular website that offers insights into learning Chinese successfully as an adult. He started learning as an adult himself, and his studies led him to a master’s degree programme in Teaching Chinese as a Second Language at National Taiwan Normal University. He is currently working at the Centre for Professional Development at Uppsala University where he holds seminars, courses and other activities for Chinese teachers in Sweden.
<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<th>Activities</th>
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<tbody>
<tr>
<td>09:00 – 10:00</td>
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<td>Bedford Way</td>
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<td>10:00 – 10:50</td>
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<td>Logan Hall (Main stage)</td>
<td>Opening Plenary: Thinking Globally, Acting Locally: Motivating Mandarin Learners</td>
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<td>Xia Jianhui, Education Counsellor, Embassy of China, Katharine Carruthers, Philippa Valery and Caroline Conlon</td>
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<td>Conference dinner at Golden Phoenix restaurant, Chinatown Excellence Awards Ceremony 2018</td>
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## Saturday 16th June, 2018 (Day 2)

<table>
<thead>
<tr>
<th>Session</th>
<th>Entrance Level 3 (Bedford Way)</th>
<th>Main stage Level 1 (Logan Hall)</th>
<th>Breakout I Level 1 (A) (Drama Studio)</th>
<th>Breakout II Level 1 (B) (Elvin Hall)</th>
<th>Breakout III Level 7 (A) (Room 728)</th>
<th>Breakout IV Level 7 (A) (Room 731)</th>
<th>Breakout V Level 7 (A) (Room 739)</th>
<th>Exhibition Level 1 (Jeffrey Hall)</th>
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<td>Exhibition and refreshments</td>
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<td>11:10 – 12:00</td>
<td>Plenary</td>
<td>Individual Performance: Freya Zhang</td>
<td>Introducing Characters - a different approach</td>
<td>Activities and strategies targeting the new GCSE exam questions</td>
<td>Creating a Chinese Language Immersion Environment to maximize pupils’ learning potential</td>
<td>How to improve students’ writing skills</td>
<td>Feedback? Feed-forward! Marking revolution!</td>
<td>How to effectively use word games in the Chinese classroom Olle Linge (Room 822)</td>
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<td>12:00 – 12:55</td>
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<td>From extrinsic to intrinsic motivation: A case study of character teaching</td>
<td>Authenticity: incorporating real Chinese into lessons</td>
<td>Wolf Warriors! Different approaches to using authentic materials from Year 7 to 11</td>
<td>Intensive Chinese Learning in the Mandarin Excellence Programme (MEP)</td>
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<td>A Games Based Approach to primary Mandarin Rachel Tiefenbrun</td>
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<td>15:05 – 15:55</td>
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<td>Learning Chinese characters with fun</td>
<td>Stronger KS3 and new GCSE in Mandarin - are you ready?</td>
<td>Get linked globally - case study of e-pal &amp; Skype project with Chinese schools</td>
<td>Teaching Mandarin to Dyslexics Dr Theresa Munford</td>
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<td>Low-tech and high-tech ways to liven up the KS3 Mandarin classroom</td>
<td>Exhibition</td>
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<td>16:10 – 16:50</td>
<td>Plenary: UCL Collaborations and Creations: Resources Launch - Trevor Stevens (Teacher Toolkit), Fotini Diamantidaki (Mandarin Teaching Education: Issues and Solutions), Nicola Larkin (MEP Teacher Training videos)</td>
<td>Further discussion will take place in the following spaces: Trevor – Elvin Hall, Fotini – Jeffrey Hall foyer, Nicola – Drama Studio</td>
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Choose from the following:

**Introducing Characters – a different approach**
Freya Zhang
Following the keynote speech from Damien Charnock on Friday, this workshop will focus on how the approach of learning characters as the primary units of meaning (字本位), and resources developed based on this approach has transformed students’ engagement, motivation and progress in Chinese reading and writing.

**Activities and strategies targeting the new GCSE exam questions**
Newton Leng
What is your attitude towards preparing your first new spec cohort? Are you worried about missing targets? Do you feel confident arranging the exams?

As Head of Languages in a comprehensive school, Newton will lead this discussion on exam strategies through activities collated from Mandarin teaching and experience drawn from this year’s French exam. You will take away activities targeted at each speaking question in the Chinese GCSE exam and ideas on how to transform these to writing.

**Creating a Chinese language immersion environment to maximise pupils’ learning potential**
Kim Yan Wang and Annette Liu
In this workshop participants will develop a clear idea of how learners benefit from being in a Chinese language immersion environment and learn how to create, or help pupils to create this environment. Participating teachers will come out of the workshop with a resource pack and ideas that have been tested in two partner schools in the Midlands and will be able to apply them directly in their own teaching.

**How to improve students’ writing skills**
Linying Liu
This workshop will look at both holistic approaches and classroom teaching techniques to help students improve their writing skills, especially with the introduction of the new GCSE exam in which students will have to write everything from memory. Linying will share her and her colleagues’ experiences, as well as the research they have done in the classroom. The session will encourage discussion amongst the audience so that, by the end of the workshop, everyone can leave with a general framework, as well as some practical techniques on how to improve their students’ writing skills.

**Feedback? Feed-forward! Marking revolution!**
Alex Ferraby
Marking is a big issue in schools. Learner progress is also a big issue. Marking with a view to maximising learner progress is very tricky, and most often is considered very time-consuming. Is pupil autonomy a large part of the solution? Not only will we shift the ‘workload’ to the learners themselves but, more than this, we will motivate, inspire and empower learners to track and signpost their own learning. Delegates will be inspired with a range of feed-forward marking strategies, applicable from KS3 up to KS5, but with particular reference to GCSE work.
How to effectively use word games in the Chinese classroom

Olle Linge
Games in general are great for improving motivation, but word games are the best when it comes to combining language function and form. By carefully selecting and modifying existing word games, they offer many opportunities for students to engage with the language and focus on its form without realising that they’re actually studying. During the workshop, delegates will discuss, analyse and, most importantly, play games suitable for learning Chinese.

Session 9, Saturday 13:00–13:50 (Plenary)

Student performance – Filial Piety
Kavi Mehan (Year 13) from Manchester Grammar School for Boys.

Thinking globally, acting locally: Back to Basics

Keynote speakers

Katharine Carruthers is the Director of the UCL Institute Of Education (IOE) Confucius Institute for Schools; she is also UCL’s Pro-Vice-Provost for East Asia. For full biography, please see p3.

Chris Webster is the Programme Director for the Swire Chinese Language Centre Oxford (SCLCO) assisting primary and secondary schools around Oxfordshire and neighbouring counties in the establishment of Mandarin Chinese as a self-sustaining mainstream subject.

Chris lived and worked in China from 2008-2014 before returning to the UK to complete a PGCE in Mandarin & French at UCL IOE. He is currently undertaking the part-time MTeach programme at IOE and is reading the module “Understanding the Teaching and Learning of Mandarin Chinese in Schools”.

School performance – The King, the Goblins and the Three Monks 大王叫我来巡山
Students from from Queen Mary’s Grammar School, Walsall.
Thomas Sharma (Year 7), Harry Sharma (Year 7), Kirby McCrea (Year 10), Elisha Lane (Year 10), Harjeet Wilkhu (Year 10), Manveer Wilkhu (Year 10)

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Session 10, Saturday 14:05–14:55 (Workshops)

Choose from the following:

**From extrinsic to intrinsic motivation: A case study of character teaching**

Jane Woo and Sophia Lam

Do you know how student motivation changes over time? What are the effective ways of teaching Chinese characters? In this workshop, Jane and Sophia will share a case study on the motivation of Year 7 students learning Chinese characters over 12 weeks, and what the factors are that sustain the motivation of the students. It is hoped that delegates can gain insights to their daily practices and make character learning enjoyable!

**Authenticity: Incorporating real Chinese into lessons**

Annabel Hurley

This workshop will explore practical ways that teachers can effectively use authentic materials in the classroom. What is the value of using authentic resources in the classroom, and how can they help motivate pupils? The authentic resources Annabel will explore include Youtube videos, Chinese websites and the ways in which they can be used, and authentic listening exercises, to name a few examples. There will be a discussion at the end for delegates to share their own ideas on this topic.

**Wolf Warriors! Different approaches to using authentic materials from Year 7 to 11**

Julian Suddaby

This workshop will show a number of different approaches to making authentic materials useful in classes for pupils from Year 7 to 11. Delegates will take part in exercises based on a variety of original media (cartoons, radio, online videos, film), with the aim of inspiring them to find more to adapt to their particular classes.

**Intensive Chinese learning in the Mandarin Excellence Programme (MEP)**

Chunlei Li

Chunlei will discuss how to make effective use of group study and competition mechanisms to motivate students in Mandarin Chinese learning, how to focus on stimulation in a face-to-face classroom learning environment and distance home learning. He will also discuss how to guide and support students to set up their own learning team, as well as how to expect brilliant outcomes from students, after each learning stage supported by his own experiences at Kingsford Community School.

**A games-based approach to primary Mandarin**

Rachel Tiefenbrun

Games can motivate and engage children, but how can they be used in Mandarin lessons as more than entertainment?

Playing games specially developed for simplifying primary Mandarin teaching, delegates will discuss how successfully they align with specific learning objectives and identify what scaffolding/extension would be required to meet the needs of the different abilities in your class.
Session 11, Saturday 15:05–15:55 (Workshops)

Choose from the following:

Learning Chinese characters with fun
Xuequn (Frank) Fan

It is not how much we can teach Mandarin in the classroom, it is how we teach it! Based on the evidence of students’ learning results and their voices, this workshop will share ideas in developing your own teaching style, strategies of differentiation and methods of building up students’ confidence and interest in Mandarin learning. In this session, delegates will have great fun by participating in different learning activities.

Stronger KS3 and new GCSE in Mandarin – are you ready?
Shan Lane

This workshop aims to assist language teachers to achieve a stronger KS3 Mandarin curriculum, to serve as a springboard towards the new KS4 GCSE exam changes, focusing on:

- Key concerns and solutions in KS3 MFL curriculum
- Priorities, content and skills balance in Schemes of Work
- Suitability and impact of the assessment model across 4 language skills to enable students to demonstrate sustained progress

Shan is the Confucius Classroom Manager in Hummersknott Academy and has extensive experience of teaching Mandarin and French across the country.

Get linked globally – case study of E-pal and Skype project with Chinese schools
Li Yumei

What is the most important element of teaching and learning a language? How do you keep students motivated to use the language, both oral and written? This workshop will help delegates find out what E-link projects could offer KS3-5 learners. Delegates are also invited to share their own good practice on creating and maintaining students’ interest at all levels.

Teaching Mandarin to Dyslexics
Dr. Theresa Munford

Discussions about dyslexia and Mandarin often focus on whether non-alphabetical languages are easier for dyslexics. However dyslexia is about more than just spelling. Research has revealed that dyslexia is best seen as a different learning style rather than a disorder. Theresa’s workshop will focus on the strengths of the dyslexic learning style and how we as teachers can play to these strengths. The workshop will look at the key issues of memory, phonological processing and attention and offer practical advice and activities.

Low-tech and high-tech ways to liven up the KS3 Mandarin classroom
Ben Stainer

Participants will look at tactics and activities in the following areas: Paired competitive reading tasks and paired co-operative reading tasks (both paper based and simple to replicate for a range of topics and vocabulary), listening materials based around the Quizlet teacher recording function.
and QR reader treasure hunt style activities for KS3 ice-breaking. Instructions will be given on how to produce similar style resources.

Ben is a teacher of KS3 Mandarin at Wilmington Grammar School for Girls in Kent and has 20 years of experience in teaching East-Asian languages in a secondary classroom.

Please note: All participants should ensure they have the Quizlet App on their phones if they wish to personally access the examples of voice recordings. They should also have a QR reader installed on their phone (I-nigma is a typical example of many) if they wish to try the treasure hunt activity.

Session 12, Saturday 16:10–16:50 (Plenary)

UCL Collaborations and Creations: Resources Launch

Speakers (& Resources)

Trevor Stevens (Teacher Toolkit) – Trevor most recently worked at Pearson Education and will give an overview of Pearson’s new Mandarin Chinese 11-16 toolkit which is due for publication in June. Following the format of Pearson’s successful toolkits for KS3 French, German and Spanish, the Mandarin Chinese toolkit combines pedagogical support for teachers with a wealth of teaching resources to address the requirements of both the KS3 programmes of study and the Edexcel GCSE specification.

This short presentation explains the pedagogical approaches to the teaching of translation, literary texts and spontaneous speaking and takes you through the contents of the toolkit, explaining how it was put together with the involvement of practising teachers of Mandarin Chinese.

Fotini Diamantidaki (Mandarin Teaching Education: Issues and Solutions) - Fotini is a lecturer in Education at UCL IOE. The edited Mandarin Teaching Education book is aimed at supporting Chinese language teachers and it features:
- Practical ideas for teachers of Chinese to implement in their own classrooms
- Evaluation of differing strategies and approaches unique to teaching Chinese
- Examples of using action research to help teachers reflect on their own practice while informing practice across the discipline

Nicola Larkin (Mandarin Excellence Programme (MEP) Teacher Training Videos) – Nicola from the UCL IOE Confucius Institute team will present the MEP Teacher Training video project - a series of four classroom-based films which show best practice Chinese language teaching in schools across England, produced by the IOE CI and the Department for Education. The project displays different teaching styles and includes a wide variety of Chinese language teaching specific pedagogy, designed to support qualified teachers of Mandarin, as well as trainee Mandarin teachers.
After their short introductions, Trevor, Fotini, Nicola and their colleagues will be available for further discussion in the following spaces, please feel free to go and find out more:

Trevor Stevens (Teacher Toolkit) – Elvin Hall

Fotini Diamantidaki (Mandarin Teaching Education: Issues and Solutions) - Jeffrey Hall foyer

Nicola Larkin (Mandarin Excellence Programme (MEP) Teacher Training Videos) – Drama Studio

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Exhibition

We thank the following conference exhibitors:

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Exhibition of winning photographs from the IOE CI 2017 Young Photographers Competition

UCL North Cloisters
Access the North Cloisters through the Wilkins Building at UCL Main Campus entrance, Gower Street, London WC1E 6BT
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The Mandarin Excellence Programme will give your students an unprecedented opportunity to learn this language. Through intensive study, participating students have the chance to achieve near fluency in Mandarin Chinese – something which will be hugely beneficial for them both now and in the future.

Search ‘Mandarin Excellence Programme’ to find out more and to sign-up your school today.

To find out more visit our website at ci.ioe.ac.uk/mandarin-excellence-programme/ or find us in the Exhibition Hall at the conference.
2018 IOE CI Young Photographers’ Competition

Categories

• East Meets West (UK-based category)
• China: Past, Present and Future (portfolio category of five photos)
• Chinese Characters (single photo category)
• China at Play (single photo category)

The photography competition is open to anyone aged 18 years and under.

Photos should be submitted to chinesenetworks@ucl.ac.uk. All entries must be received no later than Friday 9th November 2018. Please include your name, school and age with all entries.

For full T&Cs, please see our website: https://ci.ioe.ac.uk/events/ioe-ci-young-photographers-competition/
Floorplans
Contact Us:
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Tel: 020 7612 6000
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Thank you for joining us for the 15th Annual Chinese Conference.

How did we do?
Please tell us what you think by completing an evaluation form for each day.

Conference dates for next year:
Friday 14th and Saturday 15th June, 2019