



Mandarin Chinese Teacher Education

Issues and solutions

Edited by Fotini Diamantidaki, Lin Pan
and Katharine Carruthers

UCL
IOE Press

'This timely publication offers real practical solutions to the challenges of teaching Chinese in schools. Its rich examples will be invaluable to teachers and teacher trainers.'

– Li Wei, Chair of Applied Linguistics, UCL Institute of Education

Mandarin Chinese is the most widely spoken language in the world. In a rapidly globalizing environment, speaking it is an increasingly important skill for young people in the UK.

Mandarin Chinese Teacher Education is the first book in the *Teaching Chinese* series. It brings together researchers, teachers involved in action research, and student-teachers, in an effort to address the current lack of literature specifically aimed at supporting Chinese language teachers. 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.

The book will be useful for PGCE Mandarin students, teacher trainers and those involved in the development of Mandarin Chinese in schools across the UK and further afield.

'... provides insight into Chinese and practical teaching methods.'

– Zhao Yang, Professor, School of Chinese as a Second Language, Peking University

Teaching Chinese series

Editors: Lin Pan and Katharine Carruthers

This series is based on the work of the UCL Institute of Education Confucius Institute, which supports the development of Mandarin Chinese as a language on offer in schools as part of the mainstream curriculum.

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Mandarin Chinese Teacher Education

Issues and solutions

- ▶ Ground-breaking book examines how to teach Mandarin in English-speaking schools
- ▶ The book **is the first** to draw on classroom-based research to investigate **the impact of existing and new Mandarin teaching approaches**
- ▶ The collection of essays has been edited by Fotini Diamantidaki, Lin Pan and Katharine Carruthers, director of the IOE Confucius Institute for Schools which supports the development of Mandarin Chinese as a language on offer in schools as part of the **mainstream curriculum**.

The structure of the book (1)

► Part 1: Teaching Chinese in secondary schools in England

1. How to encourage students to use more **target language** in the Mandarin Classroom: A study of mixed ability groups, *Haishan Pan*
2. How **Chinese characters** are taught in UK schools: A survey of twelve teachers, *Emily Preston*
3. Teaching **Mandarin characters** to foreign language learners in secondary schools in England: A case study of two Mandarin lessons in a private school and a state school, *Xu Qian*
4. **Literature in Chinese** language teaching and learning supported by the use of the internet and digital resources, *Fotini Diamantidaki*

**Practical
ideas
for use in
the
classroom
at the end
of each
chapter**

The structure of the book (2)

► Part 2: Action research and teaching Chinese in schools

5. **Chinese teachers as researchers**: Using research as a tool to improve practice, *Lin Pan, Rob Neal, Paul Tyskerud and Katharine Carruthers*

6. Investigating the **intelligibility** of Anglophone young beginner learners of mandarin Chinese, *Rob Neal*

7. An investigation into the most effective **strategies for beginner Anglophone learners to read and write** Chinese characters, *Paul Tyskerud*

8. 'Checks and balances': Using **proofreading skills** as an effective method to **improve written Mandarin Chinese**, *Victoria Allen*

Appendix: An investigation of the **professional identity construction of Hanban teachers** in British Schools, *Yi Xiang*

Practical ideas for use in the classroom at the end of each chapter