

Mandarin Language Learning

Research Study

CILT, the National Centre for Languages

Research Report No
DCSF-RW019

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ISBN 978 1 84775 047 1

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1. Key findings

Secondary schools

- Between 10-13% of all secondary schools in England are providing some Mandarin teaching. These represent around 7-8% of all maintained schools and between one quarter and one third of all independent schools.
- The majority of schools which offer Mandarin are those with high educational achievement generally. Of the maintained schools, a relatively large proportion are Specialist Language Colleges.
- 40% of schools offering Mandarin do so outside of curriculum time only.
- A large majority of respondents (79%) are keen to develop Mandarin further in their schools and over three quarters predict an increase in pupil take up for Mandarin over the next few years.
- The majority of schools teach Mandarin at Entry level, with only about one third teaching the language at Level 1 (34%) and/or Level 2 (31%).
- The most commonly offered qualification is the GCSE (in 41% of schools), followed by the Asset Languages qualification offered in one third of schools. 39% of schools provide non-accredited Mandarin teaching.
- Total GCSE entries for Mandarin (for 15 year olds) have declined by 14% since 2001 while A2 entries (for 16 to 18 year olds) have increased by 81%. Adult entries have been steadily increasing at both GCSE and A2 level.
- Nearly half of all schools teaching Mandarin also include Chinese studies in other curriculum areas within the school, particularly in History, Geography and Art.
- Nearly half of all schools teaching Mandarin have a partner school in China. Links include joint curriculum projects, e-mail contacts, teacher exchanges and pupil visits.
- Mandarin teaching tends to be available so far to relatively small numbers of pupils within each school. The vast majority are learning it as a foreign language.
- Only 31% of schools have a Mandarin teacher with Qualified Teacher Status. Just under a quarter have a British Council Chinese Foreign Language Assistant.
- Of the responding schools that were not teaching Mandarin, just over a quarter entered Chinese-speaking pupils for the GCSE exam in the summer 2006.
- A quarter of those not offering Mandarin would consider doing so at some point in the future.
- The main constraints to developing Mandarin teaching are perceived to be the availability of trained teachers and lack of time on the curriculum. Those already teaching Mandarin also highlight accreditation issues as a problem.

Primary schools

- Mandarin teaching in English primary schools is at a relatively early stage.
- From the British Council contact list of 112 primary schools with a partner school in China, we have identified 26 schools in 13 Local Authorities known to be teaching Mandarin. Only half of these do so in curriculum time, although the vast majority are interested in developing Mandarin teaching further.
- Of these British Council partner schools which do not teach Mandarin, over half said they would consider doing so in future.
- Primary schools are seen as offering greater flexibility than secondaries to offer Mandarin because of fewer curriculum constraints. A teacher offering Mandarin across various age ranges commented that 'the little ones do best'.

Higher Education

- The number of HE Chinese studies students at UK universities has seen a dramatic increase in percentage terms, although overall numbers are still low.
- Two thirds of undergraduate students combine Chinese studies with another subject, principally Economics, Management Studies or History.
- Applications to Chinese studies first-degree courses tripled between 2000 and 2006 and the increase has been particularly marked in the last two years. 392 students were accepted on undergraduate Chinese courses in 2006.

2. Background school statistics on Mandarin in the UK

Language Trends in Key Stage 4 survey, 2006

This KS4 Language Trends survey has been carried out annually by CILT, in partnership with ALL and ISMLA, over the past 4 years to explore languages provision and take-up in schools at KS4. The survey aims to monitor post-14 language study in schools in England. A random representative sample of 2,000 schools was selected for the study and 1,086 school responses were received (54%).

Mandarin provision in schools in England

- 7% of all schools reported offering Mandarin at KS4 (4.5% for maintained schools and 18% for independent schools).
- 10% of all schools reported offering Mandarin either at KS4 or sixth form (6.5% for maintained schools and 24% for independent schools).

Some key characteristics of the schools offering Mandarin

- A fairly high proportion of the schools offering Mandarin were in the South East (21%), followed by the West Midlands (14%), relative to the proportion of all schools in these regions.
- The majority were schools with high educational achievement (79% were in the top 2 quintiles of performance for GCSE passes)
- Of the maintained schools offering Mandarin, nearly half (45%) were Language Colleges.

DfES data trends in Chinese GCSE, AS and A2 level entries

GCSE entries for Mandarin (for 15 year olds) have declined by 14% since 2001 while A2 entries (for 16 to 18 year olds) have increased by 81%. This may reflect a shift of candidate entries between these 2 exams, particularly for native speakers.

It should be noted that the dip in entries for GCSE coincided with the introduction, in 2003, of a new exam specification. The increase in AS/A2 figures may be due to an increase in Chinese children attending UK independent schools in the Sixth Form.

Schools and college entries only in England, 2001 to 2006

	GCSE	A2 level	AS level
2001	2,124	1,102	
2002	2,289	1,400	
2003	1,686	1,496	
2004	1,865	1,677	
2005	1,973	1,606	1,057
2006	1,827	1,996	1,183

Data notes

- Data supplied by the Data Outputs Unit at the DfES Mailbox.DATAOUTPUTSUNIT@dfes.gsi.gov.uk
- 2007 schools data is usually available at the beginning of the year following the summer exams
- GCSE entries are for 15 year old pupils in maintained and independent schools in England
- AS and A2 level entries are for 16-18 year olds in maintained and independent colleges in England.

JCQ data trends in Chinese GCSE, AS and A2 level entries

Adult entries for Mandarin have been steadily increasing at both GCSE and A2 level. All entries for schools, colleges and adults are included in the figures below.

All schools, colleges and adult entries in England, Wales and Northern Ireland

	GCSE	A2 level	AS level
1995	2,234	956	
1996	2,254	1,152	
1997	2,483	1,038	
1998	2,127	1,188	
1999	2,136	1,286	
2000	2,238	1,359	
2001	2,320	1,439	
2002	2,635	1,736	1,171
2003	2,675	1,914	1,538
2004	3,141	2,119	1,708
2005	3,098	2,055	2,071
2006	3,034	2,447	2,239
* 2007	3,007	2,422	*

* 2007 data is the provisional JCQ data, final data and AS data available in spring 2008 from Edexcel

3. Mandarin survey 2007: Methodology, design and response

Aim

This survey aimed to capture current trends in Mandarin Chinese language learning in schools in England. It was carried out by CILT, the National Centre for Languages, in partnership with the British Council, the Specialist Schools and Academies Trust, the London Confucius Institute and funded by the Department for Education and Skills.

Samples

The questionnaire was sent out to a total of 773 schools split into 3 distinct samples as follows:

1. Random secondary schools sample = 400 schools

A random sample of 400 schools in England was selected from the National Foundation for Educational Research database. 315 maintained schools and 85 independent schools were included in proportion with the respective school populations in England. The sample excluded special schools.

2. Known secondary school sample = 282 schools

This sample was drawn up from British Council, SSAT and CILT contacts, believed to be either teaching Mandarin or have some links with China.

3. Known primary school sample = 112 schools

These schools were British Council contacts believed to be either teaching Mandarin or have some links with China.

Note: The total coverage of secondary schools was much higher than 661, as one of the sources drawn upon for the known sample was the CILT Language Trends KS4 survey which contacted 2,000 schools in Autumn 2006. Responses were received from 1086 schools and about 100 reported providing Chinese at KS4 or in the sixth form. These 100 schools form part of sample 2 - our known secondary school sample.

21 schools in the random sample were also in the in the known secondary school sample and were sent 1 questionnaire only.

Questionnaire content

The core questions explore Mandarin provision in schools in the following areas:

- Whether Mandarin is provided and if so, is this inside or outside curriculum time
- Which levels are taught and which qualifications, if any, are offered
- Numbers of pupils (by year group) and teachers (by QTS status)
- Interest in developing Mandarin further and details
- Likely change in take-up predicted over next few years and reasons
- Constraints encountered/ envisaged in offering Mandarin in the school
- Whether China features in other subjects and details
- Whether the school has a partner school in China and details
- (For schools not teaching Mandarin) whether they have ever taught Mandarin or might ever consider teaching Mandarin in the future

Note: Full questionnaires are provided in Appendix B.

Fieldwork and Response

An advance letter and copy of the questionnaire was sent out to the Head of Languages or the named sample contacts at the end of January 2007, which was followed by a reminder in February. A deadline of 28th February, 2007 was given for the return of questionnaires. A total of 369 completed questionnaires were returned yielding a total response rate of 48%.

The response rates by sample breakdown were as follows:

1. **Random secondary schools sample**, 154 responses out of 400 = 39%
2. **Known secondary schools sample**, 161 responses out of 282 = 57%
3. **Known primary schools sample**, 66 responses out of 112 = 59%

Some key variables were supplied with the random sample file allowing us to get an accurate picture of our responding schools (this applies to the 154 random sample respondents only). Analysis of our achieved sample has been carried out and the results show that our random sample is fairly representative on school type and region. However, it is slightly over-representative of high achieving schools.

Qualitative follow up and additional research

The survey was complemented by the following research activities to enhance the picture of Mandarin teaching in schools:

- Best practice case study visits: 6 schools were selected based on their responses to the survey. A researcher visited the teachers in these schools to carry out a qualitative interview and gain a deeper understanding of teaching practices and structures in the schools.
- An email questionnaire was also sent out to Language Advisers across the country, seeking their input and views on any Mandarin teaching currently taking place in their local areas. The National Association of Language Advisors (NALA) database was used to gain access to this group of specialists.

4. Secondary school survey: Summary of findings

How widespread is Mandarin teaching in secondary schools in England?

The random sample of 400 secondary schools was selected to try to estimate the amount of Mandarin teaching taking place in schools across England.

Mandarin was provided in 13.6% of these responding schools (21 out of 154 schools). Mandarin provision was reported in 8.9% of all responding maintained schools (11 out of 123 schools) and in nearly a third (32.3%) of all responding independent schools (10 out of 31 schools).

Note: We believe these results could be slightly higher than the proportion across all schools in England, largely due to the following 2 factors:

1. Schools that are teaching Mandarin may have been more motivated to respond to the survey than those that are not.
2. An analysis of the responding 154 schools shows that there were a higher number of responses from schools with high levels of academic achievement and these schools were much more likely to be teaching Mandarin.

For comparison purposes, the 2006 Language Trends in Key Stage 4 survey found that Mandarin was offered at Key Stage 4 or at sixth form in 9.6% of all schools (6.5% for maintained and 24% for independent schools). This survey covered a much larger sample, results based on 1086 responding schools, and is representative of the population of schools across England. However, the questions in the 2 surveys are different. The Language Trends survey covered KS4 and sixth form only, whereas the Mandarin survey includes KS3 teaching as well.

From the above 2 surveys, we could tentatively estimate the number of secondary schools in England offering Mandarin Chinese to be between 400 and 500 (including both maintained and independent schools).

Patterns of provision in schools teaching Mandarin

A total of 130 questionnaires were received from secondary schools that were teaching Mandarin. A third were independent schools and two thirds were maintained schools. 20 of the responding schools teaching Mandarin (a quarter of the maintained schools) were Specialist Language Colleges. In terms of regional spread, a high proportion of schools were in the South East (27%) and a low proportion in Yorkshire and the Humber (3%), relative to the proportion of all schools in these regions. Responses came from a mixture of Mandarin teachers, Heads of Language departments and Head teachers (particularly for Language Colleges).

An analysis of the closed and open responses detailing the provision in these schools is given below, followed by a look at pupil and teacher numbers.

- **Curriculum time for Mandarin:** 60% of the schools offer Mandarin as part of the curriculum (and nearly half of these schools offer extra curricular lessons as well). 40% of schools provide Mandarin outside curriculum time only.

We asked schools to record brief details of the Mandarin provision in their school regarding curriculum time for Mandarin. Some schools had Mandarin teaching in the curriculum for certain year groups and outside of the curriculum for other years (as pupils moved up the school). The amount of curriculum time devoted to Mandarin teaching varied, taster courses were commonly reported (e.g. beginners courses over a 6 to 10 week period) as well as regular weekly or fortnightly lessons. Extra curricular Mandarin teaching was most likely to be in twilight sessions, some but fewer lunch-time clubs were reported. Some schools mentioned Mandarin was open to their higher ability pupils only (this was not specifically asked in the questionnaire).

- **Levels of provision:** The majority of schools teach Mandarin at Entry level (86%). About a third of schools teach Mandarin level 1 (34%) and/ or level 2 (31%). A smaller proportion (14%) reported teaching level 3 Mandarin.
- **Qualifications:** The most common qualification offered is the GCSE in 41%¹ of all schools, followed by the OCR Asset Languages accreditation that is being offered in a third of all schools. AS or A2 level Mandarin is offered in 22% of schools. 39% of all responding schools reported providing non-accredited Mandarin teaching. Some schools noted that they were looking into accreditation options and in particular looking at Business Chinese qualifications.

Schools with a teacher with Qualified Teacher Status (QTS) were more likely to offer GCSE than schools that did not have a Mandarin teacher with QTS (57% compared to 33% respectively). Similarly schools with a partner school in China were more likely to offer GCSE (45% of them did so compared to 33% of schools without a partner school).

- **Developing Mandarin in the school:** The large majority of respondents (79%) were keen to develop Mandarin further in their schools.

Schools interested in developing Mandarin further in their school most commonly reported a wish to introduce Mandarin as a regular part of the curriculum. Teachers also wanted to expand provision and be able to offer Mandarin to more students and more year groups. A fair number of schools mentioned that they were looking into qualifications and wished to develop the accreditation side of their Mandarin provision. Staff development and teaching resources and materials were noted by a few schools.

Over three-quarters of all teachers predicted an increase in pupil take-up for Mandarin in the school over the next few years. A commonly cited reason given for this was growing media coverage and national publicity of China recently. Teachers also felt that student feedback was good with high interest and enthusiasm for learning Mandarin.

- **China featuring in other subjects:** Nearly half of all schools (48%) reported that China featured in other subject areas in the school.

The most commonly reported other subjects in which China features were Geography, History and Art. Some teachers mentioned trips to China were organised through other departments/ subjects in the school.

- **Partner schools in China:** Nearly half of all schools (48%) reported that they had a partner school in China.

Various activities were reported by the teachers in schools that had a partner school in China from joint curriculum projects and email contact to teacher exchanges and pupil visits. Some schools that seemed to have strong, well established links reported that this was a key positive impact on pupil motivation to learn Mandarin. Other schools that had newly established links were keen and looking forward to developing their partnership. Some schools were in the process of looking for a partner school in China.

- **Constraints encountered in offering Mandarin:** The most commonly noted constraint teachers came across in offering Mandarin in the school was curriculum time, reported by over half of the schools (55%). This was followed by the perceived difficulty of Mandarin for pupils compared to other European languages (45%). The availability of teaching resources, staffing and accreditation were also concerns amongst the schools offering Mandarin (reported by 37%, 35% and 33% of all schools respectively). These constraints are analysed in greater detail below.
- **Year group provision:** The survey found that Mandarin was most commonly learnt by pupils in Years 9 and 10. Just over half (53%) of all schools had some pupils studying Mandarin in Year 9 and half (50%) in Year 10. 47% of all schools had some pupils studying Mandarin in Year 8, 44% had pupils in Year 11 and 42% had pupils in Year 7.

¹ There is an anomaly here in that only one third of schools say they teach to level 2. It may be that schools are offering GCSE to 'native speakers' without providing any actual teaching.

Pupil numbers:

- Large numbers of pupils learning Mandarin were much more likely in KS3 than in KS4 and in Year 7 than in any of the other year groups. Of the schools with pupils studying Mandarin in Year 7, nearly a third (31%) had 100 or more pupils doing so.
- Moving up the school and into KS4 smaller pupil numbers were more common. Nearly three-quarters (74%) of the schools with pupils learning Mandarin in Year 11 had less than 10 pupils doing so.
- While we should treat the analysis of pupil numbers learning Mandarin with some caution, as some schools provided estimate pupil numbers, the survey recorded the following total pupil numbers across each year group, in the 130 responding schools:

Year 7	3427
Year 8	1927
Year 9	2198
Year 10	605
Year 11	430

- There were a higher proportion and number of native speakers recorded learning Mandarin in KS4 than KS3. The survey recorded 2% of all Year 9 pupils as native speakers, which rose to 12% in Year 10 and 13% in Year 11.
- Just over a quarter (26%) of all schools had entered some pupils for GCSE in 2006, although the entry numbers were often fairly small. The total number of pupils recorded was 167.

Teacher numbers:

- A minority of schools (31%) have a Mandarin teacher with Qualified Teacher Status (QTS). Note that, of the 31% with a QTS teacher, we do not know the subject of this qualification, this could be in another language or discipline. Just under half (46%) have a teacher or teaching assistant without QTS and just under a quarter (24%) reported having a British Council Chinese Foreign language assistant.
- A large proportion of the Mandarin teachers were native speakers. Of the qualified Mandarin teachers with QTS a third were native speakers and half of the teachers without QTS were native speakers.

Note: The analysis of total numbers and native speaker numbers serve as indications from our responding schools only and should be treated with some caution.

Responses from schools not teaching Mandarin

A total of 133 questionnaires were received from secondary schools that were not currently teaching Mandarin (random sample schools only). Some reflections from these schools on Mandarin teaching were collected and noted below.

- Just over a quarter (26%) reported that the school entered some native Chinese speakers for the GCSE exam.
- Only 1 of these schools reported having taught Mandarin at some point in the past.
- Just over a quarter (26%) said that their school might consider teaching Mandarin at some time in the future. About half of these schools had reported having native Chinese speakers.

Constraints envisaged in offering Mandarin: Almost all schools that did not currently offer Mandarin envisaged staffing to be a major barrier to provision (95% reported this). An overwhelming majority also reported curriculum time as a constraint (69%). Other barriers commonly noted were cost, availability of teaching resources and difficulty for pupils compared to European languages (reported by 55%, 53% and 50% of all schools respectively). These issues are dealt with in more detail in the following chapter.

5. Issues and constraints

From the survey responses, together with feedback gathered from the survey of Language Advisers and from visits to individual schools, some key issues have emerged which can help to inform the development of support for Mandarin teaching.

1. Availability and appropriateness of qualifications

The availability of suitable qualifications appears to be a major constraint. There is a strong feeling expressed that both the GCSE and the AS/A2 examinations are geared towards 'native speakers' and are not an appropriate qualification for those starting the language from scratch. This is not only a major disincentive for schools 'in the know' but is likely to cause disappointment for schools hoping to develop GCSE teaching in future who may as yet be unaware of the issue. One experienced Language College Director commented 'I would never consider it again for non-native speakers. It is far, far too difficult to get a C grade at GCSE compared with other MFL'. The A level paper which requires students to produce a research-based essay with between 500 and 1000 characters is described as 'almost as difficult as native Chinese taking a national college entrance exam'. Since Mandarin is a subject which schools frequently want to develop to offer to high achieving students, who expect to get As or A*s, the perceived difficulty of the exam is particularly off putting. Respondents strongly urge Exam Boards to revise their requirements.

Apart from GCSE and A Level exams, schools are experimenting with various other qualifications, particularly Asset Languages, which they say 'looks more promising'. There are high hopes for this, although it is still at a relatively early stage of development. The 'Goals Bronze Award' and the ABC Practical languages scheme were described as 'unsatisfactory'. One school said it would prepare pupils for the International GCSE in Mandarin. Another offers in-house certification based on OCR's Certificate of Business Language Competence (CBLC) and one mentions a 'business language qualification' which does not require students to write Chinese characters but feels it is not 'teenager-friendly' enough to provide motivation. Several respondents express concern that there is no Entry level qualification in Chinese, though in fact this is offered through Asset Languages. There is clearly a need for awareness-raising of this.

2. Moving from 'enrichment' to a mainstream curriculum offer

Heads who are happy to offer enrichment or taster courses need reassurance regarding progression, continuity and sustainability in order to bring Mandarin into the mainstream curriculum. The rationale for enrichment or after-school activities may be quite different from the rationale needed to bring the subject into the timetable as a fully fledged option, particularly in a climate in which MFL is being squeezed. As one respondent commented: 'I think our students would be more likely to choose subjects like business studies, ICT, Psychology and new vocational courses above Mandarin'. The decline in MFL teaching generally means that language departments are already often perceived to be 'overstaffed' and one respondent said bluntly: 'Mandarin would make our current staff redundant'.

However, the move towards a more diverse offer at KS4 may also offer some opportunities. One school said it was thinking of offering Mandarin to able linguists in KS4 who had taken their French or Spanish GCSE early.

Schools are experimenting with different models and there is a need to draw these together to provide advice on ways in which Mandarin can be integrated into the curriculum in a sustainable way. Development and support for staff is a key issue. As the case study from Calday Grange Grammar School (see page 20) shows, schools which have been able to develop Mandarin as a full curriculum option have focussed their efforts on this area.

The outlook for Mandarin is linked to a wider 'renaissance' in languages more generally. As one respondent said: 'Once there is a need for the wider population to have knowledge of another language it will be a lot easier to introduce other languages such as Mandarin'.

3. Teaching materials

Many schools feel the lack of appropriate teaching materials is a problem, this was mentioned an issue both for the early stages and for A level. 'I need the textbooks simple, easy and have more fun for younger learner' said one respondent. Another respondent makes the helpful suggestion that workshops could be organised for A level teachers for developing materials for this level. Wade Deacon School has addressed the issue by developing an intranet site where its pupils can access resources (see case study on page 20).

The cost of resources was also raised as an issue. One school said they had to ask for a contribution from pupils to cover the cost of a workbook and text book.

4. Staffing

The reliance on FLAs and teachers without QTS is an inhibiting factor in developing Mandarin. As one school said: 'We would like to offer some accreditation but this would need a permanent teacher rather than a FLA'. FLAs are welcomed, and in particular the training offered to them by the British Council, but their need for cultural acclimatisation and the fact that they only stay one year is a concern for schools hoping to move on from 'enrichment' activities into something more mainstream. FLAs need strong mentoring support and an example of good practice from Landau Forte College is included in the case studies (see page 21). However, respondents highlight how efforts put into mentoring have to begin again each year if the school relies on visiting teachers who only stay for a short time: 'Having a new teacher every year, rather than a permanent member of staff is a potential difficulty. We would prefer to recruit a British teacher qualified in Mandarin'.

Teachers from China are described as 'lovely' but their lack of familiarity with the English system of discipline, target setting etc. is a problem. They also tend to have different, perhaps unrealistic, expectations of pupils. Concerns are expressed about Chinese teachers' abilities to manage pupils, particularly whole classes or where there is a tendency for students to be disruptive. 'The nature of language teaching in Britain means you need skilled language teachers who can cope with the negativity'. Schools say these problems can be overcome with care in the choice of teacher. One Language College Director of Studies now travels to China to select the FLA personally.

Recruiting teachers locally is not problem-free either. Schools have found that 'they move around a lot' - probably due to the part time and relatively insecure nature of their employment. There are calls for more staff development opportunities.

The staffing issue is undoubtedly one of the major concerns for schools which have experimented with Mandarin but have ceased to offer it, and is a key constraint for those who would like to introduce it: 'Staffing would need to be stable to introduce Mandarin'

5. Mandarin and community languages

From the responses to the survey, it appears that the vast majority of pupils currently learning Chinese in mainstream secondary schools are studying it as a foreign language, not as a 'community' or 'heritage' language. However because of the issues related to GCSE and A level exams, which appear to be designed more for the needs of the latter, the proportion of native speakers taking these exams is relatively higher, and this is an anomaly. Many schools offer opportunities for their Chinese, Taiwanese or ex Hong Kong pupils to take exams, and provide support such as access to past exam papers, without actually offering teaching. There appears to be little attempt to harness the skills of those who know Chinese through their home background to support the wider teaching of Mandarin as a foreign language, although this could prove productive and enriching for both sets of pupils.

Many schools do appear to be catering for the needs of a wide variety of community language speakers: 'We try to provide tuition in any language a pupil requires'. The multilingual mix in many schools however may actually be an inhibiting factor for developing Mandarin in some cases. One school with large numbers of Asian, Somali, Afro-Caribbean and Eastern European pupils comments: 'consequently Mandarin does not really figure high on our list of

priorities'. Another says: 'Our governors would prefer a raised profile in existing community languages rather than Mandarin'.

6. Pupil response: issues of difficulty and motivation

The vast majority of schools say that Mandarin is attractive to pupils and stimulates their interest. The test is sustaining this interest beyond the initial stages, and drop out rates appear to be fairly high. Many schools report that pupils show interest at the beginning but become less interested as learning becomes more difficult. 'They are usually enthusiastic at the beginning but lose motivation since they can't make the progress they had expected'. This may be linked to issues of staffing and teaching resources mentioned above.

Many schools offer Mandarin only to select groups of pupils and others find that 'weaker linguists drop out fairly quickly.' 'Chinese is not a difficult language but the effort and commitment required to learn characters proves too much for many pupils'. Once again, the difficulty of the exams are mentioned: 'To reach such a high standard the students have to have a lot more exposure to the language than European languages'.

For schools which have not yet started offering Mandarin, the wider context for languages in schools is again seen as an obstacle. The decline in MFL is attributed to the fact that it is seen as a difficult subject, and Mandarin is perceived as even more difficult: 'the problem is that European languages are too much like hard work compared to other subjects, so Mandarin would be an absolute non-starter!'

7. Attitudes

Attitudes towards Mandarin are generally positive and the QCA move to allow teaching of a wider range of languages is welcomed. Mandarin is rightly recognised as an important language in the global economy. However some feel strongly that a European language should come first and there is a sense of resistance from those who gain their livelihood from teaching French or German, particularly in a climate in which languages are perceived to be in decline: 'We are struggling as an option subject at GCSE anyway'. 'The Government should be concentrating effort and resources on putting languages back into the KS4 curriculum.'

Parents are generally keen for their children to learn Mandarin, but we would do well to bear in mind that this eagerness may not be sustained, as the following quote shows:

'Parents have no real concept of just how hard learning a language is. They demand Spanish but allow their children to give it up when it's apparent it's not that easy.'

8. Innovation and ways forward

The research has identified some excellent examples of good practice, some of which are presented below as case studies. Other innovative and imaginative ways of developing Mandarin include:

- Teachers learning Mandarin alongside pupils in classes run by FLAs or visiting Chinese teachers. We found at least one case where this involved a Headteacher.
- Mandarin being offered to parents or employees of local businesses
- A link up with a local university (in the case Cambridge University Language Centre) to provide blended teaching including access to on-line materials.
- A PGCE trainee who introduced Mandarin clubs.
- The idea of developing Mandarin teaching in specialist centres, and providing videoconferencing and distance support to other schools.
- The importance of the role of the Local Authority: in Sheffield, where there is a City Languages Strategy that embraces all languages, there are good links involving Specialist Language Colleges, the University of Sheffield Modern Languages

Teaching Centre (which offers Mandarin PGCE) and the Association of Sheffield Community Schools. The LA adviser is running a Mandarin taster course for primary and secondary teachers and expects all 20 places to be filled. Two secondary schools are sending 4-5 members of staff and this could be the stimulus for them to introduce the subject in future.

6. Primary school survey: Summary of findings

The 112 primary schools that were sent questionnaires were all British Council contacts believed to be either teaching Mandarin or have some links with China. A total of 66 completed questionnaires were received. A brief analysis of the responses detailing the provision in these schools is provided below.

In the primary schools that teach Mandarin:

- 26 out of the 66 primary schools reported teaching Mandarin.
- Half of these primary schools (13) teach Mandarin in curriculum time and a third (8) teach in after school clubs. A few schools reported doing occasional taster Mandarin sessions or annual events (e.g. celebrations) only. Provision varied in the schools, some reported regular lessons (e.g. 30 minutes per week), others reported termly classes. A fair number of schools reported having partnerships with other local schools for their Mandarin teaching through either shared teachers/ assistants or shared lessons/ clubs.
- The majority of schools (22 out of the 26) were interested in developing Mandarin further. Teachers reported being keen to develop resources, cross curricular links and some schools wished to develop their Mandarin provision through employing a Chinese language assistant.
- The most commonly reported constraint encountered by the primary schools teaching Mandarin was staffing (reported by 14 schools) followed by funding (10), curriculum time (8), availability of resources (8) and difficulty for pupils (7).
- An estimate of the total pupil numbers learning Mandarin in the 26 schools is 2,179. Very few native speaker learners were recorded in this total.
- Most schools reported that their Mandarin teachers did not have Qualified Teacher Status (QTS), or that they had British Council Chinese foreign language assistants. Only 3 of these schools had Mandarin teachers with QTS.
- Some schools commented specifically that their pupils have really enjoyed the Mandarin classes (question not asked but reported in the further comments section at the end of the questionnaire).

In the primary schools that do not teach Mandarin:

- 40 out of the 66 primary schools reported that they did not currently teach Mandarin.
- Only 2 schools said they had taught Mandarin in the past.
- Over half of the schools (23 out of 40) said that they would consider teaching Mandarin in the future. Many of the others were not sure about this for the future (but didn't rule it out).
- The large majority (34 out of 40) felt staffing would be an issue, followed by funding (28), availability of teaching resources (22) and curriculum time (21).

Most of the responding primary schools have partner schools in China (the main reason for inclusion on the British Council contact list). Teacher exchanges and visits were reported between the schools and pupil information sharing and learning about different cultures. Some schools had set up letter and card writing projects between the pupils and 1 school reported that they carried out video-conferences.

A separate research exercise looking at languages taught in primary schools, carried out in 2006-2007 by Jo Peach on behalf of the DfES Languages Team obtained information from 57 of the 150 Local Authorities in England. 8 of these 57 authorities mentioned that they knew Mandarin was being taught in one or more schools in their area. Some authorities replied more generally and described a 'range of languages' were being taught or mentioned 'community languages' were on offer, but gave no detailed information about Mandarin specifically.

The survey of Local Authorities produced little further evidence of Mandarin teaching in primary schools. In one or two cases, Specialist Language Colleges were believed to be working with feeder primary schools in this area.

Early (unpublished) indications from NFER's survey of national implementation of entitlement to language learning at Key Stage 2 indicate that 1% of primary schools which offer a language offer Chinese.

7. Further data: Chinese learning in Higher Education and Adult Education

Higher Education students: HESA data

The following data was obtained from the Higher Education Statistics Agency (HESA) from their Student Records of individual enrolments at HE institutions. The data was analysed by CILT. Chinese studies students have been extracted from the data (Joint Academic Classification System (JACS) code T1). Trends over the past 4 years are presented followed by a more in-depth look at the characteristics of the Chinese studies students for 2005-6, the latest data available.

Data summary and explanations

The number of HE Chinese studies students has increased dramatically over the past 4 years to just under 2,000 students in 2005-6. Substantial growth was recorded in HE qualification aims below degree level including diplomas and certificates of HE and insitutional UG credit courses. There has also been a steady growth in first degree undergraduates as well as postgraduate students. (See Table 1, below)

Over 1,000 additional students of other degree disciplines were recorded as studying Chinese as an accredited module alongside their degree. This is separately recorded in the HESA module record and additional to the 2,000 total and figures in Table 1. However, in reality, these accredited students may be following similar courses as the Other UGs (see Table 1) with institutional coding preferences dictating how they are recorded to HESA.

In 2005-6, the majority of HE Chinese studies students were UK-domiciled prior to commencing their studies, apart from at postgraduate level where just over half of all students came from countries outside the UK and EU, notably China, Taiwan and the US. (Table 2)

A fairly even proportion of males and females were studying Chinese studies at HE in 2005-6. (Table 3)

Chinese studies at HE is very commonly combined with other subjects, particularly at first-degree UG level where nearly two thirds (63%) of all students are doing a joint or major/ minor honours course. The most common other disciplines for first-degree UG students in 2005-6 were Economics, Management studies and History followed by Business studies and Politics. 39% of all postgraduate Chinese studies students are combining with other subjects, the most common at this level are Business studies and English. (Table 4)

Regional variations in the study of Chinese at HE level are apparent. The highest proportion of first degree UG students are at institutions in London (36%), The Yorkshire and Humber (23%), and the East Midlands (15%). The highest numbers of postgraduate students are located in the Yorkshire and Humber (40%) and the North East (23%).

Data definitions include:

- All UG and PG student enrolments across all years of study at all HE Institutions in the UK
- UK, EU and other overseas students
- Full Time and Part Time students
- Using headcount measure where all students studying a language as a single, joint, major, minor or triple honours combination are included and counted as 1.

Data warnings

- The accuracy of the data depends on how individual institutions code and report their figures to HESA
- The figures are rounded according to the HESA rounding rule for published data.
- Note that a very high number of students are coded in the category *Other non-European languages* which suggests that this code might be used in place of the specific language code, hence unfortunately the individual totals for Chinese may not adequately reflect the true numbers (i.e. be an under-representation of the true totals)

Table 1: Trends in Chinese studies Higher Education students in the UK (2002-3 to 2005-6)*All UK, EU and overseas students, student headcount measure*

	2002-3	2003-4	2004-5	2005-6	% change since 2002-3
UG First degree	605	685	755	850	+41%
UG – Other *	255	365	585	805	+214%
PG Taught	170	205	235	245	+43%
PG Research	15	15	10	35	+143%
Total	1045	1275	1585	1935	+85%

* Other undergraduate includes qualification aims below degree level, most commonly: institutional undergraduate credit courses; other undergraduate diplomas and certificates; and certificates of Higher Education. Over 1,000 additional students of other degree disciplines were recorded as studying Chinese as an accredited module alongside their degree (see notes in data summary above).

Table 2: HE Chinese studies students by domicile (2005-6)*UK, EU and overseas students, student headcount measure*

	Postgraduate	First degree UG	Other UG
UK	115	705	705
Other EU	20	100	30
Non-EU	* 145	40	65
Total	275	850	805

* The majority of these students are from China (42), Taiwan (43) and the US (23)
Non-UK students are those whose normal residence prior to commencing their programme of study was outside the UK

Table 3: HE Chinese studies students by gender (2005-6)*UK, EU and overseas students, student headcount measure*

	Postgraduate	First degree UG	Other UG
Male	120	415	425
Female	155	435	380
Total	275	850	805

Table 4: HE Chinese studies students by balance of Chinese in the qualification (2005-6)*UK, EU and overseas students, student headcount measure*

	Postgraduate	First degree UG	Other UG
Single	165	315	765
Joint	100	385	40
Major/ minor	-	145	0
Triple	5	-	-
Total	275	850	805

Table 5: HE Chinese studies students by region (2005-6)*UK, EU and overseas students, student headcount measure*

	Postgraduate	First degree UG	Other UG
North East	65	50	115
North West	5	35	20
Yorkshire and Humber	110	190	115
Eastern	-	-	-
East Midlands	0	125	5
West Midlands	-	-	155
London	45	305	200
South East	25	55	-
South West	-	-	95
Scotland	-	10	60
Wales	25	75	-
Northern Ireland	-	-	25
Total	275	850	805

Note: Other HE data counting methods

We should be aware that other analyses of HESA data exist and can produce different figures. These are not conflicting figures but just different counts according to preference and purpose. A common measurement used in published HESA tables and recent DfES figures is the full person equivalent (FPE) count, rather than student headcounts that we have presented above. This counts single honours students as 1, joint honours as 0.5, major honours as 0.667, minor honours as 0.333, triple honours as 0.333. The figures are shown in the table below, compare with Table 1 above.

DfES analysis of HESA data using the FPE count: Chinese studies students in the UK*All UK, EU and overseas students, Student Full Person Equivalent measure*

	2002/3	2003/4	2004/5	2005/6	% change
Chinese first degree UG	505	510	550	570	+12.0%
Chinese other UG	260	370	560	790	+207.1%
Chinese PG	150	170	185	225	+51.4%

Higher Education student applicants: UCAS data

These figures were purchased from the University and Colleges Admissions Service (UCAS), and analysed by CILT. They are another source of HE data, the tables provided below cover UG first-degree applications for Chinese studies. UCAS data measures potential first-year students only and does not track students to check actual enrolment on the course. Student headcounts are presented below. These are not comparable to the HESA data tables above, which measures all students across all years of study.

The UCAS figures show a sharp rise in applications for Chinese studies first-degree UG courses from 2000 to 2006. The number of applications has tripled over this period and a large proportion of this increase was seen over the past 2 years. This is mirrored in the acceptance figures where figures have gone up by 2.5 times the number of students in 2006 compared to 2000.

Data warning: A large number of applicants are coded under Other non-European Languages (JACS code T9) which means individual language totals may be underestimates of the actual true figures.

UCAS student applications for Chinese studies (JACS code T1) in HE, 1996 to 2006

Note: Up to 6 applications per candidate are allowed.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	% change 1996 to 2006
Single	371	386	434	328	253	286	355	359	353	476	747	+101%
Major	141	115	119	91	64	90	80	101	57	89	63	- 55%
Joint	499	488	495	400	357	410	359	481	590	780	1133	+127%
Minor	64	91	38	45	29	29	69	120	209	318	339	+106%
Total	1075	1080	1086	864	703	815	863	1061	1209	1663	2282	+112%

UCAS student accepted applicants for Chinese studies (JACS code T1) in HE, 1996 to 2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	% change 1996 to 2006
Single	72	77	95	71	58	58	80	70	78	100	115	+57%
Major	29	22	24	15	13	22	23	19	6	16	6	*
Joint	64	76	95	83	88	80	87	100	101	164	196	+206%
Minor	0	0	5	3	1	5	66	29	58	72	75	*
Total	165	175	219	172	160	165	256	218	243	352	392	+138%

Teacher Training

Post Graduate Certificate of Education (PGCE) figures for Chinese Initial Teacher Training (ITT) trainees are difficult to unpick and are not reported separately in the DfES or the Graduate Teacher Training Registry (GTTR) annual data reports. There are currently 3 institutions offering Mandarin Teacher Training courses. These are Goldsmith College London and the University of Sheffield and the University of Exeter.

Adult Education Mandarin students

Accurate data on the number of students learning Mandarin in adult education classes is very difficult to capture due to the wide ranging nature of this provision (providers range from local authorities, FE colleges, HE institutions, private companies, business training, individual tutoring etc).

In 2005, CILT, in collaboration with the Association for Language Learning and NIACE, carried out a survey of language learning in Local Authority (LA) funded classes. The results, based on responses from 69 out of 149 LAs, found that Chinese learning was offered in about half of the responding authorities. Not all authorities could provide actual learner numbers but of those that could, about 700 Chinese learners were recorded.

This survey was repeated at the end of 2006 and extended to include adult learning in FE colleges as well as other LA funded provision. Preliminary results, based on an approximate 35% response rate, seem to indicate that Chinese is offered for adult learning in about a third of the responding institutions. The final results of this study are due out in May 2007.

8. Case studies

Six schools were selected for in-depth interviews concerning their Mandarin provision, resulting in a great deal of qualitative data. Although we have chosen to report the findings under 5 key themes, it should be noted that all schools had other elements of good practice too, including the sixth institution, St Chad's Catholic High School, although not reported explicitly here.

1 Calday Grange Grammar School, Wirral

Creating a high quality sustainable offer through commitment to staff development

Mandarin was introduced as a 'taster course' in Spring 1998, and afterwards the school was approached by a local international business that offered to fund the introduction of Mandarin at the school. The following year the company paid for the Headteacher and another member of the SMT, as well the Mandarin teacher (who was living in the UK) to visit China and establish links with a Chinese school (Hangzhou Foreign Language School).

From the beginning, Mandarin was offered alongside and had the same number of lessons as the five other MFLs and was incorporated into the main timetable. Pupils at the school are required to study two MFLs: those who choose to study Mandarin as their MFL in Year 7 must continue the course through Year 9 - they can't drop Mandarin as their second MFL. When introduced in September 1998, there was one Year 7 group and the FLA taught 10% of the time. Each subsequent year, the Year 7 group has progressed to the next level in year 8. By 2003, the FLA was working 50% of the timetable and by September 2005, the FLA was working full time. It is an expanding provision with more pupils opting to take it as their second MFL: there were two Year 7 classes in 2005 and 2006.

The FLA hired in 1998 now has a UK (as well as Chinese) teaching qualification and is a permanent member of staff. There is also a permanent non-UK qualified Mandarin speaker who was a FLA for four years and a timetabled MFL teacher for one year.

The Mandarin teacher who has taught at the school for 8 _ years reflects: 'if you don't make an effort from the very beginning to incorporate Mandarin in the main timetable, it will not develop as a mainstream MFL. Pupils will think that if it is offered during lunchtimes or after school, it is not serious, it is 'fun' - their concept of it is different and their expectation, and consequently the outcome, is different'. It was emphasised that Mandarin had to be in the timetable from the start and treated as another (equally valid) language in the MFL Department. The Mandarin teacher there repeated her advice: any school that is planning to introduce Mandarin should appoint a teacher dedicated to Mandarin and ensure that the course is timetabled as part of the curriculum and carries equal weight with the other MFLs and has the full support of all the staff in the school.

2 Wade Deacon School

Good practice in the creation of innovative and interactive schemes of work to support Mandarin learning

In September, 2006, the school timetabled Mandarin lessons for one hour per week for a six-week period, which was compulsory for all its Year 7, 8 and 9 pupils (with some pupils more keen and more 'naturally curious' than others). The six-week taster workshop was run by the SSAT and its content was created by the Mandarin FLA and the International School Co-ordinator. The teachers adapted materials from other MFLs. Learning the script and characters of Mandarin is very difficult, but the school installed Chinese input method on its typewriters to reinforce the learning of the characters. The Mandarin FLA teacher demonstrated the basic strokes that make up Chinese characters (but did not expect pupils to learn any in six weeks).

The school set up a China Club which takes place once a week during the lunch break. However, the school has a very short lunch break, and Mandarin is 'not very high on pupils'

agenda'. The school is an area of deprivation and there is little parental support for language learning.

The school developed its Mandarin Chinese Intranet link in September 2006, which is accessible for all pupils in school and at home. This enables all pupils at the school, at whatever speed and level of interest, to practice Mandarin. This resource was deemed crucial to supporting the first year of Mandarin study and also to encourage uptake of Mandarin for subsequent years - the school intends to offer Mandarin as an Asset Language next year.

The Mandarin teacher and the International School Co-ordinator have designed and developed different programmes to encourage and motivate pupils studying Mandarin (or not) and enhance their experience of the language.

These include:

- matching a Chinese character to an English word;
- listening to a sound and matching it with the correct tone;
- matching a word sound with its PinYin;
- matching the Chinese character with the correct sound as well as its PinYin;
- putting Chinese characters in their correct order given what is being said in Mandarin;
- joining in an interactive video conversation in Mandarin where pupils respond to the Mandarin prompts;
- working on a self-assessment package for listening and character recognition and simple sentences which the pupils can score themselves and then hand over to the teacher (who therefore has a record of what revision is necessary for the individual pupil).

There is instant feedback for all these exercises on the site so pupils know immediately if their work is correct or not.

The International School Co-ordinator has also downloaded:

- podcasts of people speaking in Mandarin so that pupils get used to the sound of the language and pupils are able to listen to in their own time;
- Chinese videos from the BBC.

All these materials are available on the Intranet to all pupils to access either during school hours or at home.

This has been a huge professional commitment by the International School Co-ordinator who hopes to get the work published by ZigZag.

3 Landau Forte College

Good practice in mentoring and support for the FLA

The first 2 FLAs from China were teachers who had taught Chinese, not English. Therefore, they had no knowledge or skills in TEFL and the school did not think that 'it was working out as hoped'. Therefore, during the second year, the Director of Studies for Languages went to China to meet, interview and personally select the teacher to work as an FLA for year 3, and now goes every year to select the FLA for the following year.

The criteria for selecting the FLA is based on the Chinese teacher's ability to communicate with pupils, as well as their ability to live in the UK without family and friends: the FLA 'must have good spoken English, as well as be open-minded and adaptable, brave, outgoing and independent'.

If the school could give one tip to a school that is currently trying to set up Mandarin it would be that there must be a strong personal commitment from one member of staff to the Mandarin course and to the FLA. The teacher appointed must take charge from 'the beginning to the end' and their responsibilities range from a pastoral role to an academic one.

What this means in practice is that this member of staff meets the new FLA at the airport, finds accommodation for them, and looks after their welfare in the UK, including when the FLA is homesick or ill. Professionally, the teacher arranges their induction programme, and once the FLA is in the classroom, observes them, reviews and oversees their development, and assesses whether or not they are delivering the curriculum properly: generally explains what UK pupils expect from a MFL teacher and ensures the FLA shares 'a commonality of approach' with the other MFL teachers.

The Mandarin FLA arrives as part of a group of Mandarin FLAs who are teaching in various places around the UK. They travel together as a group from China which arrives in London in September. The British Council there runs a course of professional development which introduces the FLAs to British teaching methods and pupil expectations. This brief stay provides an opportunity for them to acclimatise, as well as exchange postal addresses, email addresses and telephone numbers with each other. They have more training days during the Chinese New Year in January/February.

The FLA arrives in mid-September and remains until mid-June. FLAs for other languages usually stay for shorter periods, but the longer stay of the Mandarin FLA is considered crucial because it means that the teaching fits more easily into the curriculum year (five terms) and the total yearly timetable.

Initially, the FLA observes and spends time in other language lessons (including English) to observe what students expect from a language teacher as well as useful classroom management vocabulary and creative ways to teach language. They are also taught how to use Powerpoint and the Interactive Whiteboards.

The FLA works as part of the MFL team and reports daily to the Director of Studies for Languages who oversees their work. The FLA then teaches small groups without supervision in the classroom: the aim is to have fourteen pupils in each lesson, but given the spread of ability, classes usually have between nine and sixteen pupils.

The school aims for a balance between the teaching the Chinese language and the Chinese culture. Pupils are taught the alphabet, how to introduce themselves, are given Chinese names, learn to use chopsticks, order food and count. Pupils are taught mostly using PinYin, though when necessary, the FLA uses the Chinese script and characters linked with the vocabulary.

4 Southend Excellence Cluster

Bringing Mandarin into Primary Schools

The Chinese Project was started within the Southend Excellence Cluster in November 2005, when they appointed a Mandarin teacher. Its aim was to introduce the study of Mandarin in as many schools in the area as possible.

The initial focus was on primary schools:

- it was easier to fit Mandarin lessons into the primary curriculum;
- primary pupils find it easier to pick up a new language;
- and thinking ahead, by getting youngsters interested at the primary level, pupils could build on their knowledge of Mandarin so that when they started secondary school, they were more likely to want to continue learning Mandarin.

In the first instance, the Mandarin teacher sent a letter out to all the local primary schools asking them if they wanted Mandarin lessons for their pupils. Schools were then accepted on a 'first-come, first-served' basis. Lessons began with 'cultural awareness' days/weeks and 'taster' lessons at the school. Since pupils obviously enjoyed these, schools were approached and asked if they wanted to continue the lessons - usually more pupils than had actually participated in the lessons were keen to 'experience' Mandarin and learn something about Chinese culture.

Years 2-6 in primary schools have Mandarin language lessons for 60 minutes a week. All the primary lessons are in school time. Lunch clubs are not considered suitable in primary schools because youngsters need a lunch break.

The teaching is split into two distinct parts: cultural information and language skills. The pupils have workshops about Chinese dance, music, tai chi, and cookery, but these are kept quite separate from the academic side of learning Mandarin.

Children in primary school are easily bored and the Mandarin teacher needs to keep their attention and engage them during the whole lesson. The teacher designs many different types of activities to keep pupils interested and to reinforce what is being learned: singing, dancing, games and role play.

The lessons are taught using PinYin and concentrate on speaking and listening. Pupils enjoy learning Chinese word patterns and some copy quite well and can answer basic questions about themselves.

50% of the primary schools in the Cluster have 'whole class' Mandarin lessons (which often includes the teacher and teaching assistant). For these classes, lessons evolve slowly in order for the whole class to learn together. In the other 50%, teachers select a small group, up to fifteen of the most able pupils, who are taken out of the classroom for a 'private lesson' with the Mandarin teacher. These pupils go through the work quickly.

Primary schools choose which year group will learn Mandarin: one school may offer Mandarin to a different year group each term, whilst another school may have the same year group studying for the full year.

The advice from the Southend Cluster is that any primary school considering the introduction of Mandarin should start very slowly and gradually unfold the allure of China: have an Assembly focussing on a Chinese theme, or a Chinese week focussing on a cultural dimension. The school needs to think 'creatively' and show pupils aspects of China which are 'fun' and 'different': demonstrating to pupils why they need to learn more about China because it has such an 'interesting' culture. After this thoughtful introduction to China, offer pupils Mandarin lessons.

5 Kingsford Community School

Links with China provide motivation

The school believes teaching Mandarin is not enough to motivate pupils to study and learn it. Pupils must be offered a variety of other activities to maintain their initial enthusiasm and motivation.

There is an after-school Chinese club which meets once a week. Once or twice a year pupils are invited to join the Mandarin teachers at the local Chinese restaurant

Trips are a great motivator: *over 50% of students who visited China on a school trip decided to study Mandarin afterwards.*

The Mandarin teachers organise trips to China every year.

There are three visits planned for this summer, 2007:

- Mandarin Immersion Course organised by the British Council (and partially funded by them) which is open to all students, not just those studying Mandarin;
- the school established links with a school in Hangzhou in 2004. During Easter, 2005, pupils visited there for two weeks to join in a creative art project - all pupils in the school were invited to attend. A visit for GCSE Business pupils to do a joint project there this summer is being arranged;
- as part of their work experience in the summer of 2006, ten Mandarin GCSE students went for two weeks to Taiyuan where they taught English in the local primary school.

The school is in the process of organising another ten pupils to teach there this summer.

The Mandarin teachers view these visits as 'opening another window for pupils' and being 'something different' to promote awareness of China and the study of Mandarin.

For those pupils who cannot afford the school trips, the school has set aside funds which provide between 50% and 100% of the fees. This financial assistance is offered to those pupils that are deemed to be able, and who work hard and have a 'good attitude': in fact, 'attitude is more important than aptitude'.

Appendix A: Data frequency tables

Schools teaching Mandarin

In the random sample of 400 schools, 21 out of the 154 responses taught Mandarin. A further 109 responses were received in the known BC, SSAT, CILT sample from schools that taught Mandarin. This analysis is based on this combined total of 130 schools teaching Mandarin.

Table 1: Inside or Outside curriculum time?

All schools teaching Mandarin

	Number	%
Inside only	46	35%
Both inside and outside	32	25%
Outside only	84	40%
Total	130	100%

Table 2: Mandarin levels being taught?

All schools teaching Mandarin

	Number	%
Entry level	102	86%
Level 1	44	34%
Level 2	40	31%
Level 3 or above	17	14%
Total	130	100%

This was a multi-code question hence responses do not add up to 100%.

Table 3: Mandarin qualifications offered?

All schools teaching Mandarin

	Number	%
GCSE	47	41%
OCR Asset Languages	38	33%
AS or A2 level	25	22%
Other qualifications	15	13%
No qualification/ non-accredited teaching	45	39%
Total	116	100%

* 14 missing responses to this question have been excluded from the analysis

** Other qualifications mentioned included OCN and the ABC certificate in Practical Language. This was a multi-code question hence, responses do not add up to 100%.

Table 4: Interested in developing Mandarin (further) in your school?*All schools teaching Mandarin*

	Number	%
Yes	92	79%
Not sure	22	19%
No	3	3%
Total	117	100%

* 13 missing responses to this question have been excluded from the analysis

Table 5: Predict any change in pupil take-up of Mandarin in your school?*All schools teaching Mandarin*

	Number	%
Increase	89	76%
No change	24	21%
Decrease	4	3%
Total	117	100%

* 13 missing responses to this question have been excluded from the analysis

Table 6: China features in other school subjects*All schools teaching Mandarin*

	Number	%
Yes	57	48%
Not sure	26	22%
No	35	30%
Total	118	100%

* 12 missing responses to this question have been excluded from the analysis

Table 7: School has a partner school in China*All schools teaching Mandarin*

	Number	%
Yes	55	48%
No	59	52%
Total	114	100%

* 16 missing responses to this question have been excluded from the analysis

Table 8: Constraints encountered in offering Mandarin in the school*All schools teaching Mandarin*

	Number	%
Curriculum time	71	55%
Difficulty for pupils	58	45%
Availability of teaching resources	48	37%
Staffing	45	35%
Accreditation issues	43	33%
Funding/ cost	27	21%
Pupil interest	25	19%
Attitudes of others	7	5%
Total	130	100%

This was a multi-code question hence responses do not add up to 100%.

Headteachers were more likely to highlight staffing and difficulty for pupils as constraints than the heads of languages or Chinese teachers. They were more likely to note availability of teaching resources as a constraint than the headteachers.

Table 9: Number of schools with pupils learning Mandarin grouped by year?*All schools teaching Mandarin*

Schools with...	In Year 7	In Year 8	In Year 9	In Year 10	In Year 11
...Less than 5 pupils	11	16	16	19	29
5 to 9 pupils	5	8	9	19	13
10 to 19 pupils	7	13	15	20	8
20 to 49 pupils	9	16	18	7	7
50 to 99 pupils	5	0	3	0	0
100 or more pupils	17	8	8	0	0
Total number of schools with pupils learning Mandarin in the year group	54	61	69	65	57

Table 10: Number of pupils learning Mandarin by year group?*All schools teaching Mandarin*

	Minimum number of pupils	Maximum number of pupils	Mean number of pupils	Std. Deviation	No. of schools with some Mandarin learning by year group
Year 7	1	300	63	74	54
Year 8	1	225	32	50	61
Year 9	1	225	32	48	69
Year 10	1	38	9	7	65
Year 11	1	35	8	8	57

Note: the standard deviations are large, which shows the spread of answers to the number of pupils learning Mandarin in our sample of schools is very wide.

Table 11: Mandarin Teachers in the school

All schools teaching Mandarin

	Number	%
Mandarin teacher with QTS	39	31%
Mandarin teacher without QTS	58	46%
BC Foreign Language Assistant	30	24%
Total	125	100%

* 5 missing responses to this question have been excluded from the analysis.
Some schools had more than 1 teacher.

Schools not teaching Mandarin

In the random sample of 400 schools, 133 out of the 154 responses did not teach Mandarin.

Note that a further 40 schools were identified in the known BC, SSAT, CILT sample as not teaching Mandarin, the results of these schools are presented separately due to the different characteristics of the sampling likely to produce different responses (3 of these schools are duplicated in the 2 samples).

Table 12: Enter native speakers for exam?

All schools not teaching Mandarin

	Random sample	%	Known sample	%
Yes	33	26%	20	47%
No	96	74%	23	53%
Total	129	100%	43	100%

* 4 missing responses to this question have been excluded from the analysis

Table 13: Ever taught Mandarin in the past?

All schools not teaching Mandarin

	Random sample	%	Known sample	%
Yes	1	1%	6	14%
No	128	97%	36	84%
Don't know	3	2%	1	2%
Total	132	100%	43	100%

* 1 missing response to this question have been excluded from the analysis

Table 14: Consider teaching Mandarin in the future?

All schools not teaching Mandarin

	Random sample	%	Known sample	%
Yes	34	26%	27	63%
No	51	39%	6	14%
Don't know	45	35%	10	23%
Total	130	100%	43	100%

* 3 missing responses to this question have been excluded from the analysis

Table 15: Constraints envisaged in offering Mandarin in the school

All schools not teaching Mandarin

	Random sample	%	Known sample	%
Staffing	128	96%	41	95%
Curriculum time	92	69%	27	63%
Funding/ cost	73	55%	21	49%
Availability of teaching resources	71	53%	16	37%
Difficulty for pupils	67	50%	19	44%
Pupil interest	52	39%	12	28%
Accreditation issues	27	20%	9	21%
Attitudes of others	20	15%	8	19%
Total	133	100%	43	100%

This was a multi-code question hence, responses do not add up to 100%.

Mandarin Chinese language learning in Secondary Schools, 2007

CILT, the National Centre for Languages, the British Council, the Specialist Schools and Academies Trust, the London Confucius Institute and the Department for Education and Skills would like to capture current trends in Mandarin Chinese language learning. Thank you for your help, your response will enable us to provide reliable national information.

1. Does your school currently teach Mandarin?

- Yes → please go to Q.2
 No → please go to Q.11

2. Is Mandarin offered as part of the school curriculum or outside curriculum time?

- As part of the school curriculum
 Outside curriculum time

Please provide brief details of the above offer and any other help with Mandarin learning provided by your school:

3. Which levels of Mandarin are taught at your school? Please tick all that apply.

National Qualifications Framework equivalences are given to guide your answers.

- Entry level Level 1 Level 2 (equivalent GCSE A -C) Level 3 or above

4. Do you offer any of the following qualifications for Mandarin? Please tick all that apply.

- GCSE
 AS or A level
 OCR Asset Languages
 No qualification offered (non-accredited teaching only)
 Other qualification – Please Specify _____

5. We are interested in the number of pupils and teachers of Mandarin in your school. We would like to know about numbers for the current year 2006-7 and exam entries for last year, 2006. Please provide the total number and, alongside this, the number that are native Chinese speakers (including speakers of Cantonese and other Chinese languages).

	Total number	Native Chinese speaker numbers
Pupils taking Mandarin in Year 7		
Pupils taking Mandarin in Year 8		
Pupils taking Mandarin in Year 9		
Pupils taking Mandarin in Year 10		
Pupils taking Mandarin in Year 11		
* GCSE pupil entries in 2006 (if GCSE offered in your school)		
Teachers of Mandarin with QTS		
Teachers or teaching assistants of Mandarin without QTS		
British Council Chinese Language Assistants		
Full time equivalent total for all teachers/ assistants of Mandarin		

Please use this space for any additional comments or clarifications on the numbers provided above

6. Would you be interested in developing Mandarin (further) in your school?

- Yes No Not sure

If Yes, please give details below:

7. Do you predict an overall increase or decrease in pupil take-up of Mandarin in your school over the next few years?

- Increase No change Decrease

What reasons can you identify for this?

8. What, if any, constraints have you encountered in the offering of Mandarin in your school? Please tick **all that apply**

- | | |
|--|--|
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Availability of teaching resources |
| <input type="checkbox"/> Curriculum time | <input type="checkbox"/> Difficult for pupils (compared to European languages) |
| <input type="checkbox"/> Funding/ cost | <input type="checkbox"/> Accreditation / Examination issues |
| <input type="checkbox"/> Pupil interest | <input type="checkbox"/> Attitudes of others (e.g. Governors, Parents, Local Authority etc.) |
| <input type="checkbox"/> Other - Please Specify: | |

9. Does China feature in other subject areas in your school?

- Yes No Not sure

If Yes, please describe the nature of this below:

10. Do you have a partner school in China?

- Yes No

If Yes, please provide details, e.g. impact on teaching of Mandarin, length & nature of partnership, region of school

Please go to question 15...

Questions 11, 12, 13 and 14 are for schools that do not currently teach Mandarin...

11. Does your school enter native Chinese speakers for the GCSE exam?

- Yes → Total number entered in 2006 _____
 No

12. Has your school ever taught Mandarin in the past?

- Yes No Don't know

13. Do you think your school might consider teaching Mandarin at some time in the future?

- Yes No Don't know

14. What, if any, barriers or constraints would you envisage in offering Mandarin in your school?
Please tick **all that apply**.

- | | |
|--|--|
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Availability of teaching resources |
| <input type="checkbox"/> Curriculum time | <input type="checkbox"/> Difficult for pupils (compared to European languages) |
| <input type="checkbox"/> Funding/ cost | <input type="checkbox"/> Accreditation / Examination issues |
| <input type="checkbox"/> Pupil interest | <input type="checkbox"/> Attitudes of others (e.g. Governors, Parents, Local Authority etc.) |
| <input type="checkbox"/> Other - Please Specify: | |

15. **Any other comments?** We are interested to know as much as we can about the teaching of Mandarin in your school. Please use the space below to provide any further comments you wish.

Name:

Job Title:

School name:

email:

- We may use your details to provide you with services or information on Mandarin teaching that we think might be of interest to you. Please tick the box if you do not wish to receive future mailings of this kind from any of the partner organisations in this research.

THANK YOU for your time in completing this questionnaire. It is much appreciated.

Please send your responses by 28 February, 2007 to:

Sarah Joy, CILT, The National Centre for Languages, 20 Bedfordbury, London, WC2N 4LB

Mandarin Chinese language learning in Primary Schools, 2007

CILT, the National Centre for Languages, the British Council, the Specialist Schools and Academies Trust, the London Confucius Institute and the Department for Education and Skills would like to capture current trends in Mandarin Chinese language learning. Thank you for your help, your response will enable us to provide reliable national information.

1. Do you have a partner school in China?

- Yes No

If Yes, please provide details, e.g. name and region of school, nature and length of partnership

2. Does your school teach Mandarin?

- Yes → please go to Q.3
 No → please go to Q.8

3a. How is the teaching of Mandarin offered in your school? Please tick all that apply.

- As a regular part of the school curriculum
 As an occasional taster session in school time
 As an after school club
 As an annual event (e.g. to celebrate Chinese New Year, the European Day of Languages)
 Other

3b. Please provide brief details of how Mandarin is offered in your school to expand on your answer above. For example: how often; discrete lessons; cross-curricular lessons etc.

4. Would you be interested in developing Mandarin (further) in your school?

- Yes No Not sure

If Yes, please give details below:

5. What, if any, barriers or constraints have you encountered in the offering of Mandarin in your school? Please tick **all that apply**.

- | | |
|---|--|
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Availability of teaching resources |
| <input type="checkbox"/> Curriculum time | <input type="checkbox"/> Difficult for pupils (compared to European languages) |
| <input type="checkbox"/> Funding/ costs | <input type="checkbox"/> Transition issues (KS2 to KS3) |
| <input type="checkbox"/> Pupil interest | <input type="checkbox"/> Attitudes of others (e.g. Governors, Parents, Local Authority etc.) |
| <input type="checkbox"/> Other - Please Specify _____ | |

6. We are interested in the number of pupils and teachers of Mandarin in your school. We would like to know about numbers for the current year 2006-7. Please provide the total number and, alongside this, the number that are native Chinese speakers (including speakers of Cantonese & other Chinese languages).

	Total number	Native Chinese speaker numbers
Pupils learning some Mandarin (estimate for 2006-7)		
Teachers of Mandarin with QTS		
Teachers or teaching assistants of Mandarin without QTS		
British Council Chinese Language Assistants		
Full time equivalent for all teachers/ assistants of Mandarin		

Please use this space for any additional comments or clarifications on the numbers provided above

7. Any other comments? We are interested to know as much as we can about the teaching of Mandarin in your school. Please use the space below to provide any further comments you wish.

Questions 8, 9 and 10 are for schools that do not teach Mandarin...

8. Has your school ever taught Mandarin in the past?

- Yes
 No
 Don't know

9. Do you think your school might consider teaching Mandarin at some time in the future?

- Yes
 No
 Don't know

10. What, if any, barriers or constraints would you envisage in offering Mandarin in your school? Please tick **all that apply**.

- | | |
|---|--|
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Availability of teaching resources |
| <input type="checkbox"/> Curriculum time | <input type="checkbox"/> Difficult for pupils (compared to European languages) |
| <input type="checkbox"/> Funding/ costs | <input type="checkbox"/> Transition issues (KS2 to KS3) |
| <input type="checkbox"/> Pupil interest | <input type="checkbox"/> Attitudes of others (e.g. Governors, Parents, Local Authority etc.) |
| <input type="checkbox"/> Other - Please Specify _____ | |

Name:

Job Title:

School name:

email:

- We may use your details to provide you with services or information on Mandarin teaching that we think might be of interest to you. Please tick the box if you do not wish to receive future mailings of this kind from any of the partner organisations in this research.

THANK YOU for your time in completing this questionnaire. It is much appreciated.

Please send your responses by 28 February to:

*Sarah Joy, CILT, The National Centre for Languages, 20 Bedfordbury, London, WC2N 4LB
 Fax: 020 7379 5082 Telephone: 020 73950835 email: sarah.joy@cilt.org.uk*

1. Could you tell me when Mandarin was first introduced in this school and briefly describe how this was set up?

INTERVIEWER PROBES:

- How long has Mandarin been taught in the school?
- What were the main obstacles to overcome in the set up process and how did you do this?
- How found staffing, resources? Had a lot of support from other staff, SMT?
- Has provision developed/ grown since the beginning? E.g. If taught in curriculum time, was this the case from the start? Any increase in pupil coverage? Teaching time/ hours?

2. Could you describe current Mandarin provision in the school for each year group, (see separate table and in terms of the following...)?

FURTHER QUESTIONS and PROBES:

- If there is a selective process for Mandarin, how are pupils selected?
- If offer accreditation, is this successfully implemented and how?

Progression:

- Are there opportunities and routes for pupils to progress with their Mandarin learning within the school system? As well as setting students up for progressing upon leaving school?

Outside curriculum provision:

- How are the extra curricula lessons organised and implemented? Lunch time/ after school? Mix of pupils from different year groups? Well attended?

3. We'd like to know more about the Mandarin teaching staff at your school, their roles, experiences and practice.

FURTHER QUESTIONS and PROBES:

- Do the Mandarin teachers work much alongside other language teachers in the school?
- Do the Mandarin teachers receive any Training/ Continuing Professional Development?
- Do they get involved in any other school activities or cross-curricular programmes?

4. Could you briefly describe how Mandarin is taught in the school, in terms of curriculum development, methods and resources?

INTERVIEWER PROBES

Resources:

- Do you have a scheme of work for Mandarin? Is this linked to the National Curriculum? The Key Stage 3 Framework? Based on any other programme/ scheme?
- Do you know about the Curriculum Guide for Mandarin?
- Are you linked in with the SSAT (Specialist Schools and Academies Trust) network?
- Are any teaching resources shared and adapted from other language teaching materials?

Scripts:

- How do you teach the scripts? Using Mandarin characters? Or from PinYin or another roman script and then how is this developed?
- Do pupils have access to word processing in Chinese characters? How is this ICT exploited along with other electronic resources?

5. Could you tell me a little bit about the school's experience of pupil interest/motivation for learning Mandarin?

INTERVIEWER PROBES:

- Is there a good take-up of Mandarin in the school? What do you feel it is that makes pupils enthusiastic about learning Mandarin? Is this enthusiasm sustained throughout the year/course? Is Mandarin stimulating, challenging and/ or difficult for pupils?
- What do you feel are the main benefits of teaching Mandarin for the pupils and for the school? What are the parents views on Mandarin provision?
- What are the benefits of learning Mandarin compared to learning other languages?

6. Could you briefly describe any links and projects you have set up with other schools or organisations related to the teaching of Mandarin in your school?

INTERVIEWER PROBES:

- Current projects with partner schools in China? Future plans?
- Do you have any links with local supplementary schools? Or with the local community?
- Do you have any links with local primary schools? How does this work?
- Do you have any links or collaborations with other secondary schools?
- Do you have any other links (e.g. Business, Universities or Teacher training institutions)?

7. Finally, from your experience, if you could give one tip to a school that is currently trying to set up Mandarin in their school what would this be?

INTERVIEWER PROBES:

- e.g. Overcoming the initial barriers or any particular material or resources tip to share?

That is the end of the interview.

Thank you very much for your time.

Ref: DCSF-RW019

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ISBN: 978 1 84775 047 1

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Published by the Department for
Children, Schools and Families