



北大汇丰黉门对话

PHBS HONGMEN DIALOGUE

比较视角下的国际汉语教学理论与实践

Research and Practice of Teaching Chinese as an International Language from a Comparative Perspective

Organized by

北京大学汇丰商学院英国校区
Peking University HSBC Business School UK Campus

Saturday 4 December 2021



背景介绍：

作为北京大学的第一个海外校区，坐落在英国牛津郡的北京大学汇丰商学院英国校区旨在建立一个促进中英学者学术交流的平台，在更为广泛的学科领域进行对话和交流。“北大汇丰黉门对话”是由北京大学汇丰商学院资助并主办的专家学者论坛，围绕人文、科技、文化领域内的某一主题，邀请中外知名专家和学者对话交流和互动研讨，推动学术思想的碰撞、对话、交融和创新，激发学术思考、对科学和人文的探讨、对国家和社会的关注，促进学科交叉融合和学术思想对话，启迪科学精神。

北京大学汇丰商学院英国校区的首届“黉门对话”将围绕“国际汉语教学”这一主题，邀请知名学者、专家与英国教师共聚一堂，讨论中英各国汉语教学的学术发展与实践问题。

近年来，随着中国经济的发展与文化的繁荣，汉语日益加快了其走向世界的步伐，汉语国际教育事业无论是在国内还是国外都日趋成熟，呈现蓬勃发展的局面。然而不可否认，世界形势的瞬息万变也在方方面面影响着这门年轻学科的发展，国际汉语教育在国内与国外也显示出不均衡的发展状态，在师资培养与教学市场的接口上还存在着错位的现象，在学科的理论建设、教学实践、教师培养等方面仍面临诸多挑战，亟待国内外学者共聚一堂，进一步商讨、建设，相互借鉴，取长补短，共同发展。

基于此，本次由北京大学汇丰商学院牵头举办的第一届“黉门对话”将邀请中英汉语国际教育领域专家、学者及教师参与讨论。

对话形式：本次对话分为三场，第一场为专家对话，我们将邀请 4-5 位中英学者参与，每位学者发表 20-25 分钟的演讲，之后是与线上及线下听众的互动讨论。第二场为教师对话，我们将邀请 4-5 位一线教师分享教学经验与故事，并与线上线下听众互动讨论。第三场是学习者交流，介绍自己学习中文的经验与体会。该对话线下与线上相结合，不能到现场的学者和嘉宾将通过 Zoom 与线下会场连线，会议对所有注册观众进行直播。

对话面向: 英国高校及中小学中文教师、学者及研究者；英国中文 PGCE 项目学习者；国际汉语教学专业的硕士生及博士生；及有志于成为对外汉语教师的同仁。

对话内容: 专家演讲话题包括并不限于：对比视角下的汉语国际教育的理论研究；对外汉语教学中的语言要素研究；商务汉语；教师培养；教材编写；语言测试等。教师对话话题包括并不限于：国际汉语教学课堂案例分析、经验交流等。学习者对话环节由学习者代表分享学习经验及学汉语的趣事。会议形式为线上与线下相结合，不能到现场参会的学者和嘉宾将通过 Zoom 与线下会场连线，会议将对所有注册观众进行直播。

Background and Introduction:

As the first overseas campus of Peking University, situated in Oxfordshire, United Kingdom, PHBS UK aims at building a platform to promote academic dialogue and communication between academics in the UK and China in a wide range of disciplines.

"*PHBS Hongmen Dialogue*" (北大汇丰黉门对话) is a forum for experts and scholars sponsored by Peking University HSBC Business School UK Campus aimed at increasing intellectual dialogue amongst academics, advancing discussion within and between disciplines, inspiring academic thoughts, and cultivating scientific spirits.

The *Inaugural PHBS Hongmen Dialogue* organized by PHBS UK, aimed at promoting exchanges and discussion on a wide range of topics related to the subject of Teaching Chinese as an International language. The discussion will be participated in by research academics from both China and the UK, practitioners in Chinese teaching and students.

In recent years, with the development of China's economy and cultural varieties, the Chinese teaching and learning outside China has attracted more attentions in the world. Teaching Chinese as an International Language is relatively a young discipline, but its

academic and pedagogical development has been rapid and rigorous. However, rapid changes in the teaching environment, both in China and abroad, are also affecting the development of this young discipline. Studies have shown that there is an uneven development of Teaching Chinese as an International Language within and outside China. The challenges faced by this discipline include: a dislocation in the interface between teachers' training and the teaching market, theory construction, teaching practices, teachers' training, etc. As such, there is a need for domestic and international scholars and teachers to meet together for discussion and exchanges, to learn best practice from each other, and so to promote the development of the Chinese learning from both academic and practical perspective.

In light of this, the UK Campus of Peking University HSBC Business School as the organizer of *the PHBS Hongmen Dialogue* (北大汇丰黉门对话) invites international leading scholars, UK school teachers in teaching Chinese and language learners to join discussion and exchange on Chinese teaching and learning.

Format: The dialogue will run in three sessions. The first session will be “Professors’ Dialogue”. We will invite international leading scholars from both the UK and China to present their views on academic frontier issues. Each scholar will have 20-25 minutes for talk, then followed by Q&A between the speakers and audiences. The second session will be “Teacher’s Dialogue”. The UK schoolteachers will share their experience and stories in their Chinese teaching. The third session will be ‘Learners’ Dialogue’. Learners will share their experience in learning Chinese in the language of Chinese. The dialogue will be conducted both offline and online, and it will be broadcast to all the registered audience in China and the UK.

Audience: All audience are welcome, in particular schoolteachers, academic scholars, Chinese PGCE students in the UK, Master and PhD students in teaching Chinese as a second language, and prospective teachers in teaching Chinese.

Topics: Topics in “Professors’ Dialogue” are ranged from academic research on studying Chinese as a second language, field study of Chinese teaching practice, Business Chinese, teacher’s training, textbook designing, and Chinese Language test, etc.---using a comparative perspective for discussion. Topics in “Teachers’ Dialogue” will include case study of Chinese teaching and teaching practice, etc. “Learners’ dialogue” will include topics in learning experience and stories sharing. The Dialogue will be conducted offline and online, and it will be shown online in the UK and China.

Program of PHBS Hongmen Dialogue 会议议程

Date: 4th December 2021

Time	Contents
9.30 -9.45 UK 17:30-17:45 CN	Registration
9:45-10.00 UK 17:45-18.00 CN	<p>Chair: Dr Mengqiu Gui 桂孟秋 博士 (PHBS UK)</p> <p>Welcome and Opening Address 开幕欢迎辞</p> <p>Prof. Guy Liu 刘芍佳 教授 (Head of the UK Campus of PHBS)</p> <p>Mr Gary Miller (Head of Asian Desk, Mishcon de Reya LLP)</p>
10:00 -12:30UK 18:00-20:30 CN	<p>Professors' Dialogue 专家对话 (20~25 minutes for each speech)</p> <p>Chair: Prof. George Xinsheng Zhang 张新生 教授</p> <ul style="list-style-type: none"> ● Prof. Katharine Carruthers 杜可歆 教授 (University College London) <i>Online Intensive Mandarin Learning in Schools –Enhancing Motivation and Maintaining Focus</i> ● Prof. Yang Zhao 赵杨 教授 (Peking University 北京大学) <i>L2 Chinese acquisition of the plural marker men by native-English speakers: An empirical study under the Feature Reassembly Hypothesis</i> ● Prof. Defeng Yang 杨德峰 教授 (Peking University 北京大学) 我们需要什么样的语法教学模式—基于初级和中级综合教材的研究 <i>The pedagogy in delivering Chinese Grammars——Analysis based on primary and intermediate comprehensive textbooks</i> ● Prof. Yijiao Yu 余一骄 教授 (Central China Normal University 华中师范大学) 提升汉语国际教育硕士 TPACK 素养的三种途径

	<p><i>Recent TPACK-Developing Practice for MTC SOL from Central China Normal University</i></p> <ul style="list-style-type: none"> ● Prof. George Xinsheng Zhang 张新生 教授 (Richmond University) <i>Teacher' s Belief Matters in Teaching Chinese as an International Language</i> <p>Discussant: Dr. Lijing Shi(施黎静), London School of Economics and Political Science.</p>
12.30 – 13. 30	Lunch Break
13:30 -15:15UK	<p>School Teachers' Dialogue 教师对话 (20 minutes for each speech)</p> <p>Chair: Mr. Chris Webster</p> <ul style="list-style-type: none"> ● Ms Eve. Sun(孙燕冰), Teacher of Mandarin at Magdalen College School <i>Virtual language exchange in class – procedures and outcomes</i> ● Ms Lucy Wicks, Modern Languages/Head of Chinese Didcot Girls' School <i>From research to practice. Challenges faced by teachers when attempting to harness the benefits of research findings in the Mandarin classroom</i> ● Ms. Zhaojin Zhou (周照瑾), Head of Mandarin, Dartford Grammar School <i>Creating an interactive space: the co-development of Chinese teaching and the wider school community</i> ● Mr. Chris Webster, Program Director of Swire Chinese Language Centre Oxford <i>Chinese Sentence Builders: A lexicogrammar approach</i> <p>Discussants: Dr. Wendy Che (车文兵) , Mandarin Tutor at Language Centre, University of Oxford.</p>

	Ms Yutao Hou (侯玉陶), Teacher of Mandarin, St Wilfrid's R C College (online)
15.15 – 15.40	Tea Break
15:40 - 16:20 UK	<p>The Conference Speech 特邀讲座</p> <p>Chair: Ms. Hui Hou 侯慧 (Co-director of Confucius Institute at Oxford Brookes University)</p> <ul style="list-style-type: none"> ● Dr. Jingyi Jenny Zhao 赵静一 博士 ISF Research Fellow, Needham Research Institute, Cambridge/ Needham Research Fellow, Clare Hall, University of Cambridge 剑桥大学克莱尔堂/李约瑟研究所 研究员 <i>Ancient philosophers and contemporary dialogue: Chinese philosophy from a comparative perspective</i>
16.20 – 17.00UK	<p>Chinese Learners' Dialogue 汉语学习者对话 (10-15 minutes for each speech)</p> <p>Chair: Ms. Hongbing Cai 蔡虹冰 (London Business School) <u>“我与中文的故事” My story on Chinese learning.”</u></p> <ul style="list-style-type: none"> ● The London School of Economics and Political Science: Michele Maggi ● Confucius Institute at Oxford Brookes University: Adrian Bullock ● Peking University: William Bowen
17:00 – 17:20UK	<p>Closing Address 闭幕式致辞</p> <p>Chair: Prof Guy Liu</p> <ul style="list-style-type: none"> ● Dr. Catherine Xiang 项骅 (online), East Asian Languages Coordinator, LSE & UK Director, Confucius Institute for Business London ● Dr. Mamtimyn Sunuodula, Head of East Asia and HD Chung Chinese Studies Librarian, China Centre, University of Oxford <p>Speech title: <i>How it started, how it is going: what we can learn from the first Chinese teacher and his student in England.</i></p>
17.20 – 18.00UK	Drink Reception

会议语言：英文，中文
Conference language: English; Chinese

对话嘉宾简介及发言提要 Profiles of invited professors and speech synopsis

1. Prof. Katharine Carruthers

IOE Confucius Institute Director & Pro-Vice-Provost for East Asia,
University College London

杜可歆 教授 伦敦大学学院东亚事务助理副校长&伦敦大学教育研究院孔子学院院长



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 44 Confucius Classrooms – in partnership with Peking University and Peking University High School. The IOE Confucius Institute is an outstanding example of successful international partnership working.

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 qualification. Katharine teaches on the IOE's PGCE Language course, working with PGCE students training to teach Mandarin Chinese. She is the Strategic Director for UCL's delivery of the Department for Education's Mandarin Excellence Programme.

Her research interests centre around teaching and learning of Chinese as a foreign language in schools (most recent publication Mandarin Chinese Teacher Education; IOE Press), the notion of intercultural competence in Chinese and UK schools and globalisation and language policy.

As Pro-Vice-Provost (East Asia), Katharine plays an important strategic role as a catalyst for UCL's engagement in the region. Katharine received an OBE in the 2018 New Year Honours list for her services to Education.

Synopsis

Title: Online Intensive Mandarin Learning in Schools –Enhancing Motivation and Maintaining Focus

This talk will take a look at 2 very successful examples of online intensive learning delivered in over 50 schools, as part of the Mandarin Excellence Programme in July 2021. The positive outcomes will be considered with reference to the literature on motivation and intercultural communication. Schools have made great progress in the delivery of online learning during the Covid pandemic; the speaker will then consider how can this progress be maintained and enhanced in the Mandarin classroom going forward?

2. Prof. Yang Zhao. Peking University

赵杨 教授 北京大学对外汉语教育学院院长



北京大学对外汉语教育学院院长、教授、博士生导师，剑桥大学博士。研究兴趣为第二语言习得，生成语法，社会语言学，语言教育等，出版专著译著多部，发表学术论文数十篇，主持国家社科基金等科研项目多项。担任世界汉语教学学会副会长、世界汉语教学学会标准与认证工作委员会主任委员、全国汉语国际教育专业学位研究生教育指导委员会委员、中国英汉语比较研究会二语习得研究专业委员会副会长、《国际中文教育》期刊主编等学术职务。

Synopsis

Title: L2 Chinese acquisition of the plural marker men by native-English speakers: An empirical study under the Feature Reassembly Hypothesis.

The Mandarin plural marker *-men* bears four features, which are [+plural], [+human], [+definite] and [-CIP]. The present study looks into reassembly of these features in English-speaking learners of Chinese. Result of an acceptability judgment task shows that they successfully map the [+plural] feature and reassemble the [+human] feature, but are unable to reassemble the [+definite] and [-CIP] features. The findings support the Feature Reassembly Hypothesis, suggesting that features to reassemble are more difficult to acquire than features that both L1 and L2 have. Negative evidence is taken to play an important role in feature reassembly, and lack of it is considered to cause the difficulty of feature reassembly.

3. Prof. Defeng Yang. Peking University

杨德峰 教授 北京大学对外汉语教育学院



杨德峰，北京大学对外汉语教育学院教授，博士，博士生导师，博后合作导师，学术委员主任，学科带头人，世界汉语教学学会会员，主要研究方向为现代汉语语法和习得，发表论文近百篇，出版专著、教材、辞书等20余部，主要著作有《汉语的结构和句子研究》、《面向对外汉语教学的副词定量研究》、《日本人学汉语常见语法错误释疑》、《趋向补语的认知和习得研究》、《汉语与文化交际》、《汉语作为第二语言的语法和语法教学研究》等。

Synopsis

题目：我们需要什么样的语法教学模式—基于初级和中级综合教材的研究

通过对初级和中级综合教材的语法教学模式进行梳理，我们发现初级汉语综合教材语法教学主要有“讲—展”“展—讲”和“展—归”三大模式，除了第三类外，每类都有很多变式；中级综合教材中的语法点主要有“讲—展”“展—讲”“讲”“展”“练”五类，除“练”类外，每类中都有一些模式，文章分析了现有模式的得失，并对教材中语法教学模式提出了一些建议。

4. Prof. Yijiao Yu. Central China Normal University

余一骄 教授 华中师范大学文学院



余一骄，博士，华中师范大学文学院语言学系教授、文学院副院长。他先后在华中师范大学计算机科学系获得学士、硕士学位，在华中科技大学计算机学院获得博士学位。2002年至今，他在华中师范大学文学院语言学系从事教学、科研工作，研究兴趣为计算语言学、计算机技术辅助语言教学、语料库语言学等。2013年至2014年，他在美国孟菲斯大学外国语言文学系担任访问学者，并面向该校大学生开展汉语教学工作。2016年，他在纽约州立大学奥斯威戈分校教育学院参加“技术改进教学”的专题培训与研讨。2018年，他应邀在荷兰阿姆斯特丹等多个城市，向当地汉语教师开展计算机技术辅助汉语教学的培训。他在计算机技术辅助汉语教学、国际汉语教学数字资源开发、国际汉语教师培训等方面，具有较丰富的教学科研经历；开发了一个较大规模的海外汉语课堂教学视频案例库，并在“云上中文”网站共享；重视运用语料库和语料统计技术，定量描述国际汉语教学的实际效果和教学规律；乐于与一线国际汉语教师交流，致力于解决他们在教学实践中遇到的具体技术问题。

题目：提升汉语国际教育硕士 TPACK 素养的三种途径

摘要：汉语国际教育硕士是数字时代的原住民，具有较高的信息化素养，能熟练运用各类软件解决生活和学习中的问题。然而我们的教学观察却发现，不少汉硕在融合信息技术，开展国际汉语教学方面，存在课件设计不合适、教学软件操作不熟练、教学方式未充分发挥多媒体课件或教学平台的优势等问题。例如，因不能熟练使用教学平台的师生交互功能，其线上教学与线下教学的方法几乎一致，导致学生的小组合作演练难以开展。

鉴于此，我们从以下三个方面进行培养模式改革，努力提高汉硕的TPACK（Technological pedagogical content knowledge）素养：第一，在汉硕人才培养方案修订和课程设置时，突出TPACK素养的培养。增加微课录制、汉语教学课件设计、教学游戏软件运用、在线教学平台操作等知识模块。为汉硕提供专业的微课视频录制环境，安排教师指导其视频制作，鼓励学生参加全国性的微课教学竞赛；第二，开发丰富的在线教学资源或案例库，实施课堂研讨与线上学习高度融合，要求汉硕自主学习指定的在线教学资源，组建虚拟学习社区，开展在线合作学习。组织部分汉硕长期参与面向加拿大、澳大利亚、印度尼西亚等国汉语学习者的在线教学或辅导。通过以上在线学习和教学经历，促使汉硕同时从学生和教师两方面来体会线上教学与线下教学的差异，探索改进途径；第三，与在线汉语教学公司合作，建立汉硕教学实践基地。汉硕实习生先接受公司提供的课件和教学游戏软件开发技术培训；再参与线上汉语教学课件、互动性强的汉语教学游戏开发；最终在线上课堂教学中，运用新颖的汉语教学游戏，提高海外青少年的汉语学习兴趣。

5. Prof. George Xinsheng Zhang, PhD, Hon FCIL

Richmond, the American International University in London

张新生 教授 英国理启蒙大学现代语言中心主任



张新生博士现为英国理启蒙大学 (Richmond, the American International University in London) 教授，现代语言中心主任。英国特许语言学家协会(Chartered Institute of Linguists)荣誉会员，欧洲汉语教学协会 (The European Association of Chinese Teaching) 副会长。曾任伦敦孔子学院首任外方院长、伦敦大学亚非学院语言中心主任、欧盟汉语能力标准项目 (European Benchmarks for Chinese Language) 负责人 (2010–2011) 和英国汉语教学研究会 (The British Chinese Language Teaching Society) 会长等职。在英从事汉语教学和教师培训工作多年，著有《英国成人教育史》並主编和参与编写了多种汉语外语教材，其主编的《步步高中文》(Chinese in Steps) 系列教材在2010年的第五届孔子学院大会上获“优秀国际汉语教材奖”。
Profile in English: <https://www.richmond.ac.uk/faculty-research/school-of-general-education-centre-of-modern-languages/professor-george-xinsheng-zhang/#toggle-id-2>

Synopsis

Title: Teacher's Belief Matters in Teaching Chinese as an International Language

The teaching of Chinese as a foreign language has developed rapidly around the world in the last 15 years or so, partly due to the policies and efforts in promoting the teaching of Chinese internationally which has now entered a new era of international Chinese language education (ICLE). As ICLE has different target groups with complex needs, there are naturally challenges and opportunities. It is widely acknowledged that the critical role of teachers cannot be over-emphasised enough. To effectively teach Chinese as a foreign language in a multilingual environment, teachers of Chinese need to have a clear understanding of relevant concepts to guide their teaching practices, consolidate and improve the quality of Chinese language learning and teaching. This talk will focus on the relationship between teachers' belief and practice in teaching Chinese in the UK against the backdrop of ICLE.

Conference speech 特邀讲座



Dr Jingyi Jenny Zhao 赵静一 博士

剑桥大学克莱尔堂/李约瑟研究所 研究员

ISF Research Fellow, Needham Research Institute, Cambridge/
Needham Research Fellow, Clare Hall, University of Cambridge

Dr Zhao completed her BA, MPhil and PhD degrees in the Faculty of Classics at the University of Cambridge. She currently holds the ISF Research Fellowship at the Needham Research Institute and the Needham Research Fellowship at Clare Hall, Cambridge.

Dr Zhao's research takes a cross-cultural comparative perspective on the ancient Greek and early Chinese philosophical traditions. In particular, her interests lie in ethics and moral psychology, and more recently representations of infancy and childhood in philosophical texts. She is contributor and co-editor of *Ancient Greece and China Compared* (CUP, 2018) and is currently preparing her book manuscript *Aristotle and Xunzi on Shame, Moral Education and the Good Life* for publication (under contract with OUP).

Alongside her research, Dr Zhao has taught languages and philosophy to students of all ages. She has worked extensively in public outreach, including filming for the BBC Documentary *Story of China*, writing children's books on philosophy, and publishing

interviews with distinguished academics in journals and via her WeChat public account (“静一访谈”).

Synopsis

Title: Ancient philosophers and contemporary dialogue: Chinese philosophy from a comparative perspective 古今对话：对比视角下的中国哲学

Recent years have seen an exponential rise of interest in cross-cultural comparative studies of ancient civilisations, in particular Greece and China. This talk discusses the phenomenon of a globalising approach to the study of philosophy by focusing on Chinese and Greek philosophy from a comparative perspective. How and why should we compare philosophical thoughts ‘East’ and ‘West’? What insights can philosophical ideas from Greece and China – two distinctive civilisations – offer into some of the most fundamental questions in human life? How can ancient materials be brought to bear on contemporary discussions and cross-cultural dialogue in today’s world? These are some of the questions that this talk aims to address.

对话教师简介 Profiles of Schoolteacher representatives

Mr. Chris Webster, Program Director of Swire Chinese Language Centre Oxford

Chris Webster taught English as a Second Language in China for 5 years, before undertaking a PGCE in Mandarin Chinese with French at UCL Institute of Education. Since then, Chris taught in independent and state settings, before becoming Programme Director at Swire Chinese Language Centre Oxford which is one of 12 Centres across the United Kingdom working to promote the teaching and learning of Chinese. While teaching in a number of state schools as part of his role and ensuring the subject remains a sustainable part of mainstream curriculums, Chris is currently undertaking a Master of Teaching (MTeach) part-time and is writing a dissertation that focuses reducing cognitive load, which led him down the fortuitous path of exploring the principles of E.P.I in depth and how it helps reduce cognitive load for learners in the classroom. Chris also co-authored the “UK Chinese Teachers” podcast available on Spotify and Apple Podcasts. He has also created online resources for teachers and students to assist with teaching, learning and professional development. (www.swirecentroxford.org & www.oxfordprimarymandarin.com)

Ms. Eve Sun (孙燕冰), Teacher of Mandarin at Magdalen College School

Eve Sun has been working in the education field for more than 15 years, teaching students in Mainland China, HongKong and the U.K. from kindergarten to university. After being registered as a secondary school teacher in the U.K., she taught Chinese in different British schools and wrote the school-based Chinese curriculum. At the same time, worked as a moderator and examiner for CAIE(Cambridge International Examination).

In 2012, after she got the Master Degree from Oxford University in Applied linguistics and Second Language Acquisition, she went back to China to teach in SooChow University. Her main responsibility is to teach “Second Language Acquisition” Module and do teacher training.

After two years, she went back to Shanghai, which is her hometown to teach in a famous international school. During that time, she taught IGCSE and IB exam classes and also involved in curriculum writing. Afterwards, she joined an Educational Management Company to be an academic quality manager, who is responsible to write integrated curriculum, provide teacher training and assist founding of K-12 international schools in different cities in China.

Now Eve is starting a Chinese curriculum as the first ever Chinese teacher in Magdalen College School in Oxford. After nearly two year’s hard working, the school is going to have their first GCSE Chinese exam candidates for next summer.

Ms Lucy Wicks, Modern Languages/Head of Chinese Didcot Girls' School

Lucy Wicks has a BA Hons from Warwick University in German and Business Studies. She also has a Postgraduate Diploma in Education and is currently a Norham Fellow (Oxford).

She is currently the Head of Mandarin at the Ridgeway Education Trust in South Oxfordshire, comprising Didcot Girls' School and St Birinus (boys) School. She also teaches part time on the Oxford University PGCE MFL programme and leads the Chinese strand of this course.

As a lead practitioner with over 17 years of teaching experience (German, Spanish, Chinese and French) she also enjoys visiting other schools as a consultant and speaking at conferences.

Ms. Zhaojin Zhou (周照瑾), Head of Mandarin Chinese at Dartford Grammar School



Zhaojin is the Head of Mandarin Chinese at Dartford Grammar School. She obtained a master degree in Chinese as a Second Language from Peking University. During her studies, she contributed to the compilation of the School's 60th-anniversary anthology and worked as a language assistant in Europe. She completed her PGCE at UCL Institute of Education in 2017 and began working as a Mandarin Chinese teacher in the UK. She has since worked in her current school as the Confucius Classroom manager, the Mandarin Excellence Program coordinator, and the Head of Subject. She has mentored PGCE and NQT teachers and aided local primary and secondary schools in establishing Chinese language programmes. Zhaojin organised several China residential trips, led a new school link in China, and delivered a lecture at the School of Chinese as a Second Language PKU to promote the British curriculum. She has extensive experience teaching GCSE/iGCSE, MYP, IB, and HSK. She has been the organiser of the IB Mandarin network events since 2018. Her students' work has been showcased on numerous occasions, and her candidates have excelled in language competitions.

对话学习者简介 Profiles of Language Learners

Mr. Michele Maggi, from the London School of Economics and Political Science

Michele comes from Asti, in Italy, and currently studies a BSc in Economics at LSE. His study of Chinese was born out of lockdown, and later became a passion that he kept cultivated throughout his degree. Over the past year and half of discovering Chinese culture and language, his study led him to participate in the UK Regional Final of The 20th ‘Chinese Bridge’ Chinese Proficiency Competition on behalf of LSE, winning the award for most creative use of the language.

Mr. Adrian Bullock, from Confucius Institute at Oxford Brookes University



Adrian Bullock graduated from Oxford University with a degree in Modern European languages. He worked with Oxford University Press for 16 years before joining Oxford Brookes University to teach publishing, where his speciality is production and project management. Adrian’s interest in Chinese was sparked in 1967 when the BBC ran a short programme on learning Mandarin. Since then he has studied Chinese off and on; and has visited China some 25 times since his first visit there in 1987, where he spent 6 weeks teaching publishing at Wuhan University.

Mr. William Bowen, from Peking University HSBC Business School UK



William Bowen started his Chinese language study from 2014 when he attended a Chinese language school, LTL for 7 months based in Beijing and Chengde. In 2015, he started his undergraduate degree in Chinese studies at Durham University. This was a 4 year degree in the UK with a 3rd year in East China Normal University (华东师范大学) in Shanghai. He has 1.5 years business experience using his Chinese having worked for a startup, RJ MTM in Shanghai and founding his own company Genius Squared. Currently, He is taking a Masters in Management at Peking University HSBC Business School.

特邀嘉宾 Distinguished Guests

Dr. Mamtimyn Sunuodula, Head of East Asia and HD Chung Chinese Studies Librarian, University of Oxford.

Mr. Gary Miller, Head of Asian Desk, Mishcon de Reya LLP

Dr. Catherine Xiang (项骅), East Asian Languages Coordinator, LSE & UK Director, Confucius Institute for Business London

Dr. Lijing Shi (施黎静), Assistant Language Co-ordinator (Mandarin) at Language Centre LSE; Chair of British Chinese Language Teaching Society

Ms. Spring Zhang (张晓晨), Deputy Director of Confucius Institute at Oxford Brookes University

Ms. Hui Hou (侯慧), Co-director of Confucius Institute at Oxford Brookes University

Ms. Ying Yu (余颖), Manager of People Network UK.

Dr. Wendy Che (车文兵), SFHEA Mandarin Tutor at Language Centre, University of Oxford.

Mr. Charles Wang (王传奇), Partner of Wedlake Bell LLP

Mr. Zhiming Huang (黄志明), Chairman of Xingli Group

Mr. Shirong Chen (陈时荣), Managing Editor at Foremost 4 Media Limited

Mr. James Wang (王坚), Chairman of ELI Holdings

Mr. Jeff Zhang (张晓君), Executive Director of Starcrest Education Plc

Mrs. Cherry Han (韩丽伟), Governor of Theford Grammar School.

How to Find PHBS UK Campus?

Full Address of the PHBS Campus

PHBS UK Campus, Foxcombe Hall, Boars Hill, OXFORD OX1 5HR

Contact Phone Number/Email:

00-44-(0)1865 957600 /phbsuk@pku.org.uk

How to get to PHBS UK Campus?

The UK Campus of Peking University HSBC Business School (PHBS) is located in Boars Hill OX1 5HR where is about 2.8 miles away from Oxford City. It is easily accessible by driving from A34 and by taking public transport.

By driving

The Campus provides ample parking, where you can drive from A34 and off towards Hinksey Hill. You shall turn right on the first in Hinksey Hill Road towards Foxcombe Road. By driving a few minutes on Foxcombe Road, you will find a road sign of PHBS UK Campus and then turn right on the first to Berkeley Road. The Campus is on your left-hand side after about 500 yards from the junction between Berkeley Road and Foxcombe Road.

By public transports

From Oxford Central Railway Station

If you arrive in Oxford Central Station by train, there is a bus stop on your left-hand side (Stop R3) when you walk out of the station. You can **take Bus X3** to Redbridge Park & Ride, and get off at Chatham Road Stop. There is a Campus shuttle bus that will pick up you from Chatham Road Stop to the Campus.

Alternatively, you can take **taxis** outside of the railway station, which takes about 10-15 minutes to get the Campus at some £13-£16. You can also pre-book a taxi by phone or online:

BORJAN	0044 1865 303 030
London Oxford Taxis	0044 1865 686 105
KLM Chauffeurs	0044 1865 580 308
Royal Cars Oxford	0044 1865 777 333

To find more licensed private hire operators please check the approved list at https://www.oxford.gov.uk/downloads/file/4356/taxi_licensing_-_private_hire_operators_list.

From City Central of Oxford

You can take Bus **X2 /X3 /X13 / 16/ 300 Park & Ride/ Stagecoach Gold S8/ 35/ River Rapids X39** at a bus stop opposite the post office of the City Centre of Oxford, then next stop is St Aldates opposite Police Station of Oxford. You shall get off at Chatham Road Stop and wait for the Campus Shuttle bus to pick up you from the Stop.

By Special Shuttle Bus during the Event on 4 December 2021

A special Shuttle Bus will be arranged to the PKU Campus from Oxford Central Railway Station during the Event on Saturday 4 December 2021. **The timetable is as follows:**

Saturday 4 December 2021

From Oxford City to PKU UK Campus

9.10 from Central Station of Oxford to the PKU Campus

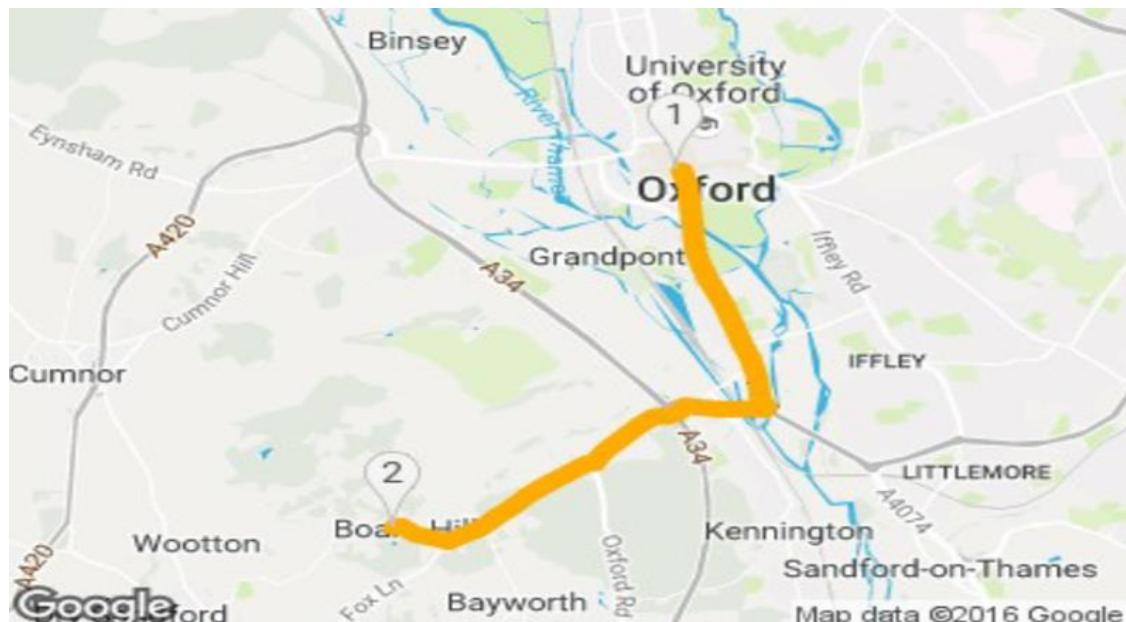
9.50 from Central Station of Oxford to the PKU Campus

12.30 from Central Station of Oxford to PKU Campus

From PKU UK Campus to Oxford City

5.50 from PKU Campus to Central Station of Oxford

6.45 from PKU Campus to Central Station of Oxford



***** Covid Precautions *****

We provide hand sanitizers at the university premises. Face masks are also provided at the reception. We encourage audiences to wear masks in the conference hall. The hall has windows that provide ventilation. COVID lateral flow tests are provided upon arrival on the day of event.

附录 Appendix

《汉语教学学刊》稿约

《汉语教学学刊》（JOURNAL OF CHINESE LANGUAGE STUDIES）是北京大学对外汉语教育学院主办的语言学与应用语言学刊物，由北京大学出版社出版，已连续出版十辑，第十一辑正在筹备之中，欢迎海内外从事汉语作为第二语言教学与研究工作的专家、教师、研究生，以及相关学科的学界同仁为本刊赐稿。

（一）本刊设有以下栏目：（1）面向汉语作为第二语言教学的汉语本体研究，包括语音、语法、语义、词汇、汉字以及语篇、语体、语用等研究；（2）汉语作为第二语言教学研究，包括教学规划、课堂教学、测试与评估、教材建设、词典编纂、师资培训、现代教学技术、学科体系构建、汉语国际推广等研究；（3）汉语作为第二语言学习与认知研究，包括汉语学习者、汉语习得过程以及心理学、教育学等学科中有关汉语学习的研究；（4）跟汉语作为第二语言教学相关的中国文化、文化对比与跨文化交际以及汉语教育史研究；（5）跟汉语作为第二语言教学相关的书评、译介与学术动态。

（二）本刊实行双向匿名评审制度。评审结果一般在3个月之内通知作者。请勿一稿多投。

（三）来稿请提供2份电子文档。一份文档包括：（1）正稿，依次为：题目，作者及工作单位，提要及关键词，正文，注释，参考文献。（2）附页，包括作者信息（工作单位及职称，通讯地址，电子邮箱）和作者姓名、题目、提要、关键词的英文翻译，若为英文稿件，则为中文翻译。另一份文档只有正稿，但不要署名，以方便匿名评审。字数在15000字以内为宜。

（四）为提高编辑效率，来稿请参照本刊稿件体例。

（五）稿件刊用后，将赠送本刊两册，并另付稿酬，以示谢意。

（六）稿件接收电子邮箱：hanyu.jx@pku.edu.cn

《汉语教学学刊》稿件体例

1. 稿件请用微软简体中文版WORD编辑。题目用小二号宋体，作者署名用四号仿宋体，正文用五号宋体，提要、关键词、注释和参考文献用小五号宋体，其中“关键词”本身用小五号黑体，“注释”“参考文献”本身用五号黑体。题目、作者名、提要、关键词的英译以及作者email地址用Times New Roman字体，题目、作者名的英译用12号，其余用10.5号。关键词之间用逗号隔开。正文行距为1.15倍。页边距为常规格式（上、下2.54cm，左、右3.18cm）。
2. 正文第一级标题用小四号黑体，上下各空一行，标题序号用“一、二、三……”。第二级以下小标题用五号宋体加黑，节次可按如下格式编号：1.1、1.1.1、1.1.2、……；1.2、1.2.1、1.2.2、……，余类推。
3. 例句独立列出者，用楷体，行首空两格，回行与首行序号之后的文字对齐；序号加圆括号，如：
(1) (2) ……；全文例句连续编号。
4. 文中若有图表，请在图表上方或下方用小五号黑体字注明序号及名称，如：图1 ……；表1 ……。若有复杂图表，不便在正文中排印者，请附在文末，并注明序号及名称，如：附图1 ……、附表1 ……。全文图表连续编号。为保持图表的准确性，请另附PDF版。
5. 文中采用国际音标，请加方括号，声调用五度标调法，标于音标右上角，如：好[xau²¹⁴]。采用汉语拼音，声调则用调号，如：nǐ hǎo。
6. 行文中引用原文者，请加“”；引文独立成段者，请用楷体，第一行空四格，第二行以下空两格。
7. 注释采用尾注。注释号码用带圈阿拉伯数字右上标，如：完形^①。请勿用自动标注。
8. 注明引文或观点出处，可采以下方式：
若所引之文或观点发表在期刊上，则为：陆俭明（1980）……；若所引之文或观点出自著作之中，则为：陆俭明（1993，84）……，逗号后的数字为页码，下同；若在所引之文后面用括号注明出自期刊或著作中的观点，则为：……（陆俭明1980），或……（陆俭明1993，84）；若所转述的观点为不同的人持有，则为：……（Corder 1981；Krashen 1981）。
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中文期刊：李晓琪（1995）中介语和汉语虚词教学，《世界汉语教学》第4期，63-69页。
中文文集：彭聃龄（2003）汉字识别与连接主义模型，《对外汉语研究的跨学科探索》（赵金铭主编），191-206页，北京语言大学出版社。
会议论文：柯彼德（2012）关于中国语言与文化在全球化世界中的地位和作用的若干思考，北京论坛（2012）文明的和谐与共同繁荣：“文明的构建：语言的沟通与典籍的传播”语言分论坛论文及摘要集，64-74页，2012.11.02.，北京大学。
英文著作：Kramsch, C. (1993) *Context and Culture in Language Teaching*, Oxford: Oxford University Press.
英文期刊：Martin, M. (1984) Advanced vocabulary teaching: The problem of synonyms.
Modern Language Journal, 68, 130-137.
英文文集：Searle, John (1975) Indirect Speech Acts, In P. Cole & J. L. Morgan (eds.), *Speech Acts*, 59-82, New York: Academic Press.
学位论文：金沛沛（2017）《汉语学习词典语用信息的选取与呈现研究》，北京大学博士学位论文。

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