探索汉语语言可学性
Making Chinese Learnable

以科研为导向的校本研究型的教师培养
Research Oriented School Engaged Teacher-researcher Education

Michael Singh

Jinghe Han

and

Cheryl Ballantyne
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RESEARCH PROJECT REPORT ON THE NEW SOUTH WALES – NINGBO – WESTERN SYDNEY PARTNERSHIP

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COMMONWEALTH OF AUSTRALIA

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Professor Michael Singh established Australia’s only Chinese-specific language teacher-researcher education program in 2005 through the Centre for Educational Research, University of Western Sydney. Singh initiated the Research Oriented School Engaged Teacher-research Education (ROSETE) Program to strengthen research capacity through an innovative studies into making Chinese learnable for monolingual English speaking school students through research higher degree training which addresses issues of local/global knowledge flows. The ROSETE Program is underwritten by international university/industry partnership involving the University of Western Sydney, the Ningbo Municipal Education Bureau (China), and the New South Wales Department of Education and Communities (Australia), which over the course of a 10 year collaboration, is working to promote professional and institutional development through knowledge exchange and co-production for mutual benefit through reciprocal, both-ways learning. From 1998-2003, as Head of the Department of Language and International Studies (RMIT), in addition to establishing the Globalism institute, Professor Singh led the formation of Bachelor’s degree in International Studies with compulsory Languages studies major, and one semester international internship. From 1993-1998, as Head of Initial Teacher Education at Central Queensland University, Professor Singh contributed to the Language and Culture Initial Teacher Education Program (LACITEP) through research into Asia literacy.

Dr Jinghe Han is a Senior Lecturer at School of Education, University of Western Sydney. She teaches a sociology subject (Diversity, Social Justice and Equity) and is an advisor of Academic Literacy for Master of Teaching students. She is a co-leader of ROSETE Research Orientated School Engaged Teacher Education (ROSETE) Program and higher degree research supervisor. In 2012, Dr Han was involved with Professor Singh and Ms Cheryl Ballantyne in drafting, negotiating and signing a second 5 year memorandum of Understanding between the New South Wales Department of Education, the Ningbo Municipal Education Bureau and the University of Western Sydney. Her research interests and publications include Discourse analysis, bilingual teacher education, L1/L2 transfer, internationalisation of HDR education, and research information literacy. She is on the Editorial Board of Asia Pacific Journal of Teacher Education and was a member of the Executive Committee of ATEA during 2011–2013.

Ms Cheryl Ballantyne is a PhD candidate at the University of Western Sydney, Centre for Educational Research and a co-leader of the ROSETE team. In 2006, Ms Ballantyne initiated worked with Professor Singh on drafting and negotiating the first 5 year memorandum of Understanding between the New South Wales Department of Education, the Ningbo Municipal Education Bureau and the University of Western Sydney. She is currently the Leader, Policy and Information Management in the NSW Department of Education and Communities. As a School Development Officer in the former Western Sydney Region 2008-2013 (June), Cheryl managed the Region’s partnerships with China. During that time, Ms Ballantyne worked to engage some 40 Volunteers to help over 5000 primary and secondary school students begin the journey of learning Chinese. Her PhD research is an investigation into the impact on participating schools of the Western Sydney-Ningbo Chinese Volunteer Teacher-researcher Partnership. Cheryl Ballantyne was the recipient of the ISEA’s 2009 Award for Excellence in the Administration of Public Education. Cheryl nominated The Bridges to Understanding: Western Sydney Region China Strategy as her project for the Award.
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This research report provides an account of the Research Oriented School Engaged Teacher-researcher Education (ROSETE) Program which has been developed in the years from 2005 with the help of many organisations and people. Integral to the development of this Australia/China partnership has been the leadership of first Director HUANG Shili, and then Director SHEN Jianguang from the Ningbo Municipal Education Bureau. The Bureau has actively recruited Volunteers from Ningbo as well as providing considerable financial support for their living costs while in Australia.

The Ningbo Volunteers have proven themselves to be high calibre, dedicated and passionate educators, and we thank all our graduates to-date for their extraordinarily valuable contributions to making Chinese learnable for Australian school students: BI Jiayin, CHEN Hongwei, CHEN Yi, CHEN Zhu, FANG Jin, GAO Tao, HUANG Xiaowen, HUO Luhua, LIAO Jiadong, LI Ye, LIN Long, LIU Qian, LU Yiye, MA Ji, MAO Shuyan, MAO Xijun, SHEN Yujuan, WENG Jingjing, WENG Yi, WENG Yingying, WU Ting, XU Xinxin, YUAN Jin, YU Xinyu, ZHANG Minmin, ZHANG Wen yuan, and ZHANG Ying.

Senior leaders in the NSW Department of Education and Communities have played a crucial role in giving vision and substantive leadership to the work that underwrote the establishment of this Program and its continuation, especially Lindsay WASSON, Greg PRIOR and David PHIPPS, as well as Dr SHI Shuangyuan.

Colleagues from the University of Western Sydney have been especially helpful, including the Deputy Vice Chancellor Andrew Cheetham, Associate Vice Chancellor LAN Yi-Chen, Associate Professor Mary Mooney, Deputy Dean School of Education, Mr Chester Bendall, ands Indrika Totahewa.

Most important there are also all the teachers, principals and students who have been instrumental in taking forward the project of making Chinese learnable for Australian school students, including John Meng, Katherine Wang, Mona Hu, Julie Vuong, Delphine Annett, Kristine Beazley, Christine Cawsey, Kim Chapman, Wesley Chia, Deborah Cleveland, Janet Chan, Terry Dauw, Anne Forbes, Lynne Goodwin, Tim McCallum, Christine Gregory, Keith Hayman, Kris Hudswell, David Jenkins, Maureen Johnson, Glen Leaf, Howard Wolfers, Leiza Lewis, Judy McEwen, Anne Wharton,

A special word of appreciation is expressed to the schools which have recognised the value of the Ningbo Volunteers and worked to established well-structured Chinese language school programs Plumpton HS, Plumpton PS, Eastern Creek PS, Rooty Hill HS, Ironbark Ridge PS, Rouse Hill HS, Rouse Hill PS, Springwood PS, Cambridge Gardens PS, Castlereagh HS, Kurrajong PS, Richmond HS, St Marys SHS, Colyton PS, St Marys PS, Oxley Park PS, Bennett Road PS, The Hills Sports HS, Arthur Phillip HS, Erskine Park HS, and James Erskine PS.
FOREWORD

Mary Mooney

The Research Oriented School Engaged Teacher-researcher Education (ROSETE) Program provides an 18 months MEd Honours research degree and a 36 month PhD degree by research, both of which directly address the issue of producing quality teachers of Chinese as a foreign or second language. In particular, the ROSETE Program produces teacher-researchers who can relate productively to Australia’s culture of schooling and our active learners. Those graduates of the ROSETE Program who undertake volunteer work of between 120 and 240 days are very comfortable with local educational practices, and develop innovative learner-centred pedagogies for making Chinese learnable. The ROSETE candidates demonstrated higher level proficiency in both English and Chinese, both of which are important.

一 (yi): high quality green tea (gao zhiliang lü Cha高质量绿茶): The ROSETE Program is very much like high quality green tea, gao zhiliang lü Cha, the key features of which are:

1. Only the best outcome is desired
2. Negotiate with highly regarded people
3. Trust that the quality of the relationship will be consistent

It is of huge importance to the School of Education to have the decade long partnership with the New South Wales Department of Education and Communities and Ningbo Municipal Education Bureau.

二 (er): Growing lü Cha (zhong lü Cha 种绿茶): The New South Wales Department of Education and Communities, Ningbo Municipal Education Bureau and Universities in China are all keen on growing liu cha, that is growing their partnership with the University of Western Sydney in teaching and researching innovative ways to accelerate making Chinese learnable as a local/global language. Features of growing the Australia/China partnership here in Western Sydney include the
1. Interest by other universities in China in participating in the ROSETE Program to find more efficacious ways of teaching and researching Chinese as a local/global language

2. Working towards establishing collaborative PhD program for universities in Ningbo, Beijing and Changchun

3. Creating a variety research-driven short training courses for school teachers from Ningbo and other cities

三 (san): Drinking lù Cha (he lù Cha喝绿茶): The drinking of lù Cha is a sign of hospitality and willingness of Chinese people to share, serving to both enhance the formality of a given occasion and providing a positive person-to-person relationship. Symbolically, I offer all the readers of this research report the highest quality green tea to celebrate the efforts of the ROSETE team in Making Chinese Learnable for primary and secondary school students in western Sydney. I know that the ROSETE team is creating favourable conditions for growing a generation of Australians who want to learn Chinese; that the selection of the Ningbo Volunteers is being done under expert scrutiny, and that the ROSETE Program brings together the very best people – Volunteers, teacher-researcher educators, education officials, and school personnel – people who are knowledgeable about making Chinese learnable. With this knowledge the ROSETE Program has built the trust, respect and hospitality that will see this Partnership endure.

As part of the Partnership among the New South Wales Department of Education and Communities, the Ningbo Municipal Education bureau, and the University of Western Sydney, the ROSETE Program, as evidence in this report has developed an Australia-China Partnership to build the demand in schools for Chinese language education programs and the recruitment of full time Chinese teachers. I am very pleased that in coming years, the ROSETE Program will be supported through the School of Education’s Australia/China Educational Research Partnership Committee.

Mary Mooney (Associate Professor)
Deputy Dean, School of Education
University of Western Sydney
EXECUTIVE SUMMARY

Learning Chinese is now a mainstream educational issue internationally. Chinese is now being taught in 180 countries, including Australia, Canada, Japan, South Korea the USA. Educational research into Chinese is, because the language has now achieved such visibility and international importance among the most significant means for studying local/global flows of knowledge, and the forces, connections and imaginations incited by globalisation.

There are challenging opportunities for the education of teachers who can make Chinese learnable for monolingual English-speaking school students in many countries, including Australia. A key issue is whether these teachers can be educated to teach language learners the forms in of Chinese that will be beneficial to them and in ways appropriate tho their learning needs. Research which informs the continuing development of the ROSETE Program suggests the need for innovation in Chinese language teacher education in order to better prepare teachers who are capable of making Chinese learnable for monolingual English speaking students in primary and secondary schools in Australia. Likewise, this literature points to the importance of selecting a team of young Ningbo Volunteers who are recent university graduates or teachers with majors in language education (English, Chinese or Chinese as a Foreign Language).

This paper presents a case study of the Research Oriented School Engaged Teacher-researcher Education (ROSETE) Program which has been developed to respond to these challenging opportunities. The ROSETE program has arisen from an internationally innovative Australia-China Partnership between the NSW Department of Education and Communities, the Ningbo Municipal Education Bureau and the University of Western Sydney. The ROSETE Program build’s on the Japanese immersion Language and Culture Initial Teacher Education Program (LACITP) conducted at Central Queensland University in the 1990s. It is also informed by work undertaken at RMIT University that led to the establishment of the Global Cities Institute and an internship-driven, multilingual bachelor’s degree in international studies.
The Research Oriented School Engaged Teacher-researcher Education (ROSETE) Program offers Australia’s only 18 month or 36 month long dedicated Chinese language teacher education program. The basis for the design of the curriculum and pedagogy for the ROSETE Program is the need to teach those aspects of Chinese which, potentially will be of most benefits to Australian language learners. The key educational elements of the Program focus on:

1. making Chinese learnable in English speaking countries
2. teaching Chinese in English medium schools: Technology, pedagogy and curriculum
3. teacher xingzhi research methods: Multilingual Chinese language teacher-researchers
4. local/global contexts for teaching/learning Chinese
5. volunteer’s work integrated learning (WIL) through higher degree teacher-researcher education

A case study is presented to illustrate the Ningbo Volunteers’ evidence-driven efforts to make Chinese learnable through developing their capabilities as teacher-researchers’ using advanced technological, pedagogical and content knowledge.

The ROSETE program has a distinctive school-focus in that it seeks to contribute directly to improving the learning of school students, in this instance their learning of Chinese. The Ningbo Volunteers teacher-researcher projects focus on developing students’ ability for everyday communication in Chinese by addressing practical questions about how is Chinese learned and thus how can it be best taught. Their research projects, which are reported in their theses, directly contribute to evidence-driven knowledge of:

1. ways to reduce the ‘pain/gain’ ratio of learning Chinese
2. exploring learners’ perceptions of English/Chinese similarities
3. engaging students’ prior sociolinguistic knowledge
4. developing their own capabilities as language teacher-researchers

With the number of learners of Chinese around projected to increase over coming years the need for appropriately qualified teachers — those capable of making Chinese
learnable to those new to learning the language — is expected to increase. In New South Wales alone, there is a need for more than 2500-3000 full-time equivalent teachers to provide students with a continuous course in Asian languages from Kindergarten to Year 12. Knowing where the Ningbo Volunteers are currently working — and why — is important for reshaping the ROSETE Program so it can contribute to the graduation of appropriately qualified Chinese language teachers.

The teacher-research undertaken in ROSETE Program since mid-2008 has focused on the question of how to make Chinese learnable through developing innovative, contextually appropriate pedagogies, and from there to establish guidelines and resources for efficacious practice. This is very much a grass-roots approach to driving change and improvements in the teaching and learning of Chinese. It is hoped that the approach to Chinese language teacher-researcher education by the ROSETE Program as represented in this research report may stimulate other innovative initiatives.
1. INTRODUCTION: LEARNING CHINESE IS A MAINSTREAM EDUCATIONAL ISSUE

The learning of Chinese is now on the mainstream educational agenda through the Pacific Ocean nations, and further abroad because of China's increasing participation in the ongoing processes of cultural, economic and political globalisation:

as China continues with its rapid economic development, expands its share of world trade, and hones its diplomatic prowess, the value of the Chinese language likewise increases. Today, Chinese is ... a fast-developing commercial linguafranca in the Pacific basin. Its practical value has surpassed that of French, German, and even Japanese in much of the world and its future opportunities seem limitless (Ding & Saunders, 2006: 19).

As with the rest of the world, Australians need to better understand and work with an internationally mobile China. Learning Chinese is important now because:

Putonghua (otherwise known as Chinese or mandarin)
1. is the official language of PRC (including Hong Kong and Macao SAR), Taiwan and Singapore
2. one of 5 official languages of the United Nations
3. studied by 30-40 million people around the world (Hanban)
4. taught in 180 countries (including Australia, Canada, Japan, South Korea, USA)
5. used in large Chinese communities in Indonesia, Thailand, Malaysia, Brunei, the Philippines, Mongolia, and of course Australia
6. global demand for Chinese knowledge is now mainstream - the norm

Educational research into Chinese is, because the language has now achieved such visibility and international importance among the most significant means for studying local/global flows of knowledge, and the forces, connections and imaginations incited by globalisation. Efforts to make Chinese learnable around the world present a richly complex collection of educational issues which are intimately coupled with local/global sources of hope and frustration.
Chinese language education is in demand in those countries that are modernising themselves, developing forms of 21st century education. This is particularly true of the countries throughout East and South-East Asia, including Australia. For instance, the Melbourne Declaration on Educational Goals for Young Australians (2008) states that: “Australians need to become ‘Asia literate’, engaging and building strong relationships with Asia.” Specifically, Goal 2 is that: “All young Australians become successful learners [who] are able to relate to and communicate across cultures, especially the cultures and countries of Asia.”

The Australia in the Asian Century White Paper (2012: 16, 17, 170, 266) calls for “increasing the number of students who undertake Asian studies and Asian languages as part of their university education; Australian universities to establish an exchange arrangement involving transferable credits with at least one major Asian university; boost student demand by increasing understanding of the benefits of studies of Asia, including Asian languages. In this context, it is important to note that Zhao and Huang (2010: 137) report that

“the number of learners is projected to become 100 million by the year 2010, which requires 5 million teachers of Chinese as a foreign language, whereas only 2,000 teachers are available from China. ... the shortage of training schemes and qualified Chinese language teachers is also a major factor hindering Chinese language learning.”
In the Australian Curriculum, the cross-curriculum priority of *Asia and Australia’s engagement with Asia* mandates that the curriculum “will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region” (ACARA). China’s primary position in underwriting the Australian economy, and the world economy more generally and its leadership in the world’s political and cultural affairs means that Australian students who are now making the effort to learn about China and its language will be justifiably pleased to receive the knowledge and insight they will be afforded regarding this most important global player in the ever more interconnected world community (Zhao & Huang, 2010: 140).
2. OPPORTUNITIES FOR MAKING CHINESE LEARNABLE: TEACHER-RESEARCHER EDUCATION

In 2008, it was reported that in all other language teacher education programs in Australia:

teachers of Chinese attend class with teacher candidates of up to a dozen other languages. Of necessity, the work is on what they have in common rather than the challenges of their particular language. As a result, unless they are lucky enough to do a practicum at the right time, intending teachers of Chinese get no training in how to teach tones, characters and the special grammatical features of Chinese (Orton, 2008: 21).

Many teachers of Chinese as a foreign language who are trained in China trained have found it difficult to teach in a way that Western learners can relate to well. The lack of suitably qualified teachers has become the major issue in CFL education globally. In Australia the "teacher factor" was identified as one of the major causes of a very high attrition rate in students ... Pre-service teacher training and professional development of in-service Chinese language teachers have also been prioritized on the research agenda due to teachers’ unsatisfactory performance within China. Learners of Chinese were prevented from becoming functional users of Chinese due to the barriers created by Chinese language teachers (Wang, Moloney & Li, 2013: 116).

It has proven difficult for some teachers from China to make Chinese learnable for monolingual English speaking students in countries where English is the primary medium of instruction (Orton, 2008; Zhang and Li 2010). Across Australia, many of these teachers are rejected as unsuitable, however, especially by independent schools, due to poor self-presentation socially and linguistically, and to doubts about their ability to relate well to Australian children and manage a local classroom ... administrators in all three school sectors throughout the country raise intercultural difficulties as a significant problem in the quality of program delivery by L1 teachers whom they do employ, citing especially their not knowing how to relate to Australian school learners, colleagues and parents. The teachers, themselves, recount the same problems (Orton, 2008: 21).

The problem of recruiting appropriately qualified teachers of Chinese is associated with the problem “that 94% of these learners drop out before Year 12” (Orton, 2008: 5),
that is to say that “there is an evident attrition rate of some 94% of learners before the senior years” (Orton, 2008: 25 “At Year 12 nationally, a scant 3% of students take Chinese, 94% of whom are first language speakers of Chinese” (Orton, 2008: 5). In Victoria, “where 33% of the country’s Chinese learners reside, 94% of those who begin Chinese at school quit before Year 10; and beginners at university drop out at rates close to 75%” (Orton, 2008: 8).

“While Year 7 numbers have increased at a rate of about 3% over the past three years, close to 94% of students learning Chinese at school give up once it is no longer compulsory” (Orton, 2008: 24). In 2007, “fewer than 20% of Australians working in China can speak the language, and only 10% have studied even one China-related subject” (Orton, 2008: 5). Part of the challenging opportunity we face is that Australian educational institutions:

have not produced a significant cohort of young Australians completing secondary education with deep knowledge of our region or high levels of proficiency in Asian languages. ... the share of Australian students studying languages, including many Asian languages, is small and has fallen in recent times. (Australia in the Asian Century Implementation Task Force, 2012: 167, 168).

The New South Wales Auditor-General, Grant Hehir (2013) reports that there is a need for more than 2500-3000 full-time equivalent teachers to provide students with a continuous course in Asian languages from Kindergarten to Year 12. Currently, there are not enough appropriately educated and qualified teachers to provide language education for Chinese (Mandarin), Hindi, Indonesian, Japanese and Korean. Specifically, in response to the question, are there enough suitably qualified teachers to meet the objectives of the ‘Australia in the Asian Century’ White Paper, the Auditor-general’s report states:

There are not currently enough suitably qualified teachers for ‘students to undertake a continuous course of study in an Asian language throughout their years of schooling’. The Department advises the delivery of a face-to-face Asian language program to students, kindergarten to Year 12, for two hours per week at a ratio of 250 students per teacher, would require approximately 3,000 full-time equivalent teachers. The Department currently has 479 permanent qualified teachers of Asian languages. The number of casual languages teachers or qualified languages teachers teaching outside the Languages Key Learning Area is not available (Hehir 2013: 45).

The education of teachers capable of making Chinese learnable for students in Australia and China is a major challenge (Wang, Moloney & Li 2013). The situation is similar
in the UK (Zhang & Li, 2010). The lack of suitable programs for the education of teachers of Chinese is evident in teachers’ unsatisfactory performance in engaging in forms of teaching/learning that monolingual Anglophone school students can relate to well. There is a need for investigations which develop innovative programs designed to educate these teachers in ways of making Chinese learnable for monolingual English speaking students in countries where English is the primary pedagogical language. Table 1 indicates that teacher-researcher education is central to addressing these concerns.

**Table 1: Problems in educating Chinese language teacher-researchers**

<table>
<thead>
<tr>
<th>Unmet needs of language learners</th>
<th>1. language learners made “to feel that Chinese is inaccessible and impossible to learn” (Zhang &amp; Li, 2010: 93).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. language learners made Chinese difficult to learn and less than rewarding</td>
</tr>
<tr>
<td></td>
<td>3. syllabus not adequate to meeting “the needs and objectives of ... how L1 English speakers learn Chinese” (Zhang &amp; Li, 2010: 92).</td>
</tr>
<tr>
<td></td>
<td>4. lack of materials to meet the learning needs of L2 learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unmet need for teacher-researchers</th>
<th>1. shortage of high-quality teachers of Chinese with formal teacher education qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. most lack necessary education in how to make Chinese learnable for beginning language learners</td>
</tr>
<tr>
<td></td>
<td>3. learning of Chinese in English speaking countries is not well researched</td>
</tr>
<tr>
<td></td>
<td>4. teachers of Chinese not equipped with knowledge and skills for researching their own teaching</td>
</tr>
<tr>
<td></td>
<td>5. professional learning programs lacks appropriate evidentiary research about how to make Chinese learnable</td>
</tr>
<tr>
<td></td>
<td>6. teachers lack capability to adapt existing materials or to create their own materials to meet the needs of L2 learners</td>
</tr>
<tr>
<td></td>
<td>7. little debate about appropriate Chinese language content and methods</td>
</tr>
</tbody>
</table>
3. WHAT IS RESEARCH ORIENTED SCHOOL ENGAGED TEACHER-RESEARCH EDUCATION?

The Research Oriented School Engaged Teacher-Research Education (ROSETE) Program was developed as a direct response to the challenging opportunities emerging from the dynamic partnership involving the University of Western Sydney, the NSW Department of Education and Communities and the Ningbo Municipal Education Bureau. The ROSETE Program is addressing the need to develop innovative Chinese language pedagogies that are grounded in primary classroom-based evidence and are well informed conceptually with respect to language learnability, in order to meet the demanding challenges graduates from China experience in making Chinese learnable for monolingual English-speaking students in schools. The ROSETE Program is dedicated to:

1. providing a targeted Chinese-specific language teacher-researcher education program of 18-36 months duration rather than generic languages education course
2. making Chinese learnable for students in Years K-12
3. personalising Australia-China relations through stories of China’s 21st century culture
4. developing Australian school students’ international mindedness – global engagement, intercultural understanding, multilingualism
5. effecting school-based organisational learning and change for language education
6. creating the demand for appropriately qualified teachers of Chinese through building the supply of students who want to learn the language.

The ROSETE Program was developed, and is led by Professor Michael Singh and Dr Jinghe Han. It offers opportunities for research-driven professional learning partnerships among collaborating organisations and enables partner institutions to tap into the Chinese language, and the wealth of theoretic-linguistic knowledge in Australia and China, and from the Chinese diaspora around the world. The ROSETE Program build’s on the Japanese immersion Language and Culture Initial Teacher Education Program (LACITP) conducted at Central Queensland University in the 1990s. It is also informed by work undertaken at RMIT University that led to the establishment of the Global Cities Institute and an internship-driven, multilingual bachelor’s degree in international studies.
The ROSETE Program aims to increase and improve Australia-China research-driven cooperation among education institutions in order to strengthen teacher-researcher capabilities as a basis for developing innovations in Australia-China knowledge exchange and co-production. As per the goals of the International Association of Universities, the ROSETE Program is an:

1. INTERNATIONAL UNIVERSITY/INDUSTRY PARTNERSHIP PROJECT involving representatives of Ningbo Municipal Education Bureau, the New South Wales Department of Education and Communities and its schools, and the University of Western Sydney so as to promote professional and institutional development through knowledge exchange and co-production for mutual benefit through reciprocal, both-ways learning;

2. works to STRENGTHEN RESEARCH CAPACITY through teacher-researcher education, through innovative research higher degree programs (at both the Masters and Doctoral levels) addressing issues concerning the internationalization of Chinese, including Australia/China both-ways knowledge flows;

3. professional development through organised exchanges and LEARNING VISITS of up to twelve months for Visiting Fellows from partner universities in China (see Appendix 3).

3.1 An Internationally Innovative Australia-China Partnership

Contemporary globalisation is increasing educational cooperation among multiple partners across nation-state jurisdictions (Agnello, White & Fryer, 2006). International partnerships now play a significant role in effecting teacher education reform across countries (Chan, 2004). That teacher-education candidates need knowledge, skills and dispositions to be inter/nationally minded teachers in the Asia Century is gaining wider acceptance (Snow, Stein & Brinton, 2006). Participation in international programs of teacher-research education significantly impacts on teacher-researchers’ technological, pedagogical and curriculum knowledge; enlarges their repertoire of instructional modes; gives them a greater person-to-person intercultural sense and sensibility, and improves their professional growth, status and work in schools (Rapoport, 2008).
There is mounting interest in models of partnership-driven approaches to internationalising teacher-researcher education (Agnello et al, 2006; Chan, 2004), especially through the formation of collaborative teacher-researchers (Le Cornu & Ewing, 2008; Longhran, 2004). This is an important move beyond the preoccupation with the self-focused, reflective teacher (Thomson, 2002).

Achieving significant gains in the level of China literacy and Chinese language skills of Australian monolingual English speaking students requires governments, school systems and schools to share responsibility for ongoing leadership and commitment. Long-term large scale planning for teacher-researcher professional learning programs is necessary. Teacher-research that makes improving students’ learning the primary focus can no longer be small-scale, piecemeal and under-theorised (Murray, Nutall & Mitchell, 2008). The need is for increased levels of evidence-driven teacher-researcher professional learning given the changing needs of education systems (NSW Government, 2012). Without this, the field will continue to be underdeveloped. Programs of five or more years can incorporate the knowledge produced by teacher-researchers into on-going interventions to effectively improve students’ reasoning abilities and performance on tests.

“宁波汉语志愿者项目是宁波乃至中国的一张名片。志愿者通过努力学习、勤奋执教展示了宁波的形象，传播了中国文化。该项目促进了宁波和西悉尼两地的教育文化交流，推动了西悉尼地区的汉语教学，并为宁波培养了一批优秀的双语教师和教育管理者。”—宁波教育局长沈剑光

“The New South Wales-Western Sydney-Ningbo Partnership has become a trademark for Ningbo City and China. The Volunteers are images of Ningbo and ambassadors of the Chinese culture. This Partnership promotes educational and cultural communication between Ningbo and the Western Sydney Region, and is improving the teaching of Chinese in Western Sydney, and has developed a group of remarkable bilingual teacher educators and educational managers”. —SHEN Jianguang, Director, Ningbo Municipal Educational Bureau

Epistemologically, 21st century teacher education now requires the interplay of academics, teachers and community knowledge (Zeichner, 2010), with ongoing attention to
dialogue and communication for shared decision making (Miller & Hafner, 2008; Xu, 2009). The sharing of resources, expertise and credibility, take time; such time is necessary to developing and maintaining relationships. Champions and patrons from all Partners have to have a presence in creating a flexible, shared educational orientation that recognises each partner organisation’s priorities. This involves forming programs of partnership-driven teacher–researcher education between universities and education systems that deliberately plan and make improvements to the learning outcomes of school students (Bosma & others, 2010). ACARA (2011, p. 4) recommends school/university partnerships “to ensure appropriate transition in language learning, to support initial and ongoing teacher education, to collaborate on research, and to promote and reward language learning.”

In terms of partnership-driven, structured teacher–researcher education (HDR training) the ROSETE Program is a joint initiative of the New South Wales Department of Education and Communities; the Ningbo Municipal Education Bureau (China), and the University of Western Sydney. This New South Wales-Ningbo-Western Sydney Partnership focuses on teacher-researcher capability development and evidence-based knowledge production with regard to making Chinese learnable for monolingual English speaking school students. Schools involved in this Partnership focus on China, and Australia’s engagement with/in China as a cross-curriculum priority, helping to build their own teachers’ capacity to develop Asia-relevant capabilities for the benefit of their own students. To boost student demand for studying China and Chinese, the Ningbo Volunteers work to increase understanding of the benefits of such studies among students, teachers, principals, parents, businesses, employers and the school community. Orton (2008: 21) reports that this Partnership is successful because it involves an “enormously positive collaboration [that] has engendered between all involved in the schools, the Regional Office, the University and the very outgoing Chinese participants themselves.” The HDR candidates, teacher-researcher educators and Partner organisations have received awards for an outstanding thesis; excellence in postgraduate supervision and research training; excellence in administration of public education and community partnerships.
Over ten years (2008-2017), the goals of the New South Wales-Ningbo-Western Sydney Partnership are:

1. to encourage the up-take of Chinese language for beginning language learners through teacher-research into innovative practices.
2. to provide beginning language learners at all levels of schooling access to Chinese language programs that make learning Chinese relevant to their everyday interests; that provide them rewarding and successful learning outcomes, and that stimulates their desire to continue learning Chinese.
3. to engage participating schools in developing retention strategies for making studies of China and the Chinese language a core part their whole-school educational provisions.

This long-term tri-lateral partnership of ten years provides the basis for a longitudinal study of effective ways for making Chinese learnable for monolingual English speaking school students, and for improving their achievement across Years K-10.

3.2 A select team of Ningbo Volunteers

While entry into the ROSETE Program is open to local and international students, it has become highly competitive in securing a place as a candidate in the Program. Only a limited number of students are selected to participate in the ROSETE Program. Applicants must be either school teachers or university graduates with majors in Chinese, Teaching
Chinese as Foreign language, English or a closely related field. Applicants need to be committed to:

1. creating Australia/China friendships
2. engaging in 18-36 months study abroad, including at least a 4 month in-country volunteering in schools for up to 10 hours per week over six school terms
3. pursuing career trajectories that offer prospects for moving into leadership positions
4. undertaking a higher degree by research – MEd (Hons) and/or a PhD

With respect to English language proficiency, applicants must meet the University’s minimum IELTS requirements, that is an IELTS score of at least 6.5. To make Chinese learnable for monolingual English-speaking students in Australia applicants need to be bilingual, with a high level of proficiency in both Chinese and English. Thus, it should be noted that the Australian Institute for Teaching and School Leadership requires the following of all entrants to initial teacher education programs:

“Students admitted to programs on the basis of an International English Language Testing System (IELTS) assessment, or an equivalent English language proficiency assessment, have attained an overall IELTS (or equivalent) score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in speaking and listening), either on entry to or on graduation from the program.”
(Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures, April 2011)

Further, applicants selected for the Program must meet high admission standards including:

1. entry requirement of the University of Western Sydney
2. requirements of the partner organisations
3. requirements for being a teacher in China;
4. a strong commitment to researching ways to stimulate the teaching and learning of Chinese to non-background speakers.
There is a six month overlap when the new Ningbo Volunteers arrive to begin their studies and the older ones are finalising their theses and volunteer work in schools. This provides opportunities for co-mentoring, with the old-timers providing much needed support for the new Ningbo Volunteers. This helps them to reflect on the skills and knowledge they have developed during this time. The newly arriving Ningbo Volunteers also join in the teacher-researcher training workshops with the more experience Volunteers, and observe their presentations and discussion in class. Here they learn:

1. To speak out in class
2. To offer critical and independent thinking – doubt and scepticism
3. To engage in debate
4. The adventures of making something of one’s self in Australia: autonomy, independence, personal growth, professional development, fairness, non-discrimination
5. What it means to be a ROSETE team member and multilingual teacher-researcher; develop their professional stance as a ROSETE team members, and as multilingual teacher-researchers. They are not labelled as ‘speakers of English as a foreign language.
4. **ROSETE CURRICULUM AND PEDAGOGY**

The ROSETE Program focuses on how to make Chinese learnable in a largely English speaking country by developing the professional stance of multilingual teacher-research-theorists through their own real-life, evidence-driven teaching. This contrasts markedly with programs for educating teachers of Chinese where a linguistic-focused, teacher-centred and textbook-driven approaches are employed (Wang, Moloney & Li, 2013). Han and Yao (2013) developed an Education-Linguistic Model to working with the Ningbo Volunteers in the ROSETE Program (see Table 2 for latest iteration).

**Table 2: The Education-Linguistic Model (ELM) for Chinese Teacher-researcher Education**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Explanations</th>
</tr>
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<tbody>
<tr>
<td>Rapport</td>
<td>Establishing teacher/learner rapport by building interpersonal connections with the learners through support, interactions, and empathy</td>
</tr>
<tr>
<td>Acknowledging success</td>
<td>Creating rewarding teaching/learning experiences, and reinforcing learners’ achievements by emphasizing success</td>
</tr>
<tr>
<td>Modelling</td>
<td>Teachers provide examples or illustrations of strategies for learners to achieve better results</td>
</tr>
<tr>
<td>Corrective feedback</td>
<td>Monitoring learners’ comments, questions and activities to provide corrective feedback</td>
</tr>
<tr>
<td>Scaffolding learning</td>
<td>Calibrating the teaching/learning activities in recognition of learners’ differences; Leading the learner introducing a cognitive challenge for the; Elicitation with learner guiding the learner to an output</td>
</tr>
<tr>
<td>Timing</td>
<td>Responding to learners by pacing with teaching/learning activities to achieve harmony between rate, style, and production of teaching and students’ learning</td>
</tr>
<tr>
<td>Self-monitor the teaching</td>
<td>Re-framing the approach by stopping unproductive strategies, and providing better alternatives</td>
</tr>
<tr>
<td>Addressing positive learning behaviours</td>
<td>Monitoring ‘correct’/‘incorrect’ behaviour</td>
</tr>
</tbody>
</table>

**4.1 Basis for the Design of the ROSETE Program**

The Partnership between the New South Wales Department of Education and Communities and the Ningbo Municipal Education Bureau (China) and the University of
Western Sydney, is addressing the NSW Government’s (2012) call to increase the supply of teacher education graduates in languages. Table 3 below indicates that the Western Sydney-Ningbo Partnership is addressing key issues of concern to the Government expressed in its paper *Great Teaching, Inspired Learning*.

**Table 3: Great Teaching for the Inspired Learning of Chinese**

<table>
<thead>
<tr>
<th>Great Teaching, Inspired Learning</th>
<th>The New South Wales-Ningbo-Western Sydney Partnership</th>
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<tbody>
<tr>
<td>“High performing [education] systems build into their teaching degrees and career professional development a requirement for rigorous and continuous research.”</td>
<td>The Master of Education (Honours) provides a program of rigorous professional learning to produce capable teacher-researchers</td>
</tr>
<tr>
<td>“Some universities have strong and enduring partnerships with schools in NSW.”</td>
<td>The University of Western Sydney has a strong partnership with schools in Western Sydney, the Ningbo Municipal Education Bureau and universities in China</td>
</tr>
<tr>
<td>“centre of every conversation about great teaching is improving student learning.”</td>
<td>The central focus of the teacher-researchers’ education is making Chinese learnable for beginning second language learners in western Sydney schools</td>
</tr>
<tr>
<td>“Should we require applicants to have studied maths, science and/or a language as well as English, as a prerequisite to course entry?”</td>
<td>All participants in this Partnership have studied English and Chinese</td>
</tr>
<tr>
<td>“great teachers are always looking at ways they can use new data and research to become even”</td>
<td>A key focus of this Partnership is that teacher-researchers’ learn to collect and</td>
</tr>
</tbody>
</table>
better teachers.”

“that fewer than one-third of early career teachers rated their earlier pre-service education courses highly for preparing them to teach ... students from different cultural backgrounds.”

The New South Wales-Ningbo-Western Sydney Partnership is also addressing the Australia in the Asian Century agenda as indicated in Table 4 below.

**Table 4: Australian students learning Chinese for the Asian Century**

**Australia in the Asian Century**

“Achieving significant gains in the level of Asian literacy and Asian language skills of Australian students will require governments, school systems and schools to share responsibility for ongoing leadership and commitment.”

“All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling.”

**New South Wales-Ningbo-Western Sydney Partnership**

The University of Western Sydney, schools in Western Sydney, the Ningbo Municipal Bureau and universities in China are providing the leadership and commitment to making Chinese learnable for beginning second language learners.

Through the Western Sydney-Ningbo Partnership primary and secondary school students in Western Sydney have the opportunity to learn Chinese in ways that capture their interests, give them a sense of success and inspire their continued learning of the language.
“Every Australian student will have significant exposure to studies of Asia across the curriculum to increase their cultural knowledge and skills and enable them to be active in the region.”

“Proficiency in more than one language is basic skills of the 21st century”

Through the Western Sydney-Ningbo Partnership primary and secondary school students in Western Sydney are gaining knowledge of China across a range of key learning areas.

The partnership is working towards recognition of Ningbo Volunteers’ bilingual communicative capabilities as integral to their thesis reports.

The goals being addressed New South Wales-Ningbo-Western Sydney Partnership are summarised in Table 5 on the following page.
Table 5: Goals for the ROSETE Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>'Asia capabilities' in New South Wales schools</td>
<td>• <strong>Institutional-level innovation:</strong> language learning based on English&gt;Chinese transfer and English/Chinese similarities</td>
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<td></td>
<td><strong>Asia-capable educational leaders</strong></td>
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<td></td>
<td>• <strong>Capstone experiences:</strong> project-based Australia/China educational networking</td>
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<td></td>
<td><strong>Teacher-researcher education</strong></td>
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<td></td>
<td>• <strong>Work integrated learning:</strong> research oriented, school engaged teacher-researcher education</td>
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<td></td>
<td><strong>Participation</strong></td>
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<tr>
<td></td>
<td>• <strong>Enhanced Australia/China academic and professional partnerships:</strong> New South Wales–Ningbo–Western Sydney</td>
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<td></td>
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<td></td>
<td><strong>Adaptability</strong></td>
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<tr>
<td></td>
<td>• <strong>Assessing schools' student learning:</strong> teacher xingzhi research focuses on improvinways of making Chinese learnable</td>
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<tr>
<td></td>
<td><strong>Social foundations</strong></td>
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<tr>
<td></td>
<td>• <strong>Cross-curricula priorities:</strong> peron-to-person Australia-China understanding and knowledge co-production through intellectual collaboration</td>
</tr>
</tbody>
</table>

The task of structuring the ROSETE program to maximise Volunteer Teacher-researchers’ impact as beginning teachers of Chinese, is a challenge which has been confronted collaboratively by the and the University of Western and the NSW Department of Education and Communities.

4.2 Making Chinese learnable in English speaking countries

Pedagogically, the ROSETE Program’s focus is on learner-centred methods of making Chinese learnable, with primary consideration being given to reducing the cognitive load placed on beginning language learners and adopting an intercultural orientation to the teaching of Chinese. This requires the Ningbo Volunteers from China to get to know and to use students’ prior knowledge, especially their sociolinguistic knowledge of English and its use in Australian cultures, for making Chinese learnable.

The idea of ‘teaching for L1/L2 transfer’ is used to explore how students’ knowledge of English and the uses they make of it for engaging in specific social activities can be effectively used to help them learn Chinese. In effect, this requires the teacher-researchers to engage learners “with, and moving between, at least two languages and cultures: the
new and the existing. This movement between languages and cultures is integral to language learning and use” (ACARA, 2011, p. 15). This entails learning to work with students to identify what they perceive to be cross-sociolinguistic similarities between English and Chinese sounds and characters (Ringbom and Jarvis, 2009). These learner-centred methods for making Chinese learnable require the Ningbo Volunteers to understand and engage the beginning language learners’ assumptions about Chinese. From this work the Ningbo Volunteers learn to approach making Chinese learnable from the perspective of second language learners, and not native-speaking first language learners. Through developing knowledge of how learners perceive sounds, tones and characters, the native speaker Volunteers learn to select contextually and age appropriate content. Integral to this work is understanding. The Volunteers use methods for scaffolding language learning that moves students through their ‘zone of proximal development.’ This entails engaging learners in metacognitive talk, for instance about visualisation of characters in terms of their horizontal/vertical structure, or P, L and enclosed shapes, as well as embodying Chinese via kinetic/ somatic learning (e.g. gestures, total physical response), and undertaking evidence-driven assessment for both teacher-researcher and students’ learning.

“I think the best part of this Program is the reflective approach for teacher education which deeply engages teachers in thinking about their day-to-day practice. By participating in this Program for more than two years, I’ve gradually developed myself as a teacher-researcher with both authentic experience in the field of teaching Chinese as a foreign language and skills in conducting educational research.” (ROSETE Graduate’s reflections)

4.3 Intercultural language teaching and learning

An important aspect of making Chinese learnable is developing second language learners’ intercultural understanding of Chinese. Intercultural understanding is the capability to use one’s own culture as the basis for learning about other cultures, by engaging with commonalities and differences to create connections with others (ACARA, 2013). In language teaching and learning it involves the capability to recognise the culture embedded in language and to use language appropriately in intercultural situations (Liddicoat, 2009).
Engaging Volunteers with an intercultural orientation to teaching Chinese is an ongoing learning journey. They are guided to explicitly examine their own intercultural development of English in use in Australia. By observing intercultural situations, reflecting on their experiences in Australia and China, and discussing, comparing and contrasting these, Volunteers are engaged in noticing cultural similarities and differences, and exploring the use of language in mediating the interpretation and making of meaning within cultural frameworks. Volunteers are challenged and supported to develop and demonstrate a professional stance which balances language as code with language as social practice in the teaching of Chinese (Scarino and Liddicoat, 2009).

Through regular seminars Volunteers are supported to use broad intercultural themes related to contemporary life as the basis for planning units of work and individual lessons. They are encouraged to identify and teach vocabulary, grammar and text features of Chinese within these broad themes. Planning templates are developed and implemented to include goals, teaching strategies and learning activities for explicitly teaching intercultural understanding, along with phonological, textual, pragmatic, interactional and grammatical features of Chinese. Volunteers share ideas and examples of activities that will allow students to observe authentic Chinese cultural situations such as through the internet, photographs, videos, pictures, Volunteers’ recounts of their own experiences and stories. Questions and frameworks are compiled and discussed as
scaffolds to assist Volunteers to lead classroom conversations that engage their students in comparing and contrasting Chinese cultural situations and related language use, with students’ own cultural realities.

Volunteers are offered regular feedback on their lesson planning and teaching, learning and assessment strategies, activities and resources. Reflection on practice is a regular and significant component of Volunteers’ experience in schools. Related to their reflections are frequent discussions of their developing personal, professional stance (guan).

The teaching in schools helped me to communicate with Australian students and listen to them speak everyday English. Therefore, my ability in listening and speaking in English was improved through communicating with students in school and supervisors at the University of Western Sydney” (ROSETE Graduate’s reflections).

4.4 Local/global contexts for teaching/learning Chinese

To explore why making Chinese learnable is so important for the rising generation of Australians, the ROSETE Program explores relevant policies and standards from Australia, China and other countries. By way of examples, this includes the:

1. Melbourne Declaration on Educational Goals for Young Australians (2008), Goal 2 of which states, in part, that: “All young Australians become successful learners, confident and creative individuals, and active and informed citizens [who] are able to relate to and communicate across cultures, especially the cultures and countries of Asia.

2. Australian Curriculum in which the study of “Asia and Australia’s engagement with Asia” is a ‘cross-curriculum priority’

3. Professional Standards for Accomplished Teaching of Languages and Cultures (DEST, 2005) designed and developed by the Australian Federation of Modern Language Teacher Associations (AFMLTA).

“This experience as a ROSETE member is fantastic! The ROSETE study polished my mind and stimulated me to become a critical thinker; while the teaching in local schools allowed me to see the true meaning of being a teacher—hard but rewarding. I appreciate everyone I met and everything I experienced in this year and a half”. (ROSETE Graduate’s reflections)

4.5 Teaching Chinese in English medium schools: Technology, pedagogy and curriculum

A key question for the ROSETE program is, what ‘Chinese’ is appropriate for selection for monolingual English speaking Australian students? The Ningbo Volunteers explore selection of content in terms of the need for learners to use Chinese for locally specific purposes. Thus they investigate learners’ uses of English for a range of sociolinguistic activities, such as playing games, singing rhymes, buying food at the canteen, and engaging in sport, and then teaching them the Chinese they can use in these local recurring everyday sociolinguistic activities. The Ningbo Volunteers identify students’ everyday sociolinguistic activities in which they are especially interested; design teaching/learning experiences which meet beginning languages learners need for the successful, rewarding learning of Chinese, and also learners’ goals and desire to continue learning Chinese. The person-to-person intercultural learning created by the interactions between the Ningbo Volunteers, the school students, their teachers and school principals are an important means for personalising Australian/China relationships, and forming worthwhile friendships that extend well into the future. Further, given that the Ningbo Volunteers are allocated a very short amount of time each week, this teaching/learning method increases the time students can invest in practising Chinese in and out of class immersive language learning environments, even when the Volunteers are not present.

“It’s really a valuable experience to teach and at the same time do research in Australia. Teaching excites me and research calms me down. I wish I can have another one and half years with my school kids”. (ROSETE Graduate’s reflections)
4.6 Teacher Xingzhi Research Methods: Multilingual Chinese language teacher-researchers

The NSW Department of Education and Communities requires teacher education degrees and professional development programs to have rigorous and continuous research built into them: “great teachers are always looking at ways they can use new data and research to become even better teachers” (NSW Government, 2012: 3). Not surprisingly, teacher xingzhi research methods are a key feature of the ROSETE Program. Teacher xingzhi research methods refers to developing the capabilities of beginning teacher-researchers to integrate action and knowledge through investigating specific theoretic-pedagogical possibilities for making Chinese learnable for monolingual Anglophone school students in New South Wales schools (see Mitchell, Reilly & Logue, 2009). Teacher xingzhi research is an extension of Stenhouse’s (1985) ideas which have been elaborated and stretched over the decades (Cochran-Smith & Lytle, 1999; Husu, 2008; Loughran, 2004; Moran, 2007). Teacher xingzhi research methods promotes intellectual partnerships between schools, the Department and the university, and enables each teacher-researcher to extend and deepen her/his particular knowledge and skills through evidence-driven investigations into ways of improving students’ language learning their own teaching (see Platteel & others 2010).

“Fabulous experience! I have challenged myself to become an effective teacher and simultaneously developed my ability to improve my teaching! This interwoven relationship helped to broaden my horizon! I think the most important part is that it really honed my skills to organize materials and manage
time! It is really a challenge! But if you try hard, you can get lots of valuable insights for your career and study”. (ROSETE Graduate’s reflections)

4.7 Work integrated learning (WIL) through higher degree teacher-researcher education

The Masters candidates undertake Volunteer work for ten hours per week of voluntary work in schools over 18 months. This is approximately 630 hours over 63 weeks, an estimated 25,200 hours in total. PhD candidates undertake double this amount. On-the-job professional learning programs, such as this Volunteer work which deliberately focus on increasing teacher-researchers’ technological, pedagogical and curriculum knowledge have been shown to improve students’ learning (Harris & Sass, 2011). The work and passion they put into making Chinese learnable in schools is the focus of their research higher degree education. The volunteering experience engages the teacher-researchers in using school/university based knowledge in collaborative lesson and unit planning, evidence-driven monitoring of students’ learning and their teaching; the conceptual analysis of this data, reflective self-assessment of their own teaching in order to improve it, co-mentoring through peer review (see Brydon-Miller & Maguire, 2009). In effect, during the volunteering experience the Master and Doctoral candidates employ teacher xingzhi research methods to capture “the real-life processes of action or interaction, analysis, and reflection that are integral to human experience, communication, and learning” (ACARA, 2011: 23). For Bell (2008: 134) this volunteering experience provides these teacher-researchers with an “intensive immersion in an unknown environment and the development of students and staff into a bonded learning community.”

The teaching in schools helped me to communicate with Australian students and listen to them speak everyday English. Therefore, my ability in listening and speaking in English was improved through communicating with students in school and supervisors at the University of Western Sydney”. (ROSETE Graduate’s reflections)
4.8 Case Study: Making Chinese Learnable through Developing Teacher-Researchers’ Technological, Pedagogical and Content Knowledge

The following case study explains how the ROSEYE Program of work integrated teaching-and-research provides the Ningbo Volunteers with an evidence-driven platform to critically reflect upon as they use, change and develop their techniques, skills and knowledge.

LU Yiye recently finalised her doctoral studies as a Chinese language teacher-researcher in the Centre for Educational Research at the University of Western Sydney (Australia). Prior to joining the Research-Oriented School-Engaged Teacher-researcher Education (ROSETE) Program, LU Yiye undertook a two-month educational traineeship teaching Chinese in India as part of the Association Internationale des Etudiants en Sciences Economiques et Commerciales (AIESEC). There LU Yiye met many Indian students who were interested in China, Mandarin and Chinese culture. This inspired her to work in other countries to stimulate the learning of Chinese. In Australia, LU Yiye worked with Professor Singh, Dr Jinghe Han, Ms Cheryl Ballantyne and Ms Kate Wang in the ROSETE Program as a teacher-researcher. She investigated the knowledge and capabilities teachers need to make informed curriculum and pedagogical decisions about making Chinese learnable when using technology. After teaching Chinese in Australian schools for four years, LU Yiye now very much doubts the assumption that any native speaker of Chinese can easily teach this language to monolingual English speaking school students. Being a native speaker of a language does not mean one can answer non-native speakers’ questions about the language, let alone make the language learnable for them.

The purpose of Ms LUs’ PhD teacher-researcher project was to provide an evidence-driven, theoretically informed account of ways localise the teaching of Chinese so as to make it learnable for monolingual English speakers, in particular those who are beginning to learn the language in primary or secondary school. Based on the analysis of primary evidence, Ms LU’s study explores the knowledge base that beginning teachers of Chinese in Australia need to develop during their professional learning journey to becoming teacher-researchers. She found that the development of teacher-researchers’ pedagogical content knowledge (PCK) (Shulman 1987) has demonstrable relevance to extending and deepening capabilities for
making Chinese learnable. Working with a modified version of the concept of cross-linguistic similarities (Ringbom 2007) Ms LU explored the possibilities for teacher-researchers to use learners’ perceptions of similarities between English and Chinese to learn and remember the latter.

The similarities between English and Chinese are not just linguistic, but perhaps more importantly there are socio-cultural connections. The learners’ perceptions of similarities and their assumptions about resemblances between English and the Chinese they are learning provides teacher-researchers’ the evidentiary basis for scaffolding of their language learning. Ms LU used the concept of ‘cross socio-linguistic interaction’ to capture the pedagogical decision-making required by teacher-researchers to use the learners’ English to make Chinese learnable. The analysis of evidence by Ms LU suggests that by making explicit connections between the learners’ knowledge of English and their perceptions of Chinese increases possibilities for them to learn and memorise Chinese.

Ms LU’s study explored how teacher-researchers make pedagogical decisions about the uses of ever advancing information and communication technologies in order to make Chinese learnable for learners. Her case study of a “Connected Classroom,” focused on the challenging opportunities presented for teaching and learning Chinese using video conference facilities. As a new medium for language teaching and learning, Connected Classrooms test beginning teacher-researchers in making the best use of this powerful mediator of pedagogy. To work flexibility and productively with students via “Connected Classroom” requires teacher-researchers to better understand the relationships between each of the constituents: technology, pedagogy, content and knowledge (TPACK).

The benefits to be gained from Ms LU’s research report are that it shows Chinese language teacher-researchers, among others how to develop:

1. their knowledge of the teaching/learning context, curriculum, content (Chinese), pedagogy, technology and learners in order to effectively make Chinese learnable
2. deeper knowledge of their professional selves and in-depth knowledge of English
3. categories of knowledge for the efficacious teaching of Chinese in English-speaking contexts
4. multiple types of knowledge so they can make Chinese learnable for English-speaking learners.
5. **ROSETE’S DISTINCTIVE SCHOOL-FOCUSED CONTRIBUTIONS**

The ROSETE Program is deliberately designed to have a dual focus on improving the language learning of schools students and improve teacher-researcher’s theoretic-pedagogical knowledge that (Hoque, Alam & Abdullah, 2011; Johnson & Fargo, 2010). Thus, teacher xingzhi research involves the Volunteers undertaking research that is primarily focused on improving students’ learning through drawing on both school and university knowledge. As a matter of intercultural learning, it has to be recognised that the questions, issues and concerns that these beginning teacher-researchers from China choose to investigate about making Chinese learnable in Australia often differ from those that might concern full-time classroom teachers who are already acculturated into Australian schooling. Cooperation among student teachers, classroom teachers and teacher educators create partnerships which lead to the collaborative co-production of knowledge that is really useful for improving students’ learning (Husu, 2008; Moran, 2007; Singh, Hawkins & Whymark, 2007).

*Learner-focused, change embedded processes* of teacher professional learning that are explicitly linked to whole school organisational learning and change improve students’ learning over the course of their schooling (see Darling-Hammond & Richardson, 2009). Teacher professional development that focuses on organisational learning and change takes a K-12 horizon in order to marshal students’ interests, creating successful learning outcomes and reinforce their desire to learn through making the long-term commitment (Waldron & McLeskey, 2010). Whole school organisational learning and change processes oriented to improving students’ learning improve teachers’ theoretic-pedagogical frameworks, create a collaborative educational culture, and develop leadership centred on school improvement. Inquiry-oriented, school/university collaboration in teacher education projects contribute to schools leading change (Carrington, Deppeler & Moss, 2010). *Learner-focused change embedded processes* are a feature of the ROSETE Program agenda for addressing the problem of making Chinese learnable for monological English-speaking students in Australia, and to sustain their learning of Chinese. The *National Statement on Asia Literacy in Australian Schools 2011-2012* declares that: “creative solutions are needed to address the
complex issues that have historically impeded delivery of sustainable language education programs” (Asia Education Foundation, 2011: n.p.).

5.1 Reducing the ‘pain/gain’ ratio of learning Chinese

<table>
<thead>
<tr>
<th>Name</th>
<th>Research focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weng, J.</td>
<td>The novice interprets ZPD: A self-study about a volunteer teacher researcher</td>
</tr>
<tr>
<td>Weng, Y.</td>
<td>Exploring the funds of linguistic and cultural knowledge in Chinese community</td>
</tr>
</tbody>
</table>

Key findings from this research into new, better and more efficacious way of making Chinese learnable for beginners in K-12, and accelerating their learning indicate

1. the need to reduce learners’ cognitive load, by reducing the cost/burden or pain/gain ratio involved in learning Chinese of learning through scaffolding pronunciation, intonation and so on using the idea of ‘zone of proximal development’ ZPD

2. accelerate the pace of Chinese language learning by building students’ confidence and desire through the rewarding, successful learning of Chinese and so reducing the massive drop-out rate

3. understanding and engaging language learners assumptions and perspectives about Chinese, rather than those of the native speaking teacher-researchers, through metacognitive talk that develops both parties’ metalinguistic awareness (e.g. the structure of characters: horizontal/vertical, P/L form and enclosed shapes)

4. selecting contextually and age appropriate Chinese content based on the learners perceptions of individual characters/vocabulary, sounds, tones and pronunciation

5. embed Chinese language teaching within an intercultural framework with opportunities to observe, compare and contrast Chinese and Australian linguistic and cultural practices as the basis for learning.
5.2 Exploring learners’ perceptions of English/Chinese similarities

<table>
<thead>
<tr>
<th>Name</th>
<th>Focus of teacher-researchers’ theses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhang, M.</td>
<td><em>A Bilingual Second Language Teacher Teaching Bilingually: A Self-study</em></td>
</tr>
<tr>
<td>Lin, L.</td>
<td><em>Factors that influence primary students’ motivation to learn Mandarin</em></td>
</tr>
</tbody>
</table>

Some of the research findings into new, better and more efficacious ways of teaching/learning Chinese in New South Wales for beginners in K-12, and accelerating their learning indicate:

1. embodying the learning of Chinese via kinetic or somatic learning (e.g. gestures, total physical response)
2. selecting and generating contextually and age appropriate learning/teaching materials to establish print-rich bilingual (English/Chinese) school environment
3. technological, pedagogical and curriculum knowledge is necessary for driving ‘connected classrooms’ (ICTs)
4. formative assessment of students’ language learning is necessary feedback required for teacher-researchers’ professional learning
5. cross-curriculum programs can be used to teach for L1/L2 transfer based on learners’ perception of cross-sociolinguistic similarities between English and Chinese.
5.3 Engaging students prior sociolinguistic knowledge

<table>
<thead>
<tr>
<th>Name</th>
<th>Research focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen, Y.</td>
<td>Assessment for learning: Enhancing activities to learn Mandarin</td>
</tr>
<tr>
<td>Ma, J.</td>
<td>The task-based approach to teaching Chinese as a second language</td>
</tr>
<tr>
<td>Mao, S.</td>
<td>Teaching Hanzi to non-native speakers of Chinese</td>
</tr>
<tr>
<td>Mao, X.</td>
<td>An investigation into appreciative approaches to pedagogy: The perspective of a volunteer teacher researcher in language classrooms in NSW public schools</td>
</tr>
<tr>
<td>Wu, T.</td>
<td>Teacher engagement in a second language (L2) classroom</td>
</tr>
<tr>
<td>Yuan, J.</td>
<td>Interest-based Language Teaching</td>
</tr>
<tr>
<td>Xu, X.</td>
<td>Environmental education: The pith of teaching Mandarin</td>
</tr>
<tr>
<td>Huo, L.</td>
<td>The impact of visual pedagogy on students’ learning of hanyu</td>
</tr>
<tr>
<td>Gao, T.</td>
<td>The use of Total Physical Response to teach Chinese as a L2</td>
</tr>
<tr>
<td>Bi, J.</td>
<td>Task-based language teaching in beginning Mandarin class</td>
</tr>
<tr>
<td>Lu, Y.</td>
<td>Towards technological pedagogical content knowledge via cross socio-linguistic interaction</td>
</tr>
<tr>
<td>Fang, J.</td>
<td>Chinese language teaching through liushu theory</td>
</tr>
<tr>
<td>Zhou, L.</td>
<td>Scaffolding Chinese teaching and learning</td>
</tr>
</tbody>
</table>

Some of the research findings indicate the educational benefits of explicitly building on beginning language learners existing social and linguistic knowledge of English to develop new, better and more efficacious ways of making Chinese learnable.

1. The Chinese chosen for students to learn should relate to locally specific purposes or uses
2. learners’ everyday sociolinguistic activities (interests) provide a basis for successful rewarding learning of Chinese, and enhance learners’ goals or desires for starting early, staying long
3. Chinese can be used to replace English in local recurring everyday sociolinguistic activities, in and out of the classroom to extend students time in immersive language learning environments
4. Person-to-person cultural learning directed at forming worthwhile relationships – friendships - is valuable in personalising viable intercultural Australia/China understandings

5.4 Developing capabilities as language teacher-researchers

<table>
<thead>
<tr>
<th>Name</th>
<th>Research focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen, H.</td>
<td><em>Emotion and teacher identity</em></td>
</tr>
<tr>
<td>Huang, X.</td>
<td>A ‘self-study’ of a Chinese teacher-researcher’s practices of knowledge transfer</td>
</tr>
<tr>
<td>Li, Y.</td>
<td><em>Teacher identity construction: a narrative self-study</em></td>
</tr>
<tr>
<td>Liao, J.</td>
<td><em>Theory-practice Inquiry and reflection</em></td>
</tr>
<tr>
<td>Weng, Y.Y.</td>
<td><em>Australian policy documents on language teaching: A study of metaphor.</em></td>
</tr>
<tr>
<td>Wu, T.</td>
<td><em>Teacher engagement in a second language (L2) classroom</em></td>
</tr>
<tr>
<td>Zhang, Y.</td>
<td><em>Respect in Australian schools</em></td>
</tr>
<tr>
<td>Shen, Y.</td>
<td><em>Beginning Mandarin teacher researchers’ identity</em></td>
</tr>
<tr>
<td>Liu, Q.</td>
<td><em>Self-study of a native-Chinese novice Language 2 teacher’s professional identity</em></td>
</tr>
</tbody>
</table>

Findings from this research suggest the benefits of educating teachers of Chinese who have:

1. the capacity to be teacher xingzhi researchers, committed to integrating action/knowledge to improve students’ L2 learning
2. knowledge of how to use evidence drive, conceptually informed approaches for continuing teacher professional learning
3. ability to engage school students-as-researchers in documenting their own funds of sociolinguistic action/knowledge through observations, oral reports, written accounts, photo-stories.
4. willing and able to contribute to the co-production of Australia-China through dingtian lidi educational research

The professional stance of teacher-researchers who employ teacher xingzhi research is one of commitment to integrating their action/knowledge to improve the learning of making Chinese by monolingual English-speaking learners. In doing so, they also contribute to the
co-production of Australia-China concepts, such as ‘teacher xingzhi research’ to demonstrate
the practical importance of two-way knowledge exchange. This is in accordance with the

“My principal supervisor did far more than he should have to help me not only
with my poor writing ability but my teaching and research techniques as well.
Before I came to Australia, my (English) ability in speaking and listening was good.
Reading was OK. My writing was terribly poor. Constructing a thesis of 50,000
words seemed to be an impossible task for me. His patience and encouragement
made me feel comfortable to show my poor writing to him. He respected my way
of writing even though there were grammar mistakes everywhere. He helped me
with my reading and writing to construct my teacher-researcher thesis. My
supervisor was of great help to improve my understanding of research and
teaching. He encouraged me to read more articles and books about second
language education which was beneficial to improving my reading and writing –
and my teaching. ” (ROSETE Graduate’s reflections)
WHERE ARE NINGBO VOLUNTEERS NOW WORKING OR STUDYING?

A key issue for the ROSETE team is linking the Ningbo Volunteers’ teacher-research focus to their career aspirations. Thus, integral to the work of the ROSETE team is the collaborative provision of formal, structured training in professional skills and generic for beginning language teacher-researchers. For these early career teacher-researchers this means selecting a specific discipline, such as the teaching of English, Chinese or international education, which relates to the field in which they desire to work, such as schools, university, government or the private sector. This relationship between what they have learnt through their research and their work/life aspirations is represented in

1. the title, abstract and research focus for their theses. Strategically planned and sharply defined research aims
2. comprehensive and technically accurate data collection based on sound ethical principles and methods
3. rigorous principles and procedures of data analysis and interpretation
4. innovative findings that contribute original knowledge to a discipline specific research community

6.1 Working in schools

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Place of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi Jiayin</td>
<td>English Teacher</td>
<td>Xianxiang Senior High School, Chenzhou</td>
</tr>
<tr>
<td>Chen</td>
<td>Chinese teacher</td>
<td>Police Institute, Zhejiang</td>
</tr>
<tr>
<td>Hongwei</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fang Jin</td>
<td>Chinese teacher</td>
<td>Xiaoshi High School</td>
</tr>
<tr>
<td>Gao Tao</td>
<td>English Teacher</td>
<td>Ningbo Foreign Affairs School</td>
</tr>
<tr>
<td>Huo Luhua</td>
<td>English Teacher</td>
<td>Jinling Senior High School, Huzhou</td>
</tr>
<tr>
<td>Liu Qian</td>
<td>English teacher</td>
<td>Xinzuiji North America Test Centre</td>
</tr>
<tr>
<td>Ma Ji</td>
<td>Chinese teacher</td>
<td>Haishu Foreign Language School</td>
</tr>
<tr>
<td>Mao Shuyan</td>
<td>Chinese teacher</td>
<td>Ningbo Vocational Education Centre</td>
</tr>
<tr>
<td>Shen Yujuan</td>
<td>English teacher</td>
<td>Laisen Airui Education, Beijing</td>
</tr>
<tr>
<td>Weng</td>
<td>English Teacher</td>
<td>Ningbo Vocational Senior High School</td>
</tr>
<tr>
<td>Jingjing</td>
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<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Place of work or study</td>
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</tr>
<tr>
<td>Weng Yi</td>
<td>English Teacher</td>
<td>Ningbo Foreign Affairs School</td>
</tr>
<tr>
<td>Weng Ying</td>
<td>English teacher</td>
<td>Xintong International Education</td>
</tr>
<tr>
<td>Xu Xinxin</td>
<td>English Teacher</td>
<td>Wenzhou High School</td>
</tr>
<tr>
<td>Yuan Jin</td>
<td>English Teacher</td>
<td>Xiangshan High School</td>
</tr>
<tr>
<td>Zhang Ying</td>
<td>English Teacher</td>
<td>Cixi High School</td>
</tr>
</tbody>
</table>

### 6.2 Working in universities

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Place of work or study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen Yi</td>
<td>Lecturer in English</td>
<td>Zhejiang Textile &amp; Fashion College</td>
</tr>
<tr>
<td>Huang Xiaowen</td>
<td>Assistant Director of International Curricula</td>
<td>College of Management, Zhejiang University</td>
</tr>
<tr>
<td>Lin Long</td>
<td>Lecturer in English</td>
<td>Wenzhou-Kean University</td>
</tr>
<tr>
<td>Zhang Wenyuan</td>
<td>Lecturer in Teaching Chinese</td>
<td>Zhejiang University of Technology</td>
</tr>
<tr>
<td></td>
<td>to Foreigners</td>
<td></td>
</tr>
</tbody>
</table>

### 6.3 Working for government or as consultants

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Place of work or study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Li Ye</td>
<td>Officer of Local Government</td>
<td>Zhejiang Wenzhou City</td>
</tr>
<tr>
<td>Mao Xijun</td>
<td>Manager of International Business</td>
<td>Zhejiang Shaoxin Keqiao</td>
</tr>
<tr>
<td>Zhang Minmin</td>
<td>Overseas Education Consultant</td>
<td>International Education Service, Zhejiang</td>
</tr>
</tbody>
</table>

### 6.4 Undertaking further studies

Successful, high performing candidates can:

- Upgrade to a PhD which can be completed with an additional 18 months study
Combine their MEd (Hons) with a Master of Arts (TCFL) degree or undertake an additional program, such as the Masters of Teaching.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liao Jiadong</td>
<td>PhD</td>
<td>University of Western Sydney</td>
</tr>
<tr>
<td>Lu Yiye</td>
<td>PhD and Master of Teaching (Secondary)</td>
<td>University of Western Sydney</td>
</tr>
<tr>
<td>Wu Ting</td>
<td>PhD</td>
<td>University of Southern Queensland</td>
</tr>
<tr>
<td>Chen Zhu</td>
<td>PhD</td>
<td>University of Western Sydney</td>
</tr>
<tr>
<td>Yu Xinyu</td>
<td>Master of Teaching (Secondary)</td>
<td>University of Western Sydney</td>
</tr>
</tbody>
</table>
7. CONCLUSION

As a nation, Australians need to broaden and deepen our understanding of China’s cultures and languages, to become more China literate. These capabilities are needed to build stronger person-to-person connections and educational partnerships between Australia, China and Chinese people throughout the world. Since 2008, the New South Wales Department of Education and Communities, the Ningbo Municipal Education Bureau (China), and the University of Western Sydney have been working to strengthen ways of making Chinese learnable for students in New South Wales primary and secondary schools. Through the New South Wales–Ningbo–Western Sydney Partnership, school students in New South Wales have the opportunity to study Chinese throughout their primary and secondary years of schooling. The Partnership enables increasing numbers of schools in New South Wales to attract, use and retain China-capable talent—teachers and principals who have the knowledge, skills and mindset for successful educational engagement with China and Chinese people.

This internationally unique Partnership has university graduates or experienced teachers from Ningbo, work with the University of Western Sydney and New South Wales schools helping Australian teachers to develop and deliver Chinese language and culture programs. This includes significant exposure to studies of China across the curriculum so as to increase students’ cultural knowledge and enable them to envision a future in which they actively engage Chinese people throughout the world. Up to 10 Ningbo Volunteers are involved each year and since mid-2008, 40 Volunteers have helped participating schools to investigate and implement ways to make Chinese learnable for largely monolingual English speaking school students. Each of the Ningbo Volunteers, spends two days per week in schools over 18 months (MEd Hons candidates) or 36 months (PhD candidates). As a result of this Partnership, in 2013 more than 3,788 primary students are studying Chinese, along with 1,740 secondary students.

The Ningbo Volunteers are studying ways of teaching Chinese to school students who are just beginning to learn this language. The teacher-research undertaken by the
Ningbo Volunteers has shown that language learners benefit from whole-of-school programs and pedagogies that stimulate their interests, engage their enthusiasms, and reward them with successful language learning experiences.
References


Appendix 1: ROSETE related publications


Appendix 2: Visiting Fellows

2005: Ms Yuping Wang, Foreign Language Department, Yuncheng University, Shanxi Province, China

2006: Associate Professor Lingjie Jin, Foreign Language Teaching and Research Centre, Jilin University, Changchun City, Jilin Province, China.
   Ms Qi Hoingying, Foreign Language Teaching and Research Centre, Jilin University, Changchun, Jilin Province, China

2007: Associate Professor Cao Tingjun, Department of Foreign Languages Teaching and Research, Heilongjiang University, Harbin Heilongjiang Province, China

2008: Ms Ma Caiqin, Foreign Languages Department, Lanzhou Polytechnic College, Lanzhou, Gansu, China.

2010: Ms He Ping, Foreign Language Department, Beijing Wuzi University, Beijing China

2012: Associate Professor Zhang Hongwei, School of Foreign Languages, Northeast Normal University, Changchun, China.

2013: Associate Professor Xu Xiaomei, Vice Dean, English Department, School of Foreign Languages, Northeast Normal University, Changchun, China.
   Ms Yin Wei, Applied Foreign Languages Department, Heilongjiang University, Harbin, China.
Appendix 3: Research Projects and associated doctoral candidates’ theses

A comparative study of international mindedness in the IB Diploma Programmes in Australia, China and India. (Michael Singh, Arathi Sripakash, International Baccalaureate Organization)


Extending the capabilities of argumentative Chinese students: Enhancing Australia’s pedagogical capacity for engaging China through internationalising research education (Michael Singh, Jinghe Han, Australian Research Council).


Futuro Infantil Hoy and the professional development of leaders in Early Childhood Education: A sociological study of transnational knowledge exchange between Australia and Chile (Michael Singh, Christine Woodrow, Steve Wilson, Juan Salazar: Fundacion Minera Escondida)

Globalisation and Teacher Movements into and out of multicultural Australia (Carol Reid, Jock Collins, Michael Singh, Australian Research Council, WA Department of Education and Training, NSW Teachers Federation, Australian Education Union SA, NSW Department of Education & Training, SA Department of Education & Children’s Services, WA Department of Education and Training)

International student mobility and educational innovation: Chinese students and the internationalisation of Australian and American universities (Michael Singh, Fazal Rizvi, Australian Research Council)

Multi-level leadership for engaging young people through innovations in senior learning: Brokering socio-economically aligned learning and work (Michael Singh, Roberta Harreveld: Australian Research Council, and Queensland Department of Education Training and the Arts).

The efficacy of IELTS in choosing potentially successful students for teacher education courses. What is an appropriate score? (Michael Singh, Wayne Sawyer, IELTS Australia Pty Limited)


Yao, L. (2013). *Questioning sociocultural approaches to young children’s literacy learning in a global/local context.*

Handa, N. (2012). *Engaging non-Western international students’ intellectual agency in the internationalisation of Australian teacher education.*

Lloyds, L. (2012). *Interrupting the uneven transfer in critical theorising between Western and Eastern education.*


Li, B. (2011). *In/equality and choice in senior secondary school students’ outcomes.*


Appendix 4: Active program of collaborative research dissemination

In addition to making presentations at workshops, seminars and conferences the ROSETE research higher degree candidates contribute to jointly authored publications by Program leaders, Professor Singh and Dr Han in English and Chinese.


Singh, M., & Cui, G. (2012). Multiple dimensions of media communication skills. In A. Patil, H. Eijkman, & E. Bhattacharyya (Eds.), New Media Communication Skills for Engineers and IT Professionals. IGI.


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Email: m.j.singh@uws.edu.au

Dr Jinghe Han (PhD)
School of Education
University of Western Sydney
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Penrith 2751 NSW

Email: j.han@uws.edu.au

Degree programs
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International students
www.uws.edu.au/international

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www.uws.edu.au/informationabout/scholarships_home/available_scholarships

Australian Government International Scholarships
www.australianscholarships.gov.au
www.ausaid.gov.au/scholar