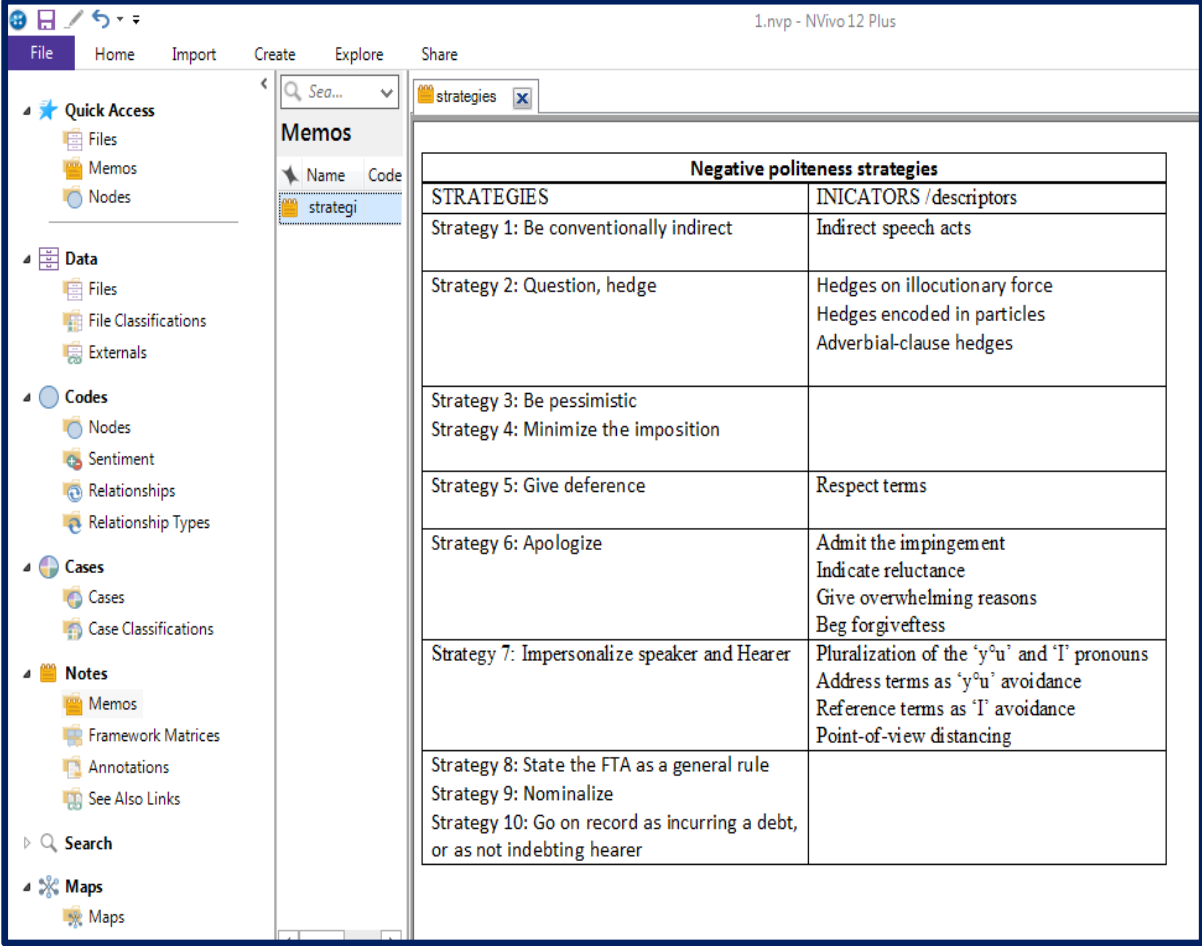


## Audit trail screen shots

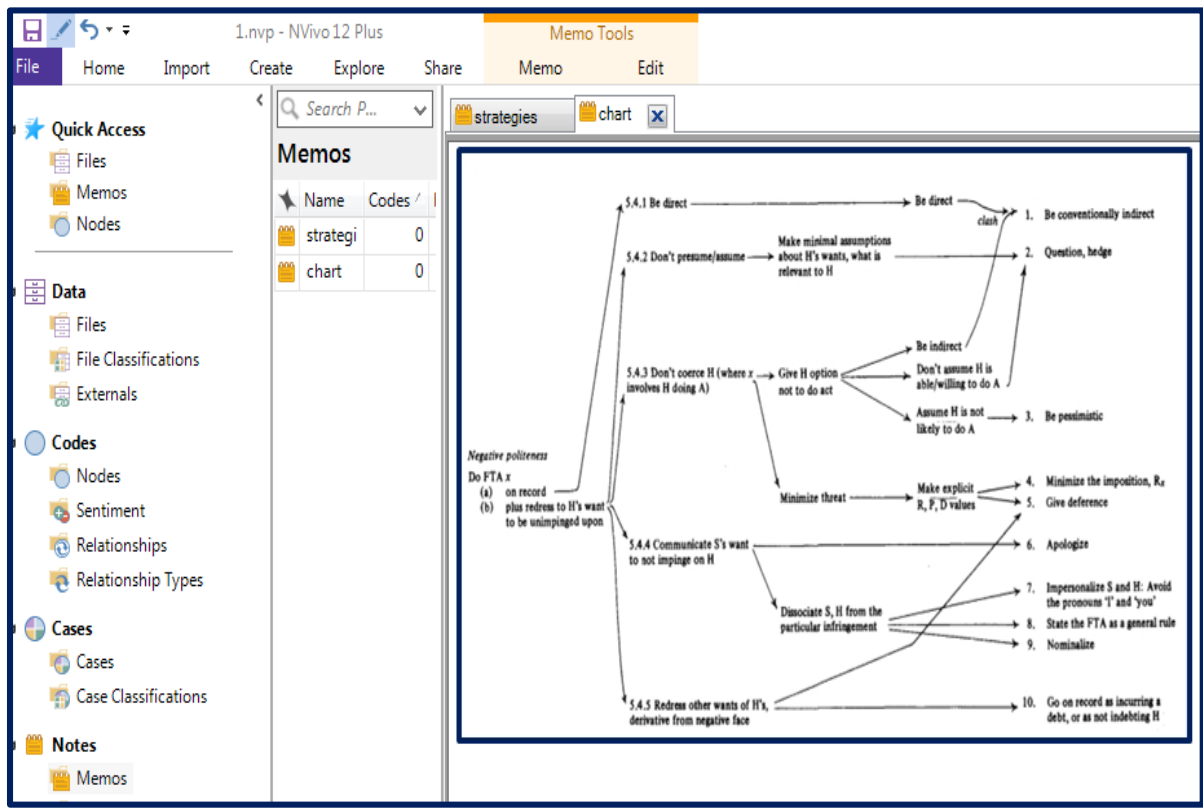
### Screenshot of Notes on Negative Politeness Strategies



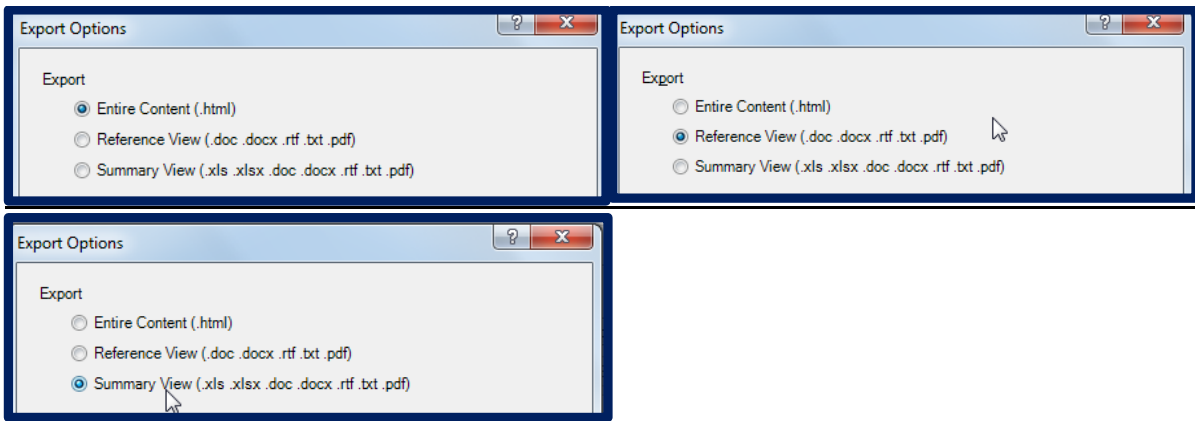
The screenshot displays the NVivo 12 Plus interface. The main window shows a memo titled "Negative politeness strategies" with a table containing 10 rows of data. The table has two columns: "STRATEGIES" and "INDICATORS /descriptors". The left sidebar shows the "Memos" section with a search bar and a list of memos, including "strategi".

| Negative politeness strategies  |   |
|---|---|
| STRATEGIES  | INDICATORS /descriptors   |
| Strategy 1: Be conventionally indirect  | Indirect speech acts  |
| Strategy 2: Question, hedge   | Hedges on illocutionary force<br>Hedges encoded in particles<br>Adverbial-clause hedges   |
| Strategy 3: Be pessimistic<br>Strategy 4: Minimize the imposition   |   |
| Strategy 5: Give deference  | Respect terms   |
| Strategy 6: Apologize   | Admit the impingement<br>Indicate reluctance<br>Give overwhelming reasons<br>Beg forgiveness  |
| Strategy 7: Impersonalize speaker and Hearer  | Pluralization of the 'y^u' and 'I' pronouns<br>Address terms as 'y^u' avoidance<br>Reference terms as 'I' avoidance<br>Point-of-view distancing |
| Strategy 8: State the FTA as a general rule<br>Strategy 9: Nominalize<br>Strategy 10: Go on record as incurring a debt,<br>or as not indebteding hearer |   |

Screenshot of Notes for Identifying the Negative Politeness Strategies



Screenshots of Forms of Data that can be Saved: HTML form, Reference View and Summary View



**Screenshot of Data ('lawyer') Input in Excel Spreadsheet**

| 律师 | Integrated chinese    | chap | NPCR old | NPCR new | Contem | HSK |
|----|-----------------------|------|----------|----------|--------|-----|
|    | 1 请问, 王律师今天有没有事儿?     | 3    |          |          |        |     |
|    | 2 王律师今天没有事儿。          | 3    |          |          |        |     |
|    | 3 高文中请谁吃饭? (王医生, 白律师) | 3    |          |          |        |     |
|    | 4 王律师觉得中国音乐很有意思。      | 3    |          |          |        |     |



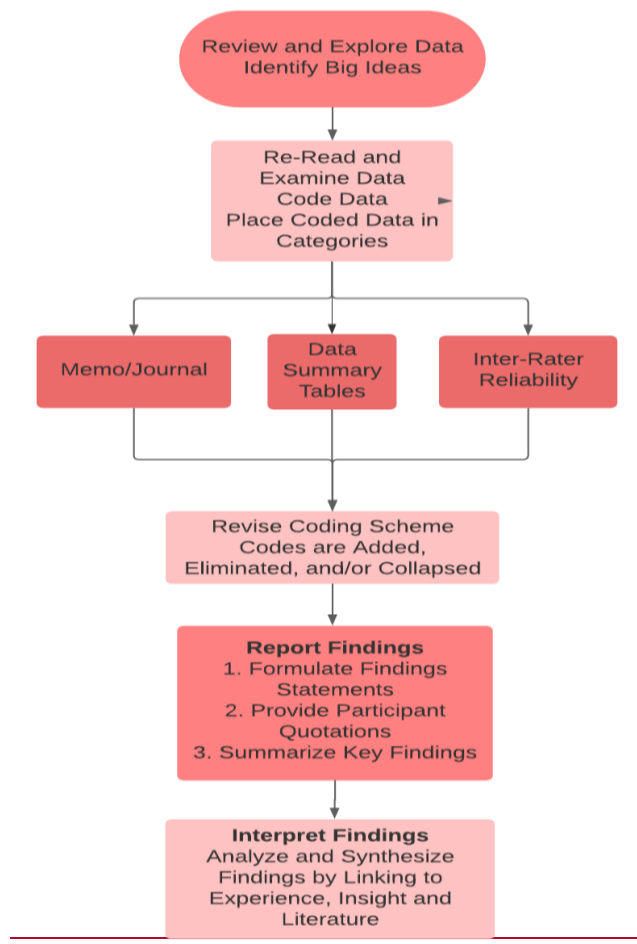


## 5 MOST COMMON NEGATIVE POLITENESS STRATEGIES

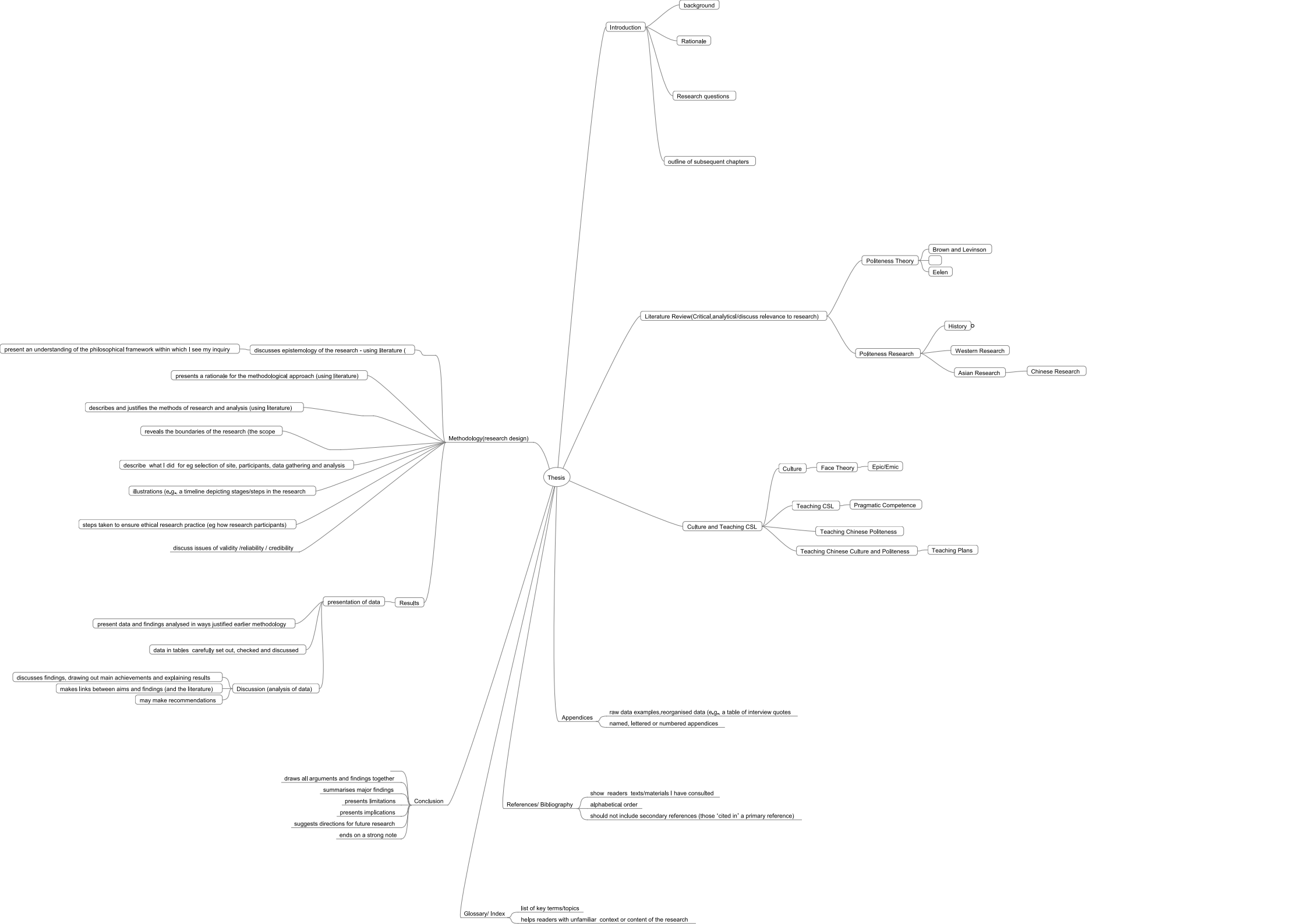
|  |   |                       |   |   |
|--|---|-----------------------|---|---|
| <b>1. GIVING<br/>DEFERENCE</b><br><br>(a) Deference through<br>Honorifics<br>(b) Deference through<br>Kinship terms<br>(c) Responses to<br>compliments | <b>2. QUESTIONING,<br/>HEDGING</b><br><br>- Softening tone of<br>speech | <b>3. APOLOGISING</b> | <b>4. MINIMISING<br/>THE<br/>IMPOSITION</b> | <b>5. BEING<br/>CONVENTIONALLY<br/>INDIRECT</b> |
|--|---|-----------------------|---|---|

## 5 MOST COMMON NEGATIVE POLITENESS STRATEGIES

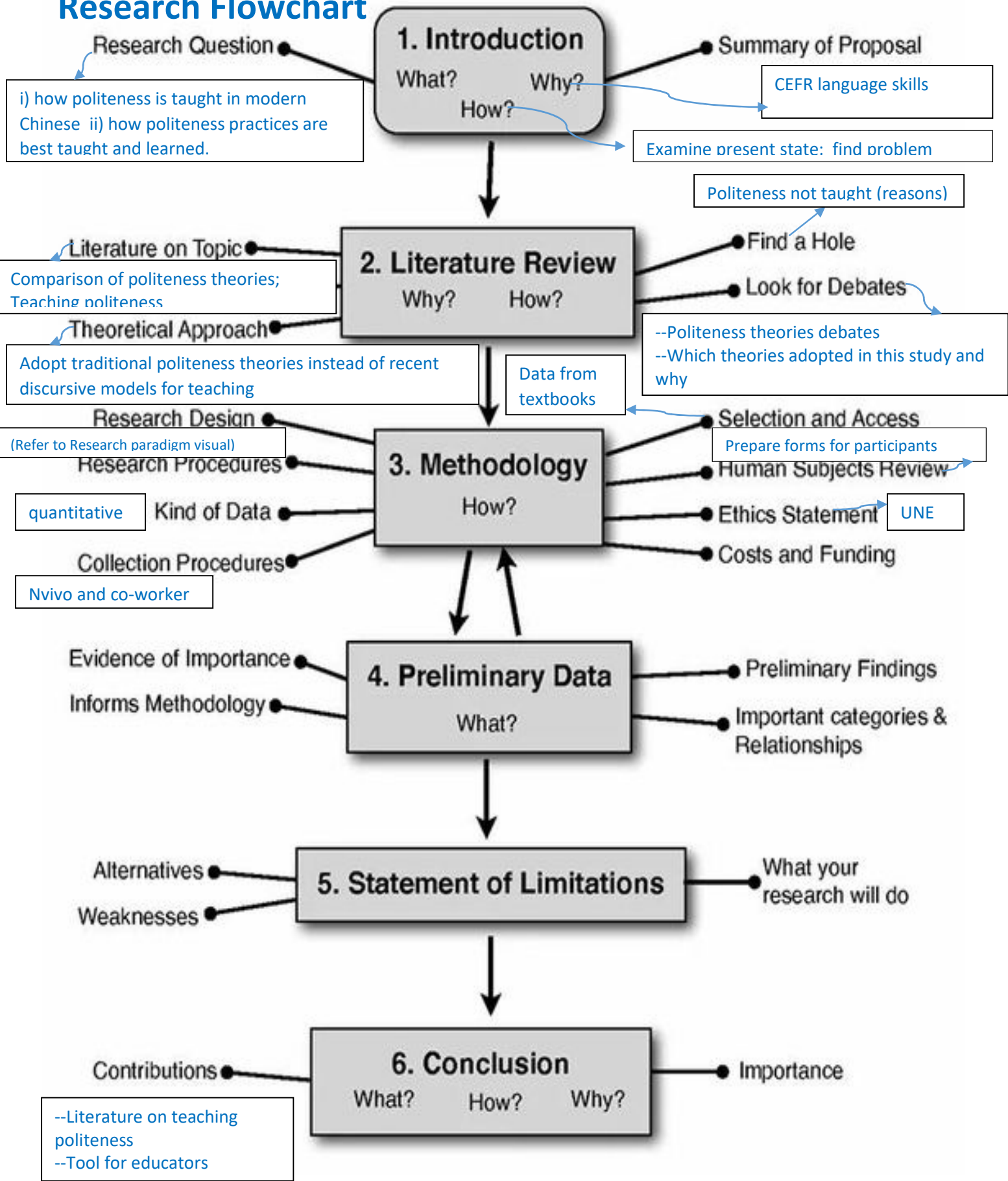
|  |   |                       |   |   |
|--|---|-----------------------|---|---|
| <b>1. GIVING<br/>DEFERENCE</b><br><br>(a) Deference through<br>Honorifics<br>(b) Deference through<br>Kinship terms<br>(c) Responses to<br>compliments | <b>2. QUESTIONING,<br/>HEDGING</b><br><br>- Softening tone of<br>speech | <b>3. APOLOGISING</b> | <b>4. MINIMISING<br/>THE<br/>IMPOSITION</b> | <b>5. BEING<br/>CONVENTIONALLY<br/>INDIRECT</b> |
|--|---|-----------------------|---|---|



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# Research Flowchart





Notes SUMMARY Brown and Levinson Framework from book *Summary of Bald on-Record* (Brown and Levinson, 1987) Type I: Non-minimization of the face threat

| <u>Sub-type</u>   | <u>Explanation</u>   | <u>Examples</u>  |
|---|--|--|
| <u>A) Maximum efficiency</u>  | <u>This is the standard use of bald on-record usages, where other demands override face concerns.</u>  | <ul style="list-style-type: none"> <li>- <u>Help!</u></li> <li>- <u>Watch out!</u></li> <li>- <u>Your pants are on fire!</u></li> <li>- <u>Give me just one more week!</u></li> <li>- <u>Don't burn your hand!</u></li> <li>- <u>Get up, get - Get up! (There's a) big snake!</u></li> </ul> |
| <u>B) Metaphorical urgency for emphasis.</u>                        | <u>This is when S speaks as if maximum efficiency were very important such as attention getters</u>  | <ul style="list-style-type: none"> <li>- <u>Listen, I've got an idea.</u></li> <li>- <u>Hear me out.</u></li> <li>- <u>Look, the point is this.</u></li> <li>- <u>Excuse me.</u></li> <li>- <u>Forgive me.</u></li> <li>- <u>Pardon me.</u></li> <li>- <u>Accept my thanks.</u></li> </ul>   |
| <u>C) Metaphorical urgency for high valuation of H's friendship</u> | <p><u>This is when the metaphorical entreaties stress his or her high valuation of H's friendship.</u></p> <p><u>This is where communication difficulties (such as S is calling across the distance or talking on the telephone with a bad connection) makes it necessary to exert pressure to speak with maximum efficiency</u></p> | <ul style="list-style-type: none"> <li>- <u>Don't forget us.</u></li> <li>- <u>Send me a postcard.</u></li> <li>- <u>Come home right now!</u></li> <li>- <u>I need another \$1000.</u></li> </ul>  |
| <u>D) Task-oriented/paradigmatic form of instruction</u>            | <u>Where the focus of interaction is task-oriented (such as instructions or recipes), face redress may be felt to be irrelevant.</u>   | <ul style="list-style-type: none"> <li>- <u>Lend me a hand here.</u></li> <li>- <u>Give me the nails.</u></li> <li>- <u>Open the other end.</u></li> <li>- <u>Add three cups of flour and stir vigorously.</u></li> </ul>  |
| <u>E) Power difference between S and H (S is higher)</u>            | <u>This is when S's power is greater than H, S does not have to redress the expression in order to satisfy H's face.</u>   | - <u>Bring me wine, Parker.—Yes, me lady.</u>  |

F) Sympathetic advice or warnings

This is when S conveys that he/ she does care about H's positive face so that no redress is required.

- Be careful! He's a dangerous man.
- Your slip is showing.
- Your wig is askew; let me fix it for you.
- Your headlights are on!
- Careful! He's a dangerous man.
- Your slip is showing.
- Your wig is askew; let me fix it for you.
- Your headlights are on!

G) A permission that H has requested

This is when saying to those departing on a trip such as farewell formulae.

- Yes, you may go. Take care of yourself, (lit.: 'Choose your way')
  - Don't take any wooden nickels.
- The Tzeltal farewell formulae are directly comparable:
- Don't fall down.

---

FTA-oriented Bald On-Record usage (Brown and Levinson, 1987)

Type II. FTA-oriented bald on-record usage (S alleviates H's anxieties by pre-emptively inviting H to impinge on S's face)

| <u>Sub-type</u>   | <u>Explanation</u>   | <u>Examples</u>  |
|---|--|--|
| <u>(i) Greetings and farewells welcoming (or post-greetings),</u>                             | <u>S insists/allows H could impose on S's negative face</u>  | <u>- Come in, don't hesitate, I'm not busy.</u>  |
| <u>(ii) Farewells</u>   | <u>S insists/allows H could transgress on S's positive face by taking his leave</u>  |  |
| <u>(iii) Offers, where speaker insists that hearer may impose on speaker's negative face.</u> | <u>S insists/allows H could impose on S's negative face</u>  | <u>- (You must) have some more cake.</u><br><u>- Don't bother, I'll clean it up.</u><br><u>- Leave it to me.</u><br><u>-Wash your hands.</u> |
| <u>Others</u>   | <u>H's reluctance to transgress on S's positive face (as contrasted with the above, which are aimed at forestalling H's reluctance to impinge on S's negative face).</u> | <u>- Don't worry about me.</u><br><u>- Don't let me keep you.</u>  |

S communicates essentially, 'Feel free to get on with your business and -Don't mind the mess.

don't worry about offending me.'

bald on-record usages are unredressed. - Do come in, I insist,  
Therefore, it may often be emphasised by really!

Positive-politeness

- Do go first.

hedges

---

*Summary of Cases of Non-Minimization of the Face Threat (Brown and Levinson, 1987)*

Examples

Cases of Non-Minimization of the Face Threat

1. Help! (Compare the non-urgent 'Please help me, if you would be so kind')
2. Watch out!
3. Your pants are on fire!
4. Give me just one more week! (to pay the rent)
5. Don't burn your hand!
6. Get up, get up! (There's a) big snake!
7. Listen, I've got an idea.
8. Hear me out: . . .
9. Look, the point is this: . . .
10. Look, it's good if that's really the case, because. . .
11. (Tamil) Give money.
12. Excuse me/Forgive me/Pardon me.
13. Accept my thanks
14. 'Make forgiveness for me'(Tzeltal)
15. Send me a postcard.
16. Don't forget us!
17. Come home right now!
18. I need another £1000.
19. Lend me a hand here.
20. Give me the nails.
21. That's wrong; the gap should be bigger.
22. Open other ends.
23. Add three cups of flour and stir vigorously.
24. Bring me wine, Jeeves.
25. In future, you must add the soda after the whisky.
26. Cry. Get angry.
27. Careful! He's a dangerous man.
28. Your slip is showing.
29. Your wig is askew; let me fix it for you.
30. Your headlights are on!
31. Don't be sad.
32. Yes, you may go.
33. OK. Come tie it there.
34. Take care of/ Treat/ Enjoy yourself, be good, have fun.
35. Don't take any wooden nickels.
36. Take care of yourself, (lit.: 'Choose your way')
37. Don't fall down.
38. Go slowly, carefully.

Cases of FTA-oriented bald on-record usages

39. Come in, don't hesitate, I'm not busy.
  40. Enter.
  41. (Tamil) Come in.
  42. (Tzeltal) (response to a greeting hail) Come.
-

- 
43. (Tzeltal) (farewell) Go.  
 44. (Tzeltal) Sit down (offer to the visitor)  
 45. (Tzeltal) (trail greeting) Pass.
- 

Explanations On How to Make Imperatives More Polite

|  | <u>NPCR 2nd</u>                   | <u>NPCR 3rd</u>   | <u>IC 1</u>   | <u>HSK 1</u>   | <u>CC 1</u> |
|--|-----------------------------------|---|---|--|-------------|
|  | <u>一下 (yí xià, lit. 'once')</u>   |   | Following Both 一下 (yí xià, lit. 'once') and 一点儿 (yì diǎnr 'a bit') can soften the tone of a question or an imperative sentence, therefore making it more polite. When used in this way, 一下 (yí xià) modifies the verb, while 一点儿 (yì diǎnr) modifies the object |  |             |
|  | <u>一点儿 (yì diǎnr, lit: a bit)</u> |   |   |  |             |
|  | <u>吧 (ba, a sentence-final)</u>   |   | ✓吧 (iba) 吧 (ba) is a sentence-final 'suggestion' particle, often used to soften the tone at the end of an imperative sentence.  | When used at the end of an imperative sentence, the modal particle ba indicates a suggestion or command with a softened mood.  |             |
|  | <u>请</u>                          | The modal particle <u>Ba '吧'</u> has many uses. It is used to soften the tone of speech here, and it may also be used in sentences expressing requests, commands, persuasion, and consultation. |   | When the verb <u>'请' (Qing)</u> is used before another verb, an imperative sentence is formed, indicating a polite suggestion. |             |

---

|     | Participants<br>(Pseudonym) | Gender | Teaching Certification  | Number of Years in<br>Teaching Chinese<br>Language at Australian<br>Higher Institutions | Ethnicity                                | Title                  |
|-----|-----------------------------|--------|---|---|--|------------------------|
| 1.  | Elaine                      | F      | NIL   | 16 years  | Chinese                                  | Lecturer               |
| 2.  | Karen                       | F      | NIL   | 4 years   | Chinese                                  | Lecturer               |
| 3.  | Jonathan                    | M      | NIL   | 3 years   | Caucasian (speaks<br>Taiwanese Mandarin) | Tutor                  |
| 4.  | Leticia                     | F      | Graduate Dip in<br>Teaching, Australia,                       | 15 years  | Diasporic Chinese                        | Associate<br>lecturer  |
| 5.  | Beth                        | F      | NIL   | 2 years   | Chinese                                  | Tutor                  |
| 6.  | Yeny                        | F      | NIL   | 25 years  | Chinese                                  | Lecturer               |
| 7.  | Wendy                       | F      | Graduate Diploma in<br>Teaching, Singapore                    | 3 years   | Diasporic Chinese                        | Lecturer               |
| 8.  | Jordon                      | M      | NIL   | 2 years   | Caucasian                                | Lecturer               |
| 9.  | Gordon                      | M      | NIL   | 10 years  | Caucasian                                | Associate<br>Professor |
| 10. | Caitlan                     |        | Master's in Foreign<br>Linguistics and Applied<br>Linguistics | 6 years   | Chinese                                  | Lecturer               |
| 11. | Valerie                     | F      | NIL   | 2 years   | Caucasian                                | Lecturer               |
| 12. | Fenny                       | F      | NIL   | 6 years   | Chinese                                  | Lecturer               |

### Strategy 2: Exaggerate (interest, approval, sympathy with H)

真

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 6          | 0.01%    |
| HSK 1                      | Files     | 9          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 26         | 0.01%    |
| NPCR 1 NEW                 | Files     | 48         | 0.01%    |
| NPCR 1 OLD                 | Files     | 25         | 0.01%    |

### Strategy 3: Intensify interest to H

很有意思。

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| Integrated Chinese Level 1 | Files     | 12         | 0.01%    |
| NPCR 1 NEW                 | Files     | 7          | 0.01%    |
| NPCR 1 OLD                 | Files     | 3          | 0.01%    |

很好。

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 4          | 0.01%    |
| HSK 1                      | Files     | 6          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 17         | 0.01%    |
| NPCR 1 NEW                 | Files     | 58         | 0.02%    |
| NPCR 1 OLD                 | Files     | 38         | 0.02%    |

很高兴

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 6          | 0.01%    |
| HSK 1                      | Files     | 3          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 7          | 0.01%    |
| NPCR 1 NEW                 | Files     | 14         | 0.01%    |
| NPCR 1 OLD                 | Files     | 16         | 0.01%    |

### Strategy 4: Use in-group identity markers Claim of close relation

大姐

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 8          | 0.01%    |
| NPCR 1 NEW                 | Files     | 1          | 0.01%    |
| NPCR 1 OLD                 | Files     | 1          | 0.01%    |

### Position in the family vs address terms

大哥

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 18         | 0.01%    |

小

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 70         | 0.02%    |
| HSK 1                      | Files     | 65         | 0.03%    |
| Integrated Chinese Level 1 | Files     | 119        | 0.02%    |
| NPCR 1 NEW                 | Files     | 170        | 0.03%    |
| NPCR 1 OLD                 | Files     | 120        | 0.02%    |

咱们

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name       | In Folder | References | Coverage |
|------------|-----------|------------|----------|
| NPCR 1 NEW | Files     | 26         | 0.01%    |

我们

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 57         | 0.04%    |
| HSK 1                      | Files     | 30         | 0.03%    |
| Integrated Chinese Level 1 | Files     | 55         | 0.02%    |
| NPCR 1 NEW                 | Files     | 128        | 0.04%    |
| NPCR 1 OLD                 | Files     | 147        | 0.06%    |

Greetings?

你好

- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 9          | 0.01%    |
| HSK 1                      | Files     | 8          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 15         | 0.01%    |
| NPCR 1 NEW                 | Files     | 39         | 0.01%    |
| NPCR 1 OLD                 | Files     | 33         | 0.02%    |

你们好

- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                  | In Folder | References | Coverage |
|-----------------------|-----------|------------|----------|
| ContemporaryChinese 1 | Files     | 1          | 0.01%    |
| HSK 1                 | Files     | 1          | 0.01%    |
| NPCR 1 NEW            | Files     | 15         | 0.01%    |
| NPCR 1 OLD            | Files     | 2          | 0.01%    |

吧

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 29         | 0.01%    |
| HSK 1                      | Files     | 9          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 52         | 0.01%    |
| NPCR 1 NEW                 | Files     | 54         | 0.01%    |
| NPCR 1 OLD                 | Files     | 13         | 0.01%    |

再见

- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 6          | 0.01%    |
| HSK 1                      | Files     | 4          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 7          | 0.01%    |
| NPCR 1 NEW                 | Files     | 13         | 0.01%    |
| NPCR 1 OLD                 | Files     | 12         | 0.01%    |

你外婆身体好吗？爸爸，您身体好吗？我身体很好

身体好吗

- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name       | In Folder | References | Coverage |
|------------|-----------|------------|----------|
| NPCR 1 OLD | Files     | 2          | 0.01%    |

## Strategy 11: Be optimistic



当然

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                  | In Folder | References | Coverage |
|-----------------------|-----------|------------|----------|
| ContemporaryChinese 1 | Files     | 5          | 0.01%    |
| NPCR 1 NEW            | Files     | 10         | 0.01%    |
| NPCR 1 OLD            | Files     | 14         | 0.01%    |

没问题

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| Integrated Chinese Level 1 | Files     | 11         | 0.01%    |
| NPCR 1 NEW                 | Files     | 11         | 0.01%    |
| NPCR 1 OLD                 | Files     | 6          | 0.01%    |

可以

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 36         | 0.02%    |
| HSK 1                      | Files     | 23         | 0.02%    |
| Integrated Chinese Level 1 | Files     | 14         | 0.01%    |
| NPCR 1 NEW                 | Files     | 82         | 0.03%    |
| NPCR 1 OLD                 | Files     | 53         | 0.02%    |

|                                    |  |
|------------------------------------|--|
| <b>Strategy 10: Offer, promise</b> | <b>Suggestions with "ba" Command + 吧</b> |
|------------------------------------|--|

谢谢

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 9          | 0.01%    |
| HSK 1                      | Files     | 5          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 18         | 0.01%    |
| NPCR 1 NEW                 | Files     | 35         | 0.01%    |
| NPCR 1 OLD                 | Files     | 32         | 0.01%    |

谢了

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| Integrated Chinese Level 1 | Files     | 1          | 0.01%    |

多谢

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| Integrated Chinese Level 1 | Files     | 1          | 0.01%    |

欢迎

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name       | In Folder | References | Coverage |
|------------|-----------|------------|----------|
| HSK 1      | Files     | 1          | 0.01%    |
| NPCR 1 NEW | Files     | 12         | 0.01%    |
| NPCR 1 OLD | Files     | 1          | 0.01%    |

祝

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| HSK 1                      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 26         | 0.01%    |
| NPCR 1 NEW                 | Files     | 63         | 0.01%    |
| NPCR 1 OLD                 | Files     | 46         | 0.01%    |

能不能

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 11         | 0.01%    |
| Integrated Chinese Level 1 | Files     | 2          | 0.01%    |
| NPCR 1 NEW                 | Files     | 4          | 0.01%    |
| NPCR 1 OLD                 | Files     | 9          | 0.01%    |

应该 Strategy 1

应该

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name        | In Folder | References | Coverage |
|-------------|-----------|------------|----------|
| NPCR 1 OCR  | Files     | 36         | 0.02%    |
| NPCR-merged | Files     | 33         | 0.01%    |

去不去 Strategy 2

去不去

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| +excel data negative politeness new 1          | Files     |            | 4 0.01%  |
| Contemporary Chinese. Vol. 1_ Textbook         | Files     |            | 3 0.01%  |
| NPCR 1 OCR                                     | Files     |            | 3 0.01%  |
| NPCR-merged                                    | Files     |            | 3 0.01%  |
| Yuchua Liu. - Integrated Chinese_ Textbook. Si | Files     |            | 4 0.01%  |

恐怕

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name        | In Folder | References | Coverage |
|-------------|-----------|------------|----------|
| NPCR 1 OCR  | Files     |            | 5 0.01%  |
| NPCR-merged | Files     |            | 9 0.01%  |

是吗 Strategy 2

是吗

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                       | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook     | Files     |            | 1 0.01%  |
| NPCR 1 OCR                                 | Files     |            | 13 0.01% |
| NPCR-merged                                | Files     |            | 8 0.01%  |
| Yuchua Liu. - Integrated Chinese_ Textbook | Files     |            | 17 0.01% |

可以吗? Strategy 2

可以吗

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                       | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook     | Files     |            | 1 0.01%  |
| NPCR 1 OCR                                 | Files     |            | 4 0.01%  |
| NPCR-merged                                | Files     |            | 2 0.01%  |
| Yuchua Liu. - Integrated Chinese_ Textbook | Files     |            | 3 0.01%  |

好吗? Strategy 2

好吗

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                    | In Folder | References | Coverage |
|---|-----------|------------|----------|
| HSK1SB ocr                              | Files     | 1          | 0.01%    |
| NPCR 1 OCR                              | Files     | 46         | 0.02%    |
| NPCR-merged                             | Files     | 40         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textb | Files     | 18         | 0.01%    |

## 对吗 Strategy 2

对吗

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name        | In Folder | References | Coverage |
|-------------|-----------|------------|----------|
| NPCR-merged | Files     | 12         | 0.01%    |

## 可以

可以

Spread to: None

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 39         | 0.03%    |
| HSK1SB ocr  | Files     | 23         | 0.02%    |
| NPCR 1 OCR  | Files     | 53         | 0.02%    |
| NPCR-merged   | Files     | 82         | 0.03%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 14         | 0.01%    |

## 呀 Strategy 2

呀

Spread to: None

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 3          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 10         | 0.01%    |

## 吧 Strategy 2

吧

Spread to: None

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 29         | 0.01%    |
| HSK1SB ocr  | Files     | 9          | 0.01%    |
| NPCR 1 OCR  | Files     | 13         | 0.01%    |
| NPCR-merged   | Files     | 54         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 52         | 0.01%    |

## 我想 Strategy 2

我想

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 37         | 0.02%    |
| HSK1SB ocr                             | Files     | 15         | 0.02%    |
| NPCR 1 OCR                             | Files     | 28         | 0.01%    |
| NPCR-merged                            | Files     | 13         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 13         | 0.01%    |

## 643

## 麻烦 strategy 4

麻烦

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 1          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 5          | 0.01%    |

## 一下 Strategy 2

一下

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 20         | 0.01%    |
| NPCR 1 OCR  | Files     | 47         | 0.02%    |
| NPCR-merged   | Files     | 64         | 0.02%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 25         | 0.01%    |

## 一点 Strategy 4

一点

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 19         | 0.01%    |
| HSK1SB ocr  | Files     | 6          | 0.01%    |
| NPCR 1 OCR  | Files     | 35         | 0.02%    |
| NPCR-merged   | Files     | 24         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 33         | 0.01%    |

## reduplication Strategy 4

一点

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook | Files     | 2          | 0.01%    |

## 试一试

试一试

Spread to: None

- With stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook | Files     | 7          | 0.01%    |

## 想一想

想一想

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook | Files     | 2          | 0.01%    |

只是 no results

## 怎么样 Strategy 4 =463

怎么样

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 12         | 0.01%    |
| HSK1SB ocr                             | Files     | 25         | 0.04%    |
| NPCR 1 OCR                             | Files     | 38         | 0.02%    |
| NPCR-merged                            | Files     | 82         | 0.04%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 27         | 0.01%    |

## 呢 but not a strategy ...

呢

Spread to: None

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook               | Files     | 2          | 0.01%    |
| NPCR 1 OCR   | Files     | 8          | 0.01%    |
| NPCR-merged  | Files     | 10         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplifi | Files     | 16         | 0.01%    |

## 您 Strategy 5

您

- with stemmed words (e.g. "speaking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 36         | 0.01%    |
| HSK1SB ocr                             | Files     | 9          | 0.01%    |
| NPCR 1 OCR                             | Files     | 110        | 0.02%    |
| NPCR-merged                            | Files     | 64         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 40         | 0.01%    |

## 位 Strategy 5

位

- with stemmed words (e.g. "taking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

Spread to: None

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 10         | 0.01%    |
| HSK1SB ocr  | Files     | 46         | 0.02%    |
| NPCR 1 OCR  | Files     | 30         | 0.01%    |
| NPCR-merged   | Files     | 5          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 12         | 0.01%    |

## 大 Strategy 5

大哥

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 18         | 0.01%    |

大姐

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 1          | 0.01%    |
| NPCR 1 OCR                             | Files     | 1          | 0.01%    |
| NPCR-merged                            | Files     | 1          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 8          | 0.01%    |

哥哥

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 1          | 0.01%    |
| HSK 1                      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 20         | 0.01%    |
| NPCR 1 NEW                 | Files     | 53         | 0.02%    |
| NPCR 1 OLD                 | Files     | 28         | 0.01%    |

姐姐

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 1          | 0.01%    |
| HSK 1                      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 29         | 0.01%    |
| NPCR 1 NEW                 | Files     | 24         | 0.01%    |
| NPCR 1 OLD                 | Files     | 15         | 0.01%    |

弟弟

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 1          | 0.01%    |
| HSK 1                      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 27         | 0.01%    |
| NPCR 1 NEW                 | Files     | 23         | 0.01%    |
| NPCR 1 OLD                 | Files     | 29         | 0.01%    |



| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| ContemporaryChinese 1      | Files     | 1          | 0.01%    |
| HSK 1                      | Files     | 1          | 0.01%    |
| Integrated Chinese Level 1 | Files     | 27         | 0.01%    |
| NPCR 1 NEW                 | Files     | 23         | 0.01%    |
| NPCR 1 OLD                 | Files     | 29         | 0.01%    |

### 哪里 Strategy 5

| Name   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook         | Files     | 2          | 0.01%    |
| NPCR 1 OCR                                     | Files     | 8          | 0.01%    |
| NPCR-merged                                    | Files     | 10         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Si | Files     | 16         | 0.01%    |

### 谢谢 Strategy 5

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 12         | 0.01%    |
| HSK1SB ocr  | Files     | 13         | 0.01%    |
| NPCR 1 OCR  | Files     | 58         | 0.02%    |
| NPCR-merged   | Files     | 48         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 25         | 0.01%    |

depreciates oneself

### 不谢 Strategy 5

| Name   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| NPCR 1 OCR   | Files     | 1          | 0.01%    |
| NPCR-merged  | Files     | 1          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simpli | Files     | 1          | 0.01%    |

### 先生 Strategy 5

先生

- With stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                    | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook  | Files     | 3          | 0.01%    |
| HSK1SB ocr                              | Files     | 9          | 0.01%    |
| NPCR 1 OCR                              | Files     | 24         | 0.01%    |
| NPCR-merged                             | Files     | 9          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textb | Files     | 21         | 0.01%    |

### 小姐

| Name   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| HSK1SB ocr                                     | Files     | 9          | 0.01%    |
| NPCR 1 OCR                                     | Files     | 22         | 0.01%    |
| NPCR-merged                                    | Files     | 8          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Si | Files     | 18         | 0.01%    |

### 贵姓 Strategy 5

贵姓

- With stemmed words (e.g. "name")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 9          | 0.01%    |
| NPCR 1 OCR                             | Files     | 6          | 0.01%    |
| NPCR-merged                            | Files     | 9          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 9          | 0.01%    |

### 律师 Strategy 5

律师

- with stemmed words (e.g. "talk")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 1          | 0.01%    |
| NPCR 1 OCR                             | Files     | 2          | 0.01%    |
| NPCR-merged                            | Files     | 4          | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 12         | 0.01%    |

### 请 strategy 5

| Name  | In Folder | References | Coverage |
|---|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files     | 46         | 0.01%    |
| HSK1SB ocr  | Files     | 32         | 0.01%    |
| NPCR 1 OCR  | Files     | 82         | 0.02%    |
| NPCR-merged   | Files     | 68         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files     | 80         | 0.01%    |

### 医生 Strategy 5

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 2          | 0.01%    |
| HSK1SB ocr                             | Files     | 6          | 0.01%    |
| NPCR 1 OCR                             | Files     | 31         | 0.01%    |
| NPCR-merged                            | Files     | 23         | 0.01%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 17         | 0.01%    |

### 老师 Strategy 5

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 45         | 0.03%    |
| HSK1SB ocr                             | Files     | 34         | 0.03%    |
| NPCR 1 OCR                             | Files     | 122        | 0.05%    |
| NPCR-merged                            | Files     | 87         | 0.03%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 63         | 0.02%    |

### 对不起 Strategy 6

|   |       |    |       |
|---|-------|----|-------|
| Contemporary Chinese. Vol. 1_ Textbook              | Files | 4  | 0.01% |
| HSK1SB ocr  | Files | 4  | 0.01% |
| NPCR 1 OCR  | Files | 20 | 0.01% |
| NPCR-merged   | Files | 15 | 0.01% |
| Yuchua Liu. - Integrated Chinese_ Textbook. Simplif | Files | 11 | 0.01% |

### 不好意思 Strategy 6

不好意思

- With stemmed words (e.g. "t
- With synonyms (e.g. "speak"
- With specializations (e.g. "wl
- With generalizations (e.g. "c

| Name                                   | In Folder | References | Coverage |
|--|-----------|------------|----------|
| Contemporary Chinese. Vol. 1_ Textbo   | Files     | 1          | 0.01%    |
| NPCR 1 OCR                             | Files     | 14         | 0.01%    |
| NPCR-merged                            | Files     | 26         | 0.02%    |
| Yuchua Liu. - Integrated Chinese_ Text | Files     | 6          | 0.01%    |

包

- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

| Name                       | In Folder | References | Coverage |
|----------------------------|-----------|------------|----------|
| Integrated Chinese Level 1 | Files     | 4          | 0.01%    |
| NPCR 1 OLD                 | Files     | 3          | 0.01%    |

## 抱歉

## 不客气!

| ID | C.. | Integrated Chinese                     | NPCR old      | NPCR new      | Contemporary | HSK |
|----|-----|--|---------------|---------------|--------------|-----|
| 1  |     | Strategy 1: Be conventionally indirect | 应该有助于学习       |               |              |     |
| 2  |     | NIL                                    | 陈老师：他应该来上课。   | 应该做           | NIL          | NIL |
| 3  |     |  | 力波：我想你应该去医院看病 |               |              |     |
| 4  |     |  | 你应该去医院，你得     | 应该知道          |              |     |
| 5  |     |  | 我们应该现在去。医生    | 应该学           |              |     |
| 6  |     |  | 你说，我应该给她买什么   | 应该试一下         |              |     |
| 7  |     |  | 你说，我应该怎么办     | 不应该去          |              |     |
| 8  |     |  | 问他我们应该怎么办     | 头疼、嗓子疼应该挂什么科？ |              |     |

<Files\\Contemporary Chinese. Vol. 1 Textbook> - § 1 reference coded [0.01% Coverage]

--没问题不客气多谢不谢

谢谢 negative politeness can be related to the macro-function 'phatic' relation. phatic communication among English native speakers, about how the native speakers create ties of union. (2013) majority of thanking routines threatens the Speaker's negative face as proposed by Brown/Levinson (cf. 1987: 67). different thanking formulae is particularly often used as a realisation of the different politeness strategies. thanking routines under investigation,

too, as about three quarters of them are coded as examples of positive politeness. 'stop talking', but rather than saying so bluntly, the Speaker drops an indirect hint—off-record.

们认识认识, 可以吗?

<Files\NPCR 1 OCR> - § 4 references coded [0.01% Coverage]

“可以吗? 我们买一个

现在去, 可以吗? 好吗?

不是? 可以吗?” Questions with “好吗?” or are usually used to ask

<Files\NPCR-merged> - § 2 references coded [0.01% Coverage]

下办公楼 301, 可以吗? B:没问题。

using “好吗?” or “可以吗?” at the end of a

<Files\Yuchua Liu. - Integrated Chinese Textbook. Simplified Characters Level 1, Part 1. 中文听说读写> - § 3 references coded [0.01% Coverage]

要一瓶可乐, 可以吗?

你教我汉字, 可以吗? Nǐ jiāo wǒ Hànzì, kěyǐ

<Files\Contemporary Chinese. Vol. 1 Textbook> - § 12 references coded [0.01% Coverage]

zenmeyanq? 东方学院 怎么样?

怎么样公司你的 (3

学习 15. 怎么样 16. 大 17. 小 18

A:你的大学怎么样? B:我的大学

这本词典怎么样?

您 \_\_\_\_\_ 这件怎么样?

营业员: 怎么样?

肉? 明天晚上, 怎么样?

<Files\HSK1SB ocr> - § 25 references coded [0.04% Coverage]

前 北京 天气, 怎么样

明天 天气 怎么样

The Interrogative Pronoun “怎么

A: 你身体怎么样？

你的汉语怎么样？

你妈妈身

你妈妈身体怎么样？ 询问状

A: 她的汉语怎么样？ Bu tdi hdo / T6i hdo

[<Files\NPCR 1 OCR>](#) - § 38 references coded [0.02% Coverage]

昨天的京剧怎么样？

怎么样 有意思

林娜, 你怎么样？ ®

A: 北京怎么样？ B: 北京很漂亮

(1) A 你怎么样？ 忙不 B 忙？

光盘 怎么样？

这本书怎么样？

这本书不太

好啊。几点去？, 怎么样？ 晚一点儿. 好

Note: “怎么” and “怎么样” are both interrogative pronouns, but adverbial in a sentence, whereas “怎么样” usually functions as the predicate the predicate as in “你怎么样？” • When asking the reason for asking the reason for something, “怎么样” cannot be used and so

mean “health”. “你身体怎么样？” is also a means “no

他。A: 他身体怎么样？

A: 你怎么样？ 不太舒服吗

好吗？ 怎么样？

冷不冷？ V-not

要多穿衣服

租房公司怎么样？ 租房公司很

B: 是你啊。你怎么样？ 有什么事儿

现在你身体怎么样？ 我去了医院

和爸爸身体怎么样？

你哥哥、弟弟怎么样？

你们。你现在怎么样？

的房子怎么样？

爸爸妈妈身体怎么样？

雨平，你怎么样？工作忙不忙  
你身体怎么样？我头疼。他学  
他的房子怎么样？

[<Files\NPCR-merged>](#) - § 82 references coded [0.04% Coverage]

Reference 10 - 0.01% Coverage

课你最近怎么样 Lesson 1 Mow have you  
林娜怎么样？ Ding Libo mang ma?  
姚明怎么样？姚明也很忙  
他们怎么样？  
这张照片怎么样？

王老师最近怎么样？  
爸妈妈最近怎么样？  
雨平的女儿怎么样？  
你最近怎么样？  
张老师怎么样？

我的新家怎么样？欢迎你来我  
这条牛仔裤怎么样？  
您看这件怎么样？  
你身体怎么样？  
怎么样？冷不冷？  
我同学。A:她怎么样？  
马大为身体怎么样？(2) 他的体温  
你身体怎么样？你每天都运  
专业？你学习怎么样？(3) 你家里有  
北京的春天怎么样？  
夏天和冬天怎么样？

和公共汽车，怎么样？

你弟弟现在怎么样? B:他/她很好  
How about

一个大蛋糕，怎么样？  
(2) 现在去，怎么样？ How about going now? An  
咱们去吃饭，怎么样？ B:好啊。/对不

一起去上海, 怎么样? 好啊。/对不起  
这件羽绒服怎么样卖?  
们坐地铁去, 怎么样? (4) 咱们几点  
咱们几点去, 怎么样?  
骑自行车去....., 怎么样?  
咱们坐地铁, 怎么样? 饭馆后边有

A:明天天气怎么样? B:可能也不  
乡现在天气怎么样?  
天/冬天天气怎么样?  
A:你的汉语怎么样了?  
得学习汉语怎么样?  
久不见了, 你怎么样? B:我还好。听  
A:是你啊! 你怎么样? 有什么事儿  
力波的汉语怎么样?

和爸爸最近怎么样?  
你外婆身体怎么样?  
你在学习怎么样?  
你身体怎么样? 我头疼。他学  
2) A:是你啊! 怎么样, 工作忙不忙

[<Files\\Yuchua Liu. - Integrated Chinese Textbook. Simplified Characters Level 1, Part 1.中文听说读写> - 8](#)

27 references coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

请你吃饭4? , 怎么样? 太好了。谢谢  
几点? 七点半怎么样? 好, 星期四晚  
妹吃美国菜, 怎么样?  
我请你吃饭, 怎么样? 。  
国电影, 怎么样? 我请客。为什  
们去看电影, 怎么样?  
们吃中国菜, 怎么样?

我很好。你怎么样? 我也不错。这

我们去看球, 怎么样? 看球? 我觉得  
我们去打球, 怎么样?  
我们跳舞, 怎么样?

考试考得1 怎么样?



现在就写，怎么样？好，给我一枝

他写字写得怎么样？

学中文学得怎么样？

A: 我学中文

久不见，最近怎么样？这个学期我

这条裤子怎么样？颜色很好。如

您看，这双怎么样？也不行，这双

how many/much; to

-----

[<Files\\Contemporary Chinese. Vol. 1 Textbook>](#) - § 37 references coded [0.02% Coverage]

我想去中国 .....

我想去你们公司

我想，大概有三万

我想去你们学校

我想去你们学校

我想学习汉语去

)请让我想 \_\_\_\_。

我想买一\_衣服\_一

服\_一\_裤子。(5)我想买一件衬衫

我想买一件衬衫

我想，你是美国人

请等一下，让我想（一）想。

.我想跟你的同学

我想买衬衫，和买

白小红：我想去打球，你们

我想请你喝咖啡

我想去四川工作

以后，我想去北京工作

我想去打球,

<Files\HSK1SB ocr> - § 15 references coded [0.02% Coverage]

我想喝茶

B: 我想吃米饭。

B: 下午我想去商店。NT xidng

B: 我想买一个杯子

我想学汉语。

明天我想去学校看书

) 我想买一个杯子

今天我想吃\_

<Files\NPCR 1 OCR> - § 28 references coded [0.01% Coverage]

丁力波：我想，你应该去医

我想，你该去医

医院？B: 不用，我想休息一下。

不想做什么，我想在家休息。你

我想学，你能教我

我喜欢汉语。我想做一个汉语

我要吃烤鸭。

我想去北京吃烤

马大为：宋华，我想告诉你一件

常来我这儿。® 我想找一间房子

马大为：是啊，我想租一间有厨

他帮助你们，我想可能 ta shuo yfxid

intonation as an interrogative sentence.

我想租一间有厨

找谁？喂，您好，我想找一下王小

我想租一

我想告诉你一件

房子吗？B: 是，我想租一间有 \_\_\_\_\_、\_\_\_\_\_ 的

B: 我。A: 我想请你

现在我好了。我想跟你说一件

我很喜欢你。我想让你常常来

我想租一间房子

小燕子，我想请你来看一

天我太忙了，我想星期六一起

两天太忙了，我想明天打扫。书

妈妈也喜欢，我想给他们一个

[<Files\\NPCR-merged>](#) - § 13 references coded [0.01% Coverage]

对中乌龟说：“我想它肯定不回

马大为：我想买点儿苹果

我想买点儿苹果

我想买点儿苹果

想买中文书，

我想买中文地图

马大为：我想起床，可是我

不想去医院。我想睡觉

打算 Talking about one's plans 我想回国，可是（飞

我里了，我想休息。

想做什么？

B：我想看电影。

一刻，亲爱的，我想 dui m shuo san ge

不是？B:不是，我想吃巧克力蛋

[<Files\\Yuchua Liu. - Integrated Chinese Textbook. Simplified Characters Level 1, Part 1.中文听说读写>](#) - §

13 references coded [0.01% Coverage]

B: 这个周末我想。

你想 B: 我想/不想 吗？

so you say... 小白，我想认识李小姐

您有时间吗？我想问一个问题。

我想买一件2

还

Reference 7 - 0.01% Coverage

怎么去·

机场？

我想坐公共汽车

Reference 8 - 0.01% Coverage

dǎ. (I'll call after class.)

· 我想先打球再去

Reference 9 - 0.01% Coverage

给我发短信, 我想跟你聊天儿

Reference 10 - 0.01% Coverage

室等你。327 嗎? 我想問· 開會。課, 下

Reference 11 - 0.01% Coverage

小姐, 您要1 我想買一件2  
買

Reference 12 - 0.01% Coverage

麼去· 嗎? 機場?  
我想坐公共汽車

Reference 13 - 0.01% Coverage

給我發短信, 我想跟你聊天兒

-----

[<Files\\Contemporary Chinese. Vol. 1 Textbook>](#) - § 1 reference coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

alcohol 酒吧 denying movie  
不好意思 DU haoyisi jich6ng  
jie  
gongyuan

[<Files\\NPCR 1 OCR>](#) - § 14 references coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

duo le.  
马大为: 不好意思。@这两天我

Reference 2 - 0.01% Coverage

dasOd sOo z6r>g  
7•不好意思 1E bu hGoyisj 8.洗

## Reference 3 - 0.01% Coverage

衣服

to feel embarrassed 不好意思说, 不好意思

## Reference 4 - 0.01% Coverage

不好意思说, 不好意思去 to wash 洗衣

## Reference 5 - 0.01% Coverage

Day FDhu6 M

For example : 不好意思说不好意思

## Reference 6 - 0.01% Coverage

不好意思说不好意思问不好意思

## Reference 7 - 0.01% Coverage

不好意思问不好意思吃

Easter

①不好意思

## Reference 8 - 0.01% Coverage

好意思吃

Easter

①不好意思。“不好意思” originally

## Reference 9 - 0.01% Coverage

Easter

①不好意思。“不好意思” originally meant “to feel shy”

## Reference 10 - 0.01% Coverage

to express apology. For example : 不好意思, 我的宿舍很

## Reference 11 - 0.01% Coverage

你们等我，真不好意思。

② 这两天我太

Reference 12 - 0.01% Coverage

太了。衣服脏

不好意思。这两天太忙

Reference 13 - 0.01% Coverage

的东西太多。不好意思。我现在 \_\_\_\_\_ ，我不

Reference 14 - 0.01% Coverage

本子 貝 遍

不

不好意思 不用

常

参餐

[<Files\NPCR-merged>](#) - § 26 references coded [0.02% Coverage]

Reference 1 - 0.01% Coverage

haoyisi, wo bu zhldao.

B: 不好意思，我不知道。Mei

Reference 2 - 0.01% Coverage

林娜: Lin Na :

真不好意思 Zhen bu hdoyisi.

Expressing an

Reference 3 - 0.01% Coverage

9. 号 10. 月

11. 不好意思 12. 可惜

13. 送

Reference 4 - 0.01% Coverage

1

注释Notes ① 真不好意思。

Tm really sorry. "bCi hdoy'isi

Reference 5 - 0.01% Coverage

Tm really sorry. "bCi hdoy'isi 不好意思" originally means "to feel embarrassed

Reference 6 - 0.01% Coverage

For example, "bCi hdoylsi shu6 不好意思说" (to feel embarrassed to

Reference 7 - 0.01% Coverage

something) and "bCi haoy'isi wen 不好意思问, ' (to fed embarrassed

Reference 8 - 0.01% Coverage

the dialogues (using "bCi haoy'isi 不好意思、") ,

(2) A :

这是哪

Reference 9 - 0.01% Coverage

月 8 号。B:真不好意思。下星期六我

Reference 10 - 0.01% Coverage

zh\$n W h6oy'isi 真不好意思, ....., , , "dulbuqT对不起.....", "k6ngpd

Reference 11 - 0.01% Coverage

may be helpful to you:

不好意思等一下你说

Reference 12 - 0.01% Coverage

may be helpful to you: 不好意思等一下你说

Reference 13 - 0.01% Coverage

有银行吗？ B:不好意思，我也不知道

## Reference 14 - 0.01% Coverage

不太大。

(4) A:不好意思, 您说什么? B

## Reference 15 - 0.01% Coverage

折吗? Keyi dazhe ma?

不好意思, 现在不打折

## Reference 16 - 0.01% Coverage

问问题吗? B:不好意思, 现在不可以

## Reference 17 - 0.01% Coverage

A:请问? B:真不好意思, 我也不知道

## Reference 18 - 0.01% Coverage

A: \_\_\_\_\_ 进来吗? B: 不好意思, 请 \_\_\_\_\_ ○  
200 •

A: \_\_\_\_\_ 问

## Reference 19 - 0.01% Coverage

共 18块钱。B:不好意思, 这是一百块

## Reference 20 - 0.01% Coverage

以拍照吗? B:不好意思, 这儿不可以

## Reference 21 - 0.01% Coverage

能去我家? B:不好意思, 星期天我特

## Reference 22 - 0.01% Coverage

唱中文歌 B:不好意思, 我今天很忙

## Reference 23 - 0.01% Coverage



zhēn bù hǎoyìsi 真不好意思, ..... ” (I'm really sorry), or

Reference 24 - 0.01% Coverage

bucū6  
bù kèqǐ bùyǐng  
bù 不好意思 不好意思 bù

Reference 25 - 0.01% Coverage

bù 不好意思 不好意思 bù hǎoyìsi  
Nu N  
VO

Reference 26 - 0.01% Coverage

是, 他有点儿不好意思。  
去商店了 秋

[<Files\\Yuchua Liu. - Integrated Chinese Textbook. Simplified Characters Level 1, Part 1.中文听说读写> - § 6](#)

references coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

么多时间, 真不好意思。我这几天每

Reference 2 - 0.01% Coverage

子 diànzǐ ràng  
huā  
4. 不好意思 bù hǎoyìsi 6. 每  
měi

Reference 3 - 0.01% Coverage

不  
不错 不过  
不好意思 不用  
C  
才 菜

Reference 4 - 0.01% Coverage

父亲节 觉得  
 不好意思 女  
 最后  
 jiā n2

Reference 5 - 0.01% Coverage

张 快乐  
 特别 不好意思  
 320 Alternate Characters (Texts in

Reference 6 - 0.01% Coverage

麼多時間，真不好意思。我這幾天每

=====

| <b>Negative politeness strategies</b>   |
|---|
| <b>A. Be Direct</b>   |
| Strategy 1: Be conventionally indirect <ul style="list-style-type: none"> <li>• Politeness and the universality of indirect speech acts</li> <li>• Degrees of politeness in the expression of indirect speech acts</li> </ul>   |
| <b>B. Don't presume/assume</b>  |
| Strategy 2: Question, hedge <ul style="list-style-type: none"> <li>• Hedges on illocutionary force</li> <li>• <i>Hedges encoded in particles</i></li> <li>• <i>Adverbial-clause hedges</i></li> <li>• Hedges addressed to Grice's Maxims</li> <li>• Hedges addressed to politeness strategies</li> <li>• Prosodic and kinesic hedges</li> </ul> |
| <b>C. Don't Coerce Hearer</b>   |
| Strategy 3: Be pessimistic<br>Strategy 4: Minimize the imposition<br>Strategy 5: Give deference   |
| <b>D. Communicate Speaker's want to not impinge on Hearer</b>   |
| Strategy 6: Apologize <ul style="list-style-type: none"> <li>• Admit the impingement</li> <li>• Indicate reluctance</li> <li>• Give overwhelming reasons</li> <li>• Beg forgiveness</li> </ul><br>Strategy 7: Impersonalize speaker and Hearer <ul style="list-style-type: none"> <li>• Performatives</li> </ul>                                |

- Imperatives
- Impersonal verbs
- Passive and circumstantial voices
- Replacement of the pronouns 'I' and 'y<sup>o</sup>ii' by indefinites
- Pluralization of the 'y<sup>o</sup>u' and 'I' pronouns
- Address terms as 'y<sup>o</sup>u' avoidance
- Reference terms as 'I' avoidance
- Point-of-view distancing

Strategy 8: State the FTA as a general rule

Strategy 9: Nominalize

#### **E. Redress Other's Wants of Hearer's**

Strategy 10: Go on record as incurring a debt, or as not indebting hearer

- indebting H 210

[<Files\\Contemporary Chinese. Vol. 1. Textbook>](#) - § 36 references coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

N(n Guixing?

1.2您贵姓? ..... What's your surname

Reference 2 - 0.01% Coverage

很高兴认识您! ..... Glad to Meet You! Wo

Reference 3 - 0.01% Coverage

language

Key sentences

Nin guixing? 您贵姓? What's your surname

Reference 4 - 0.01% Coverage

whole name.

37 »

Nin Guixing? 您贵姓? What's your surname

Reference 5 - 0.01% Coverage

under the teacher's guidance. (1) 您贵姓 (2) 我 马

Reference 6 - 0.01% Coverage

38 »

Words and expressions 1.您贵姓  
2, 您 3

#### Reference 7 - 0.01% Coverage

1.您贵姓  
2, 您 3. 姓  
4. 同学

#### Reference 8 - 0.01% Coverage

英语。张老师, 您 shuo bu shuo YTngyu ? 说

#### Reference 9 - 0.01% Coverage

只说汉语。  
nm  
“您贵姓 nfn guWng” is

#### Reference 10 - 0.01% Coverage

questions.  
a statement + 吗?  
(1) 您是中国人吗

#### Reference 11 - 0.01% Coverage

in the neutral tone. (1) 您是不是中国

#### Reference 12 - 0.01% Coverage

of shortened form ending with “您 /?ǎ”, meaning “how about/what

#### Reference 13 - 0.01% Coverage

about/what about”.• (1) A 您是中国人吗

#### Reference 14 - 0.01% Coverage

很 高兴 认识您!  
Glad to Meet You!  
Learning

## Reference 15 - 0.01% Coverage

很高兴认识您！ Glad to meet you! Wd

## Reference 16 - 0.01% Coverage

高兴我认识您很(2)我工作

## Reference 17 - 0.01% Coverage

我也很高兴！您的汉语很好

## Reference 18 - 0.01% Coverage

i w6 fa didnzT youjidn.

您可以给我打

## Reference 19 - 0.01% Coverage

件。 Hao de ! 好的！

您好！ Nfn h6o !

您好

## Reference 20 - 0.01% Coverage

的！

您好！ Nfn h6o !

您好！ Wo zai jin-chukou

## Reference 21 - 0.01% Coverage

很i®兴认识您" oi•"认识您（我

## Reference 22 - 0.01% Coverage

识您" oi•"认识您（我） ^ j 很高兴

## Reference 23 - 0.01% Coverage

这本词典是您的吗？ Is this dictionary

Reference 24 - 0.01% Coverage

这本词典是您的吗？ Dui , sh» wo

Reference 25 - 0.01% Coverage

一条裤子。(6)您 \_\_\_\_\_ 这件怎么样

Reference 26 - 0.01% Coverage

6 , nfn hui shuo H6nyu ? , , 您会说汉语？ W6

Reference 27 - 0.01% Coverage

Nin hai yao mai shenme ? 您还要买什么

Reference 28 - 0.01% Coverage

da . 营业员：那您试试这条吧

Reference 29 - 0.01% Coverage

nin n6 wei ? 是我，您哪位？ W6 shi Moding

Reference 30 - 0.01% Coverage

nin! 江山：谢谢您！ Xingr(\$n:  
Bu keqi . 行

Reference 31 - 0.01% Coverage

你 nT/1.1 181•您 nfn/1.2 182•您

Reference 32 - 0.01% Coverage

您 nfn/1.2 182•您贵姓 n | n

Reference 33 - 0.01% Coverage

| Asking] [Asking sb9s name] 您贵姓？  
你叫什

## Reference 34 - 0.01% Coverage

行的旁边。

IOJGreeting) 您好！老师好！很

## Reference 35 - 0.01% Coverage

很高兴认识您！

1L [Gratitude] 谢谢！

13

## Reference 36 - 0.01% Coverage

别担心。

21,[Suggestion]

您试试这条吧

[<Files\HSK1SB ocr>](#) - § 9 references coded [0.01% Coverage]

## Reference 1 - 0.01% Coverage

教学过程中您珂可以根据实

## Reference 2 - 0.01% Coverage

课文Lesson

你、好、•您，你们. 对不起

## Reference 3 - 0.01% Coverage

pi-2 Nfn hdo!

A: 您好！ N I men hdo

## Reference 4 - 0.01% Coverage

o n

心 xTn heart 您 nfn Ow /(10) you

|认识

## Reference 5 - 0.01% Coverage

For example: (1) 请写您的名字。(2) 请

Reference 6 - 0.01% Coverage

小姐吗? B:对, 您是?

(3) A: 噢, 你

Reference 7 - 0.01% Coverage

很高兴认识您! 李小姐。R

Reference 8 - 0.01% Coverage

听张先生说, 您是坐 fdij7 Idi BdiJTng

Reference 9 - 0.01% Coverage

G •给 —好吃 \* 口 \* 您 \* 身体 \* 问 \*也 •一

[<Files\NPCR 1 OCR>](#) - § 110 references coded [0.02% Coverage]

Reference 1 - 0.01% Coverage

波: 陈老师 t您好!

laoshl. 老

Chen laoshl

Reference 2 - 0.01% Coverage

wo shi yTsheng. 朋友: 您好! 我不是老

Reference 3 - 0.01% Coverage

陈老师: 外婆, 您好!

她 诏

4. wdiyu

Reference 4 - 0.01% Coverage

shT(陈老师) "• "nfn (您) " is the polite form of

Reference 5 - 0.01% Coverage



the mothers side  
(a surname)

您 这

he prprP1-  
lilnhe feil

#### Reference 6 - 0.01% Coverage

者。QTngwen,  
nin 请问, 您贵姓? guixlng?  
LaoshT :  
老

#### Reference 7 - 0.01% Coverage

请进! 杨老师, 您好。这是我  
pengyou

#### Reference 8 - 0.01% Coverage

杨老师, 认识您, 我也很高兴

#### Reference 9 - 0.01% Coverage

可进进来请您朋记请问贵

#### Reference 10 - 0.01% Coverage

Listen and repeat  
请进。您贵姓? 我叫马

#### Reference 11 - 0.01% Coverage

HdnyCi (漢語) 汉一; + 又  
(4)您 nfn 您一^你+心

#### Reference 12 - 0.01% Coverage

語) 汉一; + 又  
(4)您 nfn 您一^你+心 (5)朋友

#### Reference 13 - 0.01% Coverage

号。谢谢。

请问，您认识陈老师

Reference 14 - 0.01% Coverage

杨老师，明天您有时间吗？ DuibuqT

Reference 15 - 0.01% Coverage

y6u shfjian ma? 明天您有时间吗？ Women

Reference 16 - 0.01% Coverage

Wo

我 Wo

她 Ta

您 Nfn 明天 mfnqian 不

Reference 17 - 0.01% Coverage

一下。G)请问，您是我们学院

Reference 18 - 0.01% Coverage

de IfiioshT. 丁力波：您贵姓？ Ding Uboi m

Reference 19 - 0.01% Coverage

谢。（看名片）啊，您是张教授。③ Ding

Reference 20 - 0.01% Coverage

de xu^sheng.

林娜：您是语言学院

Reference 21 - 0.01% Coverage

的教授，认识您，我们

Lin Nd：Nin

Reference 22 - 0.01% Coverage

很好。张教授, 您忙 Lin Ndi : Xi6xie, women

Reference 23 - 0.01% Coverage

used when people meet

@您是我们学院

Reference 24 - 0.01% Coverage

系”, “我国家”,

®啊, 您是张教授。—啊

Reference 25 - 0.01% Coverage

面

(1) A:请问, 您贵姓? B

A:我

Reference 26 - 0.01% Coverage

叫

(3) A:请问, 您是哪国人? B

Reference 27 - 0.01% Coverage

是

\_\_\_\_\_

(4) A:请问, 您是不是中国

Reference 28 - 0.01% Coverage

for the first time】○ 您呢? \_\_\_\_\_。这是我的

Reference 29 - 0.01% Coverage

不行(xfng)。

(2) A :

您是哪儿人? B

Reference 30 - 0.01% Coverage

11

师也先生，您要什么？②

ShTfu : Xiansheng

Reference 31 - 0.01% Coverage

f Solving language 师傅：您不认识吗？这

Reference 32 - 0.01% Coverage

nme shu○？师傅：啊，您是外国人。您

Reference 33 - 0.01% Coverage

您是外国人。您在哪儿工作

Reference 34 - 0.01% Coverage

YDydn Xu6yudn xu6xi. 师傅：您学习汉语，是

Reference 35 - 0.01% Coverage

汉语，是不是？您跟我学，很容

Reference 36 - 0.01% Coverage

m6o qian. 丁力波：您的苹果真贵

Reference 37 - 0.01% Coverage

三块二不贵。您看，我的苹果

Reference 38 - 0.01% Coverage

四块钱。再送您一个苹果。您

Reference 39 - 0.01% Coverage

您一个苹果。您还 S:hlfu : : Ylgdng shfsl

Reference 40 - 0.01% Coverage

qi6n.

@

师傅：好，您给我二十块

Reference 41 - 0.01% Coverage

十块钱，我找您六块钱。Shiu:  
NQo

Reference 42 - 0.01% Coverage

那瓶酒

② 先生，您要什么？ In addition

Reference 43 - 0.01% Coverage

her husband. The two expressions “您要什么？”，“您还

Reference 44 - 0.01% Coverage

expressions “您要什么？”，“您还要什么？”，are

Reference 45 - 0.01% Coverage

去？”“怎么介绍？”

⑤ 您学习汉语，是

Reference 46 - 0.01% Coverage

毛五斤 7.4. 您在哪儿工作

Reference 47 - 0.01% Coverage

一个苹果。7, 您给我二十块

Reference 48 - 0.01% Coverage

书

(6)

A B A

您买什么？ 我买

Reference 49 - 0.01% Coverage

3.24 元, 我给您 5 元。一共 7

Reference 50 - 0.01% Coverage

7.69 元, 我给您 8 元。B:我找

Reference 51 - 0.01% Coverage

8 元。B:我找您 1.76 元。

: A: 一

Reference 52 - 0.01% Coverage

两毛四, 我给您五块。B:我找

Reference 53 - 0.01% Coverage

五块。B:我找您一块七毛六

Reference 54 - 0.01% Coverage

毛六, 一

B:我找您. \_\_\_\_\_ ○

: A 一共 13

Reference 55 - 0.01% Coverage

13.12 元, 我给您 15 元。B:我找

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[<Files\Contemporary Chinese. Vol. 1 Textbook>](#) - § 1 reference coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

李家 (溜溜的) 大姐 一来 (溜溜的)

[<Files\NPCR 1 OCR>](#) - § 1 reference coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

liuliu de shan shang  
 的 大姐 dajie  
 一来溜溜

[<Files\\NPCR-merged>](#) - § 1 reference coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

3  
 山上, shan shang, 大姐, dajie, 看上, kanshang, 女

[<Files\\Yuchua Liu. - Integrated Chinese Textbook. Simplified Characters Level 1, Part 1. 中文听说读写>](#) - § 8  
 references coded [0.01% Coverage]

Reference 1 - 0.01% Coverage

人。爸爸、妈妈、大姐、二姐和我。你

Reference 2 - 0.01% Coverage

mèimei  
 7. 和 hé 8. 大姐 dàjiě 9. 二姐 èrjiě

Reference 3 - 0.01% Coverage

哥 (dàgē, eldest brother) and 大姐 (dàjiě, eldest sister); the youngest

Reference 4 - 0.01% Coverage

siblings:  
 brother, third oldest brother); 大姐, 二姐, 三姐 (dàjiě

Reference 5 - 0.01% Coverage

大  
 大哥 大家 大姐 大小  
 大学生

Reference 6 - 0.01% Coverage

济 十八 大哥 大姐  
 电子邮件 工

## Reference 7 - 0.01% Coverage

家  
哥哥 妹妹 大姐 二姐 工作 律

## Reference 8 - 0.01% Coverage

人。爸爸、媽媽、大姐、二姐和 我。你

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[<Files\\Contemporary Chinese. Vol. 1 Textbook>](#) - § 1 reference coded [0.01% Coverage]

## Reference 1 - 0.01% Coverage

年 mingnian  
后年 hounidn 麻烦 mdfan  
安全 anquan 不

[<Files\\Yuchua Liu. - Integrated Chinese Textbook. Simplified Characters Level 1, Part 1. 中文听说读写>](#) - § 5  
references coded [0.01% Coverage]

## Reference 1 - 0.01% Coverage

不行，不行，太麻烦了。我 还是4

## Reference 2 - 0.01% Coverage

zuihòu 17. 蓝  
lán  
18. 麻烦 máfan 19. 打车 dǎ

## Reference 3 - 0.01% Coverage

Vocabulary Index (Chinese-English) Characters  
麻烦 买 慢 忙 毛  
毛

## Reference 4 - 0.01% Coverage

坐火车 坐船 麻烦 试  
十二 两  
Pinyin



## Reference 5 - 0.01% Coverage

然 不过

绿 蓝 麻烦

先 或者 然后

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## SUMMARY KEYWORDS

students, chinese, teaching, textbook, linguistics, language, people, culture, china, university, speak, person, year, confucius institute, lectures, week, lecturers, teacher, pedagogy, points

## SPEAKERS

Cai

00:00

Let's see. Yep, it's recording. Yep. Okay Hello? Yeah, yeah. Okay. Yes. Yep. Thank you so much for your time. Hello, hello.

00:34

Yeah. Can you hear me?

00:35

I guess I can hear you Okay. Can I can I start the interview now?

00:46

Yes, please. Yes. Okay.

00:47

All right. Yeah. So could you tell me a little bit about yourself? Like, how long you've been teaching? And? Yeah.

00:58

Yeah, I've been teaching. And for five years, if you count the full time job, I did some tutoring when I was student. And as a staff member, I have been teaching for five and a half years.

01:16

So. So at this university now?

01:21

Yes. Yeah. Okay.

01:23

Right. So because because my research is about actually textbook, linguistic politeness. So, just want to find out about like, what lectures thing of the textbooks, and just just just like a casual chat? Yeah. So So can you tell me like where you were born? And have you taught in other countries? Or like, yeah, the your students, whether they're from Chinese or non Chinese background?

01:55

Yes, I am. I was born in China. And I finished my high education. I got my bachelor's or master's in China as well. So I had a little bit of teaching experience as a Master's student, because I was doing linguistics and applied linguistics as part of the curriculum I had to teach. So I taught Chinese as a foreign language in Shanghai International Studies University. Wow. So all the students were international students from all over the world. Yeah. I remember, each class had about 45 students and students from various parts of the world. A lot of the European students and yeah, definitely, and also from Asia, Southeast Asia, from Taiwan, from South Korea, Japan also. Yeah.

02:46

Also you actually had experience before coming here?

02:50

Yes, no, that's just part of the my curriculum as in Nanning, Applied Linguistics. So we need to do teaching. To get a degree, right. I'm a master of linguistics and Applied Linguistics. So as part of a curriculum, I taught Chinese as foreign language, international studies and Kanji University as well as also as a casual tutor

03:18

as a tutor. So actually, you came here with all the experiences. So is there like any, like, if you look back, is there any differences like teaching there and teaching here? Because

03:32

the main difference is, the students are not much different. Because then I also told the Australian students, the students came from Australia to to China to study Chinese. The main difference is curriculum design, because there were digital Chinese intensively that says true because students go to China to study Chinese. Then in order to either to work or to then do a degree in Chinese so they they need to study Chinese intensively then they at least have 20 hours of Chinese lessons. A week. But here we only teach, for example, one course you only borrow four hours a week. That's the main difference. You know, there you just they spent one year there Chinese proficiency level is either at the intermediate level at a very high level here, they need to wait four years or two or three years to finish some Chinese courses and to just reach them intermediate level, let's say HSK. For some

04:36

HSK Yes. Yeah, the HS could you actually get them to take the test or

04:41

is this it's up to them optional. They can take a test a product is not a part of our curriculum.

04:50

Not even in China. In

04:52

China, very few they want to do say do a degree in Chinese then they have to have the highest HSK level. To be able to study, you know, other C degree in Chinese, right? So that is required. But for a

person who will do business in China is not required, as long as they think they are able to communicate in Chinese. That's enough.

05:16

I see. Oh, this is very interesting. So if they are in China, and they need to take like an undergrad course, they have to pass the HSK exam. Is that right? So? Yeah, so this like, HSK? Six, maybe?

05:33

There was a long time ago, it was eight and now it's not? Not nice. Six? Yeah, probably you should have just read a six or no?

05:42

Oh, okay. Because that's a pretty high level before they do the undergrad course.

05:48

Yes, that's right. Otherwise, they cannot and they cannot understand the courses in Chinese. Right. So they need to be near native level.

05:56

Yeah, yes. Okay. So so they had to take the HSK. Were also the here, I guess, we are just like, you know, the students is not really compulsory. So how do you find that? Do you think if you, if you want them to take HSK here, it would have been like, a difference? Or, like, it's up to them?

06:15

Wait, wait, don't wait, don't promote this test at all. Because, I mean, it's all up to students, they if they, they are aware of this. And they know what they can do with it. And it's their own responsibility to explore, you know, the uses of these tests. And the I think it is Confucius Institute, taking care of that. We as a department we were not involved in this test.

06:44

It was not I see. That's a separate is not although Confucius Institute is sort of like an the university, I think physically, but

06:55

yes, most of the universities in Australia have Confucius Institute, I guess. Yeah. But they generally manage the HSK tests, but not the school of numbers or the department. Oh, yeah. No, it's separate. Yeah, I

07:12

see. Okay. So so, like, can you tell me like your experience any fun episodes are like some like you know, sometimes when students actually make mistakes, like in terms of politeness, because sometimes they may sound a little bit rude not because they actually you know, intentionally do this just unintentionally. So, can you recall some like

07:39

while the student the courses I teach at level one, and also the level two course I teach the first semester, so students proficiency level is really low, they cannot really communicate with you in Chinese to the level that to show any disrespect at all. So that is not that's not something Well, yeah, the maximum they will say is that notion how so they are very polite in, in in terms of using whatever they know. Yes, because they are not at that level yet to choose, even to express their attitude in a different way. You

08:22

know, I see. So too, do you? Do your students actually address you as lawsuit or your name or? Or

08:30

they always, they all say an option. And they like to even start the emails the last anyhow, and then read the rest of English. So that's Oh, that's brilliant. Yeah, that was

08:43

wonderful. So instead of fixed textbook that you actually use at the university.

08:49

Yes. Textbooks. Here Yep. Like we have a modern Chinese Shinto Jonghwan for first year and second year students more than Chinese,

09:01

modern Chinese. Okay, right. first year and second year, modern Chinese Oh, I haven't actually looked at this book before. So have you been using other textbooks before like

09:13

oh, we also know we use I think no no time go the before I came here probably they use the other textbooks like from China, they think that it was too advanced. I think that Corbin I think that was the one used before was they find them vocabulary too difficult for students or something like

09:44

that. Okay, so when you started you started with this textbook set, right? So do you actually like suggest what what textbooks like a curriculum or like the learning resources if you want to change Change. Can you like? I mean, like, how was it like the change from the textbook to this textbook? Was it because of lectures, opinions or?

10:12

So the whole department, all the course coordinators, they were meet up and then, you know, reflect on the teaching materials and see if there is a necessity to change the materials. If there is no way, then we do a bit of research on what are the available textbooks and then choose the best one we think that will fit into our teaching wigs.

10:37

Yeah, okay. Then, like, for example, how often do you meet like, do you have meetings and to discuss about like teaching, teaching methods? Because I guess, the higher institutions, there's not so much emphasis on like pedagogy, but because you have got your training beforehand, like, because not all lectures are trained in that way. So So do you actually meet up or like you do have any meetings to discuss about like pedagogy, or

11:07

use your person, we don't have a particular meeting and talking about the pedagogy, because that will be an insulting toussis. To, to some of the staff because they have their own opinion. I'm just saying yes. To me. Yeah, yes. So because each person teaching differently does not mean that the person's pedagogy is not good. We have, we have no departmental meeting, like every month to discuss any issues and how to solve the will find the solutions. Okay, so but it's always up to the courts coordinator to decide what they can do to deliver the best learning outcome. So we have certain the university have graduate attributes that we need to schedule attributes, yes. And also the learning outcome for each course. achieve that you set that at? For example, for the next year's course, this year, we will go through the learning outcome. Yep. Your teaching activities and assessment. And we'll make it available for students at the end of the year. Yeah, that student next year, when students want to choose course, they and see what are your many outcomes and activities. So this of course, that is set. And then but how you are going to deliver? Course, yes, up to the course coordinator. And then at the end of the semester, you have students evaluation, they will give you the vaccine, how good the discourse is, and how good is the lecture? Or how good is the tutor? So, yeah, and then we need to act on students feedback. So he's in that way, not there between colleagues, I criticize your teaching methods. I say, You gave me feedback on your son,

13:00

we don't also that's not okay. Because

13:03

we yeah, we worked on students feedback, I see Yeah, happy with this course. Yeah, not on how we can use

13:10

on a bigger picture. Because I was like, I had been interviewing other lecturers, they actually sit in the other lectures class and actually observe the lectures.

13:21

No, that is for the surf for example, in other than we also have this process is called the teaching, review. So you get teaching review, you get up Briggs, I come to your class to observe your teaching, and then you go through your teaching materials, then that is a formal process that we do. And if you can, if you if we are a person that are very new to teach, now you want to observe other people's teaching, obviously, you can contact that person personally. And you can go to that you auditor class, that's not an issue, but it's just not a set that we have to do this every month, you know?

14:00

Okay, right. So the teacher review is not done, but is it compulsory, like in,

14:06

um, it's, again, it's optional, if you want to do it, yeah, you can just register and put your name and see which course you want to do and teaching view review, and then they get people to just come to observe your teaching and give you comments and your back. So you have to apply or to register and the colleagues to observe your teaching,

14:30

I guess, most of the time is for new teachers. Is that right? Like, not

14:35

necessary at any stage if you want to do that, for example, and a mid career teacher can just start a new course and all something back so

14:45

Okay, so that's, that's good. So so it doesn't mean that if there's a new teacher who comes in like, just graduated that you there's like a procedure that you have to do that. So this is like based on volunteer basis if I want like for example, if I want to do it, I can and apply for that. Yeah, not in compulsory. I think that's good. That's more flexibility. I would personally I wouldn't want to be observed all the time. Yeah. So okay. Yes. So so when you use your set of textbooks to use sort of, like use other resources as well, like online, or

15:22

what have to, so we use lots of, I use lots of our resources to enrich students learning, like Quizlet, and also use auto videos for students like short movies and videos, for students to watch and learn to improve their listening skills. And yeah, speaking, listening, and I also set up some programs for students to practice with native speakers of Chinese.

15:52

Interesting. Wow. So they actually go online and speak to someone not online

15:57

on campus, actually. Campus. Yeah, we have the because you see, we have so many international Chinese students, you just get some students who wants to be a volunteer language partner. And then language, you introduce them to your students who are learning Chinese, they become partners, very happy language partners, that is also the university program. So you can become a language partner to another person who is new language, and also you want in that language. So this is also them.

16:31

So this is part of the university's initiative. And that was really I'll go Google the university and see what how that works, actually. So maybe they meet up and just talk, or

16:45

Yeah, the some different universities have a different name for it for it. I remember in Queensland they have this is called the quote, language mate or something? Oh, yeah, we language partner. I think most of the university have initiatives like this, just to help students to understand other languages and cultures. So it

17:06

depends on how the meetup is up to them is not so much of like, it's just helping them to get a friend in like to know about the culture. So Right. So

17:22

you can they as a core course coordinator, you can, should do a regular meeting, for example, I will should we should do a regular meeting for students who meet once a week during the tutorial, for example, after tutorial so, so make sure that the students really practice their spoken Chinese and the cover certain knowledge points. Week, so, for example, I do that in my courses, so that students being exposed to the authentic and learning environment, right,

17:56

just in case they don't meet up or like so you sort of help them to get into like the routine like to meet up? Yeah, cuz like students, sometimes they won't. Yeah, they, they, if it's too casual, they won't actually meet up maybe. Okay, I think that's a really, really, really good initiative for them to really experience the language. And also, that's part of the that's, that's one, there's something that I have not heard of, actually, which is Yeah, I think I should drop down. And sort of like, okay, you were talking about, like linguistic politeness for like first or second years is a little bit difficult for them to, like really learn, I think normally is in the intermediate level. So, so do you think that, you know, you should integrate a little bit more in the beginner textbooks? I would like to

18:50

say in the textbook, they obviously teach you some basics, for example, how to introduce yourself, and like for you, so you cannot avoid that the teaching politeness, for example, our job is to win eaters, right? So this is automatically embedded in the teaching materials. So we don't particularly teach you. The Chinese rituals are the Chinese way of doing things, but it is in that text that you cannot avoid, you cannot just single it out, right. Another thing that even like, for example, this week's topic is about ordering food in a restaurant that knew how Furuya won't work at and Simon so this kind of things, obviously, is taught by just that we don't make this political this particular topic. You just teach a student this way. How do you introduce the how do you address issues like this? Yeah.

19:46

So do you think that's sufficient? Or do you think like, you need to add on something or can be improved? Based on the textbook materials that you have? Or do you have your own input sometimes,

19:59

of course, Last year, you can extend a little bit, put some more in our culture points in your two points. Yep. For example, like, how to soften your tone. Right? But again, is it we had level two, we would teach students, for example, woman soba. And the difference between woman so a woman so. So



differences are using bar to soften the tone. Right? That sounds more polite. So this kind of so this is the function function, the use of the particle bar, right? So when you're teaching, but then you teach the students why it is there. Obviously you explain in that way, and as soon as also known that okay, to be more polite, are you spa? Oh, no. So this kind of things you don't I look at a one, one week just to teach the How To Be polite, right? Yes, we teach you to deliver those knowledge, culture points through vocabulary, and phrases and grammar points.

21:01

So it's more like a more holistic way. And to because like in the teaching of pragmatics, it can be a little bit tricky. And sometimes they might come up with some certain certain questions that, you know, that can be a little bit tricky for the lecturers to answer. So do you actually come across any like, when they really ask about grammars, grammar questions, like, there's really technical like to

21:33

ask not the ASpace the sentences that they create, for example, they will create some sentences. That is sounds really weird, okay, native Chinese this week, so you need to explain to them that, why this does not sound right. And then that involves linguistic knowledge and also sometimes will involve, for example, this is the pragmatic, the pragmatics the implied this phrase, right? So you have to tell them, but at the for to teach level one level two students, we avoid to give them too, too many technical terms, the ones to confuse them, just just give them an example, and uncover

22:20

it in the context more straightforward, and not too much of the jargon. Okay, that's a good point. Yeah. So So like, for cultural or intercultural communication? So do you actually focus on that? Or is like you, because there's because there's a set curriculum to go through? So basically, you follow the curriculum, right?

22:43

And, yeah, so in each week, you have, we have certain, for example, vocabulary and the grammar points we need to cover and then you have the culture points that we need to deliver. So if you go through the modern Chinese textbook, they actually have the distribution as well. Probably you can borrow from a library somewhere, and the is very clear that what you cover each week, and then based on student's levels, we, for example, the student level is slightly high, and we have a bit of more time, extra time, then I added my extra knowledge related to it. And that can be culture, you know, culture points or more grammar points or things like that. But it depends on student's needs. proficiency levels,

23:36

yes, yes. So is there any like? What is what is it that you enjoy about your teaching? Is there anything that you can tell me that you enjoy about your teaching

23:48

students to learn your language, your culture, and as a Chinese, I'm very proud that to share my language and culture, you know, the more people learn, the more they understand the US, right? So and also, Australia is a multilingual society, do you really need people to be multilingual at least have

you been exposed to different cultures? I think that that's, yeah, makes me feel very proud to be a language teacher, a foreign language in the Australian context, to teach them the, the language and culture to increase their cultural awareness.

24:27

And it's very encouraging when we, when we see them speak our language, and put it in so much efforts and you know, especially with writing, and I mean, it's not a very easy language to learn. Actually, yeah. So okay, so any challenges that you can think of like, in your teaching?

24:51

This one is the environment of investment? Yes. Yeah. Yeah. Because some students what the If they don't really because you only have four weeks of teach hours, for sorry, four hours for us not 12 weeks, and you want you deliver all this, and then they have a semester break, which is panel after when they come back, you have the vocabulary, right? So so they don't have the environment do to to keep learning during the break, or, you know, after class. So that's a big challenge. That is, I create a lot of mature, you know, the environment for students to learn, I tell them to immerse in that environment. But again, I cannot force them.

25:41

Yeah, yes. Those who are interested, they will watch like the Chinese drama.

25:47

So say for example, I was told Chinese in China students non Chinese really quickly, because they, they have the environment, they need to go out just like Dubai things you need to speak Chinese. Yeah, that's in the motivates them to learn the language and also provide the environment. Do you learn the language really quickly? Because they use it, and they are motivated tonight so that they can get around in a city, right? So why because we don't have an environment here. So you can create a virtual environment, but it's still virtual. Yeah, that's so true, depending on students

26:24

and the students themselves. And the four hours is like, there's two hours for lecture or two hours of tutorial.

26:32

Yeah, so two hours of lecture and tutorial.

26:37

Two hours, two hours. So it's like they have to, they have two sessions every week.

26:42

Yes, they have two sessions every week and they are supposed to study eight hours outside. Yes. Yes.

26:53

Yeah, yes. Then for like, okay, so is there any like professional development? Because like in high schools, they have professional development, I guess in in unis that will be like conferences or research. So. So do you actually, like, is your teaching load more than your research? Or? Or how do you allocate your your teaching?

27:15

So okay, so for example, when you are entering the university, you receive a contract so they they already negotiation? If you have more, for example, I have more teaching knowledge? And then some people maybe have more research or something, maybe they research only some people maybe do teach known in some people, maybe half and half, so it's always is always written on the contractor, you see.

27:39

So you actually could choose before you signed it?

27:44

No, I don't think so. Because they when they advertise the role, they expect what do you what do you have to do?

27:52

I see so so to advertise for like more like teaching roast teachers who can lecturers who can take on the teaching roles? And oh, okay. So so they sort of allocate that, okay, so So teaching is like, half half is, how does it work? Can it be like more than like, research is just 30% 50%? Or is it like half half?

28:14

Again, as I said that your contract that you negotiate or we will, when you apply for the position? There is, there are specifications that are how much you expect to teach? How much research do you expect to do? For example, if you are a teaching fellow, you have to do 80% of teaching, or at least more than 70% of teaching on the contract. For a general for example, like research and teaching, there will be half and half.

28:44

Oh, I see. Oh, it can go up to like 80% of teaching, which is pretty intensive people.

28:51

Some people have 90 percentage

28:53

90 90% Ah, all right. So that's that's actually a very sir. Okay, so like, as a You mean, like at the university, you have some non native lectures, is that right? teaching Chinese?

29:09

No, we in our department, we don't have all of us. Native speakers of either Mandarin or Cantonese? And also who can speak Mandarin, the standard Chinese?

29:21

All right, so there's no no native native speakers teaching? No. Oh, right. Because normally like they would, yeah, sometimes they would allocate some non native speakers. So as a native speaker, maybe do you think you have like the advantage or maybe even like disadvantage teaching?

29:46

Or you always will be you have more confidence in teaching your own language. That's the advantage. I didn't say any disadvantage because student respect to you because you speak their name. to an average this, they think they are normally the authentic language. Yes, yeah. I wouldn't I was a PhD student in UQ. I also I was also also tutor and in one semester I taught some students. At the beginning they couldn't understand my pronunciation. They say that that teacher spoke differently the Chinese consequent different. I asked her how am I speaking standard Mandarin right? Then anytime I found out that teacher was Australian. Oh, so whose pronunciation was not standard? Why the student could not understand my pronunciation standard? I guess that's Oh.

30:47

Something different? Yes. Yeah.

30:49

Because they if you understand Australian, especially education in primary and secular education, you often get teachers who teach in a foreign language cannot really speak the foreign language.

31:01

Yeah, you're right. You're right. Yes. Because if they learned it in primary or secondary school, they I mean, in high school? Yes, you're right. Yes.

31:10

So yeah, culture activities, for example, they will do some, for example, if a person teaching Chinese, they will do some coloring about the Chinese festivals or do some paper cutting, and then put it someplace on the YouTube videos.

31:27

So the students will actually use to another kind of Mandarin.

31:30

Yeah, exactly.

31:34

Because I thought it was like someone's speaking like a dialect, you know?

31:40

Not that like they got a person. Wow, this is hard for for an English speaking person to Nanda tones that correctly? Yeah. Lots of many years of learning and practice. I understand that.

31:55

So actually, the students were speaking in, like, different tones. So they were not actually used to your way of speaking. Yeah.

32:03

Yeah, after a couple of weeks, then they get used to it. You know, this.

32:08

Oh, that's the Oh, yeah.

32:11

That's, that was the only one case that first time I came across something like that. What, uh, what's the Chinese you're speaking but very different from what my teacher told us? Things like that. Oh, yeah.

32:24

Because I think sometimes students are more sensitive to the pronunciation. They can actually, they sort of like they tell the difference. They want to know, like, the authentic way of pronouncing, yeah, yeah. Because this is very interesting. So okay, like, for example, like, I've got other questions, like, Chinese politeness is like really change. So, so do you? Does it affect your teaching? Like sometimes I'm not sure myself, like, you know, the new ways of saying stuff. And in the textbooks, because I come across the textbooks, they say like gnarly, gnarly, you don't people don't actually say that anymore. So what do you think about that?

33:03

So we also have I think one lesson also have this nanny, this phrase, Nanny nanny, but it's still used by, for example, older generation. So we cannot say that this phrase has disappeared in China. Yes, I used to get the people, you know, like middle aged or older. Yep. Senior citizens? Well, we'll use that phrase. So it is there. So we have to tell students that what does this mean? And if there's any new phrases, or we generally let students know that a particular person, for example, a young person who will say it, they will be able to say that she said, instead of a nanny, Nanny don't being too modest. By being de monetizing. I mean, that is you. It is possible. Lots of you all

33:57

right. Yeah. Yeah. So does that does it reflect in a textbook like usually most of the time, this kind of scenarios like you will, you will actually, like automatically tell them but is it like written anywhere in a textbook sometimes?

34:12

I spoke generally, generally less. Next behind what is happening now, right? Takes a few years to develop the textbook and also to publish it. And also depends on the textbook away was written, for example, more than Chinese was written in USA. So even though the people who write wrote the textbook properly, that are Chinese, but they are more or less debasing us, maybe they used to the US context. So this will obviously have some regional differences reflected in the textbook. One thing Yeah,

another. Another thing is there is a yeah, as I said, lagging behind the textbook always lagging behind. What was the current issues So that's why we as lecturers, we need to put some new information, add some info additional information to that.

35:08

Yeah. That will be an important point for my analysis. Yeah. Okay. Yes. Because we can let you know, expect, but it'd be very useful for like non native, I guess, in a way to have all the explanation in the textbooks. But you're right, because regional differences, and sometimes the textbooks might have been written a few years back. Yeah. Even like, I'm not really updated about, like, certain Chinese phrases like the new generation when they use the word Mandarin. I don't understand the vocab even. Yeah. So I guess that's the lecturers role.

35:48

I just pick up a phone, okay, okay. Sorry about that.

36:47

Okay, thanks.

36:48

So, do you actually share like resources with other lectures or like you have your own set of resources and you like

36:55

your own shell obviously share, for example, I think that's some good practices. How we share we have we use them? Have you heard of Congress? Using Yeah, so this the petitioner known platform, for example, if I find something my, my colleague wants to learn how I structure my course. And then I do my colleague, as an observer of my course. And so then they can log in my course and see the whole, the cost structure and materials is in my course. And that's one way of sharing Another way is, for example, as I said, we have these monthly meetings, and the person has certain kinds of issues or that in teaching, and then we also know share our ideas contribute. And then if they think, Oh, this is a great idea, then you then you can talk privately and giving more details and interest. So we do that.

37:58

I think that's great. Because like one person doing everything is really tough. It's always good.

38:03

And also, yeah, we will, for example, if this course I taught before, now I'm teaching another course and then this course will be passed on to you and not according to that I will give all my teaching materials to this colleague, just up to the Krieger to us, we are going to use my material, but they don't need to reinvent the wheels, right?

38:24

Oh, yes, yes, at least they have something not to start from scratch. Because like, every every unit, I mean, if you moved in the unit, they might use another textbook, then you know, not to start from

scratch. Oh, okay. Oh, wow. Okay, I think I've sort of covered all my questions. And I think you've given me a lot of information. And, yeah, I just need to sort out my notes. And, yeah, so I think I think that's about it that I want to ask, actually, I didn't introduce myself. My name is Wang Li. I'm actually from Singapore. So yeah, I actually very interested in like, actually, I don't have any friends from China here, which is kind of peculiar, because of the purpose, like, just not so many people around. So I'm actually very excited when I talk to like, you know, people from China, like, you know, the language differences that we have.

39:23

Yeah, and I actually and relearning my roots. You see.

39:28

That's, that's good in a way. And I think today, I really got a lot of points from you, which is, I'm so grateful. Thank you so much. And thank you for your time. I will I keep a watch on you. Do you go to conferences or you do publications, right?

39:43

Yes, I did go to you then Australian English society. The annual meeting the conference at the end of the year, every year. And I'm actually researching linguistics. That's why I'm the member of the Australian linguistics. society

40:01

I have attended every year.

40:05

Other conferences like there is another society, the university languages and cultures. I cannot remember the full name I joined last year. I attended them, AGM. That's it last year. So this year, I'm still expecting waiting for the email about the conference. I'm not sure if they're having one, but But you could even have one you present every year, but I'll choose the English society one because

40:36

that's my focus. That's your annual. Anyone that you've been to. Okay.

40:45

Yeah. So about this platters? Yes. It's more you, if you think you should do in interview, I mean, maybe you already been doing it. The lecturers who teach intermediate and higher level, I think that's more topics involved about that. Right? Because I taught advanced level students in China, that's a long time ago, that for example, we teach. I teach. I taught them. One course is about the What's the title of audio visual and Washington Chinese movies, and you know, talking about Chinese culture. So that kind of causes to advanced level courses, involves in depth discussion about only Chinese rituals, and the Chinese manners, you know, Chinese People's, the typical characteristics, like, how to be modest, they think. Yeah, another way, like the Chinese culture over Ching Hua, you know, like, those kind of things. In the beginning, the beginners level and the intermediate level, topics I can, I can think of that covered the places let's like, for example, go to a restaurant. How do you order? Yes. And then and maybe then

use? Yeah, like, introduce yourself. And she went, like asking you a way where to find the libraries that she went to once a month. All right. Yes. Very basic. And also in the restaurant. I do. For example, in the restaurant, I do add some extra culture points. For example, He was in a shelter yet she when you made your meal submission. So the in the tax there was a shouty Right, yeah, address the waiter or waitress as a shouty or syndrome. And but in modern culture. We often say I mean, current times when it's been particularly about the agenda is a shouting oceans. And because Xiao Jia has other meanings as well. Yes, yes. Very present. So we we prefer the neutral form of fooling. Yeah. So that's I also if the textbook happened to us shall explain to our students that is safer to use. Instead of using charging people maybe you get annoyed, right? Oh, yeah.

43:24

Yes. Yeah. When they will not serve you maybe.

43:27

Yeah, exactly. So this kind of things, therefore, depends on the how the textbook, deliver the message if they use certain words that I tell students what to do this kind of culture issue and also the, for example, when we talk about festivals, so reasons. Other reasons that a couple of weeks ago, one of the lessons is about the Chinese festivals and also the Western festivals, and then having to that week also having to the in the wake of Mother's Day. And I talked about that. What's the difference between the Chinese people will celebrate Mother's Day and their western synagogue mustard. Their Mother's Day, for example, the Chinese mothers they don't want to receive white chrysanthemum as a present, right? Yes. It's very common. Very common, no matter white or yellow or pink. But Chinese mothers they would not. Right. So this is also an cultural issue by the taxpayer. want to mention that. Yeah. Well, you probably buy flowers for your mother. By what flowers? Oh, no. Yeah, but you need to be very careful what flowers you choose. Not a Christian sermon, right?

44:44

No, no, no, no.

44:46

So this kind of things that we tell the teacher that extra extra culture to deliver if there is a phrase coming up, but the text above is a textbook cannot to cover everything, we can add a bit of information and students been very interested. But we also very careful to not add too much too

45:07

much. Yeah, this is a tricky part. Yeah. Yeah. Too much, then

45:10

they they're not focusing on what?

45:16

To get confused sometimes. Maybe. Yeah. So there's this right. The role of the lecturer is also very important. How to end with the experience and everything and the training maybe? Yeah. Oh, yes. It's



very interesting. Yes. Yeah. The Chinese customs. Yeah. They don't understand. But you know, she tried to

45:37

let them more be more aware of it. Yes. Yeah. Like, personally, I also like, teach my kids like, you know, certain things like sometimes they're a little bit too too westernized.

45:49

I think that the year level or the professional level in Greece, and then they will deliver more cultural contents, for example. In the second year, we also talked about when you talk about the Chinese festivals, you're talking about the Chinese New Year, we talk about Chinese, we're talking about the giving home bow, right? Oh, yes. So this is also a Chinese customer. So a Chinese tradition that generally is the seniors given to the younger generation? Yeah.

46:20

And what do you say, you know, like,

46:22

we say good things.

46:24

Yeah, that's right. So you kind of we kind of want to teach students about, again, at the intermediate level, if you can, what are you can teach is related to those words that they already know. And some introduce some new words and new phrases and new grammar points, new sentences, but also not to overload with

46:45

no overload. Yes, right. Yes. That's, that's yeah, that's. That's the main point. Yeah. Right. Oh, wow. Okay, so are you are you teaching now? Is that the, the holidays Friday,

46:59

so Yeah, John has just finished two meetings, no, two meetings.

47:05

You need a break.

47:07

Meeting of things. 12 o'clock.

47:10

12 o'clock. So like departmental meeting or later, the union?

47:15

Actually three minutes first, I had a consultation with my students who are right into this and then had department a meeting and then has two meeting, research meeting. So it's like one meeting after another.

47:28

And you got your phone calls coming in this interview? It's been a long day. I mean, like Friday, yeah.

47:38

Oh, yeah. So thank you so much. Thank you. Because like, sometimes it's hard to get people to be interviewed. Yeah. So I really appreciate that. And because I and I can learn more because like in different unis, there's different practices and you know, we've because I look at your profile, you have got a background in linguistics, so, so so so my supervisor was saying yes.

48:07

Yeah. Okay, thank you so much. So I have a good weekend. Okay. Thank you. Yeah, okay. Yeah. Okay, bye. Hey, bye.

00:37 es. **Actually, you know the textbook the teaching materials are actually designed by us according to the learners needs** Oh my teaching materials are quite flexible. And I just got the basic one. For example in the learners class the beginners class from the Mandarin tones, and pinyin the pronunciation and then and then how to express their names how to express they have to say their nationality you know, these are the basic just the basic outlines for them, but it depends lighter nationalities, and then I will I will have a look at you know, where the students are originally from. And then I will put the name of the countries and on the on my teaching board and then teach them so it's quite flexible and anything is just catering for students needs.

01:54 **I don't think I will use one set or textbooks** Okay, I would combine them based on the student's needs Okay. And if like, I found you know, a video which is really related to my teaching materials and then or the students needs then I will just Google it and put it in and play in the class.

02:39 Yeah, it's **the linguistic politeness** politeness is definitely one part of my teaching program. **Because erm.. the main purpose of teaching a language is to communicate right**. So, you know, the linguistic politeness is one part of the communicating skills .Yeah, it can **enhance communication** though ... expressions like duibuqi... Then I will combine them, I will teach this expression combining it with the tones and the with the you know, the pronunciation and also the **function of expression**. I will combine them I will put them together in what in **what situation** shall we say to duibuqi.. And then and then also you know, the pronunciation is okay.

04:15 Yeah. There would be some ... for example, like, you know, how to address, **address terms** like that. No, I think you know, Because you know, English, English and Chinese. Yes, these two cultures I think in the least, are quite different in, in, in, in addressing, you know, this way, you know, I have to tell them what are the like...the basic forms are a basic addressing forms. Oh, Which would be, you know, can be, like, usable in most of the situations... how to say Mr. And Miss, or Mrs. either.

05:24 is a very interesting question

05:29 Yeah. One thing I think they like, as a teacher, I think, you know, like how to address you know, people, I mean, coming back to the, the former question, and I will ask them, you know, what, what kind of jobs they are doing. And some of them will give me a lot of, you know, information I some of them have that like commercial or business doing it, they are doing it in the commercial world, right. And they have a lot of business trip to **Beijing and or Shanghai, the big cities or China, and they will tell me, they will share with me the experience**, you know, we're **we're attending the conferences there. And they're all while they are interacting with the Chinese**, their colleagues or the friends or people in the industry, they want to know certain Yeah, they will be a very good teaching materials for me, and then I will share I will share in the our group. Yeah, and I will **interpret the the differences that they have perceived**. So it's very, very helpful, like, going back to the addressing forms, and I think they will put your **shuige** , **meinu** teaching materials, I use them, I tell them, you know, when you communicate it with the teenagers, or the young young people, it can be used, it can be used in any situation, you say, open the conversation. And they will be very eager to, you know, to help you, then that makes sense, you know, in the class, so it's very flexible. Anything. Yeah. And they're coming to you know, how, how I would like them to address me. Because, you know, I'm teaching in an English speaking environment. Yep. So I put myself equal to them. In the first beginning, **I just, when I introduce myself, I normally introduce my given name first**, so that you can call me You can call me **Run Yi, which is my**

Chinese given name. And then I say that my Chinese students all call me **Chen laoshi**, then I introduce or **how lao shi means in my culture**, Chen is my surname. So I would tell them in both cultures and I'm happy, you know, they can call me when he or you know, they can you know, call me Sure. So it's up to them. It's up to them. So it's

08:22 Yeah. So I tell them I'm happy to be flexible. If Yeah, if they you know, **learn this course in China. Definitely. I would recommend them you know**, calling their teachers so.

08:39 you prove yourself you know, yeah. You you our **flexible person**, you are multilingual or multicultural person. Because they are learning you know, your your, your, your first language.

09:30 But that is very Aussie culture... Yes, I believe is about I mean, how students address their teacher right? **In USA and when I came across it on the internet, and the professor at the University just got very angry very Oh, , this Oh, you You can't call me by my given name. I'm your professor. call me professor.** When so So it depends as well. Yeah, it depends. It's

10:04 Yeah. So straight up straight away in a when you you are in the new class just know what what way, **you know, you would prefer you know, Yeah. Your expectation** and just tell them you will be happy with it anyway. Because no, I think in the high schools maybe a little bit different. Yeah. And then but you know, because I'm most of my students are adults and they are Yes. Coming from you know, all walks of life...

11:42 You mean,

11:44 **The advantages or disadvantage** of teaching, mentoring as a speaker, you and I will think you're **definitely we have some advantages.** in an English speaking country, or English speaking environment, or in an English speaking class, because, you know, we ourselves can be the **models...** I mean, the teachers can be **models of this language.** Oh, yeah. Which is very important, a very important part, when you're a teacher, when you are teaching a language and when you have to **master the language perfect professionally, at least, right? We can tell them, you know, yeah. How to, you know, do this, how to learn it in a more enriching way?**

Also, I think, I think the tracks can be built **quicker** then maybe no. Yeah. Can be like so in other others, other teachers who are not native speakers, I mean, in my scenario, in scenario, yeah, but maybe in the in the, **in the primary schools, maybe not necessarily the case.** Yeah. Because our **my student, most of them are adults, and they have the learning experience. They have work experience, they have the commute the experience in communicating** with lots of, you know, people **from originally from the Chinese speaking, you know, regions, you're right.**

13:35 Yes. Yeah. Like even the accents, like the accent and our, our accent would be different, you know, if you're an open northern, part the southern part of China, right? So I tell them the differences. I tell them the differences and then when you go to China, **you at the northern part of China,** you have to use your **Re** There are, you know, yeah, you say, like **yidianr**

14:04 very different **yidianer** in the northern part in the southern part of China and also to tell them you know, if you hear this, most probably they are from, you know, this southern part of China like Guangzhou or Hong Kong. If they say in this way most probably they are from Beijing, or you know, or Harbin.

14:27 even like when I tell you I don't say yidianr

14:33certain parts right or you know, some Southeast Asia right. I think that Singapore in Malaysia, when you hear they will say no la la la. me most probably they're from Malaysia. I would tell, the numbers you know, numbers when you say you know, what, 10,000 right. What do you say you, you, you you catch and they say say the mainland, the mainlanders of China will say, yidianr you know, yeah, you want you want, but you know, if you hear their say shiqian and then they will be they may be from Malaysia is and and Singapore, and then also ask them, **have you ever thought about the differences?** Why they **interpret these numbers the same number into different weighting?** And they would tell me some of them can get the, get the answer, some of them will, they will, they will be wary, you know, ya know, how I use it in, in my own way, and because some of them their partners, like their, their wife, is from Singapore. And they had they have yeah, been to the country, and they will, they will link them together, you know, with some help from me, they begin to note that the **official language is English** and so in their mind, in their mind 10,000 is **10,000 1000** So, we use different system. So I can say, and then they can, you know, yeah, after they know, these linguistic differences, **and they will know how to not have to rely, you know, handled communication in a way which will be more comfortable,** you know, yeah. Or, you know, **adapt to the cultural environment.**

16:35Yeah. And I think this is **definitely one of the advantages of this is teaching,** teaching, you know, if, if, you know, yeah, **the teacher has multilingual or multicultural experience** experience.

17:02If your teacher the the Certificate course and definitely, you have to, you know, adhere to the selected syllabus, but if we have, you know, different kinds of classes, but if you're, you know, teach like, the the shop, we call it a short courses short, then this guide, or you know, classes **will be very flexible. I say, it anything is based on the student's needs orders, so, yeah, yeah, well, yeah,**

17:57yeah, this will be a little bit different. And they will have the, they can use the content, **you have to know like, follow the contents, you know, in the syllabus.** So there is more interested in teaching, you know, the causes, which, you know, I think, you know, that is I can I'm happy to help them you know, build a solid foundation, of course, you know, further studies or you know, are there in the future, you know, when they want to, you know, when they really want to go to you know, visit the country, or or you solving some, you know, cultural differences in their life.

19:00do you know, if they have recent and yeah, **I think the teacher we use a specific textbook, but the teaching materials can be you know, flexible** because, you know, I normally do not teach the Certificate course, but I attend the I will share with the teachers and even sometimes, you know, yeah, go to the classrooms. Yes, yep. And yeah, to, you know, yeah, to sit there and then just, you know, do some mingle with the students. Okay, they, **they use one textbook, again, you know, I think, you know, the text, which is a tool, you know, yes, they will, yeah, integrate a lot of other materials.**

19:50that I felt that I forgot this one because nowadays, I don't think we have a lot of classes or, you know, short classes. Hmm. Um, I **think textbooks can be flexible,** can be flexible, it's a lot. And they're also **decided by the teacher,** I think. But I think

20:32Not really,. Yeah, in the starters, you know, in my opinion on the writing, I will not put in though at the real beginning, but I will, I will tell them, I will tell them, well, how, you know, the Chinese characters are constructed, and then, for example, 123, how to write yi er san and then they cannot be straight away, you know, but you know, from number four, and then you can do it, you know, and then I also

introduce, you know, our Chinese, the Chinese stories, teaching them, teaching them, you know, when we cannot be very constricted, or, you know, yeah, we must be more than enough to learn otherwise, you know, when the teacher notes challenge you to ask you to write, you will take you one day to write one thousand strokes like that. Yeah.

21:33 know, they, they just No, come to learn, you know, your language, your culture. Yeah. And they're also how, you know, we, we have the right **radicals**, right? Oh, yeah. The tishoupang. Just give them some examples. So there's an example they, they are eager to go go further, you know, and this is, so for the stuff that I mean, **the beginners class**, I just wonder how them, you know, **to build up their confidence** they can go further. Otherwise, you know, there are **always a lot of learners. But yeah, not many users** ...

22:28 listen to the news read the news at six o'clock news. Channel Nine ... and if they mentioned, you know, the stock market one of the biggest stock markets in the world No, they would definitely mention, you know, the Shanghai ... and then you'll say Listen, I know they mentioned that the capital of China in Beijing and then ... the tones and the sounds and at the end of course, they say you can do better than the news reporter Shanghai Beijing Shanghai and they all laugh teachers see so I see you can do better you know, after you learn just for one or two less lesson here. Yes, this is **self confidence**

24:00 Yeah, because I them but but **don't criticize them because they haven't learned that in the classroom and they laugh again.**

24:13 Your third tone as in your third is better much better than the news reporters. I'd say the majority of the people you know who would like to know Yeah, use and or mentioned this capital city or these no big cities. So, let them tell them this is my my own you know, I mean, give them the confidence Yeah, confidence give let them go go go further with their confidence and their like, skills they learn from your class.

25:09 Yes. Because if you are in the the primary school or high school setting, most of the time, I think would be like, Chinese students or maybe like, some You didn't? Where else like for your case you would have like, people from everywhere.

25:26 Yeah, yeah. Whoa, **were international**. Wow. And then some other some **other local Chinese** I mean, yes **may not necessarily do better than**, you know, people from other cultures for example, you know, the, the **students from Hong Kong when they, you know, some of the pronunciation either**. And the interference from dialect, right, and they combined them into one and then **they may not do better than**, you know, the students who just learn this language no memory. No, you're right. You're right. Yeah. And then it's very hard to **you know, yeah. To change.**

26:26 So I tell them, I also tell them, there's no standard Mandarin in Okay, yeah. But **you must be flexible** enough. You must be learned to be flexible when you communicate with them. And when you you know, want to you know, **adapt yourself to the, to the culture.**

27:26 Yeah. Now we stand the one I just say no standard. Yeah, yeah. Yeah, the standard is relative. No, yeah, you're right. Why why why we use why we call it Yeah, the Beijing Beijing Beijing people's people from Beijing's actions because, you know, when you when you really want to **standardize** the language, and then you think about, you know, the **majority** of the, so we speak the language, how you

use the language, and then we try to use that as a sort of standard standard, but in our real life in our real life, is that they are not met the standards may not be that strict.

29;13

And I tell students to stop saying nihaoma all the time. The translation in the textbook is 'How are you?' But it's not like English where you can say 'How are you?' everyday. "

00:34

So I'm born in Canada. I've taught in Australia since 2017. Before that I taught in Nanjing. Yeah, I taught at Nanjing Normal University and University and my PhD is from Nanjing University. So I taught when I was a PhD student. And so I mean, if you're interested only in language ..I've taught language was only 2017. At that time, I was teaching heritage. So I teach. I taught. Yeah, I taught, you know, Chinese Australians. Mostly. Chinese New Zealanders, Yeah, but yeah, everybody, ethnic Chinese. Most of them. Most of them Australians. Maybe Maybe there are a couple Singaporeans or something.

02:42

I mean, I haven't all of my students have been ethnic Chinese. Yeah. Okay. Everybody, because it's background. It's for people who speak Chinese at home, but don't write very well or they speak you know, they speak guangdong hua , chaozhou huashanghai hua or something and ... their Mandarin. Yeah. Uh huh. So, so I mean, I do teach white Australian students, but I teach them literature and translation. So it's like, translation. Lu Xun , Zhang ai ling... that sort of stuff.

04:03

um, I don't know. It's, it's, you know, it's four years ago and funny, I mean, it was a there was a nice group of students. I had the capacity I have 50 for the lecture, and then tutorial group, maybe, maybe 25 is quite a big number. That's usual. The usual number here

04:44

The first class, they do if they speak Chinese at home, but don't don't ,aren't but aren't from Asia. Yeah,

05:05

So there's three levels, there's three entry levels, there's the beginner entry level, there's the heritage entry level. And then there's the, you know, from Asia, mostly from China entry level.

05:21

yeah, yeah, mother language or near native or near native. Yeah.

05:27 most of my students can write too... write those students can also write but they don't write at a, at a high, you know, at the same level. So they know, you know, they know, maybe four or 500 characters only...you know, they, they, they need help.

06:14Well, of course, you know, I gave them group work and had them in discussions and we, you know, we did the dialogues from the textbook and stuff like that, and I had activities and such, but with a group like 25 students. You know, I try to try to have them speak as much as possible, but if you're going to provide any feedback, it's a you know, once once it's once you're out of the groups and with the large group again, then of course, it's more sort of, I say something and then I asked, you know, Jesse, what do you think? You know, Sarah? Ni ze me xiang...

06:58Or what you know, whatever it was ... I don't know, like if you know it becomes more dianming



07:17 use English but in class. Oh, Mandarin. Mandarin. Yeah, they're all they're all. They all speak Mandarin.

07:40 Yeah, but I mean, the best way to get them to understand is to keep talking and their students are talking and you know, even the ones who have chao zhou or guangdong? Yeah, I mean typically typically their level of Mandarin is not zero right? They know some Mandarin from TV or films or Yeah, or other classmates or whatever it's typically not 000 if they really, if they couldn't write and they really spoke no Mandarin we might put them with the beginners

but, yeah, I mean usually usually you know you know some of them are like quite hui ting buhui jiang, so you can have yizhi gen tamen jiang, ranhou, ... (Mandarin)

08:59 Because there Yeah, I mean, I would obviously with a different type of student I would have to use but um,

09:16 I mean, if they they usually they write me in English you know if they have you know,. Yeah, Usually that that's in English. And, you know, after class or in the break or something, if it's something if they've you know, if they if it's a more complicated explanation or something then then maybe English is maybe I might use English, but typically, yeah, they're, you know, they're there to practice and improve, right. So.

09:45 Yes, yes. Yeah. Okay. Thank you. So So is there a particular textbook that you use, like, do you have a designated

10:23 Yeah, no, they're I mean, they're, they're, they're nice kids. And because they're advanced, you can, you know, you can talk about

10:34 movies, you can talk about literature, you know, yeah, talk about how you usually I, you know, I brought in a song or something for every tutorial, and then we'd go through the songs and, and then we can talk, you know, they're, they say, have some level of information from home, but then they just don't know very much about, you know, big chunks of Chinese history or culture or whatever. So you can also, you know, I can do some of the things that I'm interested in, if I want to run a class on ,that I do right, then I then a half an hour. Why not? Well, well, I could. I mean, it means more preparation for me.

But of course, I'd rather teach things that I'm interested in. Yes, of course. Yeah. No, we do do the stuff from the textbook, but then I usually have activities or something else that I'm interested in. Yeah, that was the same. That was the same when I was teaching in Nanjing...you know, they just told me to do what I, you know, so. So I prepared stuff that I was interested in.

13:05 Yeah. And I know that some, you know, and I continue to learn languages myself. So I know the feeling. I know that some some teachers don't like to, you know, name people. But I always do because it's just, you know, I don't want to sit there and wait, and then and then it's always the same five people, right? If you want everybody to talk, then then you just

13:54 And I think it's normal to be nervous and feel nervous or a bit anxious about not knowing the answer, whatever also helps you learn, right? You always feel like if you're always really comfortable, then you don't learn as much have to feel uncomfortable in order to acquire information, because you have to feel like, you know, you know, frustrated that you didn't know the answer when you want it to say you didn't have the right word when you want it. And then you remember the word when you learn it, because you associate it with a stronger motivation.

14:40 Well, I mean, the short answer is I lived a long time in in Nanjing and Taipei.

15:15 That's right. Yeah, I work very closely with colleagues in all of those places also in Fujian. Also in in Zhejiang... Yeah, I've, I've worked closely with people in, Yeah, in mainland in Hong Kong and Taiwan, and Singapore, and Malaysia.

15:51 there's that. I mean, that tends to be orthographic. Right. They tend to need correction on things like, you know, kinda doubt they don't know what to do. kandedao, They don't know which stood to right for that. They just use. Or, yeah, homonyms, you know, they have difficulty with with homonyms. Yes. Yeah, so I mean, in grammatically, usually their production, we're not, you know, usually, I think it's more important at that level to speak, you know, the, but we do do certain, you know, more complicated constructions for the composition part. And those are those are in the textbook. I just follow the textbook for them.

16:43 yeah. Yeah, most often laoshi? Yeah. Most of them have also been the, you know, community Chinese schools. So, so I think they would just automatically Yeah, now should is just the automatic address. Yeah.

17:02 mean, because nin is so northern sounding to me. Sounds very big to me. And I just don't, you know, it's not my kind of people in Fujian and Taiwan and I don't use Nin... very much either. And those

17:18

Hmm. Okay. And yeah, because like zanmen. I think we don't use zanmen. that

17:26 that's all sort of Northern and I just don't believe I'm not I'm not invested in Beijing dialect. As you know, I'm also not invested in Pudonghua Ah, you know, yeah,

17:44 that's right. And and the you know, biao zhun guoyu isn't isn't that similar to what's spoken in Beijing? And for that matter what spoken in Nanjing is also Mandarin but just not you know, meiyou zayin, hunyin, I don't if that's what they speak that's also fine of course, but I just will meiyouzhezong yao qiu, show if it's very northern. I don't think that's, that's that's not biao zhun That's a you know, that's a northern thing.

18:31 Yeah, I mean, I try I try to stop myself from so the way I usually speak at home and from anyways professionally in because I learned more in this house. Juan she... Haha because because that's in the opinion, you know, and it's you know, I tried to be a little more careful about that in the

classroom because because it you know, because it could be important or not important but more so yeah, my... jiaoshu, su...

19:27 yeah. So I do the same qian bi yin, hou bi yin, I tried to be a little more careful about matters. Yeah.

19:42 Yeah, no, not not especially ... But that's also because because I treated a lot like a conversation class, and so of course they do baogao and they you know, xie zuo wen, and and all that but I don't really want them to feel formal. about speaking and so and I think it's important for them also to have, like, I think the, I think the conversational register of speaking is the most important for them, right? If they're gonna, if they're gonna live or visit a Chinese speaking place, the most important thing we'll be able to will be to be able to express themselves fully. So So, so I don't really try to create that atmosphere.

And then because I introduce a lot of, you know, popular music and that thing, right, because I bring, so it's, you know, it's a class. So I'm not trying to be like, better though, da jia dou shi lai wan de... Now, we have to we have, this is the schedule for today. And these are the things we're gonna do. But in terms of actual language, I don't, I don't mind if they speak locally, and I mostly speak quite colloquially. And then we do and then we look at the, you know, grammar points or whatever and deal with those as formal Chinese and then yes, no, feedback on their homework will be about expressing themselves more formally, but the usual stuff I don't see the point, making that super formal.

21:19I think you know, the, the spoken stuff, it's more important that it be colloquial and the written more important than before. So, yeah, so that's sort of how it's divided.

22:01I mean, sometimes it's because it'll connect to one of the activities or because it's the grammar in, you know, it's it uses a grammatical construction that they're learning the particular week. Um, or, you know, sometimes it might be it might just be because it's, it's been in the news or something, you know, if a if a famous if a famous singer, won a big prize, or if somebody passed on or if, you know, some connection, if there's some connection. Some connection to ,either the news or or something in the textbook or? Yeah, I mean, Yeah, it's not necessarily so I do bring popular music, but I also bring them music that that I think they won't find otherways they won't be familiar with, like, so. I remember that once. I brought them er, erm nanbo nulang, you know So that kind of, you know. Ah, no, she's quite an interesting figure. But because he's, you know, because she's a filmstar rather than in the main, probably, they won't usually find that music or listen to that music.

Or I sometimes take stuff from before, you know, from the 30s or 40s. Because it's, zhou xuan, For that, you know, I'm sure they will find contemporary music. I'm not sure they will find historic music. To introduce them. I think the also the one I sent them or the one that I played in class was probably this one. why Chacha? because otherwise they don't have a really set a real sense of, you know, the 60s. No, I don't Well, they will they will only if they know anything they will know the Cultural Revolution. Right. So I might also something from you know, from qia qia bang or something like that. Yeah, I think it's important to have Yeah, a variety actually.

You're from Singapore. You know, I've played them stuff from guo bao kun , when I'll go couldn't Yes. But they might not know. They might not know Singaporean culture right, but also has its own culture. So I think I think this is probably the one that I watched with them was lao jiu ..Because the Muse because theater practice did the musical version. So I tried to do things like that.

25:14 This this last one that I sent you, which is called chi chi chi, You know, they all they can usually identify that with family events.

25:41 No, no, sometimes I play them kun ju, jing ju, I mean, you know, of course, kun ju..., but just so that they get a sense?

Yeah, I, I try to do stuff from dip, you know, always something from Hong Kong something. Something from Southern mainland, something from the north. You know, I've played them stuff from from, you know, Just so then they get a sense of, well, variety, right, the real variety of Chinese cultural expression. Yes. Both historically and regionally.

28:40 know, they get used to it, right. I'm their teacher. So I see them every week. So it's only it's only exciting for like, five minutes. Right? Oh, and then the actual subject is, is, you know, the culture and the language. And that's, that's Yeah. So yeah, I mean, it's always the case, you have to start one of the reasons that I started the class with a lot of Chinese and no English was because I don't want to deal with the like, now, laoshi zhen de hui jiang zhong wen ma .. it's like, Okay, if I, if I start, if I just start with like, 10 minutes, this is what we're doing in the class and how the class is structured, and blah, blah, blah. Yeah. And they get over that. And it you know, because there's no point in having that kind of ge he right.

29:30 yeah. We like people. Yeah, people don't expect, you know, people don't expect French teachers to all be French or Oh, yes, yes. Or Indonesian? Indonesian. So I just think it's important to treat Chinese as a as an important world language that you don't have to be Chinese to learn.

30:32 think of, you know, the many kinds of different Australians who speak English. Some Australians who speak English natively would be not very good as English teachers, because they can't explain what's going on in English, right? Having the nengli to speak. I mean, you have the need to explain.

31:15 I mean, I didn't I'm you know, I'm not a grammatician or a syntactician either. And I also didn't have years and years of formal learning of Chinese. I mostly learned it in China. So I often also have to look up why. I'm not sure I'm glad that...

31:51 the general sense is that ..mudi de de is adjectival and kande chulai de de is adverbial, I think, Oh, right. Because you're describing the chulai, describes how you kan, whereas Yes, yeah, Yes. Yeah. Um, yeah. You know, if it's lusede ... it's adverbial... I think the general rule is if it's an adjectival or situation, if it's the adverbial situation, yeah. Yeah. But then then not all students know the difference between some of that word,

32:41 I mean, that usually, usually, yeah, it would also work because you would end up with, you know, if it comes with the towel, right? If it comes before *zuo de dao*, or Yeah, *todo, todo*, *Li muligheder G*, right. There's some markers, right. So you could probably with a little bit of research, you could also do it that way, and just find the markers that you know, in which environments is it gonna be? Yep. So, yes, I use the Cambridge, Cambridge anion, the Cambridge companion for Chinese grammar sometimes when I needed explanations like that, and I gave and I gave students the links to that as well.

33:38 yeah. Because some students or some students have, you know, are happy with the sort of intuitive sense of Why, ya know, and maybe they kind of already know, because they kind of have it from home or whatever... They can they can guess.. reliably, but some students, you know, especially maybe the ones that are scientists would prefer to see the rule. Explain.

34:24 mean, not super formally share resources with other lecturers) . Maybe, you know, but if I find something that works in a con, like the conversation we are having, I might have a conversation with another colleague. Yeah. And then yeah, and then I, you know, I would pass the links or whatever. But not it's not like we have meetings where I say this is what?. Yeah, no, informally Sure. Of course. And not just that. Yeah. Including at other institutions.

36:12 ask about intercultural communication, but because they are heritage learners, yeah, it's a little bit different. you think like that the right way? Or like, appropriately? Or do you think they are overdoing it? Oh,

37:10 yeah, I'm just Yeah, I don't politeness. Um, so maybe, I don't know, maybe sometimes I thought they were being a bit too off hand. Or maybe we just we discussed ways of, you know, addressing people you don't know, or people if you were going to China and studying their, you know, ways that might because because they speak it mostly at home. Maybe they are a little bit. This is often the case with heritage speakers, right? their vocabulary and their manner is not adapted to more formal situations. So I'm not sure I can. I'm not sure I can give you a good example.

38:06 maybe this isn't the real example. But it's the sort of thing that might happen is that they might, you know, **Lao shi zhe ge zhou mo qu wan shenme le** Right, they might have something like that. Right. And this is not, you know, okay. You know, you can ask , **laosi, zhege zhoumo mang shen me** something like that might happen, right? And then then we would talk a little bit about why **waer** might not be the best choice, right? That's sort of when you're talking to your teacher. And it's just, you know, probably we've also might have a class where we've talked about how broad one waer waer can be right? If convenient, hang out, hang out actually be you know, it can be playing a computer game. It can be sports, but, you know, so it is broad, but it probably isn't the verb you want for. What did you do this weekend... for your teacher... It's probably okay for a classmate, right? That sort of thing.

40:22 I mean, they were they were(friendly), but it's also, you know, because I sort of allow that right. I sort of created that. And I don't, I don't do that as much for a literature class or a theater class, or it's like, you know, now I'm lecturing, you're the things you know, and then we have a conversation about

literature or something, because, because that topic, right, the topic of Lu Xun or whatever, is not something that a classroom conversation should be totally informal about. Right? You're talking

40:54 But if the point is, you know, if the topic of language classes a bit diffuse, right, it's sort of everything. Right? How do you talk about everything? Because the topic is language and language covers everything? I don't think it makes sense to be super to have huge barriers between a teacher and a student in that kind of environment. Because the because this the, the immediate use of learning Chinese is mostly for most of them will be spoken and then they shouldn't. Yeah, and then so it's, it's important for them to acquire ease and feel comfortable. So so I think that the the, the conversation environment, which, which is a lot of the tutorial is naturally a bit. A bit more relaxed.

42:01 really, although I have to explain them, because some students might not speak Mandarin that well. Oh, yes. But I've taught I've taught literature before in Nanjing Oh, okay. So, so. And there also, there would be more in China in general, there's more of a of a, you know, an automatic barrier with the teacher. barrier. Well, well, you know, greater formality, right? Yeah, yes. Yeah. Most in most cases, like they mostly expect the teacher to be at the front of the class, you mostly don't expect to be in little groups. They're mostly not very happy having little conversation or group activities, right. It's mostly, like, talking blah, blah. Yeah. And so and you can't really move the desks, right? It's. Yeah. And so if you want students to speak, it's more like,

43:01 you know, I mean, yeah

43:11 mean, the students are also very friendly, right? It's not it's not, it's not, but there is more of a structural separation.

44:10 (addressing) Oh, it depends so much on the situation. I mean, Australia, it's quite informal in general. So usually, so colleagues mostly use Josh. If students use Josh, that's okay with me. That's okay with you. But it's not okay with everybody. Right. So I wouldn't, I wouldn't recommend it... to a student to a student I would say always start with Doctor whatever, doctor. It doesn't bother.

it doesn't bother me. It doesn't bother me. But I wouldn't recommend it to a student because I know people that it does bother. And I really wouldn't recommend it to a student studying in North America. And I really wouldn't recommend that if you're, you know, if you're, if your teacher is whatever. Yep, beaming along like this. You definitely don't want to be lin ming huang, right?

45:23

it's it's it. Yeah. Because doctor is a title. Yes. And I like mister. We don't expect Mr. Josh either right that all of those usages strike me as Asian you know the Philippines which is also very you know, Anglophone all it is sir Josh, Mr. Josh, you know, but but they don't they don't strike me as either North American or Australian. If there's a title then it's the surname, but I'm you know, I'm used to, but I just I wouldn't I wouldn't I wouldn't recommend it and I wouldn't address anybody that way.

47:46 I mean, I speak Chinese at home. I speak Chinese at home. Yeah, my partner's from from Gaoxiong home. Oh, okay. Taiwan. Yeah. Yeah. So we speak Chinese at home. Okay. But that helps.

Yeah, yeah. But I mean, I also consume a lot of, you know, most of what I read is in Chinese a lot of what I want to read,

48:10. If you're reading if you're reading conscious on to it doesn't have to be fast. I work a lot on so now I'm working on a kun ju project.

03:56

actually. Okay. Yeah. Basically. Yes, yes. Yeah, sorry. Okay. I actually come from Singapore. Oh, yeah. Okay. Yeah. Okay. I came over as an international student, yeah. I study architecture. After graduation, the construction industry is really not blooming. So, I have a lot of difficulty getting a job. Yeah, I did is I went into one year of studying in Diploma in teaching, and I migrated as a teacher. I taught at different school like government school, private school in primary school, then until, I think it's about about 2002 drew that I got into Murdoch University. **Experience of teacher:**

That is the ,that is the School of humanity. And they offer Indonesian, Mandarin, Japanese as they are linked course. And I was employed as their, so called the position is called **Associate lecturer**. So, I basically taught Chinese Mandarin to the first year, second and third year. Yeah. And because, um, what happened here is the high school and primary school, we generally schools also offer a language. But it's up to the school to pick what language to be taught. So therefore, with this lot of Murdoch student, it can be very challenging because someone, for example, like I have one from **Hong Kong, STUDENTS of different cultural backgrounds, needs different cultural literacy**

Hong Kong, basically. Yeah, she has an understanding in terms of like **speaking or listening**, but it is a matter of like, writing in **Mandarin**, Cantonese is right different from the Mandarin right. Then and also in terms of like speaking, because speaking and writing. And one lady was from **Malaysia**. Again. She's speaking, and listening. But not with **writing** as well. **STUDENTS enrolled with cultural knowledge, they just lacked the writing skills**

06:41

Yeah, various different level two, I have about **25** of them. Yeah, it's a **big class**. And at the time, I think Mandarin blooming, so yeah, and I have a lot of **white Australians** who are really, really into Chinese, learning Chinese.

07:25

Yeah. In 2002. I, I eventually have to leave **Murdoch Because they closed down Mandarin**. What happen is that at that time They has a problem with with money **Budget money**. So, they can only afford two languages, And because Indonesian and Japanese were the first one to go on with that. Okay, for a long time.

07:47

So that's why they decided to close, they did not close Mandarin but they actually wanted to close Mandarin. Mandarin was in the School of Humanities. But The person in charge of the Mandarin course, so-call my line manager, she fought for it, to be transferred into the **business**. So therefore,



Chinese is not exactly finished, but a business Chinese. in business Chinese courses, there will be more focus on linguistic politeness as students need to be effective communicators.

**MOVING TOWARDS BUSINESS MANDARIN; MORE IMPORTANT POLITENESS**

08:46

2007. I was not able to teach business Chinese because there's a very technical. And that's why I left because I just couldn't do the Chinese in business term. **RETRAINING OF LECTURERS NECESSARY**

09:32

or no, no, no, you'll be surprised. In fact, I still keep in touch with some of them. Yeah, I have one guy, two of them, went on to marry married Chinese. marry someone from Hong Kong. And another one married someone from actually China. So they are speaking very fluent Chinese now. Very good. One. One of them. He's actually working in the airport border security site. So he actually act as an integrator ...

10:21

Yes, Murdoch uses a textbook.

10:27

it's not it's not. It's not from from China, which is never been in use that I have not seen it being used in anywhere else, except Murdoch.

10:40

Oh, you asked me

10:52

Now, that book, I think is no longer in use. It's very typical from chinese university,

11:05

That's right. That's right.

11:22

Oh, okay. This textbook, is actually quite good because Chinese characters and with the pinyin. And of course, that paer is the learning part or conversation part, but then they will have the English words.

**SKILLS NEEDED WERE PRESENT IN TEXTBOOKS**

11:43

Yes, that is that is

11:52

Three hours?

Lina 11:59

three times a week?

Lina 12:01

One hour. Each time is one hour.

12:09

That is the lecture. We don't have tutorial.

12:32

No, no. NO PD

Lina 12:42

No, there's no, for the student, yes, but not for me. NO RESEARCH.

Lina 12:53

No, mainly teaching. teaching and set assessment for them, then marking, and giving them the grade.

Lina 13:21

I think there are a few. These are the ones that is from the background. Because that's easy for them to score

Lina 13:43

If I am in charge of the course, I would not have used that textbook.

Lina 13:52

Because it's too Chinese. Lecturers from different cultural backgrounds different preferences... try to teach all the scenarios, norms but they themselves are not aware. VARIED MANDARIN.

Lina 13:56

I'll give an example. I don't know what is your level of the Chinese Mandarin. But for example, we say excuse me, and we'll say QING WEN, but the book actually is very typical Chinese LAOJIA , that is very typical Chinese, but even now in China, I don't think they use the word LAOJIA anymore. LAIJIA VS QINGWEN

Lina 14:56

As I said, we follow the textbook, what I explained to them. So when I teach Chinese regardless of what level university or high school, I will always have to bring into perspective of Chinese from typical China like Mainland China and Chinese from Taiwan, Taiwan, Chinese from Southeast Asia. I always have to give them the three perspective. So I will say that in Southeast Asia, we will say QINGWEN, so like in here in Australia, we will QINGWEN

**Lina 16:15**

yeah, as I say, because the textbook is very Chinese. Yes. Yeah. I mean, Chinese- based and like from Mainland China. So a lot of the dialogue will start with like, **NI CHI BAO LE MA** .To me, it's like, it's just like, oh, but how should they do that? You know, you hear me okay, so I yeah, so these of me also need to explain to them not only China will ask that I mean, although yes in SEA, people will say Oh, like Cantonese say **SEIK BAO MEI**, but then it's like it's not as much it's really in China. Like people say **NI CHI BAO LE MA**. Starting that as a conversation rather than **NIHAO**.....you know?

**Lina 17:24**

I think in the textbook itself in **the first year**. Conversation and that textbook is is very heavily based on dialogues, so that's why the dialogues is always **LAO JIA, NI CHI BAO LE MA** .more conversation.

**Lina 17:52**

I can Okay, well I can do is that I will try to find if I still have it, then I can send you the name of that. Not a problem, rather than you wasting your time now.

**Lina 18:43**

**No No no, Very Aussie, Very Aussie, Yeah.**

**Lina 18:48**

My name. Okay. So like, I mean, there are times, like, **because I teach them . you have call LAOSHI, Therefore there are some people who will say turn LAOSHI you know,**

**Lina 19:27**

You mean when they're using Chinese or? In their usual, **No, I mean, they, yeah, they're good student** No, when you get to university and pay to study Chinese. They are the good lots.

**Lina 20:08**

But there are times that things that they may not fully understand. So for example like **NI JI SUI**. How big are you? So again, as I said, we're covering those aspects, I'll always put into perspective that or the, how Chinese have been used in different parts of the world. So again, **Ni DUO DA** is very dialect is more dialect and also very much more typically using mainland Chinese **whereas NI Ji SUI** to me is a

more standard ah Chinese. Things will never go wrong, but then NI DUO DA People will say oh, what do you mean by **how big are you? Literally translated.**

**Lina 21:23**

Yeah definitely.

**Lina 21:39**

They are **not from Mainland China, though.**

**Lina 21:55**

Yeah, I think in term of **culture it is not really a big, big problem**, because, as you said, they really at the age where some of them have actually traveled, or some of them came from their own country, you know, in terms of cultural is not a big issue.

Okay, another thing is okay, now that you mentioned, I, there's another thing it's like, watching, it's FAN. To me. It's. So, again, this is very southeast Asia is like, when I explained to them that if **I QING CHI FAN**, that means I pay for it. But then you get you get it. So it's like, when you go like in Aussie you say, oh, let's go for a beer. Let's go for understood that. Everyone is paying for themselves, but then in Chinese, if you say that, you say, Oh, **WOMEN QU CHI FAN HAO MA?** you know, or **WO QING NI CHI FAN,**. So it means that you are paying for the person.

**Lina 23:05**

Yeah. You understand what I mean ?

**Lina 23:18**

**So is, in a small way is an indication that I'm shouting and buying you shouting**

**Lina 23:46**

I think I have to when I first started teaching Chinese in Australia, I have to **relearn a lot of things**, especially to know the cultural side. Not only just **relearn Australian culture**, but also the **culture from mainland Chinese**. Because I'm from Southeast Asia. But I actually need to go into a lot of understanding, looking at reading the books and things like that, then it makes me realize that all right. They used the word like LAO JIA, So I mean, before I come to Australia, when I was learning Chinese back home in Singapore, I've never come across that word, it's is a **new one to me**. And also another thing you have is not grammar, but depending on which part of China that you come from, and depending on the textbook, the word ER, Speaking, so it's like NI QU NAER. Hello. Yeah, so they use that. That's right. So I will talk tell them. This is typically used when you're in mainland China, but in Southeast Asia or here, I will say Ni QU NAER, or NI QU NALI. And I won't use the word ER, you know, that is very Peking, very Peking.

**Lina 25:40**

But this is part of Chinese communities, these fall under Chinese communities, community and when we talk about China, Chinese communities, is not just China base, but the whole of the world.

**Lina 26:05**

American English, British English, Australian English.

**Lina 26:21** Many of them are actually local. Yeah. From my memory. I think there's only maximum 123415 are from China or Southeast Asia.

**Lina 26:55**

among those so called Asian background, it's like, many of them. Quite a few of them actually have no knowledge of Chinese Mandarin. Because I have people from Malaysia doesn't mean, you're from Malaysia. You will you will know your Chinese. Then I have one who went to Chinese school. So that's why this lady, this lady is able to speak Chinese. I got another but another girl who just graduated. So she was born in Malaysia, but she migrated here very young. So she doesn't know a word of Chinese.

**Lina 27:44**

It was at the beginning, but as I said, because they are university students, so I don't have to push them too much. They pick it up Very quickly. Yes. So there was this guy. Aussie guy. He was really bad, because Chinese is something that you really need to practice every day and writing. Yeah, so he was a very low grade, he was almost failing. But after three weeks of holidays, the next term Wow, he improved so much. Even got like he jumped to two three. Great. Yeah, he told me that what he did is that he just like hit the book every day, you know, he does every day.

**Lina 28:40**

Social topics, social topics. Topics is more of like, ah, let's have fun. Let's go out and eat. And, um, and what what what you'll how you converse in gathering things like that. Oh, also about, about your hobbies, your why you like to do and things like that. So

**Lina 29:18**

they will never use MA FAN NI because it's very Asian. MAFANNI not used

**Lina 29:38**

Like this Hong Kong background girl. She started with when when we first have to dress she started with DUOXIE translated you know what I mean? Cantonese like to say DOQIE DOQIE. I think we won't say DUO XIE, it's thanks!

Yeah. Interesting to see the background. And how they actually interpret. Like, the dialect that they have

**Lina** 32:106 years,

**Lina** 32:11

I taught there for 6 years.

**Lina** 33:23Try to literally translate from dialect?

**Lina** 34:43Yeah. Then after Murdoch, I'm moving to high school. I had to do professional development in the high school. Although I was not taught how to teach Chinese in my Graduate Diploma in teaching I took in Australia, I learned by the PD as we were supposed to do 100 hours in 5 years.

**Lina** 34:58

Yeah, that's it. is a big change. Yeah. Always. A university is a paid to learn, you know,

35:22

Yes. High School was challenging in the sense.

**Lina** 35:33

That's right. Yes. That's right. PD,

**Lina** 35:40

Yet there are there are becauseWe have a syllabus, we have a curriculum to you. Okay. Okay. Now talking about the different use of the main range. Yes. Another common one is like, we were just saying HUANYIN But more often enough in restaurant in China that will say GUANGLIN is like, we will never use that in Southeast Asia or even as GUANGLIN.

**Lina** 36:51

That's right. And the encouragement the motivation for them is because in I'm not sure about elsewhere, but Perth, WA, Yes. I think actually applied to the whole country. Actually. You will have what you probably the name for it. is a language you actually have a bonus point.

**Lina** 37:2Yeah, get bonus point for ATAR

**Lina** 37:3yeah, I mean, rising. The number of students picking up Chinese is increasing

Sat, 6/5 6:47PM • 1:05:25

**B 01:42**I think I have this experience, but I forgot the specific. Okay details. So when, for so I, I've seen some experiences teaching Chinese opportunities to teach Chinese. And last year, I did some volunteer work in Australia and Chinese youth Association. Yeah, it's an learn language project. Something like this. Yeah. So I yeah, I just thought, I'm interested in this field. And then I tried to look for more experience and more opportunities. So we, three of my friends and I have found like Chinese learning group, oh, Facebook group. I thought about like, 10 Aussie friends.

**B 03:41**Oh, yeah. I think more than half of my students have already finished their Chinese major of university. Yeah, but they are seeking more help.

**B 06:13**I think I know. Yeah. Like, I'm teaching an Aussie guy. And he just finished the Chinese major and he showed me his textbook is about Chinese major. Oh standard course. HSK standard course. Oh, standard course. HSK.

**B 08:00**Yeah, the unit doesn't require HSK. But I think most of the Chinese learners may set their goals that is to take HSK exam. Oh, really? Okay. Okay. There's something. But they actually want to take the exam. Yeah. And I think there's a new exam now. I think it's become harder Oh, yeah, I heard about this. I don't really know the specific training is not it's not out yet. Maybe it's just very recently. So maybe No, no details here.

**B09:10**I wish I can have my own resources. But now I'm not that experienced. So if there is a textbook that I can rely on, I'll be really happy to use. like now I'm teaching three, students privately. I said Aussie guy. HSK four textbook, and another two students are around HSK 3. Textbooks are useful, can save a lot of time.

09:25There's a new edition of the textboo. But there's no video. So we're still using the old edition. Because for the polite way of self introduction, I think it's better they have to watch the videos to see the actual scenarios.

**B 09:59**

I have to think of many examples. is all grammar most difficult part to explain for native speakers.

**B 10:26**

Yeah. But I think I, I've been improved by this experience, experiences. But I remember that at first, I realized that I need to explain some really obvious Chinese grammar to my students. Yeah, that is hard to explain. So I refer to some HSK resources to see how the textbook explains this grammar.

**B11:46**reminds me something. Yeah. Okay. Yeah, I'm still teaching my Korean professor who is really there because he is like the absolute beginner. So I yeah, I'm teaching him some really basic like Chinese greetings. Yes.

**B 12:30**I mean, the most basic one is NIHAO. Yeah, I I taught a professor I told him if I will call you in Chinese , and I'll say NIN. Yeah. So in or if I want to talk with my friends, or some people at the same

age as me, I could say Ni Yeah. When I when I gave him a little bit, quiz about in the quizzes. If I want to talk with you, what should I say? And I have two options. One is NIN another one is NI And he said is okay, you can call me NI but for me, I told him, it's not. That is really rude. I should call NIN as it is related to politeness.

**B 13:59**

Okay, that's really good question. Yeah. Now for all because I'm still a student and as teaching some students, most of them are older than me. And also, I'm, I accept the Aussie culture that the call teacher as a first name. Yes. Okay. So I think the most comfortable comfortable way for me is to call me just Betty, my English name. But if they want to call me Wang LAO SHI it's ok. Like, for example, because I'm not sure myself, like if there's a professor, do you call the professor like when you talk to the person, you you actually address the person as like JIAO SHOU I do. Yeah, even I, because 15.17

Yeah, because I'm teaching Korean Professor when I mentioned him to my, with my parents I was like, Li JIAO SHOU

**B 15:32**

I think the Chinese in Singapore is the most similar one. NIHAO is the most basic one but if I'm teaching greeting, and some, like extension, extensions, like ZAO SHANG HAO

**B 16:40**

yeah, that's interesting, because because I'm from Beijing and we have a really common greeting. NIN CHILE ma.

**B 17:53** So, if I say to ZHANG BEI

**B 18:01** you will say that, yeah, I can say this,

**B 18:26** I don't really do. But I think it depends on families. Like I have a really close relationship with my parents. Yeah, we are like friends. I think I've said said before when I remember there is there was a time when they said something that actually is really rude in Chinese. Okay, but I forgot the example, Yeah, but my reaction is I laughed because I know it's not intentional. I just told him that is really rude. You cannot say like this, Yeah, I've been teaching. Yeah. My Aussie students, ranging at us moment range from just as big as the students, the students, okay, or some other students with Chinese background? Chinese background. But now, all of my Aussie students are just Australia.

**B 22:01** this really interesting question? Yeah. I don't teach all Chinese do but I have lots of Chinese. Also Chinese friends. Yeah. If they speak, they're like, like, Cantonese? Yes. Others, or Shanghainese? I cannot understand Yeah, because it translation is interesting, and it's not easy. But my teacher taught me that translation can be one of your skills, but translation is not that translator is not that a stable job. So but you will have opportunities teaching at your uni. Right? Yeah, this is my first experience teaching Chinese.



**B 25:35** Okay. So last year, I saw last year, okay. Yeah. Because I joined a Chinese community or something. Okay. Australian Chinese Chinese use Association. That is Australia. Chinese youth Association. And I saw the opportunities. It was recruiting Chinese tutors, So I just signed up

**B 26:35** So I'm teaching I was teaching intermediate level also. Intermediate? Yes. So around HSK? Four to five. Yeah. It's really hard. Yeah. So how long was that? How long was that? That was an eight week. weeks. Okay. Yeah. How many students were there? Around 20 to 25 students is a lot. If there was an opportunity? I think I can do it. Okay. Now, there is not.

**B 27:25** Yeah. Really interesting. the lecture two times twice. I was just a tutor. So two random breakout room. Room, but I still need to prepare something. Yes, I

**B 27:55**

I think the most difficult part is to explain the grammar. Firstly, the difficulty is that I am a native speaker. So it's really strange for me to explain the grammar part. And the second part is secondly, it's about the culture thing.

**B 28:22** okay, I forgot the details, But because of the cultural cultural differences. It's hard to explain not only because of grammar, yeah. Okay,

**B 28:43** I'm not sure about Aussie culture, but I'm sure about the Western culture.

**Betty 29:05** Oh, yeah, that's a good topic and thought this topic. I know that it's really about cultural difference.

**B 29:25** I don't think I'm shocked. I'm shocked because I before I came to Australia, I did some cultural differences. So I was prepared. Yeah, prepared. It's good. If you got this, you're all different. It's really common to just your pay your own meals. But it's really interesting that you know, Chinese people sometimes just pay , two peoples can be quite quite quite difficult. Like if it was my birthday birthday they'll pay for me.

**B 31:16** You try to explain if, if I just care about how hard is to explain I don't want if I just focus on this part, I don't want to explain that. Because I'm teaching Chinese to foreigners. It's my it's my responsibility to explain the controversy that is even more important than just the language. Or more important than the Yeah, because it's, it's actually not not just language, but also the culture part. And the culture. And some Aussies are really interested in like, Chinese culture. Yeah, I think that is the main reason why they want to learn Chinese.

**B 32:12** asked the reasons you want to learn Chinese? Most of them. The reasons are about culture.

**B 32:31** Yeah, very important. Especially for Chinese.

**B 33:39** okay, okay. Yeah. So can you tell me more about the uni students learning? Chinese? So their attitude and what they do what you have observed? Okay, just a moment. Because I guess most of them may be really interested in Chinese at first. That is, because they had the passion , at uni. So. Yeah, like, the first class beginner class? Yes, we many students who are interested in culture, food or

language itself, but after like, one semester, or just few weeks, some of them may quit, may quit, because they found it's not that interesting.

**B 37:22** Yes, it's really difficult. So they just quit the course. But when we come to the level two course, yes. I think the students in the level two or more advanced levels, love is really interested in this language and will pursue more development. Okay. That's a good point. So level two as in first year, is it first year level two? or second year? I guess last year, there are like two units, maybe two units, just two language units. Yeah, because language learning is not Yeah, it's not all about the fun, yes is really difficult. You need to really have the passion on them.

**B 39:18** kay, firstly, yeah. Firstly, some of my students talk about the history. History. If you see it's your listings that I didn't hear any students talking about Chinese food is only us we are we are Chinese. Yeah. Okay. So people above them are talking about history. Yes, yeah, history and also some of them talked about of Chinese characters. Chinese characters dissing type Chinese characters are really beautiful.

**B 43:16** It's not new, quite old. Like NU SHEN Usually. They're both. They're equal. Equally popular. Both men and women But you will you will call your friend. Nu SHEN. Is it Yeah. Okay, have you heard about this? Oh, yeah, there are some really new bad new words.

**B 46:12** Yeah. I think there is a word to describe people that are really smart, DIAO Si.

**B 48:13** Yeah, Yeah, that is definitely not in the official format. Yeah, yeah. Yeah. another one LU CHA . Okay, what's wrong with the screen but now we describe some people that he or she actually did really bad thing. Or I had really bad sound but this kind of people pretend to be really, you know, send a good or he knows. Very interesting, but I never I I don't use this but it's really common. Yeah. Well, yeah, this is really good. Because now I know, one of my passions is teaching Chinese. And I've already because I mentioned my Korean Professor before this because I did a research with him in the last summer vacation. So it's about textbook Chinese textbook. Oh, okay. I found I'm interested in textbook and

**B 52:37** But as we just did some translations so far, we will do more in this winter vacation. The topic with the we are doing is about First of all, is the environmental issues. Okay, mentioned in Chinese textbook. And another one is it's really interesting is foreigners in Chinese textbook Because we will do the foreigners project together. Yeah, I think the major themes , kind of there any stereotype .Okay. Yeah. Or any kind of good qualities, good qualities are Yes. by Chinese people from Chinese perspective.

# Yeny Transcript

Tue, 6/8 1:00PM • 1:04:12

14:56 Okay. And I came to Australia in 1995, and Then I in 1996, I started to be tutor at ANU. And since then, yep. I've been teaching for 25 years.

15:20 Yeah. I was a lecturer in university. English

15:31 Yes. In China.

15:48 mostly our program ?

15:55 okay. I've been teaching elementary level, Chinese one and two, many, many years. And then in within the five years, I also start to teach in advance Chinese, Chinese five.

6:21 Yeah, most of them are local. Two thirds of my class are native speakers of English. 1/3 is going to be some heritage or some students from Asia. Okay. Yeah. **Japan and the US. India and Thai.**

16:54 we have set a textbook, which is **new practical reader. 1234. 5**, we use a different textbook, which is a **reading into China**, or reading into a change in China

17:44 Okay. For our, the structure of our teaching is we have a lecture and a tutorial. So I mainly I'm the lecture but I teach you some tutorial as well. In lecture definitely we need a PowerPoint. Yeah, PowerPoint and then for tutorial we don't usually because it's more for practice. Yes, yeah. And the textbook were **used Actually, we found is quite well- organize it especially grammar, Book 1, not many grammar points, but to give the students a taste of the language. book 2, cover 99% of the grammar points of Chinese Yes. So yeah, I think in some ways were organized but they miss something as well**

18:49 like grammar **points for potential compliment?** QU DE LIAO, QU BU LIAO, this kind of grammar

**even comprehensive but still lacksomething . can never be an ideal textbook.**

19:04 Yeah, cultural, to be honest, this new practical Chinese reader , mmm they try to bring in some , especially **Chinese 4**, Yeah. Chinese one or two, Not much.

19:24 In order to like complement this part, I myself actually, myself composed with my colleague composed for a textbook called. yeah, it's called Beyond the talk or something like that. But I didn't because I was ...when I was doing PhD... But I gave up halfway. I was doing conversation analysis. Hmm. Yeah. So I We together composed a textbook, so I use this as supplemental material.

**Cultural part more emphasized in Chinese 4 book. Politeness in intermediate level**

20:10 Yeah, I still use this as, like, give students what we put it script and they record in their student... And, it's a kind of supplement. So we don't test them you know. But for students to get **authentic materials**.

20:33 Yeah is a textbook but I didn't get this published is like a just Yeah, it's a textbook. All this lesson one to lesson Ten and all the vocabulary recording and planning. And

20:52 Yeah, it's a big project.

20:57 Um, yeah, for Chinese tool. I combine the days. Yeah, **gave more cultural elements**.

21:14 Yeah, different teacher will have a different way to add something on their way.

21:27 **no no it's not published**. Yes. so it's just our own materials,

21:38 Oh, yes.

21:41 I was going to do it. Two years ago, actually. sadly, **I was so busy. . I was too tired or too tired**. I'll try ... (laughter)

22:12 for you, if you apply to this. I got a lot of lot of points.

23:31 **I went to China to record**.

23:54 **Of course I think it's very, very important. Yeah. It's very, very important. For this, actually, people are doing this politeness about they don't realize they're doing this. Yeah. For teacher you have to mention it and get the student to be aware of it. Yes. Yeah.**

24:37

Yeah. For example, when we teach that, could you please, like in Chinese, you ask for favor. So in our textbook HAO MA. Hama more. **Ni KEYI ZENME ZENME MA?** But the student will get confused to like, oh, could you please. They always say Could you please as NI NENG ZENMEZENME... in Chinese NI NEBG ZENME ZENME MA, that's different. Yeah, so that's, uh, so in this way you have to tell them. Yeah. Make a request. Yes. Yeah. . **So I, I'm in my PhD. So one chapter is about making a request making requests, like, between teacher and the students asking question for example, your oral test is something, and he didn't understand or didn't quite catch it .. and say, pardon, QING ZAI SHUO YI BIAN or duibuqi ... I try to work out how many times students use a suibuqi, How many times student go direct to say, Can you repeat and the how many student use the both, And that, you know.**

26:32 Yeah. This is the one one chapter. What No, actually, the whole chapter because I use **conversation analysis...** So I analyse thiYeah. So this is main main point of my article.

27:13no is a is a **a part of my PhD thesis, which** I I stopped now. I always use these **as proposal for conference**. Oh, I'm going to do this presentation for International pragmatic conference. Yes. No, you are going or not. Online this year. Oh, is online this year?

27:57s it just a give **a presentation on that conference** is I'm not going to write an article to publish.

29:08for Chinese five or 90% Mandarin . For Chinese. 1,or 2, whereas speak English.

29:33Okay. If they like for **Chinese, one or two, grammatically correct is the first**. Yeah, so don't always like say it's wrong, but Chinese people say there is no grammar grammatically correct if a student get a grammar grammatically correct Then you can say, we have another way to say which is better, why is better, **then in this way you can bring some cultural elements**

30:18No, no, no, no.

30:41for for teaching Chinese we always have like, for **example, my tutor team got a five or six tutors**. So we have tutor meetings. We don't always PD ...workshop or whatever. so people sharing theory. Yeah, they say, today, my, my, my class was very successful. Why? So they **share the activities**. And

31:19now we have maybe two or three times a semester.

31:28Yeah, there's quite a lot. Because we, we needed to discuss our other teaching issues. Oh, by the way, we say Okay, first let's share , some teaching ideas. then Focus on something else.

31:52No. **Two or three one semester**. Or you mean a year?

32:03Oh, yeah. Yeah. Because ANU because I teach **two courses, each course. Three tutors**. ... As two courses and the **ANU, gave really strong emphasize on elementary entry level**. So Chinese one, the five for students have to do five hours for written five hours of spoken. yeah, Chinese, and the Chinese 2. five hours of written, five hours of spoken. If you enroll Chinese both spoken and written that means you have a **10 hours of contact hours** that's two courses, two courses. Written and spoken is separate

33:10Yeah. Because the more the more these kind of students, you know, they Or, they did a Chinese at high school. went to China to stay for one year. Or They they came from Chinese background, a family that means they can come to Australia when they are four or five years old. They can speak very well but they can't write. Yeah. So in this way, we can give a chance for this type of student.

33:53 Yeah, that's the same textbook.

34:01That's right. Yes, right. Yeah.

34:08 Yeah, that's **very different from other universities.**

34:20 That's right. a lot of students. They just come to do spoken. After spoken they find it very interesting. So they come back to do written. And the ones they do return is quite easy because the same material.

34:41 **Chinese 1, Chinese two. That's it . For Chinese 3 it's complete, is combined**

34:55 yeah, most of you and Just 1234

35:04 For our university, We, We don't,

35:12 yes they on their own. If they like to have a certificate they go to do it by themselves.

35:25 Oh, yeah. I especially after they have done Chinese 4 with us, they will be able to, to do the test.

35:43 yeah.

35:47 **Yeah, you have! language is changing, Like, we, at the moment like this a reply to thanks. People say thank you. Then, when Chinese always say, NALI NALI, or we'll say, BUSHI, or a compliment? Okay, Yeah. While you get a compliment. People always say NALI NALI or BUSHI or whatever. Now, most people say thank you . accepted with thanks. like, devalue yourself. NALINALI**

36:31 You still do that? How old are you? you still do that?

39:33 Yes. Yes. Yeah. The textbook itself is not sufficient.

39:57 I think for This one my personal preference as the **more scenarios rather explained as theory.** Yeah. Theory Really, really confuse students. I tell you a joke. Yeah. My students. They like a greeting. Okay, with how to be polite in greeting. in our text is still like I think but but then still use **XIAO JIE**, here for yeah for like, in a hotel in a restaurant, whatever. that time I told them the change of XIAO JIE you know? and then say they said then what are we going to use ...I say you have to be very clever in judge in judging their age. 1 student said okay, if I go to my girlfriend's place at home, I call Okay, I just asked them if you go to our Chinese girlfriend's home. Her mom looks quite young. So what do you call her, and one just said **DAJIE!** laughter Yeah, because in like in the restaurant if there is an elderly or look older than you. You can't say MEINU, you can't say XIAOJIE, So sometime you just say DAJIE, Yeah. Much better than Yeah. What do you call your girlfriend? . He said she's older than me. (laughter) They don't know AH YI. They have a language limitation. They have a culture limitations .So in this way. Students learn from their mistake is better. Learn from your explanation.

42:30 oh **sometimes misleading, really misleading.**

43:22 You just use the English. I use. I say excuse me. You just avoid . **MEINU is very new.** I don't know how when to use at either. This is a language for young people, not Our generation, I

44:23 eah. And my teacher **is quite interactive**, you know? Yeah, **I don't want just a student Listen to me.** yeah. Oh, each time I point out some grammar or some other point. I just quickly go to students. Hmm. You say something you say something. Then after they say something that I gave them what I want to talk, but sometimes I'll call of course student give you something really unexpected. laughter... Ah, yeah, you have to be quick, or how to know how to deal with this kind of situation?

45:13 Nice, right? So this is like, if you got the experiences that you should know if you took the time to teach. Yes. And you have to say, Sorry, I have to go back a little bit and my, my tutors that they got a strategy, they always say, if a student asks them a question, and whatever they said, Okay, I will ask WANG LAO SHI, I'm not sure. laughter...

45:58 i think, After **this 25 years teaching**, Yeah, matter your from your own, or, like, **I have to go to watch my** tutors class as well. Then from there, you can learn some things. Well,

46:25 yeah, yeah. Because if I got a **new tutor I have to make sure, yes**, the right thing in class. Oh, I just go there to just, uh, **once a semester, not every day** What are they? They will be like,

46:46 Yeah. So you'll be there. And while they're teaching, you just sit at the back of the class.

46:52 Yeah. Sometimes I ask the students, sometimes just sit in there.

47:07 No, I am. My teaching role is much, much, much heavier than research role again, I gave up research, because I don't think I'm a writer. laughter I have good ideas, but I don't think the writing .

47:44 yeah for us, **you can offer like, we have a three portions. one is research, one is teaching and one is service .So I got a teaching like 60%. And a service said like 30% or 20% and research is 20%.**

48:14 Yeah, I do mean, like, at the moment, I'm the convener of the course. And also, like if we have an open lecture, if they asked me to give a lecture Oh, yeah. Like, open lecture,

48:32 usually it's at the beginning of a semester? You're give new students a talk or talk to the students from high school? Visiting ANU. think if you are doing this, like politeness in Chinese teaching. Yes. If you are from Singapore, then I **think maybe is the difference between Singapore Mandarin and Mainland** Chinese . Yes. I think there's some time is different. usually a sjunior, when junior to senior say MNIN. in French. The same French do have this kind of. Deutsch a German **NI CHI ZHEGE, NIN CHI NEGE**. And you in Beijing, even in customer and shopper? The shopper system would cause NIN, no matter how old or the customer is.

56:58 So because I don't hear that at all. My environment? I guess I see like a professor. All the context So I find it very interesting as well. In Beijing is more is more.

58:34 beginner Chinese and yeah, next semester? I'm good. Oh, next semester?

59:07 definitely, because of the syllabus has to be online. students know what to learn each week. So when you introduce a new grammar points, you can like kind of for, say how you introduce catch elements. They are .. mainly we follow the textbook

1:02:10 You mean for my research? Yes. Yes. For my research, I'm thinking I'll forget that a textbook published. I'm not going to write an article just focus on that a textbook. Yeah. Yeah. It's different that tertiary education is different from schools. Where Yes,



00:59Originally, I came from China.

01:07Tianjin. Okay. Right.

01:11So,

01:13

China while I was a tertiary teacher as well, I taught English English there for about nine years. So foreign language University, and, and then I came to Australia in 2002.

01:32And after two years of looking around for jobs and everything, and I got, I got this deployment in at Sydney Uni in the department of Chinese study. And I have been teaching Chinese language since then. Since 2000. Since 2005

02:04I studied

02:09oreign languages at the same university tenjin Foreign Studies University. **And I studied four years bachelor and two and half years, masters.** And after that, I was employed by the same. Yeah, the same department No, I didn't need any teaching qualification. Because usually is like, if they're from another discipline, then then they need to go through the teacher training. program.

Since 2005 . I've been teaching.

04:13at Sydney Uni, the Chinese department, it's a it's quite big, it's awkward. I'm not sure. I think there's one of the biggest

04:23earlier the language program I mean,

04:28our students, I only I'm only talking about the language part. So we have Yes, the

04:35Chinese study. Yeah, Chinese studies and language, right. So because I specializes, I specialize in language. Our students, we **have three different streams.** We have students

04:52who are **mainly local, or international** students with **non Chinese background**

05:02So, number one stream, and we have Australian **Australian born born Chinese.**

05:12Chinese they one stream. Oh, okay. Oh, yeah. And then we also have **Chinese students from China.**

05:21Teach them literature and literature thinking. Yeah.

05:26So mainly about to learn a language is more like the these two the first two strings. So we have none background and Chinese background heritage we call the **heritage.** Yeah, there are a lot of a lot of differences, obviously, because **the purpose and also background and language** like Foundation, they're all different, right? Yes, you **use different materials and different ways of teaching.** Mainly is way more like, learn towards building their literacy **literacy for non natives** because we need to start from **speaking and listening.** And listening.

06:17reading writing.

06:33Is so **beginners we use our own textbook**, Yeah. So the teachers we put together .  
06:49Intermediate, we use **integrative Chinese** Yes. Yeah. I like that book. Yeah. Well, and then for advanced, we'll use the one we use. I forgot the new one. Is it used to use anything goes and now it's the Chinese have forgotten. Yeah, I know. Yeah. I remember **reading into new China**. Alright.

07:40We have to change it. Because, yes, people are on leave. And yeah. So yes, you're right. Because I'm teaching focused. Yeah. **position is teaching focus**. So I have more teaching than any other staff in the department.

07:57Oh, yes. in teaching for different levels. So far.

08:29**In the classroom, because students are different. class will be different.**

09:13We have to because at uni, we have a set textbook? Yes. That you to use it.

09:22You can't ask them **to pay for it**. Right. So if you're **right, to buy it, yep**. We need to, like use the textbook. Oh, obviously, we can't stick to I mean, that depends on how you define state to write. So we'll use a textbook for sure. Follow the topics follow the structure is according to

09:49 extra things. Yes, yes, you're right. Yeah, here and there. And then we have **some other like online resources for them too**. Yeah, to do some extra study and

10:09 New practical Chinese reader not officially here at the Department, but I use that for **some private tutoring**.

10:22Okay, I think it's not that that book is good. Well, it's

10:30**not that challenging for you.**

10:35And yes, okay. Easy.

10:55Yeah. same pattern. Yeah. Yeah. I **only use that for private tutoring**.

11:16 **our textbook** a very established one for the faculty. But this one we've been **using is we started in 2017**, several years.

11:38simpler because of the **challenge of writing Chinese**.

11:43No, simple simplified the

11:48beginners courses, new beginners courses, we simplify it. So we put more focus on speaking and listening, strengthening reading writing in the first year.

12:04**HSK is not likely not quite related to our students**. Because our students if we talk about the beginners, right, most of our local students, and some of them are from like Japan, and Korea, right. So they are more looking at **some local job opportunity**.

12:38Future? No HSK exams don't relate to them. I see very much. Oh, we do have some students are interested in is not part of the curriculum. I would recommend you do so after this. Beginners, you can choose to do level one or two. And then if the suggestion and we tell them sometime there's the information session. Yeah. So we can do it privately though. Yeah. **But it's a completely voluntary thing. It's not part of our program.** Okay. So I've asked about like the textbooks and resources, maybe like **HSk not mandatory**

13:46we as native speakers, you don't really anticipate. So for example, today address you what we'll do, they are very curious what they address us in class. Oh, yeah. So you mean that kind of? Yes. Yes.

14:03Yeah. So do they call you like, are they do because like, in uni, I guess they, they, they even like, address the other professors, by their names. And all these are very, very friendly. So when they come to the Chinese class, I'm just curious. Like, it's more like because I'm teaching here in Australia. Yep. is the way we relate to students is some somewhat different from form. **What we did in China,**

14:34some other differences.

14:38At first, probably, I'm not that used to or not, not used. I'm not sure how to relate to students right or how they

14:50call me. Yeah, yeah, at first, but maybe one or two years later, because

14:58I'm more

15:00**integrated into the society and I know the expectations here.** Yep. So at uni level, I always at the first class, I'll let them know.

15:13Like, I give them options if you would like me to follow the if you like to call me following the Chinese, like Chinese

15:24kind of way. Yeah, for me, I'm not sure mostly or simply just good. Or if you want **to call me Irene, that's fine because that's the English like, it's the western style if you want to call me Irene, I don't mind. Yeah, it's, it's like, I'm quite open because I'm teaching here I realized it's like, it's the way a lot of people like address each other.**

15:56**Even my supervisor other school for example, we just call him by name so that Yeah, by name or issue, whatever. Yeah, so it's so we adapted the culture here. At first, maybe I'm not that.**

16:29Yeah, so it's like part of like, intercultural communication, that the part that you know, yeah, we ourselves like, I mean, as like, as students we adapt the lecturers **also adapt to that and** and yeah, common, common way of addressing. It's very interesting. It's not related to teaching all this but yeah, What strange but related to this topic one strain is actually

16:59is not **on the student part.** I think it's not a like, big as a foreign like, other Chinese roll up in China is a sometimes few difficulty to decide how to call my Yes. colleagues or my supervisor Usually, I might need to ask them

17:44I always feel like uneasy to call my supervisors by the name. Yes. Yes. I guess I really understand that. Because Yeah, I have to psychological various Well, yeah.

18:06Probably, by on the other person's part is just us, right? We're so much used to, to show this great respect to ours. Yes. Yeah. So but we tried to

18:19follow the Aussie norm to just want to show like a

18:25sort of like friendliness.

19:28The Sydney Uni students, they're all quite good students. Right? And then maybe there are a lot of students from private

19:39providers, private school.

19:43oh, well behaved lives. So for example, they are what I found this the opposite actually. Yep. Probably too polite, because

19:54I mean, I'm not a preferred professor. Yeah, yes. Students. Maybe they don't

20:00understand the difference between professor or lecturer or whatever.

20:04People may call me students may call me professor. Yeah, actually, I'm not that rich that status yet. They will ask me for permission to cannot go to the bathroom.

20:19Things like that. I think they

20:23still keep the middle school and high school No.

20:30To ask for permission to do this uni, if you want to leave you leave, right and then come back, it doesn't really matter.

20:40for permission, not all of them, some of the particular students are

20:45well behaved. Remember any case that kind of offends me, even unintentionally? I can't find any but the most, maybe the, I mean, not the most of worst. I mean,

21:06I think that's it. Yeah. Okay. So So do you think like, because, like, for Chinese, there's a lot of light.

21:52They, they are direct. They don't use those, but I don't think it's because they are not polite, or is the cultural difference is color difference? Yes. It's more like the their language. Like what in our teaching is?

Students don't use polite forms:

Reason 1: conform to norms here. 2. Learn later in china

22:13Not even for the

22:16higher level probably. Huh. Okay. About the they haven't? They haven't

22:24learned that. Yeah. I think so. I told them to use new right when you address the teacher, but they wouldn't like well, just like grammar points. Yes. Yes. Yeah. They forgot. Ah, yeah. It's not in their culture. I think culture probably is one of the factor because

22:50in their native Yes, yes. Yeah. Yeah. Even though you you tell them okay, you should use this

22:57address to the teacher but they usually they don't.

23:02It's not because they they're not trying to be impolite, but it's just like, they haven't acquired that yes. formality yet? Yes. They don't have to. Yeah, this is I guess, like, when we feel we need to use the term because we are culturally taught.

23:22Yeah, used today. But I think if they want to do it, they have they have to be in China for a number of years and begin to, to notice and use it actually, when I sit for acting with people learn from interacting, interact, interaction, you can

24:19Now Yeah, we are not part of it is more like high school and high school high school. Yes, yeah, it's not for tertiary tertiary is only drawn those professional like professional like committees or professional organizations

24:39related to our research area. research and teaching part not for the teaching part. Even

24:48the education teaching degree. We don't need we don't have to. We are not required at tertiary University yet. This does not the requirement for

25:01For the tertiary instructors, I guess for high school, they need to be registered. Right away, we are not registered teachers

25:10on to the government. So so like, so for you personally like your experience, when you teach like, intercultural communication, what sort of

25:22advice or like, what do you think is important for intercultural communication?

25:29Of course, at moment to you.

25:36Personally, I think it's very important. The cultural

25:42language and culture Personally, I don't think they can be separated and Yes, yeah.

25:49The challenge we're facing now,

25:52we are only given for each unit. Each semester, we're only given 60 or something hours. Yep. To teach Like, that's really hard for us.

26:07The cultural part, but we need to teach them grammar.

26:13For my life formula was right. Yes. Usually, what I'll do is I'll integrate the cultural information, the so called cultural teaching part in the in the topic.

26:29Talk about for example, visiting friends, yeah, home from to visit this home, right?

26:38I usually tell them, which they found very interesting. Or tell them

26:43when you visit Chinese home, you don't usually choose what to what to bring what you they will naturally give you tea anyway. Right? So usually, they will offer you tea. Yes.

26:57That's a lot of those things. Students don't know. So why, like, give people gift. You don't quite eat, like, not very close friends or family members. Don't buy like shoes. Or shoes. Or Yeah, or even umbrellas to your girlfriend or boyfriend this kind of even though is not? Oh, it's more like the a lot of the things we don't realize is wrong. It's

27:30in appropriate, inappropriate. Yes. It's quite normal in your own language. But yes, usually, it's it's the kind of people Chinese people.

27:42It's like it has the

27:48out. It's not the it's not the point, right? It is even that so you use you communicate with Chinese people you might want to follow, you know, things what's going on. Otherwise, if somebody is angry, you don't even you don't even know what's wrong, right? Yeah, like that. What I'll do is just like whatever I can, when I teach that topic, I will let them know.

28:19Culture. So do you think is like a and the advantage of a native speaker in that way? Yes. Yeah, that way. It is. Sure. Right. So do you do you like because we'll know that? Yes. Obviously.

28:39If you are not native speaker you can learn or you need

28:43some sometimes? Yeah, it's not that easy. You know, if you have the personal experience, if you have you have much more to offer. Yes. Yes. So do you have any lecturers like who are non native speakers teaching Chinese language at your department? Yes, we have. We have had quite a number throughout the year but some people left and some

29:11came now we have today usually teach like elementary level or

29:18we have one non native now in the only one left higher

29:26teaching is teaching

29:31the beginners but for the ABC stream.

29:37Heritage beginners. Ah, so so like, I think I personally don't think that's appropriate. But sometimes it is hard to be perfect in the arrangement

29:53to teach the heretage because it's better that we try

30:00native speakers. Yeah.

30:03 Maybe the **non background?** Yes.

30:07 It's like it's better for

30:10 non native teacher teachers. They have similar feeling of. Yes. When they first start learning. Yeah. Some of the difficulties.

30:24 I think it's not about who you are. It's teach. Yeah, whatever.

30:30 **even know how to teach**

30:33 the right material? Yes. The most important and I think the passion for teaching. Yeah, yeah. Some like really? Because if you don't know how to

30:45 **integrate culture,**

31:16 they would want to find like, **equivalents to that,** or like, they might not be able to find that in Chinese. Or we can even say, like, Korea, or coworker, or whatever, like, can you? Which is like nearest? So do you do you have like students who actually

31:35 like non, I mean, like that, that are not from a Chinese background? Do they actually think that it is not polite in certain terms in Chinese?

31:55 Yeah, like, Just now I was talking about, like, command form, do they come to you? And like, you think that that's of command form? Like?

32:12 Not Not really. Usually, they will soften their way of talking. Do they like if they want to ask you for like,

32:42 Even not not for a task. But usually when they talk to me, **yes, it's more most students, they will use English, I think. So in the in the in the tertiary setting,** I guess they will still use because there's like a lot of things to say. Maybe, yeah, so they don't use, finding the so called equivalent thing? I think they do. But it's for everything.

Conversations in English... opportunities to use little

33:13 Not just for polite phrases or things like that. They always saw it especially at the beginning, beginning, lower intermediate level, right? The way they approach Chinese learning Chinese is always like,

33:40 Like **matching matches.**

33:43 **But in most cases, it doesn't work. So I always tell them this from the very beginning, even from the very first lesson I said, you don't ask people if you met you meet somebody. greet people. You don't ask them.**

34:23 is very interesting. Because in the street the other day, I had a stranger. **Yes. That was me. I don't know how to respond. to react to that. Nihaoma.**

34:38 You asked me You

34:39 certainly walk in and it's

34:43 Yeah, these kinds of cases.

34:46 Yeah, they Yeah. It's because they, they say don't know, the Chinese equivalent. Yeah, like, for example, one hour ago. What was our

35:00 Known

35:04 directly say Yeah. Ah, so there will still ask like if you have the time or not, you know if you're free. Yeah, so it's not not Yeah. Like, they they just **show the respect**. Yeah, I get it.

35:19 Oh, you should? Yeah. In this case, I think it is kind of similar to

35:26 **culture because they know teacher has a higher status**. Yep. Most people will respect you. And in some even, of course, yes. Because for students, they might have that kind of

35:43 in the way they they feel. Oh,

35:48 yes, yes. Yeah. Yeah. I guess scared of the teachers. **unnecessary**. Yeah. thing. They might have done something wrong. Yeah. **Do this or Oh, if it's one day late, very panic**. Oh,

36:10 Because, yeah, they they do. **I think they do respect your authority**. I see. Oh, wow. Okay. Yeah. So it's the the students as well, I mean, they have this in them.

36:24 And it's not just like, because like in the Chinese culture, teachers, like, really respected.

36:31 Big departments. Yes. Yes. For **small department, you, you don't have the resources to separate them**. So correct. Could **be very difficult for the local students if we lump them together**. Yes. Even for those who haven't, like learn Chinese like writing, but you know, sometimes they may have, they may be able to speak, so it might be hard to put them in a say no. Yeah. Yeah. That can never compete with Yes. So it's, I think, yeah, I think that's good. And I think is good for the lecturers as well. Like, you know, the whole class and Oh, wow. Okay, because so far I've heard I have not really, I they do have the heritage classes for the upper levels. But I guess like beginners or not so distinctively separated, I guess. Yeah. That's so you actually do teach them and you also teach those really like beginners? Yes.

38:09 thing. **I'm very experienced teacher and I have been teaching all of the different courses**. And

38:21 **to be honest, I think I'm quite good at teaching so I don't mind**.

38:27 **They both have different challenges. Challenges challenging**

38:32 the beginner

38:36 course page

38:39 are like that challenge



38:42them and I think I'm able to help them in a way. I don't mind which to which level or which screen to call to teach.

38:58four hours, four hours a week, beginners or four hours? Four hours a week, then intermediate will be not so many hours? Yeah.. Intermediate, we still have four,

39:12four. So that's like tutorial, lecture tutorial, one lecture, one hour lecture and three hours tutorials, or three hours of tutorial. Oh, okay. So I think your your, your teaching is pretty interesting. You get to teach like different kinds of students and like a whole credit cohort tonight.

39:36Yeah.

39:38Last year, I'm teaching the native speakers

39:42to what's called the

39:47Oh, this this good because because to keep the language Yeah, and one, one advanced. So last, I have the July intensive which is the beginning of July. That's

40:00The new intensive class is that like a

40:04went to school.

40:07Went to school. A Winter we have one winter holiday. Yes. Yeah. Summer students will study during we have.

40:17So that's like,

40:19how long is that? Just just one month because the last for more than one month and you

40:27can do Chinese in that one month.

40:31Only two units.

40:34top level and the lowest level. Oh, this very interesting. So you'll be teaching that this coming July? Yes. Oh, okay. Right. Wow, this this this nice. I think there'll be students interested, like intensive one month course especially

40:54a very intensive overwhelm if you are not good at language. I mean, yeah. I mean, some people you know, yes. Oh, slow react.

41:13Yeah, there's too much for them. But we

41:18can take that challenge very nicely. They don't have any other classes to interfere. Yes, yes. Yes. Yeah. That Some may have some background knowledge.

3:28 they may have similar like polite address forms. They have the older, like elders in the polite culture. Okay.

3:40 maybe more than Chinese, compared to Nepal is is much less honorific. I think.

3:47 I don't speak Japanese. But compared to Sanskrit, which I'm learning,

3:53 I think they will have more traditional honorific terms than what they do in Chinese in modern Chinese.

4:13 Do you think? Yeah, just a general general views? Yeah, I think, basically, I think based on my own experience, is it was quite difficult to learn

4:24 the difference between levels of politeness in Chinese

4:33 teacher was good, but we just went over quite briefly or not really in depth.

levels of politeness, for example, in a more honorific language may be Tibetan or Japanese I guess.

4:54 especially Tibetan, they have higher specific forms for the SE Lamas for

5:00 The monastic. So Lamas and monks and then down to,

5:05

let's say, aristocracy, and then common people, and then the lower class. So they have a different form of speaking to

each one, male to female, elders and so forth. But in Chinese, only really honorific, we will almost like Nene instead of me

5:26 for addressing elders or someone for respect, or, for example,

5:34 in other in other circumstances, I think is not really clear when to use certain polite forms that they put you or how  
...is more funny,

5:45 i to say sorry, that would be

5:49 in what context to use that they did go through that very briefly, but not enough to know how polite each the level of

politeness for each form. So we didn't for example, you are disturbing someone if you say my funny like, sorry to disturb you. But can you also say buhaoyisi, is sorry, right?

6:13 do it again? Can you help me with something? Or? They would she would be more, I guess for the intermediate sorry, like something you just did now.

6:26 When Tibetan, for example, in contrast terms for sorry, is that gone, guys, like I stepped on your foot or something?

And then another form is, I've done something more serious. So levels of seriousness that you don't seem to have as much n Chinese or it's not taught enough to say what I think they do that have in the textbook, but it's not.

6:50 A lot more clarification examples will be helpful, I think. So for the Tibetan text that you have gone through, yeah. Is it clear to you when you can Yes, they make it very clear, this is for just now I

did something to you and apologizing a direct apology. So So how do they actually is that like, grammar notes? or? Yeah, any situation? Yeah, way that you roleplay so they'll give the grammar notes,

7:20 explanation, explanation, examples, examples, okay. So question a context. The context, see, dialogue, a dialogue,

7:33 do some comparison,

7:36 comparison relate, for example, different, they give you a scenario and then they sort of asked you how well which one you use. Ah, not really.

7:48 The textbooks

7:50 of this one other thing I found, so not the same story, but like, how to sound for like in Chinese how to sound polite as a foreigner, I still struggle at

8:01 some point polite, because I always feel I'm speaking rudely or to directly maybe your directness, the level of directness, okay. So, for example, in this example, very simple example. Shema is you know, Shema,

8:17 that went to us. Because when I say sounds like I'm speaking to someone to directly like, Oh, yeah, is this Oh, no. Yeah.

8:30 So, yeah, when to how to soften the language? That's not really the language? Yeah, the softeners are not taught well enough. I think in the new, practical Chinese reader.

8:42 I think they need to briefly talk about it. But yeah, more more elaboration. Yeah.

8:59 materials that actually cover how to like pragmatics? How to use the usages?

9:07 Yeah, and besides the textbook,

9:10 probably not enough. Yeah. But

9:15 yeah, I've seen a new book by Taylor and Francis, which seems very

9:20 applicable for this topic. So it talks about how to present

9:26 in the blurb it says talks about how to

9:29 speak politely and even mannerisms.

9:34 Body language, body language, okay, that's another thing. I think body language and language go into politeness so much like the composition book. Yeah, conversation, I think.

9:45 Right? Because if you even the way you use your posture, or something or the breadth of your smile or something like that, it could indicate whether you're being polite or rude. Yeah.

10:02 So I'm, for example in the so in the,

10:08 but it's hard to know what is like, is it when I went to Korea, just one example in the airport, and then the guy is from China is asking a Korean assistant

10:20 direction or something. But I seem to overdo the poll I've never seen in China is one hand, my foot

10:33 so that was a person from China.

10:37

Okay, the gestures, but enough is just copying Korean style or Oh, is it the

10:46 style? Yeah.

10:49 Yeah, so that might be a little bit awkward. Touching one on his chin was he when he put his hand? Like almost one hand

with a bow in gesture. So he was using Mandarin? Yeah, he was using measures in Mandarin with a Korean with a Korean so he Korean actually could speak Mandarin or probably he just tried to understand.

Or do they call you by address you as like, 11:28 with with title?

11:31 Just a lot of polite students in your class. So.

11:38 So if they write an email today? Do they do like Doctor?

11:44 No, usually, they just

11:47 do just say like, Teacher, teacher, Chinese students. So so in class, do they call you teacher? Do they call you by your name? Any any of the students call you by your name?

11:59 No, usually teacher are really coming across a laoshi they will do that. Yeah. Because mine, they, they might not necessarily do that.

12:10 Okay, yeah. So, um, so is pragmatics one of the language components that you focus in your classroom like?

12:19 Like, how you like the usages, like different situations? Or

12:27 do you think what what is what is it that you focus in the curriculum?

12:48 teaching politeness. Yeah. So yeah, it's politeness and intercultural communication, one of the language components that you focus. So

14:11 challenges that you have no, not really challenges, any, like,

14:16 examples that you think that the students have been slightly impolite, but they were trying to be polite? Yeah. Anything that you felt?

14:26 Yeah, I think maybe.

14:29 It could be because in mainland China now, the use of nin and ni is not really

14:36 clear that what when to use is becoming less common to use in some contexts. I overheard a Chinese amongst themselves, some from South China, some from north and then one from Beijing was saying are we still use need and then sudden is maybe changed to need more informal.

14:58 So it could be also in

15:00 To country thing that between North and South, whether they tend to have this, maybe the southeast becoming more modernized in some parts of the north or things like that.

15:12 But in their classroom context, maybe sometime my students might use ni instead of Nin.

15:20 I think the book does explain that ninis becoming less common now, maybe the most up to date.

15:27 But it's still better to use a polite form, just to be safe or to some people might take offense, for example, a professor or older person.

15:36 So it's just better to use that form.

15:40 I think my former supervisor, Gary, he was a Chinese student came in and addressed him ni and he was not happy about that. So he's not is he Chinese? Or is he is Australian, the Australian lift in China long time? So

15:59 this is not Chinese? No.

16:02 Not Chinese Australian? No. He's

16:09 been in China a long time.

16:14 So the correct the student did you know he just looked upset and he looked upset.

16:20 Because maybe he learned Chinese, the Chinese students much younger than him. So he learned Chinese A long time ago, maybe in searches from Shandong? I think so. Maybe so the student is a Chinese student? Yeah.

16:33 Okay, maybe the address form was too casual. So that is very interesting. Maybe because he is Westerner she thought she didn't have to make the distinctions? Maybe Maybe. So there's also that question of whether Chinese people themselves especially younger people, do they need to address Westerners who speak Chinese? Yeah, same way they would address a Chinese professor, for example. Okay, I think that's a

17:00 good example.

17:04 based on my own experience, I think that usually Chinese people are more, they show more positive discrimination against positive discrimination Westerners, what do you mean by that? There'll be overly polite and then

17:19 to Western people.

17:22 In case they offend, because they don't know. All of the cultural norms. Maybe within Western society syrupy though exaggerated politeness just to be safe. I think that's why my own experience you mean the Chinese speaking to a Westerner? Yeah. So in English? Yeah. overly praise them overly, oh, say good things about interface

17:46 was my general experience. So you think that is not really a Chinese or very Chinese trait? Yeah, I think it's exaggerated. Polo. saturator. Okay. That's an interesting point. Yeah. Yeah. So not to Westerner to the you haven't come across like Western towards a Chinese person, like being extremely polite. Or Westerners can do that as well, when they're learning Chinese. Maybe they overly

18:16 overdo the politeness and then they appear fake as well.

18:21 Fake cannot not authentic. Okay. Then, just just just a little bit more about like in the higher your higher institution. So should we go to the is received by selecting samples? Oh, you want some extra? Okay. Examples? Yeah. Just so so the nin and Oh, yes. Oh, okay. Yeah, sorry. Sorry to for interrupting.

18:46 So, yeah, the examples. Some examples for me. Yes. So for example, maybe the students will say, we get one t instead of

18:55 one. **writes** in one maybe is more polite? Yes. If they are interrupting or suddenly there's time for pause for questions.

19:05 But then I myself, I'm not sure whether it is **overly polite**. With is necessary to use cheap one is too polite. Or do you think I mean, for yourself? Do you think that is necessary? Dude, would you demand it? I think if you put them together be better. Okay, right. Not just cheap. 170. Okay.

19:29 Or something like that. So that just is

19:35 the more polite way

19:38 to say? Yeah, so maybe combined with chin one.

19:43 But not just when we went to **abrupt into question, there's no softener**.

19:50 So soften the voice. For example, when they came late to class, sometimes they just say that which is too short.

20:00 Maybe he had he will I wanna cheat on

20:05 allergies. Oh, just

20:07 shut down.

20:08 Yeah, I think maybe because they're getting used to speaking Chinese. So they didn't say the whole sentence.

20:17 Sorry. Yeah.

20:19 Okay. These are some of the kind of Yeah, examples.

20:24 For example, you say

20:26 don't wish and then yeah,

20:29 maybe. Anyway, or timeout?

20:34 is rude. I don't need to, you're too busy to come to class early. It's like your priorities above your Chinese class, then the elementary added some excuses, like an **excuse** rather than

20:47 **rather than an actual apology.**

20:50 Okay, so that is what your students will usually say. Sometimes.

20:57 Yeah.

21:00 Okay. Yeah. didn't sleep well or something?

21:05 That is no good. excuse. So you will rather they just say, Sorry, I'm late. Yeah, that's that's not just

21:14 like, make up excuses. Not too long. Not too short. Okay, so that's difficult for the students. Okay, so um, yeah. So,

in your, in your institution, where you're teaching? Do you have any, like professional development regarding like teaching Chinese teaching Chinese pragmatics?

21:38 Like, courses or any workshops like that? provided for you? Not really, no. Okay. So

21:50 if like, or outside the institution, have you heard of any?

21:57 I think for me, as many

22:00 **practical experience going to a Chinese church. practical experience. Right?** Hearing? Yes. So you have the practical experience, how people address each other, to each other.

22:12 In the Chinese community, when they even when they use another language, or

22:19 when they need to ask you for a favor then.

22:24 Okay.

22:29 Yeah, after asked for some, so you know,

22:34 to ask you, when so not know, you sort of like, do you have that experience with other people besides like the

22:43 Chinese community? Yeah, I think it's a very Asian thing. Maybe.

22:49 In India as well, Bangladesh, well, if often they asked you.

22:56 Or maybe in that context more about things. So you say, Yeah, I like something. It means you want that thing, or you

want when you say you like something, that means you want that thing, you're back in your bag that will give it to you.

23:10 Like this clock. So never say that in Bangladesh, because they will give it really will give it to your money. Give me your money. Not even like you say this nice painting.

23:23 Table actually,

23:25 there's a lot of implied implied meaning in Bengali culture. So I think that's similar in the same way that the implied

meaning of asking someone are they busy on the weekend? Oh, yes. is the same kind of thing. Not because they want to **give no because you have to give them something** by giving them a favor. Give them a favor.

23:46 **Request. polite form of requesting, yeah.**

23:51 Okay, so you don't find like, generally speaking, we're not trying to, like be still typical, don't find Aussie's doing that. **No, they just asked me directly directly. Can you help me on the weekend? I need your help.**

24:07 Which I prefer because I know exactly what you have. Because you can have like a choice to help or not help. Yeah, yeah.

So what do you think like, why do you need a polite device? Why are you Why do you think that they ask you when is it when you have time or not? And if you have time, you're obliged to help them. Do you think that's a? **That's a cultural thing?**

24:30 Yeah, maybe it's **about obligation**. So it's using a **softener**, because the softener is like, not ask you directly.

24:39

**But then for me, personally, it's not polite, because I know that something else is coming. Something else is coming** because I'm used to that pattern. So then yes, then I already present that they were asked something.

24:53 Yeah, so then my answer will be

24:56 even if I'm not busy yes on PC because I don't have time to help you. Everything.

25:00 Oh, yes, yes. **But there were some impolite. Yeah, I would say I'm busy.** I would say maybe I've got this Sanskrit homework.

25:08 **So you think that if if you want to say no, you just say you're busy.**

25:14 In a Chinese continent with Chinese, I want to say, **if you don't want to imply that**

25:20 I've got to go here and do this or go there and do that. Okay, right. But ultimate outcome is I don't have time to help you.

25:30 **In the Western context, I just say sorry, I**

25:34 **just tell them directly, like, yeah, whether you want to help or you do.**

25:39 Okay. All right. So do you do you think is important to **incorporate this culture**, especially in the

25:48 second language learning? classroom like? Yeah,

25:54 I think it's very important.

25:56 **That is really important, because if you don't have cross cultural understanding**, you can have all types of **miscommunication and can lead to conflict.**

26:08 Especially on the big scale, like dealing with government, people.

26:16 Although there's a lot of politics involved, I'm not sure there's politeness but

26:20 trying to understand

26:23 the other person's mindset. Maybe there's too stereotypical but yeah, because mine says putting someone in a box too much but kind of overview of the background the **background cultural information** is very important to help for clear communication.

26:40 **Especially to to sound polite not to sound too direct.**



26:45 directness. Yeah, **level directness just mentioned**. Yeah, I think that's

26:51 **to, to cause offence or cause offence, yep. To cause offence, even body language can be incorporated into that body language**. Okay. And then I think, also connected today's **many idioms in Chinese do not teach at the lower level**.

27:14 So you ...very few

27:17 **idioms. Just some very basic ones. But the whole cultural background of why people say things, the way they say them is,**

27:29 for what purpose? So the emphasis is on. What do you think the emphasis is on? Like, I think the **whole title of the book** is always so young is like, practical, practical. Okay.

27:43 Come on. It's like **the practical use of Chinese how to just communicate to get by again, yeah**.

27:50 Okay. So so like, as a non,

27:54 would you consider yourself a non native speaker

27:58 near to native speaker? So what are the advantages or disadvantages?

28:05 You have? And like teaching? Yeah. So as like, yeah, you maybe you can tell me? Yeah, thanks. Good question. So I'm definitely not a native speaker.

28:16 But do you consider yourself as a near native speaker? Probably not there yet, but

28:21 working on it. So

28:27 **what are the advantages? So I think the advantages of being a non native speaker is you, as a teacher like teaching,**

28:37 **you have the experience of learning the language, and making mistakes. Because when you make mistakes, you learn why,**  
once you understand

28:49 **that they are a mistake. And you realize the reason you made a mistake. So you don't pass it on to your students, or you** teach them especially from a Western Caucasian background.

29:03 **The polite way to say it, rather than to make the same mistake as you were, as a Chinese native speaker tends to rush**  
over things like that without **understanding why non native speakers make mistakes**.

29:18 And so yes, a lot of29:21

Yeah, **so native speakers often takes it for granted. They just say certain things. So why you do because that's how** they've always said them. And they don't know how to explain those all the time. The

29:34 why simple, I always pull out.

29:39 The disadvantage is,

29:43 yeah, I'm **still learning myself, because I didn't learn all that many Chinese idioms or**

29:52 even **some things like body language**.

29:56 Just the **basic polite forms**, not really

30:00 The dude really the most diplomatic way to say things all the time.

30:06 **So I'm still, I still stumble myself or**

30:11 you might sound too direct as well sometimes. Under what circumstances like maybe if you meet other professors from, like, or China. Yeah, yeah.

30:27 Yeah. Yeah. Okay. So the cultural backgrounds

30:34 are for example, one just one minute example. Yeah. Okay. So I was talking to the, to a Mother Church, his son is 20 something. Okay, you talking to the mom? Yeah.

30:46 She said,

30:48 How can my son doesn't learn English like you are learning Chinese as well? Oh, I know. I said, Are you the

30:56 mother of the son? Xiao huozi Like, so what's the young man? Yeah.

31:04 **But I think she was. She was laughing when she said, young man is like the sounds a bit too young is like 20 something** not much different to my Ah, oh, okay. I wasn't sure. Maybe.

31:19 That's her son. Right?

31:23 Like that. Yeah. So in what contexts? to even use that word. **Okay, so the context and context of different usage of words. Yep.**

31:39 Okay, so this is a good example, then. Yep. Okay, so.

31:49 Right. So So you think like, in the classroom, you can incorporate something like

31:57 about that. But do think was the restrictions that sometimes you can other like, you know,

32:05 occasion where you think you can't do it?

32:09 You can't focus on it? Oh,

32:13 **yeah. I think in some cases, you have to, there's a lot to cover a lot of content. And politeness, unfortunately, gets** pushed aside.

32:24 Yes, is the textbooks about the practical ability to verbally communicate.

32:31 But I think we need to go back and look at the idea **that politeness is like the foundation of communication and the language. Because if you sound like,**

32:43 **like a redneck, person speaking is not going to go down.**

32:49 Especially if they're learning business or going to

32:52 business. Yes. Right. And when when they speak, when they speak? Well,

32:58 a lot of

33:00 especially I think those who can speak well, they will assume, you know, the cultural differences. Yeah. So one is that probably, that they could incorporate?

33:12 But even to culture in China is very important. Yeah, it's the textbook. Oh, I see. Ya may talk about

33:21 terracotta, like the old tea horse road, how to drink tea. See, the history of tea in China brings people together and yeah, when you like put this to the table? What's the reason?

33:37 might be quite short. Yeah. And what to say on the dining table?

33:44 Or what to do before a meal? What to say. Okay, and then

33:50 what else?

33:53 So So you think that's important to incorporate

33:58 **in the curriculum, and how to deal with let's say you're doing business in China? Yes. Study of currencies.**

34:05 They talked about or not realize that so so you can't just go like in America? Yes. Here's my business card and notice get down to business. Yeah, you got to drink.

34:15 Get drunk. You go with the client and then **soften them** up a bit and then

34:22 talk about talk about **their family**. Yeah, I talk around like in Bangladesh, talk around the bush beat around the bush.

34:31 So how is your family? What do

34:34 you do when you talk about the family? **And that's another thing in the book, they talk about asking someone salary.**

salaries are rude. Here's like in Western culture is very rude. ask you what's your salary? What they were implying that in? China's not so good. The first thing they ask you.

34:55 **So it's a very different cultural thing and then how old are you?**

35:00 All right, what what type of question what why do you think they asked that? Why do you think they did this thing? Like, no one? Like maybe like, someone you don't know to make friends you asked them about their age, like their occupation?

35:16 Like, how much they end? Yeah. Yeah. What Why do you think what I mean? Like, what was your impression?

35:23 So I think in the book, it is said that it's not necessarily a good

35:28 book that you're using. Yeah. Okay. I think a second year, maybe second year.

35:33 **Second year textbook is**

35:36 not the first to the elementary beginner. So they only introduced that maybe a second, I think a second. So he's going **with what tower, one of the characters**

35:47 is walking in

35:49 the mountains.

35:53 And then they walk together, and just emits the Chinese tourists on the way. And then he's asked him, **so what's your age? And how much do you earn?** So like a stranger?

36:06 What's your

36:08 Do you have a **girlfriend and all these things?** And then,

36:13 but they're showing uses, like polite ways of **saying diverting the conversation to something else, because he**

doesn't want to answer the question. So so does the textbook actually explained? Yeah, that explains the diversion.

36:29 strategies. Okay. And did they explain like, why they ask personal questions? Yeah. So it's good. So I think the in the context is said that Chinese people in general, maybe they haven't met many Westerners before. So they're very curious to know like, oh, okay, a lot about them, **but they're not necessarily being rude.** Asking questions that you would consider. Westerners usually were considered private, but, but if you don't want to answer them, they give you strategies to divert. Oh.

37:05 So as like, what would you think like a typical Westerner would ask when he or she meets?

37:13 like making friends? So like, a new person. So what is the topic would you talk about? Like, for example, if you if you meet someone like your age, then somebody Dells introduces? Yeah. What would you talk about? salary boys come last last?

I think you will never be in the conversation. Never talk about it. Yeah. House.

37:37 Where do you live? Yeah. What? So? Always Western context is what do you do? What do you do? occupation? Which comes from in sociology? Yep. We're call it **perspective.**

37:54 perspective. Weber, Weber, Weber. perspective, what does he say? That people in the West are defined by their **occupation?**

38:04 define what they do, which is very different to this, the indigenous culture in Australia, **are defined by your family,** family. So you start by saying, **whose cousin are you? Whose cousin who is your auntie?**

38:18 In Western cultural is what do you do? Yeah. And it's because our ties to family have shrunk, or have disappeared, except for the nuclear family. We don't have like, in the urban context, we become much more defined by what we do.

38:35 Because those **kinship ties of home should disappear.**

38:40 But in China, I don't think there was say, Who is your auntie Who is your uncle? Is 1.3 billion

38:48 people?

38:49 Too many common surnames to make that distinction, but they might start with

38:57 so what's **your name and occupation?** Yeah, yeah. In the English content, occupation, but they won't ask you how much you earn. Yeah.

39:07 In any Western context, so what's your occupation?

39:12 Where do you live?

39:15 Which suburb?

39:18 Kids so.

39:21 Kids family? This general? Yeah.

39:28 What sports to like, oh, sports, I think sports, but it's maybe an Australian? Yeah.

39:35 Yeah. Okay. So in Australia, why did you study or why did you study? **It depends on who you meet.** If it's another professor from somewhere else, yeah. Where did you graduate from? Yeah. Okay. So

39:52 do you think there's like any differences, when like that the Chinese people that you have met

40:00 And the way they speak to you, right? When they use Mandarin and when they use, they use Chinese or when they use English. Do you think there's some, even when they use English, they have some Chinese flavor

# Gordon

Thu, 6/10 10:43AM • 36:17

**Leei** 04:04

Hello Hello, Good morning. Thank you so much for your time. So thanks a lot. Can you tell me about like, how many years you've been teaching Chinese because I'm researching on Chinese language like teaching Chinese language. So yeah. So could you just tell me like, how long you have been teaching and a little bit about your experience?

**G** 05:27

Yeah, sure. Well, I'm not teaching at the moment. I haven't been I haven't taught Chinese. Since I stopped teaching Chinese about four years ago. Yeah, I don't I don't expect to go back to that. Yeah. But before that, I was one just focusing more on the other things. But I started teaching Chinese in **1997, when I started working at UWA**. And then I base I kept **us I worked there for 20 years**. So I was teaching there for 20 years.

**G** 06:09

we had, we had to get all the way to advanced, **I was responsible for the intermediate to advanced levels**. intermediate to advanced. Okay, yeah.

**G** 06:43

**What I was pretty informal**. But yeah, but I, I got them to, to, to address me as (laughter).

**G** 07:10

Not very rarely. Yeah. I mean, it may have come up a few times in the class where there was an example of the text sign, but yet, the students knew what it meant, **but we never really practiced it very much that level**.

**G0740**

Like, I don't expect it, but I know what it means. **And I know it's a respectful form of address**. So I use it sometimes. I use it sometimes. Okay, when I'm **writing when I'm when I'm communicating with people**, you know, in my extended network. I haven't. Yeah. **Who I don't know very well, or just got Yeah**. Usually **a scholar. Teacher. Yeah**. Use that mean? Yeah, definitely. **Especially at the beginning**, we just getting to know somebody. **Not expected of students and not emphasized in class**

**G** 08:36

**To me, the Nin is very formal**, and it's used when you're meeting somebody **for the first time getting to know somebody being invited to someone's** Yeah, they **might be serving**, they might ask you a question

about, you know, **do you want to drink tea?** Or what do you want to use? **And those kinds of contexts,** you know, **you're writing to a scholar.** You want to like, make sure **you've got them in the right frame of mind to have be courteous.** So use Nin. Yeah.

**G 09:15**

did some advanced, but mainly intermediate, and they were all well, they were they came from diverse **backgrounds.** So yeah, in the beginning, when I first started teaching, they actually actually had that separate streams for the **non native and the heritage speakers.** But because of **cutbacks to funding,** we had to combine them into one class. So eventually, I ended up having a class which is **a mixture of non heritage and heritage speakers** from all over the world basically. It was challenging, that was a **challenging class, because but the different levels** Yeah.

**Allocation of classes subjected to university funding**

**G 10:34**

There were **challenges because of the different levels and** the different, the different the different **knowledge that people already have when it comes to the class.** But I found that ultimately, it was not, you know, some of the **heritage students** might have thought they had an **advantage over the others.** But actually, sometimes that turned out to be a **disadvantage because they will complacent.** Oh, yes. And sometimes and then.

Yeah, the **intermediate students are the ones the non heritage** speakers some of them who really apply themselves within **within a year they were way ahead of the the heritage background speakers** so because they just **very diligent** you know, the **sucking everything, it's all new to them, and they really excited.** They're learning all the vocab, and they're going through the material. Some of the heritage speakers just **cruising along, think this is gonna be an easy unit.** But I even had some students from **Mainland China sometimes try to hoodwink** me, tell me the speakers and try to get into the class.

We actually had to, we actually had to implement it. And we didn't miss the language teachers test, an entrance test, we are a special test, which was, yeah, and some yet to, I guess, to sort out, you know, sort out where the students should go, and also make it so that the students couldn't complain. It was arbitrary. There was some process because they will complain. Yeah, we get complaints, especially from the heritage background, even their parents calling us up and

**G 13:14**

**We used them all the way.** Yeah, we started off with some other we started with some other textbooks early on in the day, I forget that you can speak Mandarin, **it was actually an Australian one.** It wasn't **very good. Actually. It didn't really take off, but we used it for for a few years.** And then, you know, then we switched to this new practical choice really just go with the flow. Which was it? **Despite all its limitations? It was It is a good textbook, in my opinion,** so what why do you think is like, it's very **comprehensive, it's got a lot of things that, you know, the students can access,** you know, obviously, that the text, I mean, it does get into a rut, because it's the **same formula every lesson.** And you just get **so bored** with it after a while you want to kind of like smack your head against the wall, another game.

Anyway, it's **at least it's predictable in that way**, say the students and Lisa and I would try to rob you, then you go do something to make it interesting. But yeah, so it's got the format, it's got all **the listening**, you know, stuff that's available and other little bits introduces I think it starts focusing on **colloquial speech**. But then over an intermediate level, it starts to introduce culture you know, written in that kind of stuff. So yes, good textbook. Yeah. As far as they go,

14:42

Yeah, it's **pretty hard I think to write a really** good textbook. Yes, I bought that one does, it was okay. Yeah. Yeah, I

**G** 15:02

try to add. Because it's very, it's the **textbooks all set in Beijing**. It's from it's very **Sinocentric**. So I would add some stuff that's about what's **it like to be learning Chinese or be a Chinese speaker in Australia**. That's what the other textbook was quite good. But, yeah, to do that to do things like that slides down, okay. Yeah, but okay. So this is the thing, isn't it? It's their language, language learning. It's **about learning another culture**. But it's also about learning **how to tell other people about your work, because you end up being an ambassador**, right? When you've learned Chinese, you start **meeting Chinese people when you go to China and being Chinese because you find that you're, you know, you're you're, you're suddenly expected to be an expert in Australia** and telling them that I'll be asking you questions. Yeah.

**G**

That one? That was like, I think so. I think it's out of print.

**G** 16:05

It's called You can do a search for it. You can speak Mandarin. **You can speak Mandarin**. And English name was a Chinese speaker. His name was **Philip**. I felt full. I think. I'm not sure can remember exactly, yeah.

**G** 16:38

Yeah, yeah. **That's the high school textbooks wouldn't be very good. But they're not really suitable for**. Yes, yeah. Yeah. But it's like the agenda be very good. Because **the high school teachers are really up on the whole pedagogy of language learning, universities, like behind**. Oh, because they have

**G** 17:00

Well, in universities, you know, I'm not a professor, **I was never trained to be a professional language teacher**. So actually, I **just had to learn on the job. It was pretty frustrating**. And we, you know, so we didn't, we **didn't treat teaching language as the bread and butter of what we're supposed to be doing, even though it was very important to the income for the faculty for the school**. You know, it was it was, **it was never regarded, as, you know, as a premier activity should be doing research and**



publishing research. Yeah, that's what I'm saying **the high school, they focus when they say they're focusing on language teaching**, that's what they do. Yeah. They don't do anything else. Right. You know, so it's **different university**.

**G 17:46**

yeah, and expect the **students to be more independent as** well. I

**G 18:07**

So you're asking about the textbook? Yes. Well, actually also taught students to China on numerous **trips for over a decade**. Okay. That's a place where you really learn a lot **about etiquette**. You know? Imagine the **etiquette of food, food. Yes**. Yeah, eating in a Chinese context. You know, like, don't get your chopsticks and then go. Put your chopsticks into the big pile of sweet and sour pork, and then move all the pits around to find the big juicy bit that you want, which is right down the bottom, and then put it on your plate, and then eat that and come back and do it to another dish. You understand? That's not **that's very rude**. You know, **not hygienic. It's extremely rude**.

**G 19:22**

where you learn a lot about you know, so obviously this because I have been having lots of interactions. So meeting people in the classroom also that they're in, they didn't teach them in China. They were in a Chinese classroom and that's very different there. I think **our classrooms are probably get more informal a bit more relaxed**. But in that they quickly found that in the Chinese classroom, the University there was like, you know, why are you like and then taking the role very diligent, very and, and the teacher all the instruction was in Chinese. So which is really good for them, but it's hard for them the first week Yes, overwhelming. Yeah. So, and the food was the thing where I saw them because that's where I can see them so much in class.

20:02

I saw them when we had banquets and stuff.. So they learned they did they **start to learn about what the good etiquette at the dining table?** Yes, yeah and what not to say the drinking culture yeah the one that say Yeah. Drinking No Actually I watched a **movie the other day about an American bomber pilot from the Second World War**. Yeah, cut a long story short, **they flew their bomber they bombed Japan they finished then they've escaped China**, right during the Second World War and they crashed. And they were they were in Japanese territory, but they got rescued by some guerrillas. And then they, they were carried around the countryside for a couple of weeks. Some of them were very, very injured. But anyway, well, and there were lots of interesting a lot the inside of the guys. So this is an **American guy. No, he had no he never been to China**. He never knew anything about the only thing the **only stuff he learned about China** was during it. Do you got **the training** for them? Yep, yeah, because I thought they might end up in China. So they taught them a little bit of Chinese very bad. **Chinese, they found that they couldn't, they couldn't reproduce it to get the locals to understand them**. So they use hand gestures and everything. And then that one comment was like, Oh, we, **the Chinese give us a banquet**. And **then they kept apologizing for the food being really poor quality**. And then he says the next line with an exclamation mark, but it was really great. He didn't understand that. That's just a polite.

**G**

. Yeah, it was well,

So So can you share a bit of your experience? Like, you know, with Chinese people like contacting Chinese people?

**G 22:51**

Well, yeah, what exactly what do you mean?

**G 23:21**

use mentoring for colleagues in China. Unless I know that they speak very good English. I'll use I'll use Chinese. Yeah, use Chinese rhetoric. So by default, because I know that they can't get them doing. Yeah, so just be like, too difficult. Unless I know that because most of the colleagues people I'm working with their background is not you know that. They can speak a bit of English, but they're not English majors or anything like that. Yeah. So so it's easier actually, to make the conversation flow. Yeah. Okay. Then then, like, so do you use to or do you go to China? And do you do your research, but it goes anywhere at the moment, anyway? Well, it goes anywhere. And nobody goes. Oh, yeah, I mean, like, Oh, yes, yes, of course.

**G 24:28**

there's no there's no not Yeah, **I speak I can speak Mandarin fairly well.** So your

**G 24:45**

I can say that when when you when you meet people, especially in the more remote areas. So in the cities, it's kind of change that used to forest right where, where you go to more remote or rural areas. And then you meet people and you speak Mandarin to them. They really respond really enthusiastically they appreciate you taking the effort to learn their language. Yes, I found that quite a bit. Yeah. And then they, they really open up to you and they want to chat to you and talk to you. Yeah. Okay, so that's, that's really been the first and only time I'll ever have a chance to speak to a foreigner. So.

**G 26:14**

**For grammar at school, we didn't do grammar in Australian education system.** These days, there isn't much, you know, grammar taught at school, right. **So when I came to teach Chinese, I really had to actually learn all the grammatical terms and stuff.** And, and also over the years, I had to **work out my strategy for language teaching.** That was that was **challenging.** How I was going to do it. Yeah. So. But is there an advantage?

2610 I'd say that **native speakers and non native speakers both have their advantages and disadvantages in the classroom.** And actually, what I found was really the best way to teaching is to have have a one class or one stream where you've got both you have teachers who are both non native and that they can also serve as a role model. For the non native speakers like Noah, he's a

teacher who speaks very good Chinese, you could be like them one day. And then of course, you have the the native speakers who, who, you know, they come at come at it from a different perspective. And having both of those in the classroom is really valuable. Oh, yes. Yeah,

**G 27:47**

It depends. Yeah. intermediate level? Yeah. Which is three classes a week? Yeah. three classes a week? Three to four. I think I did, okay. So, so usually, they have one lecturer and one lecture, then we had two to three classes, tutorials. Okay. So lecture and tutorials. So most of time is like different lectures different. So there's like, literally one, one unit one courses, one lecture. Yeah. And then you might have if you, you might have a tutor to help you out.

**G 28:47**

And then we have we had depending on the numbers, they had a formula then we would have language tutors to help us out. Oh, tutors, like

**G 29:03**

Then we'll see. And then there were those language tutors. So the two I'm talking about full time staff full time. Yeah. Then Then the tutors, they would be casuals. Oh, casuals. I see. Yeah. And it was actually, you know, you probably know about university life and what it's like and actually, the the **casuals were treated pretty badly because they were employed while they were employed, year after year after year on casual contracts.** And actually, like they should have been employed. Part time at least two part time permanent. Yeah. So they got it, so they will get it but it's cheapest, dude. casuals. Yeah.

**G 29:56**

it'll be easier. Yeah. We have good teachers that we had the other **The tutors we had were very good. Yeah. And they tended to be from a native speaker background.** Yeah. So so I do from like Confucius Institute or those in my day, because you know, I was also director of the Confucius Institute for when I first set out but yeah, but it the **Confucius Institute at UWA didn't have the program that didn't have any interaction with the program in Asian Studies,** they'll get separate. Oh, that was **separate.** So, yeah, **so we couldn't use the teachers from the Confucius Institute. I'm not sure about now.** I don't

**G 31:20**

**because of the contracts here, because the labor law is basically** Yes, So in the old days, **in the 1970s, and 1980s, there was a shortage of teachers from Mainland China. And most of the language teachers. I know, in Western Australia, most of them came from Singapore, Malaysia, Southeast Asia. 80s.** I see. Oh, yeah. And then since the **1990s, with more people coming from Mainland China. Yeah, it's beginning to change.** So you get more teachers from Mainland China. Yes. And now with the Confucius Institute, I think we are not part of Confucius Institute. Because Yeah, I think I think this is different the way they run it. And so the teachers actually have their own panel teachers,

**G**

Yeah. Yeah, I think so. Yeah. So at UWA is like a separate, it's not like they will have like some. So is this is like an institution they're like, so the courses in UW a to Chinese courses? Actually is not linked to that. Yeah, no, that's separate. That's sufficient in Asian Studies, but it's completely separate. Okay. Yep.

**G 33:33**

If you know, the Chinese students say them enough to really don't feel bad.

**G 34:33**

have to wear appropriate Yeah, of course, yeah, you have to do that.

**G 34:57**

Yeah, of course. Yeah. Yeah. I can't remember. Any specific examples, but I'm sure that

**G 35:21**

us because we see our students a lot. Yeah, that's all day. All day. Yes. Yeah. Yeah. So So you were like lecturing, were you a tutor before? Yeah, so I was university lecturer. Yeah. Teaching Chinese and Chinese studies. Yes.

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**Cai** 00:58

Yeah, I've been teaching. **And for five years, if you count their full time job**, I did some tutoring and when I was student, okay, and I am a staff member, I have been teaching for five and a half years.

**Cai** 01:52

Yes, I am. I was born in China. And I finished my high education. I got my bachelor's or master's in China as well. So I had a little bit of teaching experience as a master's student, because I was doing linguistics and Applied Linguistics as part of the curriculum I had to teach.

So I taught **Chinese as a foreign language in Shanghai International Studies University**. Well, all the students were international students from all over the world. Yeah. I remember, each class had about 45 students and students from various possible reward and loss were European students. And yeah, definitely. And **also from Asia, Southeast Asia, from Thailand, from South Korea, Japan** also.

**Cai** 02:50

Yes, no, that's **just part of the my curriculum as in learning applied linguistics**. So we need to do teaching. To get the degree, **right. I'm a master of linguistics and applied linguistics. So as part of a curriculum, I taught Chinese as foreign language, international studies and Tongji university as well, that also as a casual tutor,**

**Cai** 03:32

so the main difference is, I mean, the students are not much different, because they're also told Australia students, students came from Australia to to China to study Chinese. The main difference is **curriculum design**, because there which is Chinese intensively, that sister because students go to China to study Chinese, and then you in order to either to work or to then do a degree in Chinese, so

they need **to study Chinese intensively**, then they at least have **20 hours of Chinese lessons. A week.**

**04 25**

**But here we only teach, for example, one course you only borrow four hours a week.** That's the main difference.

**04 27**

You know, there you just say they spent one year that Chinese proficiency level is either at an **intermediate, or very high level here, they need three, four years or two or three years to finish some Chinese courses** and to just reach them intermediate level, let's say HSK. For some HSK Yes.

**Cai** 04:41

as they say, it's up to them optional. They can take a test abroad and is not a part of our curriculum. Not even in China. In China, if you they want to do say do a degree in Chinese then they have to have the highest HSK level. To be able to study, you know, other degree in Chinese, right? So that is required. But for a person who will do business in China is not required. As long as they think they are able to communicate in Chinese. That's enough. I

**Cai 05:34**

long time ago, it **was eight and now it's eight**. Now No, no, no, it's six. Yeah, probably should have just read six,

**Cai 05:48**

**Yes, that's, that's right. Otherwise, they cannot and they cannot understand the courses in Chinese. Right. So they need to be near native level. Yeah,**

**Cai 06:16**

**don't promote this test at all**. Because, I mean, it's all up to students, they if they, they are aware of this. And they know what they can do with it. And it's their own responsibility to explore, you know, the uses of these tests. And the I think, is Confucius Institute taking care of that. And as a department, we were not involved in this. yes, most of the universities in Australia have a Confucius Institute, I guess. Yeah. But they, they generally manage the HSK tests, but not the School of numbers, or the department also separate. Yeah, no, it's separate. Yeah, I

**Cai 07:39**

while the student courses I teach at level one, and also the level two course I teach first semester, so students proficiency level is really low, **they cannot really, you know, communicating with you in Chinese to the level that to show disrespect at all**. So that is not that's not something well, yeah, the maximum they will see is a notion in how suddenly I **mean, oh, very polite in the, in in terms of using whatever they know**. Yes, because they are not **at that level yet to, to give it to express that attitude in a different way. You know,**

**Cai 08:30**

they always, **they always say LAOSHI. CAO LAO SHI, HONG LAOSHI, LAOSHI NIN HAO**. And they like to even start the emails say **LAOSHI NIHAO**, and then write the rest in English. So that's

**Cai 08:50**

textbooks here Yeah, like we have a modern **Chinese XIANDAI ZHONGWEN** for first year and second year students more than Chinese, modern Chinese.

**Cai 09:13**

I we know we use I think long long time before I came here probably, they use the other textbooks like erm... probably from China, they think that it was too advanced. I think **XIN SHI YONG HANYU KEBEN** I think that was one use before I was **they find them vocabulary, too difficult for students**, something like that.

**Cai 09:48**

That's right.

**Cai 10:12**

so he said, the **whole department or the cost coordinators**, they we will meet up and then, you know, reflect on the teaching materials and see if there is a necessity to change the materials if there is and then we **do a bit of research on what are the available textbooks and then choose the best one we think there will fit into our teaching mix.**

**Cai 11:08**

??, **we don't have a particular meeting and talking about the pedagogy, because that will be an insulting** to, to some of the staff because who **have their own opinion**, I'm just saying to me, don't quote me So it does not mean that that person's pedagogy is not good.

See, we will have, we have **departmental meeting, like every month to discuss any issues and** how to solve it, we'll find the solutions. Okay. So but it's always up to the course coordinator to decide what they can do to deliver the best **learning outcome**. So we have certain the University **have graduate attributes** that we need to schedule attributes and also the learning outcome for each course. Achieve that you set that at for example, for the next year's course, this year, we will go through the learning outcome. Your teaching activities **and assessments** And then we'll make it available for students at the end of the year, your student next year when students want to choose costly and seeing what are your learning outcomes and activities.

11:58

So they this of course, that is said and done but how you are going to deliver your course yes or up to the course coordinator. And then at the end of the semester, you have **students evaluation they will give you feedback** how good this causes and how good is the lecture or how good is the tutor so and then we need to **act on students feedback in that way** not that between colleagues I criticize your teaching methods I think you gave me feedback on your... we don't do that okay. Generally, we worked on like students feedback They're happy with this course. Yeah, if not how we can improve

**Cai 13:21**

No, that is for the for example in Adelaide we also have this process is called **the teaching, review**. Teaching and review, you get up Brigg ??s, I come to your class to observe your teaching and go through **your teaching materials**, then that is a formal process that we do. And if you can, if you if we

are a person that are very new to teaching that **you want to observe other people's teaching**, obviously, you can contact that person personally. And you can go to there to audit the class, that's not an issue, but it's just not the set that we have to do this every month, you know? Okay, right. So the teacher review is not done, but is it compulsory, like in it's again it's **optional**, if you want to do it, yeah, you can just register your name and say which course you want to do. And then the teaching view, review, and then they get people who just come to observe your teaching and give you comments and your back. So you have to apply or to register and colleagues to observe your teaching.

**Cai 14:35**

**not necessarily. at any stage**, if you want to do that, for example, and a mid career teacher can just start a new course and want some feedback.

**Cai 15:22**

we have to, so we use lots of, I use lots of our resources to enrich students' learning, like Quizlet. And also use lots of videos for students like short movies and videos, more student to watch and and to improve their listening skills. And yeah, speaking, listening, and I also set up some programs for students who practice with native speakers of Chinese.

**Cai 15:57**

not online on campus, actually. Oh, yeah, we have the because you see, we have so many international Chinese students, you just get some students who wants to be a volunteer language partner. And then language, you introduce them to your students who are learning Chinese, they become partners, **very happy language partners**, that is also the university program. So you can become a language partner, to another person who is learning your new language. And also you want to learn their language. So this is also there.

**Cai 16:45**

the some different universities have a different name for it. I remember in Queensland they have this is called they call it, language mate or something? Oh, yeah, we call it language partner, I think most of the **University have new initiatives** like this, just to help students to understand other languages and cultures.

**Cai 17:22**

you can there as a core course coordinator, you can, schedule a regular meeting, for example, I will schedule a regular meeting for students who meet once a week during the tutorial, for example, after tutorial so, so make sure that the students really practice their spoken Chinese and the cover certain knowledge points. so, for example, I do that in my courses, so that students being exposed to the **authentic learning environment**, right,



**Cai 18:50**

say in the textbook, they obviously teach you some basics, for example, how to introduce yourself, and like for you, so you cannot avoid that the teaching politeness for example, NIHAO , WO JIAO SHENME, QINGWEN NI JIAO SHEN ME MING ZI right. So this is automatically embedded in the teaching materials if we don't particularly teach you. The Chinese rituals are the Chinese way of doing things, but it is in that text that you cannot avoid, you cannot just single it out, right. Another thing that even like for example, this week's topic is about ordering food in a restaurant NI HAo FUWUYUAN, QING WEN WO HEYI DIANCAI MA. So these kind of things, obviously is taught by he just said we don't make this politeness a particular topic you just teach the student this way. How do you introduce or how do you address issues like this? Yeah.

**Cai 19:59**

of course, Yeah, you can extend a little bit some more in our culture points in your teaching points. for example, like, how to soften your tone. Right? But again, is it we at level two, we would teach students, for example WOMEN ZOU BA and the difference between WOMEN ZOU, and WOMEN ZOU BA. So differences are using BA to soften the tone. Right? That's more polite. So this kind of, so this is the function use of the particle BA right? So we teach, but then you teach your students why it is there, then you explain in that way, and as students also learn that, okay, to be more polite, are you spa owner? So this kind of things you don't I look at one one week just to teach them how to be polite, right? Yes, we deliver those knowledge, culture points through vocabulary, and, you know, phrases and grammar

**Cai 21:32**

Not they ask, not they ask, but by the sentences that they create, for example, they will create some sentences that is sounds really weird, native Chinese speaker, so you need to explain to them that, why this does not sound right. And then that involves linguistic knowledge and also sometimes will involve, for example, this is the pragmatic, the pragmatics implied in this phrase, right? So you have to tell them, but at the for to teach level one level two students we avoid to give them to too many technical terms. Otherwise, confuse them. Just Just give them an example. And a o use it.context t

**Cai 22:43**

yes and, yeah, so in each week, you have what we have certain, for example, vocabulary and the grammar points that we cover, and then you have the culture points that we need to deliver. So if you go through the modern Chinese textbook, they actually have their own distribution as well. And probably you can borrow from a library somewhere and the is very clear that what you cover each week, and then based on student's levels, we

22:56

for example, the student level is slightly high, and we have been more time after time, then I added in my extra knowledge related to it. And then can be culture, you know, culture points or more grammar points or things like that. But it depends on student's needs. Their proficiency levels. Yes, yes.

**Cai 23:48**

students as you learn your language, your culture, and as a Chinese, I'm very proud that to share my knowledge and culture, you know, the more people learn then more they understand us, right? And also, Australia is a multilingual society, do you really need people to be multilingual at least have you been exposed to different cultures? I think that that's, yeah, make me feel very proud to be a language teacher of foreign language in the Australian context, to teach them the language and culture to increase their cultural awareness.

**Cai 24:51**

this one is the environment of investment? Because some, some students what he If they, they don't really, because you only have four weeks of Teach hours, I'm sorry, four hours for us not 12 weeks, and you want to deliver all this. And then they have a semester break, which is fun, all of that when they come back, they forget half the vocabulary, right. So so they don't have the environment do to to keep learning during the break, or, you know, after class. So that's a big challenge that we see. I create a lot of virtual, the environment for students, you know, I tell them to immerse in that environment. But yeah, again, I cannot force them. Yeah, yeah.

**Cai 25:47**

So say, for example, I was taught Chinese in China, students non Chinese really quickly, because they, they had the environment, they need to go out, just make you buy things, you need to speak Chinese, that's in the motivate them to learn the language, and also provide the environment to learn the language really quickly, because they use it. And then they are motivated to learn it so that they can get around in a city. Right. So because we don't have an environment here, so you can create a virtual environment, but it's still virtual. Largely depending on students

**Cai 26:32**

Yeah, so two hours of lecture and two tutorials.

**Cai 26:42**

Yes, they have two sessions every week and they are supposed to study eight hours outside.

So, so do you actually, like is your teaching load more than your research? Or? Or how do you allocate your your teaching

**Cai 27:15**

So okay, so for example, when you are entering the university, you receive a contract so they they already negotiated if you have more for example, I have more teaching knowledge? And then some

people maybe have more research or something maybe they research only some people maybe do a teaching only some people maybe half and half, so it's always it's always written on a contract.

**Cai 27:44**

No, I don't think so. Because they when they advertise **the role they expect what do you** what do you have to do?

**Cai 28:14**

Again, as I said, that your contract that you negotiate or you are when you apply for a position. There is there are specifications that how much you expect to teach how much research you expect to do. For example, if you are a teaching fellow, you have to do 80% of teaching, or at least more than 70% of teaching. contract for a general for example, like research and teaching, there will be half and half Oh, I see.

**Cai 28:51**

some people. Some people have 90% to 90 90% Ah, all right.

**Cai 29:09**

**No, we no department we don't have some native speakers of either Mandarin or Cantonese. And also who can speak Mandarin, the standard Chinese?**

**Cai 29:46**

or using what is always will be you you are gonna have more confidence in teaching your own language. **That's the advantage.** I didn't say any **disadvantage because students respect to you** because you speak the next Language, they think they are not the authentic language. yeah. I, I when I was a PhD student in UQ, I also I was also also a tutor. And when I in one semester I taught some students. At the beginning **they couldn't understand my pronunciation.** They say that, um, that teacher spoke differently. The Chinese tones are quite different. I asked her how I speak a standard Mandarin right? Then later I find out that teacher was Australian. , so whose pronunciation was not standard? That's why the student could not understand my pronunciation which is tandard. I guess that's Because they if you understand Australian, especially education in primary and secondary I often get them teachers who teach in a foreign language cannot really speak the foreign language.

**Cai 31:11**

lots of culture activities, for example, they will do some, for example, if a person teaching Chinese, they will do some coloring about the Chinese festivals or do some paper cutting, and then put it someplace on the YouTube videos.

**Cai 31:30**

Yeah, exactly.

**Cai 31:40**

This is not that, like they got a person. Well, this is **hard for them for an English speaking person to learn the tones that correctly right. Lots of many years of learning and practice. I understand that.**

**Cai 32:02**

Yeah, after a while. Yeah, after a couple of weeks, then they get used to it. You know, this. This the That's so is the only one case that first time I came across something like this? What? **What's the Chinese you're speaking but very different from what my teacher told us.** Things like that.

**Cai 32:43**

So we also have, I think, one lesson and also have, this phrase, and the **NALINALI is still used by**, for example, older generation. So we cannot say that this phrase has disappeared in China. still get the people you know, like middle aged or older. Yep. senior citizens? Well, we'll use that phrase. So it is there. So we have to tell students Hmm, that's the What does this mean? And if there's any new phrases, or we generally let student know that a particular person for example, a young person who said they will be able to say that XIE **XIE instead of a NALI NALI, don't be too modest.** By being modest, I mean NALI NALI it still it is possible .

**Cai 34:12**

I spoke I generally generally legs, legs by hand??, what is happening now right? takes a few years to develop the textbook and publish it and also depends on the textbook the away was written for example, **more than Chinese is written in the USA. So even though the people who write wrote the textbook, probably are Chinese, but they are more or less the based in us, maybe they used to the US context. So this will obviously have some regional differences reflecting the differences.** One thing another another thing is there is a Yeah, as I said, is lagging behind the textbook always lagging behind. What's the current issues So that's why we as lectures, we need to put some new information, add some additional information to the database. Yes.

**Cai 35:47**

Excuse me, I just pick up a phone.

**Cai 36:44**

Sorry about that. Okay, thanks.

**Cai 36:55**

we all share obviously share. For example, I think there's some **good practices**. How we share we have we use them? Have you heard of law? Canvas Maybe? Yeah, so this the teaching and learning platform there. For example, if I find some in my, my colleague wants to learn how I structure my course, and, and then I added my colleague as an observer of my course. And so then they can look at my course and see the whole, the cost structure and materials is in my course. And that's one way of sharing Another way is, for example, as I said, we have these monthly meetings, when a person has certain kinds of issues or that in teaching, and then we all know, share our ideas contributes, and then if they think, Oh, this is a great idea, then then you can talk privately and give them more details and interest. So we do that.

**Cai 38:03**

And also, yeah, we will, for example, if this course I taught before, now I'm teaching another course. And then this course will be passed on to another colleague, I will give all my teaching materials to this colleague, just up to the colleague. For us, we are going to use my material, but they don't need to reinvent the wheels, right?

**Cai 39:43**

Yes, I did go to **the Australian Linguistics society he annual meeting the conference** at the end of the year, every year. And I'm actually researching in linguistics. That's why I'm a member of the Australian linguistics Society. Other conferences like the , there is another society, university languages and cultures. I cannot remember the full name I joined last year. I attended **them, AGM**. That's it last year. So this year, I'm still expecting waiting for the email about the first I'm not sure if there have been one. But before we even have one ??? every year, but I'll choose the Linguistics society one because that's my focus By the way, And so about this, politeness? Yes. It's more he, if you think you should do in interview, I mean, maybe you already been doing it. The lectures who teach intermediate and high level I think that's more topics involved about, right, because I taught advanced level students in China, that's a long time ago, that for example, we teach. I teach. I taught them. One course is about the... what's the title. Anyway, the audio visual and watching Chinese movies, and you know, talking about Chinese culture, so that kind of courses, the advanced level courses, in both in depth discussion about Chinese rituals, and the Chinese manners, you know, Chinese people's, the typical characteristics, like, how to be modest, they think. Yeah, another way, like the Chinese culture over **QING KE**, you know, like, those kind of things. In the beginning, the beginners level and the intermediate level topics I can, I can think of that covered. Yeah, the politeness that's like, for example, go to a restaurant. How do you order? Yes. And then and then use? Yeah, like, introduce yourself? Then **QING WEN** Yeah. It's like asking your way that where do you find the libraries that **QING WEN TU SHU GUAN ZENME ZOU**. Very basic. And also in the restaurant, in the restaurant. I do add some extra culture point. For example, there was any **XIAO JIE, QING WEN NIMEN YOU MEN You MEIYOU SHENME SHENME SHENME** so in the text there was a **XIAOJIE** right. Yeah, address the waiters or waitress as **XIANSHENG** or **XIAO JIE** And but in the modern culture we often say, I meaoften say **FUWUYUAN**,, in current times we instead of particularly about the gender is **XIAOJIE** or **XIAN SHENG** because it has other meanings as Right? Which is not a very pleasant man. Yeah. So we, we prefer the neutral form of

FUWUYUAN. So that's I also if the textbook happened to use XIAOJIE I often tell students that it's safer to use FUWUYUAN, instead of using XIAOJIE, people, maybe you get annoyed, right?

**Cai** 43:27

Yeah, exactly. So these kind of things. They've all depends on the **how the textbook, deliver** the message if they use certain words that I tell students what you do this kind of cultural issue and also the example when we talk about festivals, so reasonable, not a reason to give a couple weeks ago, one of the lessons is about the Chinese festivals, and then also the western festivals, and then having to that week also having to D in the wake of Mother's Day. And I talked about what's the difference between the Chinese people will celebrate Mother's Day and their Western celebrate Mother's Day, for example, the Chinese mothers, they don't want to receive White Christmas as a present, right? Yes, yes. It's very common. Very common, no matter white or yellow or pink by Chinese mothers. They would not be .Right. So this is also an cultural issue by the textbook won't mention that. well, you probably buy flowers for your mother. Yeah, but you need to be very careful what flowers you choose. Anything but not a chrysanthemum right So this kind of things that we tell the teacher that extra extra **concentrate in the delivery phase, a phrase coming up, but obviously textbook cannot cover** everything, we can add a bit of information and students being very interested. **But we also very careful to not add too much too much.**

**Cai** 45:10

Too much, then they **they're not focusing on what?**

**Cai** 45:49

I think as the the **year level, or the professional level increase, and then they will deliver more cultural contents**, for example. In the second year, we also talked about when you talk about the Chinese festivals, you're talking about the Chinese New Year, we talk about Chinese, we're talking about the coming HONG BAO right? Well, yes. So this is also a Chinese customer, also a Chinese tradition that generally is the seniors giving to the younger generation. Yeah. Yeah, that's right. So you can we can also choose to serve them. But again, at the intermediate level, you can, what you can teach is related to those words that they already know. And some introduced some new words and new phrases and new grammar points, new sentences, but also not to

**Valerie 00:00**

Yeah. Thank you so much. Yeah. Not a problem. All right. I'm currently not. You know. I did. When's the last time it was 2018. would be the last time that I taught. Okay, right. Yeah. I input translation more recently than that. Yeah. And possibly, it's like, next semester, I might be teaching translation. Yeah, but I've only ever worked as a tutor. So I sort of get hired, depending on if I need a tutor, or if the university has the funding for it. Yeah, yeah. Yeah. I'm a PhD student, myself. So I cannot like, I'm not a full time teacher. Okay. The first time is taught was actually ESL in China. And that was in 2012. Oh, yeah. Yeah, I taught ESL for two years. Yeah. And then back in Australia, I taught Chinese in 2017 and 2018. I taught translation later I taught translation and 2018 Yeah, both at university and at TAFE. It was was beginner Chinese I would say about 90%. were white Australian. Yeah. Yeah. Like a couple of international students. Yeah. Not not necessarily from China, but from all over the place. A couple of Chinese Chinese heritage faces, but not very many. Okay. All right. Yeah.

**Leei Wong 10:43**

That was at the uni. So at TAFE. Did you teach Chinese as well?

**Valerie 10:49**

didn't pick Chinese at TAFE. I just taught translation.

**Leei Wong 10:51**

A translation. Okay. All right. Okay. Wow. So, so did you like, did you go through any, like teacher training courses? Or were you

**Valerie 11:05**

like teaching? No, I had I already had an honours degree. So I think because the the main lecture, let the course coordinator, that course. She had been my Chinese teacher when I was an undergraduate. And I think she just knew my level of Chinese. Like, I lived in China for a couple of years after I graduated. So she was happy with my level of Chinese. She was a native Chinese speaker. Yeah, so she because because I think as a tutor, you don't have to have, you know, a Bachelor of Education. Yeah, she she is the coordinator was just happy enough with my level and felt confident that I would be able to do it. Yeah, my only my only formal training as a teacher would have been my TESOL, which I did in 2012. I think it was modern Chinese, more than China. I must, yeah, I really love teaching Chinese. I felt I feel a little bit more anxious teaching translation, because I've only been a translator for three years myself. So I feel a little bit less qualified as a super experienced translator. But I felt very confident teaching beginner Chinese because my level of Chinese was, like, high enough that teaching first years was. So yeah, it was definitely within my level. Yeah, so I really enjoyed teaching Chinese. And I think as a non native speaker, it was helpful for the students because they had the Chinese, the native Chinese speaking course coordinator, so she would give the lectures, then I would give the tutorials. And because the majority of our students were native English speakers, it was it was good for them to have both perspectives from the Chinese speaker and also from the non native Chinese speakers. Definitely this idea. Yeah. And I knew the classic pitfalls and challenges that they would have, because I myself learned Chinese as an adult at university as a second language.



**Leei Wong** 14:28

So yeah, yeah, I could help them with those kind of common common pitfalls and questions that they had, which I really enjoyed. Yeah,

**Valerie** 15:13

We had quite a few Cantonese speakers. Yeah. I was very lucky and that the course coordinator was excellent. She did very comprehensive lesson plans. She we followed a textbook, and she also made her own. Like her own printouts of what we should cover in each week, and each lesson of each week, and yeah, she planned every single lesson and tracked it alongside the textbook. Ah, yeah, she's very, incredibly well organized. And she did that for me. So I was really lucky. She was brilliant. And I was really thankful for that. Because I, you know, when I used to teach English, I had to, obviously plan on my own lessons. And I know how much work that is. Yes, yeah. But she was she was very organized. Yeah, she was organized. And she had a very strong idea about exactly how she wanted to structure the course. so I was really happy to follow her structure. Yeah, so we did have handouts. We had flashcards for characters. Wow. Yeah, we had extra worksheets and stuff to supplement the textbook, and PowerPoint presentations, and every class and I used to whiteboard and I wrote, you know, opinion and characters. We did dictation. So yeah, I use the whiteboard a lot.

**Leei Wong** 17:27

N Well, I basically just try to give all the knowledge that I have. So if the textbook covers everything, follow the textbook, but the textbook is almost always doesn't cover every point about a thing. So if there's if the textbook is lacking some explanation, oh, I'll make sure to give a bit of extra explanation or explain it how it made sense to me as a non native Chinese speakers.

18:19

Yeah, I guess the textbooks are very mechanical. They're not. They're kind of fake. They give, like fake example.

18:53

Yeah. conversations where, you know, it's very, like, sort of like a machine ...perfectly. But in real life, that never really happens like that. Yeah, and that that is definitely one of the drawbacks of learning Chinese. At university without native speakers practices, you don't get very much conversation practice. So I would always split my students into pairs and say, Okay, now we're gonna practice this conversation between each other.

19:24

It is it is hard to create a really natural situation where they get to see how people make language more casual, or you know, less. less like a machine less like mechanical. Yeah, yeah, just more sort of casual. So that's definitely a downside, I guess of university that university structure.

19:50

Is that right? Yeah, I think it was one. One hour. They had two tutorials. So each one is one hour. And then they had a lecture once a week, which was two hours. So they had to try to look for hours, sometimes.



20:49

I'm trying to think of, like challenges that are relevant to politeness. The main problem is that, because there aren't very many opportunities for a real life interaction. It's just hard to know, it's hard to give context for the vocabulary that you learn. Yeah. So without real life context, it's hard to know if something is, you know, sort of normal sounding or if it sounds like you're speaking out of a textbook, which is a little artificial. Yeah. So just, it's hard to get, it's hard to give opportunities for that real life context.

23:52

When it comes up, when it when it feels relevant(intercultural communication) ? Explain, like if there's a term if there's a new vocabulary item? Yes. I can't think of an example. But there are some concepts that don't really exist in the western. Yeah, sometimes they'll be a Chinese word that they'll say, I don't really understand what that means. So you'll need to give a bit of explanation.

24:16

Yeah, so for example, when you ask someone, like the formal way to ask someone what their name is, and you're assigning questions, you've got to explain the mean as a person, and, you know, the kind of valuable or honorable surname, so you have to explain that kind of thing.

24:33

But also explain that. Yeah, and you need to explain that in although in English, that may sound really over the top and often. In Chinese, it doesn't have that kind of strangely over formal, quite like connotation, it's actually quite reasonable.

24:51

And it's just, it's just a nice polite way to say something. So you've got to explain how just because something, if you translate it directly, it may seem If you translate that literally, it might seem kind of ridiculous in English, but it's not ridiculous in Chinese. So that's just a bit of a cultural perspective. And I know like a cultural, linguistic, necessary linguistic, socio linguistic mondex, the level of politeness and what is actually considered quite normal? Yeah, so I've got to explain things like that.

25:28

Yeah. And that's important. And it's important for them to have that background, even if they never use it. Yeah, important to know that, that, you know, it's pretty basic vocabulary, I would say, and, you know, teaching how to introduce yourself, or how to ask somebody for their name. Even if you don't use it, you still you still need to know as part of the basic grounding in the Chinese language.

26:53

So yeah, it's easier to see it from their point of view, I think.

33:27

Yeah. The language at university? Absolutely. I definitely think that if you are serious about it, you should spend some time living in China.

33:37

Yes, I think, you know, learning Chinese that you need for me gave me a grammatical foundation and a vocabulary foundation. But I had very poor fluency. And I didn't know very much, but it gave me the structure and the framework to build more vocabulary and to build more fluency.

33:53

So when I went to China, it wasn't just totally overwhelming. It was like, Okay, now I can just build. I know the basic, I know, grammar, and I know, like some vocabulary and I can build on the grammar that I already know. Yeah, yeah. It really just gave me the felt a very strong foundation or foundation.

35:42

yeah. That's on top of learning at uni. So I learned at uni for three years. Yeah, I lived in China for two years. And I think it was one year of doing my honest degree. So like, six years before I became the translator, yeah.

## SUMMARY KEYWORDS

textbooks, students, explain, difference, questions, expects, lighting, grammar, couch, different places, applause, seldom, german, china, class, usage, remaining, dumb, mandarin, teaching

00:05

is much time so can I just answer the questions? Okay, let me just look at this few answers. Yeah, I think is no sorry. Let me get to plus a few questions. I think it is very hard to teach everything and applause and lighting grammar is mainly so I would focus most of my teaching on the remaining time on the couch and expects through videos, sometimes some explanations in class.

02:54

When you see your questions just look sorry. Yeah. Some of the differences I think I don't really use dunman

03:12

Although it appears in all the textbooks that it's not really stated in a textbook I think and I don't really explain much to the students and I think another use that in my classes and I mean, my whole life I don't really use one Yeah, so in the textbooks this always, I think my experience I've not seen any use of feminine textbooks, so I just need accordingly with my students

04:02

but when I talk to them and always use woman and I tell them I don't use the word dumb at all.

07:16

And another thing is, I think this moment, not much time to explain to the students so much, maybe I'll take note in the future to explain to them and I guess the only difference is just the usage in different places like in China with them, they will use German. Yeah. So some of the examples like my students would address me isn't my first name. They they seldom call me lauscha But especially when they are not using Mandarin. Yeah, so that's it. I'm so sorry. I don't have the time. Just quickly give you a brief review of what I think about the questions you sent me. Okay. All right. Thank you.