

**THE EVALUATION OF A MANDARIN CHINESE COURSE
TAUGHT AS A FOREIGN LANGUAGE
FOR DISTANCE LEARNERS**

by

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...In his teaching, the wise man guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place...If his students are encouraged to think for themselves, we may call the man a good teacher.

(Confucius, c. 500 BC)

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Summary

The purpose of this dissertation was to evaluate the Mandarin Chinese course taught as a foreign language for distance learners

Through a review of distance education and how it applied in foreign language teaching, a learning package based on Unisa's Mandarin Chinese 1, a beginners' course, was fully discussed and demonstrated. An analysis was made of what had been utilised in the learning package and how each element helped distance learners to develop their language skills.

Based on the course's learning outcomes, learning material, assessments and learning support, empirical research was done through focus group interviews and questionnaires to test the effectiveness of the Mandarin course.

Analysis of the results suggested that:

- ◆ Students needed to build up a more realistic expectation about learning Chinese.
- ◆ Students' workloads needed to be re-examined and re-measured.
- ◆ Certain students lacked learner autonomy.
- ◆ Mandarin courses should be produced jointly with distance teaching institutions abroad.

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CHAPTER 1

INTRODUCTION, THE NATURE OF THE PROBLEM AND RESEARCH STRATEGY

1.1 INTRODUCTION

The population of China is the largest of any country on earth and China's history can be traced back to several thousand years before the Christian era.

Today more than 1.6 billion people speak Chinese, and the existence of specialised departments for Chinese or Asian studies in American and European universities testifies to the increasing popularity of the study of the Chinese languages, in particular, Mandarin. It is the official language of both Taiwan (the Republic of China) and the People's Republic of China (Mainland China) and is widely taught in the school systems of other Asian nations as well.

The formal teaching of Chinese at tertiary level has largely been neglected in South Africa. More than a decade ago, the University of South Africa (Unisa) pioneered the introduction of a Mandarin Chinese language course for non-Chinese speaking people in Southern Africa which became a university level Mandarin course from the beginning of 1993. Each year's enrolment has shown that there is an increasing demand for this language.

1.1.1 Background

In 1990, a Centre for Asian Studies was established at Unisa with the following aims: to improve awareness of modern Asia, to initiate research and to provide a wide cross section of the South African community with relevant and topical information on the area. The development of language courses formed an integral part of promoting an understanding of Asia and its peoples. The general course aims were that the prospective student - whether he or she wished to establish business contacts in Asia, or simply visit as a tourist - would gain insight into the Asian civilisations, customs and habits through the medium of language.

Since this is the area in which I am professionally qualified and for which I was initially invited to join the staff of the Centre, Unisa approached me to design a Chinese language distance education course. To decide on the selection of content, teaching methods, media and assessment procedures, a situational analysis was necessary (Adey et al. 1992: 74-76).

Therefore, a market survey was conducted during the planning stage. A questionnaire was sent out to the Chinese communities, business organisations which had contact with the Far East and the Foreign Affairs Department of South Africa. The results of the market survey revealed useful learner data: there were two groups of people who were most interested in this course.

They were:

- ◆ a group of South Africans of Chinese origin, who speak one of the Chinese dialects such as Cantonese;
- ◆ non-Chinese speaking people simply interested in learning Chinese: diplomats, business people, missionaries and tourists

Respondents to the exploratory questionnaire ranged in age from 21 to 56 years, and most of them had no knowledge of Mandarin.

The learning goals for the group (needs analysis) were:

- ◆ searching for cultural identity;
- ◆ acquiring the ability to read signs when travelling in China;
- ◆ making Chinese friends;
- ◆ gaining a communication advantage when doing business in the Mandarin-speaking areas of Taiwan, China, Hong Kong or Singapore;
- ◆ getting a job in Taiwan, Hong Kong, China or Singapore; and
- ◆ doing missionary work in Taiwan or China.

It was decided therefore that a beginner's language course would be most in demand. I had been a language instructor for many years in the contact teaching situation at the Mandarin Training Centre of the National Taiwan Normal University in Taiwan. It was the first time that I was confronted with the phenomenon of distance education from the language instructor's point of view. In a distance learning situation, the course material should be, at least in principle, independent of the physical presence of a teacher. The printed material becomes

paramount. Since the teacher is not present when the basic and crucial aspects of the learning process take place, the teaching material has to be as comprehensive and comprehensible as possible. In other words, as many questions and problems that could be encountered by students during the learning process had to be explained in the teaching material. This required extensive knowledge and the experience of a subject expert. A subject expert in the field of teaching Chinese as a foreign language at a distance, should be able to anticipate those possible questions and provide clear explanation.

It took two years to complete the syllabus and tutorial matter comprising the course which has been offered as *Mandarin Chinese 1* at Unisa since 1993. *Mandarin Chinese 1* was aimed at beginners, that is, students who knew little or nothing of the language. In other words, it was for non-Chinese speaking people who learned Chinese as a foreign language (the details will be discussed in Chapter Three). Four years after *Mandarin Chinese 1* was first offered at Unisa, *Mandarin Chinese 2* was introduced in 1997. Furthermore, study guides are being prepared for the Mandarin courses at the third year level from the year 2002.

1.1.2 Pilot Study

To determine how and to what extent the course was effective for distant learners in 1994, an investigation into *Mandarin Chinese 1* through distance education at Unisa was conducted by Hau-Yoon (1995). This was a case study into the characteristics of the learning package which included a questionnaire administered to all the students of 1993, consultation with experts and students' feedback from their assignments and examination.

It was concluded that the course was effective in achieving its aims. Most of the respondents reacted positively to the questions concerning the course. Data gleaned from the assignments, discussion classes and examination results were also encouraging.

It seemed that the oral component was a major weakness of language learning at a distance. It was also a common problem in a foreign language context among adult learners. The motivation span is fragile since adult learners tend to give up more easily when encountering

difficulties (Lü: 1992). This can be an even bigger challenge in a distant learning situation.

Amongst the results of the pilot study, a recommendation was made to provide additional course components such as study groups. This has been introduced in a more constructed way (see 3.2.4.1). Further research suggested use of audio-visual aids (e.g. video). Both a video tape and a CD-Rom were completed in 2001.

1.2 THE NATURE OF THE PROBLEM

A survey showed that an increasing number of adult learners prefer distance learning because of time, distance, learning pace, economic and other considerations which cannot be satisfied in traditional learning. The growth of distance education has been especially strong in developing countries (Davis: 1988; Williams & Sharma: 1988). This has been evidenced by registration for the Mandarin course since 1993 at Unisa of students from as far afield as the United States of America, the United Kingdom, Germany, Italy, Taiwan, Hong Kong, People's Republic of China, Mauritius, Zimbabwe and Swaziland. It shows that there is great potential for teaching Mandarin Chinese at a distance not only in Southern Africa, but throughout the world.

During the years in which *Mandarin Chinese I* has been offered, I have been constantly striving to improve our Mandarin Chinese distance learning package. This specially designed learning package consists of study guides, tutorial letters, cassette tapes, a slide programme, as well as a video conference programme that links the main campus in Pretoria with Unisa Centres in Durban and Cape Town. According to students' feedback, this has facilitated their learning process. Group discussions and study groups are also organised. Students are encouraged to contact lecturers by telephone, fax, letter and e-mail. Unlike learners in private study who are completely on their own, students in distance education get support from both the lecturer and the educational organisation.

A well prepared distance learning package involves comprehensive planning, not only in terms of the contents of the course, but also instructional design (Inglis: 1996; Marsden: 1996; Valcke & Martens: 1997; Macpherson & Smith: 1998). A theoretical framework regarding

instructional design in the distance education context will be examined in Chapter Two. The design and development of *Mandarin Chinese 1* in particular will be explained in detail in Chapter Three.

Since teaching foreign languages at a distance is still a relatively new approach worldwide, it gradually became clear to me that this method of tuition (distance teaching) has its own particular didactic problems. There is no doubt that many people are still inimical to distance learning and especially to language learning at a distance. These are among the many issues which will be addressed and discussed in this research.

1.2.1 The Main Research Question

According to the pilot study in 1995, it was concluded that the learning package of Mandarin course was effective. Since then, various additional learning aids have been introduced to support students. The year course *Mandarin Chinese 1* has been developed to second year level. Each year the drop out rate is about 10% (5 out of 50) but only 40% to 50% of students who enrolled for the course managed to complete *Mandarin Chinese 1*. In 2000, the year course *Mandarin Chinese 1* was changed into two modules, Mandarin Chinese 101 and Mandarin Chinese 102. Both modules are available in both semesters. In a teaching-learning situation, there should be continuous, course development, involving changes, and improvement, therefore evaluation is essential.

The purpose of this research, broadly stated, is therefore to evaluate if the course, *Mandarin Chinese 1* has achieved teaching effectiveness as a foreign language at a distance. According to Keegan (1990) the evaluation of the effectiveness of any distance teaching system should focus on four aspects: the quantity of the learning achieved, the quality of the learning achieved, the status of the learning achieved, and the relative cost of the learning achieved. Clearly, a comprehensive evaluation of the effectiveness of distance education courses must be based on multiple sources of evidence. Cheung (1998: 23-42) proposed four dimensions, namely, student development, assessment, learning material and learning support in keeping with Keegan's four aspects. This research will basically focus on the four dimensions as outlined by Cheung

proposed.

It is believed that this dissertation can be beneficial to foreign language teachers in general, especially in the context of distance learning. At present, most university language programs, usually structurally affiliated with linguistics or literary studies, place much stronger emphasis on theoretical literary criticism and linguistic analysis than on language pedagogy.

Distance education is growing in size and prestige both nationally and internationally. Yet, there is an added dimension to distance teaching, and particularly to distance language teaching. A lack of immediate two-way interaction characterises many distance education programs. The most common question is whether or not languages, especially foreign languages, utilising essentially tools of aural comprehension and oral communication, can be taught effectively with a geographical distance between educator and learner.

This dissertation examines various approaches that are of particular relevance to second and foreign/or third language education, along with adoption of specific ways which has been utilised in Mandarin Chinese language teaching at distance. Some pedagogical solutions which may help remedy some of the difficulties faced by distance learners doing Mandarin Chinese are also suggested. For example, explanations are given on how to help students to improve their listening comprehension in distance learning situation.

1.2.2 Subsidiary Questions

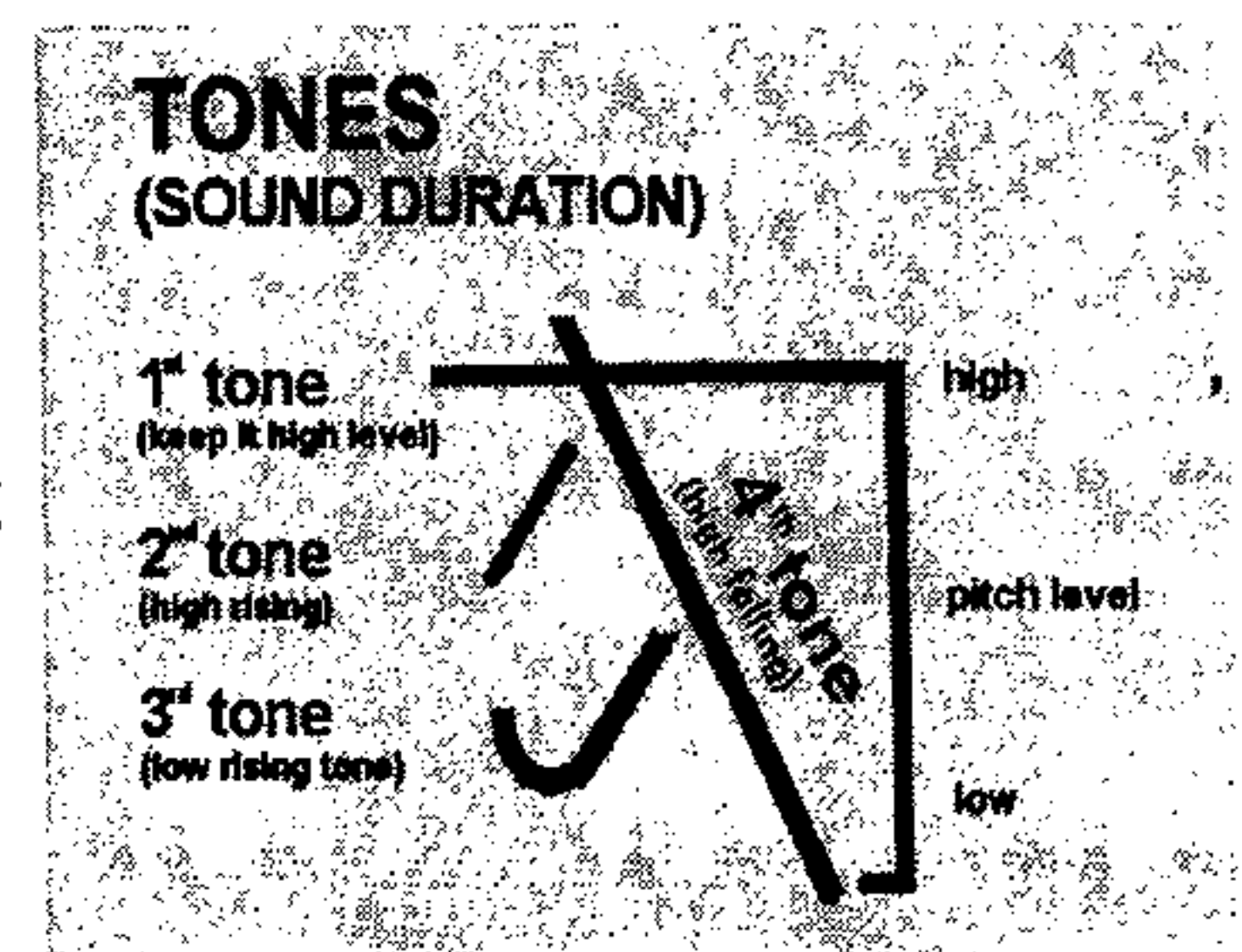
More specifically, the objectives of the research are to determine the extent to which the following aspects of distance learning can be addressed:

- ▶ How students perceive their progress on relevant learning objectives of the *Mandarin Chinese 1* course? In other words, what learning outcomes have been achieved in their opinion and to what extent have their needs been met? Teaching effectiveness is high if students are conscious of having understood the subject matter and have had their interest in the subject further stimulated.

- ▶ Quality assessments promote student learning. How do students view the process? Do they perceive the assignments to be thoughtfully designed, relevant to and integrated with the subject content? What do they think of the complexity level, the workload imposed by the assignments and the self-checking exercises? Do they feel the examination was too theoretical rather than practical?
- ▶ Does the learning material such as the textbook and study guides provide clear explanations? Is the learning content practical and useful so that it can meet students' needs?
- ▶ How do the students view the lecturer's performance? Do they receive sufficient support from the lecturer? For example, does the lecturer give constructive comments on students' assignments; does the lecturer have a realistic expectation of students' performance? Does the lecturer project enthusiasm for the subject taught?

Some other questions more directly to the Chinese language teaching: [Figure 1]

- ▶ Chinese language is a tonal language - the pitch of the individual syllable determines the meaning. The use of tones varies with different dialects. Mandarin has four tones: high level, high rising, low rising and high falling (see Figure 1).



Even for many students who learn Mandarin Chinese as a foreign language in a contact-learning situation, the

task of differentiating the four tones in Mandarin is one of the most difficult in learning the language. How can students be helped to distinguish between the four tones in a distance-learning situation? And also, is there any way to help students to pronounce Chinese words correctly?

- ▶ With regard to the listening skill, how can students be helped to improve their listening comprehension?
- ▶ In any language learning, one should practise what has been learned. It is easier if one learns Mandarin in a Mandarin-speaking environment since there will be more chances to apply what has been learned. How can opportunities for oral practice be created in a non-Chinese speaking environment?

- ▶ My previous research (Hau-Yoon: 1995) showed that students were not confident enough in communicating orally in Chinese. Even though it is a common problem in a foreign language context among adult learners, is it possible to decrease students' anxiety and increase students' confidence?
- ▶ With regard to reading and writing skills, how can one help students to write characters and improve their reading ability?

To determine how one can support effectively distance learners in their learning, issues such as ways to help students in maintaining their motivation level, learner autonomy, interactive teaching-learning mode and how can student-tutor and student-student dialogue be encouraged also need to be taken into consideration.

1.3 DEFINITION OF THE TERMS

Some terms that will be used frequently in this dissertation are explained.

Mandarin/ or Mandarin Chinese

As mentioned in the introduction, more than 1,6 billion people worldwide speak Chinese today, and 670 million of them speak Mandarin and maybe one or two other Chinese dialects.

During the period of the empire the government promoted a form of speech called 官話 guānhuà, literally meaning "official speech", the language of officialdom, of the mandarins (whence its English rendering "Mandarin"). The overthrow of the imperial system and the establishment of the Republic of China in 1911 initiated a movement to expand the scope of the standard language. In 1913 a conference on Unification of Pronunciation adopted Mandarin as a standard language. This standard form of speech was given the new name 國語 guóyǔ, translated as "national language", a term used in Taiwan. Mandarin, the national language defined by the term 普通話 pǔtōnghuà is used in the PRC (DeFrancis 1986: 224; ZhongLu Sheng 1977: 1-24). Nowadays, people use the term 'Mandarin' or 'Mandarin Chinese' to distinguish it from other Chinese dialects. In this dissertation, both 'Mandarin' and 'Chinese' are referred to as having the same meaning since Mandarin is the official language used in both China and Taiwan, and also because this is the language we teach at Unisa.

Foreign language (FL)

In this dissertation, the term 'foreign language' is used to describe a tongue which cannot readily be used in an everyday situation such as on the street, at a restaurant, or in shops. In other words, in a foreign language context it has very limited contact with the language of native speakers. It is different from a second language which is used in many social contexts.

According to Gingras (1978), there is a technical distinction between a second-language context and a foreign language context. In a second-language context, the L2 (the target language which is the object of study) is spoken by the community outside the classroom and is used in many social contexts; in a foreign language context, the L2 is generally limited to classroom study and use. The student of an L2 in a foreign language context generally has limited contact with native speakers of the foreign language (the student's L2). In general, in a second-language situation, the student has greatest exposure to the L2 (and opportunities for learning/ acquiring) outside the classroom; in a foreign language context, the student generally has most, if not all, of the exposure to the L2 inside the classroom.

According to Lü (1992), the language which one learns at the earliest stage is called the first language, the language which one learns after the first language is called the second language or the target language. The foreign language is a language which is different from the mother tongue language.

In the distance learning situation, in a second-language context, the student also has opportunities to practise the L2 in many social contexts. In foreign language context, the student will learn the FL mainly through written material, audio-cassettes and only have opportunities of exposure to the FL in contact teaching situations when attending group discussions and group study.

Mandarin Chinese 1

Mandarin Chinese 1 refers to the year-long course at beginner's level taught at Unisa since 1994. Even though the year course has been changed into two modules in year 2000, basically the contents remain the same. The idea of changing to a modular form is to give students maximum flexibility in determining the pace at which they can complete a curriculum.

Therefore, *Mandarin Chinese 1* applies to first year level Mandarin course - either a year course or two modules at level I.

1.4 RESEARCH STRATEGY

In order to answer the questions posed, it is necessary to undertake research with regard to the efficacy of such a course.

It is assumed that distance education need not be inferior. However, at this stage there will be no attempt to compare the process of teaching Mandarin via distance education to that of contact teaching. There is therefore no control group. And also since teaching Mandarin Chinese as a foreign language at a distance is still a new approach worldwide, the sample of the group is relatively small.

Chapter Two of this thesis is devoted to a review of the theoretical background to the concept of distance education and how it applies in foreign language teaching. Chapter Three is devoted to a review of the learning package based on Unisa's *Mandarin Chinese 1* which was revised in 1997 for distance learners. A thorough analysis will be made of what has been utilised in the learning package and how each element helped distance learners to develop their language skills. Teaching Chinese as a foreign language at tertiary level is briefly discussed as well.

Chapter Four is devoted to a report on the empirical research procedure. The focus group interviews (FGI) were arranged. The FGI were recorded on video and conducted by a moderator (a Non-Chinese interviewer, other than the lecturer who was teaching the course). The interviews were semi-structured in that each informant was asked the same series of questions, however, depending on informants' answers and follow-up questions, additional topics were sometimes introduced. All the interviews were transcribed. Information about recurrent themes were extracted from the material and organised according to the topics presented. To ensure that a more comprehensive result is obtained, besides focus group interviews, a questionnaire was sent to all students of *Mandarin Chinese 1* in 1998, 1999 and 2000 who completed the course. An analysis of the results is provided in Chapter Five. Finally in Chapter Six conclusions, recommendations and suggestions for further research are made.

CHAPTER 2

DISTANCE EDUCATION AND FOREIGN LANGUAGE TEACHING

What is above all typical of distance education, however, is its almost unique one-to-one relationship between one student and one tutor.

Börje Holmberg (1995:51)

2.1 INTRODUCTION

In the past 20 years or even longer, distance education has had a significant impact on education in many fields. Although distance education programmes have been undertaken in foreign language teaching, few language teachers are familiar with this mode of instruction or with the work that has been done. How to teach a foreign language at a distance? In other words, how can we support the learning of a foreign language by students who are not taught by teachers face-to-face? This chapter will discuss the definitions of distance education, and describe the various modes of instruction in distance language learning. An understanding of what these modes of instruction are, and how distance learning courses can be designed and delivered, would enhance the language teacher's repertoire. To achieve this, an overview of various methods which have been used in foreign language teaching and diverse language learning styles are presented. How to adopt various methods and integrate them into the modes of instruction in a distance situation will then be discussed. Finally, an attempt will be made to put the theory into practice.

2.2 WHAT IS DISTANCE EDUCATION?

The early literature in the field of distance education (DE) was characterised by many publications that tried to define distance education. Of the many definitions or descriptions of distance education, the view points of four prominent theorists will be discussed: from Börje Holmberg, Michael G Moore, Otto Peters and Desmond Keegan. An attempt will be made to make them as representative as possible.

It will be seen that two definitions (Holmberg and Moore) are most descriptive. Peters, uniquely, presents a new philosophical analysis of distance education as “an industrialised form of teaching and learning” (Keegan 1980: 15). Keegan also provides a valuable summary of definitions of distance education.

2.2.1 Börje Holmberg

Börje Holmberg started his professional career as a teacher and researcher. He has published extensively in the field of distance education since the early 1960s (cf. Mackintosh 1997 (b): 15, Bagwandeem 1999: 122). His theoretical contribution in the field of distance education has been accepted by practitioners of DE worldwide:

‘The term distance education...covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises but which, nevertheless, benefit from the planning, guidance and teaching of a supporting organization.’ (Holmberg 1989: 3; 1993: 330)

According to Holmberg, there are two elements which are essential in DE:

- separation of teacher and learner
- planning of the educational organisation

DE is different from face-to-face or direct teaching and learning. It is print based, audio/radio based, video based (Le Roux: 1987). However, the separation of teacher and learner does not mean that there is no contact at all. Holmberg’s well-known theory of guided didactic conversation will also be described in 2.3.1 of this chapter.

2.2.2 Michael Moore

Michael G Moore has worked extensively in the United States of America (Moore: 1990: xv, see also Keegan 1990: 37; Mackintosh 1997(b): 15, Bagwandeem 1999: 121). His definition

of DE has been widely accepted by many involved in DE:

‘Distance teaching may be defined as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation would be performed in the learner’s presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.’

(Moore 1983: 75)

Moore’s definition can thus be summarised in three main points:

- the separation of teaching behaviours and learning behaviours.
- the use of technical media.
- the possibility of two-way communication.

In other words, DE involves learning whereby students interact with teachers through printed matter and other devices both mechanical and electronic. Such education covers study at every level and students gain their knowledge and skills from the tuition and guidance planned by the lecturers. This is in spite of the fact that pupils are not continually supervised by teachers in the same lecture rooms. And this is why Moore sees distance education as a pedagogical phenomenon. A contact course is no different from a distance course except for “the physical separation of learners and teacher” (Moore & Kearsley 1996: 200). When Moore talks about distance, he is referring to pedagogical distance and not geographical distance (Moore & Kearsley 1996).

Moore argues that, in a distance learning situation, effective technique can bridge the distance between teacher and learner. Therefore, both technical media and two way communication are emphasised. It is important to Moore that the system should allow the student to initiate this communication. Therefore, the general characteristics of distance education can be presented as follows:

- It is based on non-contiguous communication.
- It is a pre-produced course, either by private material or some other form such as audio

cassette, video tape etc.

- It caters for individual study with direct guidance by the lecturer.
- It is a form of mass communication because the course is developed for a large number of students.
- It is a “mediated form” of guided didactic conversation.

2.2.3 Otto Peters

Otto Peters worked in Berlin before becoming Foundation Vice-Chancellor of the Fernuniversität in Hagen and since then he has predominantly been involved in research on DE. (Cf. Mackintosh 1997(b): 15, Bagwandeem 1999: 120) The definition of DE by Otto Peters is as follows:

Distance teaching/education (Fernunterricht) is a method of imparting knowledge, skills and attitudes which is rationalised by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialised form of teaching and learning. (As quoted by Keegan 1990: 37)

In this definition, Peters identifies two forms of instruction which are strictly separable: traditional face-to-face teaching and industrialised teaching. According to him the didactic structure can best be comprehended in terms of industrial principles especially those of productivity, division of labour and mass production.

2.2.4 Desmond Keegan

Desmond Keegan is the managing director of Distance Education International Ltd., a distance education consultancy company which he founded in 1990, in Dublin, Ireland. Prior to that, he was the foundation chief executive of the Italian distance university system and head of the

South Australian government distance training system in Adelaide, Australia (Mackintosh: 1997(a)). Keegan's (1980) analysis of the literature resulted in a well-known six-point definition of distance education. Even though it is more than two decades old, it is comprehensive and represents the definitions and contributions of several distance education theorists involved in the initial theorising about describing the practice of distance education.

Six basic defining elements of distance education are as follows (Keegan 1980: 33):

- the separation of teacher and learner which distinguishes it from face-to-face lecturing
- the influence of an educational organisation which distinguishes it from private study
- the use of technical media, usually print, to unite teacher and learner and carry the educational content
- the provision of two-way communication so that the student may benefit from or even initiate dialogue
- the possibility of occasional meetings for both didactic and socialisation purposes
- the participation in an industrialised form of education which, if accepted, contains the genus of radical separation of distance education from other forms.

From the definitions given above, Keegan (1980: 32) describes DE as planned learning that normally occurs in a different place from teaching. In a contact teaching situation, the teacher can immediately see if a student understands or agrees with what has been said by the facial expression or the responses of the student. One can, if necessary, quickly add some explanation, but one cannot do this in a distance teaching situation. Therefore comprehensive planning is very necessary. All the possible questions that may be encountered by students during the learning process must be explained in the teaching material. What kind of teaching material must be included in a package of a distance course, particularly a language learning course? How can the language course be designed and delivered to meet the distance learners' needs? In answer to these and other similar questions we need to examine the modes of instruction in distance learning described below.

2.3 TEACHING FOREIGN LANGUAGE AT A DISTANCE - TRANSFORMING THEORY INTO PRACTICE

There is a Chinese idiomatic expression

教學相長/教学相长/ jiāoxué xiāngzhǎng,

which literally means [teaching learning intertwined growth]. Translated into English the expression means “Teaching and learning go hand in hand and they develop and grow together”. As I understand it, in a teaching-learning situation, efforts must be made by both the teacher and the learner. It is a collaborative effort - the concept of teaching is a process that is intrinsically and inseparably bound up with learning. The selection of the various methods used in foreign language teaching is important, but for the formulation of effective teaching practice and theory, it is necessary also to study learners’ problems, needs and strategies. Therefore, I will address firstly the interrelation between language teaching methods and language learning styles, and then look at how to adopt and integrate them into the modes of instruction in a distance situation.

2.3.1 Various Methods Used in Foreign Language Teaching

There is no single method nor a “best method” for language learning, although there are various methods which have been used over the past centuries. The early 1950s saw the rise of the audio-lingual method, characterized by listen and repeat drills and the familiar “language lab” approach of programmed instruction. The effectiveness of grammar-translation methods of language pedagogy has come increasingly into question since the 1960's. When put into practice, audio-lingual teaching methods often digressed into mere grammar and translation exercises (Hammond, 1988). As a rejection of both grammar-translation and the audio-lingual method, a number of new approaches to language instruction have been pioneered with an emphasis on communicative competency.

One well known example is Asher’s Total Physical Response (TPR) strategy (Asher et al., 1974). TPR is a direct assimilation method where the meaning of the target language is conveyed through physical demonstration. TPR does not use any form of translation into the

first language. TPR studies report improved understanding, attitude and retention when students take a physically active role in learning a language.

Terrell's Natural Approach is an attempt to build a more generalisable teaching method on the foundation of TPR and communicative competency (Krashen & Terrell, 1983, Terrell, 1986). Natural Approach describes three stages of language acquisition: comprehension (preproduction), early speech (one-word responses) and speech emergence (sentence production). Thus, Natural Approach, like TPR recognizes the need for a "silent period" of delayed oral practice, where students absorb language without the stress of audio-lingual-type listen and repeat drills. The proposed merit of a silent period is supported by other researchers (Mangubhai, 1991, Atherton, 1993).

Approaches which emphasize communicative competency such as TPR and the NA have attracted significant criticism for their dismissal of explicit grammar instruction. Omaggio (1986) criticises TPR's extensive use of imperatives as being limited to what is easily reproduced and taking too much advantage of the bizarre, and fun nature of the activity. Omaggio warns that unless TPR is supplemented with other types of practice, students will have little opportunity to internalise natural language used for authentic purposes. Baltra (1992) points out that many adults may find TPR activities too degrading or improper to get them to participate. Higgs and Clifford's (1982) article warning about the danger of "fossilised language" among students in competency programmes is still widely cited. Higgs and Clifford claim that programmes which overly stress communication do so at the cost of linguistic proficiency. The result is that many students emerge with large vocabularies but poor grammar execution. The controversy between grammatical and communicative approaches continues today.

2.3.2 The theories of L2 acquisition

The purpose of this section is to take a brief look at the different theoretical approaches to L2 acquisition in order to have a basis for adults studying Mandarin Chinese language teaching and learning at a distance. The studies on second language acquisition have been a fast growing

subfield of applied linguistics for several decades. A number of theories concerned with L2 acquisition have attracted many researchers and educators's attention. One of the reasons for this is that there is a growing need for second language education worldwide. In addition, the studies on L2 acquisition are not only related to, but also stimulated by, the development of general linguistics, psycholinguistics, psychology, cognitive theory, and language pedagogy. Consequently, there are a number of different theoretical and methodological approaches in the field of L2 acquisition.

In an attentive review of theories on second-language learning and their application to teaching practice, the first one is Stephen Krashen's *Monitor Model*. This theory begins with a number of assumptions and "has a number of metaphors, one of which is the Monitor or Mental Editor, that utilises conscious grammatical knowledge to determine the form of produced utterances" (McLaughlin 1987: 20). According to Krashen (1981), learning and acquisition are two different activities: acquisition initiates the speaker's utterances and is responsible for fluency; learning has only one function, and that is as a Monitor, which alters the output of the acquired system and is responsible for accuracy. Therefore, the knowledge of grammar, for Krashen, "does not help acquisition, but only enables the learner to polish up what has been acquired through communication." And also, "the focus of language teaching should not be rule-learning but communication" (McLaughlin 1987: 24). Krashen tried to bring together his theory and teaching practice, and provide a general theory of L2 learning. His theory has captured and stimulated the movement in second language acquisition from grammar-based to communicatively-oriented language instruction, and pointed out the importance of acquisition sequences in second language development. However, many later researchers and second language practitioners believe that it is impossible to separate communication from rule-learning, and the whole teaching and learning process operates at two levels.

Interlanguage theory applies a linguistic perspective to L2 learning phenomena. The theory was initiated by Larry Selinker (1969) to refer to the interim grammars constructed by L2 learners in the process of target language acquisition. Interlanguage is different from both the learner's native language and his target language and is something in between. According to Selinker, *it is a system composed of rules that have been developed via different cognitive*

strategies. In recent development, interlanguage theory concerns the questions of how Interlanguage is systematic and variable, how it is acquired, and the role of the first language. As a result, this theory “has generated a great deal of significant research and thinking about second language,” and has led to better understanding of how the acquisition process occurs by close analyses of the interlanguage development of individual learners (McLaughlin 1987: 80).

Universal Grammar theory by Chomsky (1965) predicts that second language learning occurs only if learners have sufficient input from the second language, and fix the parameters of the target grammar using their innate linguistic component. The theory of linguistic universals claims that there is an innate and universal linguistic component in the brain of the acquisition of language first and second. It does not provide particular rules for a particular language, but a set of general principles that apply to all languages. The application of linguistic universals in L2 acquisition is intended to explain and determine “to what extent the learner is influenced by the input and to what extent the learner is influenced by cognitive and linguistic processes” (McLaughlin 1987: 82). During the initial stages of L2 acquisition the learners are likely to show the influences of L2 parameters. Clearly, this theory offers a new approach and deeper insight for explaining L2 acquisition, and predicts the influence of the first language and the course of interlanguage. It is an alternative to contrastive analysis in that the theory explains what principles are common to all languages and what are the variations that exists between languages. However, the question is, as McLaughlin (1987: 108) points out, “how to make the connection from a linguistic theory of language competence to a theory of second language learning. Chomsky is not concerned in his writings with second-language learning. The burden rests on those who would apply his ideas to second language to show how the connection is to be made.” It is important to underscore the fact that Chomsky’s UG theories concern themselves with child L1 acquisition and the nature of the human language faculty. He does not claim or imply that his analysis has any relevance to adult L2 acquisition.

Acculturation theory is also basically a linguistic theory proposed by Schumann. However, the concept of acculturation represents an approach that takes social-psychological factors into consideration. This theory focuses on the relation between social psychological acculturation and degree of success in learning the target language. As McLaughlin (1987: 109) points out,

“these researchers have approached interlanguage development from a theoretical framework that stresses linguistic variation and change, a framework based on the sociolinguistic investigation.”

Acquisition of a second language is considered to be constantly changing over time. Therefore, there is a relation between the L2 acquisition at different stages and the degree of acculturation. Schumann (1975) described the relation in the following manner, “second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language.” In other words, second language acquisition is determined by the degree of social and psychological ‘distance’ between the learner’s cultural background and the target language culture.

In Schumann’s model, it is assumed that the early stages of L2 acquisition are characterised by the same processes that are responsible for the formation of pidgin languages. Sometimes, however, the social and psychological distance is too great for the learners to make progress beyond the early stages, and the target language will stay pidginised. The depidginisation can take place only if the learners have increased access to the target language socially and psychologically, which enable them to replace and restructure elements of their pidgin language.

Obviously, the theory of acculturation has integrated research on the factors of social psychology in the process of second language acquisition. It emphasises the learning process as a “dynamic paradigm” which contrasts with the “static paradigm” of structuralism and the transformational approach (Bailey 1973). Therefore, this theory has enriched second language research. Particularly, it has paid close attention to the differences between early stages of L2 acquisition and later stages of L2 acquisition as well as the switch in learning strategies from simplification to reconstruction. However, acculturation theory is only applied to second language acquisition within the target language community. The theory says nothing about learning L2 in the foreign language classroom, where the social distance is not relevant and no target language community. In addition, there are certain circumstances where L2 acquisition is not affected by the factors of social and psychological distance. Furthermore, as McLaughlin (1987: 132) points out, “social distance reduces effectively to psychological distance, and

psychological distance is not easy to measure”.

Cognitive theory focuses on system-internal factors, specifically on the role of cognitive processes in second language acquisition. According to cognitive theory, “second-language learning is viewed as the acquisition of a complex cognitive skill. To learn a second language is to learn a skill, because various aspects of the task must be practised and integrated into fluent performance” (McLaughlin 1987: 133). The learning process involves internal automatization of sub-skills and restructuring internal rules as learners improve their performance. So learning is a cognitive process. Automatization and restructuring, as Karmiloff-Smith (1986) points out, are two basic concepts, which are central to cognitive theory. This theory is generally based on the premises that “(1) learning a complex cognitive skill involves the use of various information-handling techniques to overcome capacity limitations, (2) through practice component skills become automatized and controlled processes are free for other functions, and (3) there is a constant restructuring of internalised representations as the learner achieves increasing degrees of mastery” (McLaughlin 1987: 151).

Clearly, the specific concern of the cognitive perspective is the learning process. This approach can make important contributions to an understanding of L2 acquisition, and give practical implications for L2 teaching. However, L2 learning not only requires the acquisition of cognitive skills, but also involves the acquisition of linguistic skills. In fact, the acquisition of linguistic skills is more crucial than cognitive skills for adult learners in L2 learning. Therefore, the cognitive perspective only focuses on one aspect of language learning, and a more thorough understanding of L2 acquisition process requires the analysis of Linguistic data.

In general, different theoretical approaches have made different and important contributions to explaining L2 acquisition phenomena, and have provided a basis for further studies. They help us to understand the data of teaching experience, to transform our thinking about L2 acquisition phenomena to conclusions, and to guide prediction and to stimulate research in this field. However, it is worth noting that the theories discussed are mostly based on the empirical data drawing from the experience of teaching English or other European languages as a second language. It is crucial to evaluate the current theories and draw theoretical conclusions based on

the data from other language besides European languages such as Mandarin. In addition, the theories are derived primarily from general linguistic as well as sociolinguistic, psycholinguistic or neurolinguistic perspectives, rather than from a pedagogical perspective. In fact, of all the theories that have been discussed, “none has had greater impact on the practice of language teaching than Krashen’s Monitor Model”. One of the reasons is that he has made his theory “accessible to practitioners” and “has captured” the movement in the L2 acquisition field (McLaughlin 1987: 19). This phenomena shows that a good theory should be practical. A more powerful and practical theory on second language acquisition has to be complemented by pedagogical research. Moreover, the theories discussed focus mainly on the general trend of L2 acquisition. It would be more practical to apply the theories to one specific aspect in second language acquisition, such as acquisition of phonetic, lexical or syntactic system, or even acquisition of language learning for adults at a distance.

2.3.3 Adults’ Language Learning Styles

Confucius believed

因材施教/yīncái shījiào

was a vital point for every teacher to be aware of and to follow. It means that an educator must teach according to the student’s ability or aptitude. Therefore, it is essential for us to know the kinds of learning styles our students have.

The term “learning style” indicates preferred or habitual patterns of mental functioning and dealing with new information (Lawrence 1984, Willing 1988). Felder and Henriques (1995) point out that the ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual’s learning style. They cite studies on how learning styles have been extensively discussed in the educational psychology literature (Calxton & Murrell 1987) and specifically in the context of language learning by Oxford and her colleagues (Oxford 1990(b), Oxford et al. 1991, Wallace and Oxford 1992, Oxford & Ehrman 1993), and over 30 learning style assessment instruments have been developed in the past three decades (Guild & Garger 1985, Jensen 1987).

Felder and Henriques define several dimensions of learning style thought to be particularly relevant to foreign and second language education, outline ways in which certain learning styles are favoured by the teaching styles of most language instructors, and suggest steps to address the educational needs of all students in foreign language classes. They provide a framework for classifying learners based on their preferred learning styles.

Since their detailed discussion can be very useful to educators and learners of foreign language education, a summary of various learning styles which were discussed in their article is given in Table 1 (Felder & Henriques 1995, 22-26).

Table 1: Various learning styles

(1) Sensing and Intuitive learners	
Sensors	Intuitors
<ul style="list-style-type: none"> * tend to be concrete and methodical; * like facts, data, and experimentation; * are patient with details but do not like complications; * do better on memorisation as a learning strategy; * like drills, flash cards and highly structured classes with clear goals; * are careful but may be slow. 	<ul style="list-style-type: none"> * tend to be abstract and imaginative; * deal better with principles, concepts, and theories; * are bored by detail and welcome complication; * like variety, dislike repetition; * prefer independent learning; * are quick but may be careless.
(2) Visual and Verbal Learners	
Visual learners	Verbal learners
<ul style="list-style-type: none"> * prefer information to be presented visually - in pictures, diagrams, flow charts, films and demonstrations. 	<ul style="list-style-type: none"> * prefer spoken or written explanations to visual presentations.

(3) Active and Reflective Learners	
Active learners	Reflective learners
<ul style="list-style-type: none"> * will learn better in situations that enable them to do something physical such as conversations, enactment of dialogues and mini-dramas, 	<ul style="list-style-type: none"> * will learn better in situations that provide them with opportunities to think about the information being presented such as brief writing exercises and question formulation exercises
(4) Sequential and Global Learners	
Sequential learners	Global learners
<ul style="list-style-type: none"> * absorb information and acquire understanding of material in small connected chunks; * can function with incomplete understanding of course material; * are suggested as left-brain thinkers and they deal more easily with grammatical structure and contrastive analysis; 	<ul style="list-style-type: none"> * take in information in seemingly unconnected fragments and achieve understanding in large holistic leaps; * need to understand how the material being presented relates to their prior knowledge and experience; * are suggested as right-brain thinkers and they are better at learning language intonation and rhythms;
(5) Inductive and Deductive Learners	
Inductive learners	Deductive learners
<ul style="list-style-type: none"> * learn from particulars to generalities; * start with observations and reasons correlating principles; * prefer to absorb what they can from the abundant and continuous input that bombards them; 	<ul style="list-style-type: none"> * learn from general to specific; * start with rules of syntax and semantics; * prefer relatively high level of structure;

Felder and Henriques further proposed that in the learning of foreign languages, the difference between induction and deduction is like that between language acquisition and the learning process.

In a language acquisition process, learners gradually acquire the ability to communicate in the language. This means that they subconsciously understand, retain and use daily what they absorb from the vast amount of material given to them. The learners become able to make rules, test them and either retain or leave them out. They also learn to make assumptions about the learning system. The process of acquiring the language concerned continues until the learners feel that they have learned whatever they require to communicate in it ie. they fossilise. The entire process is therefore inductive in the sense that it moves from specifics to generalisation.

In the learning process students study the rules of semantics and syntax and apply them. They are then given feedback to either encourage correct use of such rules or discourage incorrect usage. This learning process is deductive since it proceeds from the general to the specific.

After outlining some favoured learning styles, Felder and Henriques (1995: 28-29) also suggest what can be done to meet the educational needs of all students in foreign and second language classes. They are:

- Motivate learning.
- Balance concrete information and conceptual information in every course at every level.
- Balance structured teaching approaches that emphasise formal training with more open-ended unstructured activities that emphasis conversation and cultural contexts of the target language.
- Make liberal use of visuals.
- Assign some repetitive drill exercises to provide practice in basic vocabulary and grammar but don't overdo it.
- Do not fill every minute of class time lecturing and writing on the board. Provide short intervals so that students can have the time to think and absorb what they have been told; arrange some discussions in small groups.
- Give students the option of co-operating on at least some homework assignments.
- Balance inductive and deductive presentation of course material.

This “multi-styled approach” can certainly also apply to a distance teaching and learning situation. In a well designed study package, creating a combination of the teaching styles to meet the educational needs of all learners is achievable. Instead of the instructor adopting the techniques and trying them during class, learners should pick several that appear feasible to them; they can retain the ones that work and discard the others.

2.4 THE SELF-INSTRUCTION MODES OF LANGUAGE LEARNING AT A DISTANCE

One way of looking at the development of DE is to use the first, second and third generation classification framework. Moore and Kearsley (1996: 19-20) refer to the evolution of DE, using a classification of three broad generations of DE development (also see Mackintosh 1997(a): 59). First generation refers to correspondence study which included mainly printed materials and study guides sent by mail to the learners. Holmberg (1995: 47) traces this practice back to 1728. Second generation distance education refers to the emergence of the first open universities in the 1970s and 1980s (also see Mackintosh 1997(a): 59, Bagwandeem 1999: 9-10). Although open universities still rely heavily on print media, they also include other media like broadcast television, radio, teleconferencing, integrated audio and carefully designed learning materials. Third generation distance education which has emerged in the 1990s, is based on computer conferencing networks and computer-based multimedia work stations.

Boyle (1995) and Garrison (1993) also divided the modes of instruction into three generations - from the first generation of having mainly printed materials to the second generation of development in distance learning comprising the technological modes such as radio, television, teleconference which supplemented the printed material, and to the third generation of computer-based modes relying on information technology.

The modes of instruction in distance learning consist of at least the following: printed material (i.e. textbooks, study guides, tutorial letters, etc.), audio cassette tapes, video tapes, television, radio, teleconferencing, video conferencing, and computer conferencing. In order to evaluate the *Mandarin Chinese 1* course for distance learners, it is necessary to review the possible

modes of instruction that can be used and integrated for language teaching in a distance learning situation. However, the following discussions will be limited to the modes of instruction which have been implemented for *Mandarin Chinese 1* taught at Unisa. The implementation of *Mandarin Chinese 1* offered at Unisa will be covered fully in Chapter 3.

2.4.1 Guided Didactic Conversation

Since the learning process is directed by the printed material provided, the key consideration is the appearance of that material. Obviously the material should look attractive and be conveyed in a style which is easy to understand, conversational, and not heavy and daunting. This is what Holmberg (1985) calls a guided didactic conversation.

According to Holmberg, it is a “kind of simulated communication” (1989: 92) which is focussed on the effective presentation of subject matter. It is two-way communication between the teacher and the learner and stress is placed on the similarities between traditional contact teaching and distance education rather than the differences (Peters 1993, Daniel 1993). The aim of a “guided didactic conversation” is to establish a relationship with the learner and to “involve the student emotionally so that he or she takes a personal interest in the subject and its problems” (Holmberg 1988: 117, Boyle 1995: 284), and this requires texts which should be written in a conversational style with a high degree of readability, and well-organised for the design of instructional material. In preparing such texts, learning objectives, advance organisers, headings, and key words are used in order to help students integrate new information with prior learning (Williams & Butterfield 1992(a), 1992(b), Boyle 1995: 284). They recognise the importance of presenting materials in a logical order and of moving from the general to the particular (Bruner 1966; Gagne 1970), and they acknowledge the advantages of adopting a problem-solving approach to the teaching of new concepts (Bruner 1966). Above all, they see the distance learner as an independent and self-directed person, and many writers of such material believe in facilitating learning rather than teaching in the traditional manner (Rogers 1983).

To summarise, Holmberg's approach to guided didactic conversation is based on several hypotheses (Holmberg 1989: 43, 1995: 176, also see Mackintosh 1997(a): 117-118):

- Organised learning can occur without the physical presence of a teacher or tutor;
- Intrinsic motivation of the learner is a crucial condition for learning;
- Learning is promoted by learners metabolising subject matter into existing cognitive structures;
- Warmth in human relations regarding the learning situation promotes emotional involvement;
- Emotional involvement in studying promotes deep learning and goal attainment;
- Feelings of personal relations with teachers strengthen and support learning motivation and promote study pleasure;
- Intellectual pleasure supports deep learning and the attainment of study goals;
- Learner participation in goal considerations and study planning encourages personal commitment and responsibility in the attainment of study goals;
- Learning is facilitated by frequent, helpful communication with others interested in the study;
- Mature learners who have the ability and propensity for independence are more likely to display motivational stability in their learning, and have the capacity to master difficulties.

This "didactic conversation" the learners encounter in a text, creates "learner-content interaction" (Moore 1993: 20).

As Moore and Kearsley (1996: 78-79) said: "Print is used in some form by almost all distance education courses, regardless of what other media they employ". The common forms of printed materials consists of prescribed textbooks, study guides and tutorial letters. However, for the purposes of a language course, one has to look at the possibility of planning and integrating other media into DE study packages.

2.4.2 The Use of Media (other than printed material) in the Distance Learning of Languages

According to Moore and Kearsley (1996: 2):

Distance education requires special instructional techniques, special methods of communication by electronic and other technology....

What is the difference between media and technologies? Bates (1995: 30) provides a helpful table (see Table 2) that clearly distinguishes the relationship between media, technology and applications of technologies in DE (also in Heese 1997(b): 48).

Table 2 Relationship between media, technology and DE applications

Media	Technologies	Distance education applications
Text (including graphics)	Print Computers	Course units; supplementary materials; correspondence tutoring; electronic publishing
Audio	Cassettes Radio Telephone	Programmes; Teleconferencing
Television	Broadcasting; video cassettes; satellite; Videoconferencing	Programmes; lectures; videoconferences
Computing	Computers; telephone, satellite; CD-Rom	Computer-aided learning; e-mail; multimedia; computer conferences;

Bates (1995: 29-31) explains that "Each medium not only has its own unique way of presenting knowledge, but also of organising it, often reflected in particular preferred formats or styles of presentation. A single medium such as television may be carried by several different delivery technologies (satellite, cable, video cassette, etc.)". In other words, media exemplify learning

in certain ways, while technologies distribute media.

When making media choices in practice, Moore and Kearsley (1996: 97) provide four steps in their media selection model which involve identifying the media features required by the learning activities, the student characteristics, the characteristics of the learning environment and economic or organisational factors (also see Heese 1997(b): 50, 61).

Various media can be used to support learning through DE. These media will, however, be discussed using the technologies which are most commonly used in language learning: audio cassettes, telephony, video cassettes, videoconferencing and computing.

2.4.2.1 Audio cassettes

Van den Bogaerde (1987) stresses that in the case of language where sound itself is part of the course, audio cassettes are necessary. The following is a summary of some common situations in which audio cassettes are most appropriate (Bates 1984, Heese 1997(b)):

- To talk students through (help them analyse) detailed visual material, such as graphs, statistics, technical drawings.
- To help students understand or critically respond to complex steps in a logical argument.
- To create an opportunity for students to master certain skills or techniques through repetition (eg pronouncing foreign words).
- To provide detailed feedback on specific assignments or projects.
- To improve students' listening comprehension through recordings of dialogues.

Furthermore, as Quan-Baffour (1995: 41) observes, cassettes "can help to bridge the distance between a student and a lecturer thereby humanising the relationship between educational institution and students". Both Le Roux and Van den Bogaerde (in Adey et al: 1990) have noted the convenience of using cassettes. In language learning, this practice or drill shows particularly clearly that it is a great advantage to listen to cassettes as compared to a teacher who cannot be made to "rewind" at will. The student is therefore often reminded to listen to the cassette *actively* and not *passively*.

Above all, audio cassettes offer a high degree of learner control. It means that a learner can choose the time, place and pace which are most suitable to him or her. She or he can also replay sections as many times as she or he needs without feeling embarrassed.

2.4.2.2 Telephone technologies

While cassette recordings are predominantly used for one-way audio, telephones make two-way audio possible (Bates 1995: 159).

Telephones can create a “one-on-one conversation” situation. In DE, telephone links can be used for student support. The success or otherwise of the telephone component depends on how it is implemented. For example, students are encouraged to phone their lecturers when encountering problems in their studies. It can “create a didactic relationship characterised by didactic intimacy - an environment likely to foster motivation, and language acquisition in particular” (Heese 1997(a): 67). She further explains that the successful implementation of this kind of scheme would depend also on steps three and four of the selection model. The infrastructure (a good telephone system) and access to telephones for learners would be essential. Furthermore, the course presenter has to make sure the telephone will be answered when students phone. It will be very frustrating for a student to phone a lecturer and the telephone just keeps on ringing without someone answering. This will reduce the enthusiasm and motivation of a learner.

Telephone technologies can also create a “group conversation” situation - teleconferencing (also called audioconferencing). Basically, a teleconference is any live point-to-point electronically delivered two-way conversation, especially when involving groups at separate locations. A teleconference resembles an ordinary telephone conference call except that there is usually a group of people gathered at either the sending site, the receiving site, or both. The most common type of teleconference is the audioconference, which involves transmission of voices only. These are amplified at each end by a speaker system. Because this is the most cost-effective type, the great majority of all teleconferences are of this kind.

Moore and Kearsley (1996: 90) describe teleconferencing as follows:

All participants in an audioconference are connected via a telephone call. Individual participants can use their regular telephones while groups can use a speaker phone or specially designed sets of speakers and push-to-talk microphones. In order for all participants to be able to interact with each other, a “bridge” is used that connects all lines by a telephone company or the organisation conducting the teleconference.

Since it involves a group of learners being at a particular place at a particular time, it promotes a classroom model. Students can meet their fellow students which can promote motivation and alleviate feelings of isolation (also see in Heese 1997(b): 68).

2.4.2.3 Video cassettes

In the language learning context, video is another common element of a multimedia course and like audio cassettes, offers a high degree of learner control. As Tuffs and Tudor (1990) point out, video provides a more effective contextualisation of language than any other aid since it represents a complete communicative situation. Video can also be used primarily to orientate students to new material, and to offer background, into which subsequent material can be integrated. As White et al (2000) concluded, video was perceived as aiding the acquisition of listening and speaking skills, pronunciation, and assisting recall of the language by means of the visual setting and contextual features. In other words, it can help students to understand a dialogue from what he or she sees and hears at the same time. It will be more stimulating and interesting thus it supports the learning and listening comprehension in a more effective way.

Some of the major advantages of video cassettes are pointed out by Heese (1997(b): 75) as follows:

Video cassettes:

- give you freedom to make videos as long as they need to be;
- make it possible to produce video clips if necessary (short sections with appropriate pauses);
- are therefore much easier to integrate with other media such as print;

- can be made fairly quickly and cheaply since they do not have to meet broadcast standards (although quality control is still necessary);
- if made quickly and cheaply, can be regularly updated;
- can reach learners if the DE institution does not have access to a broadcasting infrastructure.

According to Bates (1993: 181-182), the British Open University has moved toward the use of video cassettes rather than broadcast TV to increase openness. However, Bates (1993: 188) also warns that “increased dependency on technology ...reduces the openness of an individual institution”.

Needless to say, the decisions on media selection are not easy. As Schramm (1972, in Kaye & Rumble 1981: 48) states:

“...given a reasonably favourable situation, a pupil will learn from any medium - television, radio, programmed instruction, films, filmstrips or others. This has been demonstrated by hundreds of experiments. In general, the same things that control the amount of learning from a teacher face-to-face also control the amount of learning from educational media; among others, the relevance and clarity of the content, individual abilities, motivation to learn, attention, interest in the subject, respect and affection for teacher, emphasis and replication of the central points to be learnt, and rehearsal by the learner.”

The above statement confirms that there is no single ‘best medium’ nor is there one “ideal media mix” in general terms. It also shows that there is no “better result” between “face-to-face learning” and “learning from other educational media”. There can only be best choices in particular contexts and for specific target groups, to achieve certain purposes (Heese 1997(b): 50). One can take the four steps of Moore and Kearsley’s media selection model as a guideline (mentioned previously under 2.4.2) and make sure that the contribution made can serve the purpose for which it has been selected.

2.4.2.4 Videoconferencing

In a videoconference a television-type picture is transmitted and displayed along with the audio message. The most common format is to send out a full motion video presentation, for example a featured speaker, and to receive back voice only from the reception sites, for example questions to the speaker. Videoconferencing in the instance of distance education is a type of learner support medium that comes closest to simulating the conditions in a lecture room. The lecturer concerned is capable of obtaining immediate feedback of the depth of understanding of participating learners.

By the employment of a multi-point bridge, a videoconference can be controlled from a site within a learning institution with learners at various other centres. The participants are able to see and hear one another in the duration of such a videoconference (Moore and Kearsley 1996, Heese 1997(b)). Even though the cost of equipment is still high, this technology is likely to become progressively more important in distance education. Moore and Kearsley (1996: 33) believe that "videoconferencing is becoming a fundamental component of computer networks and multimedia, the third generation of distance education technology."

Heydenrych (1996: 22-23) provides the following description of elements that can be used in videoconferencing (also see in Heese 1997(b): 78-79):

Most new videoconferencing systems have a variety of features that will make it possible for lecturers to integrate other media with a videoconference. It is not a fixed "inflexible" piece of hardware - it is normally designed and constructed in such a way that a number of media can be switched or plugged into the system to enhance communication. (It is not advisable for ordinary users to occupy themselves with this part of videoconferencing as it can cause serious technical disturbances if implemented incorrectly).

The software which operates the system (contemporary state-of-the-art equipment is not mechanical or manual in nature) can be adjusted and reset to accommodate different or additional needs. This includes the integration of hardware as discussed above.

Interesting pieces of hardware or media that can be connected to or integrated with the system include the following:

- multimedia computer
- auxiliary camera (a special view/activity)
- drawing tablet
- printer
- video presentation stand
- document camera
- direct image
- document scanner
- video cassette recorder
- video projection unit (image enlargement at conferences/big venues)
- multi point bridge (contact with many other sites)

Integrating some of these additional components with the system still leaves it fairly simple to operate as it is done through a multipurpose remote control. Integrated systems do not necessarily lead to a maintenance crisis either as a problem component is easily removed and replaced. The simplest system will at least include, with the standard main camera, a document camera or video presentation stand.

Heydenrych further lists some helpful hints which would make the videoconference a successful experience (1996: 23-24). It has been adapted and some basic points that one should follow are:

1. Planning a videoconference -
 - scheduling
 - booking facilities
 - confirming attendance
 - setting clear goals and objectives (written agenda)
 - appointing leaders or facilitators at other sites
 - preparing relevant presentation materials
 - distributing hand-out material
2. Presentation material -
 - visual aids as enhancer of communication (3-D

- objects, photos, colour printouts, etc.)
- easy to view or readable material (paper size, fonts, background colours, etc.)
3. Videoconferencing etiquette -
- arriving ahead of time (personal organisation and unexpected technical problems)
 - speaking and acting as naturally as possible
 - being aware of the slight delay in sound and video
 - proper introduction and encouraging a relaxed atmosphere

A videoconference can provide what Moore (1993: 22) calls a “learner-instructor interaction”. A well prepared videoconference can stimulate the learning process and motivate the student to learn. A report on videoconferences offered to Mandarin course students in Cape Town and Durban areas is given in Chapter 3.

2.4.2.5 Generations of technological delivery

As discussed previously, the separation of teacher and student is the obvious physical characteristic of distance education. On the one hand, the essential process characteristic is the two-way communication between teacher and student which necessitates the use of technology to mediate this interaction. Due to the essential nature of technical media to support two-way communication at a distance, it is very important to view this technology from the perspective of distance education characteristics. As a result, three distinct generations of technological delivery have been identified (also mentioned under 2.3).

Garrison (1993: 202) summarises the three generations of technological delivery with ancillary media as follows:

Figure 2: Distance education technologies

<i>Distance education technologies (two-way-communication)</i>	
1	Correspondence (First Generation) Message: Print

	Delivery Mode:	Mail
	Instructional Method:	Individual
2	Teleconferencing (Second Generation)	
	Message:	Audio/Video/Computer
	Delivery Mode:	Telecommunications
	Instructional Method:	Group
3	Computer-based (Third Generation)	
	Message:	Audio/Video
	Delivery Mode:	Telecommunications/Micro-processor
	Instructional Method:	Individual

*Ancillary media in distance education
(one-way communication)*

- 1 Print material
 - 2 Audio/Video-cassettes
 - 3 Audio graphics
- Facsimile, CD-Rom
 - 4 Satellite broadcast
-

2.4.2.6 Computer-based courseware

Facing escalating development in computer technology, Moore and Kearsley (1996: 234) recognise the shortcomings regarding the so-called “educational” products produced by commercial providers. “These commercial providers, by definition, seek to make profits... The vendor’s enthusiasm for the product, impacting on busy educational administrators who are usually not well informed about distance education as a total system, results in the purchase of partial technologies. These are technologies that are good in themselves but ... do not fit in with other technology, the teacher cadre, and long-term curriculum or instructional planning. They are not part of a well-designed, integrated system.” It is obvious that those supplementary materials are not necessarily beneficial for the learning contents and support. They explain that “...good quality requires that the development and operation of each component be controlled in such a way that it is fully integrated with the development and operation of all other components, making each supportive of the other” (Moore & Kearsley 1996: 6, also see in Heese 1997(b): 109). In other words, good computer-based courseware must be able to support learning according to the target group’s needs and the learning content which they should tackle. It must also be user-friendly since many students and teachers may not be trained in

computer literacy.

Bates (1993: 178, also see in Heese 1997(b): 109) points out that “There will ...be major variations from country to country in the speed at which various technologies are likely to be available – not so much for operational purposes, but for teaching purposes...In this respect, technology is more likely to increase inequalities between countries than reduce them, as far as the provision of distance education is concerned”.

In making choices about the selection and integration of media in DE courses, Heese (1997(b): 109-110) is concerned that “...we should not promote the ‘Matthew effect’. This refers to what happens when the rich get richer and the poor get poorer. With reference to multimedia, this could happen if we spend a lot of time, effort and money on developing multimedia programmes to which only the elite among our learners have access. In educational terms, we would be enriching those who are already well off, while those who need it most are left out. So, the issue of access at the receiving end must be seen as an extremely important one.”

In the use of multimedia, “interactivity is a key feature of successful multimedia” (Feldman 1991: 7). According to Feldman, interactivity in an information system gives the user some influence over access to the information and a degree of control over the outcomes of using the system. However, introducing interactivity does not necessarily guarantee successful learning – unless the content and potential benefits of such a product are relevant to the users and the users find the means of accessing the program easy-to-use, powerful and compelling (Feldman 1991: 8-9).

Feldman (1994:9, also see in Heese 1997(b): 111) submits that: “instead of capturing interest and attention, interactivity becomes too much like hard work and makes users switch off, mentally and physically.” Therefore, the effective design and implementation of all aspects of the interactivity is crucial to the success of multimedia.

Although some uncertainty and cynicism exist, the use of computers in language learning is gaining immense popularity today. Xie (1999) stresses the importance of using computer

technology for language instruction and learning. Duning (in Harry, John & Keegan 1993: 221) mentions some of the most important benefits of using multimedia in DE courses such as “greater variety in learning strategies, a boost in learner motivation, more individualised and cooperative learning”. Van Wodtke (1993: 7) points out that multimedia are “...opening new and exciting possibilities”. He further comments that “expectations rise as better tools become available” when using media (1993: 289, also see in Heese 1997(b): 111).

Drawbacks and advantages of computer-based programmes are debatable. As Moore and Kearsley (1996:98, also see in Heese 1997(b) 112) view the use of media: “No single medium is likely to address all the learning requirements across a full course or program, the needs of different learners, or the variations in learning environments that are likely to occur in a distance education program”. According to them, providing more media alternatives will help the distance education course to be more effective since student learning styles or capabilities are different.

They further mentioned that the creation of multimedia DE courses may cause some practical drawbacks. Each added medium of a course “increases the development time and costs, as well as the complexity for the learner...” (1996: 98, also see in Heese 1997(b) 111).

After examining all the drawbacks and advantages of computer-based coursewares, I still believe that computer systems can deliver instruction directly to distance learners by allowing them to interact with lessons programmed into the system, with computer-assisted instruction (CAI). The possibilities can best be discussed in terms of the various instructional methods described below.

Methods that the computer can facilitate most effectively are drill-and-practice, tutorial, gaming, simulation, discovery, and problem solving.

Drill-and-practice method

The programme leads the learner through a series of examples to increase dexterity and fluency in the skill. Drill-and-practice is predominantly used for math drills, foreign

language practice, such as vocabulary building exercises, sentence structures, and the like. Drill-and-practice programmes provide a variety of questions with varied formats. The trainee is usually given several tries before the computer presents the correct answer. Several levels of difficulty can be available within the same drill-and-practice programme. Positive and negative feedback as well as reinforcement can be included.

Tutorial Method

In the tutorial role, the computer acts as the teacher. All interaction is between the computer and the learner. One example of the tutorial method is Problem-Solving Strategies, which guide learners through application of the three strategies, of instruction, practice, and feedback by the computer, based upon student response. In this method the pattern followed is basically that of branching programmed instruction, that is, information is presented in small units followed by a question. The student's response is analysed by the computer (compared with responses plugged in by the author), and appropriate feedback is given.

Gaming Method

A game activity may or may not entail simulation elements. Likewise, a game may or may not be instructional. It depends on whether or not the skill practised in the game is an academic or training one, that is, related to a specified instructional objective. Therefore, the ultimate goal of useful learning must be kept in mind when designing games.

Simulation Method

In this method, the learner confronts a scaled-down approximation of a real-life situation. It allows realistic practice without the expense or risks otherwise involved. For example, allowing a student to dissect and reconstruct a frog using the same "instruments" that would be used in a biology laboratory. In a language learning situation, a task can be given to learners such as dialogues in various situations.

Discovery Method

Discovery is a general term to describe activities using an inductive approach to learning; that is, presenting problems which the student solves through trial and error or systematic approaches.

Problem-Solving

Problem-solving programmes fall into two categories, those the learner writes and those written by someone else to help the learner solve problems.

2.4.3 Other DE Learner Support Mechanisms

Other DE learner support mechanisms, besides the various media implementation mentioned in 2.4.2, such as group discussions and study groups can be utilised to support students to bridge the distance between teacher and learner. Additionally, personal contact in various forms should be encouraged.

2.4.3.1 Group discussions

Group discussions are essentially aimed at creating opportunities for students to meet their lecturer and their fellow students. Hau-Yoon (1994) believes the group discussion is another way to gain feedback from the students. If a group discussion is well prepared, it can support learning and make it more effective. The following suggestions for the preparation of the group discussion can make it an enriching experience for students:

- setting clear goals and objectives (written agenda)
- choosing a suitable date for students (e.g. while lecturers may prefer weekdays when they are at the office, students may prefer Saturdays since they may have difficulty taking leave from work; school holidays should be avoided)
- booking venue and facilities (e.g. slide projector, video machine and monitor for a video programme, overhead projector, lap top and data projector, etc.)
- confirming attendance (when informing students of the date and venue, ask them to confirm so that it will help the lecturer to plan how many copies of handouts should be prepared, etc)

- preparing relevant presentation materials by using transparencies or computer
- appointing a group leader to hand out name tags and handouts to the students
- preparing a name tag for each student. It helps the lecturer and the fellow students to get to know each other
- visual aids as enhancer of communication (objects or teaching tools which are relevant to the topic)
- arriving ahead of time to set up the necessary equipment
- encouraging a relaxed atmosphere

2.4.3.2 Study groups

Van Schoor (1984) introduces the idea of using group leaders for the orientation of first year students to the university campus. He concludes that this kind of orientation programme could be employed effectively in a developing Third World University situation. It is felt that this idea is applicable to distance education institutions as well.

Hau-Yoon (1995) sees the concept of a “peer-proctor” derived from Keller’s “Personalised System of Instruction” as similar to the idea of a “group leader” of a study group. In language study, the conversation component is essential. A detailed report regarding study group for Mandarin course at Unisa will be given in Chapter 3.

2.4.3.3 Contact through telephone, letter, e-mail and personal visits to the lecturer

Besides the telephone (which has been mentioned under 2.4.2.2), students can contact lecturers by letters, e-mails and personal visits to their offices.

Student On Line (SOL) is another means of contact between DE learners and lecturer as well as between DE learners and the institute. The SOL system is a facility for registered Unisa students. It enables Unisa’s students to perform through the Internet most of the study-related functions normally done by mail, telephone or personal visits to the campus. Currently, the services offered by SOL are: Study material for a growing number of courses, submission of

work assignments (i.e. text and multiple choice), access to work assignment marks, access to personal information records, student discussion forums, notification of change of address or exam centre and cancellation of study modules or exams.

2.5 DISTANCE TUTORS AND LEARNERS

In distance education the role of the teacher in the learning process and the role of the learner are radically altered (Davis, 1988). For example, the teacher does not direct each learning session indicating what should be learned and how it can be learned. The teacher is not available to set up and oversee learning activities and to intervene when problems are encountered and does not provide an immediate source of explanation, correction, feedback and encouragement. Rather, the role of the teacher is that of respondent, whom the learner must make some effort to contact (for example by phone, e-mail, letter). This means that the learner must make the initial contact. Since the distance learner is not only separated from the teacher but also from the learning group, learning must take place without the support of fellow learners and without the interactions provided by pair work and group work which allows the learner to develop and assess his or her performance. Therefore, two points will be discussed: (1) the attributes of a distance tutor: what qualities a distance tutor should have to facilitate the learning, and (2) the attributes of a distance learner: what must a learner contribute in the teaching-learning partnership relationship?

2.5.1 Attributes of a Distance Tutor

Moore and Thompson (1997: 40) adopt the view that the success or failure of DE courses and programmes depends to a large extent on the skill and commitment of the teachers and facilitators who are responsible for directing the educational experiences of the learners.

According to Wang (1999: 32), a skillful Chinese language teacher must have the following requirements:

- knowledge of learner development and education psychology
- knowledge of the learning process

- knowledge of content-area methods
- capability in curriculum design and programme evaluation
- knowledge of applied Chinese linguistics
- ability to assess, test and place students
- knowledge of first- and second- language acquisition
- knowledge of multicultural education
- experience of student teaching

In the field of teaching Chinese as a foreign language, some other requirements for Chinese language teachers are as follows:

- knowledge of various pronunciation systems i.e. 注音符號, Hanyu Pinyin and Yale romanisation
- knowledge of both traditional and simplified Chinese characters
- knowledge of different expressions or pronunciation used in different areas (e.g. 洗手間 and 廁所; 不謝 and 沒事兒; 和: *he* and *han* etc.).
- ability to say “I don’t know but I will find the answer for you later” when encountering a question where an answer cannot be given straight away.
- no prejudice towards different writing systems (i.e. between traditional and simplified characters) and various pronunciations.

As a language teacher, one must not be subjective and think that there is only ONE correct way. We may tell learners what we prefer and give a reason of it, but we must allow the learners to choose what they prefer for themselves.

Rogers (1951) believes that a teacher should have the following qualities (in Mangena 1997: 358-359). I consider them to be the essentials of a teacher’s soul. Only if a teacher has these qualities, he or she will love his or her work and have the necessary commitment to motivate her/his students:

- **warmth** : “non-possessive warmth” is Roger’s phrase. By it, Rogers means the quality in one person that communicates welcome, respect, comfort, willingness to give time to another.

- **genuineness** : it means two separate concepts here - honesty, and the quality of frankness and openness about one's own feelings and about one's powers.
- **acceptance** : the quality of being able to accept another person for what he or she is, of communicating regard for the other person as someone worthy of respect. This can be a particularly difficult concept in education because inevitably some learner-teacher interaction involves criticism - assignment comments for example. Thus the communication of criticism in a positive regardful way that leaves the person receiving the criticism still feeling of worth as a person is one of the most difficult skills for a distance educator.
- **empathy** : Roger's own definition states:
 "Empathy...means to sense the hurt or pleasure of another as s/he senses it and to perceive the causes thereof as s/he perceives them, but without ever losing the recognition that it is as if I were hurt or pleased and so forth. If this 'as if' quality is lost then the state is one of identification (or sympathy)" (In Mangena: 1997)

Extending the above description to the role of tutor, a distance tutor is required who has intelligent understanding of learners' problems as they see them, together with the ability to put them in perspective. To make distance learning possible a distance tutor must not only be a subject expert, but also have a reasonable expectation of students' progress.

2.5.2 Attributes of a Distance Learner

Who are distance learners? They are adult, many of them are part-time learners. In general, three main groups can be identified of distance learners (Dodds 1997: 48-49): mature adults who have enrolled for courses which will give them more advanced academic qualifications than they obtained while undergoing formal education, young and mature adults seeking career advancement through vocational training, and mature adults seeking non-formal non-academic education. Their ages are probably 20 years of age and over. They have different learning experiences and life experiences so that their learning styles vary greatly. Accordingly they will obviously differ in their acceptance of and determination regarding study, their attitude and approach to it, and the type of environment in which they have to learn. Therefore, distance

learners should be viewed in the light of differences in culture, occupation, personality, age, level of development, experience, intellectual ability, academic progress, motivation and personal circumstance. To follow six strategy areas suggested by Bernt & Bugbee (1993: 101), namely active learning, diligence, test strategies, time management, concentration and positive attitude toward learning, we can identify two major attributes to successful learning which are self-motivation and self-discipline which contribute to learner's autonomy.

2.6 LEARNER'S AUTONOMY

Many language students are passive and accustomed to being spoon-fed (Knowles: 1975, 1990). They like to be told what to do, and they do only what is clearly essential to get a good mark - even if they fail to develop useful skills in the process. Attitudes and behaviours like these lead to the question of autonomy. The two terms, "learner self-direction" and "learner autonomy", are often applied in relation to language learning strategies. These terms have been used in various ways. For instance, Dickinson (1987) used "self-direction" to refer to the learner's attitude of responsibility, and he used "autonomy" to refer to the learning mode, situation, or techniques associated with a responsible attitude. Holec (1981) used the same two terms in reverse, with self-direction referring to the learning mode, situation, or techniques and autonomy referring to the learner's attitude. Little (1990: 7, also see Mar-Molinero & Wright: 1993:248) defines autonomy as "essentially a matter of the learner's psychological relation to the process and content of learning". Particularly in the distance teaching situation there is a substantial challenge for the teacher to instil autonomy by making students aware firstly, that they are learners and secondly, that they are aware of their learning techniques. Students who have been taught the meaning and form of autonomy will continue their learning after they leave the classroom or the specific learning context. In the foreign language context, learners will be able to communicate in their target language with self-reliance and confidence.

Considering autonomy in language learning, White (1995) reported in her study that the concept of learner autonomy relates to an attitude on the part of the learner towards taking control of the language learning process and assuming responsibility for the process. She examines how distance learners manage to develop competence in a foreign language and how

their strategy use compares with that of more conventional classroom learners. Her findings show that self-management is the most frequently used metacognitive strategy by distance learners, but accounts for a relatively low proportion of the metacognitive strategy use of classroom learners. Self-management, involves “understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions” (O’Malley and Chamot, 1990: 137). In other words, it is used to manage the learning process based on the learner’s understanding of how he or she learns best. The findings also reveal that distance learners succeed in overcoming the potentially adverse effects of an isolated language learning context by developing and applying their self-knowledge as language learners. Such individually-derived self-knowledge provides the basis for the use of self-management strategies which appear to be pivotal in the development of a more autonomous approach to language learning.

We have discussed the various modes of instruction that can be used for distance learners. According to White (1995), these modes are “self-instruction” modes. This refers to a mode of learning in which the learners are working without the direct control of the teacher, outside of a conventional classroom environment. It is essential in a distance situation that tutors promote learners’ autonomy and help them to be aware of their own learning strategies.

2.7 KEY ELEMENTS IN TEACHING FOREIGN LANGUAGE AT A DISTANCE

The process of foreign language learning involves acquiring the elements of a complex system (sound, words, structures) and developing skills in the use of that system. Sussex (1991: 180) addresses the challenges presented by distance language learning as follows:

Distance learning places the problems of language learning in clear perspective. For example, while some aspects of language learning (including linguistic areas and historical/cultural studies)...can certainly be taught effectively in the distance mode, the interpersonal and communicative aspects of language acquisition are exceedingly difficult to manage that way. The cognitive and pedagogical issues involved here are not always well understood.....

He further points out that “Distance language learning is not merely a new mode of delivery for language learning. It brings language learning, language teaching, and the planning of language policies into a new cognitive context. Languages are more difficult than most subjects to learn in the distance mode because of the complex combination of skills and information required for language mastery”(1991: 189).

The question then is how to utilize various methods and integrate them into the modes of instruction in a distance situation. Holmberg (1985: 79-90) proposes several elements in his article “Teaching Foreign Languages at a distance”. I would like to review them briefly here.

- **Target groups and aims**

Holmberg (1985: 79) remarks that in some countries and some contexts the reading of literary texts and poems seems traditionally to be considered the most important whereas in others, the ability to understand the spoken language and to speak it come first. The methods and procedures must be adapted to suit the aims concerned. The needs of the target groups will therefore determine the content and the approach of the course.

There are some academics teaching foreign languages, who believe that the reading of literary texts must be included even at the beginners’ level for academic purposes. To those academics, language study chiefly prepares one for scholarly pursuits. In essence, I believe that we need to think less about what we want to teach and more about what our students want to learn. A learner-centred curriculum and goal-driven instructional materials should be designed according to the target groups and aims.

- **Teaching communication skills**

To help students to acquire the four communication skills in a foreign language, i.e. listening, speaking, reading and writing, Holmberg emphasises the necessity for course developers to decide on a suitable and attainable level. According to him, this means “...choosing texts of suitable difficulty and of *relevance* to the students, to decide on priorities for the presentation of language structures (grammar), choice of vocabulary, everyday phrases and idioms for active and passive learning, criteria for what can be accepted as a reasonable standard of pronunciation etc.”

- **Pronunciation**

Holmberg tends to stress the importance of accurate pronunciation. His reason is that inaccurate pronunciation often makes understanding difficult and causes misunderstandings. In a lengthy discussion he cites examples regarding the importance of pronunciation.

- **Reading**

According to Holmberg, the prime object of reading is understanding and enjoyment. What has often been neglected in academic circles is that in purely elementary courses, practically every text should be analysed and be made the object of exercises. Such exercises should concern mainly expressions needed in speech or in everyday prose. He proposes intensive reading and extensive reading.

- **Grammar**

In this context Holmberg reminds us of “the educational value of a consideration of the general structure of a language.” By that he means that a study of how it reflects thinking, logic, emotion and other human processes and products can be a highly educational experience.

He strongly believes that “points of contrast between the foreign language and the mother tongue should be explicitly pointed out and the structure of sentences, the forms of words, the use of tenses, word order, auxiliaries, adverbs, prepositions, etc. should always be explained.”

- **Writing**

According to Holmberg what has been said under Reading and Grammar largely applies to the teaching of writing the foreign language. However, for students who learn Chinese as a foreign language, writing is not emphasised for the first two years. Students are encouraged to aim for character recognition. Their writing practice is an aid to help them to remember the characters better but they are not expected to be able to write something without aid. Writing Chinese characters is a skill that needs time to develop.

- **Speech**

Holmberg agrees that the skill of speaking is most challenging in language teaching at a distance. He suggests that the actual conversational exercises can be organised in the

form of telephone interaction (1985: 88). In my own experience, forms of contact teaching such as group discussions and study groups can be most helpful. However, Two issues regarding conversational practice are pointed here. Firstly, because of the different learning styles of the students, there are students who feel it is absolutely essential to have 'conversational classes' and some of these students almost depend on such 'conversational classes' to support their learning while other students feel that they do not want to act like a fool with a limited vocabulary. They would rather study alone and wait until they have increased their vocabulary and thereby have grown in confidence before joining a study group. This is supported by Springer (cited in Holmberg 1985 (b): 89) who describes a similar situation. According to Springer, he reported "...In the beginner course, where the learner had very little command of the spoken word, there was a marked reluctance to attempt to converse over the phone.....Talking by telephone seemed less threatening to students in the more advanced courses, presumably because of an increased ability to speak the language and a concomitant growth in confidence."

After reviewing various methods used in foreign language teaching and the learning styles among the learners, a distance tutor must decide the course content according to the learners' needs during the planning and designing stages, and offer such content through various modes - printed material, cassette tapes, etc. with various exercises integrating the various methods - detailed explanation of word usage, word order, ...to support listening comprehension.... these practices arranged by a distance tutor would enhance the acquisition of the skill of speaking which is especially difficult in a foreign language teaching situation.

2.8 SUMMARY

In this chapter, an attempt has been made to review some definitions on distance education advocated by four well-known distance education theorists, namely Börje Holmberg, Otto Peters, Michael Moore and Desmond Keegan. Only if we understand the characteristics and structures of distance education, can we, as distance educators, properly plan, design and deliver a study package which can meet distance learners' needs. What followed was a detailed

description on some self-instruction modes of language learning commonly utilised at a distance.

To make foreign language teaching and learning more effective, we should try to integrate various methods used in foreign language teaching in order to improve student performance. To achieve this, 'distance tutor' quality, learner's autonomy and adult language learning styles were discussed. A good tutor is not only concerned with finding the best method but is also concerned with the learning process. All learners experience some or all of the various stages of the learning process since each learner has a different learning style. To encourage the learner's autonomy, a tutor can provide the student with techniques that would enable him to learn on his own. At the end of this chapter, Some key elements have been reviewed, in teaching a foreign language at a distance proposed by Holmberg. His practical and realistic suggestions can remind us of the balance between our 'academic expectations' and the reality of the 'learner's capacity'.

CHAPTER 3

TEACHING CHINESE AS A FOREIGN LANGUAGE AT A DISTANCE

I think the first important requisite for anyone who works in the field of education is a deep and abiding love and understanding of the need to learn. From there you can go on to all kinds of specialities and concentrations, but without that, I think your work might be rather shallow.

Charles Wedemeyer (in Moore 1987: 59)

3.1 INTRODUCTION

Learning Mandarin and other non-Indo-European languages can be very difficult for English or European-language-speaking people in general. We must remember that Chinese and English do not share common linguistic roots. Mandarin Chinese is a tonal language, and has a dramatically different writing system. The average South African has also only had limited exposure to the Chinese language. For comparative purposes, the Defence Language Institute in Monterey, California, divides the languages they teach into four groups, from easiest to most difficult, as measured by the number of hours of instruction required to bring English-speaking students to a certain level of proficiency. (1973) (see Table 3)

Table 3: Level of Language Proficiency(source: <http://www-personal.umich.edu/~wbaxter/howhard.html>)

	Languages included	Hours of instruction required for a student with average language aptitude to reach level 2 speaking proficiency	Speaking proficiency level expected of a student with superior language aptitude, after 720 hours of instruction
GROUP I	Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish	480	3
GROUP II	Bulgarian, Farsi (Persian), German, (Modern) Greek, Hindi-Urdu, Indonesian, Malay	720	2+ / 3
GROUP III	Amharic, Bengali, Burmese, Czech, Finnish, (Modern) Hebrew, Hungarian, Khmer (Cambodian), Laos, Nepali, Polish, Russian, Thai, Tamil, Turkish, Vietnamese	720	2 / 2+
GROUP IV	Arabic, CHINESE , Japanese, Korean	1320	1 +

The placement in this table of Chinese in Group IV, clearly indicates that it is very difficult for English speakers to learn. The far right column in Table 4 shows that while English-speaking students require only an average of 720 hours of instruction to reach an oral skills proficiency level 3 in French or Spanish, with the same 720 hours, only level 1+ is attained in Chinese (Liskin-Gasparro, 1982, cited in Samimy & Tabuse, 1992: 384). Because the general instructional approaches for teaching Chinese are not significantly different from those used in teaching the Romance languages, it would be difficult to attribute the gap between these

learning times wholly to pedagogy.

The students who completed *Mandarin Chinese 1*, an “elementary” Chinese, foreign language course, should reach the “survival” level. This means that the students should, at least in principle, be able to follow and conduct very basic conversation in an everyday situation and be able to recognise 360 of the more commonly used characters. This would enable the students to read simple sentences and signs in Chinese.

Anecdotal evidence also supports these findings. Learning languages that are less commonly taught, “noncognate” or “truly foreign” (e.g. non-Indo-European) (Jordan & Walton, 1989) such as Chinese, Russian, Japanese can produce strong negative affective reactions from the students whose first language is English or one of the Romance languages. Having to learn new orthographic systems in Chinese, for example, often creates major affective as well as cognitive barriers for the learners to overcome such as anxiety, self-esteem, and also the language ego is threatened. These affective barriers to the written language are especially noticeable in DE because teaching materials are in written print form; thus the language learning naturally focuses on those most daunting reading and writing skills.

3.2 THE MANDARIN CHINESE COURSE AT UNISA

In order to teach Mandarin by DE, it was crucial to determine how distance learning modes can be integrated into the teaching of the Mandarin Chinese language for non-Chinese speaking learners. We also needed to find out the possible pedagogical solutions which could at least mitigate some of the significant impediments preventing many South African students from succeeding at Chinese learning. Thus, a marketing survey was conducted during the planning stage in 1990, and the target groups and needs analysis were identified (see 1.1.1).

The course *Mandarin Chinese 1* took two years to plan, design and write thoroughly. During the planning stage, a close examination was made of many Chinese language textbooks from reputable language training institutes such as the Mandarin Training Centre of Taiwan National Normal University, the Taipei Language Institute (TLI), the Beijing Language Institute, the

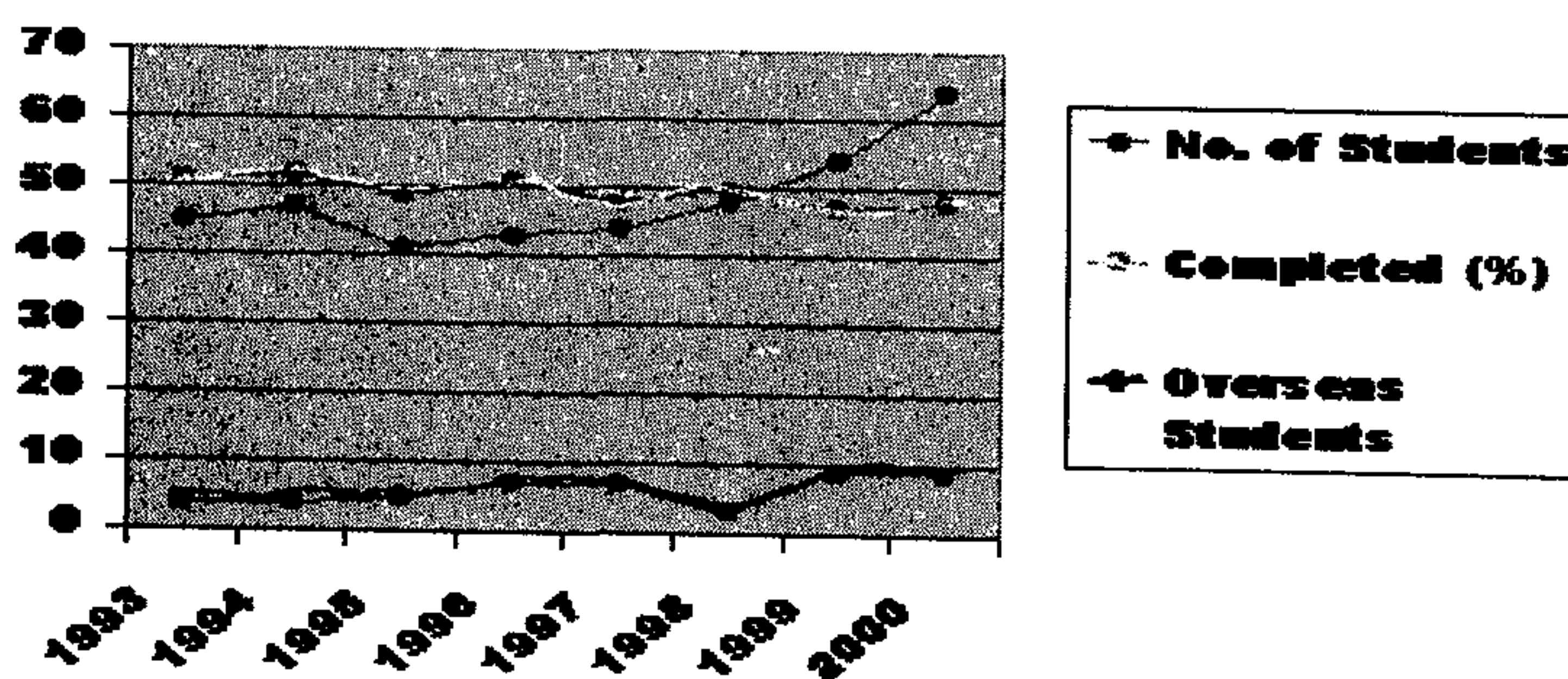
Beijing Foreign Language Institute, and also from the Far Eastern Publications of Yale University and the Commercial Press Hong Kong. Unfortunately, nothing was suitable for distance education. All the textbooks were designed for contact-teaching situations and there were many issues that needed additional explanation by a teacher who was face to face with a student in a classroom. The decision was therefore made to compile the course materials specifically geared to the needs of distance learning at Unisa. The course was designed for distance learners which meant that all possible questions that might be encountered by students during the learning process were anticipated and explained in the teaching material.

3.2.1 Demand for Mandarin at Unisa

In 1993 there were 42 students in *Mandarin Chinese 1* with enrolment increasing to 69 in 2000. The number of students who enrolled from overseas has also increased slightly because of the lack of other DE courses in Mandarin. The steady enrolment in *Mandarin Chinese 1* at Unisa led to the introduction of a second year Mandarin course in 1997 and provision for a third year course in 2002. Also, modules have been introduced in Chinese culture (in English) (refer to Unisa Calendar 3). The increase in enrolment for *Mandarin Chinese 1* students goes against the general fall in student numbers at Unisa, in the Faculty of Arts and Language courses.

Over the years student enrolment has shown that there is an increasing demand for teaching in this language. Figure 3 shows the number of students who enrolled for the course, students who completed the course and students who enrolled from overseas from 1993 to 2000.

[Figure 3]



An interesting finding is that there are students enrolling from Chinese speaking areas such as Taiwan, Hong Kong and China almost every year. Let us take years 1999 to 2000 for example, in year 2000, there were seven students enrolled from Mandarin speaking areas. Those students were working in the Mandarin speaking environment and felt it was necessary to learn the language. When asked that why did not they go to a language institute close by to study, the answers were vary. Either the institute is too far or no such institute available, or the contact-teaching situation does not suit him/or her since he/ or she travels very often and attending the class become impossible (see Table 4).

Table 4: Students enrolled for DP or NDP/ and from RSA or foreign countries.

Table 4 also shows that for past three years over 14% of students enrolled from other countries.

	countries			degree purpose	non-degree purpose
	RSA	Foreign	Mandarin speaking areas (China, Hong Kong and Taiwan)		
1998	41	5	2	25	23
1999	40	4	5	16	33
2000	58	4	7	33	36

Another interesting observation is that a significant number of students enrol annually for the Mandarin course, for non-degree purposes (see Table 4). An further finding of interest is that students who study for non-degree purposes seem to have stronger intrinsic motivation than those who study for degree purposes. This is proven by the percentage passes of the majority of students who study for non-degree purposes.

3.2.2 Designing the course

The systematic approach to designing and developing instruction is known as instructional development (Andrews & Goodson 1991). Most instructional development models include the

subsystems listed below. (Andrews & Goodson 1991, Moore & Kearsley 1996.)

- ▶ *design*, that is designing the instruction
- ▶ *development*, that is developing the materials
- ▶ *implementation*, that is delivering the materials
- ▶ *evaluation*, including process and product evaluation

To design a distance course, Mackintosh (1997(c)) points out several stages in the subsystem. They are preplanning, constituting a team, design and developing.

In the case of *Mandarin Chinese 1*, it has gone through

- ▶ *preplanning* : marketing survey, needs analysis and situation analysis. (See 1.1.1.)
 - ▶ *constituting a team* : as a subject expert in teaching Chinese language as a foreign language, I acted as the single academic author to design and develop the material. However, assistance was utilised from the Bureau for University Teaching to edit my work, Unisa Press to design the graphic material, and the input of other individuals in the production and despatch of the materials.
 - ▶ *design* : according to the information obtained from the preplanning stage, Decisions were made as to what to teach and how to teach. Thus, the aims of the course and performance objectives were established (Adey et al 1992: 66-70) and the possible assignment systems were considered.
 - ▶ *developing*: this relates to the processes of implementing the design by writing the materials, developing assignment systems, developing a layout, having the materials printed, and so on.
 - ▶ *evaluation*: having completed the development of the materials, it would be important to establish whether they are working, therefore, evaluation was very necessary.
- Mandarin Chinese 1* offers self-assessment exercises, assignments and examination to evaluate students' work. In 1994, the course was also evaluated by an external subject expert in teaching Mandarin Chinese as a foreign language.

3.2.2.1 The aims of the course

Since *Mandarin Chinese 1* is a beginner's course for non-Chinese speaking people, the aims of the course are to introduce students to a basic knowledge of both the spoken and written language of Mandarin Chinese at an elementary level, and also to help students to develop an appreciation and an understanding of Chinese culture. Thus, the module outcomes are as follows: Learners can

- ▶ understand the Pinyin romanisation system and know how to use it as a tool for pronouncing Mandarin words
- ▶ hear the difference between the four tones of the spoken language and distinguish between them
- ▶ understand the concept of Chinese language
- ▶ become familiar with some basic Chinese word order
- ▶ practise basic conversation in real-life situations
- ▶ recognise some public signs in Chinese

3.2.2.2 The Phonetic system and Pronunciation Decisions

When teaching a language, decisions need to be taken about how best to describe the sound system of the target language. This notation must be simple enough for learners to follow, even if they have no other linguistic background. At the elementary level one single standard should be adhered to if we want to avoid confusion (Holmberg: 1985(b): 82). This can refer to the areas of the phonetic system, pronunciation and grammatical terminology in the case of Unisa's Mandarin course.

The Pinyin romanisation system is used throughout the course. It is a Roman alphabet spelling system used in the People's Republic China since 1958. The phonetic system prevailing in Taiwan (Republic of China) is the 注音符號 "National Phonetic System" which uses 37 phonetic systems, beginning with ㄅ ㄆ ㄇ ㄉ (bo po mo fo). There has been a continuing debate among Chinese language experts as to the use of the National Phonetic System and romanisation system. Those adhering to the National Phonetic System criticise the

romanisation system on the grounds that it will cause interference to and confusion about accurate pronunciation. It is true that romanisation will cause some interference but it is the teacher's job to rectify that. The teacher must constantly remind the students of correct pronunciation and point out and compare the differences to the students. I have used three phonetic systems - the National Phonetic System, Pinyin Romanisation and Yale Romanisation during my years of teaching Mandarin Chinese as a foreign language. Which system to use does not really depend on the teacher's preference but on its suitability to the learner and to the circumstances. Learning Chinese as a foreign language especially at a distance will certainly be less burdensome to a student when he or she learns the Chinese language with romanised phonetic systems. Instead of spending 20 hours learning ㄅ ㄆ ㄇ ㄏ, before one reads and says [ㄅ ㄆ ㄇ ㄏ?] one can, for instance, immediately say the Chinese words when one sees [nǐ hǎo ma?].

Nevertheless, a comparative table of romanisation and phonetics (see Appendix 1) is given in the prescribed book *Practical Mandarin for Beginners*. This table includes all the syllables of Mandarin in the three most commonly encountered romanisations - Pinyin, Yale, Wade-Giles and the corresponding transcriptions in National Phonetic System. The background of each of these systems is explained in the section of Study Guide 1 called "Introduction to the Chinese language" (see Appendix 2).

With regard to Unisa's Mandarin courses, I claim that Standard Mandarin (SM) 標準國語/普通話 is taught. My definition of Standard Mandarin is that standard set up for the convenience of teaching. Standard Mandarin differs from Mandarin Chinese in Taiwan (MCT) 臺灣國語 and Mandarin Chinese in Peking (MCP) 北平話. The linguistic changes of MCT from MCP can be marked by the noticeable features of the gradual loss of the nonsyllabic final -r and retroflexivisation, both of which characterise MCP (Li S.a: 7-8). However, SM taught at Unisa, maintains the retroflexivisation but no use is made of the nonsyllabic final-r. The following table (Table 4) shows three examples which compare the differences among the three types of Mandarin pronunciation mentioned above.

Table 5: Mandarin Pronunciation Comparison

English word	Standard Mandarin (SM)	Mandarin Chinese in Taiwan (MCT)	Mandarin Chinese in Peking(Beijing) (MCP)
teacher	laoshi	laosi	laoshi
here	zheli	zeli	zher
there	nali	nali	nar

It is strongly believed that a “standard” is essential at an elementary level. It is less of a burden for beginners. In the beginning of Mandarin studies, a learner needs to grasp the tones, the sound and the meaning for each new word. It will be far too much if he or she also has to be able to distinguish the different types of Mandarin accents. In my opinion, one can introduce other non Standard Mandarin pronunciations at the third year level. A student at the advanced level must have opportunities to hear the different types of Mandarin spoken. There are many Chinese people who speak non Standard Mandarin. This means that those people speak Mandarin with accents - which are influenced by their mother tongue dialects. The reason for this is that most Chinese people speak a mother tongue dialect as their home language and Mandarin as their work language. A third year level student will certainly be ready to accede this kind of training.

Since this standard is only set up for teaching purposes, students who use MCT, MCP or other dialectal Mandarin are not rejected (i.e. people speaking Mandarin with an accent). The reason is that there are students who study Mandarin either in Taiwan, Hong Kong or China. When students use MCT or MCP in their recorded assignments, it will not be considered to be incorrect. It will, however, be pointed out that the pronunciation they may have differ from the standpoint of the Standard Mandarin we teach at Unisa. (Examples will be given in the assignment section under 3.3.1.1).

3.2.2.3 Grammatical terminology decisions

There are a number of different terms used in various textbooks of Mandarin Chinese when teaching grammar. For example, Stative Verb (SV) is the term used in *Speak Chinese, Standard Mandarin*, the two textbooks published by Yale University Press while adjective (Adj) is used in *A Chinese Grammar* published by Chinese University of Hong Kong. The terminology used by Yale University Press supports the characteristics of Mandarin, especially in the case of teaching Chinese as a foreign language. Accordingly, a “Key to Symbols” which explains this terminology, with examples and explanations, is provided in the textbook (see Appendix 3).

Because it is a language course, some linguistic content has had to be incorporated, but an attempt has been made to keep it to a minimum.

3.2.2.4 The Learning Contents

Other decisions must be taken in course design dealing with the contents of a specific course. To determine the selection and arrangement of learning contents, the following four principles set out by Sweet (1845-1912) (quoted in Richards & Rodgers 1986: 7-8) for the development of a language method were followed:

- careful selection of what is to be taught;
- imposing limits on what is to be taught;
- arranging what is to be taught in terms of the four skills of listening, speaking, reading, and writing; and
- grading materials from simple to complex.

In language curriculum development, a selection was made, firstly, of different kinds of tasks, such as real-world tasks (see Table 6), to determine the sorts of things learners would need to be able to do when communicating in the real world. These were incorporated into a planning grid which set out its other dimension, the situation, the settings, and topics learners would need to deal with. Tasks were then checked off as they related to which situations, which setting, and which topics (Nunan 1990).

3.2.2.4.1 What is to be learned?

Since Unisa's Mandarin course is promoted as a 'Practical' Mandarin course, therefore, the functional syllabus is based on real life desired learning. The tasks listed are based on situations from daily life, e.g. exchange of greetings, questions and answers on a variety of topics (see Table 6).

TABLE 6
Selecting tasks

Tasks	
Ask for and provide personal information	
Ask for and provide factual information	
Ask for and provide attitudinal information - likes/dislikes	
Take part in transactional encounters (at restaurant, post office, hospital, etc.)	
Talk about where things are located	
Extract information from written signs	
Give and follow instructions and directions	
Describe people, things and places	
Make appointments face-to-face and over the telephone	
Based on the listed tasks above, worked out the following topics	
1. How are you?	10. Making a phone call
2. What do you drink?	11. Talking about a trip
3. What is your name?	12. Going on a picnic
4. How much is it?	13. Moving
5. Family and relatives	14. Talk about the weather
6. First visit	15. At a restaurant
7. Where is it?	16. At the post office
8. Where to go to?	17. In a library
9. Have a chat.	18. At a hospital

Having developed a communicative task and topics, the relevant phonological, grammatical and vocabulary items, which might need detailed treatment were also checked off. Thus, the learning outcomes were produced as follows:

The learners can demonstrate their understanding of Mandarin at a 'survival level' with limited vocabulary and apply their limited vocabulary in the following situations:

- | | |
|---------------------------------|--|
| 1. Greeting people | 2. Ordering drinks |
| 3. Introducing themselves | 4. Using expressions for shopping purposes |
| 5. Asking and giving directions | 6. Asking and telling where to go |
| 7. Expressing time and dates | 8. Talking about their family |
| 9. Talking about the weather | 10. Using expressions for the host and the guest |
| 11. Talking about hobbies | 12. Applying some other useful phrases in various situations such as in a hospital, in a library, in a post office, etc. |

All the most commonly used sentence patterns, grammatical items and some cultural or customary practices involved in the language are integrated in these topics. Some examples are given as follows:

Figure 4: Example: patterns, grammatical items and culture involved in the language

sentence patterns & grammatical items	culture or customs involved in the language
<ul style="list-style-type: none"> * stative verbs * question forms * basic word order: Subject - Verb - Object * Number - measure word - Noun * specifiers such as 這 'this', 那 'that' etc. * equative verbs such as 姓 'be surnamed', 叫 'be called', 是 'to be, am, is, are, were, was' 	<ul style="list-style-type: none"> * a Chinese surname comes before the title * how to reply to a compliment * the use of a name card * what kind of present should one take when visiting a Chinese family? * what is one supposed to say or to do when receiving presents?

<p>* comparing 幾 and 多少 'how many, how much'</p> <p>* co-verbs 在 located in, on, at, 從 from 到 to, 跟 from 替 給 對 用</p> <p>etc.</p>	<p>* how to address someone using his or her titles</p> <p>* knowledge about Chinese names</p> <p>etc.</p>
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Introducing Chinese characters at the beginners' level aims to support spoken Chinese. This means that one reads and writes as one speaks. This helps students to understand sentence structures. Only if a foundation of the spoken language is built, will reading comprehension be supported. The learning of characters will also enable students to recognise some public signs in Chinese.

3.2.2.4.2 Instructional methods - how do distance learners learn?

The question "How should I teach my students at a distance?" needed to be addressed. Firstly, since the learning process would largely be directed by the material that I was providing, both printed and on tape, the key question was what the material should look like and sound like. Obviously the material should look and sound attractive and should be conveyed in a style which would be easy and conversational. This is what Holmberg calls "guided didactic conversation" (1989: 43-46) (see 2.4.1 for a detailed explanation)

Secondly, since it was to be a language course, reference was made to the principles of second language acquisition reviewed by Brown (1994). From there, taking consideration of Ausubel's meaningful learning theory, the course contents were structured as a logical guide for the student. In the case of foreign language learning by adults, the student progresses from *understanding* to *learning*, from learning to *practice* (and drill) and from there to *recognition* and then back to understanding. These principles were then applied in the teaching process outlined by the course.

On the matter of *understanding*, the student should understand what he has been doing and also be made to realise what needed to be elicited from him. In some theories of teaching and

learning, a great deal is made of the concept of advance organisers which was developed by Ausubel (1978). This meant that my students needed to be told beforehand what was going to be done by me and what they should know at the end of the particular piece of work they were about to tackle.

The four aspects, namely *understanding*, *learning*, *practice* and *recognition* that have been mentioned are not sharply defined. Thus the aspect of understanding would, in a quite natural way, merge into the next aspect which is *learning* in the distance teaching-learning situation. According to Rogers (sited in Curzon 1990: 103 & 230-231), the teacher is a “facilitator”. In other words, the task of teacher is not to teach, but to “facilitate” to make learning easier and more comprehensive, thus understanding will be improved when learning takes place.

Nevertheless in this whole process, since the lecturer would not be physically present when learning took place, it has to be ensured that nothing in the teaching material was left to the imagination of the students. For everything they are expected to learn, they should have the basic tools available; nothing should in principle be uncertain. It was therefore necessary to write out the course fully, including text, explanation, and examples, and the printed material was of paramount importance. This also applied to the cassette tapes (very necessary for a language course) and also to personal contact, telephone questions, occasional classes and so on. The student should be made aware of the interrelated nature of all the teaching aids (Rebel 1987 in Adey et al 1990: 444-445).

The next point is *practice* or *drill*. Learning to make a particular sound or a tone in terms of taking Mandarin pronunciation is only one part of the process. Students had to distinguish the tones and the sound first, before learning the meaning of the word.

For example: [nǐ hǎo ma?] means “How are you?”

When students learn this sentence, they will be asked to listen to each sound [nǐ], [hǎo], [ma].

knowing that [nǐ] is third tone, pronounced [ni], and it means “you”;

[hǎo] is third tone, pronounced [hao], and it means “be good, be well, be fine”;

[ma] is a suffix for a simple question form and it always comes at the end of a sentence.

While they are learning the sentence, they are not only trying to understand the tone, the sound, the meaning, and the sentence structure, they will also be asked to imitate the sound, repeating the sentences they hear on the tape. The learning process involves understanding, learning, practising (listening and repeating), and gradually using sentences will become second nature. Only then, will the student reach the last stage of *recognition*.

Recognition leads to better understanding, it facilitates the learning process and retention through drill of what had been taught. Like the sentence given above, when someone says [ni hao ma], after a student has undergone the process, he or she will be able to understand the question, and give an answer (presumably he or she learned the correct response).

The process of teaching a foreign language is a complex one. As with many other subjects, it has necessarily to be broken down into components for purposes of study. Richards & Rodgers (1986: 158) considers that “most language teaching programs operate from a basis of informed eclecticism rather than by attempting to rigidly implement a specific method”. It is easy to be an eclectic; however, as Brown (1994: 291) noted, to practise “enlightened” eclecticism is quite another task.

In the Mandarin Chinese course taught at Unisa, a grammar-translation, the audio-lingual method, and the communicative approach are all used integrally to guide students. To apply the grammar-translation method, practice and drills of *Mandarin Chinese 1* consists of pattern drills and translation exercises, i.e. sentences in the vernacular are translated into Chinese. The Audio-lingual method is used to help students to develop their aural and oral skills. Brown (1994: 245) offers four interconnected characteristics as a definition of communicative approach: focus on all of the components of the communicative competence without being restricted to grammatical or linguistic competence. Thus, both fluency and accuracy are stressed and seen as complementary in *Mandarin Chinese 1* taught at Unisa.

3.2.3 Learning Package for *Mandarin Chinese 1*

The study guides, the audio cassettes and tutorial letter 101 informed students precisely how they should start and proceed with their studies. During 1993 to 1999, the tutorial package was developed for about 225 study hours (7.5 hours per week over 30 weeks). It was suggested that on average, seven hours should be spent on each lesson which includes one hour for the self-assessment exercises of that lesson, and two hours for each assignment. In 2000, the year-long course *Mandarin Chinese 1* course was changed into two modules, Both modules are available in both semesters. For the semester courses, the tutorial package was thus reduced to 120 study hours each.

In 1992, the study material included one ring bound written study guide, six audio-cassettes to be used in conjunction with lessons in the study guide, tutorial letters and assignments. It was offered as a trial course and the duration of the course was only six months. From 1993 to 1999, it was offered as a year course. The study material, in total, included three study guides, fourteen audio-cassettes to be used in conjunction with lessons in the study guides, a number of tutorial letters, assignments and a slide programme. In 1994, the three study guides were revised and then used for three years until 1996. Teleconferencing, a number of discussion groups, study groups, telephone contact and face-to-face discussion with the lecturer were also provided.

The first study guide was in fact a textbook and a study guide combined in one. Since all the study guides had to be revised for 1997, it was decided with Unisa's permission to divide Study Guide One into a textbook and a proper study guide. In other words, the textbook consists of the main learning content such as the dialogue, vocabulary, and detailed explanations regarding word usage, and cultural aspects while the more comprehensive exercises, learning activities, and detailed grammar analyses are contained in the study guides. To give students maximum flexibility in determining the pace at which they could complete a curriculum, the courses were put in modular form in the year 2000, *Mandarin Chinese 1* was thus revised in 1999 for the same purpose.

Table 7: An overview of *Mandarin Chinese 1* taught at Unisa

Year	Task/Work Done	Study Package		
		printed material	media (other than print)	supportive activities
1990- 1991	plan, design, compile, write the course			
1992 trial course 6 months	- compile 1st teaching guide - recording completed	1 ring bounded study guide 4 tutorial letters	6 cassette tapes	group discussions (Pretoria)
1993 year course	- compile and edit <i>Mandarin Chinese 1</i> textbook at academic level - re-do recording	3 study guides 7 tutorial letters	14 cassette tapes slide programme	group discussions (Pretoria)
1994	- revise 3 guides (used for 3 years: from 1994 - 1996) - course evaluation - by outside expert and by students	3 study guides 8 tutorial letters	16 cassette tapes	teleconferencing (Cape Town/ Durban) group discussions (Pretoria)
1995	- design multiple choice questions	3 study guides 10 tutorial letters	16 cassette tapes	teleconferencing (Cape Town/ Durban) group discussions (Pretoria)
1996	- design multiple choice questions - design self-assessment exercises	3 study guides 10 tutorial letters	16 cassette tapes	teleconferencing (Cape Town/ Durban) group discussions (Pretoria)
1997	- revise study guides - offer Mandarin Chinese 2 for the first time	1 textbook 2 study guides 7 tutorial letters print in tutorial letters form instead of Study Guides	14 cassette tapes 10 cassette tapes	videoconferencing (Cape Town/ Durban) group discussions (Pretoria)

1998	- revise material for Mandarin Chinese 2	1 textbook 2 study guides 12 tutorial letters print in Study Guide form	14 cassette tapes 12 cassette tapes	videoconferencing (Cape Town/ Durban) group discussions (Pretoria)
1999	- begin CD-Rom project for <i>Mandarin Chinese 1</i>	1 textbook 2 study guides 13 tutorial letters	14 cassette tapes	videoconferencing (Cape Town/ Durban) group discussions (Pretoria)
2000 2 semester modules	- reformat <i>Mandarin Chinese 1</i> into 2 semester modules (MAN101-R and MAN102-S) -begin video programme for <i>Mandarin Chinese 101</i>	2 study guides for each module 5 tutorial letters for each module	101-R: 10 tapes 102-S: 4 tapes	videoconferencing (Cape Town/ Durban) group discussions (Pretoria)
2001	- reformat Mandarin Chinese 2 into 4 semester modules: MAN201-U MAN202-V MAN203-W MAN204-X	2 study guides for each module	101-R: 10 tapes 102-S: 4 tapes 201-U: 6 tapes 202-V: 6 tapes 203-W: 4 tapes 204-X: 6 tapes	CD for 101-R Orientation Video for 101 & 102 videoconferencing (Cape Town/ Durban) group discussions (Pretoria)

3.2.3.1 Printed Materials

Basically, the *Mandarin Chinese 1* consisted of three components: (I) presenting and explaining new material; (II) providing practice; and (III) testing according to the four language skills: listening, speaking, reading and writing.

The printed materials consisted of a prescribed textbook, study guides and tutorial letters.

3.2.3.1.1 Prescribed book *Practical Mandarin for Beginners*: used as the textbook

The first lesson is a guide to pronunciation. To learn a new language such as Mandarin, a tonal language, it is essential to let students understand, be able to hear the difference, and distinguish between the four tones of the spoken language. Furthermore, it was intended to help students to understand the Pinyin romanisation system and how to use it as a tool for pronouncing Mandarin sound. This lesson is divided into segments. There is a diagram to show the sound duration of the four tones of Mandarin. Some illustrations show how the tongue should be positioned to produce the required sounds. A self-test is placed after section one. All of this is followed and checked with the audio tapes (see 3.2.3.2).

From Lesson Two onwards, each lesson is presented in the following sequence:

- ▶ *Dialogue*: Basic dialogue providing situations, settings, and topics which students will possibly need to deal with in their daily life, for example casual meetings and the exchange of greetings, discussions, questions and answers on a variety of topics. Chinese written characters are introduced right from the start of the course aiming at recognition, but will be studied in detail only from Lesson Five onwards.
- ▶ *Explanation*: When explaining each sentence in the dialogue text, each sentence has to be kept to the following sequence: The example in Figure 5 is taken Sentence 8 from Lesson Two:

Figure 5: Example - sentence No. 8 of Lesson Two from *Practical Mandarin for Beginners*

characters	:	哪裏，他有時候也很頑皮。
Pinyin	:	nǎlǐ, tā yǒushíhou yě hěn wánpí.
literal translation	:	(where, he sometimes also very naughty)
free translation	:	“Thank you/Well, he’s also very naughty sometimes.”

Throughout the textbook, a literal translation is always given in Arial font, in brackets (). Free translation is given in *Roman Italic* font, in inverted commas “ ”. The literal English translation shows the characteristics of the structure in Mandarin. The free translation reflects the same idea in English and is not a direct word for word translation.

A list of new vocabulary is presented in the explanation, in the same sequence as the new words appearing in the dialogue. The example in Figure 6 shows this,

Figure 6: Example - List of new vocabulary

哪裏 nǎlǐ	thank you (lit. “Where”, in reply to a compliment)
他/她 tā	he, him, she, her
有時候 yǒushíhòu	sometimes, occasionally
也 yě	also
etc.	

After the vocabulary list, relevant grammatical points and some expressions which show the Chinese way of thinking are explained. If the learners fully understand the cultural concepts behind the language, only then will they grasp the language effectively and properly (see Figure 7 for an example).

Figure 7: Example - from “Explanation” section

<p><u>哪裏 nǎlǐ is used when a compliment is received</u></p> <p>When someone pays you or your family a compliment such as “You speak Chinese very well” or “Your son is so clever”, you may reply 哪裏 nǎlǐ which literally translated in “where?” the meaning is something like “That’s not true.” or “You are too polite.” Humility is a very important characteristic for the Chinese culture, especially when your child has been praised. You must either deny it or offer some criticism to show you don’t deserve that praise.</p>

他 tā and 她 tā

In spoken Mandarin we do not distinguish between “he” and “she”. The pronunciation of both “she” and “he” is [tā]. During a conversation, therefore confusion can arise. You have to clarify gender by asking “Do you mean 男的 nán de ‘male’ or 女的 nǚ de ‘female’?”. However, as you can see, we do have a difference in the written Chinese.

有時候 yǒushíhou

有時候 yǒushíhou is a time-word. It can be either before or after the subject.

For example: 我有時候很忙。 有時候我很忙。
wǒ yǒushíhou hěn máng. yǒushíhou wǒ hěn máng.

Both mean “I’m busy sometimes.”

也 yě before a stative verb or a verb

也 yě is also an adverb. Therefore it always comes before a stative verb or a verb.

For example: 他好，我也好。

tā hǎo, wǒ yě hǎo.

He well, I also well.

“He is well. I am also well.”

The Punctuation marks

The punctuation marks such as period “。”, “，”, and question mark “？” are also used in the Chinese sentences. However, the usage of the comma in Chinese is different from that in English. In Chinese two sentences which are closely related can be connected with “，”. It simply reflects a pause when reading the sentences. Ancient Chinese sentences did not use punctuation marks and, part of a tutor’s job is to teach a pupil where to insert a pause when reading a text.

Some of the expressions show the Chinese way of thinking - which is why the literal English translation is necessary. Students are often reminded to “think in the Chinese word order” instead of trying to speak “English Chinese” or speaking Chinese in an “English way”.

Since the purpose of a language course is to teach one how to use the language and not just speak about the language, the grammatical points are provided to help students to understand the concepts and logic of Mandarin which may be different from their mother tongue. See Appendix 4 for an example on how to teach points of grammar. It explains the concept of [zai: in, on, at]. The term [zai] is a co-verb and it always comes before a place word.

- ▶ *Supplementary vocabulary:* According to the topic, additional vocabulary is provided so that students may choose to learn those words that will be needed in a specific situation - for example: Lesson Two introduces some titles for greeting purposes such as Mr, Mrs and Miss. Therefore, other titles in different fields are provided in the supplementary vocabulary such as ‘ambassador’, ‘minister’ of a governmental department for a diplomat; ‘manager’ for a businessman; ‘principal’ and ‘professor’ for an academic, ‘pastor’ or ‘priest’ for a Christian and so on. These terms are chosen according to the information obtained from target groups (see 1.1.1). The topic of Lesson Three is “What do you drink?”, therefore, besides those terms for drinks used in the dialogue, some more terms for various drinks are provided in the supplementary vocabulary for that lesson. Students are informed that vocabulary in this section may be used in the various drills.
- ▶ *Pronunciation drill:* Proper pronunciation is extremely important and it can never receive too much attention. Therefore, for the mastery of pronunciation, drills dealing with tones and sounds are provided in print materials and on audio tapes especially in the first five lessons.

- ▶ *Glossary - Chinese to English and English to Chinese*: In a beginning language course, it is essential to provide both Chinese and English glossaries. Adult learners especially active learners can become very frustrated if they can only use very limited vocabulary.

3.2.3.1.2 Study Guide 1 - the teaching guide

Study guides can be used in different ways. Du Plessis (1987: 13) underlines that study guide design should afford individual students the opportunity of developing their own learning styles.....The study guide should enable students to keep to the order of presentation if they wish, or to select areas they consider relevant.....It follows that study guides can hardly be “too easy” in this regard. They should, however, provide a measure of “difficult” work as well by, for example, inserting appropriate self-evaluation questions that challenge even the best of students.

While the prescribed textbook “Practical Mandarin for Beginners” offers the learning content - vocabulary, grammar, word usages and dialogues, the Study Guide 1 offers a thorough “teaching-learning” situation in written form to substitute for the “contact teaching-learning” situation. It provides two sections, an *Introduction to the Chinese language and language learning*. Under *Introduction to the Chinese language*, characteristics of the Chinese language, both spoken and written, are explained in detail. As a guideline, *Language learning* offers students a step-by-step learning sequence for each lesson. That aims to guide students on where and how to start.

The sequence followed is according to the lessons arranged in the prescribed book. Each lesson consists of the following structure.

- ▶ *Key points*: pointing out what a learner needs to pay attention to and where to obtain the correct information. This is especially helpful to those learners with average or lower than average language aptitude.
- ▶ *Patterns*: help a learner to understand sentence structure. This section aims to help students to understand Chinese word order. Students can also use this section for review

purposes.

- ▶ *Review*: is used as a post test after the learner has completed a lesson.
- ▶ *Character List*: provides a list of 30 characters in each lesson from Lesson Five onwards (both in traditional and simplified characters). The point here is merely the recognition of the characters. The purpose of the writing section is to help the learners to memorise the characters so that their reading skills can be improved. Being able to write the characters spontaneously is not expected at this level. Students can choose either traditional or simplified versions of the Chinese characters to learn - depending on where they intend to go in the future, e.g. Taiwan and Hong Kong are using traditional characters while China and Singapore are using simplified characters. They are however advised to start with traditional characters if they do not have any preference.
- ▶ *Characters from Character Lists in alphabetical order*: If students can recognise the character and know its pronunciation, but are unsure of the meaning, they can check this section to find the meaning.
- ▶ *Characters from Character Lists according to stroke order*: If students cannot remember the character at all nor the pronunciation, they can count the number of strokes used in the character to check this section. This provides training on how to use a Chinese dictionary at a later stage.

3.2.3.1.3 Study Guide 2 - the workbook

While Study Guide 1 provides guidance to support learning, Study Guide 2 is used as a workbook. It offers various practices and drills to strengthen one's learning. It consists of

- ▶ *Drills*: A variety of drills such as substitution drills, transformation drills and fluency drills have been included to stimulate creative use of the language for each

lesson. The suggested pattern sentences are used as models.

- ▶ *Reading practice:* Sentences are built up with the characters students have learned from each lesson. This kind of intensive reading aims to help students to gain basic reading capacity. All the sentences are also recorded on audio tapes (see 3.2.3.2). It is suggested that when they practise this section, instead of reading in silence, must they try to read aloud. According to Grabe and Stoller (2001) “fluency training” often involves reading aloud. It is one of the areas in which oral reading is a helpful support for reading development. In the case of *Mandarin Chinese 1* course, students will be introduced to new vocabulary by firstly learning how to say the word (the sound - listening) and knowing how to use the word (the meaning - express by speaking). Only afterwards will such characters be taught (recognition - reading). Therefore, it is especially true in Mandarin Chinese studies that oral reading will facilitate recognition.
- ▶ *Stroke order:* A stroke-by-stroke guide is offered to help learners to learn how to write each character correctly. When they know how to count the strokes, this will also enable them to look up a new character in a dictionary.

3.2.3.1.4 Tutorial letters

Students receive the above mentioned textbook and study guides on registration. Tutorial letter 101 is also included in the study package received at registration. While study guides and Tutorial letter 101 are prepared in advance (normally at least six months before registration of the course), other tutorial letters serve as “additional support” to pass on information regarding the course to the students during the year. In the case of *Mandarin Chinese 1*, self-assessment exercises are provided in tutorial letter form for practice. The advantage of the tutorial letter is its flexibility. Assignments and self-assessment exercises are suitable to include in tutorial letter form since questions may need to be changed or updated every semester or year. For Mandarin courses, students’ assignments help in evaluating which areas need more attention, more explanation, or more practice. From that feedback, additional exercises can be included in the next tutorial letter.

Tutorial letters for Mandarin courses are normally divided into several sections as follows:

- ▶ *Tutorial letter 101*: This compulsory tutorial letter includes general information such as submission dates for assignments, the assignments (including written and recording assignments), a list of contents of the cassette tapes, a list of recommended readings and audio and visual aids (e.g. cassette tapes, video cassettes and CDS available in the library, etc.) (See Appendix 5).
- ▶ *Tutorial letter 102*: This tutorial letter supplies self-assessment exercises for each lesson. (See Appendix 6). The purpose of the self-assessment exercises is to offer the learners thorough learning activities, particularly in listening comprehension as well as their understanding and grasp of the concept of Chinese sentence structures and word usage. Such exercises aim for accuracy. (This is explained to the learner in tutorial letter 101 on page 25.) To get a balance between communicative competency and linguistic proficiency (see 2.3.1), various short exercises were designed to facilitate learning. Since those exercises aim for accuracy, they normally have standard answers, thus they are suitable to be used as self-assessment exercises.
- ▶ *Tutorial letter 103*: It provides suggested answers for self-assessment exercises in tutorial letter 102 (See Appendix 7). References are given to students for each answer, namely where to find the answer in the book or study guide.
- ▶ *Tutorial letter 104*: When students enrol for the course, they are asked if they want to contact their fellow students. According their choice, a name list for study groups is given to those who are interested in contacting their fellow students. This is to encourage what Moore (1993: 19-24) describes as “learner-learner interaction”.

Since there are a number of students who are unable to attend the group discussion, a report on the Group Discussion is included in this tutorial letter to keep all students informed.

If there are some activities or events in the Chinese community, such as an exhibition of Chinese art, a Chinese film with Mandarin soundtrack on the local circuit, a celebration being held for Chinese New Year among Chinese community, details of these are given in this tutorial letter as well. The purpose is to offer students to have some contact with and involvement in a Chinese environment.

- ▶ *Tutorial letter 105*: offers comments on general mistakes encountered by students. These general mistakes have been collected since 1993 from students' assignments and questions they raised. This tutorial letter is therefore up-dated every year (see Appendix 8).

3.2.3.2 Audio cassettes

Van den Bogaerde (1987) stresses that in the case of language where sound itself is part of the course, audio cassettes are absolutely necessary. This is even more important with Mandarin Chinese, a tonal language in which the tone of the word will determine its meaning. That is the reason for the audio tapes which are used in conjunction with the lessons, reviews, drills and exercises.

Students are also reminded constantly that when learning a new language, they must train their ears more than their eyes. This means that they must listen to the tapes as often as they can and not depend on the reading of Pinyin too much. They have to be reminded that instead of reading the phonetic system, they must listen to the pronunciation and repeat aloud. "*Listen and Repeat*" is continually stated in the group discussions, in the tutorial letters and lecturer's comments on their assignment tapes.

The audio tapes have been recorded by a male voice and a female voice. Because of the difference in pitch between a man's and a woman's voice, male students may find it difficult to know exactly how high or low they should pronounce the tones. Therefore the male students can imitate the pitch of the male voice.

The tapes are clearly divided into segments, each segment corresponding to a study unit in the study material. The contents of the cassette tape for *Mandarin Chinese 1* includes Dialogue, Explanation, Drills, Patterns, and Listening comprehension tests for self-assessment exercises and assignments.

An effort was made to leave time after each word or sentence on the tapes for the students to practise their oral skills by repeating the sounds they have just heard. However, due to a tight budget, this practice time had to be shortened in places. Students can, however, stop or rewind the tape whenever they feel it is necessary. In the very beginning, it will be very difficult for students to mimic the pronunciation of a foreign language at a normal tempo (Williams & Sharma: 1988). Therefore, the tempo of the recordings is arranged from very slow tempo for the first five lessons, and the speed gradually increases to normal tempo from Lesson Six onwards. The last four lessons are recorded at a little faster than normal tempo. The main purpose is to train students' ears to become accustomed to more typical speech habits.

3.2.3.3 Group discussion - combined with teleconferencing

Feedback is essential in any kind of teaching and learning situation. Group discussions are one way to gain feedback from the students through the support of the educational organisation. For *Mandarin Chinese 1*, students are informed in advance of what they should prepare for the group discussions. These group discussions are normally arranged a week before the due date of the assignments. If some students need help regarding the assignment such as uncertainty of pronunciation before doing the recording section, or unsure about some word usages, then their needs can be met.

Since 1997, one or two students who have completed *Mandarin Chinese 1* the previous year have been invited to attend the first group discussion each year. They are asked to (1) share their learning experiences with new students, (2) demonstrate their speaking ability by making conversation with me. The purpose is to encourage our new students by seeing how much it is possible to achieve in only one year.

The group discussion of *Mandarin Chinese 1* was arranged via a teleconference in 1993 for the first time. Students from Cape Town and Durban were linked with students in Pretoria. Some handouts were sent to the contact person in each area so that, whereas the students in Pretoria could see the material from an overhead projector, students from Cape Town and Durban could follow from their handouts simultaneously. Students from the above-mentioned areas participated very actively.

At the end of the two hours of discussion, students in Pretoria were asked to write down any comments or suggestions and give them to the lecturer. Some said the discussion had helped them solve some problems they had encountered; others said that they had found it very stimulating. In general, they felt more confident afterwards. A tutorial letter was sent out after each group discussion mainly to repeat those important points which had been stressed at the group discussions. For the benefit of those who could not participate for various reasons, i.e. living too far from the Unisa campus or Unisa Learning Centres, or having other obligations or arrangements.

The teleconferences were held in 1994 and 1995 in a similar manner. However, since the number of participating students increased substantially at the Unisa Campus in Pretoria, it was decided to run group discussions separately from the teleconference group to avoid distraction. A teleconference is suitable for a small group because it is easier for participants to remember each other's names and be familiar to each person's voice in a small group. When the group is too big, confusion arise especially for participants in Durban and Cape Town, who rely purely on the voice and cannot associate the voice with a face.

The following Table 8 shows the teleconference and videoconferences held for *Mandarin Chinese 1* since 1993 to 2000. The group discussions are normally arranged on Saturdays after a survey showed that day to be most suitable for most students. Many of them have difficulty in taking leave to attend group discussions during the weekdays - except in the evenings.

Table 8: Teleconferencing

year	Venue	Type	Remarks
1993	Pretoria	Face-to-face in a lecture room at Unisa campus; Teleconference linked Pretoria with Durban & Cape Town.	Held three times on Saturdays. Duration: 2 hours each time. 1st time: July, PTA, Durban & CT 2nd time: April, Pretoria only 3rd time: September, PTA, Durban & CT before the exam.
	Durban		
	Cape Town		
1994	Pretoria	Face-to-face in a lecture room at Unisa campus; Teleconference - linked Pretoria, Durban and Cape Town	Held three times on Saturdays. Duration: 2 hours each time. 1st time: July, PTA, Durban & CT 2nd time: April, Pretoria only 3rd time: September, PTA, Durban & CT before the exam.
	Durban		
	Cape Town		
1995	Pretoria	Face-to-face in a lecture room at Unisa campus	Held three times on Saturdays Duration: 3 hours each time
	Durban	Teleconference - between Durban and Cape Town	Held twice on Saturdays Duration: 2 hours each time
	Cape Town		
1996	Pretoria	Group discussion	Held three times on Saturdays Duration: 3 hours each time
	Durban	Teleconference - between Durban and Cape Town	Held twice on Saturdays Duration: 2 hours each time
	Cape Town		
1997	Pretoria	Group discussion	Held three times on Saturdays Duration: 3 hours each time
	Durban	Videoconference	Held twice on Saturdays Duration: 2 hours each time
	Cape Town	Videoconference	Held twice on Saturdays Duration: 2 hours each time
1998	Pretoria	Group discussion	Held three times on Saturdays Duration: 4 hours each time

	Cape Town	Videoconference	Held twice on Saturdays Duration: 2 hours each time
1999	Pretoria	Group discussion	Held three times on Saturdays Duration: 5 hours each time
	Durban	Videoconference	Held twice on Saturdays Duration: 2 hours each time
	Cape Town	Videoconference	Held twice on Saturdays Duration: 2 hours each time
2000	Pretoria	Group discussion	Held three times on Saturdays Duration: 5 hours each time
	Durban	Videoconference - between Durban and CT	Held twice on Saturdays Duration: 2 hours each time
	Cape Town		Once separated, once joined between Durban and Cape Town

From 1997, videoconferencing replaced teleconferencing. Due to technical problems, videoconferencing could be arranged with only one area at a time. In other words, the same topic for the videoconference was held twice, one for the Cape Town area and one for the Durban area. This problem has been overcome since 2000. A video conference can now link Pretoria to Cape Town and Durban simultaneously. The bridging cost is R100 per hour payable to TSA if Unisa campus in Pretoria phones and makes the connection. If we require TSA to effect the connection, the cost will be R240 per hour. The total cost for the proposed 2 hours' conference will therefore be only R400 or a maximum of R480. This is certainly more cost-effective than the R3000 cost for a group discussion in Cape Town. To run a video conference costs only R200 per hour, and it costs the same if two areas such as Cape Town and Durban are linked during the same conference.

With a small number of students, video conferencing is an ideal way to give students necessary support. Video conferences have been held many times in the past five years and all the students have indicated that they enjoyed them very much and found them very helpful. For a distance education institution, this method provides great support and encouragement to our

students. It is also believed that video conferencing will play an even greater role in our future development.

At the end of the year after the examination, a letter is usually sent to all students in the Gauteng area to suggest gathering over a Chinese meal. The Chinese restaurant is contacted in advance to ask the waiter or waitress concerned to speak only Mandarin to our students. A printed menu in Chinese will be given to the students and they are asked to order their drinks in Chinese. Proper table manners and conversation are practised in a more relaxed way. This Chinese meal gathering has taken place for four years and it has been very successful each time.

3.2.3.4 Slide programme

Language is the all important key which opens doors to new understanding. By learning a “foreign” language, a student discovers a new world of thinking - for a people’s language contains the essence of their civilization, their culture and their customs. A slide programme was designed to complement the learning package in 1994. It consists of an introduction to the basics of Chinese geography, history (the evolution of the dynasties), spoken language and writing. The slide show is presented to students at the first group discussion every year and is also available from Unisa libraries and at Unisa Regional Learning Centres in South Africa. Students have welcomed the slide programme saying they found the pictures and the background Chinese music attractive and gained a better understanding regarding the geography and history. It has been learned that materials of this kind are invaluable particularly for introducing a complicated subject such as China’s long history. It is flexible, one can run it forwards or backwards, or stay on one slide to talk in more detail.

In 2000, this slide programme was adapted as an “Introduction to Chinese culture” and was included in a CD-Rom for Module 1.

3.2.3.5 Video cassettes

Because the Chinese language is a non-Indo-European language, there are numerous cognitive barriers for the learners to overcome. In the past, It has been found that video conferences and group discussions have assisted, to a significant extent, in not only breaking down study barriers to students who attended, but also in strengthening their motivation to learn. However, there were many students who reside overseas or away from the main urban areas of Johannesburg, Pretoria, Cape Town and Durban and were thus unable to attend the group discussions or video conferences. The idea therefore emerged of using video as a medium to provide substantial assistance to those learners who could not reap the benefits of group discussions and video conferences.

The use of video by learners in a multimedia language course is supported by White (2000). She proclaims that video is used primarily to orient students to new material, and to gain background, into which subsequent material can be integrated.

In 2000, while preparing the video-clip for the CD-Rom project, I used that opportunity to make a twenty-minute video program and send it out to students who had enrolled for the first module of Level One in the second semester of 2000. The feedback from students was very positive. I therefore decided to produce a more comprehensive video programme for our students.

The first video is an orientation video which covers step-by-step guidelines regarding the learning package, suggestions of learning methods and offers of support to strengthen learner's motivation. The material normally included for our first group discussions was also demonstrated in the video. This video was completed in May 2001 and was sent to students who enrolled for first module of Level One during the second semester this year (2001).

The second video is an interactive-learning video which includes all the situational dialogues according to the contents of Module 1. This video focuses on each of the dialogue settings as they appear in Lessons Two to Eight in the prescribed textbook. Each lesson will consist of

three learning sections: *Dialogue*, *Key sentences*, and *Drills*.

- ▶ *Dialogue*: Two other people joined me in recording these dialogues to play different roles according to the situation settings.
- ▶ *Key sentences*: After showing the dialogue, the key sentences from that lesson are explained one by one with visual descriptions.
- ▶ *Drills*: Some students joined me in the drills section in which are demonstrated various drills with students for each lesson. There will be a break between each of the lessons so that students can stop the tape and review it before they continue with the next lesson.

At the end of each lesson, the Dialogue will be re-played once. This video is still in the process of editing but it is hoped that these two programmes will help students make a meaningful start to their studies and reduce the drop-out rate of the students.

There is another reason why the video cassettes are necessary. Refer to Table 8 on page 78, those videoconferences and group discussions are only held for *Mandarin Chinese 1* only. Since 2001, with six modules - two for Level One and four for Level Two - operating each semester, holding two group discussions for each module would take twelve Saturdays - not mentioning any videoconferences. This is an undue load on one lecturer and video cassettes will reduce this burden.

3.2.3.6 CD-Rom

The greater importance of language pedagogy in the technology-pedagogy cooperation known as CALL cannot be overemphasised. While language pedagogy has seen continuous changes over the years as well as a wide range of beliefs and opinions at any particular time, Zhang (1998: 52-53) suggests the importance of meaning, interaction, practice and learner-centeredness to be among the central tenets of today's language teaching methodology.

It was mentioned earlier in 2.4.2.6, facing the escalating development in computer technology, Moore and Kearsley (1996: 6-7) explain "Good quality requires that the development and operation of each component be controlled in such a way that it is fully integrated with the

development and operation of all other components, making each supportive of the others". In other words, good computer-based courseware must be able to support the learning, according to the target group's needs and the learning content which they tackle. It must also be user-friendly since many students and teachers may not be trained in computer literacy.

To augment the existing printed material which includes a prescribed book *Practical Mandarin for Beginners*, two study guides and number of tutorial letters, a CD-ROM based courseware is developed to supplement learning of *Mandarin Chinese 1*. In other words, it is a textbook-dependent programme (Xie 1999: 105).

This CD-Rom based supplementary learning programme consists of many interactive exercises to help learners in distinguishing the sounds, learning the vocabulary and recognising the characters. It is hoped that this self-paced programme will provide our students with the necessary development through interactive activities and learn to improve their listening and/or reading comprehension. Some important pedagogical and practical questions (as Zhang, Moore and Kearsley suggested above) were considered when designing the programme.

However, It is important to remember that CD-Rom technology is not 'an electronic book with talking pictures' - computer systems have the ability to react to stimulus.

When designing the CD-Rom programme for module one of Level One of Mandarin course, the selection model provided by Moore and Kearsley (1996: 97) were referred:

- *Media attributes required by instructional objectives and learning activities*

As a language learning, an audio element would surely be essential. To demonstrate the tone levels, for instance, the animation can help distance learners to distinguish between the four tones. Other integrated resources could teach learners subject-related skills, for example, characters recognition, stroke order.

- *Student characteristics*

As distance learners, students are informed in the very beginning that they must learn to work independently. However, computer games can be one way to help them to be

motivated.

- *The learning environment*

The environment seems to be well equipped with the necessary technology. Unisa also offer both venues and equipment for using the media (at Library, various Centres), the task should be appropriate to learning environment

- *Economic or organisational factors*

Most learners of Mandarin Chinese students are fortunate in living in an area where a supplier of educational software provides both the infrastructure and the programmes that are required.

(Refer to appendix 9-1: Four tones. When a person clicks on mā, the corresponding animated tone line will then be highlighted and moves in the relevant direction; Appendix 9-2: Fishing game; Appendix 9-3: demonstrating character writing.

3.2.4 Other Support Mechanisms

Study groups and personal contact have been utilised as a support to bridge the distance between teacher and learner in distance education. Personal contact in various forms is particularly encouraged.

3.2.4.1 Contact with other students

Since 1995 to support language learning, students who have enrolled for Mandarin courses have been encouraged to form study groups. During the 1996 academic year, three students were appointed as “peer-proctors” one each in the Pretoria, Cape Town and Durban areas. All of them obtained very high marks (over 85%) in the 1994 or 1995 course.

Every year, at the first group discussion, these “peer-proctors” or group leaders are invited to meet new students. The group leaders in Johannesburg and Pretoria will come to the main Unisa Campus in Pretoria. The others go to the Unisa Learning Centres in Durban or Cape Town to meet students at the video conference venues. Those appointed group leaders can

contact me at anytime for help or support regarding the group study. The group leader is requested to send me a report regarding the progress of members of the study group. (See Appendix 10.1 - my letter to group leader, Appendix 10.2 - my letter to students, 10.3 - a report from a group leader).

Since 1997, contact was also made with some native speakers of Mandarin who were willing to act as group leaders to help students with conversation practice. Their names and contact numbers are given in a tutorial letter and students are free to contact them if they are interested.

Both group discussions and study groups encourage what Moore (1993: 19-24) describes as “learner-learner interaction”.

An interesting finding is that not all the students are keen to join the group discussion or study groups. Their reasons vary but they can be divided into two categories: either they prefer to study alone or they feel that their vocabulary is still very limited so conversation practice would not yet be worthwhile. One can say some beginners in language learning prefer a “silent period”. This is supported by Krashen and Terrell (1983: 76) who state in the pre-production stage, students are not expected to respond in the second language, although they participate in the language activities.

3.2.4.2 Contact with lecturers

In almost every tutorial letter, students are encouraged to contact the lecturers through telephone, letter, e-mail or personal visits.

3.2.4.2.1 Telephonic contact

Lewis (1984) points out that telephone contact with tutors or lecturers can be one way of providing support for DE learning. This arrangement is made possible in the light of Willis’ argument (1993: 108-109) that interaction is one of the essential components of effective distance learning experiences. He suggests that students be encouraged to “call with questions,

comments, and concerns.” In view of the fact that many students are employed during the day, evening office hours should also be considered with stated permissible times for lecturer contact.

The lecturer of our *Mandarin Chinese 1* and *Mandarin Chinese 2*, is available from 8:00 to 13:00. In the case where some students have difficulty in contacting me during office hours, my home telephone number is also given in the tutorial letter. The students are told that they may phone me at my home between 19:00 to 21:30 if they encounter problems with their studies or assignments.

Since 1998, Unisa has offered some telephonic extension facilities. The ‘call forward’ facility has been used frequently and students found it helpful in communication with their lecturers. This facility enables the lecturer to divert calls from his or her office telephone number to his or her home number when he or she takes recess leave and work from home. When students phone the lecturer at the office, their phone calls can be received at home. When the lecturer leaves the office for a short while, e.g. going to the library, having a discussion with colleagues in their office etc., the office number can be diverted to his or her cellphone number. He or she can thus either answer the phone calls or if he or she is in a meeting, they can leave a message on his or her voice mail so that their phone calls can be returned later.

In Tutorial letter 101, students are encouraged to contact the lecturer by telephone or other ways. The various ways to contact the lecturer are explained, such as leaving a message with the departmental secretary, phoning the lecturer at office or at home, or leaving a message when the lecturer is unavailable.

3.2.4.2.2 Letters

Besides tutorial letters, at least three “personal” letters are written to all students. The first personal letter is a “welcome” letter. It will be sent to students when student cards are received. The opportunity is used to introduce myself, explaining some important issues regarding learning Mandarin as a foreign language, and attach a questionnaire, mainly to learn their

expectation from the course (see Appendix 11.1). The second personal letter is sent out two to three weeks after the first assignment due date to find out how they are doing, especially for those who haven't yet done the first assignment (see Appendix 11.2). The third letter is sent to them after the exam results are released. I congratulate those who have passed the exam and encourage them to carry on with their Mandarin studies to the next level. I will also write a letter to those who did not write or pass the exam, mainly to show my empathy and encourage them to try again.

Students really appreciated these personal letters. Many replied after they received the first letters, and all most everyone replied after they received the second letter. They really appreciated the fact that the lecturer cared for their studies. Two examples given as follows: they both replied after they received my 2nd e-mail.

Dear Luo laoshi,

Thanks for the discussion we had today. It really means a lot to me know that you care so much about your students. I look forward to continuing my studies.

ni hao, Luo laoshi,

Thank you for your personal e-mail. It is a great inspiration for my studies when your distant lecturer makes a special effort to see how you are doing. I must apologize for my absence A few unfortunate circumstances prevented me from handing in the assignments on time, but I can assure you that I will try my best to complete the exams as best I can. My difficult situation here in Taiwan has undermined my determination to make a huge success of my Mandarin studies through Unisa, but I hope that this will not reflect negatively on my real enthusiasm to learn the language and in some way become a part of the culture. Thank you for your concern,.....

Students also contact me by letter, usually asking questions regarding studies, requesting extensions for assignment, and sometimes explaining the difficulties in their learning and wish

for advice or support.

3.2.4.2.3 E-mail contact

An interesting finding is that most students who live close to the lecturer's office or her home do not contact her as often as those who live far away, e.g. in Cape Town, Durban or overseas.

More and more students are contacting the lecturer via e-mail. They normally contact her for the following reasons:

- ▶ asking questions regarding the studies
- ▶ asking for extensions on their assignment due date
- ▶ asking advice regarding their personal choices, i.e. which dictionary to buy, opinion of a new Chinese book bought overseas, where to get a Chinese gift for their mother's birthday, where to travel in China, etc.
- ▶ sharing some information with the lecturer, e.g. sending her a Chinese software programme, a website address which offers Chinese shareware programme, etc.

When this kind of information is received, it would be forward to other students

Since the lecturer knows her students' vocabulary and their level, when she replies to their e-mails, she often tries to write something in Chinese. Pinyin is used with numbers to indicate the tone (e.g. ni3hao3ma?). If students who have Chinese software available, she welcomes them to send her e-mails in Chinese. On request, the correction will be made and returned to them. Otherwise, she will just reply to the e-mail without correction, if the errors are not material, to encourage them to communicate with me in Chinese without fear or pressure. The effective language learning requires feedback, which is a form of interaction. It is believed that this kind of interaction will only happen if we allow our students to feel less pressure regarding accuracy. In teaching "four skills" - listening, speaking, reading and writing - the emphasis is usually on fluency. Thus, the emphasis is the development of learners' facility in receiving and conveying messages, with a corresponding lowering of emphasis on accuracy (Ur: 1997).

3.2.4.2.4 Personal visits with lecturers

In almost every tutorial letter, students are encouraged to visit the lecturer, either individually or in small groups. Since the lecturer lives in Johannesburg, to make it more convenient for students, she also offers those who live in the Johannesburg area an invitation to go to her home for discussions or questions. During the ten years of teaching at Unisa, she has had many students visiting her either at the office or at home. All students have appreciated this opportunity and they have really used this time respectfully. Face to face type personal contact can make students feel special and boost their motivation.

This is supported by Lewis (1984: 40-57). Despite the student's adult status, he pertinently points out that students require general support in the form of advice, counselling, regular and non-threatening contact, building confidence, and help in becoming more autonomous.

3.3 ASSESSMENT OF STUDENTS' PROGRESS

Learning should, be reinforced by assessment to measure students' progress. Juler (1984: 63) explains that assessment is a means to an end, the end being the knowledge of both facts and people. ...He explains the metaphorical use of the words "measure" and "assess", drawing on technological and linguistic information to support the two main views. Firstly, that the outcome of measurement in assessment should be a much richer description of student performance than is usually the case and, secondly, that assessment practices generally should facilitate the "besideness" of teachers and learners so that the deepening of knowledge is mutual. The challenge to distance education in using any communication method is to adopt attitudes which allow these views of measurement and besideness in assessment to prevail.

Later, Juler (1984: 69) points to the difference between "examine" and "assess":

"Examine" is derived from the Latin *examen* which is nothing more than the pointer on a weighing balance while "assess" comes from the Latin *assideo* which means literally "to sit by or near a person or thing". The latter, therefore, is a human metaphor which ought to describe a richer and more personal kind of activity than be former, and my

reason for dwelling on its earliest associations is that I believe our effort should be directed to making assessment live up to its origins rather than its more circumscribed later history.

Juler's arguments are worth thinking about, and are a useful starting point for deciding whether any assessment and self-assessment instruments used in a distance-learning package actually measure what they set out to measure.

Heese (1998: 162-165) suggests some assessment methods, namely academic essay, multiple-choice items, portfolio assessment and short paragraphs. She further points out the strengths and weaknesses of each methods and suggests where will be well suited to each methods.

There are two kinds of assessment: formative assessment and summative assessment.

3.3.1 Formative assessment

Formative assessment is aimed at allowing students to test their understanding of particular material in ongoing way and to find the path to improvement. This type of assessment most often takes place through assignments and through self-assessment questions throughout a course.

3.3.1.1 Assignments

In distance education, assignments play an important role in gaining the feedback between the learner and the lecturer. One way to monitor students' work is through their assignments.

In 1993 and 1994, *Mandarin Chinese 1* contained ten assignments, six of which carry credit marks. If students submit and pass five of the six assignments, they will obtain the required 100 credit marks to be admitted to the examination.

Since feedback from students indicated that it took quite a long time to do all the assignments,

shorter assignments were then set since 1995. With the eighteen assignments, each assignment covered 2 lessons' work - an old and a new one (e.g. Lessons 1 & 2; Lessons 2 & 3, Lessons 3 & 4, etc.). This gave students a chance to review a previous lesson while learning some new material. The purpose was to reduce the anxiety for slower learners and at the same time to stimulate those active and quicker learners.

To test four language skills in a language learning, the four methods have been integrated for different purposes. Academic essay and short paragraphs are used in assignments. Since *Mandarin Chinese 1* is a beginners' course, writing an essay or a short paragraph aims to test students' language proficiency in their vocabulary and fluency rather than character writing. It means that students can use Pinyin to write them. However, students are encouraged to use the characters they have learned.

Most assignments contain the following components:

- *Listening comprehension*, in which students have to listen to a certain part of the assignment tape for the questions, and then write down the answers. It is stressed that students should try to understand the statement or the question by listening and then write down their answers. They must not write the questions they have heard then formulate their answers after re-reading the questions. It is not easy to monitor students if they follow my suggestions; however, it is stressed that this is for their own benefit.
- *Reading comprehension*: This is normally set up in two forms: reading a story in Chinese characters and then answering the questions, or translating the sentences from Chinese characters into English.
- *Translations from English to Chinese*: Students will normally be given a pattern format as a guideline to translating sentences from English to Chinese. This is mainly to test if they grasp the pattern and know the word order correctly.

- *Recording*: There are three assignments requesting students to make recordings by reading a paragraph in Chinese, or by giving an introduction of themselves in Chinese, or by making up a conversation according to suggested topics. Students then submit their recorded tapes for comment from lecturers. They are also asked to practise with the lecturer on the tapes. With a language course, this feedback is especially important and students have commented that they find it most helpful.

In 1997, the number of assignments was reduced to only involve listening comprehension and recording sections. Self-assessment exercises were then added for each lesson and included in Tutorial letter 102.

Most students have found the assignments stimulating and challenging, although several have said they were difficult but helpful. All the students have responded favourably to the 'recording section' and have appreciated the comments that were made for them on tape. They said that they felt this method to be very effective, because their mistakes had been corrected on the spot, so that repetition of the same kinds of errors could be avoided.

Some students who have Chinese word-processing programme and request to do their assignments with computer. There is no objection for it because it is a good way of learning both Pinyin and Chinese characters. It has also been observed that there is a positive outcome to this exercise. Using the Pinyin input method to type Chinese texts enhances the student's capability in recognising and memorising characters and in learning the words. Because they need to know the pronunciation of words and identify the correct characters among a list of homonyms to make correct selections. (Most Chinese programmes require the typist to choose each proper character from a group of characters of same or similar pronunciation.). Those students who use Chinese word-processing to do their written assignments (i.e. write down the required recording passage and then do the recording) have found that using Chinese word processing are less stressful and more fun. However, empirical evidence showing that using Chinese word processing substantially facilitates character recognition and word memorisation would be useful.

Almost every year, there are non-Chinese speaking students who register for Unisa's Mandarin course from Taiwan. Therefore, their pronunciation is influenced by "Standard Taiwanese Mandarin" and "Substandard Taiwanese Mandarin" (Li: S.a.). An obvious example is the disuse of nonsyllabic final -r. Most students who are influenced by "Standard Taiwanese Mandarin" will pronounce the word "know" [zidao] instead of [zhidao], "teacher" [laosi] instead of [laoshi]. Another example is those students who stay in the south of Taiwan are influenced by "Substandard Taiwanese Mandarin" and will pronounce the word "aeroplane" as [huiji] instead of [feiji], "teacher" as [laosu] instead of [laoshi], "son" as [ezu] instead of [erzi]. When this problem is encountered, marks are not deducted. However, the differences are pointed out to the learners, the examples are recorded on tape and the students are asked to listen, compare and practise. For example:

Figure 8 example: Supplement exercise for assignment

Compare [shi] and [si] sounds

西施死時[时] 四十四歲[岁]。

Xī-shī sǐ shí sì-shí-sì suì.

Compare [fei] and [hui] sounds

抱著灰雞上飛機，飛機起飛，灰雞要飛。

抱著灰鸡上飞机，飞机起飞，灰鸡要飞。

bào zhe huījī shàng fēijī, fēijī qǐfēi, huījī yào fēi.

Compare [yue] and [ye] sounds

爺爺越來越喜歡紐約的紅葉。

爷爷越来越喜欢纽约的红叶

yéye yuèláiyuè xǐhuan Niǚyuē de hóngyè.

Compare [e] and [er] sounds

我的二兒子和二女兒有一隻鵝。

我的二儿子和二女儿有一只鹅。

wǒ de èr érzi hé èr nǚér yǒu yī zhī é.

3.3.1.2 Self-assessment questions

Research shows that using self-assessment serves two purposes: (1) aiding learners to discover and use assessment criteria, and (b) helping them evaluate their own progress in order to plan further activities (Oxford: 1990 (a), also see Holec: 1981). According to Adey et al (1992), immediate feedback is of the utmost importance to distance learners.

Due to three major reasons (1) unreliable post in South Africa (2) heavy workload on lecturer, and (3) complicated administrative processes, self-assessment questions are set up for each lesson for *Mandarin Chinese 1*.

While the recording assignments aim for fluency, self-assessment exercises aim for accuracy. The self-assessment exercises offer students thorough learning activities particularly with the knowledge and understanding of word usage and the concepts of Chinese sentence structures. Therefore, multiple-choice items have been used to test the sentence structures and word usage since 1997. For example: In Lesson 8, students learn the concept of the co-verb [zai] and are supposed to know that the co-verb [zai] comes before the main verb. To test if students understand this concept, a multiple-choice question can be set like this:

Figure 9: Example: multiple-choice question

<p>I study Chinese at University of South Africa.</p> <p>(a)我念中文在南非大學。</p> <p>wǒ niàn Zhōngwén zài Nánfēi dàxué.</p> <p>(b)我在南非大學念中文。</p> <p>wǒ zài Nánfēi dàxué niàn Zhōngwén.</p> <p>(c)我念中國話在南非大學。</p> <p>Wǒ niàn Zhōngguó huà zài Nánfēi dàxué.</p>

At the beginner's level, focus on a single purpose is important. Otherwise it will cause anxiety to the students. The above example is to test their understanding regarding the word usage of

[zai], thus English is provide as a hint, Pinyin is also provided since this section is not testing students character recognition.

3.3.2 Summative assessment - final examination

From 1993 to 1999, the duration for the examination was three hours due to Unisa's requirement of full year course. For *Mandarin Chinese 1*, the examination consisted of three sections:

Section A consisted of three sub-sections; all the questions are multiple-choice items and they were focussed on conversation ability by testing

- A.1 common phrases or idiomatic expressions used in conversation according to Chinese culture
- A.2 comprehension regarding the word order
- A.3 word usage

Section B comprised of reading comprehension. With two choices, B1 or B2:

- B.1 a short story written in Chinese, followed by 10 multiple-choice questions in English for students to answer.
- Or
- B.2 20 phrases/signs or sentences written in Chinese and two or three English translation are given, students must choose the correct one .

It aims to test students reading comprehension, therefore, it is focussed on 'reading' only, writing is not involved.

Section C was a 'practical conversation' test. According to a given situation (e.g. self-introduction, a 'thank you' letter to a Chinese friend for a visit, etc.) students were asked to write a short paragraph.

A character list was given which included all the characters the students had learned. Since the first year was focussed on character recognition, writing was not the aim in the test. So students were encouraged only to write some characters with the aid of the character list. As long as they can recognise the characters by selecting the correct ones, it is acceptable just to copy them.

The lecturer has realised that without giving an oral test, one cannot obtain a full picture of a student's language proficiency level regarding the four language skills. However, in learning a foreign language at a distance, especially Chinese, she believes that she has to give students some time to prepare themselves before she can test them orally.

When the year course was reformatted into two semester courses, the duration for the examination was reduced to two-hours. Basically the examination still consisted of three sections: vocabulary, sentence patterns and character recognition. In the limit of two hours, the focus was more on word usage rather than on sentence patterns.

To perform a more effective evaluation on students' speaking ability, an oral test can be done at a more advanced level. It can be arranged via video conferencing for students who are unable to come to the main campus for the oral test.

3.4 SUMMARY

It is likely that higher education institutions in South Africa will adhere to the traditional style of language teaching. The course will not be considered of sufficient as high academic standard if no literary texts are included in the learning package. Therefore, literary works can be found at first year beginner's level in many language courses. In this chapter, the researcher argues that in the field of foreign language teaching, it is essential for course developers to decide on a suitable and attainable level. This means choosing texts of suitable difficulty and of relevance to the students, choice of vocabulary, everyday phrases and idioms for active and passive learning, criteria for what can be accepted as a reasonable standard of pronunciation etc.

Mandarin Chinese 1, the Mandarin Chinese course taught at Unisa at the first year level, has been reviewed according to the contents, the learning approaches, learning activities and the assessment of listening ability and reading capabilities among four language skills. Speaking ability is encouraged by the "recording section" in the assignments but will only be assessed at the third year level. By that time, learners will have a larger vocabulary and gained more confidence in their language ability in general and it will therefore be possible to obtain a more

verified assessment of speaking skill. Students can either come to the campus or via videoconferencing for an oral test.

The learning support is essential at a distance teaching-learning situation. Since feedback is important in the learning process - the listening and speaking skills (i.e. pronunciation and the tones) need especially to be guided, the 'recording assignment' can meet this need. Besides recording assignments, video cassettes and CD-Rom are provided to create the opportunity to enhance the language learning. Since video cassettes and CD-Rom are only introduced to students in 2001, the evaluation needs to be done in the near future. Other support mechanisms such as group discussion combined with teleconferencing, study groups and contact through telephone, letter, e-mail and personal visits with lecturers are offered in Mandarin Chinese 1. The various examples or feedback through different contacts are given.

It is virtually impossible to attain perfection in a foreign language. It is thus essential, (Holmberg 1985 b: 80) says, to create courses which have a clear attainable target. It might well be unrealistic, especially in the light of student dissatisfaction, to attempt to impart all four language skills, or to impart them to the same level in a beginning Mandarin course (refer back to the Table 4). This is not to make a judgment that one or other of the skills is more difficult to acquire, but simply to state that achievable goals should be set, particularly for distance students faced with the drawback of lack of native contact speaker in the target language.

CHAPTER 4

EMPIRICAL RESEARCH PROCEDURE

This chapter describes the empirical research procedure followed for the purpose of this dissertation.

The aims of this empirical research is to evaluate whether or not the course, *Mandarin Chinese 1*, has achieved teaching effectiveness as a foreign language taught at a distance. Questions were constructed based on four dimensions: 1) learning outcomes, 2) assessment, 3) learning materials and 4) learning support. Focus group interviews and questionnaires have been used to elicit answers to the questions constructed. The responses were subsequently analysed, the findings explained and a conclusion reached.

4.1 FOCUS GROUP INTERVIEWS

One of the ways I gathered data on the course, *Mandarin Chinese 1*, was through the use of focus group interviews.

4.1.1 What is a focus group interview?

The focus group interview (FGI) is a discussion or conversation on specific topics, during which the participants share ideas, make comments, relate anecdotes, reply to questions, ask questions and respond to comments made by the moderator or by other participants (Venter: 2000). Schurink, Schurink and Poggenpoel (in de Vos et al 1998) describe the FGI as a purposive discussion of a specific topic or related topics taking place among eight to ten individuals with a similar background and common interests. They explain that the group interaction will consist of verbal and non-verbal communication and an interplay of perceptions and opinions that will stimulate discussion without necessarily modifying or changing the ideas and opinions of participating individuals.

4.1.2 Arrangement procedure of the FGI

To gain a more objective view of the effectiveness of the Mandarin course, it was decided to enlist the expertise and assistance of members of Unisa's Bureau for University Teaching (BUT) to conduct the interviews and to elicit as much information as possible about the participants' experience. I therefore contacted the FGI moderator from BUT and obtained a printed copy of "guidelines on planning and conducting a focus group interview". According to this guideline, a FGI can be divided into four phases 1) pre-planning phase, 2) planning phase, 3) conducting the FGI, and 4) analysis and interpretation of the information gathered.

During the pre-planning phase, the necessary arrangements such as obtaining permission from the Head of our Department and securing the necessary funds were made. The expenses used for the FGI included two 180 min VHS colour videotapes, refreshments and drinks served after the interview, and a transport fee of R60 for each student who participated in the FGI.

After review of literature on FGIs, several meetings were held with the FGI moderator during which the design, purpose, schedule and logistics of such interviews were discussed and planned. It was decided to hold two different FGIs. The first FGI (FGI-1) involved students who had successfully completed their *Mandarin Chinese 1* consisting of either the year course in 1999 or the two modules in 2000. The other group (FGI-2) comprised exclusively of learners who did not complete the course, did not pass the exam or did not continue with the next module.

Twelve learners for FGI-1 and six learners for FGI-2 in the Gauteng area were contacted by phone. The purpose of the FGI was explained to each learner and they all agreed to participate. A letter of confirmation (see Appendix 12-1) followed the telephonic conversation. Three learners from each group later withdrew for personal reasons. On the scheduled date for the FGI-1 (with successful learners), nine participants joined the moderator for a discussion of the learning material. On the scheduled date for FGI-2 (with learners who did not complete the course), three participants joined the moderator for their discussion. A

discussion outline was provided by me to be used to guide the two discussions (see Appendix 12-2 for a copy of discussion outline). It was mainly to assist the moderator to discover the findings relevant to the subject concerned. At both sessions, after welcoming participants, introducing the moderator and showing appreciation for their support, I, as the course leader, left the venue. It was hoped that without the lecturer being there, all participants would be at ease and able to state their opinion without any hesitation. Since the time for the interview was closed to the Chinese New Year, refreshments for the special occasion were offered after the interview. The transport fee of R60 was put in a red envelop and an expression used for Chinese New Year was written on the envelop. Students were told that they must look up the dictionary for any unseen character.

Both sessions were video-taped with the consent of all participants. After watching the videos and making complete notes of the contributions made by the participants, the results were studied and categorised. The two written reports were given by the moderator (see Appendix 12-3 and 12-4).

4.2 QUESTIONNAIRES

The advantages of the questionnaire, as a data-gathering instrument, are numerous: it is relatively easy to administer to distance learners, it does not require prior training in the use of the procedure (as compared to diary studies and introspective accounts), and it can provide quantifiable information on the range, type and frequency of strategy use of individuals. There are also a number of potential problems attached to the use of a questionnaire, such as low response rates or differing interpretations of questions. To ensure that a more comprehensive result was obtained, a questionnaire was used in addition to the focus group interviews. It was hoped that we could draw an analogy between the FGI reports and the answers from the questionnaire. There were some major concerns as to why both FGI and questionnaire were arranged for Mandarin course evaluation purposes. The FGIs only involved students in Gauteng. Those particular students had the chance to participate in the group discussions or visit the lecturer personally while the students abroad, for instance, could only contact the lecturer by e-mail or letter. Therefore, the problems encountered by those students in Gauteng

might be different from those of students who live too far to meet the lecturer in person. As a distance teaching-learning situation, it was essential to obtain the data from students who hardly had the chance to contact the lecturer in person. And also, there were only nine students who participated in the FGI. It was not easy to justify the conclusion with such a small number. Furthermore, with an anonymous questionnaire, it was hoped that a better response would be obtained and it provided the students a means to express themselves more openly. There would also be a chance to obtain more negative responses. It would help us to review the course in a more objective manner.

4.2.1 Use of questionnaires

In compiling the questionnaire, the questions used were based on the four dimensions outlined by Cheung (1998: 23-42). According to Cheung, a distance education course which provides students with excellent learning materials may not necessarily have effective tutorial support. Therefore, a multidimensional design is essential when evaluating a distance course. He further quoted Marsh's (sited in Cheung 1998: 24) viewpoint as follows:

Unfortunately, most evaluation instruments and research fail to take cognisance of this multidimensionality. If a survey instrument contains an ill-defined hodge-podge of different items and student ratings are summarised by an average of these items, then there is no basis for knowing what is being measured, no basis for differentially weighting different components in a way that is most appropriate to the particular purpose they are to serve, nor any basis for comparing these results with other findings. (Marsh 1987: 263)

Therefore, Cheung's four dimensions were adopted and justified, namely,

1) *learning outcomes:*

to evaluate how students view their progress. Cheung stresses that teaching effectiveness is high if students are conscious of having understood the subject matter and increased interest in the subject (1998: 28);

- 2) *assessment:*
to examine if the assignments, and self-checking exercises have contributed to understanding of the subject, also the appropriateness of difficulty level and practicability.
- 3) *learning materials:*
to explore if the interpersonal communication has achieved, integration of the study guides with the textbook, and student's workload also be checked.
- 4) *learning support:*
this dimension includes face-to-face component such as group discussion, video conferencing, and interaction between students and lecturer.

The draft of the questions set-up were sent to the BUT for advice. After discussing the purpose and focus of the questionnaires, the ambiguous questions were rephrased. It was advised that the questionnaire should not be lengthy to avoid a low rate of response. The first draft of the questionnaire were completed in November, 2000. It was used as the pilot-test questionnaire and was reformatted into two sets of questionnaires. One was sent out to students who completed the *Mandarin Chinese 1* in 1998 and 1999 as MNR100-J; the other was sent out to students who completed the *Mandarin Chinese 1* in 2000 as MAN101-R. I was aware that *Mandarin Chinese 1* for year 2000 consisted of MAN101-R and MAN102-S. However, since the format and the process of learning for both modules are very similar, the questions asked were relevant to both modules, it was decided that the questionnaire would only be sent to students of MAN101-R. Furthermore, it was important to know if students were satisfied with the first module so that it can be improved to help them to continue to the next module.

4.2.2 Pilot-Test Questionnaire

In order to test the questionnaire format and questions, I used the first draft of questionnaire as a pilot (see Appendix 13-1). It was given to students who participated in the FGIs as they finished the FGI. They were requested to comment on any item - e.g. if the questions were clear, fully covered all aspects, etc. The questionnaire did not require the names or students

numbers of the respondents. Eight students handed in their responses immediately after the Focus Group Interview and four students responded afterwards by fax or post. From their answers and comments, the questionnaire concerned was amended.

4.2.3 Final questionnaires to MNR100-J and MAN101-R

In order to develop evaluation items to fit the conceptual framework, at least one item was constructed to evaluate each attribute. As a result, forty items were constructed and they constituted four scales, corresponding to the four dimensions: learning outcomes, learning material, assessment and learning support. Students were required to rate thirty-seven items on a five-point Likert scale, varying from 'strongly disagree' to 'strongly agree'. Then two items were added where students select the relevant options with explanations, and one last question is for open comments and suggestions. As Holmberg (1985) remarks, what the students themselves think of the course they are taking is, of course, of extreme importance. Therefore, students must be given the opportunity to express their own views. Respondents were given the option of replying anonymously, but only 10% chose to do so, the others included their student numbers or names.

The questionnaire was sent to students who completed the *Mandarin Chinese 1* course in 1998, 1999 and 2000 including those who failed the relevant exam (see table 9). However, students who did not complete the course, - including non starters (those who enrolled for the course but never completed any tasks) and students who dropped out half way through - were excluded. The reason was that most of the questions would be irrelevant to students who did not complete the course. Furthermore, it was most likely that those learners who did not complete the course would not be interested in replying to this kind of questionnaire. It was unnecessary to include the 9 students who participated in FGI-1. The three students of FGI-2 who did not complete the course were also excluded. In total 76 questionnaires were sent out in the beginning of March and reminders were posted in June (85 total – 9 who participated the FGI= 76). A total of 47 questionnaires were received by the end of July. Thus, the response rate was 62%. (see Appendix 13-2 for MNR100-J and 13-3 for MAN101-R)

Table 9: Students who wrote the examination

Table 9 also shows the number of students who enrolled for the course, the number of non-starters (those who enrolled for the course but did nothing) and the number of drop-out students (those who cancelled their registrations for the course).

year/course	enrolment	non starters	drop out	completed the course	
				wrote exam	passed exam
1993 MNR100-J	45	16	6	23	22
1994 MNR100-J	47	18	5	24	22
1995 MNR100-J	39	10	10	19	19
1996 MNR100-J	41	13	7	21	20
1997 MNR100-J	42	14	8	20	19
1998 MNR100-J	48	16	8	24	22
1999 MNR100-J	49	20	5	24	22
2000 MAN101-R	68	27	8	33	30
2001 MAN101-R	65	29	5	31	29

Peters (1992) explains various cases concerning drop outs in distance education. However, in above table, non starters, means those students who did not do a single assignment, never contacted the lecturer, and never replied to the letters the lecturer wrote to them. For those who dropped out half way through, their replies to the lecturer's letter concerning their cancellation, was mainly that they discontinued their studies for personal reasons. The majority undertook to re-enrol later. In fact, there were numbers of students who re-enrolled for the course from the groups of non starters, drop outs or those who failed in the examination.

CHAPTER 5

RESULTS AND ANALYSIS

According to the reports given by the FGI moderator and feedback of the questionnaires, the responses were subsequently analysed, the findings explained and a conclusion reached.

5.1 Summary of FGI reports

Based on the two written reports given by the moderator, FGI-1 proved to be valuable in eliciting constructive feedback from the learners, in terms of their experience of the Mandarin course learning materials. Although generally labelled as a good and enjoyable learning experience, some problem areas were identified and recommendations on improving those areas provided. Regarding the FGI-2, even though there were only three participants, their contributions were enlightening and constructive. It became clear that the success of a distance learning programme, especially in foreign language, depended strongly on meeting the expectations of the learners.

According to the two reports, the following categories were made:

5.1.1 Interest

Both groups of FGI-1 and FGI-2 were interested in Chinese language and culture. Their reasons for wanting to learn to speak the language, included personal reasons, (ie. having a Chinese spouse, and having Chinese friends); for business purposes, (ie. companies having commercial links with China, industries in China); and for career development.

5.1.2 Expectations

FGI-1	FGI-2
The group agreed that the course or modules were much more difficult and time-consuming than they had expected. Overall, students agreed that they had to put in a great deal of work to achieve success.	Two of the three participants expected to learn conversation only and the other one said that he didn't have enough time to study successfully.

5.1.3 Structure of the course/modules

FGI-1	FGI-2
The group praised the logic and clear structure of the course. They agreed that if a learner closely followed the course, he/she shouldn't get lost and should be able to pass. Furthermore, the number of self-assessment activities were adequate to assist the learners with feedback on their progress through the material.	Although they regarded the basis of the course as good, they felt that the modules should be smaller and shorter in order to maintain interest. They also felt that the course was too theoretical.

5.1.4 Learner support

FGI-1	FGI-2
The group agreed that the lecturer helped them a great deal. She had been available at all times and she had succeeded in motivating them to study harder and be well prepared for the exams.	Group discussion is one way of the learning support. However, participants found it sometimes difficult to attend because of other commitments.

5.1.5 Distance learning experience

FGI-1	FGI-2
<p>Only two of the nine participants had previous experience of distance learning at Unisa. The majority found it difficult to study at a distance. They did not know where to start. The whole administration of distance learning created problems as some of them struggled to get the necessary books and to organise their learning materials.</p>	<p>All of them agreed that it was difficult to study at a distance.</p>

5.1.6 Self-pacing and workload

FGI-1	FGI-2
<p>The group agreed that they had to be very disciplined throughout their study of Mandarin by working consistently and continuously.</p>	<p>This issue was not especially discussed in this group. However, it seemed that they had difficulty to organise the study hours.</p>

5.1.7 Tapes and other media

FGI-1	FGI-2
<p>The participants regarded the tapes very helpful but not everyone used them. They all experienced other contacts of Mandarin by watching Chinese programmes on DSTV or Chinese films with Mandarin soundtracks.</p>	<p>The group used the tapes until it became too difficult to follow when the speakers started speaking at a normal tempo.</p>

5.1.8 Recommendations made by the moderator

According to the report of FGI-1, the moderator considered the Mandarin Chinese 1 course offered at Unisa succeeded in teaching Mandarin at a distance. The lecturer's dedication and practice of good teaching were most appreciated by the learners. However, from the result of FGI-2, the learners experienced difficulty in mastering Mandarin. In order to further improve the courses, the following recommendations were made by the moderator.

- It may be necessary to present an introductory course with limited scope but promoting the ability to converse in the target language. Follow-up modules can provide deeper understanding and more application of the language and in the other skill areas, namely listening, reading and writing.
- It was mentioned in both FGI-1 and FGI-2 report that modules should not require more than 120 notional hours of study. According to the report, the 120 hours should be enough to include the following (see Appendix 12-3 under 3.2):
 - ▶ registration time
 - ▶ obtaining and organising all learning materials
 - ▶ working through the materials
 - ▶ attending discussion classes
 - ▶ completing all activities
 - ▶ listening to tapes, watching videos (if included)
 - ▶ doing assignments
 - ▶ preparing for the examination
 - ▶ sitting for the examination
- It was suggested that social gatherings where learners could meet the lecturer and fellow-students may also be a good idea.
- Special consideration should be given to first-time distance learners. It was said that some orientation to distance learning -- especially learning a foreign language at a distance --, may be necessary.

5.2 The researcher's response to the moderator's reports:

In the moderator's reports, some key elements or strengths of the Mandarin course in support of more effective teaching are discussed as well as some points of concern. It is believed that those points can apply to other foreign language teaching at a distance as well.

5.2.1 Major differences between passing and failing of distance learners

From the report, some major differences between passing and failing of distance learners are identified. Even though both groups showed interest in Chinese language and culture, to be a successful distance learner needs much more than motivation.

distance learners who pass the course	distance learners who fail the course
<p><i>independent learner:</i> Although they like to have the feedback from the lecturer and the fellow students, they can study alone.</p>	<p><i>dependant learner:</i> They expect the lecturer to provide everything including the motivation. They need to have the contact teaching class to motivate their learning</p>
<p><i>active learner:</i> They will try to find opportunities to practise the language themselves. When they encounter the problem, they prepare to make the initiative move to contact the lecturers.</p>	<p><i>passive learner:</i> They wait for the lecturer to provide the opportunities. They normally wait for the lecturer to contact them first.</p>
<p><i>good self-discipline:</i> They have good self-discipline and prepare to make commitments to find the time to study</p>	<p><i>lack of discipline:</i> In many incident, they have made too many commitments to other things so that they hardly find the time to study.</p>

<p><i>have a reasonable expectation:</i></p> <p>In the case of <i>Mandarin Chinese 1</i> course, what students should be expected was clearly explained in MEMO 1 (see Appendix 11-1) to students. They understand that learning a foreign language such as Mandarin will take time to reach certain level.</p>	<p><i>have an unreasonable expectation:</i></p> <p>Either they did not read MEMO 1 properly or they expect 'quick result'. This will lead them to become anxious and frustrating in their learning.</p>
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Looking at the differences between those distance learners who pass and those who fail, as mentioned above, it is indeed a challenge for me, as an educator and a distance tutor, to find out how best to help students keep their interest and encourage them to learn.

From the FGI report, I would like to address some points of concern as follows. It is believed that those concerns can apply to other foreign language teaching at a distance situation as well.

Learning content must be relevant to the students' needs

From the two reports, it is clear that the students' needs have by and large been matched with the needs analysis (see 1.1.1) during the planning stage. This may explain why in spite of the complex nature of the language, the Mandarin course taught at Unisa is still in demand.

Even though the practicality of *Mandarin Chinese 1* has been acknowledged by the students, the big challenge ahead is the flexibility of the course content. This means there is no fixed course package which can be used repeatedly without any additional updated instructional methods. The two reports confirmed the changing profiles of students. It is noticeable that there are more and more students who want to study Chinese for business purposes, especially after ambassadorial ties were established between South Africa and People's Republic of China in 1998. As one student from FGI-2 remarked, China and the language of Mandarin are important to a successful career in political studies. This is supported by Chu (1996, 1997), who stated that the overall student body now enrolled in Chinese language programs is more diverse than that of the previous generation both in their economic, social, educational,

and ethnic backgrounds and in their interests and career goals. She further declares that an increasing number of students in Chinese are more interested in a broad range of subjects than in scholarly research on a specific topic (Chu: 1999: 12).

Creating more opportunities for speaking practice

The reports confirm that a desire to have opportunities to practise the target language with other native speaking people is common to foreign language learning students. Therefore, students request more face-to-face group discussions. It may be that the need for contact, which is common to some degree to all distance learners, is more critical to those who are attempting to acquire communication skills in another language.

There is an interesting finding that should be mentioned here. In general, I have found that those students who enrol for our Mandarin course and study in the target language country such as Taiwan or China, have fluency levels that are normally higher than their fellow students who study in South Africa. It may indicate that adult learners would benefit from a rich source of input outside the classroom or their own learning environment as their fluency level moves up. As Krashen (1982:35) points out: "It seems reasonable to hypothesise that the classroom should be especially valuable for beginners, those who cannot easily utilise the informal environment for input. It will be of less value to those who can, who have other sources of comprehensible input, and who are linguistically advanced enough to take advantage of it". Video conferences, group discussions and social gatherings are thus indispensable in a distance teaching/learning environment.

Individuality in multidimensional course content

While students from FGI-1 praised the logic and clear structure of the course, and the adequate self-assessment activities which provided them with awareness of their progress or lack thereof, the students from FGI-2 considered the basis of the course as good but too theoretical and difficult. This clearly shows that every learner comes to the learning situation with a different set of needs, interests and capabilities. We therefore need to take into account the individuality of every language learner in terms of different expectations, different needs and different learning styles. To achieve this, a coherent Chinese Studies program must be

established. This means a program consisting of comprehensive curricular planning, logical course offerings, and multidimensional course content (Chu 1999: 18). This can only be done with a team of professional educators who specialise in Chinese language studies.

Realistic expectation in language proficiency

Some learners' expectations of themselves were possibly too high. To help students set clear goals of language proficiency based on appropriate and realistic expectations, the expected level of language proficiency is explained in the annual "welcome letter" (see appendix 11-1) to all new students of *Mandarin Chinese 1*. This issue is also raised on other occasions such as in a group discussion, and replies to students' e-mails if the lecturer senses that the student is anxious about what is expected of his or her studies. From the reaction of some students in the FGIs, it is possible that those students did not read tutorial letters properly. This is also one of the problems among distance learners. Often in discussions with other colleagues, we all experience more or less the frustration of "students do not read tutorial letters". It is like instances when some students just do not listen in a classroom. In a contact teaching situation, one can walk to the student and ask him a specific question about the matter. How do we make a student pay attention to the points mentioned in a tutorial letter? Adding some questions on relatively important issues in a self-assessment exercise or in an assignment may be one way to remind them.

On the matter of students' learning goals, data from the research project conclude that beginning- and intermediate-level students consider the development of good listening and speaking skills as being more important than the development of reading and writing skills.

McGinnis (1999) attributes this attitude to two factors: some students do not need to learn to read and write; and some simply do not believe they can learn the Chinese writing system. Such students would expect more focus on speaking, thus holding an unrealistic expectation on the contents of the course. It has been the lecturer's experience that students who initially want to learn speaking skills develop such an interest in Mandarin that they desire to learn reading and writing at a later stage. As McGinnis stressed, we must convince students to put forth the effort to learn reading and writing Chinese, based on pragmatic needs and personal interest.

Drawbacks

Certain learners need to meet challenges such as lack of study skills, being a slow learner, inadequate counselling, lack of the autonomy skill, lacking confidence or having no prior language learning experience, and lack of time to devote to the work required. It is also possible that a higher priority is being given to another relatively easier subject.

5.3 QUESTIONNAIRES

After the statistics done by the BUT, result and analysis of the answers received is given as follows:

■ Learning outcomes:

4 questions asked : Have they developed...	strongly disagree SD %	disagree D%	neutral N %	agree A %	strongly agree SA %
understanding of the language	2	19	4	62	13
basic conversation		4	15	70	11
character recognition		2	13	68	17
greater awareness of the significance of language			4	64	32
Total percentage	0.5	6.25	9	66	18.25

The findings show that the majority of students agreed or strongly agreed that their needs were met. It can thus be confirmed that the learning outcomes had been achieved at different levels. Teaching effectiveness is high if students are conscious of having understood the subject matter. However, one must never ignore even the small percentage of 'negative' respondents. The biggest challenge in teaching is to help students to recognise their strengths and weaknesses, and how to develop the weak areas. These results can apply to both distance teaching as well as contact teaching situations.

■ Assessment

5 questions asked regarding assignments, self-assessment exercises and examination	SD %	D %	N %	A %	SA %
“recording section” was challenging			4	72	24
relevance to the subject contents			2	68	30
integrated with the subject contents			4	64	32
validly evaluating one’s learning		2	4	70	24
necessity of “recording section”			4	51	45
Total percentage		0.4	3.6	65	31

The majority of respondents found the “recording section” challenging and necessary. It is clear that this “speaking” opportunity is vitally important and the tutor’s comments made on tape are very necessary. They felt that it promotes interactivity between the tutor and the learner. Especially in a distance learning situation, students’ needs for contact and feed-back from teaching staff are predominant.

■ Learning material

16 questions asked regarding printed material and other media		SD %	D %	N %	A %	SA%
text-book	vocabulary was practical		4	2	64	30
	explanations were clear				74	26
	language used easy to follow	2	2	2	70	24
Total%		0.7	2	1.3	69.3	26.7
study guide 1	well presented			6	66	28
	key points in Guide 1 helpful			2	62	36
	review section was essential			13	57	30
	patterns were necessary		2	32	40	26
	number of new characters was appropriate	2	8	36	43	11
Total %		0.4	2	17.8	53.6	26.2

study guide 2	drills helped listening comprehension		2	30	40	28
	stroke orders helpful		4	23	43	30
	character list according to stroke order was helpful			26	55	19
	character list in alphabetical order was helpful			19	53	28
	reading practice was challenging			28	55	17
Total %			1.2	25.2	49.2	24.4
tutorial letters	self-checking exercises in Tutorial letter 102 assisted learning		2	8	64	26
audio	suitable pace of recording		6	13	66	15
genera l	printed material easy to read		4	4	70	22

In general, the textbook has been well-received by students. This again shows that practicality is welcomed by students. In contrast, the section on patterns was not appreciated by many students. This can be explained in terms of different learning styles (see Table 1: Various learning styles). For example, sequential learners deal better with grammatical structure while global learners do not like it at all. Therefore, multi-learning activities are very necessary to enable students to select what they find helpful and suitable to their learning styles. In the case of Mandarin studies, pattern analysis is provided in Study Guide 1; various drills such as substitution drill, transformation drill and fluency drill are provided in Study Guide 2 and recorded on cassette tapes as well. While the sequential learners enjoy “pattern analysis”, the reflective learners prefer to write a narrative from a given situational setting; visual learners may choose to read those “drills” as reading practice, the verbal learners will prefer to listen to the tapes and repeat the contents afterwards.

■ **Learner support**

12 questions asked regarding support		SD %	D %	N %	A %	SA %
lecturer	comments made on the tape helpful			9	57	34
	comments for exercises in tutorial letter 105 helpful			8	62	30
	gave constructive comments on assignments			6	62	32
	gave clear explanation when asked			4	45	51
	have a good understanding of the subject			2	17	81
	enthusiastic about teaching the subject			2	13	85
	had a realistic expectation in student's performance		2	9	51	38
Total %			0.3	5.8	43.8	50.1
group discussion and video conference	content was interesting				62	38
	tutorials were essential to effective learning			7	55	38
	lecturer was well prepared				59	41
	lecturer was skillful in observing students' reactions				49	51
	lecturer used the tutorial time efficiently				66	34
Total %				1.4	58.2	40.4

The questionnaire shows that an enthusiastic tutor can inspire students and thus promote cognitive, psychomotor and affective learning outcomes. Learner support includes the facilities and support available to students. Among 47 respondents, 29 attended either group discussions or video conferences. Even though students were encouraged to participate in face-to-face group discussions or video conferences, this type of learning was not for everyone. This shows the possibility of some students preferring independent learning out of

choice or necessity. The place or the time was not suitable to them, and so on. For this latter reason, video cassettes might meet the same learning aims.

Of those who participated in the group discussions, the overwhelming majority (99%) said that they were useful.

■ **Types of contact with the lecturer**

Apart from the discussion groups or video conferences, 83% of the student have made contact with the lecturer at some time. Some students had more than one type of contact with the lecturer. Among the 83% , percentages for different modes of contact are as follows:

Table 10: percentages for different modes of contact

telephone	e-mail	fax	personal visit	correspondence
37%	34%	8%	16%	5%

■ **Other suggestions for improving the module**

There were many valuable suggestions or comments made by individual respondents. It is worth while to note the following students' comments or suggestions are shown in *italics*

- *more assignments be done on tape*
There are two or three 'recording sections' of assignments involve recording by the student of certain sections on cassette tape and despatch to me, as lecturer. I will then listen to the tapes, correct the pronunciation where necessary, make comments on the same tapes and return them to students. It provides an interactive element and individual attention in the distance-learning situation. However, this raises the question whether it would be possible for a single lecturer to manage a larger group of students.
- *more group discussions and outings should be arranged to obtain more practice in the language*
This obviously deals with desire to practise speaking Mandarin more. Thus the same

concern as previous one. Taking this year (2001) as an example, there were four modules running in one semester. Each module was provided group discussions twice per semester. It meant that eight group discussions were held in one semester. From year 2002, since all four modules of Mandarin Chinese 2 can be available for both semesters, it would become even more demanding. To make it more convenient for our students, group discussions are usually held on Saturdays. It means that it almost no Saturdays free for the lecturer.

- *we should have only conversation class, students must be able to choose if they want to learn characters or not.*

As discussed in 4.1.3, students' different needs or expectations should be considered.

- *Since I live far away from being able to attend any discussion classes or video conferences, perhaps they could be video-taped and made available at libraries.*

Thus confirms that video cassettes are a good idea to facilitate learning.

- *As far as possible all material related to a lesson should be on a single cassette rather than having separate ones for drills, patterns, etc.*

At present, the recordings are done on the theme - such as "Explanation", "Dialogue", "Drills", etc. In the past two years, certain students have suggested that the tapes be arranged in such a way that a whole lesson be recorded on one tape. In other words, they feel that C1 (cassette tape 1) should cover Explanation, Dialogue, Drills, etc for Lesson 1, C2 for Lesson 2, and so on.

I then sent out a questionnaire regarding this issue in September (2001). Whether or not changes will be made depends on what the majority prefers. From the replies received it is not yet clear whether or not the present system should be changed. In general, it seems that if a whole lesson is recorded on one tape, it is easier for beginners to use. However, recordings done according to the theme will be better for revision purposes.

- *The lecturer gave me a lot of motivation*

The module is excellent for a first-time learner of Mandarin Chinese. I found it stimulating and rewarding. The lecturer was always very helpful and caring.

The course was well-presented and extremely informative. It was fun learning such a difficult language and I would like to note that the lecturer displayed the required professionalism throughout.

This was one of the best-presented courses I have done with Unisa.

The comments above confirm that the tutor's performance and course content are the keys to learner support. They strengthen learner motivation.

- *Chinese characters are difficult but interesting. I enjoyed learning the characters and I have found my reading is better than my speaking.*

This highlights the fact that the student's aim had been to improve reading rather than the spoken language, acknowledging that the acquisition of oral skills was difficult through the medium of distance teaching. Similar comments were made by other students during the years of the lecturer's teaching experience at a distance. It is apparent that reading can be accomplished through a self-study mode, while speaking can only be improved via contact with other speakers.

When asked if they intended continuing with Mandarin Chinese at the next level, 52% said that they would like to continue. The reasons are summarised as follows:

- *To learn more about my ancestors, culture, for trade purposes and most of all to be able to communicate with relatives and friends in Chinese.*
- *Increased interest in the language and culture*
- *The course is highly enjoyable, interesting and useful. Actually it is the most interesting and well presented course that I have done*
- *The Mandarin course is the best distance language course I have ever taken.*
- *I would like to be able to speak Chinese one day*
- *Effective learning through the module enabled me to do well and therefore gave me encouragement to continue*

For students who did not intend to continue, many of these students felt that a major disadvantage of distance learning was the difficulty in acquiring knowledge/skills at a distance and in isolation; some stated that they would continue later when they had completed their degree. It is believed that when the third year Mandarin Chinese course is introduced, and students can study Chinese as a major, the number of students who want to continue will also increase.

Overall, the impression seemed to be favourable and there was keen interest to continue further studies.

In several cases, a student repeated the course twice or thrice within five years. This could also explain that they did not complete the course for reasons other than the course quality itself. Therefore, they wanted to try again.

5.4 SUMMARY

Evaluating teaching effectiveness is a complex task because it is a multidimensional construct for which there is no universally accepted criterion. The objectives of this research are to use student evaluation to determine the teaching effectiveness of the Mandarin course taught at Unisa, based on learning outcomes, assessment, learning material and learning support. It was carried out by using focus group interviews and questionnaires.

Analysis of the research results show that the factor structure of student data strongly supported the teaching effectiveness of Mandarin course taught at Unisa. It also confirmed that as adult learners, each adult learner has his/her own goals in Chinese language learning, and most of them are self-guided learners. In other words, each of them has his or her own goal and learning strategies. It was shown that some adult learners want to learn spoken Chinese only in order to be able to meet oral communicative needs while some others like to focus on the ability to read and write for the purpose of carrying out research in a specific field. Some seem concerned more with grammatical accuracy, others pay closer attention on fluency. Because of the variation in goals, language instruction has to make adjustments to meet learners' needs.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

The work reflected in this dissertation was undertaken as a response to a need identified within the Mandarin Chinese course taught at Unisa. In the process, a number of conclusions have been reached. Some of these conclusions are clearly supported by the empirical data.

With regard to the broad statement set out in 1.2.1, it can thus be asserted that the *Mandarin Chinese 1* may be judged to be taught effectively. Most of the respondents answered positively to the different questions which were posed in the focus group interviews and questionnaire concerning the course. Data was gleaned from the students' responses regarding the course's learning outcomes, learning material, assessments and learning supports.

Some conclusions based on the empirical research have emerged. The specific questions posed in 1.2.2 are answered as follows: The majority of students agreed that

- ◆ they developed the ability to understand the Chinese language, learned to use basic conversation in the Chinese language, recognised some basic Chinese characters related to the course, and were stimulated to discover more about the Chinese language. They also commented that Chinese was a very difficult language to learn, requiring a great deal of work to achieve success.
- ◆ they regarded the written assignments and self-assessment exercises as being relevant to and integrated with the subject contents, particularly praising the "recording section" and suggesting, if possible, more recording assignments.
- ◆ they acknowledged the practicality of the learning material; however, not all covered the entire learning content. Some found the drills boring while others felt they were

absolutely necessary. Some students felt that the reading practice was difficult while others enjoyed it very much. Some complained that the tempo of the recording was too fast and others pointed out it was too slow. Therefore, all responses indicated that multi-dimensional learning content is required.

- ◆ the lecturer's dedication and enthusiasm were the key to making the Mandarin course possible for distance learners. Her support strengthened the students' motivation and helped their interest develop further.

6.1.1 Conclusions subsequently arrived at:

Furthermore, some extended problematic matters relevant to the Mandarin Chinese studies need to be addressed.

- ◆ Speaking ability was still the students' major concern. To help give the students a more realistic expectation about in learning Chinese as a foreign language at a distance, one needs to refer to the levels of language proficiency presented in Table 3 (under Point 3.1) or relevant institutional measures such as the proficiency level description set by the American Council on the Teaching of Foreign Language - ACTFL (McGinnis 1999: 169-175). A pure conversation class for distance learners is highly unlikely to work and all distance language learners need to be made aware of this.
- ◆ Limited attention has been directed at reading and writing skills in this study because only basic literacy can generally be acquired through self-study at this level and the focus of Unisa's *Mandarin Chinese 1* course has primarily been on conversation and practical application of the language, i.e. in reading basic signs and expressing simple concepts rather than on dealing with literature.
- ◆ The weight of the workload needs to be re-examined and re-measured according to the learning content and the relevant learning hours constituting the norm.

- ◆ Despite a positive attitude shown by many students, there was insufficient motivation among certain students who lacked learner autonomy. These students were passive learners. They might have a low aptitude in learning a foreign language, or they only waited for opportunities to happen. They would, therefore, no doubt find the Mandarin course difficult.

6.1.2 Limitations of the study

To obtain a more comprehensive evaluation, it may be necessary to evaluate not only the one course or module, in this case, the first course or module (MAN101-R) of *Mandarin Chinese 1*, but all other existing modules including those belonging to the 2nd and 3rd year Mandarin courses. It may also be worthwhile to design a questionnaire for students who did not complete the modules for which they had initially registered, including non-starters, those who dropped-out half way through or those who cancelled their modules. By discovering their reasons and if at all possible, taking the necessary counter-measures the drop-out rate for the modules may be reduced, hence achieving better support towards foreign language learning at a distance.

6.2 Recommendations

These conclusions bear a number of implications for further research, as well as for the design and implementation of courses of this nature.

Specific to the Mandarin courses taught at Unisa

- ◆ Courses offered at other distance institutions locally and overseas should be examined
- ◆ The Mandarin Division at Unisa should consider integrating instruction in reading Chinese into *Mandarin Chinese 1* and *Mandarin Chinese 2* courses
- ◆ Consideration should be given at Unisa to producing and sharing Mandarin courses jointly with other distance teaching institutions abroad.
- ◆ Chinese language instructors both locally and abroad urgently need to raise the level of their professional teaching expertise

General to any foreign language learning

There are some issues which are relevant to any foreign language learning in general are suggested as follows:

- ◆ Workshops on learning autonomy and foreign language learning strategies by distance may be provided to distance learners
- ◆ Professional recognition of and reward for distance education materials writing needs to be considered by the university at the highest level. In many cases, educational institutions do not recognise or reward those who teach well, those who develop new courses, course material or new technologies. The reward goes to those academics who can do research and get it published (Goodwin-Davey: 1997). Research shows (MacPherson & Smith: 1998, Roberts et al. 1994) that in order to achieve higher quality materials, author incentives must be recognised.

6.3 Further research

In reviewing *Mandarin Chinese 1* course, facing the challenge of the introduction in year 2002 of Mandarin Chinese course at the third year level, and referring to the required qualities of the distance tutor under 2.5.1, we need to seriously consider how to strengthen the professional field of teaching Chinese as a foreign language. As Chu (1999: 16) states, Chinese language courses are more often than not taught by those who are not language teaching specialists, who lack language competence, teaching experience, and/or knowledge of theories and successful practice related to language acquisition. With the increased number and diversity of students, and the growing demand for Chinese language teaching skills throughout the world, it has become a most critical responsibility for those in position, in the Chinese language teaching field to raise the level of professional expertise among instructors. We need to make teaching and learning a subject of constant reflection, research and discussion:

Specific to the Mandarin courses taught at Unisa

- ◆ Evaluation needs to be done on videotapes already produced and the CD-Rom programme introduced in 2001
- ◆ Tackling the topic of acquisition of language learning at a distance and its related theories and practice can be most valuable for language teaching professionals

General to all languages taught at Unisa

- ◆ it may be necessary to design a foreign language teaching and training programme, especially for distance teaching.
- ◆ all foreign language teachers at Unisa with the common interest of teaching language at a distance, could be encouraged to organise seminars to share their experience and provide case studies regularly.

The overall impression gained was that many students were concerned about language learning and its extension and expansion. This could be achieved through improved networking - on the level of students, teacher and institution - and the development and offering of new programmes to meet learner's diverse personal and professional goals. Learning a foreign language at a distance has its frustrations and limitations. This research has however proved that learning Chinese as a foreign language at a distance is viable and practicable alternative to traditional contact teaching.

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Appendices

COMPARATIVE TABLES OF ROMANIZATION

Appendix 1

PY	Yale	WG	ZYFH	PY	Yale	WG	ZYFH
a	a	a	ㄚ	chen	chen	ch'en	ㄔㄣ
ai	ai	ai	ㄞ	cheng	cheng	ch'eng	ㄔㄥ
an	an	an	ㄢ	chi	chr	ch'ih	ㄔ
ang	ang	ang	ㄤ	chong	chung	ch'ung	ㄔㄨㄥ
ao	au	ao	ㄠ	chou	chou	ch'ou	ㄔㄡ
ba	ba	pa	ㄅㄚ	chu	chu	ch'u	ㄔㄨ
bai	bai	pai	ㄅㄞ	chua	chwa	ch'ua	ㄔㄨㄚ
ban	ban	pan	ㄅㄢ	chuai	chwai	ch'uai	ㄔㄨㄞ
bang	bang	pang	ㄅㄤ	chuan	chwan	ch'uan	ㄔㄨㄢ
bao	bau	pao	ㄅㄠ	chuang	chwang	ch'uang	ㄔㄨㄤ
bei	bei	pei	ㄅㄟ	chui	chwei	ch'ui	ㄔㄨㄟ
ben	ben	pen	ㄅㄣ	chun	chwun	ch'un	ㄔㄨㄣ
beng	beng	peng	ㄅㄥ	chuo	chwo	ch'o	ㄔㄨㄛ
bi	bi	pi	ㄅㄧ	ci	tsz	ts'u	ㄘ
bian	byan	pian	ㄅㄧㄢ	cong	tsung	ts'ung	ㄘㄨㄥ
biao	byau	piao	ㄅㄧㄠ	cou	tsou	ts'ou	ㄘㄡ
bie	bye	pieh	ㄅㄧㄝ	cu	tsu	ts'u	ㄘㄨ
bin	bin	pin	ㄅㄧㄣ	cuan	tswan	ts'uan	ㄘㄨㄢ
bing	bing	ping	ㄅㄧㄥ	cui	tswei	ts'ui	ㄘㄨㄟ
bo	bwo	po	ㄅㄛ	cun	tswun	ts'un	ㄘㄨㄣ
bu	bu	pu	ㄅㄨ	cuo	tswu	ts'o	ㄘㄨㄛ
ca	tsa	ts'a	ㄘㄚ	da	da	ta	ㄉㄚ
cai	tsai	ts'ai	ㄘㄞ	dai	dai	tai	ㄉㄞ
can	tsan	ts'an	ㄘㄢ	dan	dan	tan	ㄉㄢ
cang	tsang	ts'ang	ㄘㄤ	dang	dang	tang	ㄉㄤ
cao	tsau	ts'ao	ㄘㄠ	dao	dau	tao	ㄉㄠ
ce	tse	ts'e	ㄘㄝ	de	de	te	ㄉㄝ
cen	tsen	ts'en	ㄘㄣ	dei	dei	tei	ㄉㄟ
ceng	tseng	ts'eng	ㄘㄥ	deng	deng	teng	ㄉㄥ
cha	cha	ch'a	ㄔㄚ	di	di	ti	ㄉㄧ
chai	chai	ch'ai	ㄔㄞ	dian	dyan	tien	ㄉㄧㄢ
chan	chan	ch'an	ㄔㄢ	diao	dyau	tiao	ㄉㄧㄠ
chang	chang	ch'ang	ㄔㄤ	die	dye	tieh	ㄉㄧㄝ
chao	chau	ch'ao	ㄔㄠ	ding	ding	ting	ㄉㄧㄥ
che	che	ch'e	ㄔㄝ	diu	dyou	tiu	ㄉㄧㄡ
				dong	dung	tung	ㄉㄨㄥ

Appendix 2

China, the government set about the task of satisfying that need.

In 1913, thirty-nine phonetic symbols and five tone marks were devised. In 1932, improvements were made; thirty-seven symbols and four tones were finally approved and officially adopted as the national phonetic symbols. The pronunciation of the Beijing dialect was made the norm for standard Mandarin and was taught in regular and extension schools.

PRONUNCIATION

Ever since Westerners first came in contact with the Chinese language, they have sought to devise ways of representing the sounds of Chinese, using some other means than the cumbersome and unwieldy Chinese characters. The natural way for them to do this was with the familiar letters of the Roman alphabet, hence the term "romanization".

During the last few centuries, literally dozens of romanizations have been created for Chinese. The most commonly encountered romanization systems are: (i) Pinyin, (ii) Yale, (iii) Wade-Giles and (iv) the corresponding transcriptions in 注音符號 zhùyīn fúhào. [refer to **Comparative Table of Romanization** on pages 339-344 in *Practical Mandarin for Beginners*. This table includes all the syllables of Mandarin in the four romanizations.]

The background of each of these systems may be appropriate here:

- **The Wade-Giles** romanization was created by two English diplomat-scholars (Sir Thomas Wade and H.A. Giles) in the nineteenth century, and was formerly often used in textbooks and dictionaries (e.g. Matthews' Chinese-English Dictionary). Until very recently it was the standard romanization for representing Chinese words in English. It has been also commonly used for library catalogues in most countries.
- **The Yale** romanization, devised by several scholars at Yale Institute of Far Eastern Language of Yale University in the 1940s, was for many years the most widely used romanization for teaching Chinese in the U.S. A number of common textbooks and dictionaries follow this romanization.
- **Pinyin** is the official romanization of the People's Republic of China and is coming to be used increasingly in Western language publications about China.
- **Zhùyīn Fúhào** also known as the Mandarin Phonetic Alphabet or, simply, "bo po mo fo" (from the first symbols of its alphabet) is not strictly speaking a romanization at all, but rather a half-alphabetic, half-syllabic system based originally on Chinese characters that is used to transcribe the sound of Chinese. [e.g. ㄅ (bo) is from the character 包 (bāo), ㄆ (po) is from the character 皮 (pí)]. It was created in 1919 and once taught throughout China, but is now restricted in use to Taiwan, where it is employed in elementary schools to teach reading and in dictionaries to indicate the pronunciation of characters. In the Comparative tables of Romanization in the textbook, the syllables given are not marked for tone. To indicate tone, Pinyin and Yale use the four tone marks — / ✓ \ written over the syllable, with the neutral tone left unmarked. Zhùyīn Fúhào used these same marks except that the first tone is unmarked and the neutral tone is indicated with a dot (•). Wade-Giles traditionally used the superscript numbers 1 2 3 4 to indicate tone, although the four tone marks are also sometimes used.

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KEY TO SYMBOLS

KEY TO SYMBOLS	EXAMPLES	EXPLANATION
A Adverb	很 hěn "very" 太 tài "too"	An adverb comes before a stative verb (SV) or a verb (V)
AV Auxiliary verb	喜歡 xǐhuān "like to" e.g. 我喜歡看書 wǒ xǐhuān kàn shū "I like to read books."	In the example, 喜歡 xǐhuān "like to" is an auxiliary verb, 看 kàn "read" is the main verb.
BF Boundform	喜 xǐ "to like"; 歡 huān "joy, like" 朋 péng "friend"; 友 yǒu "friend" 些 xiē "some"; 男 nán "male"	Boundform means the character cannot be used alone. For example: you will find the definition for both 喜 and 歡 is "like" in the dictionary. However, they cannot be used alone but must be in combination with each other.
CV Co-verb	在 zài "to be in, /on, /at" 從 cóng "from" 到 dào "to"	A co-verb's function is similar to an English preposition. It always comes before the main verb.
EV Equative verb	是 shì "be, am, is, are, was, were" 姓 xìng "be surnamed" 叫 jiào "be called"	Equative verbs connect or equate two nouns or nominal expressions.
M Measure word	個 ge, 杯 bēi, 本 běn, 百 bǎi, 千 qiān, 塊 kuài, 瓶 píng, etc.	In Chinese, whenever a number is used with a noun, a measure word must be used between the number and the noun.
N Noun	杯子 bēizi "cup" 書 shū "book" 錢 qián "money"	Chinese nouns are not inflected for number. It is determined from the context.
Neg Negative	不 bù 沒 méi	The negative word comes before the stative verb, verb, auxiliary verbs or the adverb.

[EXPLANATION OF THE DIALOGUE]

請問我們在哪裡吃早飯?

line 1

qǐngwèn wǒmēn zài nǎlǐ chī zǎo fàn?

(please ask us at where eat morning meal?)

"May I ask where do we have breakfast?"

在	zài	1. to be (located) at/ in/on, followed by a place word. 2. in the midst of (doing something)
哪裡	nǎlǐ	where?
早飯	zǎofàn	breakfast (lit. morning meal)
早	zǎo	morning

When 在 zài means "located at, in or on somewhere" it always comes before a place word (PW). The word 在 zài is used as a co-verb. The co-verb (CV) comes before the main verb of the sentence. Its function is similar to an English preposition.



PLACE WORDS (PW):

Place words are a class of nouns which indicate place or position. All place words may follow 在 zài "be located at, in, or on" or precede 有 yǒu "there is or are".

There are three common types of PWs :

(1) Proper geographical names, for example:-

南非 Nánfēi, 美國 Měiguó 台北 Táiběi 北京 Běijīng

(2) Some nouns are PWs in their own right. They may stand after 在 zài without requiring the addition of a positional word. For example: -

學校 xuéxiào 家 jiā 飯館 fànguǎn 辦公室 bàngōngshì

(3) Positional words (this will be explained more under the sentence line 13)

在家	zài jiā	"at home"
在台北	zài Táiběi	"in Taipei"
在美國	zài Měiguó	"in America"
在南非	zài Nánfēi	"in South Africa"
在學校	zài xuéxiào	"at school"
在辦公室	zài bàngōngshì	"at the office"
在哪裡?	zài nǎlǐ?	"at where?"
在甚麼地方?	zài shénme dìfang?	"at what place?"

The pattern is

N - zài - PW "N - is at/on/in - PW".

你先生在哪裡？

nǐ xiānsheng zài nǎli?

(your husband at where?)

"Where is your husband?"

[nǎli is a place word.]

他在辦公室。

tā zài bàngōngshì .

(he at office)

"He is at the office."

[bàngōngshì is a place word.]

在 - somewhere - do something

在 zai - PW - V - O

If we want to say "we eat at home" in Chinese, the concept will be "we at home eat." In Chinese we think that one has to be at a place first before we can then do things there so the place comes before the action. In the basic sentence structure S - V - O one can thus add S - CV - PW - V - O.

S V O

我 吃 飯

wǒ chī fàn.

(I eat meal)

"I eat."

S CV PW V O

我 在 家 吃 飯

wǒ zài jiā chī fàn.

(I at home eat meal)

"I eat at home."

S V O

我們 吃 早飯

wǒmen chī zǎofàn.

(we eat morning meal)

"We eat/have breakfast."

S 在 PW V O

我們 在 哪裡 吃 早飯？

wǒmen zài nǎli chī zǎofàn?

(we at where eat morning meal?)

"Where do we eat breakfast?"

早 zǎo itself means "morning" or "early". When we see people in the morning we say 早 zǎo to them which means "good morning" and they reply with the same word 早 zǎo.

在如意廳。

zài Rúyì tīng.

(in "as one wishes" hall)

"In the "Ru-Yi" Hall."

line 2

如意

rú yì

1. an ornamental piece made of bones, bamboo, wood, or jade
2. an expression meaning "as one wishes"

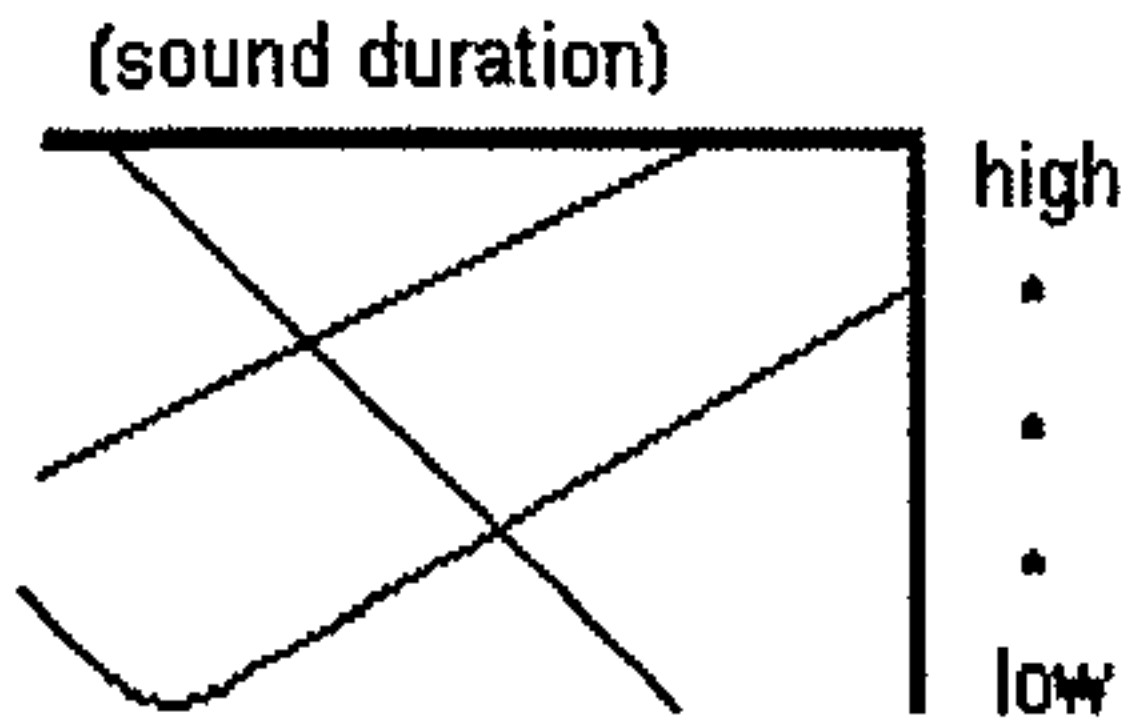
廳

tīng

hall, room

You will hear each tone and see the corresponding tone line on the diagram.

The sound of **mā** can be repeated by clicking on **mā**. Click on Next for the next tone.

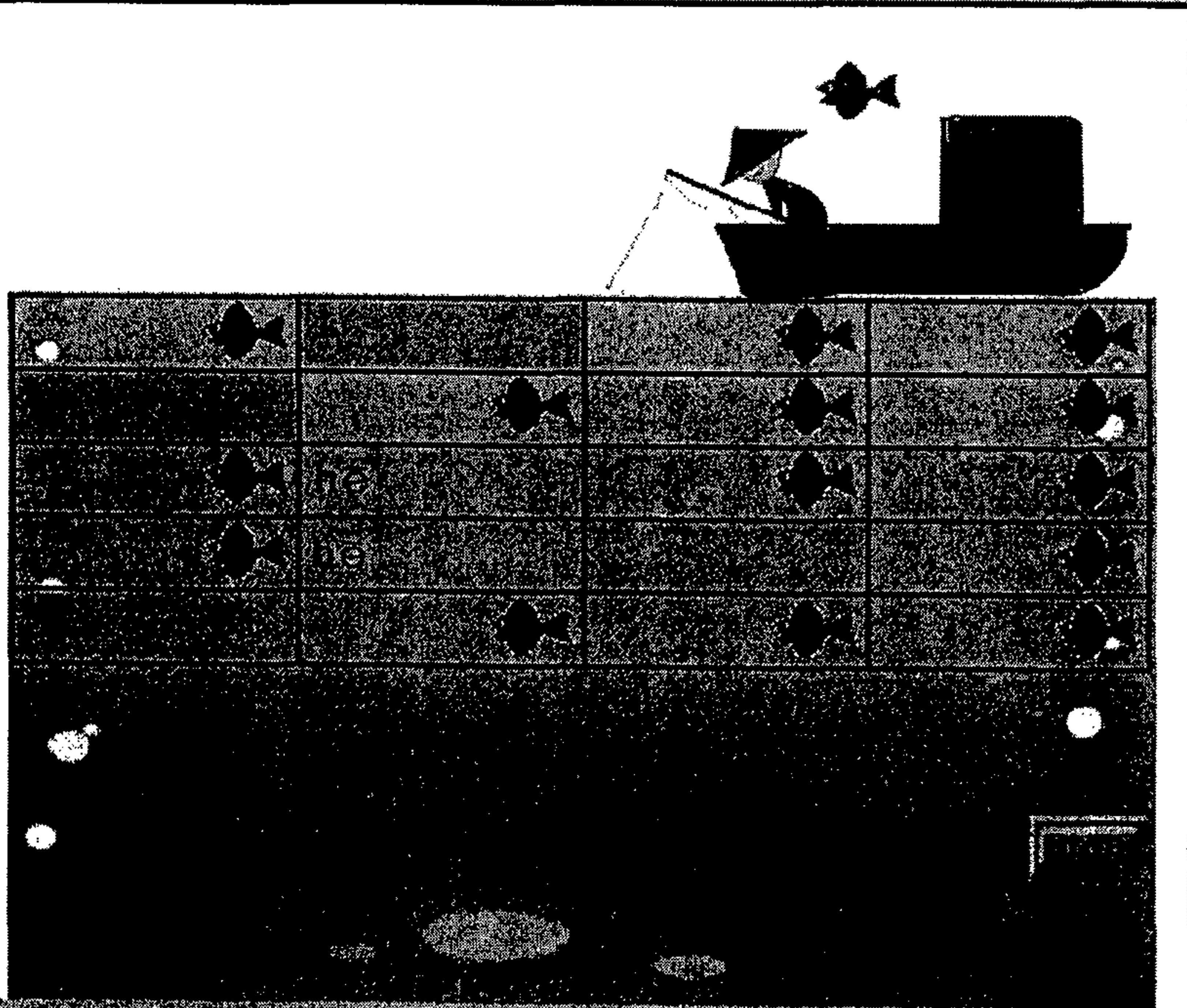


		<u>tone mark</u>	<u>example</u>
1	First tone:	—	mā
2	Second tone:	/	má
3	Third tone:	∨	mǎ
4	Fourth tone:	\	mà

A4
TIKRAAM

Lesson 3 Fishing game


1. Click on a block to uncover it.
2. Try to find a matching pair of words by clicking on a second block that you think has the same word.
3. Only two blocks can be uncovered at one time.
4. The game ends when all words are matched or you click on Stop.




Lesson 7 How to write Chinese

Click on the small yellow buttons on top of the page to see the stroke order of the corresponding characters.

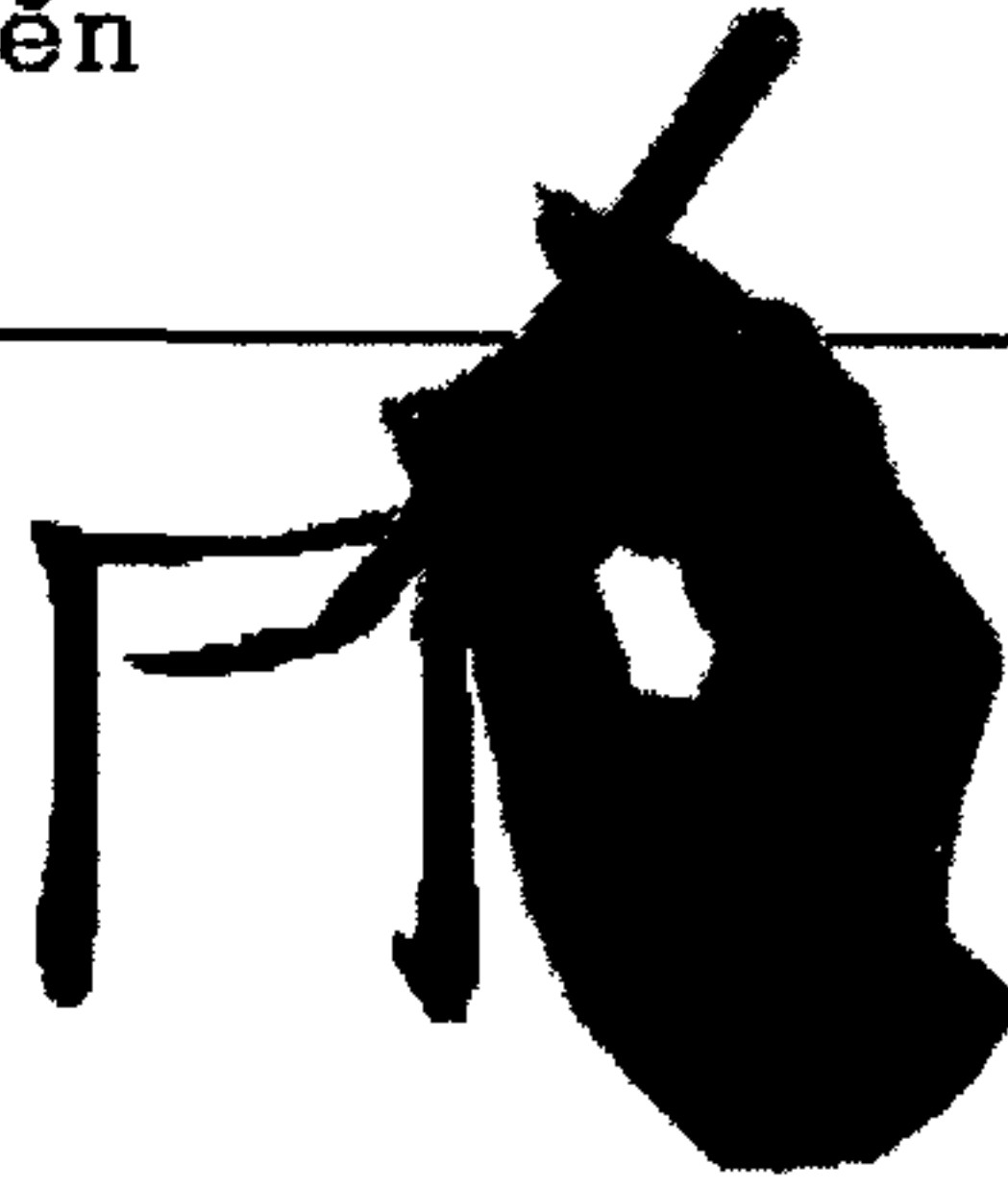
 zhōng

 guó (traditional)

 guó (simplified)

 rì

 běn




EXIT NEXT


Back Next




Lesson 7 How to Write Chinese

Click on the small yellow buttons on top of the page to see the stroke order of the corresponding characters.

 zhōng

 guó
(traditional)

 guó
(simplified)

 rì

 běn



EXIT MENU

Back Next



09/03/2001

Dear Mr Beukes,

Thank you for offering to help our students of MAN101-R as the group leader. I am sure that it will be a good experience for both you and your fellow students.

You will have my full support regarding the study group. I would like to suggest that you

1. Work out a progress/study schedule for your groups, e.g. what they need to prepare before the group study. You can use assignment due dates as a guideline
2. You can use 'drills' in Study guide 2, 'reading practice' in Study guide 2 and self-checking exercises in Tutorial letter 102 as the learning activities for your group
3. Ideally, each group should have a maximum 5-6 students
4. You shall try to give each of them a chance to speak Chinese. However, at the earlier stages, repetition and memory drills will work best since students are learning Chinese as a foreign language (CFL). The repetition and memory drills will reduce their anxiety and later when they have larger vocabulary, they can then try to express themselves. However, you will find some students learn faster than others and those students may want to practise and express themselves actively. Encourage them to do that.
5. The fee you will charge is a matter between you and your group. As long as everyone agrees upon it.

I would like to ask you to report the progress of each study group to me every month. This is one way that I can monitor this learning support program. You are welcome to contact me any time for advice or help.

Thank you once again for your volunteering.

Regards

Lucia Hau-Yoon

09/03/2001

Appendix 10-2

Dear Student,

Study Group 2001

I have compiled the Student List for Study Groups in Gauteng area. I will either send them to you by e-mail or by post. Please let me know if there are any typing mistakes with your telephone number or e-mail address.

I have also interviewed Mr H Beukes and his wife. I personally prefer his wife, a Chinese native speaker, to run the study group as group leader. However, since she is occupied with looking after her two young sons, Mr Beukes will be the group leader.

Mr Beukes lived in Taiwan for 7 years. He has a good vocabulary in the spoken Chinese. His pronunciation is fairly good. Since I cannot find any other suitable native speaking person, I am pleased that Mr Beukes is willing to help our students.

As a matter of fact, both group leaders in Durban and Cape Town are my past students who have completed Mandarin II. Mr Loots in Cape Town took Mandarin I for 2 months and then went to teach in Beijing for a year. He continued his studies while he worked in Beijing. He returned to South Africa after a year and studied our Mandarin II. After he finished his Mandarin II, he worked in Taiwan for a year. He returned at the end of 2000 and offered to help my students of Mandarin I in Cape Town. Mr Yates studied both Mandarin I and Mandarin II. After he finished his studies, he worked in Beijing for a year. He returned two years ago. He continues his studies in Mandarin with a fellow student in Durban by doing extra work that I send them. He has been the group leader for my students in Durban for 3 years now. In a way, it is very encouraging for you, as a student, to know (1) one can learn through distance and still do well (2) that you have these group leaders as positive examples and you have support in your learning.

A "Study group" is an excellent way to support your learning and I am sure you will reap benefits from it. However, anything that you join, you need to make a commitment to it. In other words, if you decide to join one, make sure you follow the schedule and do your work regularly. If you have any questions regarding study groups, you are welcome to contact me.

I have stressed to Mr Beukes that his role as a group leader is to lead you in conversation practice. His role is not 'teaching' but offering you a chance to speak Mandarin. Because of that, he shall use "drills" from Study guide 2 and a dialogue from each lesson to help you. He can help you with your self-checking exercises as well. All the group leaders will keep me informed regarding your progress and they will get full support from me regarding your learning.

My suggestion is that you contact your fellow students and form a study group of your own. You should then contact Mr Beukes for a suitable date and time. For instance, 2 hours every 2 weeks will be reasonable since you need time to learn the vocabulary and the dialogue before you go to him for practice. From now until the end of May, you can have about 4 'group study' gatherings before the exam.

Please inform me how things are progressing and if there is anything you think that I should know and any other suggestions/advice you need from me, please contact me by telephone (011-609 5195/or 083 9222 829) before May.

Hope that you will enjoy your study group.

Regards
Lucia Hau-Yoon

Fax Cover

To: Luo2 Lao3shi1
Number of Pages: 6
From: Francois Loots 021 - 4221202

Comment: Attached the requested report on the Cape Town Mandarin Tutorials for March 2001.

Thank you for the Tutorial Letters forwarded to me; they will help me prepare for the April tutorials.

Please note that I am out of town from Thursday 29 March till Thursday 5 April

Mandarin I Tutorials - March Report**Tutorial I - 10 March**

Aim: As this was students' first tutorial (with me) the aim was to familiarise them with the textbook and supplementary texts, to agree on dates and times for tutorials, to practise the four tones, and to make sure they are able to use the tones when reading *pin yin*.

Lesson Plan:

1. A brief look at the textbook, traditional and standard characters, and the dictionary at the back of the book. Also a reference to the cassettes and use they are used with the book.
2. An agreement on dates and times for tutorials.
3. Practising the four tones. Pages 6 and 7 (page numbers refer to the textbook), as well as a selection of characters from lesson 1 and 2.
4. Reading *pin yin*; pages 9 and 10. We also looked at Assignment 1, Question 1 Part 2, and practised some of the words that needed to be recorded.
5. Stative Verbs, page 15. An explanation of the grammar, and basic sentence structure using Stative Verbs.
6. Formulating Questions using "ma1", and ways to answer questions. Page 15 and 16.
7. Using the Stative Verbs in questions, page 17. Looking at Assignment 1, Part 3.
8. The basic sentence structure: Subject Verb Object, page 26. Looking at Assignment 1, Part 4.
9. Have and Want, and the Negative: you3 and mei2you3 and yao4 and bu2yao4.

Attendance:

I contacted all the students based in the broader Cape Town area. Seven expressed an interest to attend, but only four did. They were:

Celeste Macleod	Student Number 3341 970 1
Nadine Agenbag	3249 2170
Hilton Chong	3338 952 7
Ziv Okun	

The following students don't need tutorial assistance:

Ms Su I - Mandarin is her home language

Mr Koch D - He has worked in Taiwan for a number of years, and his spoken Mandarin is better than mine!

General Comment:

Three of the four students had not done the first Assignment. I arranged with Liu³ lao³shi¹ to grant them an extension, and the tutorial helped them to tackle the work, rather than give up immediately.

We had limited time (1 hr 30 min) and had to rush through the work.

Tutorial II - 24 March

Aim: The aim of this tutorial was to review tones, to encourage students to make simple sentences, to go through some of the important grammar in Lesson 3 and 4, and to assist those students who want to learn to write characters in order to make flashcards.

Lesson Plan:

1. A short introduction to writing characters and stroke order. The supplementary Unisa books were used, and students looked at the stroke order for a few familiar characters such as wo³, ni³, ta¹ and the numbers 1 to 10.
2. Revision of Stative Verbs in Questions and Answers.
3. Role Play: students had to ask each other questions, and answer.
4. Grammar:
 - a) Revision you³ and mei²you³
 - b) Revision yao⁴ and bu²yao⁴
 - c) gei³, page 28
 - d) Measure Words, page 30
5. Role Play: Students were given five cards with familiar characters and their *pin yin*, and had to collect five of each. They had to ask other students what they had, and to give specific cards to them.
For example: Question: ni³ you³ mei²you³ shu¹?
Answer: you³ liang³ ben³ shu¹.

Question: ging3wen4, ni3 gei3 wo3 liang3 ben3 shu1 ma1? wo3 gei3
ni3 yi1 ping2 ke3le4 gen1 yi1 bei1 kalfei1.

Answer: ke4yi4.

In this role play students helped each other, fast learners explained and encouraged slow learners.

6. A brief look at important vocab and grammar:

- a) gen1, page 28
- b) hai1shi4 and huo4shi4, page 31
- c) xing4, page 40
- d) jiao4, page 42
- e) shi, page 42
- f) zhe4 yi1 and zhei4, page 44
- g) na4 yi1 and nei4, page 44
- f) The use of na3li3
- g) duo1, page 48
- h) The omission of de, page 47

Attendance:

Four students attended the tutorial:

Celeste Macleod	Student Number 3341 970 1
Nadine Agenbag	3249 2170
Hilton Chong	3338 952 7

Marlene Milani (She is registered for Module 2 in the second semester, but attends to revise and practice).

General Comment:

I realised that I tried something quite difficult with the role plays, and was surprised at how well they worked. I was also quite relieved to see how students use them to help each other.

I offered to do the tutorials a) to assist students with learning a difficult language and b) to revise the basics and not forget what I had learnt. In preparing for the tutorials I learn, and re-learn, and am quite pleased that I decided to tackle them. As my aim is to learn (and not to make money) I asked students to help me cover costs only. We agreed that they would each give me R 5 per tutorial. For the semester this would make a total of R 25 per student.

Evaluation:

I asked students to write down something on either the course or the tutorial, and explained that I would forward it to the Mandarin Department. Find attached their comments.

23 March 2001

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Course Outline:

Initially the course is quite overwhelming, but in small chunks it is quite manageable. I find my problem is that I don't always have enough time to do the repetition sufficiently and I find I keep falling behind. I also try and rush through the lessons and then I find a problem that I can't recall things I have already been over - but that is probably a common lament of all students.

I am however looking forward to the CD as using the CD would definitely be more useful to go over certain lessons or to repeat sections.

Course outline is well laid out but it is more a time commitment issue.

Tutorial leader

Working in a group has helped a lot and Francois is very patient and does help me get through the difficult parts. I probably would not kept with it if it wasn't for Francois.

Thanks
Celeste Macleod

MANDARIN CHINESE (MAN101-R)

Dear Student,

I shall be your lecturer this year and shall be taking a special interest in your progress in language learning. This is the Year of Snake according to the Chinese calendar. However, Chinese call it the Year of Mini-Dragon (小龍年 xiǎo lóng nián, literally meaning [small dragon year]). I wish you a healthy and peaceful year, and hope that you achieve your goal/s in learning Chinese.

Firstly, let me introduce myself. My English name is Lucia Hau-Yoon. My Chinese name is 羅家瑞 Luó Jiā Ruì. Luó is my Chinese surname, Jiā Ruì is my Chinese given name. It means 'treasure of the family'. **(I will work out a proper Chinese name for you as well - if you send me the reply slip on page 35 in Tutorial letter 101/2001).** Hau-Yoon is my husband's surname. He is a South Africa born Chinese. When you communicate with me, you can call me [Luo laoshi] which means [Luo teacher]. When a Chinese student addresses his/her teacher, it is normal to use the teacher's surname with the word 'teacher'. I have been teaching Chinese as a foreign language for more than 10 years in a contact-teaching situation and 10 years in a distance-teaching situation. I enjoy language teaching very much. My main interest is how to improve language learning at a distance. Every year, I learn so much from my students. Many of them contact me by letters, telephone or e-mails. They either ask me questions regarding Mandarin studies, make suggestions, or point out typing mistakes in the books, study guides, or tutorial letters. I appreciate that very much. I hope that you will do the same thing.

Regarding learning Mandarin Chinese as a foreign language, I would like to mention several points here. **YOU MUST UNDERSTAND THEM FULLY** so that you will have reasonable expectations from your learning.

- The four basic language skills are listening, speaking, reading, and writing. To learn Chinese as a foreign language at first year level, you need to concentrate only on listening and speaking in first four lessons. It means that you must always **listen and repeat** the sound, a word, a phrase, or a sentence. You will find the dialogue tapes (C4, 5, & 6) very helpful.
- If we talk about language proficiency, in general, with any foreign language learning one will need to take two years to reach a level where one can express oneself comfortably. Because you are learning a language which is totally new to you, you need to first get used to the sounds, be able to distinguish them; learn the vocabulary and remember them; know the patterns or word orders and understand them.
- In module 1 of Level One, you mainly need to train your ear - therefore, it is essential to listen to the tapes as often as you can. Please remember that you are learning a foreign language, which you will normally have difficulty to find a chance to hear or speak in your surroundings. Therefore, **the more often you listen to the language, the less foreign it will become.** With module 1 of Level One, **your AIM should be to improve your listening comprehension.** This can be done by listening to the tapes (dialogue tapes, drill tapes & exercise tape: refer to page 4 in Tutorial letter 101/2001). Speaking will only come more naturally when you have no problem understanding what you hear.
- You must do all the exercises included in Tutorial letter 102/2001. Do not skip any exercise. Attempt each exercise on your own first before you look at the suggested answer (in 103/2001) or comments (in 105/2001). These exercises will help you do self-assessments of your work. If you find the suggested answers different to yours, it will not necessarily mean

yours is wrong. If you are unsure, please check with me. The two assignments will help me to assist you regarding your pronunciation. I will ask Liu laoshi to help me with marking of male students' assignments. The reason is simply that male students' may find it easier to follow the pitch level of his voice. However, I will also listen to each tape to know of your progress and problem areas so that, if necessary, I can explain them in later tutorial letters.

- At this level, only a written examination will be given. There will not be an oral exam. As I have mentioned above, it will take two years to attain an adequate level of language proficiency. Therefore, an oral exam will only be held at the third year level. The written exam will test your vocabulary, your understanding of the word order and the recognition of the characters.

I understand that you are most probably studying part-time. I appreciate your difficulties as a part-time student with other commitments, but regular attention to your studies will help you overcome many of your problems. You will find the chart - **Learning Steps of Mandarin course module 1 (MAN101-R) on page 3 of Tutorial letter 101/2001.** I am sure that after the first three or four lessons, you will find a learning pattern which best suits you.

It is now time for us to look at this Mandarin course. Either you have started at least the first lesson and have experienced some difficulties, or you haven't had any chance to open the book yet. We are going to solve these problems together. By now, you should have received Tutorial letters 101/2001 to 105/2001. The **Key Points in Study Guide 1** are made to help you with the studying of each lesson. Assignments are included in 101/2001.

好的開始是成功的一半

hǎo de kāishǐ shì chénggōng de yībàn

(lit. good beginning is success half)

"A good beginning is half way to success."

If you haven't started yet, I hope the above idiomatic expression will urge you to start today. Don't let those characters frighten you and don't let the thickness of the book discourage you. Just follow the instructions step by step and you will find it easier than you thought - honestly, this comment is from students of previous years. However, **you have to make the first move and discover it yourself. No matter how much I would like to help you, nothing will be done if you don't do your part.**

CONTACT WITH YOUR LECTURER

If you encounter any problems regarding your studies, you can phone me on 012-429 6689 in the mornings. Alternatively, you can write to me either by post, fax or by e-mail. You can also phone 012-429 6812 and speak to Mrs L Van Vuuren, our Departmental secretary, to leave a message if I am unavailable. If you have difficulty phoning me or getting hold of me during the day to discuss your study matters, you can phone me at home **between 7h00 pm to 9h00 pm from Monday to Friday.**

Yours sincerely

Mrs Lucia Hau-Yoon (羅家瑞老師 Luó Jiā-ruì lǎoshī)

(w) 012-429 6689 (h) 011-609 5195 / 083 922 2829 (Fax) 012-429 3221

e-mail: hauyol@unisa.ac.za

Please continue to next page for some questions

I have introduced to you, a little bit about myself. I would also like to get to know you as well. I presume that you have read Tutorial letter 101 and understood what learning goal and objectives are set up for this Mandarin course. I will try my best to support your learning to achieve a basic understanding of Mandarin Chinese language especially, the skills of listening, speaking and reading. However, I can only support your learning if I know what your expectation(s) of this course is/are. Therefore, please fill in your answers to the following questions and post it to me or you can attach it to your assignment 01 when you submit it to me.

1. Why do you want to learn Mandarin Chinese?
2. Have you had any Mandarin language learning experience before?
3. What is your home language? How many languages can you speak?
4. What are your expectations of this course?
5. Are you familiar with distance education? (If not, please refer to pages 6 - 7 in Tutorial letter 101/2001).
6. If you are a part-time student, what is your occupation? Is it a very demanding job?
7. Do you have good discipline? Are you prepared to spend at least **ONE HOUR EVERYDAY** for this Mandarin course? Even though everyone's learning pace is different, my suggestion is that you need more or less **ONE HOUR** every day (from Monday to Saturday) to study the course.
8. Do you prefer studying alone or joining a study group?
9. Are you aware of your strengths and weaknesses in a distance learning situation?
10. Is there anything you would like to ask me or inform me?

NB:

If you have any problem whatsoever with the tapes (e.g. you didn't receive your tapes, or they were damaged when you received them), please contact Unisa's Despatch Department on 012 429 4104. Give them your course code (MAN101-R) and your student number so that they can post you another set.

If you live in Gauteng area and you prefer to fetch it yourself, you can then phone me to make that arrangement. You can either fetch it from my office in Pretoria or my home in Edenvale.

A REMINDER for Mandarin course**MAN101-R**

Our **FIRST GROUP DISCUSSION** will be held on **24TH FEBRUARY, 2001**.

VENUE: THEO VAN WIJK BUILDING, 8TH FLOOR,
ROOM 94. UNISA CAMPUS, PRETORIA

TIME: 9:00 to 15:00, Saturday

**Bring all your learning materials i.e.
the prescribed book (Practical Mandarin for Beginners)**

Study guides 1 and 2

Tutorial letters 101-105

What we are going to do?

- ★ **practising the four tones and pronunciation**
- ★ **learning conversation from Lesson 2**
- ★ **forming a study group**
- ★ **watching a video program - theme will be announced later**
- ★ **questions and answers**

Please reply by phone, e-mail or fax if you want to attend. We will only hold a group discussion if we have more than 10 students interested in attending it.

Dear

Since I have neither heard anything nor received any assignments from you, I am writing this letter to find out the reason is, and if I can help?

The Mandarin course has been running since 1993. Every year, I have had more than 50% of students completing the course. This shows that it is POSSIBLE to do the studies - with motivation, determination and discipline. As an adult learner, each one of us plays many roles. Most of us play at least four roles, e.g. being a father/ or a mother, a husband/ or a wife, having a job, and being a part-time student. It isn't easy at all. I can understand that you may have to attend to other priorities in your life. Is there anyway I can help you? Can you let me know what is the main problem? Is it because of the heavy workload? family commitments? Or simply because the course is too difficult to learn? Are there any suggestions to make the course more manageable for you?

“**Autonomy**” plays an important role in a distance learning situation. This means that as a learner, you need to make the initial move - plan your study, begin to study, make contact with your lecturer,....I would love to hear from you.

Kind regards

Lucia Hau-Yoon

FAX:
ATTN:
FROM:

Dear

FOCUS GROUP INTERVIEW

Just to confirm what I said over the telephone.

To ensure the effectiveness of the Mandarin Chinese language course taught as a foreign language at a distance at Unisa, I am busy with research to find out what has been achieved and what needs to be improved for the Mandarin Chinese language courses taught at Unisa. Therefore, your input will be very valuable.

I believe that there is no perfect course, however, we can always strive for excellence. As Confucius said:

...In his teaching, the wise man guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place...If his students are encouraged to think for themselves, we may call the man a good teacher.

There is a Chinese idiom 教學相長/教学相长 jiāoxué xiāngzhǎng, literally means [teaching learning inter growing]. It means that "Teaching and learning go hand in hand and they develop and grow together". In other words, we (I, have a teaching role and you, hold a learning role) can learn from each other. In a teaching-learning situation, efforts must be made from both the teacher and the learner. It is a team effort. It is not easy to judge how good a course is unless both the teacher and student work together. Therefore, your efforts in learning and your feedback of your learning are most appreciated

DATE: 20/01/2001 (Saturday)

TIME: 9:00 - 11:30 am

VENUE: TAC1, 4th Floor, Theo Van Wijk Building, UNISA, Pretoria

When you walk out of the lift at 4th floor, turn left to the next lift, then turn right and go to the end and turn left again.

Open the door by pushing, you will find TAC1 on your lefthand side.

Cold drinks will be offered during the break and R60 fee for transport will be paid to each student who attends the interview.

I'm looking forward to see you there.

Regards

Lucia Hau-Yoon

FAX:
ATTN:

163

Dear

FOCUS GROUP INTERVIEW

To ensure the effectiveness of the Mandarin Chinese language course taught as a foreign language at a distance at Unisa, I am busy with research to find out what has been achieved and what needs to be improved for the Mandarin Chinese language courses taught at Unisa. Therefore, your input will be very valuable.

Even though you did not complete the Mandarin course, we would like to know the reasons you didn't complete it - was it because of the structure or the contents of the course? I am sure that we can still learn to improve the course from you and find out how can we help you to study.

I believe that there is no perfect course, however, we can always strive for excellence. As Confucius said:

...In his teaching, the wise man guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place...If his students are encouraged to think for themselves, we may call the man a good teacher.

There is a Chinese idiom 教學相長/教学相长 jiāoxué xiāngzhǎng, literally means [teaching learning inter growing]. It means that "Teaching and learning go hand in hand and they develop and grow together". In other words, we (I, have a teaching role and you, hold a learning role) can learn from each other. In a teaching-learning situation, efforts must be made from both the teacher and the learner. It is a team effort. It is not easy to judge how good a course is unless both the teacher and student work together. Therefore, your efforts in learning and your feedback of your learning are most appreciated

DATE: 27/01/2001 (Saturday)

TIME: 9:00 - 11:30 am

VENUE: TAC1, 4th Floor, Theo Van Wijk Building, UNISA, PRETORIA

When you walk out of the lift at 4th floor, turn left to the next lift, then turn right and go to the end and turn left again.

Open the door by pushing, you will find TAC1 on your lefthand side.

Coffee, Chinese tea and refreshment will be offered during the break and R60 fee for transport will be paid to each student who attends the interview.

I'm looking forward to see you there.

Please confirm it by e-mail, or by phone to 012-429 6689 (w); 011-609 5195 (h) or Fax: 012-429 3221. Thank you.

Regards
Lucia Hau-Yoon

Questions

- 1 Does the course achieve its aims?
- 2 Has your experience of the course been a satisfactory one?
- 3 Do you consider the course to be value for money?
- 4 As you know the Mandarin courses are taught 'at a distance' using printed material, audio cassettes, and tutorials. What is your view of the **benefits** of this method of teaching?
 e.g. Students can study in their own time and at their own pace.
 Students do not have to take time away from their work.
 Distance teaching involves part time study spread over a long period.
 Students can apply what they learn in their work situations since studying on their own can be more efficient than learning in a group
 Distance teaching is more flexible than traditional teaching.
 Students need more self-discipline to study
 The costs of distance teaching to the employer are lower
- 6 Do you have any difficulties in contacting your lecturer?
- 7 Does the teaching approach in the Study guide encourage you to interact with the materials of the subject and the lecturer
- 8 Is the workload involved in studying the subject and completing the assignments reasonable?

Among all activities covered in the course, how much did you use of each activity listed below:

prescribed book

Key points in SG1

Memory work in SG1

Patterns in SG1

Drills in SG2

Reading Practice in SG2

Stroke order in SG2

Audio cassettes

Self-checking exercises in 102

Answers for self-checking exercises in 103

General comments for exercises in 105

Characters list (according to stroke order & In alphabertical order)

Analysis of the drawing in SG MNR201-N

Points of departure in SG MNR201-N

Grammar points in SG MNR201-N & 202-P

Lexical differentiation in TL 103

Pinyin & translation of the lessons in TL 103

Extra readings (short stories) in TL 104

Word usage in TL 105 & TL108

Characters list (according to stroke ordr & In alphabertical order)

Common mistakes encounter by students in TL109

COURSE EVALUATION**REPORT ON FOCUS GROUP INTERVIEW (FGI)
WITH SUCCESSFUL MANDARIN STUDENTS:
20/01/2001**

Anneke Venter, Bureau for University Teaching

DETAILS:

Date: 20 January 2001
Time: 09h00 - 11h30
Venue: TAC 1, Theo van Wijk Building
Participants: Selection of students who passed Mandarin 101 and/or
Mandarin 102, living in Gauteng
Moderator: Anneke Venter, Bureau for University Teaching

1 INTRODUCTION

During the last half of 2000, Ms Lucia Hua Yoon, of the Department of Semitics, contacted me regarding the possibility of conducting focus group interviews (fgis) to assist her in evaluating the Mandarin modules she is teaching. Several meetings followed during which the design, purpose, schedule and logistics of such interviews were discussed and planned.

We decided to hold two different fgi's. One fgi would involve students who had successfully completed their Mandarin 1st and/or 2nd year modules, and another group for learners who didn't complete the course, didn't pass the exam or didn't continue to the next module. Ms Hau Yoon provided me with a discussion outline to be used for moderating the two discussions. All other arrangements were also handled by Ms Hau Yoon.

On the scheduled date for the first fgi with successful learners, nine participants joined me for a relaxed and fruitful discussion of the learning materials. The session was video-taped with the consent of all participants.

After watching the video and making complete notes of the contributions made by the participants, the results were carefully studied and categorised.

2 RESULTS

The results can be put into the following categories:

2.1 Interest

The group were all very interested in the Chinese language and culture. They are quite eager to learn to speak Mandarin. The participants offered diverse reasons for wanting to learn to speak the language. This include personal reasons, ie. marrying a Chinese woman, and having Chinese friends; business purposes, ie. companies having links with China, factories in China; and generally being interested in a different language and culture.

2.2 Expectations

The group agreed that the course or modules were much more difficult and time-consuming than what they had expected it to be. One participant who had previously studied Arabic (which is generally seen as very difficult to master) indicated that learning Mandarin is even more difficult than learning Arabic. Some of the specific challenges in learning Mandarin include learning how the characters differ and learning to write the characters. Other challenges are that they didn't know where to begin and that it took them a long time to "get into the swing of things". Overall, they agreed that they had to put in a lot of work to achieve success.

2.3 Structure of the courses/modules

The group praised the logic and clear structure of the course. The course is designed in such a way that it provides the learner with building blocks to facilitate progression. They agreed that if a learner would closely follow the course, he/she shouldn't get lost and should be able to pass.

Furthermore, the adequate amount of self-assessment activities assisted the learners in their progression through the materials.

2.4 Learner support needed

The group emphasised the importance of face-to-face contact with the lecturer and/or tutor. In addition to additional help, the contact also provided the learners with an opportunity to speak the language. The participants felt that the course doesn't provide enough room for speaking practice or application possibilities. The course can be very passive because of the focus on reading and writing. Speaking practicals could help to build speaking capacity and confidence, especially since two learners indicated that they experienced embarrassing incidents while trying to speak Mandarin. One said that she had tried to speak Mandarin to shop owners and the Chinese people answered her in English. Another said that she had phoned the lecturer and the lecturer spoke to her in Mandarin, and she got such a fright that she had never phoned the lecturer again.

However, other members of the group¹⁶⁷ explained that the lecturer emphasised recording themselves on audio tape to be able to correct their pronunciation and tone.

To the additional credit of the lecturer, the group agreed that she helped them a lot, she was available at all times and she had succeeded in motivating them to study harder and be well prepared for the exams. One participant added that it was the first time in her life that she had ever encountered a lecturer who asked students how they were doing and urged them to work harder and write the exam.

2.5 Distance learning experience

Only two of the of the nine participants had had previous experience of studying via distance at Unisa. The rest complained that they found it difficult to study at a distance. They felt lost and didn't know where to start. The whole administration of distance learning created problems as some of them struggled to get the necessary books and to organise their learning materials. One participant noted that she first started studying after attending the first discussion classes.

2.6 Self-pacing and work load

Following on the above, the participants acknowledged the inherent requirement for distance learning success - that learners should be able to pace themselves through the materials. The group agreed that they had to be very disciplined throughout their study of Mandarin by working consistently and continuously.

They indicated that the lecturer's recommendation of studying 5 hours a week would be sufficient. But they said that it is not feasible to study one hour at a time as you don't get much done in an hour because much time is needed to first recap. Those who had lots of free time available,-- ie being retired or unemployed,-- indicated that they had studied for 3 - 4 hours on a daily basis. This was not possible for the employed learners, and they indicated that they had put in extra time over week-ends.

One learner, however, confessed to cramming in the last month. She did pass the exam, but felt that she could have achieved better results if she had studied consistently and continuously.

Given the guideline that a modular course should not require more than 120 hours of notional study, it seems that the modules carry a very heavy workload. When asked to comment on the required 120 hours of notional study, the group agreed that a learner could possibly pass the course by putting in 120 hours of study, but they felt that such an attempt wouldn't guarantee success.

2.7 Tapes and other media

The participants regarded the tapes as very helpful. But not everybody used them.

One participant also listened to the Kindergarten programmes on DSTV and some of the others watched Chinese movies, especially films that use sub-titles, which help them to match the sounds to the characters.

2.8 Examination preparation

Generally speaking, all the participants felt prepared for the exam and indicated that they had enjoyed the exam. Some of them felt that the exam was too focussed and didn't test all of their knowledge and skills.

Some requested that the exam should allow for more time so that they could have the chance to re-read and possibly correct or expand their answers.

3 RECOMMENDATIONS

From the above, it is clear that the Mandarin courses offered at Unisa succeed in teaching Mandarin at a distance. The lecturer's dedication and practice of good teaching should be commended. In order to further improve the courses, the following recommendations can be made:

3.1 Purpose of the course/s

Some time should be spent on reflecting on the main purpose of each of the modules, ie. speaking, reading, writing, cultural influences. It might be necessary to present an introductory course with limited scope but promoting the ability to converse. Follow-up modules can provide deeper understanding and more application of the language.

3.2 Work load

Related to the above point of clearly defined purposes, lies the issue of work load. According to accepted distance learning practice at Unisa, modules should not require more than 120 notional hours of study. The 120 hours should be enough to include the following:

- registration time
- obtaining and organising all learning materials
- Working through the materials
- attending discussion classes
- completing all activities
- listening to tapes, watching videos (if included)
- doing assignments
- preparing for the exam

- sitting the exam.

All the Mandarin courses should be evaluated to determine whether the work load is realistic to the time available for learners. If not, revision and/or re-designing of the course/s might be required.

3.3 Learner support

Since the learners find it difficult to study Mandarin at a distance, for reasons such as inexperience of distance learning and inadequate opportunities to speak the language, a regular, structured and application-orientated support programme should be devised. This could be facilitated by tutors. Social gatherings where learners could meet the lecturer and fellow-students could also be a good idea.

Consideration should be given to first-time distance learners. Some orientation to distance learning, especially learning a foreign language at a distance, might be necessary.

The helpful and accessible approach of the lecturer should continue.

4 CONCLUSION

The fgi proved to be valuable in eliciting constructive feedback from the learners in terms of their experience of the learning materials. Although generally labelled as a good and enjoyable learning experience, some problem areas were identified and recommendations on improving on those areas are included.

The fgi also served a secondary function by providing learners the opportunity to meet and share experiences with fellow-students. It can be said that the fgi-experience further motivated the learners to continue with their Mandarin studies.

COURSE EVALUATION**REPORT ON FOCUS GROUP INTERVIEW (FGI)
WITH MANDARIN STUDENTS WHO FAILED OR
DROPPED OUT: 27/01/2001**

Anneke Venter, Bureau for University Teaching

DETAILS:

Date: 27 January 2001
Time: 09h00 - 11h30
Venue: TAC 1, Theo van Wijk Building
Participants: Selection of students who failed or dropped out of
Mandarin 101 and/or Mandarin 102, living in Gauteng
Moderator: Anneke Venter, Bureau for University Teaching

1 INTRODUCTION

During the last half of 2000, Ms Lucia Hua Yoon, of the Department of Semitics, contacted me regarding the possibility of conducting focus group interviews (fgis) to assist her in evaluating the Mandarin modules she is teaching. Several meetings followed during which the design, purpose, schedule and logistics of such interviews were discussed and planned.

We decided to hold two different fgi's. One fgi would involve students who successfully completed their Mandarin 1st and/or 2nd year modules, and the second would be for another group for learners who didn't complete the course, didn't pass the exam or didn't continue to the next module. Ms Hau Yoon provided me with a discussion outline to be used for moderating the two discussions. All other arrangements were also handled by Ms Hau Yoon.

On the scheduled date for the 2nd fgi for students who had failed or had dropped out of the course, three participants joined me for a relaxed and fruitful discussion of the learning materials. The session was video-taped with the consent from all participants.

After watching the video and making complete notes of all the contributions made by the participants, the results were carefully studied and categorised.

2 RESULTS

The results can be put into the following categories:

2.1 Interest

All three participants claimed to be very interested in learning Mandarin. One of them was married to a Chinese person, and became interested in learning to speak Mandarin. Another participant worked as a missionary and wanted to do missionary work in China; therefore it was necessary to learn to speak Chinese. The 3rd participant was following a career in Political Science and regarded China and the language of Mandarin as important to a successful career in political studies.

2.2 Expectations

Following the reasons for being interested in studying Mandarin, two of the participants expected to learn to speak the language. Therefore they expected that the course would be more practical than what it is. They found the course to be very theoretical and quite difficult. One of them said that if it wasn't necessary for her to complete the course to get her degree, she would have dropped out. The other one said that he didn't have enough time to study successfully.

Although they regard the basis of the course as good, the two participants offered the following suggestions to improve the learning materials:

- The modules should be smaller and more focussed, for instance an Introductory module aimed at tuning their ears and learning to converse, and more advanced modules directed towards mastering grammar and conversation,
- The modules should be more practical so that learners would be able to speak Mandarin,
- The learners require proper, structured conversation classes,
- The course should be shorter in order to maintain interest and high motivation levels,
- In an attempt to be as precise as possible, the lecturer caused the sections to be scattered. They suggest more integration of the different sections,
- Checklists should be incorporated so that learners can assess their progression before they move on to more difficult work.

The 3rd participant did not write the exam because she couldn't get leave for the day, but will continue her Mandarin studies as part of her degree programme. She did, however, state that she would not have been able to pass an exam if that exam would have required speaking ability.

2.3 Tapes

The group apparently used the tapes until it became too difficult for them to follow when the speakers started speaking at a normal tempo.¹⁷²

2.4 Distance learning

All of them agreed that it was difficult to study at a distance. They could see the benefits of self-pacing, but still regarded it as a difficult thing to do.

2.5 Time

All of them agreed that they had found it difficult to manage their time in such a way that they had enough time for studies. One participant exclaimed that even though she had passed the course, she didn't feel that she has really mastered the language.

2.6 Group discussions

The participants indicated that they had attended group discussions organised by the lecturer. However, sometimes they found it difficult to attend because of other commitments and being registered for other subjects.

2.7 Activities

One member said that it was difficult to understand the patterns because she couldn't see the interrelatedness.

Another one said that she couldn't attend the session on how to use the dictionary and still doesn't know how to look a word up.

All agreed that it was very important to be able to accurately do the strokes, but they said that they needed a lot of practice on that.

3 RECOMMENDATIONS

In summarising the feedback, it can be said that these three learners experienced difficulty in mastering Mandarin. Possible explanations for this include that they had different expectations than what the materials required them to do, and that they either didn't have enough time to spend on Mandarin, or didn't study hard enough right through the time span. The following recommendations in addressing their problems can be offered:

3.1 Scope of the modules

I would suggest the presentation of an Introductory module which would focus on speaking ability only. Another module could address both

speaking and grammar competencies.¹⁷³

3.2 Work load

These modules should also carry a smaller work load than what is currently the case. The accepted work load for distance learning modules is that of 120 notional hours of study which would include the following learning activities:

- registration time
- obtaining and organising all learning materials
- Working through the materials
- attending discussion classes
- completing all activities
- listening to tapes, watching videos (if included)
- doing assignments
- preparing for the exam
- sitting the exam.

All the Mandarin courses should be evaluated to determine whether the work load is realistic to the time available for learners. If not, revision and/or re-designing of the course/s might be required.

3.3 Practicality/applicability

Related to the above points is the need for more practical experience in speaking and using the language. This kind of exposure could help in building confidence speaking Mandarin.

4 CONCLUSION

Even though the fgi had only three participants, their contributions are enlightening and constructive. It became clear that the success of a distance learning programme, especially in foreign languages, strongly depends on meeting the expectations of the learners, to provide them with enough time and resources to master the outcomes and to develop sufficient opportunities for them to apply their knowledge and conversation skills.

**DEPARTMENT OF SEMITICS
MANDARIN CHINESE**

UNISA

MAN101-R

COURSE EVALUATION QUESTIONNAIRE

Dear Student,

Could you please spare us several minutes to complete the attached questionnaire.

The lecturer in Mandarin Chinese language teaching would like feedback from you on your learning experience this year. Did you enjoy the module or not? What were the main problems you experienced?

With help from Bureau for Teaching Development, a questionnaire is set out for evaluation of the module. Even though some general feedback was obtained from your exam, we would like to have more comprehensive comments on every aspect.

We would also like to encourage those of you who didn't complete the module to give us your opinion as well. Your responses will serve as the basis for improving the distance teaching module employed in the package. Without your contribution we shall be unable to achieve our aim.

Please do not be afraid to express your feelings about the module. If you are unhappy with certain aspects of the module, please say so. This will in no way count against you. We will never know that our shortcomings are unless you tell us.

A computerised statistical analysis will be done by the Bureau for University Teaching. Although your student number is requested, only the inputs of the group as a whole will be calculated and no answers of individual students will be available to the researcher or to the lecturer.

Once you have completed it please return the questionnaire in the enclosed self-addressed envelope by 20th February 2001. No postage stamp is needed. Thank you for your co-operation,

Best regards

Lucia Hau-Yoon

Questionnaire Items

Evaluation of the Mandarin Course MAN101-R - Module 1 of Level 1

Instruction: Please answer by ticking off to the relevant option

SD: strongly disagree; **D:** disagree; **N:** neither agree nor disagree; **A:** agree; **SA:** strongly agree

1. After taking this module, I developed the ability to understand the Chinese language
(1) SD (2) D (3) N (4) A (5) SA
2. After taking this module, I learned to apply basic conversation in the Chinese language
(1) SD (2) D (3) N (4) A (5) SA
3. After taking this module, I learned to recognise some basic Chinese characters
(1) SD (2) D (3) N (4) A (5) SA
4. After taking this module, I was stimulated to discover more things regarding Chinese language.
(1) SD (2) D (3) N (4) A (5) SA
5. The assignment questions were thoughtfully designed.
(1) SD (2) D (3) N (4) A (5) SA
6. The written assignments and self-checking exercises were relevant to and integrated with the subject contents.
(1) SD (2) D (3) N (4) A (5) SA
7. The assessment methods (e.g., self-checking exercises, assignments, exam) validly evaluated my learning of this subject.
(1) SD (2) D (3) N (4) A (5) SA
8. The assessments for recorded-assignments were very helpful.
(1) SD (2) D (3) N (4) A (5) SA
9. The Study Guide was well edited and presented.
(1) SD (2) D (3) N (4) A (5) SA
10. The learning activities offered in the Study Guide were well integrated with the listening and reading comprehension.
(1) SD (2) D (3) N (4) A (5) SA
11. The selected readings were generally interesting.
(1) SD (2) D (3) N (4) A (5) SA
12. The Study Guide and readings were generally easy to read and understand.
(1) SD (2) D (3) N (4) A (5) SA
13. The exercises in the Tutorial Letter 102 helped me to learn and achieve
(1) SD (2) D (3) N (4) A (5) SA

14. The number of new characters that had to be learnt was appropriate.
(1) SD (2) D (3) N (4) A (5) SA
15. The Reading Practice in Study Guide 2 was challenging.
(1) SD (2) D (3) N (4) A (5) SA
16. The lecturer gave constructive comments on my assignments.
(1) SD (2) D (3) N (4) A (5) SA
17. The group discussions/video conferences were generally interesting.
(1) SD (2) D (3) N (4) A (5) SA
18. The lecturer gave clear and understandable explanations.
(1) SD (2) D (3) N (4) A (5) SA
19. The lecturer appeared to have a good understanding of this subject.
(1) SD (2) D (3) N (4) A (5) SA
20. For this subject, tutorials were essential to effective learning.
(1) SD (2) D (3) N (4) A (5) SA
21. The lecturer was enthusiastic about teaching the module.
(1) SD (2) D (3) N (4) A (5) SA
22. The lecturer had a realistic idea of good student performance.
(1) SD (2) D (3) N (4) A (5) SA
23. The lecturer was well prepared for each group discussion.
(1) SD (2) D (3) N (4) A (5) SA
24. The lecturer was skilful in observing students' reactions.
(1) SD (2) D (3) N (4) A (5) SA
25. The lecturer used the tutorial time appropriately and efficiently.
(1) SD (2) D (3) N (4) A (5) SA

26. Any other suggestions for improving the module:

.....

.....

27. Do you intend continuing with Mandarin Chinese at the next level?

(1) yes

(2) no

(3) uncertain

If 'yes', why do you want to continue?

.....

.....

If 'no', why do you not want to continue?

.....

.....

Thank you for answering this questionnaire.

謝謝你!

**DEPARTMENT OF SEMITICS
MANDARIN CHINESE**

UNISA

MAN101-R

COURSE EVALUATION QUESTIONNAIRE

Dear Student,

Could you please spare us several minutes to complete the attached questionnaire.

The lecturer in Mandarin Chinese language teaching would like feedback from you on your learning experience in Mandarin course. Did you enjoy the module or not? What were the main problems you experienced?

With help from Bureau for Teaching Development, a questionnaire is set out for evaluation of the module. Even though some general feedback was obtained from your exam, we would like to have more comprehensive comments on every aspect.

We would also like to encourage those of you who didn't complete the module to give us your opinion as well. Your responses will serve as the basis for improving the distance teaching module employed in the package. Without your contribution we shall be unable to achieve our aim.

Please do not be afraid to express your feelings about the module. If you are unhappy with certain aspects of the module, please say so. This will in no way count against you. We will never know that our shortcomings are unless you tell us.

A computerised statistical analysis will be done by the Bureau for University Teaching. Although your student number is requested, only the inputs of the group as a whole will be calculated and no answers of individual students will be available to the researcher or to the lecturer.

Once you have completed it please return the questionnaire in the enclosed self-addressed envelope by **10th April 2001**. No postage stamp is needed. Thank you for your co-operation,

Best regards

Lucia Hau-Yoon

Questionnaire						For office use only
<u>Evaluation of the Mandarin Course MAN101-R - Module 1 of Level 1</u>						
Student number: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>						1-8
SECTION A:						
<i>Instruction: Please answer each item by ticking off (✓) the relevant option. Use the following five-point scale in Section A:</i>						
<i>SD : Strongly disagree</i> <i>D : Disagree</i> <i>N : Neutral (Neither agree nor disagree)</i> <i>A : Agree</i> <i>SA : Strongly agree</i>						
ITEMS	SD	D	N	A	SA	
1. After taking this module, I developed the ability to understand the Chinese language.						9
2. After taking this module, I learned to apply some basic conversation in the Chinese language.						10
3. After taking this module, I learned to recognise some basic Chinese characters related to this module.						11
4. After taking this module, I was stimulated to discover more things regarding Chinese language.						12
5. The 'recording section' on each assignment was challenging.						13
6. The written assignments were relevant to the subject contents.						14
7. The self-checking exercises were integrated with the subject contents.						15
8. The assessment methods (e.g., self-checking exercises, assignments, exam) validly evaluated my learning of this subject.						16
9. The 'recording section' on each assignment was necessary.						17

ITEMS	SD	D	N	A	SA	
10. The comments made on tape by the lecturer on my recorded assignments were generally helpful.						18
11. The vocabulary introduced in the prescribed book 'Practical Mandarin for Beginners' were practical.						19
12. The explanations in 'Practical Mandarin for Beginners' were clear.						20
13. The language used in 'Practical Mandarin for Beginners' was easy to follow						21
14. The Study Guides were well presented.						22
15. The key points in Study Guide 1 were helpful.						23
16. The memory work of the Review Section in Study Guide 1 was essential						24
17. The patterns in Study Guide 1 were necessary						25
18. The stroke orders in Study Guide 2 were helpful						26
19. The drills offered in Study Guide 2 was beneficial to my listening comprehension.						27
20. The study material (i.e. Study Guides, Tutorial Letters) were easy to read						28
21. The self-checking exercises in Tutorial Letter 102 helped me to learn						29
22. The pace of the recording on cassettes were alright.						30
23. The general comments for exercises in Tutorial letter 105 were helpful						31
24. The Characters lists according to stroke order were helpful						32
25. The Characters lists in alphabetical order were helpful.						33
26. The number of new characters that had to be learnt was appropriate.						34
27. The Reading Practice in Study Guide 2 was challenging.						35
28. The lecturer gave constructive comments on my assignments.						36

ITEMS	SD	D	N	A	SA	
29. The lecturer gave clear explanations when asked.						37
30. The lecturer appeared to have a good understanding of this subject.						38
31. The lecturer was enthusiastic about teaching the module.						39
32. The lecturer had a realistic expectation in student's performance.						40
If you never attended any group discussion or video conference, you can skip Numbers. 33 to 37 and go to SECTION B						
33. The group discussions or video conferences were interesting.						41
34. For this subject, tutorials were essential to effective learning.						42
35. The lecturer was well prepared for each group discussion/video conference						43
36. The lecturer was skilful in observing students' reactions.						44
37. The lecturer used the tutorial time efficiently.						45
SECTION B: Tick off (✓) the relevant option or complete the details required						
<p>38. Apart from the discussion groups/video conferences, how did you have contact with the lecturer?</p> <p>Did you make any contact with your lecturer?</p> <p>(1) Yes <input type="checkbox"/></p> <p>(2) No <input type="checkbox"/></p>						46
<p>If "yes", how did you make contact with your lecturer? Please tick off (✓) all that apply.</p>						47
<p>(1) telephone <input type="checkbox"/></p>						48
<p>(2) e-mail <input type="checkbox"/></p>						49
<p>(3) fax <input type="checkbox"/></p>						50
<p>(4) personal visit <input type="checkbox"/></p>						51
<p>(5) correspondence <input type="checkbox"/></p>						51
<p>(6) other (specify).....</p>						52

<p>39. Any other suggestions for improving the module: <i>(If the space is not enough, you are welcome to write on a spare page as attachment)</i></p>	
<p>40. Do you intend continuing with Mandarin Chinese at the next level?</p> <p>(1) yes <input type="checkbox"/></p> <p>(2) no <input type="checkbox"/></p> <p>(3) uncertain <input type="checkbox"/></p>	53
<p>If 'yes', why do you want to continue?</p>	
<p>If 'no', why do you not want to continue?</p>	

Thank you for answering this questionnaire.
謝謝你!

**DEPARTMENT OF SEMITICS
MANDARIN CHINESE**

UNISA

MNR100-J

COURSE EVALUATION QUESTIONNAIRE

Dear Student,

Could you please spare us several minutes to complete the attached questionnaire.

The lecturer in Mandarin Chinese language teaching would like feedback from you on your learning experience in Mandarin course. Did you enjoy the course or not? What were the main problems you experienced? Since learning Chinese as a foreign language at a distance is still a new field worldwide, I am busy doing research on the teaching effectiveness of our Mandarin course.

With help from Bureau for Teaching Development, a questionnaire is set out for evaluation of the module. Even though some general feedback was obtained from your exam, we would like to have more comprehensive comments on every aspect.

We would also like to encourage those of you who didn't complete the module to give us your opinion as well. Your responses will serve as the basis for improving the distance teaching module employed in the package. Without your contribution we shall be unable to achieve our aim.

Please do not be afraid to express your feelings about the module. If you are unhappy with certain aspects of the module, please say so. This will in no way count against you. We will never know that our shortcomings are unless you tell us.

A computerised statistical analysis will be done by the Bureau for University Teaching. Although your student number is requested, only the inputs of the group as a whole will be calculated and no answers of individual students will be available to the researcher or to the lecturer.

Once you have completed it please return the questionnaire in the enclosed self-addressed envelope by **10th April 2001**. No postage stamp is needed. Thank you for your co-operation,

Best regards

Lucia Hau-Yoon

Questionnaire

For office
use only

Evaluation of the Mandarin Course MNR100-J

Student number:

1-8

Which year did you take this course? Tick off (✓) the relevant option

(1) 1998

(2) 1999

9

SECTION A:

Instruction: Please answer each item by ticking off (✓) the relevant option. Use the following five-point scale in Section A:

SD : Strongly disagree

D : Disagree

N : Neutral (Neither agree nor disagree)

A : Agree

SA : Strongly agree

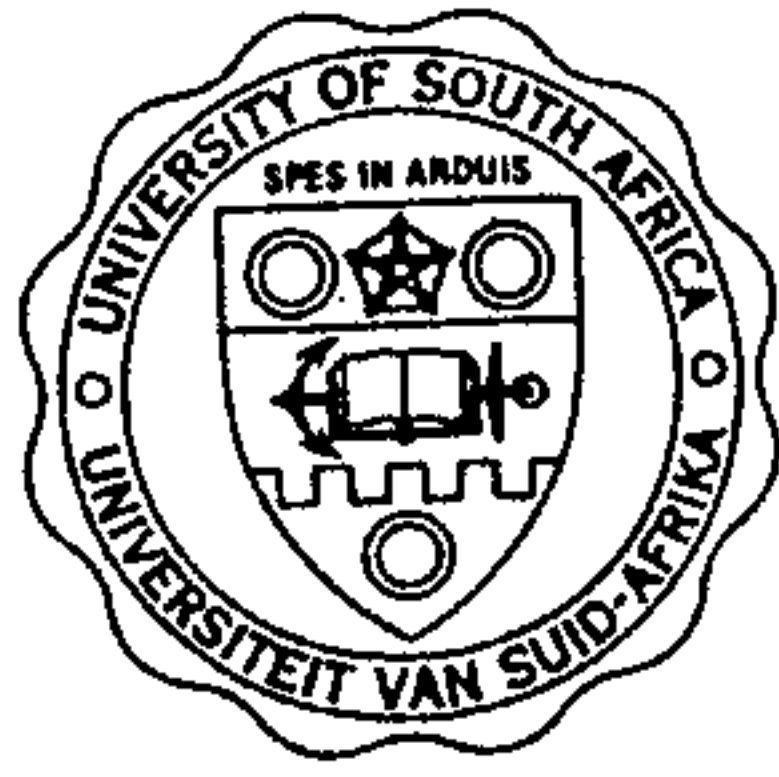
ITEMS	SD	D	N	A	SA	
1. After taking this course, I developed the ability to understand the Chinese language.						10
2. After taking this course, I learned to apply basic conversation in the Chinese language.						11
3. After taking this course, I learned to recognise some basic Chinese characters related to this course.						12
4. After taking this course, I was stimulated to discover more things regarding Chinese language.				✓		13
5. The assignment questions were thoughtfully designed.						14
6. The written assignments were relevant to the subject contents.						15
7. The self-checking exercises were integrated with the subject contents.						16
8. The assessment methods (e.g., self-checking exercises, assignments, exam) validly evaluated my learning of this subject.						17

ITEMS	SD	D	N	A	SA	
9. The 'recording section' on each assignment was necessary.						18
10. The comments made on tape by the lecturer on my recorded assignments were helpful.						19
11. The vocabulary introduced in the prescribed book 'Practical Mandarin for Beginners' were practical.						20
12. The explanations in 'Practical Mandarin for Beginners' were clear.						21
13. The language used in 'Practical Mandarin for Beginners' was easy to follow						22
14. The Study Guides were well presented.						23
15. The key points for each lesson in Tutorial letter were helpful.						24
16. The memory work of the Review Section for each lesson in Tutorial letter was essential						25
17. The patterns in Study Guide 1 were necessary						26
18. The stroke orders in Study Guide 2 were helpful						27
19. The drills offered in Study Guide 2 were beneficial to my listening comprehension.						28
20. The study material (i.e. Study Guides, Tutorial Letters) were easy to read						29
21. The self-checking exercise for each lesson in Tutorial Letter helped me to learn						30
22. The pace of the recording on cassettes were alright.						31
23. The general comments for exercises and assignments in Tutorial letters were helpful						32
24. The Characters lists according to stroke order were helpful						33
25. The Characters lists in alphabetical order were helpful.						34
26. The number of new characters that had to be learnt was appropriate.						35

ITEMS	SD	D	N	A	SA	
27. The Reading Practice in Study Guide 2 was challenging.						36
28. The lecturer gave constructive comments on my assignments.						37
29. The lecturer gave clear explanations when asked.						38
30. The lecturer appeared to have a good understanding of this subject.						39
31. The lecturer was enthusiastic about teaching the module.						40
32. The lecturer had a realistic expectation of the student's performance						41
If you never attended any group discussion or video conference, you can skip Numbers. 33 to 37 and go to SECTION B						
33. The group discussions/video conferences were generally interesting.						42
34. For this subject, tutorials were essential to effective learning.						43
35. The lecturer was well prepared for each group discussion/video conference						44
36. The lecturer was skilful in observing students' reactions.						45
37. The lecturer used the tutorial time efficiently.						46
SECTION B: Tick off ✓ the relevant option or complete the details required						
38. Apart from the discussion groups/video conferences, how did you have contact with the lecturer? Did you make any contact with your lecturer? (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/>						47
If "yes", how did you make contact with your lecturer? Please tick off (✓) all that apply.						48
(1) telephone <input type="checkbox"/>						49
(2) e-mail <input type="checkbox"/>						50
(3) fax <input type="checkbox"/>						51
(4) personal visit <input type="checkbox"/>						52
(5) correspondence <input type="checkbox"/>						53
(6) other (specify).....						

<p>39. Any other suggestions for improving the course: <i>(If the space is not enough, you are welcome to write on a spare page as attachment)</i></p>	54
<p>40. Do you intend continuing with Mandarin Chinese at the next level?</p> <p>(1) yes <input type="checkbox"/></p> <p>(2) no <input type="checkbox"/></p> <p>(3) uncertain <input type="checkbox"/></p>	
<p>If 'yes', why do you want to continue?</p>	
<p>If 'no', why do you not want to continue?</p>	

Thank you for answering this questionnaire. 謝謝你!



Appendix 5

97153966

UNISA UNIVERSITY OF SOUTH AFRICA
南非大學

DEPARTMENT OF SEMITICS

MANDARIN CHINESE
中國語文

FOR SEMESTER 1 & 2

MAN101-R

Tutorial Letter: 101/2002

➤NB:

Please read through everything in this tutorial letter. Since you are studying through distance, reading the study material is exactly like "listening to a lecture" or "having a lesson" in a classroom situation. If you don't read the material, it means that you have missed the classes which will make your studies more difficult to follow.



Learning Steps of Mandarin course module 1 (MAN101-R)

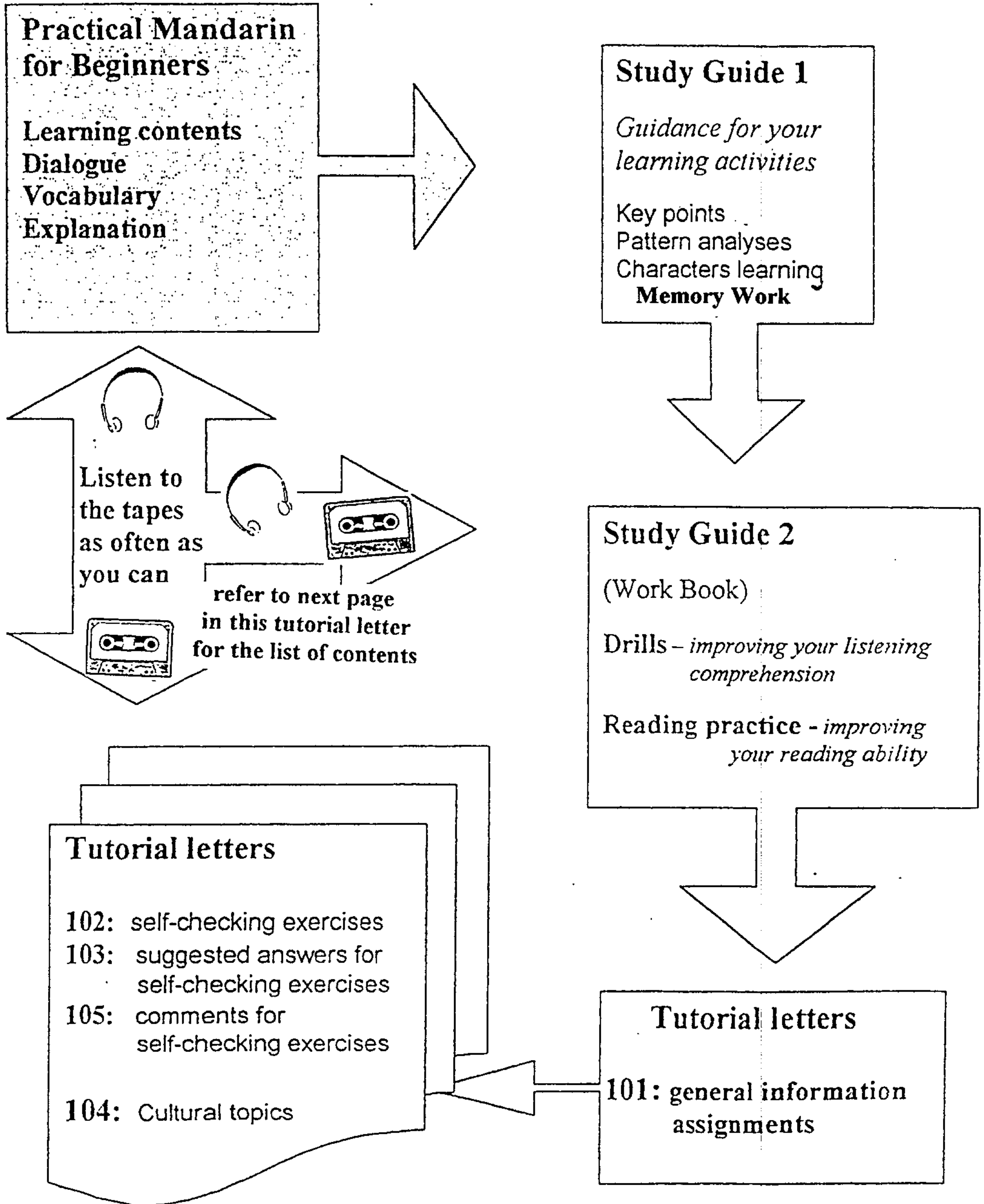
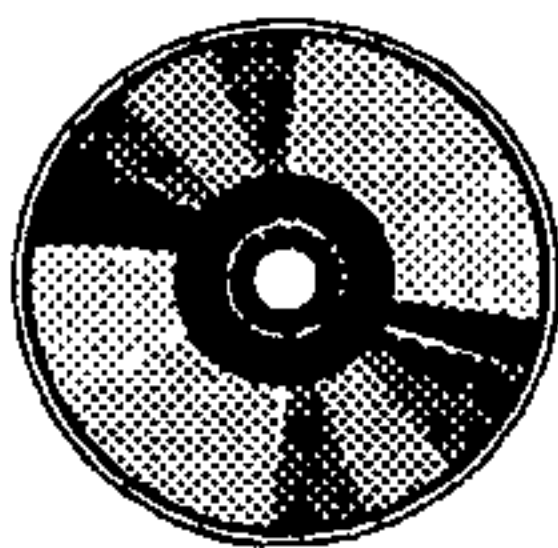


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An orientation video and a language teaching tape are included in your learning package. Please contact 012-429 2458 if you haven't received the video tapes.



A CD is available for MAN101-R. Information regarding the CD is on page 20 . An order form is on page 35.

List of the contents of the cassettes

C1 : cassette tape no. 1 PMB: Practical Mandarin for Beginners
 L1: Lesson 1 p1: page 1
 SG1: Study Guide 1 SG2: Study Guide 2
 D: Dialogue Sup Voc: Supplementary Vocabulary

C1 to C6: Pronunciation, Explanation, Dialogue & Supplementary vocabulary in 'Practical Mandarin for Beginners' (PMB).

C7 : Patterns in Study Guide 1, MAN101-R

C8 & C9A: Drills in Study Guide 2, MAN101-R

C9B Assignments & Exercises (Listening comprehension tests)

C10, side A: Pronunciation in Study Guide 1, pages 18-21, MAN101-R
& Revise the four tones of RWVIEW I (in Tutorial letter 102), MAN101-R

C10, side B: Revise the third tone in Study Guide 1

MAN101-R

No.	SIDE A	SIDE B
C1	L1 Pronunciation in PMB (p1 - p9)	L1 Pronunciation (p10) L2 Explanation (p13 - p23)
C2	L3 Explanation in PMB (p27) to L5 (p60)	L6 (p70) to L10 (p122)
C3	L11 Explanation (p130) to L17 (p204)	L17 (p205) to L20 (p253)
C4	Dialogue & Supplementary Vocabulary Lessons 2,3, 4 & 5 (D) I	Dialogue & Supplementary Vocabulary Lessons 5 (D) II, 6, 7 & 8
C5	Dialogue & Supplementary Vocabulary Lessons 9, 10 & 11	Dialogue & Supplementary Vocabulary Lessons 12, 13, 14 & 15 (D)
C6	Dialogue & Supplementary Vocabulary Lessons 15 (Sup Voc), 16, 17, 18	Dialogue & Supplementary Vocabulary Lessons 19 & 20
C7	SG1: Patterns from L2 to L7	SG1: Patterns from L7 to L8
C8	SG2: Drills L2, L3 (p2 - 10)	SG2: Drills L4, L5 (p11 - 20)
C9	Drills L6, L7, L8 (p21 - 30)	Assignments & exercises
C10	SG1: Pronunciation (p18-21); T/L102: Revise the four tones	SG1: Revise the third tone (p22 - 23)

CORRECTIONS:

Practical Mandarin for Beginners

page no.	Mistakes	Corrections
10	answers for the self-checking test 4. qián 8. bài 10. qiàn	4.wǒ 8.hěn 10. tài
13	Ordinal numbers: 第十 dìshí <u>ten</u>	第十 dìshí <u>tenth</u>
54	line 2 wǔbǎi kuài qián táibì	should be wǔbǎi yuán
61	Under line 13 號 hào number	號 hào number, <u>size (of clothes, shoes)</u>
71	line 14 nǐ de tángjiě shì bùshì jiào?	nǐ de tángjiě shì bùshì jiàoZhào Měi-zhēn?
77	line 3: 這是一點點。	the punctuation mark '。' should be deleted. 這是一點點
77	line 9 zhēnshi tài hǎochī le	zhēnshi hǎochī jí le
78	line 9 zhēnshi tài hǎochī le	zhēnshi hǎochī jí le
97	Please see the chart on page???	Please see the chart on page <u>99</u>
102	Various signs 出口 chūkǒu <u>Entrance (enter mouth)</u> 入口 rùkǒu <u>Exit (out mouth)</u>	出口 chūkǒu <u>Exit (out mouth)</u> 入口 rùkǒu <u>Entrance (enter mouth)</u>

Study Guide 1:

page no.	Mistakes	Corrections
17	refer to the 3 rd paragraph, line 4:go on to pages 18 to 21 in this guide, simultaneously listen to the tape <u>C14-B</u>	should be C10-A, not C14-Bgo on to pages 18 to 21 in this guide, simultaneously listen to the tape <u>C10-A</u>
22	refer to 3. Third tone:, line 3 tape (<u>C9</u> , side B)	should be C10, side B tape (<u>C10</u> , side B)

1. INTRODUCTION

Dear Student,

I shall be your tutor for the language learning and shall be taking a special interest in your progress.

My primary role is to assist you academically and I should like to encourage you to involve yourself in the learning process so that you can derive the maximum benefit from this Mandarin Chinese course. To gain the maximum benefit from it, you must be fully aware of your 'learning situation' so that you can use suitable strategies to help you reach your goal.

Let's exam your 'learning situation' together:

STUDYING THROUGH DISTANCE

Advantages:

- ★ you can choose your own most suitable place to study,
- ★ you can choose the most suitable time for your studies,
- ★ if you are a slow learner, you won't feel pressurised by other students,
- ★ you can choose your own learning pace, either slower or faster, to suit yourself,
- ★ repetition is essential in language learning. If you therefore encounter any difficult parts during your studies, you can repeat them as often as you want without pressure or embarrassment.

Disadvantages:

You may find that it is ...

- ▶ difficult to discipline yourself,
- ▶ not pleasant to study alone,
- ▶ lack of direct contact with the teacher,
- ▶ no immediate feedback.

How to overcome these disadvantages

What YOU can do as a student...

- ✓ join a study group - formed with other students,
- ✓ join the group discussions - held by the lecturer,
- ✓ There are many other ways of communicating with the lecturer, such as making a phone call, writing a letter, attending a group discussion, talking to the lecturer on tape when you need to do recordings, or communicating with the lecturer through e-mail, etc.

What I can do as a lecturer

I will offer you my full-support in the following ways:

- ★ **Teaching you through 'writing':** I shall teach by mainly writing to you. It means that instead of coming to the classroom and listening to my lectures at certain times, you can choose your own place and your own time to READ my teaching notes (i.e. study guides and tutorial letters). Therefore, everything I am supposed to say in a lecture room, I have put in writing in the prescribed book, study guides and tutorial letters.
- ★ **Talking to you through tapes:** You need to do 'recording' assignments. I shall help you with your pronunciation and give you my feedback by recording it on the cassette tapes and returning it to you.
- ★ **Meeting you in my office or in our group discussions**
- ★ **Communicating with you through telephone, fax or e-mail**

To summarise what you -as a distant learner- must do, you should

- 1 ALWAYS READ your tutorial letters*
- 2 Be an active learner by joining a study group, attending group discussions, listening to the tapes, contacting your lecturer when you need support*
- 3 When you are not sure of anything, ASK ME by telephoning me, sending me an e-mail, writing me a letter, or sending a fax to me.*

 *Now, please turn to next page for some important notes*

IMPORTANT NOTES

Please read everything in your tutorial letters (T/L). You should be able to find answers to most of your questions in the tutorial letters. For instance:

How to study?

refer to this T/L, pages 11 to 12.

How to start with the lessons?

refer to **key points** in Study Guide 1 for each lesson

How to use the tapes?

refer to a detailed explanation in this T/L on page 10.

What is a Stative Verb?

refer to textbook Practical Mandarin for beginners on page xv

*Can I use bo-po-mo-fo
(ㄅ ㄆ ㄇ ㄉ) or
Yale romanization?*

Yes, you can use pinyin, Yale, or (ㄅ ㄆ ㄇ ㄉ) Choose the one you feel comfortable about.

What books should I purchase?

at least one dictionary. READING & WRITING CHINESE is very useful for the learning of Chinese characters

When is the first group discussion being held?

See next page for a detailed schedule

FIRST GROUP DISCUSSION for MAN101-R

TIME: 9:00 - 15:00 Saturday 16th March, 2002

VENUE: Theo Van Wijk Building, 8th Floor, Room 94

NB: Remember to bring your prescribed book, study guides and your tutorial letters

Date	Language
16/03/2002	Tone & pronunciation practice Conversation practice Suggestions on how to study this course forming study groups in PTA & JHB areas
<p align="center"><i>Please bring your drink and refreshment (since the Canteen is not open on Saturday)</i></p>	

This is a very important discussion class, we do hope every one of you especially in the Johannesburg and Pretoria areas can personally attend.

NB: *Please refer to page 33 GROUP DISCUSSION REPLY FORM, send me the reply form immediately. Whether or not we are going to have the discussion classes will depend on the attendance. We will only offer it if we have at least 10 people attending it. Therefore, please support it and make it successful.*

HOW TO USE THE CASSETTE TAPES:

Use cassette no. 1 to start with the pronunciation from Lesson one in the textbook.

- STEP 1:** When studying **Lesson one**, start with **C1 side A & B, L1 Pronunciation**.
[follow the instructions given in Lesson one in the textbook]
- STEP 2:** When studying **Lesson two**, you will find THE EXPLANATION SECTION on **C1, side B**.
- STEP 3:** The **dialogue** for Lesson two is on **C4 side A**.
- STEP 4:** You can also refer to Study Guide 1 for the patterns.
The **patterns** for Lesson two are recorded on **C7 side A**.
- STEP 5:** After you understand the patterns, you can listen to the **drill tape**.
You will find the drills for Lesson two on **C8**.

In other words, when listening to the tapes from Lesson two onwards, the sequence is:

MAN101-R

- | | | | |
|--------------------------|--|--------------------------|---------------------------|
| 1. Explanation | C1B (Lesson 2) | C2 (Lessons 3-10) | C3 (Lessons 11-20) |
| 2. Dialogue | C4 (Lessons 2-8) | C5 (Lessons 9-15) | C6 (Lessons 15-20) |
| 3. Patterns | C7 (SG1: Lessons 2-8) | | |
| 4. Drills | C8 (SG2: Lessons 2-5) C9 A: (SG2: Lessons 6-8) | | |
| <input type="checkbox"/> | C9 B: Listening comprehension tests (for assignment/self-assessment exercises) | | |
| <input type="checkbox"/> | C10 A: SG1: Pronunciation/ Everyday expressions (SG1 pages 18-21)
/Revise the four tones (Review I in Tutorial letter 102) | | |
| <input type="checkbox"/> | C10B : Revise the third tone (SG1 pages 22-23) | | |



LISTEN to the tapes as often as you can. Especially the dialogue tapes (C4, C5 & C6) which include only the dialogue and supplementary vocabulary from each lesson. Since they have English translations they are especially suitable for listening while you are driving in a car, busy in the garden or in the kitchen. Just in case you don't remember the meaning of a particular word and your books are not available, the translation given on the relevant tapes of every sentence will be helpful. Therefore, try to listen to the dialogue tapes as often as you can.

HOW TO STUDY

Since this is your first time studying such a different language through distance, I would like to say some more regarding HOW TO STUDY THE LANGUAGE THROUGH DISTANCE.

STUDYING THE LANGUAGE

1. PLAN YOUR STUDY TIME

You, the language learner is the most important person - in the language learning process. Success or failure will, in the end be determined by what you yourself contribute. It is therefore, vitally important, that you take early charge of your language learning program. PLAN YOUR STUDY TIME - and stick rigidly to it. It is essential that you establish a regular schedule and stick to it. Strict self-discipline is fundamental to mastering any language - especially Chinese!!!

2. DISCOVER WHAT WORKS BEST FOR YOU BY EXPERIMENT

People learn in different ways. Some need to be very analytical: they need a rule for everything. Others are more intuitive: they gather examples and imitate. Some need lots of repetition, others less. You know yourself best and therefore will need to experiment in order to discover what works best for you. The following ideas are suggested:

PREPARING YOUR STUDIES

Learning a new language involves remembering many rules about pronunciation, vocabulary and grammar. Although I, as your lecturer, with the help of your textbook, will organise this information in certain ways, you will still need to systematise the material for reference and review. However, ensure variety in your studies by ringing in changes from time to time. Don't keep on with the same thing until you are bored with it. Here are some suggestions which should help give you a varied approach to learning Mandarin Chinese. Try them out and discover the ones which suit you:

Vocabulary

- *Make your own flash cards: (refer to this tutorial letter, pages 21 to 23)
Write the vocabulary items on individual cards or slips of paper with their translation on the reverse side. See how many words you can remember from the English definition by turning them over one by one; then try it the other way round. (This game is more fun if played with two or more people!) Separate the ones you find hard to recall and carry them around with you in your pocket, reviewing them while waiting for buses, standing in queues, etc.*
- *Learn the words in the context of the sentences in the Dialogues
You will find the cassette tape numbers 4, 5 & 6 very useful. They are the **dialogue tapes**. After you have learned the words in the dialogues, try to listen to the dialogue tapes as often as you can - while you are driving in the car, busy in the garden or in the kitchen, etc.*
- *Write down the words you find most difficult to memorise on a separate sheet of paper and give extra time to them.*

- *Besides listening to the dialogue tapes, you can also tape record the words and their definitions in your own voice; then listen to the tape several times. Use the 'pause' button to test yourself.*
- *Associate words with pictures. Find pictures or draw them yourself.*
- *Group them by generic categories, e.g. furniture, foods, etc.; or according to the situations in which they occur, e.g. under 'Post Office' you can put stamps, aerograms, etc. Another way is by function, e.g. greetings, partings, thanking, conversation openers, etc.*
- *Make sentences using the new vocabulary (and sentence patterns)*

Dialogue

- *Listen to the dialogue the first time, just to get a feeling for the content of the lesson.*
- *Use the 'pause' and 'rewind' buttons on your recorder to give yourself time to absorb the content.*
- *Only after you have listened to it several times and have understood the meaning should you try reading along with the cassette. (This will aid fluency and intonation.)*
- *Listen to the cassette as many times as possible. You can never listen to it too much!!!*

Grammar

- *Some people prefer firstly, to be given a rule and then use it to make sentences. If you are one of this kind, you can refer to the patterns (in Study Guide 1) for the particular rule while you are studying that lesson.*
- *Some people prefer to be given lots of input and deduce the rules for themselves. If this is the way you prefer, you can go through the explanation first, learn the words and the meaning of the sentences, and then compare the sentences in the dialogue with the relevant patterns.*
- *Use sentence patterns in the Study Guide 1 for review. Or alternatively you can keep a notebook in which you write down the major sentence patterns on your own. Then use this for review, adding any new information you may acquire.*

Ear or Eye?

Use both your ears and your eyes. Experiment to see if some tasks are better accomplished through the eye while others are better accomplished through the ear. For example, you may find that listening to tapes helps you to improve your oral comprehension and to memorise dialogues; but you may retain vocabulary better if you use flash cards. Remember that applying the same strategy to all tasks does not always work. Try to find strategies that will help you compensate for your weaknesses.

CONTACT WITH YOUR LECTURER

If you have any problems with your studies, please contact me or make an appointment to come to see me in my office. I am available from 8:00 - 13:00. However, if you can only come to see me in the afternoon, it can be arranged in advance. My direct line is 012-429 6689. If I am not available (e.g. busy in a meeting, gone to the library, etc.), you can phone 012-429 6812 to leave a message or find out when is the best time to phone me again.

It may be difficult for you to phone me during the mornings, you may thus phone me at my home in the evenings. The best time you can phone me is between 18:00 to 21:00

Please do not hesitate to phone me or to write to me if you want to discuss something. I look forward to getting to know you.

Yours sincerely

Mrs Lucia Hau-Yoon
(羅家瑞 Luó Jiā Rui)

**Telephone numbers**

(W) 012-429 6689 (8:00 - 13:00)

(H) 011-609 5195 (19:00 - 21:00)

E-mail: hauyol@unisa.ac.za

Cellphone: 083 922 2829

Fax:012-429 3221

Departmental secretary: 012-429 6812

2. Curriculum

From the year 2000, our Mandarin Chinese courses has been introduced in modular form to give you maximum flexibility in determining the pace at which you can complete a curriculum.

Module 1: MAN101-R
入門漢語 入門汉语
Rumen Hanyu

Introduction to Mandarin Chinese

This course introduces listening, speaking and reading skills in Mandarin Chinese at the elementary level to those who have no prior knowledge of the language.

- Outcome:*
- * *Be able to hear the difference, and distinguish among the four tones of the spoken language,*
 - * *understand the Pinyin romanization system and how to use it as a tool for pronouncing Mandarin sounds and*
 - * *learn the principles of Chinese characters.*

What you are going to learn:

The topics are based on situations from daily life, e.g. exchange of greetings, ordering something to drink at a coffee shop or some food at a restaurant, asking prices and bargaining a little when shopping, asking and giving directions, etc. Some expressions which show the Chinese way of thinking are also explained. I feel that only if you fully understand the cultural concept behind the language, you will grasp the language effectively and properly.

How you are going to learn:

Use the textbook 'Practical Mandarin for Beginners' in conjunction with cassettes and Study guides 1 & 2.

- ▶ the textbook will introduce you to the Dialogue, vocabulary and explanation of word usage and cultural background of the language;
- ▶ study guide 1 consists of 'key points', 'patterns', 'reviews' and 'character lists';
- ▶ the study guide 2 is a workbook. All the drills are recorded on the tapes, you must try to listen to them as often as you can to improve your listening comprehension and the Reading Practice is set up to improve your reading ability.
- ▶ Watch the supplied video tapes
- ▶ Practise with the CD if possible

3. Administrative matters

3.1 Availability of tutorial matter

The Department of Despatch should supply you with the following tutorial matter for this unit of study:

FOR MAN101-R

- prescribed book 'Practical Mandarin for Beginners'
- 2 study guides
- 10 audio cassettes
- and tutorial letters
- 2 Video tapes

NOTE: This tutorial matter will not necessarily be available upon registration. Tutorial matter that is not available when you register will be posted to you as soon as possible.

3.2 Inventory letter

Upon registration, you will receive an inventory letter containing information about your tutorial matter. More details are contained in the document *Services and Procedures* which you received with your tutorial matter.

3.3 Communication with University

- i. **LECTURER:**
Mrs Lucia Hau-Yoon
 Telephone: (w) 012-429 6689, (h) 011-609 5195
 Cellphone: 083 922 2829
 Fax : 012-429 3221
 E-mail addresses: hauyol@unisa.ac.za

Postal address.
 University of South Africa
 Semitics Department
Mandarin Chinese TvW 8-29
 P O BOX 392
 UNISA 0003
 Pretoria

- ii. Always have your student number at hand when you call the University.

3.4 Enquiries about prescribed books

Please consult the list of official booksellers and their addresses at the end of this tutorial letter.

Should you encounter any difficulties with obtaining books from these bookshops, please contact the Registrar (Academic) as soon as possible at telephone number **(012) 429-4152**.

3.5 Assignments

ASSIGNMENTS AND DUE DATES

For those of you who have enrolled for this module for SEMESTER 1

ASSIGNMENTS AND DUE DATES FOR SEMESTER 1				
ASSIGNMENT NUMBER	SEMESTER	DUE DATE	MATERIAL	CREDIT
01	I	March 11	Lessons 1 & 3	50%
02	I	April 30	Lessons 4 & 6	50%

For those of you who have enrolled for this module for SEMESTER 2

ASSIGNMENTS AND DUE DATES FOR SEMESTER 2				
ASSIGNMENT NUMBER	SEMESTER	DUE DATE	MATERIAL	CREDIT
01	II	July 22	Lessons 1 to 3	50%
02	II	September 2	Lessons 4 to 6	50%

3.5.1. *Admission credits:*

With regard to the assessment approach, we will offer you three types of assessment:

- i A number of self-assessment exercises will be included in Tutorial letter 102/2001. These self-assessment exercises are for you to mark on your own. According to research, when you check your own answers, you are learning the second time and you will understand better and remember better.
- ii Two assignments will be offered for each module. Each of them will carry 50% credits. It means that you will obtain 100 credits if you do all three of them. However, due to the learning pace of one learner differing from that of another, and due to possible postal delays in certain areas, **you are automatically granted 100 credits for admission**. Nevertheless, we encourage you to do all three assignments for your own benefit.
- iii Examinations will be held sometime during May & June for first semester and October & November for second semester.

3.5.2 *Submission of assignments*

NB: For administrative purposes the following information should appear at the top of the first page of answers to assignments:

Your name and address
 Student number (see your registration card)
 Course code : MAN101-R or MAN102-S
 Assignment number: (e.g 01)
 AND, PLEASE number the pages

- 3.5.3. The assignments for the language are 'recording assignments'. It means that tape recordings are required as part of your assignments. Your name, student number, course code and assignment number **MUST** appear on the cassette tape as well
- 3.5.4 All answers to assignments and the cassette tapes must be sent to the REGISTRAR of the University, and not to the lecturer personally.
- 3.5.5 If you cannot submit a certain assignments on time, you must ask for extensions beforehand. Extensions will be given in special cases.
- 3.5.6 Students **may not** submit written assignments, electronically through SOL due to technical problems. At present the Chinese characters will not be able to be read through SOL. The submission of assignments by fax or e-mail is not allowed.

For detailed information and requirements as far as assignments are concerned, see *Services and Procedures* which you received with your tutorial matter.

4. Prescribed books

4.1 List of prescribed books

- Hau-Yoon, L. 1997: PRACTICAL MANDARIN FOR BEGINNERS - A Self-study Guide. Pretoria: Unisa.

Practical Mandarin for Beginners will be used as the main textbook for MAN101-R & MAN102-S. To avoid any delay, it is included in your learning package so that you can start straight away after you receive the package. The cost is included in your registration fee.

- Concise English-Chinese & Chinese-English Dictionary. Hong Kong: Oxford University Press, The Commercial Press.
 You can go to Website: www.oup.com to find more information and where to order it.

Students are expected to purchase their own copies. The library does not undertake to provide prescribed matter. The prescribed books are available from the official book suppliers of Unisa - see Unisa: Services and Procedures. If you experience any problems, please phone (012)429 4152.

4.2 You will find the list of official booksellers at the end of this Tutorial letter 101.

5. Recommended material

5.1 CD : Practical Mandarin for Beginners
Order form is on page 35

5.2 McNaughton, William. 1994: READING & WRITING CHINESE. Tokyo: Charles E. Tuttle Company.

A list of recommended titles appears at the end of this tutorial letter. Each title has been allocated a book number which you should supply on the request form when requesting books from the Library.

Recommended books may be requested telephonically from the Main Library in Pretoria on telephone number (012) 429-3133 by supplying the book numbers and your student number.

6. Additional material

For students who wish to read more widely than just the prescribed or recommended works, additional material is listed as follows:

CHINESE LANGUAGE

- * An, Jiang Chinese Word Book
- * Bjorkesten, Johan Learn to Write Chinese Characters
- * Cheung, Hung-nin Samuel A PRACTICAL CHINESE GRAMMAR
- * Kubler, Cornelius C. & Chi, Hsiaojung Sharon L. Read Chinese Signs
- * Lin, Helen T. Beginning Standard Chinese (Volume 1 and 2)
- * Peng, Tan Huay. 1991. CHINESE RADICALS. Volume 1. Singapore: Times Books International.
- * Peng, Tan Huay. 1991. CHINESE RADICALS. Volume 2. Singapore: Times Books International.
- * Peng, Tan Huay. 1980. FUN WITH CHINESE CHARACTERS. Volume 1. Singapore: Federal Publications.
- * Peng, Tan Huay. 1980. FUN WITH CHINESE CHARACTERS. Volume 2. Singapore:

- Federal Publication.
- * Peng, Tan Huay. 1980. FUN WITH CHINESE CHARACTERS. Volume 3. Singapore: Federal Publications.
 - * Teng, Shou-hsin, Lo, Sun Perry. Taiwan Today
 - * Wang, Fred Fangyu Mandarin Chinese Dictionary : English - Chinese
 - * Wang, Fred Fangyu Mandarin Chinese Dictionary: Chinese - English
 - * Wiegner, Leon Chinese characters: their origin, etymology, history, classification and signification: a thorough study from Chinese documents. Translated into English by L Davrout. 2nd ed., New York: Paragon Book Reprint Corp. 1965
 - * Yao, Tao-chung and McGinnis, Scott Let's Play Games in Chinese
 - * Zhang, Yide and Ma Sheng Jingheng and Liu Yuehua & YangJiarong . Difficult Points in Chinese Grammar

CHINESE CULTURE

- * Leys, Simon.
Broken Images: essays on Chinese culture and politics. Translated [from the French] London: Allison and Busby, 1979.

CHINESE HISTORY

- * Fairbank, John K.
China - Tradition & Transformation. Revised edition. Boston: Houghton Mifflin Company. C1989
- * Gernet, Jacques
A history of Chinese civilization. Translated by J R Foster - New York: Cambridge University Press. 1982
- * Yee, Paul
Saltwater City : an illustrated history of the Chinese in Vancouver - Vancouver: Doublas & McIntyre, c1988.

AUDIOVISUAL ITEMS FOR MANDARIN

- * Huang, P P
Written Chinese Vol. 2 D 495186421/ 1426924
Written Chinese Vol. 3 D 495.186421/ 1426926
Written Chinese Vol. 4 D 495.186421/ 1426927
- * Hong, B
Speak Chinese Today D 495.183421/ 1426981
- * Hsu, V.
Speak Chinese in China D 495.183421/ 1426647
- * Lin, Shou-ying
College Chinese DK 0663
Four volume set, 3 - 60min tapes & 7 - 90 min tapes
- * Linn, H T
Speak Chinese about China (I & II) D 495.18642 / 1426644, 1426645
- * Linguaphone Institute
Chinese DK 391
- * Montanaro, J S

- | | | |
|---|--|--------------------------------|
| | <u>Chinese/English Phrase Book for Travellers</u> | D 495.183421/1426650 |
| * | Parker, P
<u>Written Chinese</u> | D 495.186421/ 1372464, 1372229 |
| * | Scurfield, E
<u>Teach yourself Chinese</u> | D 495.186421/ 1416013 |
| * | Sun, Y
<u>Supplement Series for Intermediated Chinese Reader Vol. 4</u> | D495.186421/1426647 |
| * | Yang
<u>Chinese in Your Pocket</u> | D 495.183421/1416012 |
| * | <u>Getting by in Chinese</u> | DK 519 |

The library does not make special provision for them.

7. CD: **Practical Mandarin for Beginners**

The CD for the first module of Level One of Mandarin Chinese is available now. This interactive multimedia CD offers various learning activities such as listening to recorded dialogue, seeing how characters are written and interactive exercises and games (fishing games, scrabble games, finding games, etc.) It is designed to be used with the first 8 lessons from textbook **'Practical Mandarin for Beginners'**. In other words, you first need to study the learning content from the textbook and then use this CD to enrich your learning. It is designed for distance or self-study learners who know nothing or very little about Mandarin Chinese.

You can contact Unisa Press either by phone or by e-mail. Tel: (012) 429-3448; E-mail: thearl@unisa.ac.za or fill in the order form and send it to Unisa Press.

CD-ROM Minimum System Requirements

Pentium computer with 16MB RAM, a CD-ROM drive, a mouse, and preferably a 16 million colour display (it can also run on a 256-colour display but quality will be reduced). Operating System: Microsoft Windows 3.1 or any later version of Windows.

8. SLIDE PROGRAM

A slide program has been completed to coordinate with the Mandarin I course. It covers a few basic aspects of China, the land, the people, the history and the language and is available at Unisa's library. You can inquire from Unisa's main library or any branch thereof.

This slide program has been included in the CD as well.

9. EXAMPLES FOR FLASH CARDS OR WORD LIST

(1) words can be put next to the item:

FRONT
diànshì

BACK
TV

FRONT
shū

BACK
BOOK

Later on you can add the character.

FRONT
shū

BACK
BOOK
書

FRONT
Zhōngguó zì

BACK
Chinese
Character
中國字

(2) For sentences:

nǐ hǎo ma?
 you well ma?
 wǒ hěn hǎo, xièxiè.
 I very well, thanks

(3) For characters

FRONT

你

BACK

nǐ:you
 你好嗎
 nǐ hǎo ma?
 You well ma?

FRONT

喜歡

BACK

xǐhuān: like
 我喜歡你
 wǒ xǐhuān nǐ.
 I like you

or

你 好 嗎
 you well ma?
 我 很 好 謝 謝
 I very well, thanks.

(4) For vocabulary (you can type or write a list, enlarge it and stick it at a place you can often see it.)

nǐ: you	nǐmen: you (plural)
wǒ: I	wǒmen: we, us
tā: she, he	tāmen: they

xiānsheng: Mr., husband
tàitai: Mrs., wife
xiǎojiě: Miss, lady
hǎo: good, well

10. ASSIGNMENTS

While the self-assessment exercises in T/L 102 offering you a thorough learning activities particularly in your grammar and Chinese sentence structure concept and aiming for accuracy, the assignments here offers you a opportunity to apply what you have learned. I would like to encourage you to express yourself in Chinese, use the vocabulary you have learned as much as you can. The assignments aim for fluency. Therefore, grammar mistakes will be corrected, however, it won't be something we focus on. In other words, it won't effect the marks%. I would like to see how much you can produce from what you have learned so far. The contents & pronunciation will be the focus.

NB: REQUIREMENTS WHEN DOING THE ASSIGNMENTS:-

RECORDING SECTION:

- * **Your name, student number and course code must appear on the cassette tape(s).** When I have more than 20 tapes on my desk, it becomes very difficult for me to distinguish which tape belongs to whom. Your cooperation will be appreciated.
- * **Please use a new tape** for recording as it will sound much clearer. If you use an already used tape, it sometimes will have a kind of "background noise" from the previous recording and it can be quite disturbing.
- * **Use a bubble-padded envelop (the light one)** which is available at stationery shops. Your tape will be return to you in the same envelope to **protect it from damage.**

IN GENERAL:

- * On your answer sheet (for the written assignment, e.g. write your self-introduction, **please leave a space of one line in between your answers** for me to correct.

NOTE: ON YOUR ANSWER SHEET, PLEASE LEAVE ONE LINE SPACE IN BETWEEN YOUR ANSWERS FOR ME TO CORRECT.

Example:

他是一個很好人 tā shì yī ge hěn hǎo rén.

我有兩好朋友 wǒ yǒu liǎng hǎo péngyǒu.

Questions which are frequently asked regarding assignments:

Questions	Answers
Where is the assignment tape?	C9, side B
What can I do if I am late for assignment due date?	Contact the lecturer for extension
Can I use ㄅ ㄆ ㄇ ㄏ instead of Pinyin for my assignment?	Yes, you can use ㄅ ㄆ ㄇ ㄏ, Pinyin or Yale romanisation for your assignment
For changed tone (e.g. two 3 rd tones, or bu after another 4 th tone), do I add original tone mark or the changed one?	either way is O.K. For example: hěn hǎo or hén hǎo bù lèi or bú lèi

ASSIGNMENT 01

DUE DATE FOR SEMESTER 1: 11th March, 2002

DUE DATE FOR SEMESTER 2: 22 July 2002



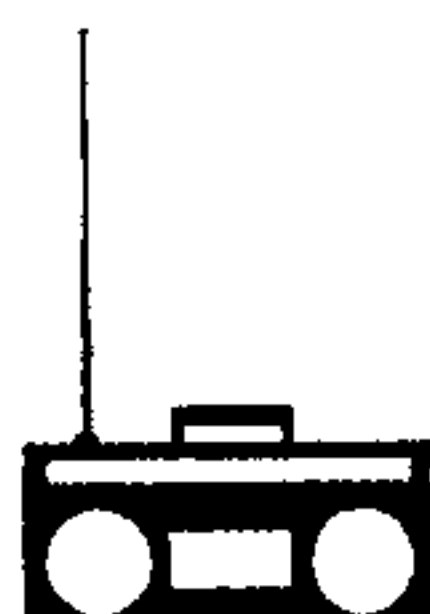
PART ONE: LISTENING COMPREHENSION 30% (refer to cassette tape C9: side B)

You need to finish Lessons 1 to 3 to be able to do this section

For listening comprehension, please listen to the questions given on the tape. This is one of the benefits of a tape, you can listen to it as many as you want and you don't need to feel embarrassed about it. After you have understood the question, write down the answer.

There are 10 questions. Each question is said twice. The first time it is said in slow tempo and the second time in normal tempo. Please answer the questions in pinyin with tone marks.

PART TWO: TO BE RECORDED 40%



Here I would like to listen to your pronunciation, and hear if you require any guidance in "shaping" the tones. Comments and corrections will be sent back to you. **SAY YOUR NAME, STUDENT NO., COURSE CODE AND**

ASSIGNMENT 1 before you start recording your assignment.

- [A] **Read the one-syllable-word** in the following section aloud, according to the tone marks indicated. {you should listen to the tape for textbook, page 2 to 5 before you do this section}

Practice the four tones:

1. gāo máng hǎo lèi ; lèi hǎo máng gāo
2. yī shí wǔ liù ; sì jiǔ shí qī
3. tā máng wǒ lèi ;
4. hē chá hěn lèi

[B]

Please study Lesson Two and do the following section.

Read the two-syllable words in the following section aloud, according to the tone marks indicated. All the words are selected from the vocabulary of Lesson 2. You can also refer to the textbook, dialogue on page 12, also pages 22 to 23 if you are not sure about the tones with the two-syllable-words. Pay attention to the 3rd tone change - refer to C10:B 'Revise the third tone' if you are unsure of the change.

xiǎojiě	tàitai	xiānsheng	nǚshì
hěn máng	tài máng	hěn hǎo	tài hǎo
érzi	nǚér	lǎoshī	
nánde	nǚde	zàijiàn	
tāmen	wǒmen	nǐmen	xièxie
nǐ hǎo			

[C] **Read the following dialogue and record it on the tape.**

A: nǐ hǎo ma?

B: wǒ hěn hǎo, xièxiè. nǐ ne?

C: wǒ yě hěn hǎo. xièxiè.



PART THREE:

Use the following stative verbs /or verbs to make two different types of questions. (Vocabulary from Lessons 2 & 3) 20%

Exampe: 高 gāo	(a) simple question:	tāgāo ma?
	(b) choice-type (yes-no type):	tā gāo bù gāo?
喝 hē	(a) simple question:	nǐ hē kāfēi ma?
	(b) choice-type (yes-no type):	nǐ hē bù hē kāfēi?

- | | | | | |
|---------|--------|-----------|---------|------------|
| 1. máng | 2. hǎo | 3. lèi | 4. kèqi | 5. kě |
| 6. yào | 7. yǒu | 8. hǎokàn | 9. mǎi | 10. xǐhuān |

PART FOUR: MAKE SENTENCES

10%

By using the patterns given, make one sentence of each.

(refer to Key to Symbols on page xiii in the Textbook, and Patterns 1-5 on page 66 in Study Guide 1)

- | | |
|---|--|
| 1. <u>S</u> <u>SV</u> <u>ma?</u> | 2. <u>S</u> <u>SV</u> <u>bù</u> <u>SV?</u> |
| 3. <u>S</u> <u>neg.</u> <u>SV.</u> | 4. <u>S</u> <u>A</u> <u>SV.</u> |
| 5. <u>S</u> <u>neg.</u> <u>A</u> <u>SV.</u> | |

ASSIGNMENT 02

DUE DATE FOR SEMESTER 1: 30th April, 2002
DUE DATE FOR SEMESTER 2: 2nd September 2002

PART ONE: LISTENING COMPREHENSION

30%

(refer to C9: side B)

You need to finish Lessons 4 to 6 to be able to do this section



For listening comprehension, please listen to the questions given on the tape. This is one of the benefits of a tape, you can listen to it as many as you want and you don't need to feel embarrassed about it. After you have understood the question, write down the answer.

There are 10 questions. Each question is said twice. The first time it is said in slow tempo and the second time in normal tempo. Please answer the questions in pinyin with tone marks.

PART TWO: TO BE RECORDED

SELF-INTRODUCTION



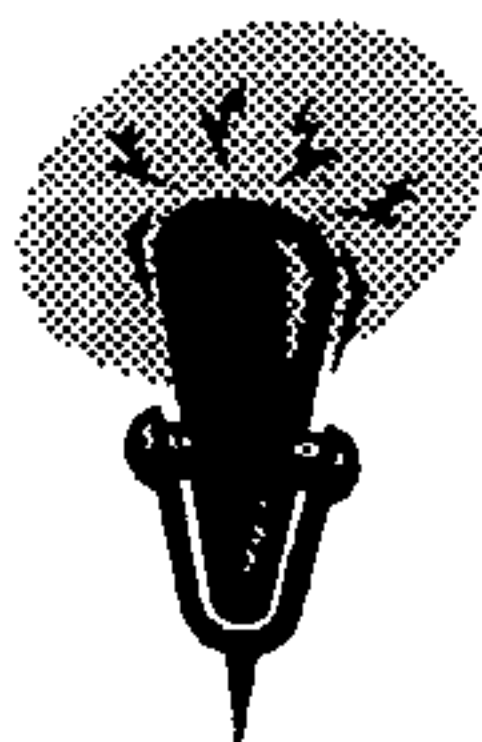
- (1) Write a paragraph containing at least 30 sentences about yourself. (e.g. your Chinese name, your family members, why you study Mandarin, what you like and dislike, etc.)

Please remember to leave a space of one line in between your sentences for me to correct.

35%

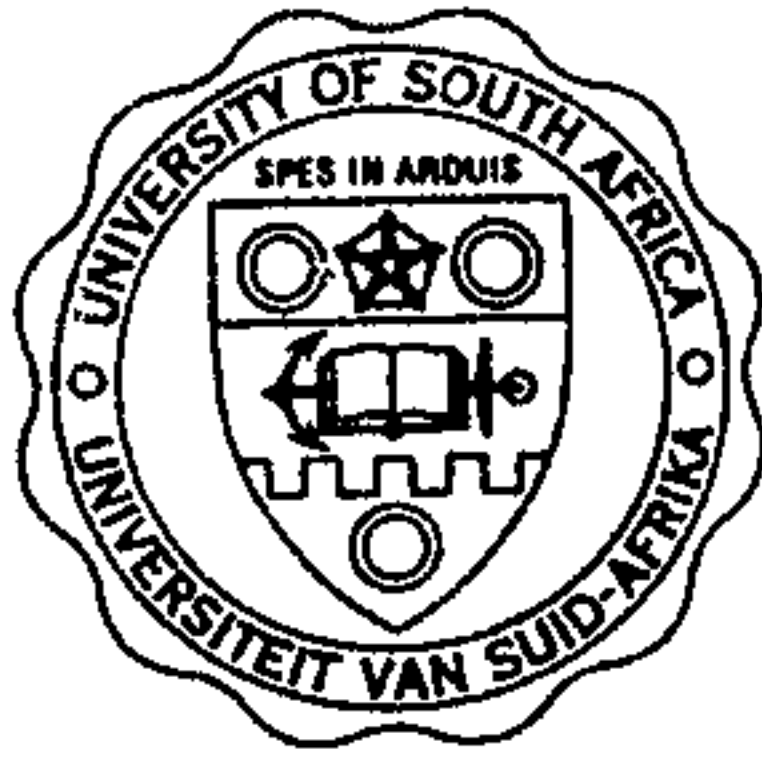
NB: You must please WRITE DOWN the introduction first, then record it. Both the written introduction and the recording should then be posted to Unisa. It will make it much easier for me to correct your sentences if they are written down. *If the written part is not attached, the assignment with the tape will then be returned to you without it having been marked.*

(2)



- Record the above paragraph on a tape and send it with your assignment to me. 35%

NB: Please remember to put your name and student number on the tape.



Appendix 6

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UNISA UNIVERSITY OF SOUTH AFRICA

南非大學

DEPARTMENT OF SEMITICS

MANDARIN CHINESE

中國語文

EXERCISES

MAN101-R

Tutorial letter: 102/2001



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Review Characters [Lessons 5 to 8: 120 characters]	35

SELF-ASSESSMENT EXERCISES

Research has shown that the 'Self-Assessment Exercise' is one of the ways to make learning more effective. The reason is that when you check your work, your mind is still fresh from doing the exercise. You are in fact learning the work a second time and you will remember everything better - especially for those areas where one has gone wrong. Another reason is that instead of waiting for several weeks to receive your assignment and probably forgetting what you have learnt earlier, you can have immediate feedback.

The self-assessment exercises offer you thorough learning activities particularly with your grammar and your concepts of Chinese sentence structures. They aim for accuracy. However, feedback is important in the learning process - the listening and speaking skills (i.e. pronunciation and the tones) need especially to be guided. The 'recording assignment' can meet this need.

Listening comprehension tests are included in both self-assessment exercises and assignments. Questions asked are according to the information given in self-assessment exercises; however, open questions will be asked in assignments. In other words, I expect your own answers to those questions.

Recording assignments are given for you to record something on tape which is then sent to me to correct (e.g. self-introduction, making up a conversation according to the suggested topic or you can choose your own topic). While self-assessment exercises aim for accuracy, the recording assignments aim for fluency. I will record my comments on your tape and return it to you.

EXERCISE FOR LESSON 1

DICTION *[Cassette no.9 side B]*

Listen to this test carefully, as recorded on the Exercise/Assignment tape *[Cassette no.9 side B]* and then write down those 25 words in Pin-yin, **INDICATING TONE MARKS.**

ONE-SYLLABLE WORDS (25 words)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |
| 21. | 22. | 23. | 24. | 25. |
-

EXERCISE FOR LESSON 2

I. DICTATION *[Cassette no.9 side B]*

The words given in this section are from the lessons. This part mainly tests if you can distinguish between the four tones and some of the sounds (e.g. t and d, p and b, ou and ao, etc.) Listen to it and then write down the words in Pin-yin, **INDICATING TONE MARKS.**

[A] ONE-SYLLABLE WORDS (15 words)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

[B] TWO-SYLLABLE WORDS (15 words)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

II. TRANSLATE THE FOLLOWING EXPRESSIONS OR SENTENCES INTO CHINESE

Example: How are you?
nǐ hǎo ma?

- | | |
|-------------------|-----------------------|
| 1. your family | 2. his son |
| 3. my wife | 4. her husband |
| 5. our teacher | 6. We are very well. |
| 7. She is pretty. | 8. How's your family? |
| 9. Are you busy? | 10. He is so cute. |

III. ANSWER THE QUESTIONS

According to the pictures given, answer the following questions



Mǎ xiānsheng
gāo
"be tall"



Wáng xiānsheng
ài
"be short"



Lǐ xiānsheng
pàng
"be fat"



Táng xiānsheng
shòu
"be thin"

1. Mǎ xiānsheng pàng ma?
2. Wáng xiānsheng ài bù ài?
3. Táng xiānsheng hěn shòu ma?
4. Lǐ xiānsheng pàng bú pàng?
5. shéi bù gāo?
6. shéi hěn shòu?
7. shéi ài?
8. shéi hěn pàng?

WORTH NOTING

Have you noticed that young children often repeat what a grown-up has just said? You try doing the same - repeating aloud when you listen to the tape - dialogue, drills, etc. This aids memory as well as helping your Chinese to sound more fluently and have better intonation.

EXERCISE FOR LESSON 3

I. LISTENING COMPREHENSION [Cassette no.9 side B]

A: DICTATION

THREE-SYLLABLE WORDS [10 words]

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

B: You will first hear a sentence/s, and then a question raised by a different voice. Answer the question according to the information given in the sentence/s.

II. MEASURE WORDS

Add the following words to the appropriate sentences. Each word can be used **ONCE ONLY**.

(a) píng (b) ge (c) guàn (d) bēi (e) zhāng (f) běn

1. qǐng nǐ gěi wǒ yī _____ kāfēi.
2. wǒ yǒu liù _____ hǎo péngyǒu.
3. wǒ bú yào guǒzhī, wǒ yào yī _____ kělè.
4. Lǎoshī yǒu wǔ _____ Zhōngguó shū.
5. Wǒ yào mǎi liǎng _____ bái pútáojiǔ.
6. Tā méiyǒu zhǐ, tā qǐng wǒ gěi tā sān _____ zhǐ.

III. THE USAGE OF 'de'

mark with a where 'de' is needed; and a where 'de' is not necessary

- | | |
|-----------------------------|--|
| 1. my wife's friend | wǒ <input checked="" type="checkbox"/> <u>A</u> tàitai <input type="checkbox"/> <u>B</u> péngyǒu |
| 2. his husband | tā <input type="checkbox"/> <u>C</u> xiānsheng |
| 3. your coffee | nǐ <input type="checkbox"/> <u>D</u> kāfēi |
| 4. a very good-looking lady | yī wèi hěn hǎokàn <input type="checkbox"/> <u>E</u> xiǎojiě |
| 5. our good friends | wǒmen <input type="checkbox"/> <u>F</u> hǎo <input type="checkbox"/> <u>G</u> péngyǒu |
| 6. their Chinese books | tāmen <input type="checkbox"/> <u>H</u> Zhōngguó <input type="checkbox"/> <u>I</u> shū |

EXERCISE FOR LESSON 4

- (I) *The following block contains words/phrases which you have learned so far. They are given in English and you should search for them. You can firstly write the Pinyin of each word/phrase listed below, then find and circle it in the word puzzle. The word can run vertically (either go downwards or upwards), horizontally (either left to right or right to left) and diagonally across.*

w	o	m	e	n	a	b	k	a	f	e	i	c	z
l	k	a	j	i	h	g	f	e	d	c	b	h	a
m	n	i	m	e	n	e	e	d	d	d	o	d	k
n	i	a	a	a	g	h	e	z	d	n	d	p	l
g	u	o	z	h	i	n	m	y	g	f	r	y	s
q	n	e	r	r	t	y	u	g	u	i	y	b	s
t	a	m	e	n	o	i	u	l	i	p	w	i	g
e	i	e	f	a	h	o	s	t	h	e	n	q	g
d	e	i	k	n	u	i	d	r	x	e	e	i	h
c	e	g	m	f	j	j	l	e	i	d	d	n	h
v	g	u	o	e	n	p	e	r	t	l	e	g	p
d	d	o	d	i	d	d	d	d	d	d	d	c	e
e	e	e	e	d	u	i	b	u	q	i	q	h	e
m	e	i	g	u	a	n	x	i	e	e	e	a	i

- | | |
|-----------------------|----------------------|
| 1. we _____ | 2. buy _____ |
| 3. you (plural) _____ | 4. milk _____ |
| 5. juice _____ | 6. coffee _____ |
| 7. they _____ | 8. America _____ |
| 9. South Africa _____ | 10. China _____ |
| 11. green tea _____ | 12. very _____ |
| 13. tired _____ | 14. excuse me _____ |
| 15. expensive _____ | 16. never mind _____ |

(II) xìng, jiào, & shì

1. wǒ shì (a. Luó lǎoshī, b. lǎoshī Luó).
2. Tā shì (a. xiānsheng Máo, b. Máo xiānsheng).
3. wǒ de Zhōngguó péngyǒu (a xìng , b.shì) Huò.
4. tā (a. xìng, b. jiào) Zhào Měi Zhēn
5. wǒ de hǎo péngyǒu (a. shì , b. xìng) Huò Péi Dé.
6. tā (a. shì , b. jiào) Hé xiānsheng.

(III) this, these, that, those

1. this book (a. zhèi běn shū; b. zhè shù)
2. this teacher (a. zhèi wèi lǎoshī ; b. zhè gè wèi lǎoshī)
3. those students (a. zhèi xiē xuéshēng ; b. zhèi xiē gè xuéshēng)
4. these five cups of tea (a. zhè wǔ bēizi chá ; b. zhè wǔ bēi chá)
5. that person (a. nà yī ge rén ; b. nà ge yī gè rén)
6. these Chinese (a. zhè yīxiē ge Zhōngguó rén ;
b. zhè yīxiē Zhōngguó rén)
7. those eight girls (a. nà ge bā ge nǚhái b. nà bā ge nǚhái)
8. that boy (a. nèi ge nánhái b. nèi ge yī ge nánhái)

(IV) Listening comprehension [Cassette no.9 side B]
with neutral tone [10 words]

WORTH NOTING

In Chinese, as in any language, etiquette demands certain standard responses to oft-used polite phrases. The ones met so far are set out below. Be sure to come out with the correct response as soon as someone has used one of the polite phrases!

X: nǐ de guóyǔ/pǔtōnghuà shuō de hěn hǎo

Y: nǎlǐ nǎlǐ

or (mámǎ hūhu)

X: duìbuqǐ

Y: méi guānxi

X: xièxie

Y: bú xiè / bú kèqǐ

Note that when in a store, it is the shopkeeper who says the [xièxie] and you simply respond with a [zàijiàn]. And so it is worth noting that, whereas in the West we accept complimentary remarks paid to us, the Chinese people always refuse them (refer to the textbook, page 19).

REVIEW I

FROM LESSON 1 TO LESSON 4

[PRONUNCIATION REVIEW]

[Cassette no.10 side A]

one-syllable words

1st tone		2nd tone		3rd tone		4th tone	
八	bā	茶	chá	本	běn	愛	ài
包	bāo	國	guó	比	bǐ	半	bàn
車	chē	紅	hóng	好	hǎo	菜	cài
都	dōu	忙	máng	很	hěn	次	cì
多	duō	錢	qián	幾	jǐ	餓	è
高	gāo	人	rén	九	jiǔ	二	èr
跟	gēn	誰	shéi	酒	jiǔ	飯	fàn
乖	guāi	十	shí	兩	liǎng	貴	guì
喝	hē	糖	táng	買	mǎi	會	huì
七	qī			你	nǐ	看	kàn
千	qiān			請	qǐng	累	lèi
三	sān			少	shǎo	六	liù
說	shuō			水	shuǐ	賣	mài
他	tā			我	wǒ	四	sì
一	yī			五	wǔ	是	shì
真	zhēn			有	yǒu	萬	wàn
						問	wèn
						姓	xìng

two -syllable words

1+1	1+2	1+3	1+4	1+0
咖啡 kāfēi 香煙 xiāngyān	家人 jiārén 青茶 qīngchá 英國 Yīngguó 光臨 guānlín	香港 Xiānggǎng 邀請 yāoqǐng	機會 jīhuì 希望 xīwàng	先生 xiānsheng 他們 tāmen 他的 tā de 衣服 yīfu 東西 dōngxi
2+1	2+2	2+3	2+4	2+0
南非 Nánfēi 成功 chénggōng	頑皮 wánpí 紅茶 hóngchá 德國 Déguó 韓國 Hánguó 俄國 Éguó	朋友 péngyǒu 牛奶 niúnnǎi 啤酒 píjiǔ 紅酒 hóngjiǔ 白酒 báijiǔ 台北 Táiběi	時候 shíhòu 隨便 suíbiàn 一定 yídìng 博士 bóshì	小姐 xiǎojiě 哪裡 nǎlǐ 孩子 háizi 男的 nán de 兒子 érzi 麻煩 máfan 名字 míngzi 什麼 shénme 誰的 shéide

3+1	3+2	3+3	3+4	3+0
老師 lǎoshī 果汁 guǒzhī 喜歡 xǐhuān	美國 Měiguó 法國 Fǎguó	很好 hěn hǎo 你好 nǐ hǎo	可愛 kěài 好看 hǎokàn 女士 nǚshì 請問 qǐngwèn 可樂 kělè 酒會 jiǔhuì	我們 wǒmen 你們 nǐmen 女的 nǚ de 母親 mǔqīn 兩個 liǎng ge 你的 nǐ de 我的 wǒ de 有的 yǒu de
4+1	4+2	4+3	4+4	4+0
這些 zhèxiē 那些 nèi xiē 一些 yìxiē	法國 Fàguó 俄國 Èguó 泰國 Tàiguó	大使 dàshǐ 部長 bùzhǎng 自己 zìjǐ 汽水 qìshuǐ 電影 diànyǐng 日本 Rìběn 飯館 fànguǎn	再見 zàijiàn 教授 jiàoshòu 電視 diànshì 貴姓 guìxìng	太太 tàitai 謝謝 xièxiè 客氣 kèqi 漂亮 piàoliang 地方 dìfang 父親 fùqīn 意思 yìsi

[VOCABULARY REVIEW]

There are 3 parts of the dialogue recorded on the tape (C9 B). Listen to each one and answer the following questions accordingly.

Dialogue 1:

1. They meet (a. in the morning b. in the afternoon c. in the evening)
2. Do they know each other? (a. yes b.no)
3. Who is not so busy? (a. Miss Wang b.Mr Wang c. Miss Zhao d. Mr Zhao)

Dialogue 2:

1. Where is he? (a.at school b. at home c. at a restuarant)
2. What does he order? (a. coffee b. tea)
3. Does he take milk or not? (a. yes b.no)

Dialogue 3:

1. Do they know each other when they meet? (a. yes b.no)
2. Mr Liu is (a. a Chinese b. a South African)
3. Miss Luo is (a. a Chinese b. a South African)

[GRAMMAR REVIEW]

A: MULTIPLE CHOICE QUESTIONS

According to the English sentence given, two or three Chinese translations are given but ONLY ONE is correct. Please choose the correct one.

The aim of this part is to revise some word usage, such as when to use 請[请] qǐng, 请问 [请问] qǐngwèn, 也 yě, 跟 gēn, 是 shì, 姓 xìng, 叫 jiào? when to use 是 or not to use 是.

Example: I am very well.

- | | |
|----------|-----------------|
| a) 我是很好。 | wǒ shì hěn hǎo. |
| b) 我很好。 | wǒ hěn hǎo. |

Answer: (b)

Because 是 only comes before a noun (N), NOT before a stative verb (SV). 好 is a SV.

1. She is a nice person.
 - a) 她是好人。 tā shì hǎo rén.
 - b) 她好人。 tā hǎo rén.

2. May I ask what is your name?
 a) 請問您貴姓[請問您貴姓]？ qǐngwèn nín guìxìng?
 b) 請問你的姓是什麼？
 [請問你的姓是什麼？] qǐngwèn nǐde xìng shì shénme?
3. She asks me to give her this book.
 a) 她問我給她這本書。
 [她問我給她這本書。] tā wèn wǒ gěi tā zhèi běn shū.
 b) 她請我給她這本書。
 [她請我給她這本書。] tā qǐng wǒ gěi tā zhèi běn shū.
4. What is your nationality?
 a) 你是哪國人[你是哪國人]？ nǐ shì nǐ guó rén?
 b) 你的國是哪國？
 [你的國是哪國？] nǐ de guó shì nǐ guó?
5. She loves coffee and tea.
 a) 她愛[愛]咖啡也茶。 tā ài kāfēi yě chá.
 b) 她愛[愛]咖啡跟茶。 tā ài kāfēi gēn chá.
6. I have beer and also juice.
 a) 我有啤酒也有果汁。 wǒ yǒu píjiǔ yě yǒu guǒzhī.
 b) 我有啤酒也果汁。 wǒ yǒu píjiǔ yě guǒzhī.
7. All of us are Chinese.
 a) 我們都是中國人。
 [我們都是中國人。] wǒmen dōu shì Zhōngguó rén.
 b) 都我們是中國人。
 [都我們是中國人。] dōu wǒmen shì Zhōngguó rén.
8. I like them both.
 a) 他們我都喜歡[他們我都喜歡]。 tāmen wǒ dōu xǐhuān.
 b) 我喜歡他們都[我喜歡他們都]。 wǒ xǐhuān tāmen dōu.
9. I want sugar and also milk.
 a) 我要糖也牛奶。 wǒ yào táng yě niú'nǎi.

- b) 我要糖也要牛奶。 wǒ yào táng yě yào niú nǎi.
10. He asks if you want coffee.
- a) 他問[问]你要不要咖啡? tā wèn nǐ yào bú yào kāfēi?
- b) 他問[问]你如果你要咖啡? tā wèn nǐ rúguǒ nǐ yào kāfēi?
11. Please give that book to me.
- a) 請你給我那本書[请你给我那本书]。 qǐng nǐ gěi wǒ nài běn shū.
- b) 請給那本書我[请给那本书我]。 qǐng gěi nài běn shū wǒ.
12. Your son is very cute.
- a) 你的兒子是可愛[你的儿子是可爱]。 nǐ de érzi shì kě ài.
- b) 你的兒子很可愛[你的儿子很可爱]。 nǐ de érzi hěn kě ài.
13. What do you like?
- a) 你喜歡什麼[你喜欢什么]? nǐ xǐhuān shénme?
- b) 什麼你喜歡[什么你喜欢]? shénme nǐ xǐhuān?
14. Whom do you like?
- a) 誰你喜歡[谁你喜欢]? shéi nǐ xǐhuān?
- b) 你喜歡誰[你喜欢谁]? nǐ xǐhuān shéi?
15. Do you have children or not?
- a) 你有沒有小孩子? nǐ yǒu méiyǒu xiǎo hái zi?
- b) 你有沒有小孩子嗎[吗]? nǐ yǒu méiyǒu xiǎo hái zi ma?
16. My Chinese friend is surnamed Wang.
- a) 我的中國[国]朋友姓王。 wǒ de Zhōngguó péngyǒu xìng Wáng.
- b) 我的中國[国]朋友是王。 wǒ de Zhōngguó péngyǒu shì Wáng.
17. That gentleman is Dr Zhao.
- a) 那位先生叫趙[赵]博士。 nài wèi xiānshēng jiào Zhào bóshì.
- b) 那位先生是趙[赵]博士。 nài wèi xiānshēng shì Zhào bóshì.
- c) 那位先生是博士趙[赵]。 nài wèi xiānshēng shì bóshì Zhào.
18. This book is mine.
- a) 這[这]本書[书]我的。 zhèi běn shū wǒ de.
- b) 這[这]本書[书]是我的。 zhèi běn shū shì wǒ de.

19. I have four very good friends..

a) 我有四個很好朋友。

wǒ yǒu sì gè hěn hǎo péngyǒu.

b) 我有四個很好的朋友。

wǒ yǒu sì gè hěn hǎo de péngyǒu.

20. Who is he?

a) 誰是他？

shéi shì tā?

b) 他是誰？

tā shì shéi?

B: FILL IN THE BLANKS

Add the following words to the appropriate sentences. Each word can be used **ONCE** only.

- | | | | | |
|------------|------------|------------|--------|----------|
| (a) shéide | (b) méiyǒu | (c) míngzi | (d) nǐ | (e) bù |
| (f) guì | (g) shì | (h) jiào | (i) yě | (j) xìng |

- nín ____ xìng?
- nǐ ____ shénma míngzi?
- nǐ ____ shéi?
- nǐ ____ shénma?
- tāde ____ jiào shénma?
- Táiběi de chē duō ____ duō?
- nèi běn shū yǒu ____ yìsi?
- tā shì Zhōngguó rén, wǒ ____ shì Zhōngguó rén.
- zhè shì ____ míngpiàn?
- nǐ shì ____ guó rén?

WORTH NOTING

Learning to speak Chinese is a key that unlocks the door into Chinese culture. Reading books about Chinese customs, history and culture is also a very helpful way of understanding more of what is going on around you. Refer to the books available at the Unisa's library in your tutorial letter 101. Here are some books that are worth reading as well

- ◆ Wild Swans by Rong Zhang
- ◆ The Chinese Looking Glass by Denis Bloodworth
- ◆ My country and My People by Dr Lin Yu-tang
- ◆ Gods, Ghosts and Ancestores by David K Jordan
- ◆ The Chinese - Their History and Culture by Latourette

EXERCISE FOR LESSON 5

PART ONE: LISTENING COMPREHENSION [Cassette no.9 side B]

Listen to the numbers given and change each one by using a number that is next higher than the one given.

For example:

If You hear the number said as follows:
you should then write down the answer:

《一》
《二》

If You hear the number said as follows:
you should then write down the answer:

《六》
《七》

If You hear the number said as follows:
you should then write down the answer:

《十四》
《十五》

PART TWO: TRANSLATION

1. (introducing)
"This is Mr. Wáng"
"This is Manager Lǐ"
"This is Miss Chén"
"That is Ambassador Dèng"
"That is Minister Zhèng"
"This is my Chinese friend, his name is Wáng Dà Tóng"
2. My wife is British.
3. American goods are all very expensive.
4. They call him Dr Liǔ.
5. Whose are these books?
6. Your two children are very pretty.
7. Is Miss Chén a teacher?

WORTH NOTING:

The traditional character for [guó], meaning "a country", was written like this:



The outside box  represented the borders of a country

Inside the country were:

戈, a lance, representing defences.

口, a mouth, representing population

and a shorthand stroke, 

the land

, which is part of the character 土, representing

Questions

1. We have (a. 4 b. 5 c. 6) People in our family.
2. Our children's surname is _____
3. Our daughter has (a. an elder brother b. a younger brother)
4. Our children call my sister (a. āyí b. gūgū)
5. My husband's brother has a son, he is (a. older b. younger) than our children.

PART THREE: CHARACTER RECOGNITION

Provide pinyin (P) and English (E) translation for the following characters.

Example: 人 : P. rén E. persons

有 P.	E.	友 P.	E.
小 P.	E.	少 P.	E.
女兒 P.	E.	孩子 P.	E.
好 P.	E.	兒子 P.	E.
十 P.	E.	千 P.	E.
白 P.	E.	百 P.	E.
叫 P.	E.	只 P.	E.
很多 P.	E.	一共 P.	E.
跟 P.	E.	很 P.	E.

WORTH NOTING

Chinese, like English, has several words for 'toilet', varying in degrees of politeness. [xìshǒujiān] is the more polite 'washroom'. [cèsuǒ] is the more common 'toilet' or 'W.C.'. [yīhào] is the more slangy 'John' (British English 'loo'). The verb used for 'to go to the toilet' is [shàng].

EXERCISE FOR LESSON 7

PART ONE: LISTENING COMPREHENSION [C9: B]

You will first hear a sentence/s, and then a question raised by a different voice. Answer the question according to the information given in the sentence/s.

PART TWO: TRANSLATION:

(I) (use of the modifier 的 de)

no. 1 to 9 use this pattern AV V O de N

1. The person who likes to drink is Mr Wang.
2. The student who can speak Chinese is my friend.
3. The teacher who teaches us Mandarin cannot speak Afrikaans.
4. Miss Zhang, who works at the school, tells me that she knows you.
5. The lady who is reading is my mother.
6. The person who is eating is my friend.
7. The young lady (Miss) who is reading a letter is a teacher.
8. The gentleman who is drinking the tea is Mr. Wang.
9. The lady (Mrs) who is doing talking is her mother.

no. 10 to 16 use this pattern V de O

10. The flowers you gave me are beautiful.
11. He likes to drink the wine which I give him.
12. The beer which you are drinking is German beer.
13. The food that my mother makes is very delicious.
14. (The words) what he say is very interesting.
15. The matter (which) he told me of is extremely interesting.
16. This is the book that my friend gave me.
17. I am extremely tired.
18. He is extremely busy.
19. He can speak a little bite of Chinese.
20. I can speak a little bit of English.

PART THREE: CHARACTER RECOGNITION

Provide pinyin (P) and English (E) translation for the following characters.

Example: 人 : P. rén E. persons

子	P.	E.	字	P.	E.
給[给]	P.	E.	會[会]	P.	E.
誰[谁]	P.	E.	看	P.	E.
想	P.	E.	您	P.	E.
日本	P.	E.	沒有	P.	E.
意思	P.	E.	好吃	P.	E.
中國[国]	P.	E.			
說話[说话]	P.		E.		
請問[请问]	P.		E.		

EXERCISE FOR LESSON 8

PART ONE: LISTENING COMPREHENSION [C9:B]

[A] You will first hear a sentence, and then a question raised by a different voice.
Answer the question according to the information given in the sentence.

- 1.
- 2.
- 3.
- 4.

[B] According to the pictures given, answer the following questions



Wáng Xiǎoměi

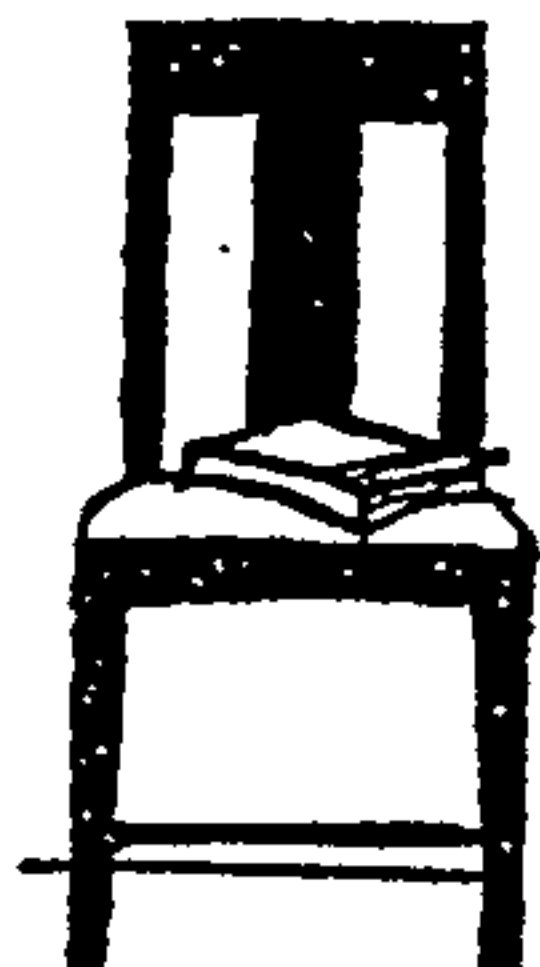


Zhāng tài tài

Wáng tài tai



Zhào xiānsheng



PART TWO:

(I) Transform the "A" pattern into "B" pattern and the "B" pattern into "A" pattern.

<u>"A" Pattern</u>	<u>"B" Pattern</u>
[PW - yǒu - N]	[N - zài - PW]
e.g. zhuōzi shàng yǒu shū	-----> shū zài zhuōzi shàng
1. shéi zài tā hòutou?	
2. wǒde shū zài nǐ nàli.	
3. xuéxiào zài wǒ jiā hòumiàn.	
4. fángzi qiántou yǒu hěnduō rén.	
5. shū shàng yǒu bǐ.	
6. yǐzi xiàmiàn yǒu píbāo.	
7. fànguǎn zài zuǒbiān.	
8. tā jiā de yòubiān yǒu xiǎoxué.	
9. wūzi lǐ yǒu liù ge rén.	
10. hěnduō xiǎoháizi zài wàitou.	

(II) Make appropriate questions which will lead to the following answers. (try not to use "ma" only) Try to use the following question words: nǎ[něi], jǐ, nǎlǐ, choice type question, shénme, duōshǎo

1. wǒ jiā zài Nánfēi.
2. wǒ jiā yīgòng yǒu wǔ ge rén.
3. wǒ zài Nánfēi dàshǐguǎn zuòshì.
4. tāde shū bú zài wǒ zhèlǐ.
5. wǒ xǐhuān zài fànguǎn chīfàn.
6. Wáng jīnlǐ zài kāihuì.
7. wǒmende háizi zài xuéxiào lǐ.
8. xiànzài bādiǎn bàn.
9. tāde bàngōngshì zài tāde jiā lǐ.
10. Táiwān yǒu hěnduō wàiguórén.

PART THREE: CHARACTER RECOGNITION

Provide pinyin (P) and English (E) translation for the following characters.

Example: 人 : P. rén E. persons

貴〔貴〕姓	P	E
裡〔里〕面	P	E
老師〔師〕	P	E
時〔時〕候	P	E
告訴〔訴〕	P	E
聰明〔聰〕	P	E
紅〔紅〕色	P	E
認識〔認識〕	P	E
名字	P	E
外面	P	E
上面	P	E
下面	P	E
地方	P	E
多少錢〔錢〕?	P	E
幾點鐘〔幾點鐘?〕?	P	E
兩點鐘〔兩點鐘〕	P	E

REVIEW II

FROM LESSON 5 TO LESSON 8

PART ONE: LISTENING COMPREHENSION [C9:B]

Listen to the sentences and then answer the questions according to the information given.

1. (a. 白色和紅色 b. 紅色和黃色 c. 藍色和黃色)
báisè hé hóngsè hóngsè hé huángsè lánsè hé huángsè
2. (a. 一個孩子 b. 兩個孩子 c. 三個孩子)
yī ge háizi liǎng ge háizi sān ge háizi
3. (a. 十二號 b. 五號 c. 五號半)
Shí-èr hào wǔ hào wǔ hào bàn
4. (a. 你太太 b. 他太太 c. 你先生)
nǐ tàitai tā tàitai nǐ xiānsheng
5. (a. 有 b. 沒有 c. 不知道)
yǒu méiyǒu bù zhīdào
6. (a. 大 b. 小 c. 一樣大)
dà xiǎo yīyàng dà
7. (a. 在後面的那個房子 b. 在那個房子後面 c. 在那個房子裡)
zài hòumiàn de nèige fángzi /b.zai nèige fángzi hòumiàn/c. zài nèige fángzi lǐ
8. (a. 在廚房裡 b. 在書房裡 c. 在學校裡)
zài chúfáng li zài shūfáng li zài xuéxiào li
9. (a. 一樓 b. 二樓 c. 三樓)
yī lóu èr lóu sān lóu
10. (a. 學生 b. 老師 c. 牧師)
xuéshēng lǎoshī mùshī

PART TWO: READING COMPREHENSION

[IN TRADITIONAL CHARACTERS]

我家一共有四個人，我，我先生，一個兒子跟一個女兒。
我先生姓王 (Wáng: a very common Chinese surname) ，他很gāo。
我們的兒子比我們的女兒大。
我們的女兒很好看，也很kě愛。
我們的兒子有時候很wánpí，kě是他也很kě愛。
我有兩個姐姐。
我們的孩子叫我的姐姐āyí。
我大姐有一個女兒，我們的孩子叫她biǎo姐。
我先生有一個弟弟跟兩個妹妹。
我們的孩子叫他們shūshu跟gūgu。
我先生的弟弟有一個兒子，我們的孩子叫他táng哥。

[IN SIMPLIFIED CHARACTERS]

我家一共有四个人，我，我先生，一个儿子跟一个女儿。
我先生姓王 (Wáng: a very common Chinese surname) ，他很gāo。
我们的儿子比我们的女儿大。
我们的女儿很好看，也很kě爱。
我们的儿子有时候很wánpí，kě是他也很kě爱。
我有两个姐姐。
我们的孩子叫我的姐姐āyí。
我大姐有一个女儿，我们的孩子叫她biǎo姐。
我先生有一个弟弟跟两个妹妹。
我们的孩子叫他们shūshu跟gūgu。
我先生的弟弟有一个儿子，我们的孩子叫他táng哥。

Questions:

1. 我家有几个人？
2. 我们的孩子姓什么？
3. 我们的女儿有一个(a.哥哥 b.弟弟 c.姐姐)
4. 我们的孩子叫我的姐姐(a. gūgū, b. āyí, c. zǔmǔ)
5. 我先生的弟弟的儿子比我们的孩子(a.大 b.小)

PART THREE: MULTIPLE CHOICE QUESTIONS

According to the English sentence given, two Chinese translations are given but ONLY ONE is correct. Please choose the correct one.

1. half a glass of milk.

- a) 半個[个]杯子牛奶
- b) 半杯牛奶

bàn ge bēizi niú'nǎi
bàn bēi niú'nǎi

2. One and a half sheets of paper

- a) 一半張紙[一半张纸]
- b) 一張半紙[一张半纸]

yī bàn zhāng zhǐ
yī zhāng bàn zhǐ

3. He wants half.

- a) 他要一半個[个]。
- b) 他要一半。

tā yào yībàn ge.
tā yào yībàn.

4. 1005

- a) 一千零零五
- b) 一千零五

yī qiān líng líng wǔ
yī qiān líng wǔ

5. two books

- a) 二書[书]
- b) 兩本書[书]

èr shū
liǎng běn shū

6. 3020

- a) 三千零二
- b) 三千零二十

sān qiān líng èr
sān qiān líng èrshí

7. One pair of shoes sells for \$350

- a) 一雙[双]鞋子賣[卖]三百五十元。
yī shuāng xiézi mài sānbǎi wǔshí yuán.
b) 一雙[双]鞋子買[买]三百五十元。
yī shuāng xiézi mǎi sānbǎi wǔshí yuán.

8. She is taller than I am.

- a) 她比我高。
tā bǐ wǒ shì gāo.
b) 她比我高。
tā bǐ wǒ gāo.

9. I am not as tall as she is.

- a) 我比她不高。
wǒ bǐ tā bù gāo.
b) 我沒有她高。
wǒ méiyǒu tā gāo.

10. Please tell me if you need help.

- a) 如果你需要幫忙就請你說我。
[如果你需要帮忙就请你说我]
rúguǒ nǐ xū yào bāngmángjiù qǐng nǐ shuō wǒ.
b) 如果你需要幫忙就請你告訴我。
[如果你需要帮忙就请你告诉我]
rúguǒ nǐ xūyào bāngmáng jiù qǐng nǐ gàosù wǒ.

11. He tells me that he likes you very much.

- a) 他告訴我他很喜歡[欢]你。
tā gàosù wǒ tā hěn xǐhuān nǐ.
b) 他說我他喜歡[欢]你。
tā shuō wǒ tā xǐhuān nǐ.

12. I like Chinese tea very much.

- a) 我喜歡[欢]中國[国]茶很多。
wǒ xǐhuān Zhōngguó chá hěnduō.
b) 我很喜歡[欢]中國[国]茶。
wǒ hěn xǐhuān Zhōngguó chá.

13. The book is on the desk.

- a) 書[书]在桌子上面。
shū zài zhuōzi shàngmiàn.
b) 書[书]是在桌子上面。
shū shì zài zhuōzi shàngmiàn.

14. The book on the top is mine.

- a) 書[书]在上面是我的。
shū zài shàngmian shì wǒde.
b) 上面的書[书]是我的。
shàngmian de shū shì wǒde.

15. Where is the toilet?
- a) 廁所在哪裡[廁所在那里]? cèsuǒ zài nǎlǐ?
 b) 哪裡在廁所[那里在廁所]? nǎlǐ zài cèsuǒ?
16. My mother is cooking in the kitchen. (kitchen: chūfáng)
- a) 我母親[亲]在廚房在做飯。 wǒ mǔqīn zài chūfáng zài zuòfàn.
 b) 我母親[亲]在廚房做飯。 wǒ mǔqīn zài chūfáng zuòfàn.
 c) 我母親[亲]做飯在廚房。 wǒ mǔqīn zuòfàn zài chūfáng.
17. Beijing is in the north of China.
- a) 北京在北方的中國[国]。 Běijīng zài běifāng de Zhōngguó.
 b) 北京在中國[国]的北方。 Běijīng zài Zhōngguó de běifāng.
18. My car is outside the school.
- a) 我的汽車在學校外頭。 wǒde qìchē zài xuéxiào wàitóu.
 [我的汽车在学校外头。]
 b) 我的汽車在外頭的學校。 wǒde qìchē zài wàitóu de xuéxiào.
 [我的汽车在外头的学校。]
19. The building in front is his father's shop.
- a) 前面的房子是他父親[亲]的商店。 qiánmiàn de fángzi shì tā fùqīn de shāngdiàn.
 b) 房子的前面是他父親[亲]的商店。 fángzi de qiánmiàn shì tā fùqīn de shāngdiàn.
20. Our home is behind the University of South Africa.
- a) 我的家是後邊南非大學。 wǒde jiā shì hòubiān Nánfēi dàxué.
 [我的家是后边南非大学。]
 b) 我的家在南非大學後邊。 wǒde jiā zài Nánfēi dàxué hòubiān.
 [我的家在南非大学后边。]
21. Sorry, I don't have it.
- a) 對[对]不起，我沒有。 duìbuqǐ, wǒ méiyǒu.
 b) 對[对]不起，我沒有他。 duìbuqǐ, wǒ méiyǒu tā.
 c) 對[对]不起，我不有。 duìbuqǐ, wǒ bù yǒu.

22. I like it very much.
- a) 我很喜歡[欢]。 wǒ hěn xǐhuān.
- b) 我喜歡[欢]很多。 wǒ xǐhuān hěnduō.
- c) 我很喜歡[欢]他。 wǒ hěn xǐhuān tā.
23. The food my mother makes is very tasty.
- a) 我母親[亲]做菜的很好吃。 wǒ mǔqīn zuòcàide hěnhǎo chī.
- b) 我母親[亲]做的菜很好吃。 wǒ mǔqīn zuòde cài hěnhǎo chī.
24. I know the lady who teaches English.
- a) 我認識教英文的那位小姐。
[我认识教英文的那位小姐。]
wǒ rènshì jiāo yīngwén de nàwèi xiǎojiě.
- b) 我認識那位小姐她教英文。
[我认识那位小姐她教英文。]
wǒ rènshì nàwèi xiǎojiě tā jiāo yīngwén.
25. There are not many South Africans who can speak Chinese.
- a) 會說中國話的南非人不多。
[会说中国话的南非人不多。]
huì shuō Zhōngguó huà de Nánfēi rén bùduō.
- b) 不多的南非人說中國話。
[不多的南非人说中国话。]
bùduō de Nánfēi rén shuō Zhōngguó huà.
26. The book I'm reading is very interesting.
- a) 我在看的這本書很有意思。
[我在看的这本书很有意思。]
wǒ zài kànde zhèi běn shū hěnyǒu yìsī.
- b) 這本書我在看很有意思。
[这本书我在看很有意思。]
zhèi běn shū wǒ zài kàn hěnyǒu yìsī.
27. I like to eat Chinese food.
- a) 我喜歡吃飯中國菜。 wǒ xǐhuān chīfàn Zhōngguó cài.
[我喜欢吃饭中国菜。]

- b) 我喜歡吃中國菜。
[我喜歡吃中國菜。] wǒ xǐhuān chī Zhōngguó cài.
28. He doesn't want to give this one to you.
- a) 他不要給你這個。
[他不要給你這個。] tā bú yào gěi nǐ zhèi gè.
- b) 他不要給這個你。
[他不要給這個你。] tā bú yào gěi zhèi gè nǐ.
29. All Chinese movies are good/or interesting to see.
- a) 中國電影都好看。
[中國電影都好看。] Zhōngguó diànyǐng dōu hǎokàn.
- b) 都中國電影好看。
[都中國電影好看。] dōu Zhōngguó diànyǐng hǎokàn.
30. Good-looking food do not necessarily taste good.
- a) 好看的東西不一定好吃。
[好看的東西不一定好吃。]
hǎo kàn de dōngxī bù yīdìng hǎo chī.
- b) 好看東[东]西不一定好吃。
hǎokàn dōngxī bù yīdìng hǎochī.
- c) 好看的東[东]西一定不好吃。
hǎokàn de dōngxī yīdìng bù hǎochī.
31. I like some of the Chinese food.
- a) 我喜歡有的中國菜。
[我喜歡有的中國菜。] wǒ xǐhuān yǒu de Zhōngguó cài.
- b) 有的中國菜我喜歡。
[有的中國菜我喜歡。] yǒu de Zhōngguó cài wǒ xǐhuān.
32. Do you understand what I have said?
- a) 你懂什麼我說嗎？
[你懂什麼我說嗎？] nǐ dǒng shénme wǒ shuō ma?
- b) 你懂我說的話嗎？
[你懂我說的話嗎？] nǐ dǒng wǒ shuō de huà ma?

PART FOUR: FILL IN THE BLANKS

也 他 她

1. _____ 是我太太。
2. 我好，我先生_____好。
3. _____ 是我先生。

人 大 太

4. 有的_____們[们]_____喜歡[欢]shuōhuà。
5. 我很喜歡[欢]他們[们]三個[个]_____
6. _____的是我的，小的不是我的。

小 你

7. 我們[们]沒有_____孩子。
8. _____好嗎[吗]？

女 姐 妹

9. 我_____比我大。
10. 我_____比我小。
11. 他的_____朋友很好 kàn。

小 少

12. Wáng _____ 姐，你好。
13. 你家有多 _____ 人？

十 千

14. 三 _____ 比三 _____ 多

子 好 孩

15. 他是一個 [个] _____ 子。
16. 我有三個 [个] 兒 _____。

朋 友 有

17. 你有幾個 [个] _____ ？
18. 我沒 _____ 女朋友。

共 只 兄

19. 我 _____ 有一個 [个] 好朋友。
20. 你家一 _____ 有幾個 [个] 人？
21. 我沒有 _____ 弟。

白 百

22. 他很喜歡[欢]_____sè。
23. 五_____比一千小。

一 二 三 四 五 六 七 八 九 十

24. 八的一bàn是_____
25. 六的一bàn是_____
26. 十四的一bàn是_____
27. 十八的一bàn是_____
28. 二十的一bàn是_____
29. 十_____的一bàn是八
30. 十的一bàn是_____
31. 他有_____個[个]，我有四個[个]，他比我多一個[个]。
32. 他有_____個[个]，我有九個[个]，他比我少一個[个]。
33. he家有七個[个]人，我家有四個[个]人，他家比我家多_____個[个]人。

REVIEW CHARACTERS

(LESSON 5 - LESSON 8)

(characters no. 1 to 120)

I. READ ALOUD EACH OF THE FOLLOWING CHARACTERS

1 First tone characters.

一，三，七，八，他，她，先，生，家，親〔親〕，
哥，兄，歡〔歡〕，多，千，跟，中，吃，說〔說〕
，思，師〔師〕，方，聰〔聰〕，分，鐘〔鐘〕。

2 Second tone characters

十，人，朋，兒，孩，沒，常，白，國〔國〕，
誰〔誰〕，甚〔什〕，您，名，時，錢〔錢〕，甜，
明，紅。

3 Third tone characters

五，九，你，我，好，也，小，很，友，母，姐，女
，有，喜，比，幾〔几〕，少，百，只，本，請〔請
〕，想，給〔給〕，寫〔寫〕老，兩〔兩〕，點〔點
〕，裏/裡〔里〕。

4 Fourth tone characters

二，四，六，太，不，大，個〔个〕，父，弟，妹，
是，叫，共，日，這〔这〕，那，問〔问〕，要，
會〔会〕，愛〔爱〕，看，話〔话〕，字，做，事，
菜，意，位，半，貴〔贵〕，姓，候，地，認〔认〕
識〔识〕，告，訴〔诉〕，色，塊〔块〕，在，上，
下，外，面。

5 Neutral tone characters

嗎〔吗〕，們〔们〕，的，個〔个〕，子，麼〔么
〕，裏/裡〔里〕，面。

(II) SELECT THE CORRECT CHARACTER AND FILL IN THE BLANK

- 1 你_____嗎〔嗎〕？ (好 她 他)
- 2 我_____好，謝謝〔謝謝〕。 (很 的 跟)
- 3 _____的先生好嗎〔嗎〕？ (好 她 他)
- 4 我有三個〔個〕_____友。 (們 朋 的)
- 5 他們四個_____dōu很kèqi。 (人 太 大)
 他們四個_____dōu很kèqi。
- 6 我_____有七個〔個〕人。 (常 家 寫)
- 7 我父母有三個〔個〕兒_____。 (小 子 少)
- 8 我沒有_____弟姐妹。 (只 日 兄)
- 9 他_____愛吃中國菜。 (大 小 不)
 他_____愛吃中國菜。
- 10 這〔這〕jiàn_____情很有意思。 (是 十 事)
- 11 我會寫五十個中國_____。 (子 字 千)
 我會寫五十個中國_____。
- 12 這〔這〕位_____Wáng先生。 (白 百 是)
- 13 我沒有_____本朋友。 (百 白 日)
- 14 我愛吃_____國菜，可是我不會做。(半 本 中)
 我愛吃_____國菜，可是我不會做。
- 15 請你_____他好。 (問 們 門)
 請你_____他好。 (問 們 門)



Appendix 7

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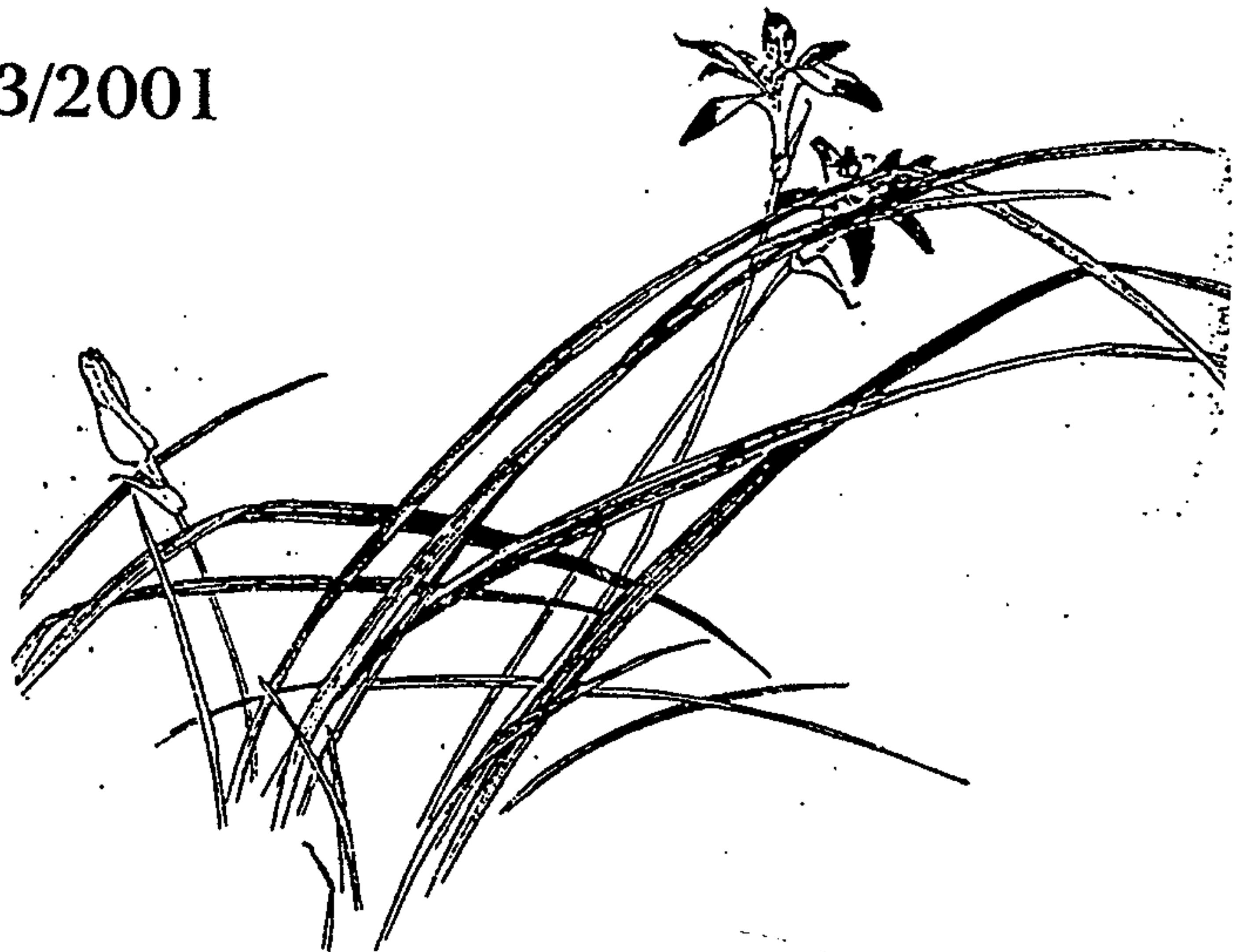
UNISA UNIVERSITY OF SOUTH AFRICA
南非大學

DEPARTMENT OF SEMITICS

MANDARIN CHINESE
中國語文

SUGGESTED
ANSWERS
FOR EXERCISES

MAN101-R
Tutorial letter: 103/2001



SUGGESTED ANSWERS FOR EXERCISES

Exercise for Lesson 1	3
Exercise for Lesson 2	4
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Review I [from Lessons 5 to 8]	7
Exercise for Lesson 5	9
Exercise for Lesson 6	10
Exercise for Lesson 7	11
Exercise for Lesson 8	14
Review II [from Lessons 9 to 12]	17
Review Characters [Lessons 5 to 8: 120 characters]	23

NB:

Please remember, since they are suggested answers, it means that in many cases, there are more than one answer for some questions. If your answer is different from mine, and you are not sure if yours is right, please don't hesitate to ask me. You can contact me by e-mail, letter, phone call, or attach your question with your assignment.



EXERCISE FOR LESSON 1
SUGGESTED ANSWERS

DICTION [C9: B]
ONE-SYLLABLE WORDS

- | | | | | |
|---------|---------|---------|---------|----------|
| 1. mā | 2. mà | 3. mǎ | 4. má | 5. mèi |
| 6. dōu | 7. bà | 8. bǎ | 9. dì | 10. yī |
| 11. zǎo | 12. hǎo | 13. nǐ | 14. zài | 15. jiàn |
| 16. yī | 17. èr | 18. sān | 19. sì | 20. wǔ |
| 21. liù | 22. qī | 23. bā | 24. jiǔ | 25. shí |

EXERCISE FOR LESSON 2 SUGGESTED ANSWERS

I. DICTATION

The words given in this section are from the lessons. This part mainly tests if you can distinguish between the four tones and some of the sounds (e.g. t and d, p and b, ou and ao, etc.).

[A] one syllable words

- | | | | | | | | |
|------------|-------------|-------|-------------|-------|------------|-------|------------|
| 1. 他 | 2. 忙 | 3. 我 | 4. 累 | 5. 人 | 6. 愛 [爱] | 7. 也 | 8. 請 [请] |
| tā | máng | wǒ | lèi | rén | ài | yě | qǐng |
| 9. 問 [问] | 10. 誰 [谁] | 11. 老 | 12. 餓 [饿] | 13. 渴 | 14. 高 | 15. 一 | |
| wèn | shéi | lǎo | è | kě | gāo | yī | |

[B] two syllable words

- | | | | | |
|--------|-----------|--------|---------|--------|
| 1. 他高 | 2. 我忙 | 3. 你好 | 4. 很累 | 5. 他累 |
| tā gāo | wǒ máng | nǐ hǎo | hěn lèi | tā lèi |
| 6. 好看 | 7. 漂亮 | 8. 客氣 | 9. 再見 | 10. 謝謝 |
| | | 客 气] | [再 见] | 谢 谢] |
| hǎokàn | piàoliang | kèqi | zàijiàn | xièxie |
| 11. 老師 | 12. 衣服 | 13. 大使 | 14. 十四 | 15. 四十 |
| 老 师] | | | | |
| lǎoshī | yīfu | dàshǐ | shísi | sìshí |

II. TRANSLATE THE FOLLOWING EXPRESSIONS OR SENTENCES INTO CHINESE

- | | |
|--|-----------------------|
| 1. nǐ (de) jiārén | 2. tā (de) érzi |
| 3. wǒ (de) tàitai | 4. tā (de) xiāngsheng |
| <i>[No. 1 to 4, refer to prescribed textbook, page 20, the last paragraph]</i> | |
| 5. wǒmen de lǎoshī | 6. wǒmen hěn hǎo. |
| 7. tā hěn hǎokàn/piàoliang. | |
| 8. nǐ de jiārén hǎo bu hǎo? or | nǐ de jiārén hǎo ma? |
| 9. nǐ máng ma? | 10. tā hěn kǎi. |

III. ANSWER THE QUESTIONS

- | | |
|----------------------------|----------------------------|
| 1 Mǎ xiānsheng bú pàng. | 2 Wáng xiānsheng hěn ái. |
| 3 Táng xiānsheng hěn shòu. | 4 Lǐ xiānshēng hěn pàng. |
| 5 Wáng xiānsheng bù gāo. | 6 Táng xiānsheng hěn shòu. |
| 7 Wáng xiānsheng hěn ái. | 8 Lǐ xiānsheng hěn pàng. |

EXERCISE FOR LESSON 3
SUGGESTED ANSWERS

I. LISTENING COMPREHENSION [Cassette no.9 side B]

A: DICTATION

[THREE-SYLLABLE WORDS]

- | | | | | |
|-------------------|---------------------|--------------------|----------------------|-------------------------|
| 1. 對不起
duìbuqǐ | 2. 沒關係
méiguānxi | 3. 不客氣
bú kèqi | 4. 葡萄酒
pútaojiǔ | 5. 麻煩你
máfan nǐ |
| 6. 我自己
wǒ zìjǐ | 7. 你們的
nǐmen de | 8. 他們的
tāmen de | 9. 好不好
hǎo bu hǎo | 10. 忙不忙
máng bu máng |

B: You will first hear a sentence/s, and then a question raised by a different voice. Answer the question according to the information given in the sentence/s.

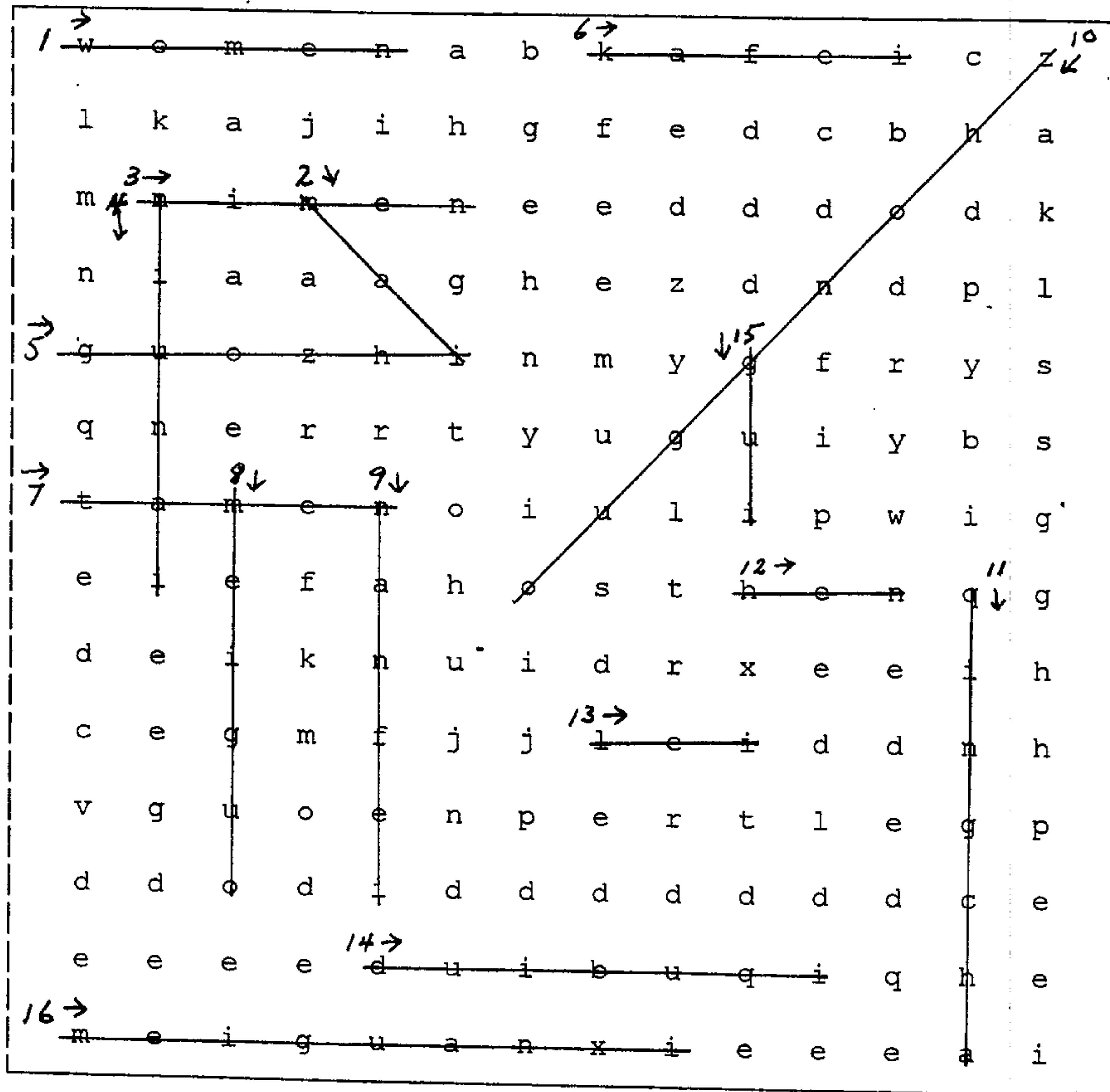
- 趙先生高，趙太太不高。誰高？
赵先生高，赵太太不高。谁高？
Zhào xiānsheng gāo, Zhào tàitai bù gāo. shéi gāo?
---> 趙〔赵〕先生高。Zhào xiānsheng gāo.
- 王小姐好看，王先生客氣〔气〕。誰〔谁〕客氣〔气〕？
Wáng xiǎojiě hǎokàn, Wáng xiānsheng kèqi. shéi kèqi?
---> 王先生客氣〔气〕。Wáng xiānsheng kèqi.
- 老師喜歡中國茶。老師喜歡甚麼？
老师喜欢中国茶。老师喜欢什么？
lǎoshī xǐhuān Zhōngguó chá. lǎoshī xǐhuān shénme?
---> 老師喜歡中國茶。〔老师喜欢中国茶〕
lǎoshī xǐhuān Zhōngguó chá.
- 我有果汁，沒有啤酒。我有甚麼〔什么〕？
wǒ yǒu guǒzhī, méiyǒu píjiǔ. wǒ yǒu shénma?
---> 你有果汁。nǐ yǒu guǒzhī.
- 王老師喜歡咖啡，趙老師喜歡茶。誰喜歡咖啡？
王老师喜欢咖啡，赵老师喜欢茶。谁喜欢咖啡？
Wáng lǎoshī xǐhuān kāfēi, Zhào lǎoshī xǐhuān chá. shéi xǐhuān kāfēi?
---> 王老師喜歡咖啡。〔王老师喜欢咖啡。〕
Wáng lǎoshī xǐhuān kāfēi.

Answers for (II) 1(d) 2(b) 3(c) 4(f) 5(a) 6(e)

Answers for (III) A~~X~~ B~~✓~~ C~~X~~ D~~✓~~ E~~✓~~ F~~✓~~ G~~X~~ H~~✓~~ I~~X~~

EXERCISE FOR LESSON 4
SUGGESTED ANSWERS

(I)



Answers for (II) 1 (a) 2 (b) 3 (a) 4 (b) 5 (a) 6 (a)

Answers for (III) 1 (a) 2 (a) 3 (a) 4 (b) 5 (a) 6 (b) 7 (b) 8 (a)

(IV) Listening comprehension
[with neutral tone]

[Cassette no.9 side B]

- | | | | | |
|----------------|--------------------|-----------------|----------------------|---------------------|
| 1. 我們
wǒmen | 2. 他們
tāmen | 3. 你的
nǐ de | 4. 謝謝
xièxie | 5. 客氣
kèqi |
| 6. 麻煩
máfan | 7. 漂亮
piāoliang | 8. 太太
tàitai | 9. 哪裡
nǎlǐ (náli) | 10. 先生
xiānsheng |

REVIEW I
FROM LESSON 1 TO LESSON 4
[SUGGESTED ANSWERS]

VOCABULARY REVIEW

There are 3 dialogues recorded on the tape (C9 B). Listen to each one and answer the following questions accordingly.

Dialogue 1: [Answers: 1 (a) 2 (a) 3 (b)]

<p>A: 早，趙小姐。 B: 早。王先生。你好嗎？ A: 我很好，謝謝。你呢？ B: 我也很好。你忙不忙？ A: 不太忙。</p>	<p>zǎo, Zhào xiǎojiě. zǎo, Wáng xiānsheng. nǐ hǎo ma? wǒ hěn hǎo, xièxie. nǐ ne? wǒ yě hěn hǎo. nǐ máng bu máng? bú tài máng.</p>
--	---

Dialogue 2: [Answers: 1 (c) 2 (b) 3 (b)]

<p>A: 先生，您要喝什麼？ B: 請你給我一杯茶。 A: 您要青茶還是紅茶？ B: 一杯紅茶。 A: 加不加牛奶？ B: 不要，謝謝。</p>	<p>xiānsheng, nín yào hē shénme? qǐng nǐ gěi wǒ yī bēi chá. nín yào qīngchá háishi hóngchá? yī bēi hóngchá. jiā bù jiā niú'nǎi? bú yào, xièxie.</p>
---	---

Dialogue 3: [Answers: 1 (b) 2 (a) 3 (b)]

<p>A: 您貴姓？ B: 我姓羅。您貴姓？ A: 羅小姐，你好。我姓柳。 B: 柳先生，你是哪國人？ A: 我是中國人。你呢？ B: 我是南非人。</p>	<p>nín guìxìng? wǒ xìng Luó, nín guìxìng? Luó xiǎojiě, nǐ hǎo, wǒ xìng Liǔ. Liǔ xiānshēng, nǐ shì nǎi guó rén? wǒ shì Zhōngguó rén. nǐ ne? Wǒ shì Nánfēi rén.</p>
--	---

[GRAMMAR REVIEW]**A: MULTIPLE CHOICE QUESTIONS** *T/L = Tutorial letter

- 1 (a) with or without 是 : [refer to T/L: 105, 2 on page 4]
 2 (a) [refer to T/L: 105, 3 on page 5]
 3 (b) 請或問 : [refer to T/L: 105, 4.3 & 4.4 on page 7]
 4 (a)
 5 (b) 跟和也 : [refer to T/L: 105, 7 on page 11]
 6 (a) 跟和也 : [refer to T/L: 105, 7 on page 11]
 7 (a) [都 is an adverb, remember the adverbs are always after the subject, before the verb]
 8 (a)

Note: When 都 dōu is used for totalizing a plural object, that object must be transposed to the front of the sentence.

For example: 中國 [国] 菜我都喜歡 [欢] 。
 Zhōngguó cài wǒ dōu xǐhuān.
 I like all Chinese food.

- 9 (b) 跟和也 : [refer to T/L: 105, 7 on page 11]
 10 (a) [refer to T/L: 105, 4.4 on page 7]
 11 (a) [refer to T/L: 105, 14 on page 17]
 12 (b) [refer to T/L: 105, 2 on page 4]
 13 (a) [refer to T/L: 105, 8 on page 12]
 14 (b) [refer to T/L: 105, 8 on page 12]
 15 (a) [refer to T/L: 105, 1.2 on page 3]
 16 (a) [xìng is for surname only] [refer to T/L: 105, 3 on page 5]
 17 (b) [surname comes before the title] [refer to T/L: 105, 3 on page 5]
 18 (b)
 19 (b) [refer to SG 1, P-24 on page 33]
 20 (b) [refer to T/L: 105, 8 on page 12]

B: FILL IN THE BLANKS

- 1 (f) 2 (h) 3 (g) 4(j) 5 (c) 6 (e) 7 (b) 8 (i) 9 (a)
 10 (d)

EXERCISE FOR LESSON 5
SUGGESTED ANSWERS

PART ONE: LISTENING COMPREHENSION

Listen to the numbers given and change each one by using a number that is next higher than the one given.

- | | | |
|-------------|---------------|-----|
| 1. 三----->四 | 6. 十-----> | 十一 |
| 2. 七----->八 | 7. 十八-----> | 十九 |
| 3. 五----->六 | 8. 二十-----> | 二十一 |
| 4. 九----->十 | 9. 二十九-----> | 三十 |
| 5. 八----->九 | 10. 四十三-----> | 四十四 |

PART TWO: Translation:

1. zhèi (wèi) shi Wáng xiānshēng.
zhèi (wèi) shi Shi Lǐ jīnglǐ
zhèi (wèi) shi Shi Chén xiǎojiě
nèi wèi shì Dèng dàshǐ
nèi wèi shì Zhèng bùzhǎng
zhè shi wǒ de Zhōngguó péngyou, tā de míngzì shi (or jiào) Wáng Dà Tóng.
2. wǒ tàitai shi Yīngguó rén.
3. Měiguó dōngxì dōu hěn guì.
4. Tāmen jiào tā Liǔ bóshì
5. Zhèi xiē shū shì shéi de?
6. Nǐ de liǎng gè hái zi hěn piàoliang
7. Chén xiǎojiě shi lǎoshī ma?

PART THREE: CHARACTER RECOGNITION

你 P. nǐ	E. you	我 P. wǒ	E. I, me
小 P. xiǎo	E. small	也 P. yě	E. also, too
他 P. tā	E. he, him	她 P. tā	E. she, her
十 P. shí	E. ten	好 P. hǎo	E. good, well
你的 P. nǐ de	E. your	很 P. hěn	E. very
太 P. tài	E. too	不 P. bù	E. not.
大 P. dà	E. big	朋友 P. péng yǒu.	E. friend
個[个] P. ge	E. a measure word		

EXERCISE FOR LESSON 6 SUGGESTED ANSWERS

PART ONE: LISTENING COMPREHENSION

Listen to the sentences given, and change each number given in the sentences with one that is the next higher.

1. 我有一個哥哥一個姐姐。 ----> 我有兩個哥哥兩個姐姐。
我有一個哥哥一個姐姐。 我有兩/二個哥哥兩/二個姐姐。
wǒ yǒu yī ge gēge yī ge jiějie. wǒ yǒu liǎng ge gēge liǎng ge jiějie.
(Some places in China, 二 is used with the measure word as well)
2. 我有兩個〔個〕妹妹。 ----> 我有三個〔個〕妹妹。
wǒ yǒu liǎng ge mèimei. wǒ yǒu sān ge mèimei.
3. 我要買十張紙。 ----> 我要買十一張紙。
我要買十張紙。 我要買十一張紙。
wǒ yào mǎi shí zhāng zhǐ. wǒ yào mǎi shíyī zhāng zhǐ.
4. 請〔請〕你給〔給〕我一杯果汁。 ----> 請你給我兩杯果汁。
請你給我兩杯果汁
qǐng nǐ gěi wǒ yī bēi guǒzhī. qǐng nǐ gěi wǒ liǎng bēi guǒzhī.
5. 這個花瓶八十九塊錢。 ----> 這個花瓶九十塊錢。
這個花瓶八十九塊錢。 這個花瓶九十塊錢。
zhèi ge huāpíng bā shí jiǔ kuài qián. zhèi ge huāpíng jiǔshí kuài qián.

PART TWO: COMPREHENSION TEST

Answer the questions:

1. a 2. Wáng 3. a 4. a 5. a

PART THREE: CHARACTER RECOGNITION

有	P	yǒu	E have, has	友	P yǒu	E I, me
小	P	xiǎo	E small	少	P shǎo	E few
女兒	P	nǚér	E daughter	孩子	P háizi	E child, children
好	P	hǎo	E good, well	兒子	P érzi	E son
十	P	shí	E ten	千	P qiān	E thousand
白	P	bái	E white	百	P bǎi	E hundred.
叫	P	jiào	E be called, named	只	P zhǐ	E only
很多	P	hěnduō	E many	一共	P yìgòng	E altogether
跟	P	gēn	E and	很	P hěn	E very

EXERCISE FOR LESSON 7
SUGGESTED ANSWERS

PART ONE: LISTENING COMPREHENSION [C9:B]

You will first hear a sentence/s, and then a question raised by a different voice. Answer the question according to the information given in the sentence/s.

1. 高先生抽煙，高太太也抽煙。誰抽煙？
Gāo xiānshēng chōuyān, Gāo tàitài yě chōuyān. shéi chōuyān?
---> 高先生跟/和高太太都抽煙。
 高先生跟/和高太太都抽烟。]
 Gāo xiānshēng gēn/hé Gāo tàitài dōu chōuyān.

2. 我會做中國菜，不會做法國菜。我會做甚麼菜？
wǒ huì zuò Zhōngguó cài, bú huì zuò Fàguó cài. wǒ huì zuò shénme cài?
---> 你會做中國菜。
 [你会做中国菜。]
 Nǐ huì zuò Zhōngguó cài.

3. 我的朋友，有的是南非人，有的是中國人。我的朋友是哪國人？
wǒ de péngyǒu, yǒude shì Nánfēi rén, yǒude shì Zhōngguó rén. wǒ de péngyǒu shì nǐ guó rén?
---> 你的朋友，有的是南非人，有的是中國人。
 你的朋友，有的是南非人，有的是中国人。]
 Nǐ de péngyǒu, yǒude shì Nánfēi rén, yǒude shì Zhōngguó rén.

4. 我母親做的菜好吃極了。誰做的菜好吃極了？
wǒ mǔqīn zuò de cài hǎochī jíle. Shéi zuò de cài hǎochī jíle?
----> 你母親做的菜好吃極了。
 [你母亲做的菜好吃极了。]
 nǐ mǔqīn zuò de cài hǎochī jíle.

5. 他會說一點普通話。他會說哪國話？
[他会说一点普通话。 他会说哪国话？]
tā huì shuō yīdiān pǔtōng huà. tā huì shuō nǐ guó huà?
-----> 他會說一點中國話。
 [他会说一点中国话。]
 tā huì shuō yīdiān Zhōngguó huà.

PART TWO: Translation:

	AV	V	O	de N(人 person)
1.	xǐhuān	he	jiǔ	de (nèi ge rén) shì Wáng xiānsheng.
2.	huì	shuō	Zhōngwén	de (nèi ge xuésheng) shì wǒ de péngyou.
3.		jiāo	wǒmen pǔtōnghuà	de <u>lǎoshī</u> bú huì shuō Nánfēi huà.
4.		zài xuéxiào		
		zuò	shì	de <u>Zhāng xiǎojiě</u> gàosu wǒ tā rènshi nǐ
5.	*(zài)	kàn	shū	de <u>tàitai</u> shì wǒ de mǔqīn.
6.	*(zài)	chī	dōngxī	de <u>rén</u> shì wǒ de péngyǒu.
7.	*(zài)	kàn	xìn	de <u>xiǎojiě</u> shì yī wèi lǎoshī.
8.	*(zài)	hē	chá	de <u>xiānsheng</u> shì Wáng xiānsheng.
9.	*(zài)	shuō	huà	de <u>tàitai</u> shì tā mǔqīn.

*this (zài) shows action in progress (refer to the textbook on page 94), i.e. is reading, is eating, is reading a letter, is drinking the tea, is talking.

As you can see in sentences 1 to 9, VO de modifies the person i.e. nèi ge rén, nèi ge xuésheng, lǎoshī, Zhāng xiǎojiě, tàitai, rén, xiǎojiě, xiānsheng.

10. nǐ gěi wǒ de huā hěn hǎokàn.
11. tā hěn xǐhuān hē wǒ gěi tā de jiǔ.
12. nǐ hē de píjiǔ shì Déguó píjiǔ.
13. wǒ mǔqīn zuò de cài hěn hǎochī.
14. tā shuō de huà hěn yǒu yìsī.
15. tā gàosu wǒ de shìqing yǒu yìsī jíle.
16. zhè shì wǒ péngyou gěi wǒ de shū.

From 10 to 16: V de modifies the object which is an item/object, not a person, i.e. huā, jiǔ, píjiǔ, cài, huà, shìqing, shū.

17. wǒ lèi jíle. [SV- jíle]
18. tā máng jíle. [SV- jíle]
19. tā huì shuō yīdian Zhōngwén.
20. wǒ huì shuō yīdian Yīngwén.

PART THREE: CHARACTER RECOGNITION

孩子	P háizi	E child, children	寫字	P xiězì	E write (character)
給	P gěi	E give	會	P huì	E know (how to)
誰	P shéi	E who, whom	看	P kàn	E read, look
想	P xiǎng	E think, plan, miss	您	P nín	E you
日本	P Rìběn	E Japan	沒有	P méiyǒu	E have not
意思	P yìsi	E meaning	好吃	P hǎochī	E tasty.
中國	P Zhōngguó	E China			
說話	P shuōhuà	E speak, talk			
請問	P qǐngwèn	E May I ask?			

EXERCISE FOR LESSON 8
SUGGESTED ANSWERS

PART ONE: LISTENING COMPREHENSION [C9:B]

[A] You will first hear a sentence, and then a question raised by a different voice. Answer the question according to the information given in the sentence.

1. 現在是八點二十分。現在是幾點鐘？
xiànzài shì bā diǎn èrshí fēn. xiànzài shì jǐ diǎn zhōng?
--->現在是八點二十分。
〔現在是八点二十分〕
2. 我父親在樓上看書。我父親在樓上做什麼？
wǒ fùqīn zài lóushàng kànshū? wǒ fùqīn zài lóushàng zuò shénme?
--->你父親在樓上看書。
〔你父亲在楼上看书〕
3. 我母親在廚房做飯。我母親在哪裡做飯？
wǒ mǔqīn zài chúfáng zuòfàn. wǒ mǔqīn zài nǎlǐ zuòfàn?
--->你母親在廚房做飯。
〔你母亲在厨房做饭〕
4. 王經理在開會。誰在開會？
Wáng jīnglǐ zài kāihuì. shéi zài kāihuì?
--->王經理在開會。
〔王经理在开会〕

[B] According to the pictures given, answer the following questions

- | Question | Suggested Answer |
|--|---|
| 5. 喝咖啡的那位小姐叫什麼？
hē kāfēi de nèi wèi xiǎojiě
jiào shénme? | 喝咖啡的那位小姐叫王小美。
hē kāfēi de nèi wèi xiǎojiě jiào
Wáng xiǎo měi. |
| 6. 看信的那位太太是誰〔誰〕？
kàn xìn de nèi wèi tàitai shì shéi? | 看信的那位太太是張太太。
kàn xìn de nèi wèi tàitai shì Zhāng
tàitai |
| 7. 買蛋糕的那位太太是誰〔誰〕？
mǎi dànɡāo de nèi wèi tàitai
shì shéi? | 買蛋糕的那位太太是王太太。
mǎi dànɡāo de nèi wèi tàitai shì
Wáng tàitai. |

8. 吃飯的那位先生姓什麼？
吃饭的那位先生姓什么？
chīfàn de nèi wèi xiānshēng
xìng shénme?
吃飯的那位先生姓趙。
吃饭的那位先生姓趙。
chīfàn de nèi wèi xiānsheng
xìng Zhào.
9. 屋子裏有幾個學生？
屋子里有几个学生？
wūzi lǐ yǒu jǐge xuéshēng?
屋子裡有五個學生。
屋子里有五個學生。
wūzi lǐ yǒu wǔ gè xuésheng.
10. 書〔书〕在哪裏〔里〕？
shū zài nǎlǐ?
書〔书〕在椅子上。
shū zài yǐzi shàng.
11. 誰〔谁〕在椅子後面？
shéi zài yǐzi hòumian?
王先生在椅子後面。
Wáng xiānsheng zài yǐzi hòumiàn.
12. 桌子下頭〔头〕有什麼〔么〕？桌子下頭〔头〕有一隻〔只〕
狗。
zhuōzi xiàtóu yǒu shénme?
zhuōzi xiàtóu yǒu yī zhī gǒu.

PART TWO:**(I)**

1. tā hòutou yǒu/shì shéi?
2. nǐ nàlǐ yǒu wǒ de shū.
3. wǒ jiā hòumian yǒu xuéxiào.
4. yǒu hěnduō rén zài fángzi qiántou.
5. bǐ zài shū shang.
6. pǐbāo zài yǐzi xiàmian.
7. zuǒbiān yǒu fànguǎn.
8. yǒu xiǎoxué zài tā jiā de yòubian.
9. yǒu liù gè rén zài wūzi lǐ.
10. wàitou yǒu hěn duō xiǎo háizi.

(II)

1. nǐ jiā zài nǎlǐ/nǎr?
2. nǐ jiā yīgòng yǒu jǐ ge rén?
3. nǐ zài nǎlǐ/nǎr zuòshì?
4. tā de shū zài bù zài nǐ nàlǐ/nàr?
5. nǐ xǐhuān zài nǎlǐ/nǎr chīfàn?
6. Wáng jīnglǐ zài zuò shénme?
7. nǐmen de háizi zài nǎlǐ/nǎr?
8. qǐngwèn xiànzài jǐ diǎn zhōng?
9. tā de bàngōngshì zài nǎlǐ/nǎr?
10. Tāiwān yǒu duōshǎo wàiguó rén? /or Tāiwān de wàiguó rén duō bù duō?

PART THREE: CHARACTER RECOGNITION

貴[贵]姓	P guìxìng	E your honourable name?
裏/裡[里]面	P lǐmian	E inside
老師[师]	P lǎoshī	E teacher
時[时]候	P shíhou	E time
告訴[诉]	P gàosu	E tell
聰[聪]明	P cōngmíng	E clever
紅[红]色	P hóngsè	E red (colour)
認識[认识]	P rènshi	E to know (someone)
名字	P míngzì	E name
外面	P wàimian	E outside
上面	P shàngmian	E top
下面	P xiàmian	E bottom
地方	P dìfang	E place
多少錢[钱]?	P duōshǎo qián	E how much money?
幾點鐘[几点钟]?	P jǐ diǎn zhōng	E what time?
兩點鐘[两点钟]	P liǎng diǎn zhōng	E 2 o'clock

REVIEW II
FROM LESSON 5 TO LESSON 8
[SUGGESTED ANSWERS]

Part One: Listening comprehension

Listen to the sentences and then answer the questions according to the information given. Please note that the information and questions are given in traditional characters, the answers are given in simplified characters.

1. 紅色、黃色我都喜歡。
 hóngsè, huángsè, wǒ dōu xǐhuān.
 Answer: 紅色，黃色你都喜歡。
 我喜歡什麼顏色？
 wǒ xǐhuān shénme yánsè?
 hóngsè, huángsè nǐ dōu xǐhuān.
2. 我父母有三個孩子。
 wǒ fùmǔ yǒu sān ge hái zi.
 Answer: 你父母有三個孩子。
 我父母有幾個孩子？
 wǒ fùmǔ yǒu jǐ ge hái zi?
 nǐ fùmǔ yǒu sān ge hái zi.
3. 我穿十二號的衣服，五號半的鞋子。我穿幾號的鞋子？
 wǒ chuān shíèr hào de yīfu, wǔ hào de xiézi. wǒ chuān jǐ hào de xiézi?
 Answer: 你穿五號半的鞋子。
 nǐ chuān wǔ hào bàn de xiézi
4. 我太太不愛看電視，可是她很愛看電影。誰愛看電影？
 wǒ tàitai bú ài kàn diànshì, kěshi tā hěn ài kàn diànyǐng. shéi ài kàn diànyǐng?
 Answer: 你太太很愛看電影。
 nǐ hěn ài kàn diànyǐng.
5. 我沒有兄弟姐妹。
 wǒ méiyǒu xiōngdì jiěmèi.
 Answer: 你沒有姐姐。
 我有沒有姐姐？
 wǒ yǒu méiyǒu jiějiě?
 nǐ méiyǒu jiějiě.
6. 我父親比我母親大。我母親比我父親大還是小？
 wǒ fùqīn bǐ wǒ mǔqīn dà. wǒ mǔqīn bǐ wǒ fùqīn dà háishi xiǎo?
 Answer: 你母親比你父親小。
 nǐ mǔqīn bǐ nǐ fùqīn xiǎo.
7. 廁所在那個房子後面。廁所在哪裡？
 cèsuǒ zài nèi ge fángzi hòumian. cèsuǒ zài nǎlǐ?
 Answer: 廁所在那個房子後面。
 cèsuǒ zài nèi ge fángzi hòumian.

8. 孩子在書房裡念書。
háizi zài shūfáng li niànshū.
Answer: 孩子在書房里念书。

孩子在哪裡唸書？
háizi zài nǎlǐ niànshū?
háizi zài shūfáng li niànshū.

9. 洗手間在二樓。
xǐ-shǒu-jiān zài èr lóu.
Answer: 洗手间在二楼。

洗手間在幾樓？
xǐ-shǒu-jiān zài jǐ lóu?
xǐ-shǒu-jiān zài èr lóu.

10. 教書的那位小姐姓羅。羅小姐是：
jiāoshū de nèi wei xiǎojiě xìng Luó. Luó xiǎojiě shì:
Answer: 老师 lǎoshī

PART THREE: MULTIPLE CHOICE QUESTIONS

According to the English sentence given, two or more Chinese translations are given, but ONLY ONE is correct. Please choose the correct one.

1. (b) half a glass of milk
半杯牛奶
bàn bēi niú'nǎi
[半 - M - N]
[refer to Practical Mandarin for
Beginners on page 62]
2. (b) One and a half sheets of paper.
一張 [张] 半紙 [纸] 。
yī zhāng bàn zhǐ.
[Nu - M - 半 - N]
[refer to Practical Mandarin for
Beginners on page 62]
3. (b) He wants half.
他要一半。
tā yào yī bàn.
[Nu - 半]
4. (b) 1005
一千零五
yī qiān líng wǔ
[refer to T/L: 105, 9 on page 13]
5. (b) two books
兩本書 [书]
liǎng běn shū
6. (b) 3020
三千零二十
sān qiān líng èr shí
[三千零二 is 3002]

EXERCISE FOR LESSON 6

PART ONE: Listen to the sentences given, and change each number given in the sentences with one that is the next higher. [*Cassette no.9 side B*]

For example:

我有一本書[书]。-----> 我有兩本書。
wǒ yǒu yī běn shū.-----> wǒ yǒu liǎng běn shū.

他要兩[两]杯咖啡。-----> 他要三杯咖啡。
tā yào liǎng bēi kāfēi.-----> tā yào sān bēi kāfēi.

他給我五十塊錢。-----> 他給我五十一塊錢。
[他给我五十块钱] [他给我五十一块钱]
tā gěi wǒ wǔshí kuàiqián.-----> tā gěi wǒ wǔshí yī kuàiqián.

PART TWO: COMPREHENSION TEST

*Firstly **READ** the section of Chinese pinyin **ALOUD**, and then answer the questions below. It is no use if you read it in silence, since pinyin is a series of phonetic sounds, you should try to make the sounds as you speak the words. **Read** the words **aloud** is one way to train your hearing and your speaking abilities.*

(You will also see this section in character on page 26 in **REVIEW II**).

wǒ jiā yīgòng yǒu sì gè rén,
wǒ, wǒ xiānsheng, yī gè érzi gēn yī gè nǚér.
wǒ xiānsheng xìng Wáng, tā hěn gāo.
wǒmen de érzi bǐ wǒmen de nǚér dà.
wǒmen de nǚér hěn hǎokàn, yě hěn kěài.
wǒmen de érzi yǒu shíhòu hěn wánpí, kěshi tā yě hěn kěài.
wǒ yǒu liǎng gè jiějiě.
wǒmen de háizi jiào wǒ de jiějiě āyí.
wǒ dàjiě yǒu yī gè nǚér, wǒmen de háizi jiào tā biǎojiě.
wǒ xiānsheng yǒu yī gè dìdi gēn liǎng gè mèimei.
wǒmen de háizi jiào tāmen shūshu gēn gūgu.
wǒ xiānsheng de dìdi yǒu yī gè érzi, wǒmen de háizi jiào tā tánggē.

PART THREE: CHARACTER RECOGNITION

Provide pinyin (P) and English (E) translation for the following characters.

Example: 人 ∴ P. rén E. persons

你 P.	E.	我 P.	E.
小 P.	E.	也 P.	E.
他 P.	E.	她 P.	E.
十 P.	E.	好 P.	E.
你的 P.	E.	很 P.	E.
太 P.	E.	不 P.	E.
大 P.	E.	朋友 P.	E.
個[个] P.	E.		

7. (a) One pair of shoes for \$350
 一雙鞋子賣三百五十元。
 yī shuāng xiézi mài sān bǎi wǔ shí yuán.
8. (b) She is taller than I am.
 她比我高。
 tā bǐ wǒ gāo.
9. (b) I am not as tall as she is.
 我沒有她高。
 wǒ méiyǒu tā gāo.
10. (b) Please tell me if you need help. *[refer to T/L: 105:10 on page 14]*
 如果你需要幫[帮]忙就請[请]你告訴[诉]我。
 rúguǒ nǐ xūyào bāngmáng jiù qǐng nǐ gàosù wǒ.
11. (a) He tells me that he likes you very much. *[refer to T/L: 105:10 on page 14]*
 他告訴[诉]我他很喜歡[欢]你。
 tā gàosù wǒ tā hěn xǐhuān nǐ.
12. (b) I like Chinese tea very much.
 我很喜歡[欢]中國[国]茶。
 wǒ hěn xǐhuān Zhōngguó chá.
13. (a) The book is on the desk.
 書[书]在桌子上面。*[refer to textbook, pages 97 and 99 : PW = Noun + Positional word]*
 shū zài zhuōzi shàngmiàn.
14. (b) The book on the top is mine.
 上面的書[书]是我的。
 shàngmiàn de shū shì wǒ de.
[refer to textbook, page 93: Place Word + 的 + Noun
上面 的 書]
[頭, 面, or 邊 [边] : see T/L: 105, 12 on page 16 & 17]
15. (a) Where is the toilet?
 廁所在哪裡?
 廁所在哪里?
 cèsuǒ zài nǎlǐ?

[refer to textbook, page 98 {Noun - 在 - Place Word}]

[the term "洗手間 xǐshǒujiān" is a more refined term for "toilet". It is commonly used in Taiwan, Singapore, and Hong Kong but not in China. The term "廁所 cèsuǒ" is more commonly used in China.]

16. (b) My mother is cooking in the kitchen.
我母親在廚房做飯。 [see T/L: 105, 11 on page 15]
我母亲在厨房做饭。
wǒ mǔqīn zài chúfáng zuòfàn.
17. (b) Beijing is in the north of China.
北京在中國〔国〕的北方。 [see T/L: 105, 12.1 b on page 16]
Běijīng zài Zhōngguó de běifāng.
18. (a) My car is outside the school. [something 在 somewhere: refer to
我的汽車在學校外頭。 textbook, page 99]
我的汽车在学校外头。
wǒde qìchē zài xuéxiào wàitóu.
19. (a) The building in front is his father's shop.
前面的房子是他父親〔亲〕的商店。
qiánmiàn de fángzi shì tā fùqīn de shāngdiàn.
[房子 fángzi: see T/L: 105, 13 on page 17]
20. (b) Our home is behind the University of South Africa.
我的家在南非大學〔学〕後邊〔后边〕。
wǒde jiā zài Nánfēi dàxué hòubiān.
21. (a) Sorry, I don't have it.
對〔对〕不起，我沒有。
duìbuqǐ, wǒ méiyǒu.
- [never say 不有, ALWAYS 沒有: refer to textbook, page 27, and the word "it" is not said in spoken Chinese.]
22. (a) I like it very much.
我很喜歡〔欢〕。 [the adverb 很 is before the verb 喜歡]
wǒ hěn xǐhuān.
23. (b) The food my mother makes is very tasty.
我母親〔亲〕做的菜很好吃。 [refer to SG1, Pattern-36]
wǒ mǔqīn zuòde cài hěn hǎo chī.

24. (a) I know that lady who teaches English.
我認識〔認識〕教英文的那位小姐。[refer to SG1., Pattern-35]
wǒ rènshì jiāo Yīngwén de nà wèi xiǎojiě.
25. (a) There are not many South African people who can speak Chinese.
會〔會〕說中國〔國〕話的南非人不多。
huì shuō Zhōngguó huà de Nánfēi rén bù duō.

[AV - V - O - de Noun]
會說中國話的南非人
26. (a) The book I'm reading is very interesting.
我在看的這本書〔書〕很有意思。
wǒ zài kàn de zhèi běn shū hěn yǒu yìsi.
27. (b) I like to eat Chinese food.
我喜歡〔歡〕吃中國〔國〕菜。 [refer to textbook, page 82, Verb
+ specific O]
wǒ xǐhuān chī Zhōngguó cài.
28. (a) He doesn't want to give this one to you.
他不要給你這個〔個〕。 [see T/L: 105, 14 on page 17]
tā bú yào gěi nǐ zhèi gè.
29. (a) All Chinese movies are good/or interesting to see.
中國〔國〕電〔電〕影都好看。
Zhōngguó diànyǐng dōu hǎokàn.

[都 is an adverb, remember the adverbs are always after the subject, before the verb]
30. (a) Good-looking food do not necessarily taste good.
好看的東〔東〕西不一定好吃。
hǎokàn de dōngxī bù yīdìng hǎochī.
31. (b) I like some of the Chinese food.
有的中國〔國〕菜我喜歡〔歡〕。 [see T/L: 105, 15 on page 19]
yǒude Zhōngguó cài wǒ xǐhuān.

NB: 有的 can never be used AFTER a verb.

32. (b) Do you understand what I have said?
 你懂我說的話嗎 [嗎] ?
 nǐ dǒng wǒ shuō de huà ma?

[refer to SG1, Pattern-36]

PART FOUR: FILL IN THE BLANKS

- | | | | | |
|----------|-------|---------|----------|----------|
| 1. 她 | 2. 也 | 3. 他 | 4. 太太, 太 | 5. 人 |
| 6. 大 | 7. 小 | 8. 你 | 9. 姐姐 | |
| 10. 妹妹 | 11. 女 | 12. 小 | 13. 少 | 14. 千, 十 |
| 15. 好, 孩 | 16. 子 | 17. 朋 友 | 18. 有 | 19. 只 |
| 20. 共 | 21. 兄 | 22. 白 | 23. 百 | 24. 四 |
| 25. 三 | 26. 七 | 27. 九 | 28. 十 | 29. 六 |
| 30. 五 | 31. 五 | 32. 八 | 33. 三 | |

REVIEW CHARACTERS (LESSON 5 - LESSON 8)

(I) READ ALOUD EACH OF THE FOLLOWING CHARACTERS

1. first tone characters

yī, sān, qī, bā, tā, tā, xiān, sheng, jiā, qīn,
gē, xiōng, huān, duō, qiān, gēn, zhōng, chī, shuō,
sī, shī, fāng, cōng, fēn, zhōng

2. second tone characters

shí, rén, péng, ér, hái, méi, cháng, bái, guó,
shéi, shén, nín, míng, shí, qián, tián,
míng, hóng

3. third tone characters

wǔ, jiǔ, nǐ, wǒ, hǎo, yě, xiǎo, hěn, yǒu, mǔ, jiě, nǚ,
yǒu, xǐ, bǐ, jǐ, shǎo, bǎi, zhǐ, běn, qǐng,
xiǎng, gěi, xiě, lǎo, liǎng, diǎn, lǐ

4. fourth tone characters

èr, sì, liù, tài, bù, dà, gè, fù, dì, mèi,
shì, jiào, gòng, rì, zhè, nà, wèn, yào,
huì, ài, kàn, huà, zì, zuò, shì,
cài, yì, wèi, bàn, guì, xìng, hòu, dì, rèn,
shì, gào, sù, sè, kuài, zài, shàng,
xià, wài, miàn

5. neutral tone characters

ma, men, de, ge, zi, me, li, mian

(II) SELECT THE CORRECT CHARACTER AND FILL IN THE BLANK

1好	2很	3她	4朋	5人	6家	7子	8兄
9不	10事	11字	12是	13日	14中	15問	

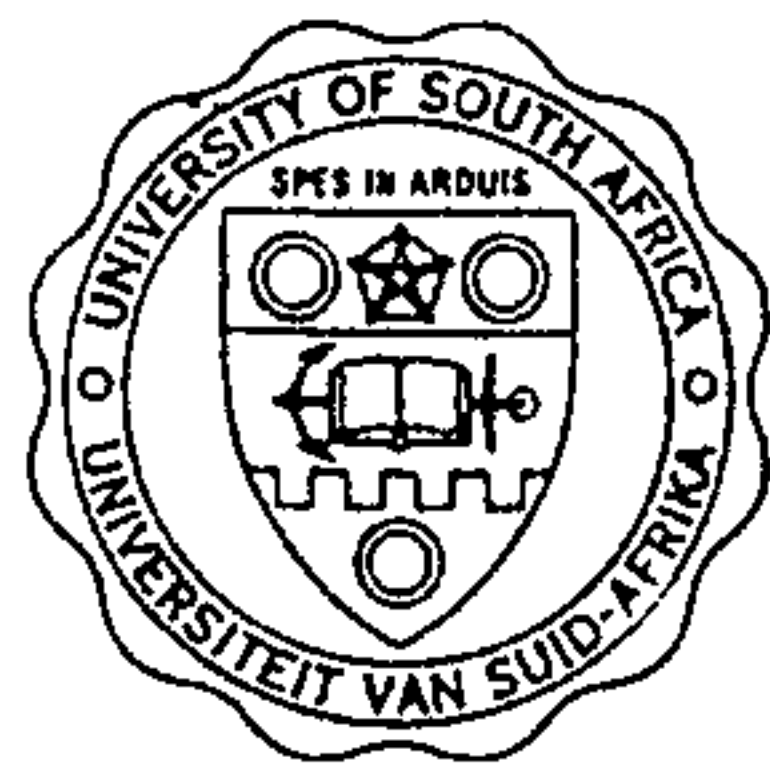


MAN101-R/105/3/2001
MAN102-S/105/3/2001

Appendix 8



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UNISA UNIVERSITY OF SOUTH AFRICA

南非大學

DEPARTMENT OF SEMITICS

MANDARIN CHINESE

中國語文

GENERAL COMMENTS
FOR EXERCISES

MAN101-R/MAN102-S

Tutorial letter: 105/2001



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GENERAL COMMENTS FOR EXERCISES COMMON MISTAKES ENCOUNTERED BY STUDENTS

I. "QUESTION TYPE" SENTENCES:

1.1 add "ma" at the end of the sentence:

e.g.	你好嗎 [嗎] ? (you well ma?)	nǐ hǎo ma? "How are you? / Are you well?"
	他高嗎 [嗎] ? (he tall ma?)	tā gāo ma? "Is he tall?"

1.2 it is a "choice-type" question:

e.g.	你好不好 ? (you well not well?)	nǐ hǎo bu hǎo? "Are you well or not?"
	你忙不忙 ? (you busy not busy?)	nǐ máng bu máng? "Are you busy or not?"

1.3 there is a "question word (QW)" in the sentence

e.g.	誰喜歡咖啡 ? [谁喜欢咖啡 ?] (who like coffee?)	shéi xǐhuān kāfēi? "Who likes coffee?"
	誰有中國書 ? [谁有中国书 ?] (who has Chinese book?)	shéi yǒu Zhōngguó shū? "Who has Chinese book(s)?"
	你喜歡誰 ? [你喜欢谁 ?] (you like whom?)	nǐ xǐhuān shéi? "Whom do you like?"
	你有什麼 ? [你有什么 ?] (you have what?)	nǐ yǒu shénme? "What do you have?"

NB: In a sentence, only one question word is necessary.
If you want to ask a question, and there is no question word used, "ma" must be added at the end of the sentence.

If it is a "choice-type" question already, "ma" is not needed either.

If there is a question word such as [shénme], [shéi] etc., [ma] is then unnecessary.

2 是 shì only comes before a NOUN, NEVER before a SV

common mistakes:	correct ones should be:
他是很好。 tā shì hěn hǎo	他很好。 tā hěn <u>hǎo</u> (he very well) "He is very well."
她是很好看。 tā shì hěn hǎokàn	她很好看。 tā hěn <u>hǎokàn</u> (she very goodlooking) "She is very goodlooking."
他是真可愛。 tā shì zhēn kěài	他真可愛。 tā zhēn <u>kěài</u> (he really cute) "He is really cute."

- ◆ The words 好 hǎo , 好看 hǎokàn , 可愛 kěài are stative verbs

他是好人。
tā shì hàorén

他是中國人。
tā shì Zhōngguó rén

他是老師。
tā shì lǎoshī

她是王小姐。
tā shì Wáng xiǎojiě

- ◆ The words 人 rén , 中國人 Zhōngguó rén , 老師 lǎoshī , 王小姐 Wáng xiǎojiě are nouns.

3 姓 xìng can be used as the noun "surname" or the verb "be surnamed"

Common mistakes:	Correct ones should be:
請問你的姓是什麼？ qǐngwèn nǐ de xìng shì shénme	請問你姓什麼？ qǐngwèn nǐ xìng shénme
他是王 tā shì Wáng	他姓王 tā xìng Wáng
他姓王先生 tā xìng Wáng xiānshēng	他是王先生 tā shì Wáng xiānshēng

3.1 when it is used as the noun, for example:

你有沒有中國姓？
nǐ yǒu méiyǒu Zhōngguó xìng?
(you have not have Chinese surname?)
"Do you have a Chinese surname or not?"

3.2 when it is used as the verb, for example:

你姓什麼？ nǐ xìng shénme (You are surnamed what?) "What is your surname?"	我姓羅。 wǒ xìng Luó. (I surnamed Luo) "My surname is Luo."
--	--

You cannot say: i 我姓羅老師 wǒ xìng Luó lǎoshī [WRONG]
ii 他姓張先生 tā xìng Zhāng xiānshēng [WRONG]
iii 他姓古永瀚 tā xìng Gǔ Yǒng Hàn [WRONG]

Because 老師 lǎoshī and 先生 xiānshēng are 'titles', they are not part of the surnames. Just like in English, you will say 'His surname (or last name) is Coetzee' not 'His surname is Mr Coetzee.'. The third sentence 他姓古永瀚 tā xìng Gǔ Yǒng Hàn, Yǒng Hàn is the given name, it is not part of the surname. As in English, it will be 'His surname (or last name) is Coetzee' not 'His surname is Johan Coetzee.'

You can say: i 他是張先生。
tā shì Zhāng xiānshēng
"He is Mr Zhang."
ii 他叫古永瀚。
tā jiào Gǔ Yǒng Hàn
"He is called Gu Yong-Han."

4 請 qǐng and 問 wèn comparison

Common mistakes:	Correct ones should be:
你給我一杯水請。 nǐ gěi wǒ yī bēi shuǐ qǐng	請你給我一杯水。 qǐng nǐ gěi wǒ yī bēi shuǐ
我問他買一個東西。 wǒ wèn tā mǎi yī gè dōngxī	我請他買一個東西。 wǒ qǐng tā mǎi yī gè dōngxī
我請問你給他這本書。 wǒ qǐngwèn nǐ gěi tā zhè běn shū	我請你 (or 麻煩你) 給他這本書。 wǒ qǐng nǐ (or máfán nǐ) gěi tā zhè běn shū

4.1 請 qǐng means 'please'

- 請你給我一杯水。 [請你給我一杯水。]
qǐng nǐ gěi wǒ yī bēi shuǐ.
請你給我一杯茶。 [請你給我一杯茶。]
qǐng nǐ gěi wǒ yī bēi chá.
請你給我一杯咖啡。 [請你給我一杯咖啡。]
qǐng nǐ gěi wǒ yī bēi kāfēi.
請你給他這本書。 [請你給他這本書。]
qǐng nǐ gěi tā zhè běn shū.
請你給他們一些花。 [請你給他們一些花。]
qǐng nǐ gěi tāmen yīxiē huā.

4.2 請 qǐng means 'to invite'

- 我請你看電影。 [我請你看電影。]
wǒ qǐng nǐ kàn diànyǐng.
他請我吃中國菜。 [他請我吃中國菜。]
tā qǐng wǒ chī Zhōngguó cài.
我想請/請你喝一杯咖啡。 [我想請你喝一杯咖啡。]
wǒ xiǎng qǐng nǐ hē yī bēi kāfēi.
你要請我吃甚麼? [你要請我吃什么?]
nǐ yào qǐng wǒ chī shénme?
你不請他們喝茶嗎? [你不請他們喝茶嗎?]

nǐ bù qǐng tāmen hē chá ma?

4.3 請 qǐng means 'ask (a favour), ask (someone todo something)'

我想請〔請〕他幫〔幫〕忙。

wǒ xiǎng qǐng tā bāngmáng.

他請〔請〕我買〔買〕一本書〔書〕。

tā qǐng wǒ mǎi yīběn shū.

我請〔請〕他買〔買〕一些東〔東〕西。

wǒ qǐng tā mǎi yīxiē dōngxi.

他請〔請〕我給〔給〕他一杯咖啡。

tā qǐng wǒ gěi tā yībēi kāfēi.

我請〔請〕我父親〔親〕給〔給〕我一百塊錢〔塊錢〕

wǒ qǐng wǒ fùqin gěi wǒ yībǎi kuài qián.

4.4 問 wèn means 'to ask (a question)?'

他問〔問〕我累不累?

tā wèn wǒ lèi bu lèi?

他問〔問〕我要不要咖啡?

tā wèn wǒ yào buyào kāfēi?

他問〔問〕我有沒有錢〔錢〕?

tā wèn wǒ yǒu méiyǒu qián?

他問〔問〕我喜歡〔喜歡〕吃甚麼菜〔什麼菜〕?

tā wèn wǒ xǐhuān chī shénme cài?

我問〔問〕他有幾個〔幾個〕小孩子?

wǒ wèn tā yǒu jǐge xiǎo háizi?

Therefore, 請〔請〕 qǐng in Chinese is equivalent to the English word "ask", as in to ask a favour and 問〔問〕 wèn in Chinese is similar to "ask" as in to ask a question

5. 請問 qǐngwèn and 麻煩你 máfán nǐ

Common mistakes:	Correct ones should be:
a. 請問你給我一杯水。 a. 请问你给我一杯水。 qingwen ni gei wo yi bei shui.	a. 請你給我一杯水。 a. 请你给我一杯水。 qǐng nǐ gěi wǒ yī bēi shuǐ.
b. 麻煩你給他這本書嗎？ b. 麻烦你给他这本书吗？ máfan ni gei ta zhei ben shu ma?	b. 麻煩你給他這本書。 b. 麻烦你给他这本书。 máfán nǐ gěi tā zhèi běn shū. or 請你給他這本書。 or 请你给他这本书。 qǐng nǐ gěi tā zhèi běn shū.
c. 請問這本是你的書？ c. 请问这本是你的书？ qingwen zhe ben shi ni de shu.	c. 請問這本是你的書嗎？ c. 请问这本是你的书吗？ qǐngwèn zhè běn shì nǐ de shū ma?

5.1 請問 [请问] qǐngwèn is always followed by a question?

e.g. 請問這個多少錢? [请问这个多少钱?]

qǐngwèn zhèige duōshǎo qián?

(please ask this ge how much money?)

"May I ask how much is this?"

5.2 麻煩你 máfán nǐ is a polite form to request a favour, used in a statement, not in a question.

e.g. 麻煩 [烦] 你給 [给] 我一杯咖啡.

má fán nǐ gěi wǒ yī bēi kā fēi.

(trouble you give me one bei coffee)

"May I trouble you to give me a cup of coffee, please."

* When you say 麻煩 [麻烦] or 請 [请] 你給 [给] 我一杯咖啡，好不好？ That question mark "?" is for 好不好 since 好不好 is a choice-type question.

6. 別 bié, 不 bù/bú and 不要 búyào

Common mistakes:	Correct ones should be:
我別給他錢。 wǒ bié gěi tā qián	我不給他錢〔錢〕。 wǒ bù gěi tā qián
不喝太多可樂。 bù hē tàiduō kělè	別喝太多可樂〔樂〕。 bié hē tàiduō kělè
	Or 不要喝太多可樂〔樂〕。 búyào hē tàiduō kělè

6.1 別 bié: "Don't"

It is generally used for negative imperative sentences. It is equivalent to 不要 búyào. The subject normally is "you" which can be omitted. For examples:

(你) 別/不要吃糖。 (nǐ) bié/búyào chī táng.	"Don't eat sweets!"
(你們) 別/不要笑我。 (nǐmen) bié/búyào xiào wǒ.	"Don't laugh at me!"
(你) 別/不要喝咖啡。 (nǐ) bié/búyào hē kāfēi.	"Don't drink coffee!"
(你) 別/不要給他這本書〔書〕。 (nǐ) bié/búyào gěi tā zhèi běn shū.	"Don't give him this book."

6.2 不 bù: "not"

It is used in the negative form. e.g.

我不忙 我不要茶。 他們不喜歡喝茶。 〔他們不喜歡喝茶。〕	wǒ bù máng. wǒ bú yào chá. tāmen bù xǐhuān hē chá.	"I'm not busy." "I do not want tea." "They don't like to drink tea."
--	--	--

6.3 不要 búyào "Don't" ; "don't want" or "be not going to"

When 不要 búyào comes in the beginning of a sentence, it is a negative imperative form, it means "Don't" (the subject is "you" and it can be omitted)

不要笑。	búyào xiào.	"Don't laugh!"
不要去。	búyào qù.	"Don't go!"
不要告訴 [诉] 他。	búyào gàosù tā.	"Don't tell him."

When 不要 búyào is in a normal negative form, it means "don't want" or "be not going to", (the subject can be "I", "you", or "he/she" etc.)

A:	你要喝咖啡嗎？ nǐ yào hē kāfēi ma?	[你要喝咖啡吗？] "Do you want coffee?"
B:	我不要，謝謝。 wǒ bú yào, xièxie.	[我不要，谢谢。] "No, I don't want it, thank you."
	我不要告訴你。 wǒ bú yào gàosù nǐ.	[我不要告诉你。] "I don't want to tell you."
	他不要給我。 tā bú yào gěi wǒ.	[他不要给我。] "He doesn't want to give it to me."

7. 也 yě and 跟 gēn

Common mistakes:	Correct ones should be:
a. 我很忙跟很累。 wo hen mang gen hen lei.	a. 我很忙，也很累。 wǒ hěn máng, yě hěn lèi.
b. 她好看跟聰明。 b. 她好看跟聰明。 ta haokan gen congming.	b. 她好看也聰明。 b. 她好看也聰明。 tā hǎokàn yě cōngmíng.
c. 我有書也筆。 c. 我有書也筆。 wo you shu ye bi.	c. 我有書跟筆。 c. 我有書跟筆。 wǒ yǒu shū gēn bǐ.
d. 他有南非朋友也美國朋友。 d. 他有南非朋友也美國朋友。 tayou Nanfei pengyou ye Meiguo pengyou	d. 他有南非朋友跟美國朋友。 d. 他有南非朋友跟美國朋友。 tā yǒu Nánfēi péngyou gēn Měiguó péngyou

也 yě comes before a stative verb (SV) or a verb (V)

S	SV/ V	O	S	也 yě	SV/ V	O
我	累		他	也	累。	
wǒ	lèi		tā	yě	lèi	
他	不高，		他太太	也	不高。	
tā	bù gāo,		tā tàitai	yě	bù gāo.	
我	喜歡咖啡，			也	喜歡茶。	
wǒ	xǐhuān kāfēi			yě	xǐhuān chá.	
他	要果汁，我			也	要果汁。	
tā	yào guǒzhī, wǒ			yě	yào guǒzhī.	

跟 gēn comes between two nouns

N	跟 gēn	N
書 [书]	跟	筆 [笔]
shū	gēn	bǐ
牛奶	跟	糖
niúnnǎi	gēn	táng
中國/国人	跟	南非人
Zhōngguó rén	gēn	Nánfēi rén

8. The question words (QW) can be used as subject (S) or as object (O)

8.1	<u>S /</u>	<u>QW</u>	<u>SV</u>	
		誰 [谁]	高 ?	
		shéi	gāo?	"Who is tall?"
		誰 [谁]	好看 ?	
		shéi	hǎokàn?	"Who is pretty?"
	我太太		好看。	
	wǒ tàitai		hǎokàn.	"My wife is pretty."
		什麼 [什么]	貴 ?	
		shénme	guì?	"What is expensive?"
		什麼 [什么]	便宜 ?	
		shénme	piányi?	"What is inexpensive?"
	書 [书]		貴 [贵] 。	
	shū		guì.	"The books are expensive."

8.2	<u>S / QW</u>	<u>V</u>	<u>O / QW</u>	
	你	喜歡	誰 ?	
	你	喜欢	谁 ?	
	nǐ	xǐhuān	shéi?	"Whom do you like?"
	誰	喜歡	你 ?	
	谁	喜欢	你 ?	
	shéi	xǐhuān	nǐ?	"Who likes you?"
	你	有	什麼 [什么] ?	
	nǐ	yǒu	shénme?	"What do you have?"

9. ~~零~~ ling has two meanings

Common mistakes:	Correct ones should be:
a. 一千零零三 [1003] yī qian ling ling san	a. 一千零三 yī qiān líng sān
b. 一百塊零二塊。 [R102.00] 一百块零二块。 [R102.00] yibai kuai ling er kuai.	b. 一百零二塊(錢) 一百零二块(钱) yībǎi líng èr kuài (qián).

9.1 "zero"

e.g. When you say a telephone number 3020010, it will be sān líng èr líng líng yī líng.

9.2 used between a series of NU - M, it means "and".

e.g. 103:	yībǎi líng sān	"one hundred and three"
1003:	yīqiān líng sān	"one thousand and three"
10003:	yīwàn líng sān	"ten thousand and three"
\$2.09:	liǎng kuài líng jiǔ fēn.	"two dollars and nine cents"

10. 告訴 [告诉] gào su and 說 [说] shuō

Common mistakes:	Correct ones should be:
他說我他很喜欢你。 他说我他很喜欢你。 tā shuo wǒ tā hěn xǐhuān nǐ.	他告訴我他很喜欢你。 他告诉我他很喜欢你。 tā gàosù wǒ tā hěn xǐhuān nǐ.

告訴 [告诉] gào su: "tell, inform"

When one use 告訴 [告诉], an indirect object (person) must be followed.

[ALWAYS"告訴 [告诉] - SOMEONE - (SOMETHING)]

e.g. 他告訴你了嗎？ [他告诉你了吗？]
tā gàosu nǐ le ma?

"Did he tell you?"

請你告訴他這件事。 [请你告诉他这件事。]
qǐng nǐ gàosu tā zhèi jiàn shì.

"Would you please tell him this?"

說 [说] shuō: "say, talk"

When 說 [说] is used, one cannot place the indirect object (person) straight after 說.

The pattern A gēn B V (in this case 說 shuō) can be used.
[refer to MAN102-S: SG1, Pattern 62]

e.g. 他跟我說了這件事。 [他跟我说了这件事。]
tā gēn wǒ shuo le zhèi jiàn shì.

"He spoke to me about this matter."

or, a clause can be followed:

他說他不喜歡吃糖。 [他说他不喜欢吃糖。]
tā shuō tā bù xǐhuān chī táng.

"He says that he doesn't like to eat sweets."
(clause)

11. 在 zài - PW - VO

[PW = PLACE WORD

VO = VERB OBJECT]

在 zài: refer to textbook, page 92 and MAN101-R: SG1, P-43

Please remember, 在 zài somewhere to do something, one has to be at a place first, and then do things there.

Common mistakes:

- a. 我的母親做飯在廚房。
我的母亲做饭在厨房。
wǒ de mǔqīn zuòfàn zài chúfáng.

- b. 你學中文在哪裡？
你学中文在哪里？
nǐ xué Zhōngwén zài nǎlǐ?

- c. 我教書在南非大學。
我教书在南非大学。
wǒ jiàoshū zài Nánfēi dàxué.

Correct ones should be:

- 我的母親在廚房做飯。
我的母亲在厨房做饭。
wǒ de mǔqīn zài chúfáng zuòfàn.

- 你在哪裡學中文？
你在哪里学中文？
nǐ zài nǎlǐ xué Zhōngwén?

- 我在南非大學教書。
我在南非大学教书。
wǒ zài Nánfēi dàxué jiàoshū.

12 -邊〔边〕bian, -部bu, -方fang, -面mian, -頭〔头〕tou

Common mistakes:	Correct ones should be:
a. 長江在北京的南部。 长江在北京的南部。 Chángjiāng zài Běijīng de nánbù.	長江在北京的南邊。 长江在北京的南边。 Chángjiāng zài Běijīng de nánbiān.
b. 北京在北方的中國。 北京在北方的中国。 Běijīng zài běibù de Zhōngguó.	北京在中國的北方。 北京在中国的北方。 Běijīng zài Zhōngguó de běibù.

-邊〔边〕bian: side, border

e.g. 東邊〔东边〕, 南邊〔南边〕, 西邊〔西边〕, 北邊〔北边〕

-部bu: section, part of the land of a country

e.g. 東部, 南部, 西部, 北部, 中部

-方fang: direction

e.g. 東方, 南方, 西方, 北方

12.1 a. 長江 Chángjiāng is not part of the land in China, therefore, 部bu is incorrect. The word 邊〔边〕bian is the correct one.

12.1 b. According to the order of the place word, the larger unite always precede the smaller. 北方 běifāng or 北部 běibù is only the part of China. Therefore, 中國〔中国〕Zhōngguó comes before 北方 běifāng or 北部 běibù.

12.2 - 邊 [边] bian, - 面 mian, - 頭 [头] tou

One can use any of the above three, the meaning is the same:

上邊，下邊，裡邊，外邊，前邊，後邊，
〔上边，下边，里边，外边，前边，后边，〕

上面，下面，裡面，外面，前面，後面，

上頭，下頭，裡頭，外頭，前頭，後頭，
〔上头，下头，里头，外头，前头，后头，〕

For "left" or "right", only 邊 [边] biān or 面 miàn can be used, but not 頭 [头] tóu

左邊 [左边]，右邊 [右边]，

左面，右面，

The word for "middle" is 中間 [中间] zhōngjiān

13 家 jiā, 房子 fángzi, & 屋子 wūzi

家 jiā : means family, home, the concept includes the people

房子 fángzi : simply means the building or the house itself, people is excluded

屋子 wūzi : means the room(s), a house/building can contain many rooms.

14 給 · someone · something

[refer to textbook, page 29]

✗ You cannot say
他不要給這個你。
tā bù yào gěi zhèi gè nǐ.

✓ You should say:
他不要給你這個。
tā bù yào gěi nǐ zhèi ge.

15 一些 yìxiē and 有的 yǒude

Common mistakes:	Correct ones should be:
a. 我喜歡有的中國菜。 我喜歡有的中國菜。 wo xihuan youde Zhongguo cai.	a. 有的中國菜我喜歡。 有的中國菜我喜歡。 yǒude Zhōngguó cài wó xǐhuan.
b. 他喜歡吃有的糖。 他喜歡吃有的糖。 ta xihuan chi youde tang.	b. 有的糖他喜歡吃。 有的糖他喜歡吃。 yǒude táng tā xǐhuan chī.

What is the difference between 一些 yìxiē and 有的 yǒude?

一些 yìxiē means "some" - for some things as whole

一些 yìxiē can fit in the basic structure Subject - Verb - Object
e.g.:-

我有一些中國朋友。〔我有一些中國朋友。〕
wó yǒu yìxiē Zhōngguó péngyou. "I have some Chinese friends."

我要買一些東西。〔我要買一些東西。〕
wǒ yào mǎi yìxiē dōngxi. "I want to buy some goods."

請你給他一些錢。〔請你給他一些錢。〕
qǐng nǐ gěi tā yìxiē qián. "Would you please give him some money?"

有的 yǒude means "some of" - for some of the things as part of the whole.

有的 yǒude is like 都 dōu, in order for a noun of partial inclusion to apply to the object of a Verb-Object construction, the object must be transposed to a topic position.

Object - topic	Subject - V comment		
topic	S	V	
有的中國菜 有的中国菜 yǒude Zhōngguocài	我 我 wǒ	喜歡 喜欢 xǐhuān.	<i>"I like some of the Chinese food."</i>
有的人 有的人 yǒude rén	我 我 wǒ	認識。 认识。 rènshi.	<i>"I know some of the people (in that party)"</i>
有的中國字 有的中国字 yǒude Zhōngguó zì	我 我 wǒ	會寫。 会写。 huì xiě.	<i>"I know how to write some of the Chinese characters."</i>

topic	S	V	topic	S	V	
有的人 有的人 yǒude rén	我 我 wǒ	喜歡， 喜欢， xǐhuān,	有的人 有的人 yǒude rén	我不 我不 wǒ bù	喜歡。 喜欢。 xǐhuān.	<i>"Some people I like, and some I don't"</i>

topic	S	V	topic	S	V	
有的 yǒude	我 wǒ	懂， dǒng,	有的 yǒude	我不 wǒ bù	懂。 dǒng.	<i>"some (I) understand, some (I) don't."</i>

When you combine both, 一些 yīxiē comes first, followed by 有的 yǒude:

一些 yīxiē (as a whole) 有的 yǒude (as part of the whole)

那(一)些人， 有的我認識，有的我不認識。
那(一)些人， 有的我认识，有的我不认识。
nèi(yī)xiē rén, yǒude wǒ rènshi, yǒude wǒ bú rènshi.
(lit. those people, some of I know, some of (I) don't know.)

這些東西， 有的貴，有的不貴。
这些东西， 有的贵，有的不贵。
zhèxiē dōngxi, yǒu de guì, yǒude bù guì.
(these things, some of are expensive, some of are not expensive)

我有一些朋友， 有的是中國人，有的是美國人。
我有一些朋友， 有的是中国人，有的是美国人。
wó yǒu yīxiē péngyou, yǒude shì Zhōngguó rén, yǒude shì Měiguó rén.
(I have some friends, some of are Chinese, some (of them) are American)

我有一些衣服， 有的我喜歡，有的我不喜歡。
我有一些衣服， 有的我喜欢，有的我不喜欢。
Wó yǒu yīxiē yīfu, yǒude wó xǐhuān, yǒude wǒ bù xǐhuān.
(I have some clothes, some of I like, some of I don't like)

16 做 zuò(作 zuò) and 坐 zuò :

做 and 作:

As a verb, 做 zuò means "to do, to work". It is interchangeable with 作.
For example, 做事 = 作事.

As a noun, it is used in a bondform (BF). Bondform means the character can not used itself alone. It must be bonded with other word(s) to make a useful term. In this case, 作 is used but not 做.

For example, 工作 gōngzuò "job", 作家 zuòjiā "writer", 作文 zuòwén "composition" etc.

VERB	NOUN
做 = 作	作 (BF)
做事 = 作事 做菜 = 作菜 做生意 = 作生意	工作 作家 作文

Give you an example:

- (i) 我到香港去做事。 wǒ dào Xiānggǎng qù zuòshì.
(ii) 我去香港做事。 wǒ qù Xiānggǎng zuòshì.
(iii) 我去做事。 wǒ qù zuòshì.

16.1 S - 到 - PW 來/去 - VO

我到香港去做事

"I go to Hong Kong to work."

16.2 S - 來 [来] / 去 PW - VO 來 [来] / 去

我 (1) 去香港做事 (去) (2)

"I go to Hong Kong to work (there)."

[Refer to MAN102-S: Study Guide 1, Pattern 47]

- (1) The first 來/去 indicating the purpose of coming or going.
(2) The second 來/去 indicating the direction here/or there.

You can use either both (1) and (2) 來/去 or only one of them (1) or (2). However, the purpose of 來/去 is more commonly used.

16.3 S - 來/去 - VO 來/去

(1)	(2)	
我	去	做事 (去) .
		"I go to work (there)."

Basically, 16.1. to 16.3 have the same meaning "I go to Hong Kong to work.". 16.1. and 16.2 clearly mentioned "go to Hong Kong to work" where in 16.3 the place word is omitted since it is understood from the context. Suppose you tell your friends that you are going to Hong Kong, so they ask you that what do you do there. It is understood from the context that the place is Hong Kong.

坐 zuò means "sit, take/travel by or on any conveyance"

As you can see, even though their pronunciation is the same, however, the characters are different and the usages are different, too.

- | | |
|-----------------------|--------------------------------|
| (1) 我坐飛機 [飞机] 到香港去。 | wǒ zuò fēijī dào Xiānggǎng qù. |
| (2) 我坐飛機 [飞机] 去香港。 | wǒ zuò fēijī qù Xiānggǎng. |
| (3) 我坐飛機 [飞机] 去。 | wǒ zuò fēijī qù. |

[Refer to MAN102-S: SG1, Pattern P-56.]

You have to take a conveyance first and then to the destination.

Therefore, when you understand the differences between 做 and 坐, you will then know the difference of the following two sentences:

<p>nǐ qù zuò shénme? (yo u go do what?) "What are you going to do?" "What do you go for?" 你去做什麼? 你去做什麼?</p> <p>NB: (甚麼=什麼)</p>	<p>nǐ zuò shénme qù? (you by what go?) "What are you taking by going there?" "How do you go/get there?" 你坐什麼去? 你坐什麼去?</p>
--	---

17. 要 yào be going to

Besides to want, want to, 要 yào also means "be going to". It indicates something is going to be done in the future. [refer to MAN102-S - SG1, page 6 : 來, 去 and 要.]

18 很想 hěn xiǎng and 很喜歡 [喜歡] hěn xǐhuān :

Common mistakes:

你喜歡要到哪裡去
你喜歡要到哪里去
ni xihuan yao dao nali qu?

我很喜歡坐飛機到台灣去。
我很喜歡坐飞机到台湾去。
wo hen xihuan zuo feiji dao Taiwan qu.

Correct ones should be:

你想到哪裡去?
你想到哪里去?
nǐ xiǎng dào nǎli qù?

我很想坐飛機到台灣去。
我很想坐飞机到台湾去。
wǒ hěn xiǎng zuò fēijī dào
Táiwān qù.

喜歡 [喜欢] xǐhuān :

like, be fond of or in favour of
someone/ somethings, love to do
something as a hobby (may be followed
by a noun or a verb)

我喜歡 [喜欢] 他。
wǒ xǐhuān tā.

"I like him."

我喜歡 [喜欢] 吃中國 [国] 菜。
wǒ xǐhuān chī Zhōngguo cài.

"I am fond of Chinese food."
[Chinese food is my "favourite", I
can eat anytime.]

我喜歡 [喜欢] 看書 [书]。
wǒ xǐhuān kànshū.

"I love to read; I am fond of reading."
[reading as a hobby]

想 xiǎng : would like or feel like to do something at that moment, a
desire or a wish of doing/or wanting something

我想吃中國 [国] 菜。
wǒ xiǎng chī Zhōngguo cài.

"I would like to eat Chinese food."
[at this moment]

我想看書 [书]。
wǒ xiǎng kànshū.

"I feel like reading something (now)."
[at this moment]

我很想坐飛機到台灣去。
我很想坐飞机到台湾去。
wǒ hěn xiǎng zuò fēijī dào Táiwān qù.

"I would very much like to go Taiwan
by airplane."
[going to Taiwan by airplane is
something I very much want to do]

我很想要那個東西。
我很想要那个东西。
wǒ hěn xiǎng yào nèi ge dōngxi.

"I want to have that very much."
[I am longing to have it very much]

19. V O compound :

Common mistakes:	Correct ones should be:
a) 他弟弟要到法國去念書法文 他弟弟要到法国去念书法文 ta didi yaodao Faguo qu nian Fawen.	<i>[study French specifically]</i> 他弟弟要到法國去念法文。 他弟弟要到法国去念法文。 tā dìdi yào dào Fàguó qù niàn Fàwén. <i>[to study in general]</i> 他弟弟要到法國去念書。 tā dìdi yào dào Fàguó qù niànshū.
b) 我喜歡作菜中國菜 我喜歡作菜中国菜 wo xihuan zuo cai Zhongguo cai.	<i>[cooking in general]</i> 我喜歡做菜。 我喜歡做菜。 wǒ xǐhuān zuò cài. <i>[specially cooking Chinese food]</i> 我喜歡做中國菜。 wǒ xǐhuān zuò Zhōngguó cài.
c) 我會一點說話中國話。 我会一点说话中国话。 wohui yidian shuohua Zhongguohua.	<i>[can speak a little bit Chinese.]</i> 我會說一點中國話。 我会说一点中国话。 wǒ huì shuō yīdāin Zhōngguó huà.

Verb-Object Compound (refer to textbook, page 82 & MAN101-R:SG1, Pattern 34)

If one says "I am fond of reading." in Chinese, it is 我喜歡看書 [我喜歡看书] wó xǐhuān kànshù. kànshū is a verb-object compound, it means "reading - in general" (literally meaning to read book).

One can say that she is a generalised object for "reading". If you want to give a specific object e.g. 小說 xiǎoshuō "novel", the specific object xiaoshuo then replaces the generalised object shū.

In the sentence a) niànshū means "to study", shu in this verb-object compound is a generalised object. niàn Fàwén means "to study French", so the word Fàwén replaces the generalised object shū. In other words, **ONE verb has ONE object only** - either a generalised or a specific one.

Some more examples are given as follows:

V	O
念 niàn	中文 Zhōngwén
念 niàn	書〔书〕 shū
做 zuò	菜 cài
做 zuò	中國菜〔中国菜〕 Zhōngguó cài
說〔说〕	中國話〔中国话〕 shuō Zhōngguó huà

Another thing I would like to point out here is that the word 一點〔一点〕 yidian comes after the verb

20. 念 niàn "to study" (=唸 niàn) and 學 [学] xué "to learn"

The character 念 niàn can be also written as 唸 niàn. However, 念 is more commonly used nowadays.

念 means "to study" -

a formal way of learning, more academic way of learning. Therefore, if one studies at school, or at university, one normally use 念.

學 [学] means "to learn" -

a informal way of learning, more for "skill", such as to learn how to cook; to learn how to drive; or how to repair TV, etc. If learning a language in a very informal way such as only want to learn how to speak, not involve any written language, literature, one can also says

學法國話 [学法国话] xué Fàguohuà,

學中國話 [学中国话] xué Zhōngguo huà.

21. 多 duō and 很多 hěn duō.

[refer to textbook, page 48, explanation of 多 duo]

When 多 duō modify a noun, one cannot use 多 duō alone. An adverb is needed such as 很多 hěn duō.

Common mistakes:	Correct ones should be:
我有多朋友。 wo you duo pengyou.	我有很多朋友。 wǒ yǒu hěnduō péngyou.
我有多書 [书]。 wo you duo shu.	我有很多書 [书]。 wǒ yǒu hěnduō shū.
他給 [给] 我多錢 [钱]。 ta gei wo duo qian.	他給 [给] 我很多錢 [钱]。 tā gei wǒ hěnduō qián.

22. 從 cóng - PW - 到 dào - PW:

[refer to textbook, page 106, the last paragraph]

Common mistakes:	Correct ones should be:
他從他朋友來。 他從他朋友來。 ta cong ta pengyou lai.	他從他朋友那裡來。 他從他朋友那裡來。 tā cóng tā péngyou nàli lái.
他從他母親到我們來。 他從他母親到我們來。 ta cong ta muqin dao women lai.	他從他母親那裡到我們這裡來。 他從他母親那裡到我們這裡來。 tā cóng tā mǔqin nàli dào wǒmen zhèli lái.
請你到他去。 請你到他去。 qing ni dao ta qu.	請你到他那裡去。 請你到他那裡去。 qǐng nǐ dào tā nàli qù.

Since 到 dào and 從 cóng means from a **PLACE** to another **PLACE**, A **PLACE WORD** IS NECESSARY.

In the above sentences, the words 朋友、母親、我們、and 他 are not place words in the Chinese concept. Therefore, a positional word such as 這裡 or 那裡 is necessary.

23. Completed Action 了: [refer to textbook, page 109]

Common mistakes:	Correct ones should be:
他昨天很高興了。 他昨天很高兴了。 ta zuotian hen gaoxing.	他昨天很高興。 他昨天很高兴。 tā zuótiān hěn gāoxìng.
我上個月不太忙了。 我上个月不太忙了。 wo shang ge yue bu tai mang.	我上個月不太忙。 我上个月不太忙。 wǒ shàng ge yuè bú tài máng.
我去年有很多學生了。 我去年有很多学生了。 wo qunian you hen duo xuesheng.	我去年有很多學生。 我去年有很多学生。 wǒ qùnián yǒu hěnduō xuésheng.
我昨天買那本書。 我昨天买那本书。 wo zuotian mai nei ben shu.	我昨天買那本書了。 我昨天买那本书了。 wǒ zuótiān mǎi nèi běn shū le.
他已經給我。 他已经给我。 ta yijing gei wo.	他已經給我了。 他已经给我了。 tā yǐjīng gěi wǒ le.

Please remember, we don't have "tense" in Chinese. Therefore, it is **VERY IMPORTANT** to understand the usage of 了 when speaking Chinese.

There are **four rules** applied when using Completed Action 了:

Rule 1: The verb **MUST BE** an **ACTION VERB**

Rule 2: The action **MUST BE COMPLETED**

Rule 3: It is **NOT** decided by the tense.

Rule 4: When 已經 [已经] is used, 了 always follows.

The words 昨天、上個 [个] 月、去年 have clearly indicated the time in the past therefore there is no need to use "tense". In the above sentences,

高興 [高兴]、忙、and 有 are **not action verb** therefore 了 is not necessary. 買 [买] and 給 [给] are action verbs, 了 thus is necessary since the action is completed yesterday or already.

24. 回家 huíjiā [refer to textbook page 122, in the block]

回 huí itself means "return". You return to the place where you are from. Therefore, one always says 回家 huíjiā, not 到家去 dào jiā qù. If you meet someone for lunch, and you must go back to the office afterwards, that is 回辦 [办] 公室去 huí bàn gōngshì qù.

25. The character 裏, 裡 and 里

In the standard form : one can write in two ways 裏 or 裡
In the simplified form : it is written as 里

26. 十二月 and 十二個月

Common mistakes:	Correct ones should be:
一年有十二月 yī nián yǒu shí èr yuè	一年有十二個 [个] 月 yī nián yǒu shí èr ge yuè
十二月有三百六十五天 shí èr yuè yǒu sān bǎi liù shí wǔ tiān	十二月是三十一天 shí èr yuè shì sān shí yī tiān

十二月 shí èr yuè : December
十二個 [个] 月 shí èr ge yuè : 12 months

Some more examples:

<u>NAME OF THE MONTH</u>	<u>NUM N</u>
一月 January	一個 [个] 月 one (ge) months
二月 February	二個 [个] 月 two (ge) months
三月 March	三個 [个] 月 three (ge) months
四月 April	四個 [个] 月 four (ge) months

27. 文 wén and 話 huà

[Refer to *Practical Mandarin for Beginners*: page 87 under 英文 as a guideline]

Common mistakes:	Correct ones should be:
我在學日本文 我在学日本文 wo zai xue riben wen	我在學日文/or 日本話 我在学日文/or 日本话 wǒ zài xué Rìwén/ or Rìběn huà
我會說中文話 我会说中文话 wo hui shuo Zhongwenhua	我會說中國話 我会说中国话 wǒ huì shuō Zhōngguó huà

中文 Zhōngwén;	*i 中國話 [中国话] Zhōngguó huà
日文 Rìwén;	日本話 [日本话] Rìběn huà
*ii 英文 Yīngwén;	英國話 [英国话] Y īnggu hu
	美國話 [美国话] M īgu hu

*i: 中國話 [中国话] Zhōngguó huà:
It means "Chinese language which includes all the dialects."
The alternative term 漢語 [汉语] Hànyǔ is also used in China, and
華語 [华语] Huáyǔ is used in Taiwan and other Chinese language speaking areas
such as Singapore, etc.

Mandarin refers to the official language which in Taiwan is referred to as 國語 [国语]
guóyǔ and in China as 普通話 [普通话] pǔtōnghuà.

*ii: 英文/or 英語 means "English - either British English or American English."
If you want to emphasise the difference, you may say either

英國英文/英語 [英国英文/英语] "British English" or
美國英文/美語 [美国英文/美语] "American English"

28. 旅行 lǚxíng and 旅行團 [旅行团] lǚxíngtuán

旅行 lǚxíng can be used as a noun or a verb.

AS A NOUN: "travel, trip". For example:-

這次旅行我們認識了很多人。
[这次旅行我们认识了很多人。]
zhè cì lǚxíng wǒmen rènshì le hěnduō rén.
"We have met a lot of people during this trip."

AS A VERB: "to travel". It should fit in the following pattern

到 dao- PW - 去 - 旅行

我要到中國去旅行。
[我要到中国去旅行。]
wǒ yào dào Zhōngguó qù lǚxíng.
"I'm going to travel to China."

旅行團 [旅行团] means "tour, excursion" as a noun. For example:

我比較喜歡自己旅行，不喜歡參加旅行團。
[我比较喜欢自己旅行，不喜欢参加旅行团。]
wǒ bǐjiào xǐhuān zìjǐ lǚxíng, bù xǐhuān cānjiā lǚxíng tuán.
"I prefer to travel alone. I don't like to join a tour."

29. 一下 yíxià, 一會兒 [一會兒] yīhuìr and 一點 yīdiǎn

一下 & 一會兒 [一會兒] both mean "a little while, a brief moment" (period of time)

請你等一下/一會兒。
[請你等一下/一會兒。]
qǐng nǐ děng yíxià/yī huìr.
"Can you just wait for a moment, please."

我可以看一下嗎？
wǒ kěyǐ kàn yíxià ma?
"May I have a look?"

我們坐一會兒吧。
[我們坐一會兒吧。]
wǒmen zuò yīhuìr ba.
"Let's sit for awhile."

一點 [一點] means "a little bit" (in amount/ or quantity)

請你多吃一點。
請你多吃一點。
qǐng nǐ duō chī yīdiǎn.
"Please eat some more."

我有一點東西要給你。
[我有一點東西要給你。]
wǒ yǒu yī diǎn dōngxi yào gěi nǐ.
"I have some things I want to give to you."

我想跟你借一點錢。
我想跟你借一點錢。
wǒ xiǎng gēn nǐ jiè yīdiǎn qián.
"I intend to borrow some money from you."

30. experiential marker 過 [过]

(Refer to 'Practical Mandarin for Beginners' on page 181)

The difference between "Did you have Chinese food?" and "Have you ever had Chinese food?" is that while the former question inquires about a particular meal, the latter relates more of a general experience. In English, the adverb "ever" or its negative counterpart "never", serves to underscore the experiential nature of an action. The verbal suffix 過 [过] is a common experiential marker. Let me give you some examples of this **experienced/experiential 過 [过]**.

positive:	Verb - 過 [过] - object
negative:	沒(有) Verb - 過 [过] - object
interrogative:	Verb - 過 [过] - object 嗎 [吗] ? (simple question)
	Verb - 過 [过] - object 沒有 ? (choice type question)

吃過
chī guò
ever eaten

沒有吃過
méiyǒu chīguò
never eaten

吃過嗎?
chīguò ma?
ever eaten?

去過中國
qù guò Zhōngguó
been to China

沒有去過中國
méiyǒu qù guò Zhōngguó
never been to China

去過中國沒有?
qù guò Zhōngguó méiyǒu?
ever been to China?

聽過
tīng guò
ever heard

沒有聽過
méiyǒu tīng guò
never heard

聽過沒有?
tīng guò méiyǒu?
ever heard?

Let's compare the experiential 過 [过] and completed action 了

- (1) 他去了香港。 - completed action 了
He has gone to Hong Kong (and he is still there).

他去過香港。 - the experiential 過 [过]
He has been to Hong Kong (but he is not necessarily there now).

- (2) 他昨天看了那個電影。 - completed action 了
He went to see that movie yesterday.

他沒看過那個電影。 - the experiential 過 [过]
He had never seen that movie. (didn't have the experience)

31. possessive 有 and existential 有

We have learned that 有 indicates possession: “to have”. For example:

南非大學的圖書館有一些中文書。

南非大学的图书馆有一些中文书。

Nánfēi dàxué de túshūguǎn yǒu yīxiē Zhōngwén shū.

(a) The library of University of South Africa has some Chinese books.

(b) There are some Chinese books at the library of Unisa.

The second translation (b) clearly indicates the existential use of 有, even though the first translation (a) is just as correct with a possessive verb “to have”. In Chinese, the same verb 有 is used for both functions. If the subject (or possessor) is an animate noun, it is a possessive 有; if the subject is inanimate, then it is an existential 有. (you can also refer to ‘Practical Mandarin for Beginners’ on page 98)

Some more examples:

我們有兩位中文老師。

我们有两位中文老师。

wǒmen yǒu liǎng wèi Zhōngwén lǎoshī.

“We have two Chinese teachers.”

南非大學有兩位中文老師。

南非大学有两位中文老师。

Nánfēi dàxué yǒu liǎng wèi Zhōngwén lǎoshī.

“There are two Chinese teachers at Unisa.”

那個購物中心有三個書店，兩家中餐廳跟很多商店。

那个购物中心有三个书店，两家中餐厅跟很多商店。

nèi ge gòuwù zhōngxīn yǒu sān ge shūdiàn, liǎng jiā zhōng cāntīng gēn hěn duō shāngdiàn.

“There are three bookstores, two Chinese restaurants and many stores in that shopping centre.”

32. The co-verb 離 [离] li

The literal meaning of 離 [离] is “to depart, to leave,” as in the compound 離開 [离开] líkāi with the same meaning. As a co-verb, it forms a prepositional pattern indicating distance in space or time. Also refer to ‘Practical Mandarin for Beginners’ on page 153.

X 離 [离] Y 很遠	(X is far from Y)
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X 離 [离] Y 很近	(X is close to Y)
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As you can see, the X's and Y's in the above patterns have to be nouns of place or time, and the main predicates often involve the use of an adjective of distance, namely, 遠 [远] “far” or 近 “near”.

我家離辦公室很近。

南非離中國很遠。

今天離我的生日還有十天。

現在離考試很近了，

我得開始念書了。

“My house is very close to school.”

“South Africa is very far from China.”

“It is my birthday 10 days from today.”

“It's close to examination now;

I must/have to start to study.”

33. Verb - 著/着 zhe - a continuous aspect marker

The difference between 在 + verb-ing and verb + 著/着

在 + verb-ing : stressing the active mode

- (1) 他在穿衣服。
"He is putting on his clothes."
- (2) 他在做什麼？
"What is he doing?"
- (3) 他在開門。
"He is busy opening the door" - stress the action 'opening'
- * 門已經開了。
"The door has been opened" - stress the action 'open' is done

verb + 著/着 : stressing the descriptive aspect of the situation

- (4) 她穿著什麼？
"What is she wearing?"
- (5) 她穿著一件紅洋裝(yángzhuāng: one piece dress)。
"She is wearing a red dress."
- (6) 門開著。
"The door is open" - stress the descriptive aspect of the situation, and the situation is still continue.

Some more common verbs with 著

坐著：客人們在客廳裡坐著。

"The guests are sitting in the living room."

站著：你為什麼站著？請坐。

"Why are you standing there? Sit down please."

照片裡坐著的是王太太的母親，站著的是王太太。

"In the photo, the one who is sitting is Mrs Wang's mother and the one who is standing is Mrs Wang."

拿著：你的手裡拿著什麼？

"What are you holding in your hand?"

*看著：孩子喜歡吃著東西看電影。

"Children like to eat while watching a movie."

[看電影 is the main action, and the first verb phrase 吃著東西 describes the secondary action of the children while they are watching a movie.]

The last sentence involves two verbal units. You can refer to 'Practical Mandarin for Beginners' on page 170.

34. Verb + 在

在 : As a co-verb 在 + place + verb (be somewhere and do something)

We have learned from Lesson 8 in 'Practical Mandarin for Beginners', the co-verb 在 is a locative 在 so that it comes before a verb. For example:

我在南非大學學中文。

"I am studying Chinese at University of South Africa."

我常在飯館吃飯。

"I often eat at a restaurant."

在 : As a post-verb Verb+ 在 (在 becomes part of the action itself)

There are, however, a number of verbs that take the 在 after them as a complement. Refer to 'Practical Mandarin for Beginners' on page 170 for more details. For example:

站在 : 老師站在我後面。

"The teacher is standing behind me."

坐在 : 請你坐在前面。

"Please sit in front."

住在 : 你父母住在哪裏?

"Where do your parents live?"

我父母住在英國。

"My parents live in England."

裝在 : 請你把這雙鞋裝在盒子裡。

"Can you pack the pair of shoes in a box, please."

放在 : 我把錢放在皮包裡。

"I put the money in my bag."

寫在 : 老師把句子寫在黑板上。

"The teacher write the sentence(s) on the blackboard."

畫在 : 別畫在牆上。

"Don't draw/paint on the wall."

Verb + 到

The complement 到 indicates the arrival at a certain point, either in place or in time, as a result of the action verb that precedes it.

我天天開車到學校去。

"I drive to school everyday."

我們念到第十四課。

"We have studied up to Lesson 14."

我回到家就做晚飯。

"I make supper as soon as I get home."

我昨天做事做到了晚上十二點。

"Yesterday I worked till 12:00 p.m."

