

Discourse and Corpus Approaches to Chinese Language Teaching -The

CALPER Project and Beyond

话语分析、语料库与中文教学：CALPER 项目及其他

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Features of discourse pragmatic approaches

- Attention to context;
- View linguistic forms in terms of communicative choices;
- View linguistic forms in terms of social interaction.

- What's the communicative situation? What is the **context** of speech event?
Context is dynamically defined.
- What language **forms** are chosen in reaction to, or to constitute, the communicative context?
- What **social activities** are done by using a particular linguistic form over others?
(Treat social activity as primary and linguistic devices as resources.)

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Analyzing a Lesson from *Colloquial Chinese*

- A: 噯，李大姐，什麼風把你吹來了？真是難得！
B: 早就想來看你們，總是沒功夫，你們都好嗎？
A: 還那樣兒，請坐，請坐！把大衣放在這兒吧。最近忙什麼啊？
B: 我們廠預備把生產拉上去，大家都比以前忙多了。
A: 我們公司也沒以前那麼舒服了。為了要把服務搞得更好，一個人常常得做兩個人的事。孩子們都好吧？
B: 現在都大了。整天往外跑。學習都很差。我真不知道你怎麼能把孩子教得那麼好。
A: 別說了，都一樣。現在的孩子簡直不把父母的話當一回事。噯，餓了吧。我請你去吃鍋貼怎麼樣？
B: 你怎麼把我當客人了。就在樓下食堂吃碗面不好嗎？

Transcription

- M1: 來了。... (開門) ... 噯，你好你好
你好！來。
M2: 你好。
F1: 嗨，李虹，
F2: 噯，你們來了。
M3: 來了。
F2: 不好意思，這次遲到了。
M1: 今天天氣涼，沒戴眼鏡。進來還以為是誰呢。
F2: 噢，沒戴墨鏡呵，今天天氣涼，沒太陽。
M3: (笑)
F3: (笑) ... 這是我老公。
F2: 噯，你好。
M2: [李小征]。
F2: [我好-]，我好像見過你。
M2: 你見過我!?
F2: 是啊。
M1: 你名人嘛。(笑)
F2: 那個那個，相貌很熟悉。那是，

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🎵 You can hear the audio [here](#) 🎵

F2: 對, 這個 出國的話, 比較鍛煉人。
因為 意想不到的事情太多了。

(several lines deleted)

比如說有一次我們去威尼斯,
那個是週末,
然後

uh
沒想到會
全部都住滿, 旅館

F1: 哦。

F2: 每一間旅館都住滿。
在那邊 走 了一大圈,
每一個都住滿了,
好, 那我們就跑去
先開始是在什麼地方?

哦, 我們就跑去另外一個城市,
結果發現那個地方呢有一個什麼 uh
festival

一個節, 什麼什麼 uh

F1: 對, 一個節。

F2: 不知道什麼節。

F1: mhm,

F2: 結果呢 就
所有的賓館也是爆滿,
好,
那還好火車比較方便,
那又跳上火車,
再跑去離威尼斯大概
幾十分鐘的一個小城,

F1: mhm.

F2: uh 在那兒,
在那兒的賓館也住得很滿,
然後最後沒辦法,

找到一家 賓館呢,
它那個 經理正在

uh 已經好像是一兩點鐘的事情,

F1: 我的天啊。

F2: 還在我。

然後他在工作,
那我們就跑去就說,
我們也走不動了,
mm, 就看著辦吧。

F1: uh huh,

F2: 然後就說, 我們沒有地方住,
我已經走了很多地方了,
uh 然後就是, 很無辜的看著他,

F1: uh huh,

F2: 請他幫忙。
後來他呢, 倒還挺好的,
就把我們 帶到他的餐廳,
他其實也住滿了。
他的餐廳, 那種 窄的椅子,
也不是沙發,

F1: uh huh,

F2: 那個也是薄薄的窄窄的。
但是比較長,
你可以在上面休息著什麼樣子,
就在他們的餐廳((笑))過了一夜。

F1: 哦=

F2: 是這樣的。

F1: 是這樣的,
那那個人倒挺好的, ho=?

F2: 對。

F1: 也沒有收你們錢,

F2: 沒有收錢, 對。

F1: 對。

F2: 那天晚上後來我們就覺得不好意思,
就陪他說了一個晚上的話。

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... (general introduction deleted)

General Suggestions of Use of the Clips: Incorporating the modules in a regular curriculum

To use these clips and incorporate them in a regular curriculum, the following steps and activities are suggested. (See Module One: Travel Adventures, for an illustration of these steps).

- Initial activities: These activities prepare the student with the necessary vocabulary items before listening to the recorded speech.
- First listening: initial exposure to the recorded speech along with activities.
- After listening activities: comprehensive discussion of the clip and related activities.
- Second listening: further listening to the recording for better understanding of the recorded speech.
- Follow up activities: exercises, assignments and activities.

Guide to the Use of Travel Adventures (Lǚxíng Qíyù 旅行奇遇)

We now take the clip Travel Adventures as an example, and offer specific suggestions on how to incorporating it in a regular class.

About this clip

This conversation is conducted between two Chinese female speakers who are overseas Chinese students in the Los Angeles area. Their ages are between 25-35. They meet at a recording session for the first time and are basically trying to get to know each other. While talking about their past experiences, one speaker recounts some travel ordeals she had experienced while in Italy.

Notable Conversation Features

In this excerpt, the talk is conducted in a story-telling format. In conversations, speakers often tell stories. Stories can be told to make a point, to show support to other speakers, or simply to make the conversation more interesting. To be able to tell a good story, however, the speaker needs to provide information about who, when, where, and what happened. The speaker also needs to link different parts of the event together and to make a point by telling the story. The listener, on the other hand, also needs to participate in the telling process by reacting to the main speaker in various ways: for example, commenting on the story so-far, asking questions, and requesting clarifications.

In working with this module, the pedagogical focus should be on 1) how to express the basic elements of a story, namely, who, when, where, and what happens ; and 2) how the addressee participates in the telling of the story (by asking questions, checking with the main speaker, as well as expressing support and displaying different emotions).

Initial Activities

1. What kind of things that one typically encounter while traveling? Work with a classmate and write down a list of five general words (in both English and Chinese) for the following categories:

People English Chinese

_____	_____
_____	_____
_____	_____

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_____	_____
_____	_____

Place English Chinese

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Vehicle English Chinese

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lodge English Chinese

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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2. Write down some activities associated with the following categories (e.g. *bus* -> *take a bus*; *find the bus schedule*; *miss the bus*). Share with the class after the list has been worked out. If you have difficulties finding the Chinese expressions, check with the instructor for help.

	English	Chinese
Hotel	_____	_____
Money	_____	_____
Train	_____	_____
Restaurant	_____	_____
Rest	_____	_____

First Listening to the Recording

3. The instructor will play the audio for a few times, possibly with different speed, if the software (e.g. Windows Media Player) offers such control. Concentrate on listening in the first few passes. Then try to write down the following information as much as you can.

- Is the story about domestic travel or international travel?
- Where did the speaker go? What is the name of the first city?
- What happens to their hotel?
- What's the name of the festival? Why does she mention the festival?
- What second city did they go?
- Why did they go to the dining place late at night?
- How much did they pay for the overnight stay, if at all?

4. Class discussion of the above questions.

- Try to find out the key words in the speech in answering the above questions.
- Find out which of the items mentioned in the pre-listening exercises (1 and 2) are mentioned in the recorded conversation and how they are used.

After-Listening Activities (I): Characters/Words

5. Now listening to the **audio** while reading the **transcript**:

- Mark out any characters/words that are unfamiliar to you;
- Try to pronounce the words correctly with the assistance of the pinyin spelling system given in one version of the transcript;
- Instructor explains new characters/words in context. Some likely new characters/words:

旅行	旅館	跳	窄
奇遇	圈	大概	薄
鍛煉	另外	經理	窄
意想不到	賓館	無辜	過夜
威尼斯	爆滿	挺	陪
住滿	方便	餐廳	

- Try to use the new words/characters in a dialogue (e.g. question/answer) format.

Model dialogue 1:

- A: 你有沒有什麼旅行奇遇?
 B: 我有很多。
 A: 在哪里?
 B: 在中國。

Model dialogue 2:

- A: 我們的旅館很好。
 B: 為什麼?
 A: 人不多, 沒有爆滿, 也很乾淨。

Model dialogue 3:

- A: 餐廳在哪里?
 B: 餐廳離這裏不遠, 大概往前走十米。

e. Listen to the recording again and try to retrieve the native speaker's use of these expressions in the recording.

f. Explore the Concordances lines. Discuss high frequency items and their usage. Among the most frequently used items in this text (character/word + number of occurrences):

的 (17)	那 (10)	是 (9)	也 (7)
一 (13)	uh (9)	我們 (8)	什麼 (6)
就 (12)	了 (9)	在 (8)	然後 (5)
個 (12)		他 (8)	

Explore the bolded forms in the concordance lines. Ask the students to notice usage patterns with the help of the concordance lines. For example, in the case of 什麼 shénme, which is usually considered a question word:

- 1) 先開始是在什麼地方?
- 2) 結果發現那個地方呢有一個什麼 uh
- 3) 一個節,什麼什麼 uh
- 4) 一個節,什麼什麼 uh
- 5) F2: 不知道什麼節日。
- 6) 你可以在上面休息著什麼樣子,

-In which case is 什麼 is used as a question word?

-Is 1) a real question?

-Which is a hesitation marker?

-Why there are repetitions of the same word in 3) and 4)?

-Follow the model of 5), try to use 什麼 to express uncertainty.

After-Listening Activities (II): Discourse and Grammar

6. **Work with the transcript**, with the help of the audio recording where necessary. This should be a comprehensive discussion of the text with a focus on discourse strategies and the grammar of the spoken language. Note that the pertinent feature in discourse and grammar have been highlighted in the Line-by-Line Commentaries section. For this module, the following items are especially important. Some activities can be designed to enhance the understanding of the uses of these items.

6.1. Discourse conjunctions

Line 5. Ránhòu 然後: a common linking device in the spoken language to advance the story line.

Line 13. nà wǒmen jiù pǎo qù 那我們就跑去: 那 is used here as a discourse linking device, implying a logical next step.

Line 16. Jiéguǒ fāxiàn nà gè dì fāng ne yǒu yī gè shénme 結果發現那個地方呢有個什麼. 結果 here means 'and then', which is a discourse linking device commonly found in spoken discourse. Together with 呢 they help create a suspense effect in story telling.

Line 32. Ránhòu zuìhòu méi bànfa. 然後最後沒辦法: 然後 links the move to a new episode in the story; and 最後 indicates a sense of finality.

6.2. Activities related to 6.1: Fill in the blanks with one of the conjunctions given below. If there are more than one answer possible, compare the meaning differences with different conjunctions.

因為 所以 然後 最後 後來 那 那麼

a. 我們到處找旅館, () 找到了一個。

b. 他同意讓我們住進去, () 我們就住進去了。

c. 我們先打算坐火車, () 發現火車已經走了, () 我們就去坐汽車, 沒想到汽車也沒有了, () 只好在那裏又住了一夜。

b. Listener response tokens

Line 1. Duì 對: A conversation reaction token. Often used to acknowledge to the previous speaker and optionally open up one's own conversation turn, as is the case here.

Line 9. O. Oh, is a reactive token that listeners use to display their involvement with the main speaker.

Line 21. mhm: The speaker here uses a reactive token that is commonly found in spoken English but is indigenous to Chinese.

Line 36. Wòdetiān a. 我的天啊: similar to “Oh my God” in English. However, this expression is used mostly by female speakers.

6.3. What’s the English counterparts of the items listed in b above? Try use them when you listen to your classmate telling a story.

Final Listening: Recall Activities

7. Play the recording again, after several utterances, ask the class or individual students to supply the subsequent utterances that are in the conversation. Try to emulate the prosodic features in the native speaker speech.

Exercises, Assignments, and Activities

The follow up activities in the form of exercises are given at the end of each module. these exercises and activities can be done during class or as homework assignments. For this module, the following have been designed.

1. Comparing spoken and written language. Some of the usage patterns of a number of vocabulary items in the text are not commonly found in the written language. Can you give written examples to show the differences?

- (1) jieguo 結果
- (2) ranhou 然後
- (3) houlai 後來

2. Put the following fixed expressions to use in a context:

- | | |
|----------|----------|
| (1) 不好意思 | (3) 沒辦法 |
| (2) 看著辦 | (4) 比如說 |
| | (5) 意想不到 |

3. Comparing the uses of na 那 in the following utterances. How do they differ? Make some sentences to illustrate the different uses.

- (1) 那個經理正在工作

Describe the use: _____.
Give your own sentence: _____.

(2) 那我們就跑去
Describe the use: _____.
Give your own sentence: _____.

(3) What happens in the following utterance?
那那個人倒挺好的
Describe the usage differences: _____.

Give your own sentence: _____.

4. What elements in this text are said to be typically associated with female speech? What alternatives are there if one has to avoid using them?

5. Examine the concordance lists, and then answer the following questions. (You may need to switch from time to time between this page the concordance pages.)

(1) How is the vocal sound /uh/ used?

(2) How is dou 都 used? What are the common features of the three instances of dou 都 in the text?

(3) How is bijiao 比較 used?

(4) How is the particle ne 呢 used?

(5) What are the elements that often occur before shi 是?

6. When you need to express ideas in uncertain terms, how to express them with shenme 什麼 and haoxiang 好像? You can consult the following examples.

- a. 先開始是在什麼地方?
- b. 結果發現那個地方呢有一個什麼 uh
- c. 一個節, 什麼什麼 uh
- d. 不知道什麼節日。

- e. 你可以在上面休息著什麼樣子,
f. uh 已經好像是一兩點鐘的事情

7. Use the following lexical items to talk about travel related issues. (Items in parentheses are not found in the text.)

賓館	方便	(買)
旅館	住	(票)
火車	駐滿	天
小城	去	分鐘
城市	坐	夜
(飛機)	跑	晚上
節日	走	
經歷	找	
出國	看	

8. Grammatical patterns. Use the following grammatical exemplars to practice constructing utterances.

- a. Location + 有 + 東西: existence of objects in a location.
Exemplar: 那個地方有一個什麼呢, 那個地方有一個節日。
- b. Motion V + 進去/過去: entering with a manner of motion.
Exemplar: 我們就走進去。
- c. V + 滿: a state of fullness caused by the verb action.
Exemplar: 旅館都住滿了。
- d. V + 不動: a physical state of stagnation caused by the verb action.
Exemplar: 我們走不動了。
- e. V + (就) + V: a series of actions in close sequence,
Exemplar: 我進去就告訴他 | 他們沒地方住就要我幫忙
- f. 請 + 人 + v (做事): asking someone to perform some action (or to give favor)
Exemplar: 請她幫忙 | 請你帶我們去餐廳

9. Story telling practices.

- 9.1. Tell a short story using the following structuring devices:

- | | | |
|-------|-------|-------|
| a. 的話 | d. 後來 | g. 最後 |
| b. 因為 | e. 再 | |
| c. 先 | f. 結果 | |

- 9.2. Tell a short story with the following suspense-creating devices:

- a. 結果...呢
b. 後來...呢
c. 最後...呢
d. (Person/Object/Place)...呢

- 9.3. Pair work: While listening to your classmate telling his/her story (as in 9.1 and 9.2), try to be a supportive listener by providing some of the following items:

- a) Reactive tokens (vocal noises);
b) Evaluative tokens (對, 是, 真的, 就這樣, etc.);
c) Questions and clarifications.

10. Prosody. Listen to the audio recording carefully and try to identify:

- 1) Words/sounds that are lengthened (i.e. produced longer than normal);
2) Words that receive stress (i.e. accented);
3) Utterances that have a rising intonation.

11. Writing Exercise: Write a 50 word recount of the story presented in the text.