Post-STARTALK Chinese
A proposed distance course for summer 2009 STARTALK students

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The federal government has invested significantly in the STARTALK summer language programs in an effort to make instruction in critical languages available to K – 12 students. While these programs are effective at introducing learners to Less Commonly Taught Languages (LCTLs), participants are often unable to continue their language studies during the school year. To date, there has been no empirical study of the effectiveness of the STARTALK programs, but evidence from other language learning contexts indicates that learners must continue to be exposed to the target language to maintain their skills and/or improve their proficiency (Hulstijn, 2003, Unsworth, 2008). Because instruction in the critical languages is not widely available, a potentially effective solution would be to provide continued instruction via distance courses. The following report outlines a proposal for a Chinese distance learning program intended to help students maintain and perhaps enhance their language skills after completing a STARTALK course. Because the STARTALK summer programs had not been funded while this report was being developed, it was not possible to write a proposal for a specific summer course. Therefore, this course proposal is a generic sketch, which includes an explanation of how a communicative, task-based distance course could be implemented as well as suggestions for a sample module of materials (“proof of concept”).

PROPOSED COURSE

In order to give students who complete a summer STARTALK program the opportunity to maintain their language skills throughout the school year, we propose an academic, year-long distance course in Chinese. This distance learning course will focus on maintaining listening and speaking skills, and it will be integrated with the curriculum of a specific summer program. Upon completion of the course, students should be ready to begin another period of intensive Chinese study, either via a subsequent STARTALK program, study abroad, or through study at a four-year institution. The course we propose will be open to High School (HS) students who have completed the equivalent of at least 3 credits of college-level Chinese during the summer.

Our proposed distance course is designed to take place during the school year once STARTALK is over, but it will technically be a hybrid (or blended) course that will begin during the STARTALK summer program, giving it a face-to-face component. While still enrolled in the summer course, students will begin using the technical infrastructure required for the distance course. They will complete web-based interactive activities, have virtual meetings with their instructor and fellow classmates, and complete role-play activities with native-speaker conversation partners. Creating a hybrid course...
that begins in the summer allows for any issues with the technology or the assignments to be resolved before students begin learning at a distance. In addition, the students will have spent the summer learning together, so they will begin the distance portion having already established relationships with one another, making it easier for them to complete collaborative tasks online during distance learning.

This course will be organized by modules based on specific communicative tasks (e.g., checking into a hotel, ordering food in a restaurant, making plans to meet someone for dinner, following directions to a specific location, changing plane reservations over the telephone, etc.) Each module will be based on authentic audio and video recordings of native speakers completing the target tasks, and will include interactive learning objects that students complete on their own, simulated communications, and communicative tasks for the students to complete with classmates, native-speaker conversation partners, and the instructor. These genuine communicative tasks will promote meaningful relationships between students as well as with native speaker interlocutors, and they will encourage students to make connections between classroom learning and outside language use. Because all course modules will be based on actual native speaker interactions, learners will be exposed to varied input (target discourse) aimed at accomplishing a specific goal (e.g., checking into a hotel) which aids in L2 skill development (Hulstijn, 2002).

The course designers appreciate that it will be difficult for students to complete the requirements of this distance learning course in light of their already full high school schedules. To motivate the summer students to continue their studies during the school year, participants will be able to earn college credit for completing our proposed course. In addition, the time requirement for this proposed course is quite limited—the distance course will be designed for learners to spend two hours each week completing course-related tasks. This amount of input, while minimal, has been found to be beneficial (Larsen-Hall J., 2008). In order to maximize time on task, accessing the course materials will be as straightforward as possible. All of the activities for the distance course will be available through an online classroom, and students will follow a pre-determined schedule of activities as they work through the modules. They will be able to complete the exercises at times that are convenient for them throughout each week, and there will be some flexibility with due dates (except students will not be able to ignore the course all semester and then log all of their hours at the end). All conversations with other students, conversation partners, and/or the instructor will occur at times convenient to both parties.

In order to document the effectiveness of the distance language maintenance course, students will first complete two pre-test assessments upon completion of their STARTALK summer program: (1) an American Council for the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI) and (2) the Standards Based Assessment and Measurement of Proficiency (STAMP) test. The ACTFL OPI will evaluate the students’ global L2 speaking ability, and the STAMP is a computer adaptive test that evaluates students’ L2 writing, reading and speaking abilities. Additionally, students will produce a portfolio of work (archived in the online classroom) while enrolled in the program. At the end of each module, they will complete a performance-based role-play assessment, which will be scored using a criterion-reference checklist and recorded as part of each student’s overall portfolio. At the end of the year-long maintenance course, students will take the ACTFL OPI and the STAMP test again. Pre-test-post-test results as well as the portfolios will be used to measure student progress in the course.4

INFRASTRUCTURE FOR PROPOSED COURSE

Personnel

Instructor

For every 15 students enrolled in the proposed online Chinese course, there will be one instructor. This instructor will post weekly announcements in the online classroom, have regular conversations with students in the target language using web-conferencing software, monitor student progress on assignments, answer any questions about the course as they arise, and make adjustments to assignments as necessary. In addition, the instructor will hold virtual “office hours” each week

3 While the articulation of these credits, of course, depends on the institution that will offer the course, we would like to be able to offer one-credit of elementary or intermediate conversation credit for each semester of the distance course. If students spend two hours per week over an academic year, they will log 64 hours, which should be sufficient for 2 credits. In addition to the two required hours per week, students will have the option of spending more time with their native-speaking conversation partners as well as access to additional e-learning resources.

4 If available, a control group of learners who complete the summer program but do not take the maintenance course will also be included (i.e., any students who are unable to take the distance learning course will be asked to take the assessments so that their performance can be compared to the students who do take the course). In addition, any students from other STARTALK programs who take the distance course will be considered separately to evaluate the benefit of the face-to-face portion of the course.
where students can drop-in to an online chat room to get real-time assistance with course content, technical issues, or language issues.

**Conversation Partners**

The course requires several native or near-native professional conversation partners who will meet with students virtually as they complete task-based interactions. The conversation partners will complete pre-course training and work with students one-on-one to role-play the interactive scenarios on which the course is based. For example, during a module on asking for directions, students and their conversation partners will look at the same map on their computer screens (using flash-based, web-conferencing software). The conversation partners will trace a route on the map as directions are provided by the students. The interactions with the conversation partners will be occasionally monitored by the course instructor to ensure that both the students and the conversation partners are on track.

**Courseware Designer**

All of the interactive activities, video clips, and audio clips will be created by a computer programmer according to the specifications of the instructors and instructional designers. The courseware designer will be available throughout the course to provide technical assistance and revise and edit the materials.

**Instructional Designers**

Two instructional designers will work with instructors and the courseware designer to design and develop all materials for this course.

**IT Specialists**

The design and implementation of the course will require the expertise of an IT specialist. As the course is taught, students, faculty, and conversation partners will require 24/7 technical support for all tools required for the course (e.g., Learning Management System, conferencing software, audio recorders, etc.).

**Technology**

This course requires a Learning Management System (LMS) or Course Management System (CMS) (e.g., Blackboard) with licenses for all students, faculty, and conversation partners. The LMS/CMS will store all interactions and keep them archived over the school year as students complete the course. The archived classroom will be available for data analysis and replication after the school year is over. In addition, the course will require licenses for web-conferencing software (e.g., Adobe Presenter) for students, faculty, and conversation partners. The instructional designers, faculty, and courseware designer will also need access to web-development tools, including audio and video editing software.

Students, instructors, and conversation partners will all need headsets with microphones and reliable internet access. The courseware designer and instructional designers will also need access to audio and video clips of authentic target language discourse. In order to create simulations of the target scenarios, the courseware designer will need authoring software, such as VCommunicator.

**OUTLINE FOR PROPOSED COURSE**

The following outline presents the activities students would complete in a sample module, based on the target task “checking into a hotel.” The focus of this module is comprehension and communication. These exercises were not written to teach pre-determined grammatical forms or vocabulary words; they were developed to give learners the experience necessary to complete a specific task in the target language. They are intended to give learners practice with listening and speaking as they complete pedagogical tasks (e.g., putting a genuine dialogue in a logical order, identifying the problem encountered by a guest during an audio recording, responding to a voicemail message, and responding to biographical questions from a hotel clerk). Because learners in the course are likely to be at different stages in the second language acquisition process, we do not attempt to predict where they will have questions or exactly how they will complete these

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5 The team decided on this task because it is likely to be relevant to our target audience if they are ever able to travel to China. We obtained audio and video of native speakers completing the hotel check-in to confirm the applicability of the task as well as to obtain genuine discourse for our proposed module of materials.
tasks. The course contains frequent opportunities for students to interact one-on-one with native speakers (either conversation partners or instructors) so they will have many chances to negotiate for meaning, ask for clarification, and receive interactional feedback, all of which are necessary for the acquisition of a second language. This focus on communication should allow learners to individualized feedback as they internalize the sounds and structures of the target language.

All of the assignments outlined here use genuine texts; that is, the audio and video called for throughout the module were not scripted for language learning purposes, but are examples of actual hotel check-in experiences or simulations. By using legitimate target discourse, we can be certain that students are listening to language relevant to their communicative needs. The activities are categorized into “input” activities, during which learners are exposed to the target tasks in various ways, and “output” activities, which require learners to produce or reflect on the target language. The input activities come first, so that learners have a chance to notice some of the forms and structures in the input before they are asked to use them. And both input and output activities are presented to the students in terms of task complexity (e.g., students watch videos before listening to audios because it is easier to understand the language with visual cues, and they answer isolated questions on a voicemail message before interacting with a native speaker in a role-play because the former provides more planning time).

There is a wide variety of exercises represented here, from those that require custom-designed learning objects to those that involve role-play exercises with native speaking conversation partners. All of the computer-corrected activities will generate a score for the students after they are finished, which will be stored in the virtual classroom (along with number of attempts and date of completion). The activities that require assignments to be submitted will be archived in the online classroom for instructor comment and scoring. At the end of role-play and conversational activities, learners will receive immediate feedback from their conversation partners or instructors.

After completing all of the activities associated with this module, which should take about two weeks, students should be able to complete the follow sub-tasks:

- Greet the front desk clerk
- Identify themselves to the desk clerk
- Ask the front desk clerk about an existing reservation
- Answer the front desk clerk’s questions about registration
- Provide the front desk clerk with biographical information
- Produce a passport and credit card when requested
- Provide the front desk clerk with a hotel reservation form
- Add a night to an existing reservation
- Change an existing reservation
- Make a reservation for a future stay
- Work with front desk clerk to resolve a missing reservation

These self-correcting activities will provide students with correct answers after two incorrect attempts. Where possible, students will have more possible answers than required to avoid guessing via process of elimination.
Resources:
- Video #1
  - Video #1a (Video #1 through clerk saying “okay.”)
  - Video #1b (Video #1 beginning with traveler saying “Can you tell me how much it will be per night for the room?”)
- Lines from Videos #1 re-recorded by a native speaker
- Audio #1
- Audio #2
- Audio #3
- Audio recording indicating that the student must stay in the hotel another night
- Audio recording indicating that the student’s parents are coming to visit
- CLEAR audio dropbox
- Automated audio dropbox that allows students to respond to prompts
- Animated hotel clerk in a simulated hotel environment
- Recording device for simulated hotel environment
- Recording device that can record two students having a conversation
- Web-conferencing software
- PPT slides with role-play parameters and information for students
- Reflective blog for each student

<table>
<thead>
<tr>
<th>Type and length of activity</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input 10 minutes</td>
<td>Watch 1st half of video of traveler checking into hotel (the students can play the video twice). Match images of words (e.g., passport, Continental Grand Hotel, room, registration form) used in the video with corresponding audio recordings of the words.</td>
<td>Video #1a; matching activity</td>
</tr>
<tr>
<td>Input 10 minutes</td>
<td>Watch 1st half of video of traveler checking into hotel. Complete drag and drop activity with information from video (e.g., name of traveler, nights in hotel, and name of hotel).</td>
<td>Video #1a; drag and drop activity</td>
</tr>
<tr>
<td>Input 15 minutes</td>
<td>Listen to separate prompts/questions from clerk and match the corresponding correct answers from the traveler (Please fill out this registration form. May I see your passport, sir? How long will you be staying, sir?)</td>
<td>Lines from the video 1a re-recorded by native speakers into line-by-line segments; drag and drop activity</td>
</tr>
<tr>
<td>Input 10 minutes</td>
<td>Watch entire video of traveler checking into hotel. Complete drag and drop activity with information from video (e.g., cost of room, method of payment, location of key).</td>
<td>Video #1; drag and drop activity</td>
</tr>
<tr>
<td>Input 15 minutes</td>
<td>Listen to separate prompts/questions from clerk and match the corresponding correct answers from the traveler (Can you tell me how much it will be per night for the room? If you’ll be paying by credit card, sir, we can take that now. Okay, thank you.)</td>
<td>Lines from video 1b re-recorded by native speakers into line-by-line segments; drag and drop activity</td>
</tr>
<tr>
<td>Input 10 minutes</td>
<td>Listen to audio recording of traveler checking into hotel. Match 5 images of words from the audio with corresponding audio recordings.</td>
<td>Audio recording 1; matching activity</td>
</tr>
<tr>
<td>Input</td>
<td>Listen to audio recording of traveler checking into hotel.</td>
<td>Audio recording 1;</td>
</tr>
</tbody>
</table>

7 The video is available here: [http://personal.kenyon.edu/bai/HotelCheckin.htm](http://personal.kenyon.edu/bai/HotelCheckin.htm); the transcript and translation are available in the Appendix. CASL has permission from the video owners to use it in this course.

8 The activity lengths are approximate and subject to change
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Associated Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Complete drag and drop activity with information from audio (e.g., room number, name of traveler, number of nights in hotel, etc.).</td>
<td>matching activity</td>
</tr>
<tr>
<td>Input 15 minutes</td>
<td>Listen to a different audio recording and then listen to the separate prompts/questions from clerk and match the corresponding correct answers from the traveler.</td>
<td>Audio recording 2; drag and drop activity</td>
</tr>
<tr>
<td>Output 15 minutes</td>
<td>Student discovers that he/she needs to stay in the hotel another night via a voice message in the online classroom. The student is prompted to leave a message for the front desk with name, room number, and a request to stay one more night. The student response is archived for instructor comment.</td>
<td>Audio recording for students that indicates they must stay in hotel; CLEAR audio dropbox for students to leave message for hotel front desk.</td>
</tr>
<tr>
<td>Output 20 minutes</td>
<td>Student discovers that her mother and father are coming to the hotel via a “voicemail” in the online classroom. The student needs to call the front desk to request an adjoining room for one more night. The student will click on an audio recording of an automated message asking for specific information (name, room number, number of new nights, names of new guests, date of arrival, date of departure, and form of payment). The audio will record student responses for instructor comment.</td>
<td>Audio recording with information from the “parents”; automated audio recording that allows students to respond to prompts.</td>
</tr>
<tr>
<td>Output 15 minutes</td>
<td>Student interacts with an animated “front desk clerk” in a virtual environment and checks into a hotel. The student’s responses are recorded for instructor evaluation. Students use information provided to them in the online classroom (e.g., name, dates, number of guests) when answering the hotel clerk’s questions. This is a straightforward simulation without any issues for the students to negotiate.</td>
<td>Animated “front desk clerk” with virtual environment and recording feature for student responses.</td>
</tr>
<tr>
<td>Output 20 minutes</td>
<td>Student interacts with an animated “front desk clerk” and checks into a hotel. The student’s responses are recorded for instructor evaluation. Students use information on PPT slide (e.g., name, dates, number of guests) when answering the hotel clerk’s questions. These are variations of the previous activity; this time, there are several problems with the check-in process (e.g., there are not enough rooms and the guest must be switched to a different hotel; the credit card isn’t accepted, etc.).</td>
<td>PPT slide with check-in information for students; animated “front desk clerk” with virtual environment and recording feature for student responses.</td>
</tr>
<tr>
<td>Output 20 minutes</td>
<td>Students role-play checking into a hotel with their classmates using web-conferencing software. Students can refer to PPT slides with information for the hotel desk clerk so that they can complete multiple variations of this scenario. After practicing, students should record one version of the role-play and post it to the class wiki or website for comment from their instructor and classmates.</td>
<td>PPT slides with role-play information; web-conferencing software; wiki; audio recorder that can record two students during a web-conferencing session.</td>
</tr>
<tr>
<td>Output 20 minutes</td>
<td>Students role-play checking into a hotel with their native-speaker conversation partners. The conversation partners will have role-play parameters that give variations for the dialogs (e.g., no rooms are available, the credit card doesn’t work, the student doesn’t have a passport, etc.)</td>
<td>PPT slides with parameters for conversation partners; web-conferencing software.</td>
</tr>
<tr>
<td>Output</td>
<td>Students complete performance-based assessment with their</td>
<td>Audio recording with</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Using web-conferencing software, students complete a role-play of checking into a hotel with the instructor taking the role of the front desk clerk. Students can use their own biographical information for this role-play; they will be given information on their trip (e.g., location of hotel, number of night required, number of rooms required, etc.) via an audio recording in the online classroom.</td>
<td>Information on hotel stay; web-conferencing software.</td>
</tr>
<tr>
<td>Output 15 minutes</td>
<td>Students write up their thoughts on this module as a post on their reflective blogs, listing any problems they had with the role plays, the expressions they found useful and/or would like to know, and their thoughts on what went well or poorly during performance-based evaluation. Students are also required to comment on the blogs of 2 or 3 other classmates.</td>
<td>Individual reflective blogs linked to the online classroom.</td>
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</table>

CONCLUSION

This course proposal is intended to be an outline of a distance learning course that would bridge the gap between STARTALK summer programs and, eventually, serve as a model for distance and blended instruction of LCTLs. The course designers hope to work closely with the faculty and staff of Hunter College to develop a complete curriculum based on students’ communicative needs as well as Hunter’s specific course goals. The first iteration of this course, which will be taught during the 2009/2010 school year, will serve as a pilot and provide the designers with data about how to make changes to the curriculum and improve upon the materials for subsequent years. Based on student performance and student and faculty feedback, the course will be revised for the 2010/2011 school year while also serving as a model for other STARTALK courses. As these courses are developed and taught they will continue to be revised and improved upon until a “best of breed” version is identified as a template.
APPENDIX I

This appendix includes transcripts and translations of all video and audio referenced in the course proposal.

**Video 1:**

| A  先生您好。 | A Hello, sir. |
| B 您好我是李晓东, 我已经订了房间。 | B Hello, I’m Li Xiaodong. I have a reservation for a room. |
| A 您稍等 ... 欢迎您光临五洲大酒店。 请您先填一下登记表。 | A One moment, please... Welcome to the Continental Grand Hotel. Please fill out this registration form. |
| B 填好了。 | B. Done. |
| A 先生, 我可以看一下您的护照吗? | A May I see your passport, sir? |
| B 当然, 给您。 | B Of course. Here you go. |
| A 谢谢。  先生您准备在这儿住多久? | A Thank you.  How long will you be staying, sir? |
| B 五天。 | B Five days. |
| A 好的。 | A Okay. |
| B 请问, 每天的房费是多少? | B Can you tell me how much it will be per night for the room? |
| A 三百块钱一天. 先生如果您用信用卡的话, 我们可以先刷一下您的信用卡。 | A 300 RMB per night. If you’ll be paying by credit card, sir, we can take that now. |
| B 给您。 | B Here you go. |
| A 谢谢 ... 来, 您收好您的卡. 您的钥匙, 房卡, 行李员会带您上楼的。 | A Thank you... Here’s your card back. Here’s your key and room card. The bellhop will take you upstairs. |
| B 好的, 谢谢。 | B Okay, thank you. |
| A: 不客气 | A You’re welcome. |
Audio 1:

A: 小姐, 你好! 我是王小红, 我订了房间, 请帮我查一下。
   Miss, hello! I am Wang Xiaohong, I made a reservation for a room, can you please check it for me?

B: 好, 稍等. 嗯, 你订的是两天, 对吗?
   Okay, please hold. En, you made a reservation for two days right?

A: 不是啊! 我订了三天。
   No! I made a reservation for three days.

B: 嗯, 可是电脑上写的是两天. 嗯, 你需要再订一天是吗?
   En, but it only shows two days on the computer. En, you need to book one more day right?

A: 是啊!
   Correct!

B: 好, 那我再帮你加一天。
   Okay, then I will add one more day for you.

A: 好的, 谢谢。
   Okay, thank you.

B: 请给我看一下你的护照和信用卡。
   Please show me your passport and credit card.
A: 好，这里。
   Hǎo，zhèlǐ.
   Okay, here.

B: 嗯，请填一下这张表。
   En, qǐng tián yīxià zhè zhāng biǎo.
   En, please fill out this form.

A: 好，填好了。
   Hǎo，tián hǎo le.
   Okay, I am done.

B: 嗯，好，谢谢。好，这里是你的护照，信用卡，和门卡。电梯在右边，房间是五零二。
   En，hǎo，xièxiè. Hǎo，zhèlǐ shì nǐ de hùzhào，xìnyòngkǎ，hé ménkǎ. Diàntī zài yòubiān，fángjiān shì wǔlíngèr.
   En, okay, thank you. Alright, here is your passport, credit card, and key. The elevator is on your right, room number is 502.

A: 好的，谢谢你。
   Hǎode，xièxiè nǐ.
   Okay, thank you.

B: 好，谢谢，再见。
   Hǎo，xièxiè，zàijiàn.
   Okay, thank you, good bye.

A: 再见。
   Zàijiàn.
   Good bye.
Audio 2:

A: 小姐, 你好! 我要住两天, 但是我没 订房

小姐, nǐhǎo! Wǒ yào zhù liǎng tiān, dànshì wǒ méi dìngfáng.

B: 好, 我 帮您是要什么样的房间?

En, hǎo, wǒ bāng nǐ chá yīxià. En, nín shì yào shénmeyáng fāngjiān?

A: 嗯, 我需要一个 标准间

En, wǒ xūyào yīge biāozhǔnjiān.

B: 好, 我们这儿正好有一个标准间.

Hǎo, wǒmen zhèr zhēnghǎo yǒu yīge biāozhǔnjiān. En, nǐ yào zhù liǎng tiān, duì ba?

A: 是的。

Shì de.

B: 好! 那今天二十三号和明天二十四号, 我 帮您预订两天标准间

O! Nà jīntiān èrshísān háo hé míngtiān èrshísì háo, wǒ bāng nǐ yùdìng liǎng tiān biāozhǔnjiān.

A: 好, 谢谢你。

Hǎo, xièxiè nǐ.

B: 嗯, 能看一下 你的护照和信用卡吗?

En, néng kàn yīxià nǐ de hùzhào hé xìnyòngkǎ ma?

A: 哎呀! 糟糕! 我忘了

Ah呀! zāogāo! Wǒ wàng le.
Aiya! Zāogāo! Wǒ wàng le dài xìnyòngkǎ, xiànjīn kěyǐ ma?

Oh no! I forgot to bring my credit card, is cash okay?

B: 嗯, 现金也可以。好, 一共是七百九十八元。

En, xiànjīn yě kěyǐ. Hǎo, yīgòng shì qībǎ jiǔbāi yuán.

En, cash is also acceptable. Okay, the total is $798.

A: 好的, 这里是八百元。

Hǎode, zhèlǐ shì bā bǎi yuán.

Okay, here is $800.

B: 好的, 这里是您的门卡, 护照, 和找您零钱。请您收好。

Hǎode, zhèlǐ shì nín de ménkǎ, hùzhào, hé zhǎo nín de língqián. Qǐng nín shōuhǎo.

Okay, here is your key, passport, and your change. Please take them with you. The elevator is on your left, room 402.

A: 好, 谢谢你。

Hǎo, xièxiè nǐ.

Okay, thank you.

B: 好, 再见。

Hǎo, zàijiàn.

Okay, thank you, good bye.

A: 再见。

Zàijiàn.

Good bye.

Audio 3:

A: 小姐, 你好! 我是王小红, 我订了房间, 请你帮我查一下。

Miss, Hello! I am Wang Xiao Hong, I made a reservation, can you please check it for me?
B: 嗯，请稍等。嗯，可是我这里没有您的名字

En, qǐng shāoděng. En, kěshì wǒ zhèlǐ méiyǒu nín de míngzi.

En, please hold. En, but I do not have you name here.

A: 怎么会呢？我姓王，我叫王小红，请你再查一下好吗？

Zénme huì ne? Wǒ xìng Wáng, wǒ jiào Wáng Xiǎohóng, qǐng nǐ zài chá yīxià hǎo ma?

How can it be? My last name is Wang, my name is Wang Xiaohong, can you please check it again?

B: 嗯，小姐，请问您是哪一天预订的？

En, xiǎojiě, qǐngwèn nín shì nǎ yī tiān yùdìng de?

En, miss, when did you make the reservation?

A: 我是上个礼拜打电话来的。

Wǒ shì shàng ge lǐbài dǎ diànhuà lái yùdìng de.

I called to make the reservation last week.

B: 嗯，可是我们电脑上确实没有您的名字。嗯，可能是预订系统出了问题。小姐，不好意思。那您现在预订可以吗？

En, kěshì wǒmen de diànnǎo shàng quèshí méiyǒu nín de míngzi. En, kěnéng shì yùdìng xìtǒng chūle wèntí. Xiǎojiě, bùhǎo yīsi. Nà nín xiànzài yùdìng kěyǐ ma?

En, but we really do not have your name on our computer. En, maybe there is a technical problem. Miss, I am sorry, can you make a reservation now?

A: 好啊！

Hǎo a!

Sure!

B: 嗯，请问您要住几天？

En, qǐngwèn nín yào zhù jǐ tiān?

En, how long are you planning to stay?

A: 我是要住三天。

Wǒ shì yào zhù sān tiān.

I plan to stay for three days.
B: 嗯, 现在问题是，我  

En, xiànzài wèntí shì, wǒmen zhèr méiyǒu biāozhǔnjiān, zhǐyǒu xiǎo yíděn de fàngjiān, kěyǐ ma?

En, the problem now is that we don't have a standard room, we only have smaller rooms, is it okay?

A: 没 关系  

Méi guānxi, xiǎo de fàngjiān yě kěyǐ.

It's okay, small room is also fine.

B: 我 帮你查一下 明天有了 标准间 帮您换到标准间可以吗  

Wǒ bāng nǐ chá yīxià, jīntiān méiyǒu biāozhǔnjiān, nà rúguǒ míngtiān yǒu le biāozhǔnjiān, wǒ bāng nín huàndào biāozhǔnjiān kěyǐ ma?

Let me check it for you, there is no standard room today, but if the standard room is available tomorrow, I will change your room for you, is it okay?

A: 好 的, 麻 烦今天一定要住 这间房间 为这间离开会的地方比较近 麻烦你一定要帮我  

Hǎo de, máfan nǐ. Wǒ jīntiān yīdìng yào zhù zhè jiān fàngjiān, yīnwèi zhèlǐ lí huí de dìfāng bǐ jiào jìn, suǒyǐ máfan nǐ yīdìng yào bāng wǒ ná dào yī jiān fàngjiān.

Okay, I have to stay in this room today because I have a conference tomorrow, this hotel is close to the conference building, so please get room for me.

B: 好, 问题 没有 但有三天 标准间 帮你换过去  

Hǎo, méi wèntí, wǒ bāng nǐ yídēng le sān tiān, rúguǒ yídēng yǒu le biāozhǔnjiān, wǒ yídēng bāng nǐ huàng què.

Okay, no problem, I already made a reservation for three days for you, if the standard room is available, I will definitely change the room for you.

A: 好的, 谢谢你, 麻 烦你了  

Hǎo de, xièxiè nǐ, máfan nǐ le.

Okay, thank you.
References


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Funding/Support: This material is based upon work supported, in whole or in part, with funding from the United States Government. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the University of Maryland, College Park and/or any agency or entity of the United States Government. The Contracting Officer’s Representatives for this project are: Mary Ellen Okurowski, PhD, Executive Director, Laboratory for Language Sciences, (301) 226-8817, meduro@lrlcr.gov and Beth Mackey, Language Testing Program Manager, E3 Center for Language, (410) 854-0452, bmacke@nsa.gov.