A CHINESE LANGUAGE CURRICULUM DESIGNED FOR

AMERICAN E-COMMERCE PERSONNEL

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A Thesis

Presented

to the Faculty of

California State University, Chico

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Curriculum and Instruction Option

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by

Summer 2012

A CHINESE LANGUAGE CURRICULUM DESIGNED FOR

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by

Xuejing Lv

Summer 2012

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ABSTRACT

A CHINESE LANGUAGE CURRICULUM DESIGNED FOR

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Master of Arts in Education:

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Because China has become an important player in the global market and the

connections are increasing between American and Chinese businesses, more American e-

commerce personnel are learning the Chinese language. However, traditional Chinese

language curriculum focuses on college life or children's activities. In order to remedy

this situation, the author developed this curriculum tailored to the needs of American e-

commerce personnel learning the Chinese language.

The purpose of this project was to design a systematic Chinese language

curriculum for American e-commerce personnel. The significance of this project is that it

provides three special features for American e-commerce personnel: computer Chinese,

professional vocabulary, and business culture. These three items make this curriculum

focus more on the working environment in the e-commerce field, which would facilitate the communication between American personnel and their Chinese co-workers.

This project will focus on comprehension and expression of the Mandarin Chinese Language. The whole curriculum includes a detailed introduction section and six lessons. The introduction includes Hanyu Pinyin Structure, useful expressions, the Chinese writing system, and computer Chinese. The lessons have learning objectives, dialogues, vocabulary, language assessments, culture notes, and progress checklists.

This whole curriculum will serve as teaching material for bilingual language teachers, who instruct American e-commerce personnel to learn the Chinese language. They can revise the content-related professional areas according to the situation of their students.

CHAPTER I

INTRODUCTION

Mandarin Chinese, the most prominent member of the Sino-Tibetan language
family, is spoken by more than 1.3 billion people. It is also the official language of
the media, government, and education of all ethnic groups in the People's Republic
of China (including the Hong Kong and Macao Special Administrative Regions),
Taiwan, and Singapore Chinese. (Chen, Wang & Cai, 2010, p.16)

With the dramatic economic globalization and Chinese economic growth,

Americans are recognizing the need to learn Chinese. In 2009, President Obama

announced a plan to send 100,000 students to study in China in the following four years

to improve their language skills and deepen their understanding of Chinese culture. The

Modern Language Association conducted a survey in 2006 that showed United States

college student enrollment in Chinese program increased by 52% between 2002 and 2006

(Furman, Goldberg, & Lusin, 2007). This increased enthusiasm for Chinese Mandarin

learning reflects the rise of China's status as an economic and political power worldwide

(Mount, 2010). Today, Chinese is considered to be a major foreign language and is in the

curricula of elementary, middle, and high schools as well as universities worldwide (Lo

Bianco, 2007). The reason that the status of the Chinese language's rapid improvement in

the world in recent years is that China has become an important player in economic

globalization.

Now, the globalization has become the central reason for many changes all

over the world. The dynamic forces behind eras of globalization were usually

breakthroughs in hardware, from steamships and railroads at the beginning, to telephones and mainframe computers toward the end of the 20th Century (Friedman, 2006, p.9). In *The World is Flat*, New York Times columnist Thomas Friedman (2006) analyzes economic globalization in the early 21st Century. The title is a metaphor for viewing the world as a flat field since all business competitors have an equal opportunity in the global market. The great equalizer in the global market is fiber-optics, equipment that allows everyone to access the Internet (Merrin, 2009).

Fiber-optic connects different countries, companies, departments and employees, allowing them to serve the globalized market for maximizing their influences and profits. The globalization of businesses reinforces the need of Americans to be globally competent (Wang, 2009). Many companies such as Dell, Apple, and Microsoft chose to set up their factories in India and China, because these countries offer inexpensive labor in the form of factory workers, call center operators, accountants, and computer programmers. China, particularly, has become a very important part of a complex global supply chain (Friedman, 2006).

With the increasing connections between American and Chinese businesses, more e-commerce companies need to be able to communicate in Chinese (Jackson, & Malone, 2009). This situation has prompted more United States e-commerce personnel, to want to learn Chinese so that they can communicate with Chinese counterparts. E-commerce personnel are business people whose job requires the development of software for the execution of online sales (Goldsmith & Wu, 2006). Auctiva is typical of such companies.

Auctiva is an e-commerce corporation headquartered in Chico, California, with a second office in San Jose, California. In August 2010, a large Chinese e-commerce group, called Alibaba, based in Hangzhou, China, acquired Auctiva. During the acquisition process, the American and Chinese partners had very intensive communications with each other in order to come to an agreement. Today, although interpreters are available to provide translation services between the Chinese and American parties, reliance on interpreters is an inefficient means of communication. Many subtleties in both languages might be lost in translation.

As the acquisition progressed, the administrators of Auctiva realized that the Chinese language was going to be very important for them. They determined that if Auctiva employees knew some Chinese language vocabulary, their interactions with their Chinese counterparts would be more productive. Additionally, their e-commerce personnel needed to be acquainted with Chinese culture. Auctiva's personnel were motivated by this agreement with Alibaba to learn Chinese so that they can be more effective in their business.

After the acquisition was completed, Auctiva personnel needed to update their technology information to match the needs of their new parent company, Alibaba. Auctiva managers were planning a business trip to the Alibaba group, headquartered in China. At that time, the Chief Operation Officer thought that if the staff could learn some basic spoken Chinese, they would be able to better communicate while in China.

After a discussion with other managers, The Chief Operation Officer decided to employ an hourly Chinese teacher from California State University, Chico. The author was hired as the second Chinese teacher for the class of managers from Auctiva. The

managers did not have a clear idea of what they wanted to learn. They would randomly ask the author some questions in English and wanted the information translated into Chinese. For example, the Auctiva personnel wanted to be able to say, "Where is the rest room?"Or "Where is the bank?" and the slogan of Auctiva, "We offer free templates!"

Although the author had had twelve years of teaching experience at the elementary and middle school levels, she had limited experience teaching Chinese to American students and no experience teaching adults. However, the author's experience in teaching students and speaking Chinese made her a strong candidate for this position. Furthermore, she had completed a double major in Computer Science with Bilingual Education in China. Her teaching experience in China was Mathematics and Computer Science. It was evident that this class required a specific curriculum if the managers were going to learn some Chinese.

While in the process of developing a curriculum for Auctiva, the author sought the help of Chinese language teachers at Chico State University. She learned that the university curriculum stressed listening, speaking, reading, and writing abilities, but the vocabulary centered on the university school life. Students were required to use a writing workbook to learn to produce the Chinese characters. The teachers in the elementary program used the curriculum that focused on animals, colors and activities that interested elementary children. Also the students learned to write Chinese characters. Neither of these curriculum designs would suit the needs of Auctiva's e-commerce personnel.

Purpose of the Project

The purpose of this project was to design a systematic sixteen-week curriculum to meet the needs of American e-commerce personnel learning Chinese. These lessons focus on comprehension and expression of the Mandarin Chinese Language through seven parts: dialogues, vocabulary, language assessments, culture notes, e-commerce terms, e-commerce sentences and progress checklists.

The Author's first step in designing a curriculum was to organize a series of topics relevant to the class. Rather than have isolated phrases, the new curriculum has specific learning objectives for students. Using expressions common in daily life is the first part of their learning objectives. For example, students ask for directions, make calls for appointments. Since the primary purpose of Auctiva's travel in China is not sightseeing but business, they need not only to know the formulaic expressions like greetings, but also must deal with the business culture in China such as determining the time of a meeting. Additionally, they need the professional terminology in Chinese associated with online sales software development.

However, the author had difficulty accessing an appropriate Chinese language curriculum tailored to e-commerce students who are American native English speakers. By researching online and searching in local bookstores and libraries, the author recognized that a variety of Chinese language curriculum documents already exist, such as *Chu Ji Han Yu Kou Yu* (Hancock, 2006), *Integrated Chinese Series* (Liu, Yao, Bi, Ge & Shi, 2008), and *Complete Handbook of Spoken Chinese* (Fei & Yue, 2011). But there is no existing curriculum to meet the needs of adult learners who are e-commerce professionals.

The existing Chinese language curricula for children uses diversified course content such as nursery rhymes, counting, and riddles to develop students' basic Chinese language capabilities of listening, speaking, reading, and writing. Among them, writing capability is a very important part. For example, *Zhong Wen book one* (Jia, 2006) uses two units (six lessons) to emphasize learning Chinese characters.

The curriculum for university-level students emphasizes vocabulary related to students' school life, such as how to look for certain dorm and the library, how to celebrate a birthday, and how to talk about hobbies. In addition, the very important parts of university curriculum also focus on how to write Chinese characters. Since Chinese characters are very different from English characters, both in pronunciation and writing, Chinese is considered one of the most difficult foreign languages for American English speakers (Allen, 2008). Auctiva's personnel are working at a full time job, and they have no time and no interest in learning the complex Chinese characters. Although there are some topics that are borrowed from the existing curriculum and textbooks, such as the topic of greetings, the current materials in Chinese language for adult learners does not focus on the vocabulary that the e-commerce personnel use in communicating with their Chinese counterparts. The material on Chinese culture does not address Chinese business practices. Specifically, e-commerce professionals are adult learners, who need a different approach from that used for the university student learner or the elementary students. Consequently, there is a need for a revised curricular package. This revised curricular plan need not only focus on the Chinese conversations, but also should include the technical vocabulary, business protocol and computer Chinese to facilitate them to type Chinese characters. These are the teaching objectives of this curriculum.

This new Chinese-language curriculum serves as an instructive precedent on customized teaching material for business professionals in the field of Chinese language instruction. It is important that this curriculum can be used not only to deliver Chinese lessons to the e-commerce staff of Auctiva onsite, but also help other Chinese teachers in developing customized Chinese curriculum for people in the e-commerce sector to learn. Also, after the project is completed, the curriculum package will be made accessible online for everyone to use.

Scope of the Project

This curriculum plan is for teachers who are responsible for Chinese language teaching to American e-commerce personnel in the classroom. Various instructional strategies for teaching Chinese as a second language will be optional and available to implement in this curriculum. The teachers, who aim to teach American e-commerce personnel Chinese, will be able to employ this curriculum plan in their instruction.

The curriculum will focus on Mandarin Chinese instruction. The Chinese language includes Mandarin, Cantonese, and other dialects from China. Modern Standard Chinese is known as Putonghua (Mandarin) in mainland China (Yao, Liu, Ge & Bi, 2008). Among 56 officially recognized ethnic groups in China, Han is the largest one, making up over 90% of China's population. This is why Chinese can be called Hanyu. Most of the other 55 ethnic minorities speak their own distinct languages. In China, different regions may have different dialects. For example, most of the people who are living in the Hong Kong Special Administrative Region and some places of Guang Dong province can speak Cantonese. No matter where people live in China, Mandarin is the

official language of the Chinese government. If the students can speak Mandarin well, any person in any place in China will understand their speaking.

Pinyin is the basic foundation to form the pronunciation of a Chinese word (Hanban, 2008). It means that if students want to speak Mandarin accurately, they should first learn Pinyin very well. Hanyu Pinyin, shortened to Pinyin, represents the Chinese sound (Xing, 2006). The Pinyin system uses twenty-five letters of the Roman alphabet, except the letter "V". A complete Pinyin structure is usually composed of two or three parts: vowels (may not have), consonants, and tone (Halliday, 2006). Although Pinyin has the same 25 letters as English, the actual sounds are very different. For an American adult learner, it will take time and effort through extensive listening and practice to become aware of these distinctions and to get familiar with the right sounds of Pinyin. A good understanding of Pinyin will allow the learner to easily grasp the pronunciation of Chinese words and read many of the signs in the cities in China. Therefore, the author will particularly emphasize the teaching and learning of Pinyin in the introduction of this new curriculum.

Based on Pinyin and centered on Mandarin Chinese, this new curriculum will fall into four important components:

1. Common conversation topics
2. E-commerce vocabulary
3. Chinese business culture
4. Computer Chinese

Common conversation component includes topics in daily life and working environments. E-commerce vocabulary includes common professional terminology that

is used in the e-commerce field (Benkler, 2006). Chinese business culture includes the necessary Chinese culture topics that foreign business people need to pay attention to when they are on a business trip in China (Mantle-Bromley, 2006). Computer Chinese includes an innovative approach to using the Chinese word processor software to "write" Chinese characters through typing Pinyin (Xu & Jen, 2005).

Based on the learning content about the American e-commerce professionals, this project was written in English, except for the necessary Chinese characters and Pinyin. The instructional language that the author used is the mother tongue of the learners, English, because the learners are American adults. Furthermore, this curriculum was designed at an introductory–level Chinese course for Chinese language beginners.

The author's teaching model focused on direct instruction, at the same time combined with a role-playing model. The direct instruction model refers to maximizing student learning by creating a pattern of having teachers explain a new concept, and having structured practice that leads to guided practice and finally independent practice (Joyce, Weil & Calhoun, 2009). The role playing model puts students into an assumed life, study or work environment so that they can practice the drills before they access the real situation. Role playing is an imitation of real situations, which promotes students' cooperative skills, social integration experience, increases comfort levels in expressing opinions and develops negotiating personal skills (Joyce, Weil & Calhoun, 2009). When these two models are combined together properly in the classroom, that is to say learning and practice by steps, the teaching and learning outcome will be more effective.

Significance of the Project

The significance of this project is that the author was unable to find any current Chinese language curriculum for American e-commerce personnel. Therefore this project provides a curriculum to assist American e-commerce personnel to learn Chinese, on-site teachers to understand and teach American e-commerce personnel, and both groups to self-teach with movitational content. This systematically designed curriculum will provide common conversation, professional vocabulary, Chinese business culture and an innovative convenient approach to output Chinese characters by Chinese word processing software. It has three highlights:

First, this Chinese curriculum will address some important e-commerce terminology, because the audience is a special learning group made up of American e-commerce personnel. In this section, the behavioral objective is that the students can understand, speak, and use these e-commerce terminologies correctly when they communicate with their Chinese co-workers. These words will be very important and helpful for their understanding and cooperation with each other.

Second, this curriculum will include Chinese culture and Chinese business culture. The United States is very culturally different from China (Brown, 2006). In this section, the instructional behavioral objective is that the students can correctly understand and properly demonstrate Chinese business etiquette. If American e-commerce personnel can use some necessary Chinese culture in business, their business dealings in China will be smoother. For example, during the business process, the two parties may exchange gifts. A clock would not be a good gift, since "sending a clock to someone" in Chinese pronunciation is "sòng zhōng" which means "to bury a dying parent or other senior

member of one's family." So in Chinese culture, to send a clock to a Chinese business

partner would indicate bad luck. A second example: Microsoft "Bing" search engine is

not as popular as "Google" in China. One of the reasons might be that the pronunciation

of "Bing" is similar to the Pinyin of the Chinese word "病", which means "illness" or

even "death". Each searcher hopes to find good luck through the search engine, but

sickness is obviously a sign of bad luck in people's minds. If the Chinese project team of

Microsoft knew more about Chinese culture when they built the search engine, they

would have attracted more of the Chinese market. These two examples show that learning

some Chinese business culture is very important for global business marketing.

Third, this curriculum includes an innovative approach to produce Chinese

characters by using the Chinese word processing software to type in Pinyin for solving

problems due to writing characters by hand (Xu & Jen, 2005a). To write Chinese

characters by hand, it is necessary to remember the components of the character such as

the meaning, shape, and strokes, which is not easy for beginning Chinese native learners,

and even harder for Americans (Paolini, 2007). For e-commerce personnel, even if they

spend much time learning to write Chinese characters, this ability is rarely needed in their

work. Also, all the students of the curriculum are e-commerce personnel, who will

continue to work with computers, so learning how to write with Chinese characters on the

computer is the best choice for them. Furthermore, in the Chinese language, there are five

tones for some characters, and they represent different meanings. The Computer Chinese

method is based on using Pinyin, so it also solidifies the students' pronunciation skills

(Yin, 2003). Therefore, this new Chinese curriculum will not address teaching how to

write Chinese characters by hand, but it will address teaching how to type Chinese characters using the Chinese word processor. In this section, the instructional behavioral objective is that the students can learn to use the Chinese word processing software to produce correct Chinese characters and then make full use of them when they communicate with Chinese co-workers online.

Undoubtedly, these three special features of this curriculum made this project significant. Also, the common conversation in daily life and working environment is an essential section of this curriculum. The instructional behavioral objective of the curriculum is for students to increase their proficiency in reading, listening and speaking skills, and use the Chinese language correctly in various contexts.

No matter how special these new features are or how practical the common conversations are, they are all based on the learning of Pinyin. So, the teaching and learning of Pinyin will be the most important first step for teachers and learners who use this curriculum. The instruction behavioral objective for Pinyin is that the students should be proficient in reading all vowels, consonants, tones, and Chinese Pinyin in Mandarin Chinese (Putonghua).

Limitations of the Project

This project will be focused on the Chinese language curriculum design for American e-commerce personnel, which is based on the author's Chinese teaching at Auctiva Corporation. Auctiva focuses on the third party software development for online businesses, so the Chinese technology terminology may not be useful for other business groups. The author had a limited time to try the various components of the curriculum in

order to evaluate their effects. With only one semester to intern, the author had no opportunity to get feedback from the students .The lack of practical experience will be a barrier for dissemination and duplication of this curriculum in other settings.

Definitions of Terms

Chinese Business Culture

Necessary Chinese culture material that foreign business people need to know when they have business trips to China (Mantle-Bromley, 2006).

Computer Chinese (CC)

An innovative approach to produce Chinese characters by using the Chinese word processing software to type Pinyin to solve the problems due to writing characters by hand (Xu & Jen, 2005a).

E-commerce Personnel

Business peoples whose jobs require the development of software for the execution of online sales (Goldsmith & Wu, 2006).

Mandarin Chinese

Mandarin Chinese can be called Putonghua ("Common Language") in mainland China; another two names for Mandarin Chinese are Guoyu and Huayu ('language spoken by ethnic Chinese people') which is the official language of the Chinese government (Yao, Liu, Ge & Chen, 2011).

Direct Instruction Model

Direct instruction model refers to maximizing student learning by creating a pattern of having teachers explain a new concept, teachers then have structured practice

which leads to guided practice and, finally, independent practice (Joyce, Weil, &
Calhoun, 2009).

Role Playing Model

The Role Playing Model put students into an assumed daily life, study or work
environment, so that they can practice the activity before they access the real situation.
Role playing is an imitation of a real situation, which promotes students' cooperative
skills, social integration experiences, increases comfort levels in expressing opinions and
develops negotiating personal skills (Joyce, Weil, & Calhoun, 2009).

Pinyin

Hanyu Pinyin—shortened to Pinyin represents Chinese sounds. The Pinyin
system uses twenty-five of the twenty-six letters of the Roman alphabet (Yao, Liu, Ge, &
Chen, 2011).

Syllabic Structure

A syllable of Modern Standard Chinese is usually composed of three parts: an
initial consonant, a fina syllable consisting of vowels (or vowels and ending consonants),
and a tone (Yao, Liu, Ge, & Chen, 2011).

Acronyms:

CC stands for Computer Chinese

HSK stands for Hanyu Shui ping Kaoshi

LOTE stands for Language other than English

TCFL stands for Teaching Chinese as a Foreign Language

TCSL stands for Teaching Chinese as a Second Language

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This related literature review constitutes a theoretical background and major

research effort for designing a practical Chinese language curriculum to meet the needs

of American e-commerce personnel. In order to really understand the importance of

designing a Chinese language curriculum for American e-commerce, the author reviewed

the history of teaching Chinese as a second language in the 20th and 21st centuries. In the

19th Century, China actively resisted teaching the British the Chinese language, but today,

the Chinese government is supporting the teaching Chinese as a second language around

the world. This review of literature began with the historical development of Chinese

language teaching worldwide. Two major reasons: China's emergence as a world power

and China's potential as a world market. For example, other countries want to sell their

goods to China, and they want to set up their factory in China to take advantage of the

availability of inexpensive Chinese Labor.

This project addressed four important aspects: teaching Chinese as a second

language, Chinese language education in the United States, the demand of leaning the

Chinese language for American professionals, and Chinese language curriculum designed

for American e-commerce personnel.

<u>Before 1950s</u>

As one of the five official languages (Arabic, Mandarin Chinese, English, French, Russian and Spanish) of the United Nations (Center for Applied Linguistics, 2008), Mandarin Chinese is now spoken by more than 1.3 billion people worldwide (Wang, 2009). The history of teaching Chinese as a second language (TCSL) has been very long but marked by recent rapid development (Yang, 2007). Lo Bianco (2007) reviewed that the teaching of Chinese in universities can be traced back to a century ago when it was presented at Yale in 1871. Missionaries or sinologists were primarily students. During the Diaspora period, laborers immigrated to North America in the 1800s. Parents and communities started schools to maintain and develop Chinese (Zhou & Li, 2003). In the 1940s, after the Second World War, learners in American universities underwent the rapid expansion of TCSL, which was for training interpreters to meet the needs of the army (O'Connell & Norwood, 2007). It is an important period since TCSL provided professional content to students in the classroom, which is meaningful as an example to today's customized Chinese language curriculum design project.

<u>1950~1977</u>

Zhu (2010) pointed out that teaching Chinese as a second language (TCSL) referred to the students who are taught in classrooms by teachers with professional training. Based on this criterion, TCSL formally started from 1950 onwards in China (Asia Society & College Board, 2008). In the 1950s, Youguang Zhou led a government committee that developed the Pinyin system in China (Simon, 2011). In 1958, Chinese government published the Pinyin system. Some students from different countries, such as Poland, Romania, Czechoslovakia, went to China to study Chinese language (Takaki,

1989). From 1966 to 1971, all Chinese instruction as a second language proceeded very slowly. It was even suspended as a result of the Cultural Revolution (Zhou, 2006b).

Under the recognition of Chinese government by the United Nations (UN) in 1971, mainland China became more open to foreign countries (Wang, 2008). With the increasingly internationalized trend of China, a large amount of foreign students, who were from developed and developing countries, came to China to learn Chinese (Shi, 2006). On the other hand, more teachers involved in the training of the second language instruction and the research centered on second language acquisition (SLA) and pedagogy for Chinese teaching. Consequently, as a part of the research results, some textbooks were published, and then used as the pedagogical standard of teaching Chinese as a second language, which laid a foundation for the next period (Zhao, 2005).

1978~1997

In 1978, with the reform and opening of Mainland China to the outside world, the number of foreign students learning Chinese language soared. There was an acute demand for trained Chinese language teachers at that time, so many teachers who graduated from universities and majored in Chinese or English began to teach in this area.Tremendous strides were made in improving the instructional quality of teaching Chinese (Zhu, 2010). At the same time, the teaching materials emerged as the times required and they were, specialized to address the unique needs of different language levels, such as beginner level, advanced level, and different academic disciplines, such as history, culture, and economics. For example, *Practical Chinese Reader* (liu, Deng, & Liu, 1980) was compiled at that time, which shaped the instructional system for teaching Chinese as a second language in the 1980s.

From then on, Chinese universities set up new departments serving as the sources of instruction and research in teaching Chinese as a second language. Concurrently, Hanyu Shuiping Kaoshi (HSK) was designed and established for judging Chinese language proficiency as an official test (Jiang & Zhao, 2001). Many foreign students took this test to verify their Chinese language level. Equally important, as a qualified Chinese language teacher, two certificates to verify proficiency in Putonghua (Mandarin Chinese) and mastery of certain teaching skills were developed (Zhao, 2005). In addition, some scholarly journals allowed language teachers to announce their research achievements on Chinese language instruction.

1998~ 2012

This is very important period for the development of TCSL, which had rapid expansion all over the world. It can be reflected through four trends: the domain of TCSL was not expanding in China but also extending to different foreign countries, more different age level students in the world started taking Chinese language classes, more Confucius Institutes were set up by Hanban in other countries, and more different field professionals began learning the Chinese language to enable their communications with the Chinese.

The first trend was that the domain of TCSL was not only expanding in China but also extending to different foreign countries. Also, more and more universities in other countries started providing Chinese language courses. In France, there are more than 152 universities and colleges offering Chinese programs, and also the same situation is happening in Korea, Japan, and Singapore (Yang, 2007). In 2001, 29 universities or colleges had Chinese programs in Australia. Until 2011, about 1 million people are

learning Chinese in Japan, and about 140 universities in South Korea have Chinese departments (White and Baldauf, 2006).

The second trend was that more and more different age level students worldwide started taking Chinese language class (Xing, 2006). This means that Chinese as a second language curriculum has been set up not only in universities but also in other school levels, such as high schools, middle schools, primary schools, and even after school programs (Shi, 2006). One research report shows that, in Australia, about 8000 students were learning Chinese in 38 Chinese community language schools in 2004. Another report shows that, in the United States, over 83,000 children are learning Chinese as a heritage or community language in 643 schools in 2005. Conservatively estimated in 2006, about 180 countries and 2300 universities now provide Chinese courses (Xiong, 2006).

Consequently, with the increasing number of students, more and more trained Chinese teachers are enormously demanded (Jiang & Zhao, 2001). Also, not all foreigners can have the opportunity to study the Chinese language in China, so many Chinese language instructional experts or skillful teachers were sent to other countries for teaching Chinese or training teachers who would teach Chinese locally. For example, China Hanban (The office of Chinese Language Council International in Beijing, China, established in 1987) helps many American universities set up the Confucius Institute and sends Chinese visiting scholars to help them facilitate Chinese language instruction (Hanban, 2008).

The third trend was that more and more Confucius Institutes have been set up by Hanban in other countries. The establishment of Confucius Institutes has become an

important platform that aims to enhance the understanding of the Chinese language and culture worldwide, and promote friendly relationships with other countries (Hanban, 2009). Since the first Confucius Institute was set up in Korea in 2004, a total of 500 Confucius Institutes have been established in 76 countries and regions with key universities and associations all over the world. A new statistical analysis report from Hanban shows that, in 2009, there are approximately 35 million people studying Chinese around the world (Hanban, 2010). With the joint efforts of nongovernmental organization such as the College Board and Hanban, 40 Confucius Institutes were set up in the United States alone. Confucius Institutes can be a symbol of contemporary China and a global brand of the implementation of China's soft power in the world (Yang, 2007).

The fourth trend was that more and more different field professionals began learning the Chinese language to enable their communications with the Chinese, which was based on the impact of economic globalization (Allen, 2008). Along with the prominent increase in economic cooperation and cultural exchange among countries, particularly, after China joined the World Trade Organization (WTO), many countries have an increasing demand for people to know the Chinese language, especially for professionals (IEP, 2009). China has experienced a 10% annual economic growth over the last two decades. Various professionals are at the center of this dynamic change and development in the implications of globalization (Benkler, 2006). Thus, professionals need to know the Chinese language and culture, so that they can work in teams with people from different backgrounds, to understand the Chinese market and to be internationally mobile (Lo Bianco, 2007). Therefore, more and more professionals are

involved in the wave of learning Mandarin Chinese as a second language in the world now.

From the 1950s to today, as time progresses, teaching Chinese as a second language has been experiencing historic transformation. The four trends are lifting up Chinese language education to a new epoch worldwide.

Chinese Language Education in America

Through this overview of TCSL worldwide, it is not difficult to discern that Chinese language education in America is experiencing the fastest growth among all the foreign countries. One study report (Hanban, 2010) shows that, up to now, there are more than 500 schools and universities that have already set up Chinese language programs in United States. The growing U.S.-China relationship has led to the expansion of Chinese programs in the United States. In this section, the review will cover two aspects regarding Chinese language education (CLE) in the United States: the historical overview and the current status.

The Historical Overview of Chinese
  Language Education in the
  United States

The United States is considered to be a nation of immigrants. There were four waves of Chinese immigrants to America, each of which impact CLE in the United States. Wang (2008) described that the first wave of Chinese settlers began arriving in North America in the late 1770s and early 1800s. Except for a few wealthy merchants and students, most of the settlers were uneducated laborers. They were willing to work hard with low wages and long hours, which caused racial tension among white workers.

Consequently, a series of discriminatory laws were passed such as the Chinese Exclusion Act of 1882. According to Ying (2008), after World War II, the public became tolerant of the Chinese. In 1965, the Immigration Act that abolished racial discrimination re-opened the door for Chinese immigrants. The second wave of Chinese immigration included well-educated intellectuals and highly skilled workers. The third wave of Chinese immigrants, made up of Southeast Asian refugees from the Vietnam War, working-class Chinese, and affluent people from Hong Kong and Taiwan, flocked into the United States during the 1970s and 1980s (Robinson, 2002).

These three groups of immigrants as well as the continuously immigrating mainland Chinese graduate students and scholars impacted and changed Chinese communities in the United States. For example, there were more and more modern suburban Chinatowns and Chinese language after-school programs for children in immigrant families (Leeman, 2003). Because of the involvement and effort of those Chinese immigrants, the Chinese language has gradually changed from pure home language of heritage to a second language taught in schools.

The Current Status of Chinese-Language
  Education in the United States

The status of the Chinese language has dramatically changed because the global power of China has gradually emerged. With the force of economic globalization, the prestige and desirability of Chinese language has grown through out the world, Chinese language has rapidly evolved from a heritage language to an important second language to Americans (Halliday, 2006).

The status of a second language directly depends on the attitude of the public. Ruiz states that, "there are three underlying public sentiments towards the second language education: 'language-as-problem', 'language–as-right', and 'language-as-resource'" (Chen, Wang, & Cai, 2010, p. 9). In Table 1, Language other than English stands for LOTE.

Table 1

Public Attitude toward Second Language Education

Public Attitude to Language Education	Description
language –as-problem	View languages other than English (LOTE) as problems for the society as well as for the individuals who must learn English in order to fully assimilate into the society
Language –as-right	View the languages as part of civil and human rights so that speakers of a LOTE should be able to retain their culture and be served even in an English speaking environment
Language –as-resource	View that LOTE and their speakers are linguistic and cultural resources for the United States and the dominant society needs to make an effort to preserve these language and cultures.

Edwards (2006) explains that the three prominent language orientations with regard to Chinese language education have influenced the development of Chinese as a heritage language and the evolution of Chinese language in the United States. The global economic meltdown of 2008-2009 demonstrated how important it is to be connected to the world, which increased public interest to learn other languages and cultures. A survey, conducted by NAFSA (2006), shows that 92% of a random sample of Americans

believes that learning a second language, such as Chinese, will provide a competitive

advantage in their career opportunities. Another survey from the 39[th]Annual Kappa Poll

(Rose & Gallup, 2007) shows that 85% of parents believed that learning a second

language is very important, and 70% of parents hoped second language instruction would

start from elementary school. For 65% of parents, this poll shows that the Chinese

language was the first choice of a second language. This survey fully represents the idea

of language-as-resource, and at the same time, demonstrates the importance of Chinese

language education in the United States.

Since 2004, the Chinese language speaking population in the US has been on

the rise. The State Department implements language teaching programs which send non-

native speakers of Chinese to study abroad in Hong Kong SAR and China mainland to

learn both the language and the culture. The Chinese government also sent volunteer

teachers to teach Chinese in U.S. schools.

Chan (2005) stated that since 2002, there has been increasing demand for

Chinese language teaching in the United States. In 2007, a survey conducted by the

Modern Language Association (MLA) shows the increase by percentage in class

enrollments for Chinese language courses at American colleges and universities (see

Table 2).

Table 2

Increase of Chinese Program Enrollments

Year Period	Increase by Percentage
1998~2002	20
2002~2006	51

Another survey (Table 3) conducted by the MLA (Neely, 2009) shows that from 1998 to 2009, the number of college students studying Chinese more than doubled.

Table 3

Number of College Students Studying Chinese Language

Year	Spanish	French	Arabic	Chinese	Total
1998	656,590 (57%)	199,064 (17%)	5,505 (5%)	28,456 (2%)	1151283
2009	864,986 (53%)	216,419 (13%)	35,083 (2%)	60,976 (4%)	1629326

According to Table 2 and Table 3, the increase of Chinese language programs and student enrollment is remarkable (Wang, 2009). The enhanced awareness and demand by parents, students, educators and heritage communities is also indicated. The variety challenges presented in the era of growth are identified as the following:

- Lack of national coordination of efforts;

- Lack of solid infrastructure for the language learning system;

- Lack of teacher education capacity and efficient and universal teaching certification mechanisms;

- Lack of capacity for early language learning;

- Lack of heritage and K-16 matriculation leading to the attainment of high language proficiency;

- Lack of opportunity to learn.

In order to solve the above problems relating to Chinese language, and equally important, move Chinese language education forward in United States, Wang (2010) recommended the following approaches:

- Emphasize the importance of developing students' global competence and increase coordination of efforts on all levels, including elementary, middle, and high school and university levels;

- Develop related language learning systems, and make full use of information technology;

- Increase the number and effectiveness of Chinese language teachers, including getting assistance from China Hanban;

- Develop capacity of PK-6 early language learning and immersion programs; teach a second language from a very young age;

- Facilitate meaningful learning in K-16 and heritage community settings;

- Ensure opportunities and access to learn via real or virtual connections.

In addition to these issues and recommended solutions and the development of economic globalization, a challenge has gradually emerged: more and more professionals need to learn Chinese as a second language in the United States.

<div align="center">

The Demand to Learn Chinese for
American Professionals

</div>

<u>The Influence of Globalization on Chinese
  Language Education</u>

In this section, the literature review will focus on how globalization affects the development of teaching Chinese as a second language in the United States, or in the

multilingual global community. Scholars have different points of views about globalization. In the following Table 4, Coatsworth, Maldonado-Molina, Pantin, & Szapocznik (2005) claimed that globalization can be in four chains.

Table 4

Globalization Chains

Time	Performance
From 1492 to the early 1600s	The colonization of America and cross-Atlantic trade.
From 1650 to 1790	The cross-ocean slavery trade and the establishment of slavery plantations in the New World.
From the late 1800s to the 1930s	A huge increase in international trade, capital, technology and population flow.
After the Second World War	The unfolding cycle after the Second World War.

The current unfolding cycle of globalization shows that the challengers such as Russia, America, Japan and China have risen on the scene (Jia, 2006). This cycle of globalization makes these countries connected closer in the world by international organizations such as the World Trade Organization (WTO), the World Bank, and the United Nations. With the development of information technology such as computers, Internet, and communication satellites, the connection among all the countries became faster (Zhao, 2005). The connection among the countries became broader and deeper through capital, goods, jobs, services, ideas and values. Ideas and values lead to the so-called knowledge economies and a new world order (Yang, 2007), which are becoming China's soft power.

During the unfolding of the globalization cycle, China has risen rapidly as an economic superpower. Furthermore, China is seeking a global projection in which its soft power contributes to its economic power (Wang, 2009). In the efforts of China, The Promotion of Mandarin, which is considered China's cultural sphere of influence, is to promote Chinese language globally. China is challenging the existing global language order and consequently reaching as far as the United States.

The Promotion of Mandarin can be explained as TCSL worldwide. Around the twentieth century, TCSL was offered in American colleges to meet the increasing needs of American Christian missionaries to China. TCSL, stated broadly, has extended beyond elite schools since the Second World War. For the preparation of the war, the US Army asked some universities to provide Chinese language classes to teach their troops Chinese (Terrell, 2002). They were non-traditional students, who had non-traditional needs – to master the oral Chinese language quickly and at the same time, to learn the Chinese characters for military purposes. In response to this demand, TCFL was given two innovations. Professor George Kennedy at Yale University first developed a Yale Romanization system, based on American English spelling to replace the Chinese characters writing (Xu & Jen, 2005a). It was much easier for Americans to learn Chinese without learning the difficult characters. Second, the audio-lingual approach was used in TCFL classrooms, where written Chinese was instructionally separable from oral Chinese. This method tailored the need for American soldiers to quickly acquire the spoken language. These innovations were very meaningful to the further development of teaching Chinese as a second language to professionals.

<u>The Increasing Demand of Learning Chinese</u>
  <u>By American Professionals</u>

As the president of Rockefeller Brothers Fund, and chief executive officer of the Aspen Institute emphasized:

> If America wants to evolve into an increasingly interdependent world, Americans and future generations will have to face critical challenges, which will have a profound impact towards the whole world. Only a more engaged and more active constituency of Americans can tackle global challenges effectively. (Heintz & Isaacson, 2006, p.28)

With great challenge comes great opportunity. If American professionals, such as engineers, scientists and business leaders, are able to be more competitive in today's global workplace, they need to possess not only field-specific technical skills and cutting edge knowledge, but also a series of complementary competencies (Heintz & Isaacson, 2006). They must be very flexible and open to different cultural perspectives and able to adapt to differences, such as the need to be able to be bilingual and cross-culturally competitive. Based on this idea, the University of Rhode Island (URI) (2009) started an International Engineering Program (IEP), which is a five-year Bachelor of Arts and science program, majored in a second language and an engineering discipline program.

One example, Chinese International Engineering Program (CIEP) is a five-year undergraduate, double degree major in Chinese and engineering program. The students in this program will have a semester of study in China and a six-month internship with an engineering-based company in China. They are expected to return to their home country after finishing their studies. During their process, they will become fully proficient in Chinese, with substantial cross-cultural communication skills, and also

with the expectation of being actively engaged in global activities. In addition, this program has been firmly encouraged and endorsed by the partners of industry and the business field. Compared with the successful model in French, German, and Spanish, CIEP provides a significant perspective to explore the role of Chinese language education in economic globalization, and also building a bridge between East and West (Stewart & Wang, 2005).

Developing America's global competence for the 21st Century is echoed strongly by businesses and academics as well (Zhou, 2006a). Along with the increasing demand of cooperation with China in the global market, not only are engineering professionals, but also American professionals in other fields are learning Chinese as a second language. The author mentioned that the fourth trend of teaching Chinese as a second language in the history overview. Most of the American professionals are working a full-time job. They do not have enough time and proper opportunity to go to China for Chinese study, like CIEP students, so they need an on-site Chinese teacher. For example, the Chief Executive Officer of Facebook is learning Chinese from an on-site Chinese teacher twice a week. The same story has been happening to the senior managers of Auctiva, since the Chinese group Alibaba acquired Auctiva. The e-commerce personnel need to learn Chinese, but they are very busy with work, so they decided to have on on-site teacher to teach the class.

According to the increasing demand of American professionals learning Chinese, the content that they are learning cannot be the same as the college and K-12 level content. Rather, the content should be specific to their professional field, so that the

learning process and result can meet their special needs when they develop cooperation with the Chinese.

<div align="center">
Chinese Language Curriculum Design for
E-commerce Personnel
</div>

The rapid development of TCSL must be tied to its theoretical background. The experts from the International Association of Teaching Chinese as a Second Language (IATCSL) stated that the research based on Chinese language instruction should be focused on three specific areas: (a) what to teach, (b) how to teach, and (c) how to learn. Zhu (2010) emphasizes that phonetics, vocabulary, and Chinese characters play key roles in Chinese language education. These three key roles will be incorporated into the three specific areas.

<u>Phonetics</u>

Since the early periods of researching Chinese language instruction, the study of phonetics has been very important. Pinyin is considered to be the most important part of Chinese phonetics, specifically for beginners. Additionally, the review has to include the Chinese phonetic system and various dialects. Yao (2010) claims that different regions of China have different dialects. For example, Cantonese is the dialect of Guangdong province (for short: Yue). Modern Standard Chinese is called Mandarin or Putonghua ("common language") in mainland China, and the pronunciation is based on the speech of the Beijing dialect (Shi, 2006). In Taiwan, Singapore, and Malaysia, it is called Guoyu ("national language") or Huayu ("language spoken by ethnic Chinese people"). Officially, there are 56 ethnic groups in China. The largest one is Han, which

consists of over 90% of China' population. The other 55 ethnic minorities each have their own distinctive language systems.

Wang (2008) states that no matter how many different dialects or distinctive language systems exist in China, Mandarin (Putonghua) is the only official language of the Chinese government. Hanyu Pinyin—shortened to Pinyin, which is the foundation of Mandarin, represents Chinese sounds. If one wants to learn Mandarin well, he or she should first speak Pinyin accurately.

A syllable of Pinyin is usually composed of three parts: an initial (consonant), a final (vowel) consisting of vowels or vowels and ending consonants – [n] or – [ng], and a tone. The location of tone is on the entire syllable. Some of the syllables have no consonants as shown in Figure 1.

| Syllable = | Tone |
| | (Initial) Final |

Figure 1. Chinese syllabic structure.

Source: Adapted from Yao, T., Liu, Y., Ge, L. & Bi, N. (2010).
Integrated Chinese: Level 2 part 2 textbook. 3rd edition. Boston,
Massachusetts: Cheng & Tsui.

In the Pinyin system, there are six simple finals (vowels): a, e, i , o, u, ü; some compound finals, such as: ai, ei, ou, en , ang, eng ,iong, ueng, uai, er; and some initials, such as: b, p, m, f, zh, ch, sh, r. Every Chinese syllable has a tone, and there are four tones in Mandarin: the first tone (-), the second tone (/), the third tone (V), and the fourth

tone (\). In addition to the four tones, there is also a neutral tone (Qing1 sheng), which applies only to characters.

Language instruction experts consider pronunciation the basis of language learning. The tones in Chinese are as important as pronunciation, because different tones express different meanings (see Table 5).

Table 5

Different Tones Express Different Meanings

Different Tones Express Different Meanings				
Pinyin	Jiào shī	Jiào shì	Jiào shì	Jiāo shí
Characters	教师	教室	教士	礁石
English	teacher	classroom	priest	rock

Jiào is a syllable in 'Jiào shī', the Mandarin Pinyin of the word 'teacher'. However, Jiào shì (教室) has the same syllable, but has different meaning 'classroom'. The only difference is the tone. From this example, one can tell that the same initial and final syllable combined with different tones represent different meanings. That is why many experts further stress providing specific training for learners to focus on correct intonation first when learning to pronounce correctly.

Even though there has not been much research about phonetics since the 1990s, most Chinese teachers still agree that it will be easier for a second language learner to be understood by a native speaker if they have the ability to produce correct Chinese pronunciation. So the learning of Pinyin can be the bridge to learning

vocabulary, and eventually develop the ability of Chinese language speaking and listening.

<u>Vocabulary</u>

Once students have the correct pronunciation, they can start to learn the vocabulary. Vocabulary is understood to be the components of sentence structure. In the early research of TCSL, researchers viewed vocabulary as isolated individual words, so they did not pay enough attention to the function of vocabulary in the whole sentence.

However, as the development of lexicology in second language acquisition, the researchers urged that second-language instruction ensure that learners focus predominantly on meaning (Yao, Bi, Ge, & Shi, 2010). Focus on meaning has two different concepts. The first one refers to the meaning of semantics, including lexical item meanings or grammatical structure meanings, such as: 国家 (guójiā, country/nation), 家 (jiā, family), when 家 is used as part of a word, like国家or 大家 (dà jiā, everyone). 家can express different meanings. The second one refers to the meaning of pragmatic, for example: the meanings of context that arise in the communication. The function of learning a second language is to be used for communication, which is not only the result but also the vehicle of teaching and learning (Ellis, 2004). With communication becoming more important in teaching a second language, the experts believe that meaning negotiation in communication is based on the choice of words and the meaning of very fine distinctions. For example: 鸡 (chicken, jī), 鸡肉 (the meat of chicken, jī ròu), 肌肉 (muscle, jī ròu).

As a very complex theoretical discipline, lexicology is in danger of being over used in the curriculum for Chinese language beginners. Especially they are non-native speakers, making the curriculum difficult to follow. So the vocabulary instruction in this curriculum will focus on the explanation of meaning and how to use it in practice. Moreover, it will include e-commerce terminology for the special needs of American e-commerce personnel.

<u>Character</u>

Chinese patterns are represented by "characters," each of which indicates a syllable, unlike English, which is a phonetic language. Chinese characters are traditionally divided into the following six categories (Shi, 2006):

1. 象形 xiàngxíng, pictographic characters. Examples:

人 rén   person

2. 指事 zhǐ shì, self-explanatory characters. Examples:

上   shàng Above

3. 会意 huìyì, associative compounds. Examples:

日 is sun in English, 月 is moon in English. Sun and moon can make things bright.

明   míng Bright

4. 形声xíngshēng, pictophonetic characters. Examples:

江   jiāng River

5. 转注 zhuǎnzhù, mutually explanatory characters. Examples：

老   lǎo   Old

6. 假借 jiǎjiè, phonetic loan characters. Examples:

来   lái   come

These categories show that Chinese characters evolved from pictures, but there is just a small proportion of them. The vast majority of Chinese characters are pictophonetic characters consisting of a radical and / or a phonetic element. For example, 好(hǎo) means good. The radical 女(nǚ) represents woman, which when together with 子 (zi, son) can express that someone has one daughter and one son, which is very good life. However, not all Chinese characters can be easily explained, understood and remembered as the character 好.

In addition to some Chinese characters not being easily explained, there are many of them, which make it hard for even native speakers to comprehend the whole language. There are more than fifty thousand Chinese characters in existence, although the experts point out that one only needs to know two or three thousand to be considered literate, two thousand characters is still a rather formidable task, which is not easy for anyone, not even for native speakers (Merrin, 2009). When learning a character, students have to deal with five different tasks: pronunciation, meaning, shape of the character, stokes and structure of the character and even more difficult, reproduction of the character stroke by stroke in the right order and right position. Because of the special features of Chinese characters, it will be difficult and time consuming if non-native Chinese learners want to find a word in a traditional paper dictionary, especially if they

do not know the pronunciation of the characters. First, they need to break the character into its radical and root, then count how many strokes the radical has and find it in the radical list, which gives a page number of where the character is located (Xu & Jen, 2005a), which is very complex and tedious process.

Handwriting Chinese is a language skill that aims to serve the purpose of written communication, which includes how to write characters and compose a written text. American e-commerce professionals, as the second language beginners, even if they spend plenty of study time learning how to write the characters, this ability will not be necessary as a functional skill in the future. However, learning Chinese characters is necessary for them when they need to communicate through computers.

Computer Chinese

Because of e-commerce personnel's occupations, and since they often stay with computers in their work, they can use the Computer Chinese (CC) method to produce characters through a word processor. The CC method emphasizes the use of Pinyin to teach students how to produce Chinese characters on the computer (Xing, 2006). This approach allows students to practice the language very early in an engaging way in their learning, and at the same time, solidifies their Pinyin and pronunciation skills from the beginning.

Business Culture

Besides Pinyin, professional terminology and Computer Chinese, another important part in this curriculum design is Chinese business culture. During the early periods of teaching Chinese as a second language, Chinese culture has been included in the language curricula because teachers have the sense that culture is always related to

language and no one will be able to know a language without learning its culture (Ying, 2003). Since the 1980s, the teaching approach on Chinese culture gradually became based on the comparison between Chinese culture and the background cultures of the students, which developed to across-cultural classroom context.

Based on the cross-cultural context, there are three kinds of Chinese culture incorporated in common Chinese language courses:

1. Chinese history: China has 5,000 years of history. Some historical features or landmarks often appear in Chinese books, such as qín shǐ huáng (秦始皇) (Jiang & Zhao, 2001), who was the first emperor of China. One famous Chinese landmark that often appears in books is the Great Wall. In addition, famous characters of Chinese literature can be used as a learning tool. One famous example is zhū gé liàng (诸葛亮), like "wǒ bǐ zhū gé liàng hái cōng míng." Which means that "I am even smarter than zhū gé liàng?"

2. Chinese social customs: There are eight basic kinds of flavors across the country, like chuān (川) lǔ (鲁) yuè (粤) huái (淮) (Jia, 2006). In addition, there are different styles of traditional clothing that different people wear in different regions.

3. Language communication based on meaning negotiation: like a wise saying from Confucius 'sān rén xíng bì yǒu wǒ shī' (三人行必有我师), which means that there must be someone that I can learn from among us. Here, "sān rén xíng" does not mean three people are walking together. "Sān" indicates just a general number, not for counting how many people.

In this curriculum, the items that are relevant to the culture chosen for teaching should be based on the actual needs of learners. Equally important, they should

show respect to the cultural background of the learners. Undoubtedly, this curriculum will include common conversations in daily life and work environments.

Conclusion

After reviewing the related literature on the development of teaching Chinese as a second language and its four trends, its historic overview and the current status, the increasing demand of Chinese language education to American professionals, and the related theories research on Chinese language education and curriculum design, it is apparent that there is a trend of more and more American professionals learning Chinese as a second language. Consequently, there is an acute demand to design customized curricula to serve the special needs of professionals, so that they can use what they have learned to facilitate their cooperation with Chinese in global market.

This Chinese language curriculum for American e-commerce personnel can serve as beginning point for the current Chinese learning trends. In Chinese, there is a phrase, "抛砖引玉 pāozhuānyǐnyù", which literally means to "throw a brick is to get a jade". This project attempts to be this brick.

CHAPTER III

METHODOLOGY

Overview

For many American adults, the experiences of learning Chinese may provide the necessary Chinese language knowledge, which can basically meet the communicative needs in their daily life in China. For American e-commerce personnel, the curriculum should incorporate more specific content within their professional field, in cooperation with Chinese personnel. Therefore, the teacher should first make clear what the needs are of these American e-commerce personnel in learning Chinese.

Let us recall the purpose of this project, which is to develop a systematic sixteen week curriculum plan to meet the needs of the American e-commerce personnel to learn Chinese. These lessons will focus on comprehension and expression of the Mandarin Chinese Language. Based on this purpose, the author first started the research through discussion with the Chinese learners at Auctiva to determine their leaning needs in Chinese, since they are the direct curriculum audiences.

The Research

The focused discussion with the e-commerce Chinese learners was to identify their views about what part of the Chinese language they wanted to learn from a Chinese class to understand the logistics of the class such as class setting, and the length of the

entire Chinese language program. For example: How long is each class time? What is the

best time for them because they are working full-time jobs? Moreover, the discussion

prompts were directly related to the purpose of this project and helped to decide the key

content based. The author wrote seven questions on the board to focus the discussion

about the curriculum content and the related setting:

1. What kinds of topics do you want to learn in your study of the Chinese

language?

2. Do you think Chinese characters need to learn?

3. Which Chinese language book do you want to use as our text book?

4. How long should the whole Chinese program be?

5. How long should each class session be?

6. What class teaching styles do you like?

7. What time is good for you to meet for this class?

After the discussion, the author organized a summary table (Table 6) for

reference. Also, after the discussion, a follow-up email provided more suggestions on the

Chinese classes. The main suggestions are below:

First, distribute printed material of everything being learned before the class

starts. If it is presented before the instruction is given, the students can focus on learning

during the class, and not on writing notes. When there was no written material provided,

that proved to be a distraction and a challenge for the students. Second, spend time in the

first few sessions on basic pronunciation and tones. These tones, consonants, and

syllables should be reviewed each week. The tones in Chinese are completely unfamiliar

Table 6

Learning Needs Discussion Results

Questions	Student A	Student B	Student C	Student D
Topic opinions	Daily life conversation; business culture	Professional vocabulary	Animal; professional vocabulary	Measurement vocabulary; based on textbook
Write characters Yes/No	No	No	No	No
Book recommended	Integrated Chinese	No	No	No
Program length?	16 weeks, twice a week	Depends on the content	/	/
Length of each class session?	2 hours	1.5 hours	1.5 hours	1.5 hours
Teaching style	More field trip	Upbeat nature	Quick response	/
Class time schedule	Tuesday, Thursday, Friday 4:00 P.M.	Tuesday, Thursday 4:00 P.M.	Tuesday, Thursday 4:00 P.M.	Tuesday, Thursday, Friday 4:00 P.M.

to the English ear, and are not easily learned. Third, the students liked the upbeat nature of the class and are interested in learning more.

From their opinions and the student's unsolicited e-mailed suggestions, the author was able to focus on the content for the actual project: besides the common conversation of daily life, the content should be focused on their business field, and they don not want to learn Chinese writing. Only one student recommended a college level

textbook: *Integrated Chinese*. The class schedule can be twice a week on Tuesdays and Thursdays at 4:00 P.M., for a half an hour.

Based on the discussion results, the author started research on the optional textbook. Through talking with the Chinese professor, teacher and two students at California State Chico University, the author learned the current teaching and learning status of college-level and after-school programs (for children, hosted by the Chico State Foreign Language Department), including the teaching model and kinds of textbooks they are using. After reading the textbooks for college-level and elementary school levels, the author found that these books contained no information about e-commerce. Therefore, the author did the research through a local bookstore, the Internet and three libraries (Chico State Library, University of California Davis Library, and Butte County Library). The result was still the same: No existing Chinese language books are tailored to the needs of e-commerce personnel.

In the next step of research, the author focused on reading a large amount of literature that was related to teaching Chinese as a second language field. Through the literature review, the author became acquainted with the history of Chinese-language education, including important developmental trends, the increasing demand of Chinese learning for American professionals, the importance of Pinyin instruction, and a new approach: Computer Chinese. This approach can produce characters through Chinese word processing by typing Pinyin. This fits well for e-commerce personnel, because they are often working with computers. Based on these research findings, the author decided to design the Chinese curriculum for American e-commerce personnel.

Compilation and Implementation of the
Content

The author determined that Pinyin should be the first part of this curriculum, which is the most important foundation of all the Chinese language knowledge that students will learn. After two weeks of focusing on Pinyin, the teacher will show them the Chinese characters, and then introduce the Chinese word processor in order to generate Chinese characters. In this part, the author will make Sogou Pinyin Processor Version 6.1 as the supported software as an example, and at the same time, provide other types of words processor as optional choices. Once they master the method of how to type in Pinyin to produce characters, they can teach themselves with other Pinyin processors. A focus on Pinyin and Computer Chinese appear in the introduction and throughout the project.

After the introduction, students will begin to learn groups of conversations, which will be represented with topics, common words or professional vocabulary, which will be presented in some situational dialogues. Also, they will include Chinese business culture, which will be attached to the conversations as noted. Each of the 16 lessons will be equipped with grammar, exercises and quizzes. The intent of the curriculum designing is that all the material used in class can be made available through Google Docs before class starts, and can be printed out in advance by the students. Field trips for learning and practice are included in the project as well.

Conclusion

This project provides American e-commerce personnel not only the common conversation of daily life, but also the specific content for their professional field.

Opportunites to practice what they have learned might occur on business trips to China. The teacher who will teach American e-commerce personnel can use this curriculum as teaching material or as a reference.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

The considerable amount of evidence discussed in this project shows that the status of teaching Chinese as a second language has become more and more important worldwide. At the same time, with the strengthening of e-commerce communication between the United States and China, more and more American e-commerce professionals are interested in learning the Chinese language. However, the existing Chinese language textbooks primarily focus on the topics of university life, children's terms and daily activities, which do not meet the needs of professionals. In response to this need, through discussion and research, this author designed Chinese language curriculum for use with e-commerce personnel.

To provide theoretical support for designing this curriculum, the related literature was reviewed in progressively focused stages. First, a review was made of the historical development of TCSL worldwide, narrowed down to an overview of Chinese language education in the United States. Then, through analysis on the demand of American e-commerce professionals learning Chinese, this author concluded that the Chinese language curriculum should be developed into a more focused plan for e-commerce professional needs. Finally, the literature about Chinese language curriculum

design was reviewed and it was determined that there was a need for this e-commerce

Chinese language curriculum.

In the development of this project, the author considered the using of proper

instructional models, but also paid attention to students' individual differences (Ellis,

2006). The curriculum offered different levels of exercises to meet the different needs of

students. The students were expected to reach the same or different learning results.

Pinyin is the foundation of successfully learning Chinese, so the author expected that all

the students to accurately recognize and read Pinyin. She expected that they would speak

and use the conversations, professional vocabulary and business culture correctly. She

expected that, through the Computer Chinese, they would also produce the right Chinese

characters with word processing software.

This Chinese language curriculum covers the common conversations in daily

life and working environments, and also includes three special useful features: Computer

Chinese, Chinese business culture, and Professional terminology. These special features

are helpful for American e-commerce personnel to communicate with their Chinese

business partners.

Conclusions

A large amount of literature focusing on teaching Chinese as a second

language demonstrates an increasing demand of the curriculum for American e-

commerce personnel to learn the Chinese language. In an attempt to satisfy this demand,

a variety of facts and attitudes regarding the demand for Chinese curriculum design have

been reviewed. In addition, there is need for a Chinese curriculum specific to American e-commerce field.

However, while this author was involved in the Auctiva project, the Chief Operation Officer who pushed Auctiva's getting into the Chinese market resigned. With his resignation, Auctiva's focus changed to the American market and the Chinese class for managers was cancelled. As the Chinese teacher of Auctiva, the author had no opportunity to implement the whole designed curriculum, but only part of it. In fact, the Chinese market should not be ignored as the progress of economic globalization. Some of American cutting edge technology leaders have realized this point. For example, although Facebook was blocked by Chinese government, the Chief Executive Officer, Mark Zuckerberg still keeps on learning Chinese. He has used fluent Chinese to communicate with the entrepreneurs of Chinese business delegation in 2011. Based on the sight of long term, to American e-commerce personnel, the learning of Chinese language in international communication is an unstoppable trend. Even though the author couldn't implement this Chinese language curriculum in class, other Chinese language teachers can be able to use it as a resource when they teacher American e-commerce personnel.

Recommendations

Recommendation 1: This Chinese language curriculum can be used for adult learners because it is relevant and easy for the participant to be successful. Chinese is a difficult language for western language speakers, so the adults can become easily discouraged.

Recommendation 2: By emphasizing Pinyin, the teacher can facilitate immediate success with adult learners of western language in pronunciation and reading. Success with Pinyin can be a motivator for adults to continue studying.

Recommendation 3: Bilingual teachers might develop their own materials tailored to the work place of their students. For example, if the target audience is German, the teacher should incorporate the business culture in Germany.

Recommendation 4: This technique of emphasis Pinyin is applicable to adult learners whose first language is western language such as English, French, German, Italian, and Spanish. For adults whose first language is Japanese or Korean, the use of Chinese character will be recommended.

Recommendation 5: The teacher should consider the differentiating instruction for students. Some students may have prior experience in Chinese learning and may require more advanced vocabulary.

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APPENDIX

A Chinese Language Book for American E-commerce Personnel

Book Contents

INTRODUCTION
In this book, the first five lessons will focus on comprehension and expression of the Mandarin Chinese Language in six sections: dialogue, vocabulary, language assessment, culture notes, e-commerce terms, e-commerce sentences and learning checklist. Lesson six is cumulative from lesson one to five, providing a summary about what they have learned. Students will be required to compose a speech in Mandarin where they will introduce themselves to their Chinese counter parties. The e-commerce terms and e-commerce sentence will be introduced to advanced students.

I   Pinyin

A Pinyin of Mandarin Chinese is usually composed of three components: a consonant, vowels or vowels and consonants [n] or [ng], and a tone. The tone is above the Pinyin.

In this book, Pinyin represents Chinese pronunciation. The Pinyin system has twenty-five Roman alphabet letters. Pinyin symbols are the same as English letters, but the sounds are very different. In this chapter, you will have several groups of Pinyin pronunciation exercise. Through extensive practice, you can acquire better Mandarin pronunciation.

Simple vowels:

In Modern Standard Chinese, there are six simple vowels:

a, e, i, o, u, ü

Consonants:

In Modern Standard Chinese, there are twenty-one consonants:

b p m f d t n l g k h j q x z c s zh ch sh r

Note: In modern standard Chinese pronunciation, there is a neutral tone used in certain words such as /ma/ to indicate a question.

Practice:

1.   ba bi bu bo ba pa bu pu

2.   po bo pi bi ma mi mu mo

3.   fa fu fo da di du de

4.   ta ti tu te na ni nu ne

5.   la li lu le du tu lu nü

6.   gu ge ga ku ke ka hu he ha

7.   ji ju qi qu xi xu

8.   za zu ze zi ca ci

9.   sa se si su cu ce

10.   zhu zha zhi zhe chi

11.   che shu cha chu   shi sha

12.   ru ri re

Note: g is not aspirated but voiceless; k is not only aspirated but also voiceless.

Compound consonants：

1.   ou ai ei   ao ui ia iao ie   ian in iu

2.   an en   iang iong ing

3.   eng ong ang uang ueng uo uan

4.   ua   uai un üe ün üan er

Practice:

1.   tan sen seng shen sheng cai mei gang zhen

2.   ai ei ao   ou pai zhang gan lei dao gou sao

3.   zan   zheng fen feng tang chan chang

4.   cheng chong deng dong keng kong shou

5.   jia jie qia qie xia   xie   ya   ye

6.   xian xiang qian qiang   jian jiang yan yang

7. chan qian shan cian zhan jian an yan

8. zhang chang qiang chao qiao ao yao ang yang

9. shua shuai chuan chuang

10. shuan zhuanwa wai

11. zhuang wan wang shuang

12. jun zhun yun juan wen yue que jue wan

13. xuan chuan shuan zhuan quan yuan

Tone of Pinyin

Note: In Modern Standard Chinese pronunciation, there is a neutral tone such as, the question word "ma" and the second "ba" in "bàba" (father).

Practice:

1. pǔ dǎ dāpū pù

2. dà dá kè kē

3. gù gǔ gú gū

4. chū chú chǔ chú

5. zhè zhé zhǔ zhī zhòng

6. shè shè shě

7. sā sà kǔ kù kū

Combination Exercises

liú xué xué shēng nǚ hái yī shēng
zhōu mò zhōu yī kāi huì jié hūn
gōng zuò jiā ting zhāo pái guǎn lǐ
qí miào zhōu mì xiàng mù lí hūn

Ⅱ   Classroom Expressions

You will often hear these expressions in the Chinese classroom.

Pinyin	English	Chinese
Nín hǎo！	How do you do?	您好！
Shàng kè！	The class begins.	上课！
Xià kè！	The class is over!	下课！
Qǐng gēn wǒ yī qǐ dú.	Please follow me to read.	请跟我一起读.
Duì bù qǐ!	Sorry!	对不起!
Hěn bào qiàn!	I'm so sorry!	很抱歉!
Xiè xiè!	Thank you!	谢谢!
WǑ méi tīng qīng chǔ.	I can't hear clearly.	我没听清楚.
Qǐng zài chóng fù yī biàn.	Please say it again.	请再重复一遍.
WǑ hěn máng.	I'm very busy!	我很忙.
Zhè gè yòng zhōng wén zěn me shuō?	How to say this in Chinese?	这个用中文怎么说?
Tài hǎo le!	Great!	太好了!
Fēi cháng hǎo!	Very good!	非常好!
Xué huì le!	I got it!	学会了!
Zài jiàn!	Good bye!	再见!

Zhōu mò yú kuài!	Happy weekend!	周末愉快!
Méi wèn tí!	No problem !	没问题!
Hǎo zhǔ yì!	Good idea !	好主意!

Numbers: You will often use numbers in your life.

yī	one	一	1
èr	two	二	2
sān	three	三	3
sì	four	四	4
wǔ	five	五	5
liù	six	六	6
qī	seven	七	7
bā	eight	八	8
jiǔ	nine	九	9
shí	ten	十	10

III   Chinese Characters

A.   There are six categories in Chinese characters:

象形 pictographic character (xiàngxíng)

Examples:

走	zǒu	walk
田	tián	field
果	guǒ	fruit

指事 self-explanatory characters （zhǐshì）

Examples：

| 上 | shàng | above |

会意 associative compounds （huìyì）

Examples:

明	míng	bright
休	xiū	rest

形声 pictophonetic characters (xíngshēng)

Examples:

姑	gū	aunt
饭	fàn	food

转注 mutually explanatory characters（zhuǎnzhù）

Examples：

老	lǎo	old
考	kǎo	test

假借 phonetic loan characters（jiǎjiè）

Examples:

来	lái	come
我	wǒ	I

IV Computer Chinese

This curriculum will not emphasize Chinese Characters writing. Instead, the computer software program will allow students to type the words uning Pinyin, and the Chinese characters will appear in the document. There are numerous of Chinese word processor we can use. For example: Sogo Pinyin Processor Version 6.1:

A．How to download the software?

Use Google or other search engines, search 'Sogou pinyin'. Click the first result http://pinyin.sogou.com/, then you can see the webpage of Sogou pinyin.

B. How to switch input method to be Sogou Pinyin

Click "CTRL + SHIFT" switching input method to be Sogou Pinyin input method.

C. How to input Chinese characters

For example: 你好 ("hello" or "how are you?")

Type Pinyin "ni hao"，Pick up number 1, you got it. Or you can just type in the first letter or the words "n h"，it's the simple Pinyin. The punctuation is different between Chinese and English, and you can click the image moon on language bar to switch it. As the students learn more vocabulary, they are able to transfer more Pinyin to Chinese characters.

LESSON 1   Greetings

第一课　　　问　　候

Dì yī kè   wèn   hòu

Learning objective:

The students will be able to

1. Greet each other;

2. Ask each other's name;

3. Offer beverages to a visitor

Dialogue 1: Exchanging Greetings

Chinese

孙文：你好！（您好）

赵静：你好！（您好）

孙文：请问您贵姓？

赵静：免贵姓赵，你呢？

孙文：我姓孙，赵女士，

　　　你叫什么名字？

赵静：我叫赵静，孙先生，

　　　你叫什么名字？（你呢？）

孙文：我叫孙文，很高兴认识你！

赵静：我也很高兴认识你。

　　　（我也一样！）

Sun wen: Hello!
Zhao jing: Hello!
Sun wen: what's your last name?
Zhao jing: my last name is zhao, what's yours?
Sun wen: my last name is sun, Mr. Zhao, what's your family name?
Zhao jing: my name is Zhaojing, Mr. Sun. and you?
Sun wen: my name is Sun wen. Nice to meet you!
Zhao jing: Me too!

Pinyin

Sūn wén：Nǐ hǎo! (Nín hǎo)

Zhào jìng：Nǐ hǎo! (Nín hǎo)

Sūn wén：Qǐng wèn! Nǐn guì xìng?

Zhào jìng：Wǒ xìng zhào.Nǐ ne?

Sūn wén：Wǒ xìng sūn, zhào nǚ shì,
　　　　　　Nǐn jiào shén me míng zì?

Zhào jìng：Wǒ jiào zhào jìng,sūn xiān shēng,nǐ jiào shén me? (Nǐ ne?)

Sūn wén：Wǒ jiào sūn wén，hěn gāo xìng rèn shí nǐ!

Zhào jìng：Wǒ yě yī yang!(Wǒ yě hěn gāoxìng rèn shí nǐ.)

VOCABULARY 1

1	你	nǐ	you
2	好	hǎo	good
3	请	qǐng	please
4	问	wèn	to ask
5	贵	guì	honorable; expensive
6	姓	xìng	surname
7	我	wǒ	I
8	呢	ne	(question particle)
9	女士	nǚ shì	lady

10	叫	jiào	to be called; to call
11	先生	xiân shçng	Mr.; husband; teacher
12	名字	míng zì	name
13	什么	shén me	what
14	也	yì	also; too; either; as well
15	一样	yî yàng	same
16	很	hìn	very
17	高兴	gâo xìng	happy
18	认识	rèn shí	know
19	孙文	sûn wén	(a personal name) sûn is family name
20	赵静	zhào jìng	(a personal name) zhào is family name

Language Assessment 1

Please fill the blanks with Pinyin to complete the following dialogues:

A:　你好！

B:　_____

A:　请问，你贵姓？

B:　我姓_____，你呢？

A:　我姓_____，

　　我叫_____，

　　你叫什么名字？

B:　我叫_____，

　　很高兴认识你！

A:　我也一样。

A:　Nǐ hǎo!

B:　_____

A:　Qǐng wèn，nǐ guì xìng?

B:　WǑ xìng_____，nǐ ne?

A:　wǒ xìng_____，

　　wǒ jiào_____，

　　nǐ jiào shén me míng zì?

B:　wǒ jiào_____，

　　hìn gâo xìng rèn shí nǐ!

A:　wǒ yì yî yàng。

Dialogue 2: Offer beverage to a visitor

Chinese

A.　　　您请坐。

B.　　　谢谢。

A.　　不客气。(或：不用谢。)你喜欢喝什么？

B .　　　我喜欢喝……………(茶，咖啡，可乐，啤酒，果汁)

A.　　　请喝水。(或：茶，咖啡，可乐…..)

B.　　　谢谢。

A.　　　不客气。

B.　　　请问卫生间在哪里？

A.　　　在左边。（在右边。）（在后面。）（在前面。）

　　　　　（向左转）（向右转）（向前走）（向后退）

B.　　　　　谢谢！

A.　　　　　不客气！

English

A.　　Please sit down.
B.　　Thank you!
A.　　You are welcome! What would you like to drink?
B.　　I'd like to drink water (tea, coffee, Coca-Cola, beer, juice)
A.　　Please drink water. (Or: tea, coffee, Coca-Cola, beer, juice)
B.　　Thank you!
A.　　You are welcome!
B.　　Excuse me, where is the restroom?
A.　　On the left side. (On the right side)(In the front of) (Behind)
　　　(Turn left) (Turn right) (Walk forwards) (Walk backwards)
B.　　　Thank you!
A.　　　You are welcome！

Pinyin

A.　　Nín qǐng zuò
B.　　Xiè　　xiè
A.　　Bùkèqì　(huò:　bùyòngxiè.) nǐxǐhuanhēshénme?
B.　　Wǒxǐhuanhēshuǐ(chá, kāfēi,kělè, píjiǔ,guǒzhī)
A.　　Qǐnghēshuǐ(huò: chá ,kāfēi, kělè)

B.   Xiè   xiè. Qǐngwènwèishengjiānzàinǎlǐ?

A.   Zàizuǒbiān.   (Zài yòu biān.)   （Zài hòu miàn.)

(Xiàng hòu tuì.)   (Zài qián miàn.)   (Xiàng zuǒ zhuǎn.）

(Xiàngyòuzhuǎn.）   (Xiàng qián zǒu.)

B.   Xièxiè.

A.   Bù kè qì.

VOCABULARY 2

1	坐	zuò	sit
2	谢谢	xiè xiè	thank
3	不客气	bù kè qì	you are welcome
4	或	huò	or
5	喜欢	xǐ huān	like
6	喝	hē	drink
7	水	shuǐ	water
8	茶	chá	tea
9	可乐	kě lè	cola
10	啤酒	pí jiǔ	beer
11	果汁	guǒ zhī	juice
12	咖啡	kā fēi	coffee
13	向左转	xiàng zuǒ zhuǎn	turn left
14	右	yòu	right
15	向前走	xiàng qián zǒu	walk forwards
16	后	hòu	behind
17	向后退	xiàng hòu tuì	step forwards
18	在前面	zài qián miàn	in front of
19	卫生间	wèi shēng jiān	rest room
20	哪里	nǎ lǐ	where
21	不用谢	bù yòng xiè	you are welcome

Language Assessment 2

Please fill the blanks with Pinyin to complete the following dialogues.

A	您请坐!	nín qǐng zuò
B	_____.	_____.
A	不用谢，请问？	Bù yòng xiè，qǐng wèn _____?
B	我喜欢喝_____。	WǑ xǐ huān hē _____。
A	请喝_____	Qǐng hē_____。
B	谢谢!	Xiè xiè。
A	_____.	_____.
B	请问_____在哪里？	Qǐng wèn _____zài nǎ lǐ?
A	向转，向走。	Xiàng_____zhuǎn，xiàng_____zǒu。
B	谢谢。	Xiè xiè。

Culture notes

In China, when people first time meet together, they say ni3 hao3 to each other. But if they are acquaintances or close friends, they will say chi1 le ma? Literally, it means: have you finished eating? But, in fact, it is just a normal way to greet people in China.

E-commerce terms

Please read the following words in correct intonation:

English	Chinese	Pinyin
Uploader	高速上传工具	gāo sù shàng chuán gōng jù
Commerce	商务	shāng wù
Auto-Marketing e-mail	智能营销邮件	zhì néng yíng xiāo yóu jiàn
Basic HTML Uploader	基础HTML上传工具	jī chǔ html shàng chuán gōng jù
Check Support Case	客服追踪	kè fú zhuī zōng
Closed	已结束的	yǐ jié shù de
Commission Plan	佣金计划	yòng jīn jì huà
Consignment	代销	dài xiāo
Consignor	货主	huò zhǔ
Education	辅助课堂	fǔ zhù kè táng

E-commerce sentences

Welcome to your new account.

欢迎使用您的新帐户。

Huānyíng shǐyòng nín de xīn zhànghù.

During your 30-day free trial, you'll have unrestricted access to all features!

30天免费试用期间，你可以使用所有特色产品并且没有任何限制！

30 Tiān miǎnfèi shìyòng qíjiān, nǐ kěyǐ shǐyòng suǒyǒu tèsè chǎnpǐn bìngqiě méiyǒu rènhé xiànzhì!

Let's get started.

让我们出发吧！

Ràng wǒmen chūfā ba!

There are three key areas of the site I want to show you.

下面将为您展示我们网站的三个关键部分。

Xiàmiàn jiāng wèi nín zhǎnshì wǒmen wǎngzhàn de sān gè guānjiàn bùfèn.

First, your Account Dashboard.

首先是你的帐户操作面板。

Shǒuxiān shi nǐ de zhànghù cāozuò miànbǎn.

Get familiar with this page, and you'll jet around the site faster.

尽快熟悉这个页面，你会尽快对这个网站了如指掌。

Jǐnkuài shúxī zhège yèmiàn, nǐ huì jǐnkuài duì zhège wǎngzhàn liǎorúzhǐzhǎng.

LEARNING CHECKLIST

Before you study Lesson 2, make sure that you can finish the following tasks in correct Chinese.

Exchange basic greetings;

Say my last name and full name;

Ask someone's last name and full name;

Ask someone what drink he or she wants;

Ask for several beverages;

Ask where the bathroom is;

Tell someone directions;

Express your thanks**.**

LESSON 2 Office

第二课　　办公室
Dì èr kè　　bàn gōng shì

Learning objective:

The students will be able to
1. Ask someone where is he working;
2. Ask someone's profession;
3. Ask someone how long did he or she work;
4. Ask someone what time is he going to work;
5. Ask someone what time is he going to go back home.

<u>Dialogue 1</u>

A：你在哪儿工作？

B：我在Auctiva工作。

A: Where do you work?
B: I am working at Auctiva.

A: Nǐzàinǎ'ergōngzuò?
B: WǒzàiAuctivagōngzuò.

<u>Dialogue 2</u>

A：您是做什么工作的？

B1：我是软件工程师；or

B2：我是公司职员；or

B3：我是部门负责人。

A: What do you do?
B1: I am a software engineer; or
B2: I am a company employee; or
B3: I am a department manager.
A: Nínshìzuòsénmegōngzuò de?
B1: Wǒshìruǎnjiàngōngchéngshī; or
B2: Wǒshìgōngsīzhíyuán; or
B3: Wǒshìbùménfùzérén.

Dialogue 3

      A:你在这儿工作几年了？

      B: 5年。

    A: How many years have you been working here?
      B: 5 years.

    A: Nǐzàizhè'ergōngzuòjǐniánle?
      B: 5Nián.

Dialogue 4

      A：你们几点上班？

      B：9点。

    A: When do you go（come）to work?
      B: 9 o'clock.

    A: Nǐmenjǐdiǎnshàngbān?
      B: 9 Diǎn.

Dialogue 5

      A：你们几点下班？

      B：6点。或（我每天六点下班。）

    A: When do you get off work?
    B: 6 pm. or (I go back home at 6 pm every day.)

    A: Nǐmen jǐdiǎnxiàbān?
    B:6 Diǎn. Or (wǒměitiānliùdiǎnxiàbān.）

VOCABULARY

1	工作	gōng zuò	work
2	在	zài	being
3	做	zuò	doing
4	软件	ruǎn jiàn	software
5	工程师	gōng chéng shī	engineer
6	部门	bù mén	department

7	负责人	fù zé rén	manager
8	公司	gōng sī	company
9	职员	zhí yuán	employee
10	这儿	zhè ér	here
11	几	jī	how many
12	年	nián	year
13	几点	jī diǎn	when or what time
14	上班	shàng bān	go to work
15	下班	xià bān	get off work
16	你们	nǐ men	you
17	我们	wǒ men	we
18	他们	tā men	they
19	每天	měi tiān	everyday

LANGUAGE ASSESSMENT

Please fill the blanks with Pinyin to complete the following dialogues:

A	你在哪儿工作？	Nǐ zàinǎ'ergōngzuò?
B	我_____。	_____.
A	您是做什么工作的？	Nín shì zuò shénme gōngzuò de?
B	我_____。	_____
A	你在这儿工作几年了？	Nǐ zài zhè'er gōng zuò jǐ nián le?
B	_____	_____
A	你们几点班？	When do you get off work?
B	_____	_____

Culture notes

When business partners exchange gifts, please remember do not give CLOCK as a gift to Chinese co-workers. Because "sending a clock to someone" in Chinese pronunciation is "sòng zhōng", means "to bury a dying parent or other senior

member of one's family." So in Chinese culture, to send a clock to a Chinese business partner would indicate bad luck.

E-commerce terms
Please read the following words in correct intonation:

English	Chinese	Pinyin
Education Home	教学中心	jiào xué zhōng xīn
Excessive Shipping Charges Policy	过高运费政策	guò gāo yùn fèi zhèng cè
Feedback	信用评价	xìn yòng píng jià
Feedback Score	信用度	xìn yòng dù
File Support Case	客服申请	kè fú shēn qǐng
File a support request	请求客服支持	qǐng qiú kè fú zhī chí
Featured Plus	当前页推荐位	dāng qián yè tuī jiàn wèi
Flat Rate Shipping	统一运费	tǒng yī yùn fèi
Getting Started	新手入门	xīn shǒu rù mén

E-commerce sentences

Last but not least, is your Account preference!
最后一点但是同样重要的是帐户参数设置!
Zuìhòu yīdiǎn dànshì tóngyàng zhòngyào de shì zhànghù cānshù shèzhì!

You'll want to get familiar with these as you start your account
在开启帐户之初，你就一定希望能熟知如何对参数进行设置。
Zài kāiqǐ zhànghù zhī chū, nǐ jiù yīdìng xīwàng néng shúzhī rúhé duì cānshù jìnxíng shèzhì.

Hover your mouse over the My Account menu and click on the Account Preferences link.
移动鼠标到"我的帐户"菜单并点击"帐户参数"链接。
Yídòng shǔbiāo dào wǒ de zhànghù "càidān bìng diǎnjǐ" zhànghù cānshù "liànjiē.

You'll find listings in your Active and Saved listings folders.
你会在活跃的和保存过的商品展示文件夹里找到那些展示。
Nǐ huì zài huóyuè de hé bǎocúnguò de shāngpǐn zhǎnshì wénjiàn jiā lǐ zhǎodào nàxiē zhǎnshì.

But if you're going to be listing a lot of items, I want to show you one of the best features to use: Profiles.

但是，如果你要展示更多商品，我会为你展示最得力的工具之一：档案袋。

Dànshì, rúguǒ nǐ yào zhǎnshì gèng duō shāngpǐn, wǒ huì wèi nǐ zhǎnshì zuì délì de gōngjù zhī yī: Dǎng'àn dài

LEARNING CHECKLIST

Before you study Lesson 3, make sure that you can finish the following tasks in correct Chinese:

I can ask and answer:

Where are you working?

How long have you been working so far?

What are you doing in this company?

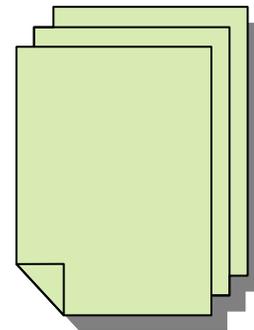When are you going to work and get off work every day?

LESSON 3   Making Phone Calls at office

第三课 在办公室打电话
Dì sānkèzài bàn gōng shì dǎ diàn huà

Learning objective:

      The students will be able to
1. Make a phone call at office;
2. Leave a message or call someone.

Dialogue1:
Chinese

A: 喂，您好！我叫孙文，请问赵静在吗？

1B：我就是，请问您有什么事吗？

1A：请问文件准备好了吗？

1B：准备好了。

1A1：请发邮件给我吧。

1A2：请送到我的办公室来

2B：还没有。

2A1：请问几点可以完成？

2A2：请问什么时间可以准备好？

2B1：下午五点半。

2B2：明天中午。

English

A: Hello! This is Sunwen, May I talk to Zhaojing?

1B：Yes, this is Zhaojing. What can I do for you?

1A：Excuse me, have you finished the document that I want?

1B：Yes, it is ready!

1A1：Great, please send it to me by email

1A2：Great, please send it to my office.

2B：Not yet.

2A1：when can you finish it?

2A2：What time can you finish it

B1：5:30 PM

2B2：Tomorrow noon..

Pinyin

A: Wèi, nín hǎo! Wǒ shì Sunwen, Qing wèn Zhaojing zài ma?

1B：Wǒ jiù shì.Qǐng wèn nín yǒu shé me shì ér ma?

1A：Qǐng wènwén jiànzhǔn bèi hǎo le ma?

1B：Zhǔn bèi hǎo le (la).

1A1：Qǐng fā yóu jiàn gěi wǒ ba.

1A2：Qǐng sòng dào wǒ debàn gōng shìlái.

2B：Hái méi yǒu.

2A1：Qǐng wèn jǐ diǎnkě yǐwán chéng?

2A2：Qǐng wèn shén meshí jiān (hòu) kě yǐ zhǔn bèihǎo?

2B1：Xià wǔ wǔ diǎn bàn.

2B2：Míng tiān zhōng wǔ.

VOCABULARY 1

1	事	shì	thing
2	就	jiù	then
3	文件	wén jiàn	file or document
4	准备	zhǔn bèi	ready or prepare
5	邮件	fā yóu jiàn	e-mail
6	送	sòng	send
7	我的	wǒ de	my
8	办公室	bàn gōng shì	office
9	还没有	huán méi yǒu	not yet
10	可以	kě yǐ	may
11	完成	wán chéng	finish

12	什么时间	shén me shí jiān	when
13	下午	xià wǔ	afternoon
14	上午	shàng wǔ	morning
15	中午	zhōng wǔ	noon
16	晚上	wǎn shàng	night or evening

Language Assessment 1

Translate the following conversations into English:

A: Wèi nínhǎo! _____

 Wǒ shì Jessica._____

Qǐng wèn Tom zài ma?_____

1B: Wǒ jiù shì. _____

 Qǐng wèn nín yǒu shén me shì ér ma?_____

1A: Qǐng wèn wén jiàn zhǔn bèi hǎo le ma? _____

1B: Zhǔn bèi hǎo le (la). _____

1A1: Qǐng fā yóu jiàn gěi wǒ ba. _____

1A2: Qǐng sòng dào wǒ de bàn gōng shìlái._____

2B: Hái méi yǒu._____

2A1: Qǐng wèn jǐ diǎnkě yǐwán chéng? _____

2A2: Qǐng wèn shén meshí jiān (hòu) kě yǐ zhǔn bèihǎo? _____

2B1: Xià wǔ wǔ diǎn bàn. _____

2B2：Míng tiān zhōng wǔ _____

<u>Dialogue 2</u>
Chinese

A：他去哪儿了？

B1：他去吃饭了。

B2：他去银行了。

B3：他回办公室了。

B4：他已经回家了。

B5：他去洗手间了。（卫生间）（厕所）

English

A：Where is he?

B1：He went to eat.

B2：He went to the bank.

B3：He came back to the office.

B4：He has already been back to home.

B5：He went to the rest room.

Pinyin

A：Tā qù nǎ ér le?

B1：Tā qù chī fàn le.

B2：Tā qù yín hángle.

B3：Tā huí bàn gōng shì le.

B4：Tā yǐ jīng huí jiā le.

B5：Tā qù xǐ shǒu jiān le. (Wèi shēng jiān) (Cè suǒ)

VOCABULARY 2

1	饭	fàn	food
2	吃	chī	eat
3	吃饭	chī fàn	go to eat
4	办公室	bàn gōng shì	office
5	已经	yǐ jīng	already
6	回家	huí jiā	go back home
7	洗手间	xǐ shǒu jiān	bathroom
8	银行	yín háng	bank

Language Assessment 2

Tanslate the conversation into English:

A：Tā qù nǎ ér le? _____

B1：Tā qù chī fàn le._____

B2：Tā qù yín hángle _____

B3：Tā huí bàn gōng shì le._____

B4：Tā yǐ jīng huí jiā le._____

B5：Tā qù xǐ shǒu jiān le._____
(Wèi shēng jiān)_____ (cè suǒ)_____

Culture notes

        Chinese phone etiquette: the receiver of the call often does not identify herself immediately on picking up the phone, as some people like to do in some other cultures. Instead, she would only say 喂（wei1 or wei2） and let the caller initiate the conversation.

        To make a phone call in China, you don't need to dial 0 first. China is now the largest cell phone market in the world. The cost of telephone communication in China can be significantly reduced by using calling cards.

E-commerce terms

Please read the following words in correct intonation:

English	**Chinese**	**Pinyin**
Item Details	发布详情	fā bù xiáng qíng
Insertion Fee	费	fèi
Listing	商品刊登	shāng pǐn kān dēng
Lister	发布工具	fā bù gōng jù
Listing Tool	刊登工具	kān dēng gōng jù
My Dashboard	我的控制台	wǒ de kòng zhì tái
Message	消息/讯息	xiāo xī/ xùn xī
Multi-Variation	多变量	duō biàn liàng
Profile	档案袋	dǎng àn dài

E-commerce sentences

We even have master profiles that you can create by combining individual profiles.

我们甚至提供能联合个别档案袋的主档案袋。

Wǒmen shènzhì tígōng néng liánhé gèbié dǎng'àn dài de zhǔ dǎng'àn dài.

You can visit our tutorial s section for an in-depth Profile tutorial to learn more.

你可以访问我们网站的辅助教学部分对档案袋功能进行深入了解。

Nǐ kěyǐ fǎngwèn wǒmen wǎngzhàn de fǔzhù jiàoxué bùfèn duì dǎng'àn dài gōngnéng jìnxíng shēnrù liǎojiě.

Speaking of tutorials, let's change gears again and talk about our Help section.

谈到辅助教学，让我们变换一下思维，来谈谈帮助信息部分。

Tán dào fǔzhù jiàoxué ràng wǒmen biànhuàn yīxià sīwéi, lái tán tán bāngzhù xìnxī bùfèn.

LEARNING CHECKLIST

Before you study Lesson 4, make sure that you can finish the following tasks in correct Chinese:

Make a phone call to find someone at office.
Make a phone call to talk about simple working issue.
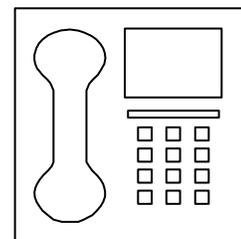Take a phone call to tell where someone is.

LESSON 4   Make an Appointment by Phone

第四课　打电话约见面

Dì sì kè　Dǎ diàn huà yuē jiàn miàn

Learning objective:

> The student will be able to
> 1. Make an appointment by phone;
> 2. Tell the phone number and time.

<u>Dialogue</u>
Chinese

A：你饿吗？

B：我饿了。

A：晚上一起去吃饭吧？

B：你想吃什么？

A：火锅可以吗？

B：好主意。我也喜欢吃火锅。

A：现在就走吧。

B：没问题，一会儿见。

A1：请问你的手机号码是？

A2：请问她的办公室电话号码是？

B：1234567890

A：请再重复一遍。

English

A：Are you hungry?

B：Yes, I am hungry.

A：Would you like to have dinner with me tonight?

B：What would you like to eat?

A：How about Hotpot?

B：Good idea! I like Hotpot too.

A：Let's go right now!

B：No problem! See you later.

A1：Excuse me, May I know your cell phone number?

A2：Excuse me, may I know her office phone number?

B：1234567890 .

A：Please say that again!

Pinyin

A：Nǐ è ma?

B：Wǒ è le.

A：Wǎn shàngyī qǐ qù chī fàn ba!

B：Nǐ xiǎng chī shén me?

A：Huǒ guō kě yǐ ma?

B：Hǎo zhǔ yì.wǒ yě xǐ huān chī huǒ guō.

A：Xiàn zài jiù zǒu ba.

B：Méi wèn tí.yī huì ér jiàn.

A1：Qǐng wèn nǐ de shǒu jīhào mǎ shì? t ā de bàn gōng shì diàn huà hào mǎ shì?

B：1234567890.

A：Qǐng zài chóng fùyī biàn.

VOCABULARY

1	饿	è	hungry
2	我饿了	wǒ è le	I'm hungry
3	晚上	wǎn shàng	in the evening
4	一起	yī qǐ	together
5	想	xiǎng	want
6	火锅	huǒ guō	hotpot
7	主意	zhǔ yì	idea

8	现在	xiàn zài	right now
9	走	zǒu	walk
10	没问题	méi wèn tí	no problem
11	一会儿见	yī huì ér jiàn	see you later
12	手机	shǒu jī	Cell phone
13	号码	hào mǎ	number
14	电话	diàn huà	table phone
15	再	zài	again
16	重复	chóng fù	repeat
17	一遍	yī biàn	one time

Language Assessment

Translate the conversation into English:

A：Nǐ è ma?_____

B：Wǒ è le._____

A：Wǎn shàngyī qǐ qù chī fàn ba!_____

B：Nǐ xiǎng (yào) chī shén me? _____

A：Huǒ guō kě yǐ ma? _____

B：Hǎo zhǔ yì._____
　　Wǒ yě xǐ huān chī huǒ guō. _____

A：Xiàn zài jiù zǒu ba _____

B：Méi wèn tí. _____ Yī huì ér jiàn _____

A1：Qǐng wèn nǐ de shǒu jīhào mǎ shì? _____

A2：Qǐng wèn tā de bàn gōng shì diàn huà hào mǎ shì? -

　　_____

B：1234567890 _____

A：Qǐng zài chóng fùyī biàn_____

Culture notes

In Chinese dialects, 俩 (liǎ)　　　 means 两个(liǎng ge, two). 仨 (sā) means three.四(4，si4) 和 死(si3) have similar pronunciation. So in Chinese business

culture , 四(si4) should be avoided to use. 八(8, ba1) has similar pronunciation to 发(fa1) and 发(fa1), means getting more money. Therefore 8 is a good number to use. 六（liu4）has a similar pronunciation to 路(lu4). Two 六(liu4) means good luck. Therefore, Chinese business professionals like number 八(8, ba1) and 六(liu4). For example, Alibaba group has chosen 1688.com as their website address because they want to associate their business with lucky numbers.

E-commerce terms

English	Chinese	Pinyin
Item Details Profile	详情档案袋	xiáng qíng dǎng àn dài
Checkout Profile	结账服务档案袋	jié zhàng fú wù dǎng àn dài
Master Profile	综合服务档案袋	zōng hé fú wù dǎng àn dài
Marketing Profile	营销工具档案袋	yíng xiāo gōng jù dǎng àn dài
Plan	套餐	tào cān
Unlimited Plan	无限用套餐	wú xiàn yòng tào cān
Power Seller	超级卖家	chāo jí mài jiā
Post incrementally	渐进发布	jiàn jìn fā bù
Relist	重新刊登	chóng xīn kān dēng
Relist	重新刊登	chóng xīn kān dēng
Resources	资源中心	zī yuán zhōng xīn
Rates & Details	费用及详情	fèi yòng jí xiáng qíng
Reserve Price	底价	dǐ jià

E-commerce sentences

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可以点击教程与视频按钮，你会浏览到我们的辅助教程库。

Kěyǐ diǎnjī jiàochéng yǔ shìpín ànniǔ, nǐ huì liúlǎn dào wǒmen de fǔzhù jiàochéng kù.

If you need personal assistance from one of our world-class customer support representatives, they're just a click away with these buttons here.

如果你需要世界一流的客户服务代表对您进行个人协助，只需点击这些按钮就可获得。

Rúguǒ nǐ xūyào shìjiè yīliú de kèhù fúwù dàibiǎo duì nín jìnxíng gèrén xiézhù, zhǐ xū diǎnjī zhèxiē ànniǔ jiù kě huòdé.

But that's not all...

但这并不是全部……

Dàn zhè bìng bùshì quánbù……

LEARNING CHECKLIST

Before you study Lesson 5, make sure that you can finish the following tasks in correct Chinese.

Make an appointment by phone call.
Ask someone's cell phone number and table phone number.

LESSON 5 Eat and Exercise

第5课　　饮食与运动

Dì wu kè　　　　Yĭn shí yǔ yùn dòng

Learning objective:

The students will be able to
1. Tell the name of different food and seasoning;
2. Talk about exercise after eating.

Dialogue
Chinese

A: 孔子，吃了吗？
B1:还没有。
A1:一起去吃饭吧.
B1:抱歉，现在有点忙，下次吧
A1:好吧。

B2:吃了。
A2:吃的什么？
B2:饺子，你呢？
A2:我吃的蛋炒饭，一起去健身吧。
B2:好的！
A2:你喜欢什么运动。
B2:羽毛球（瑜伽）。
B2:我也喜欢羽毛球，现在就走吧。
A2:没问题！

English

A: Confucius, have you finished your dinner?

B1: Not yet.
A1:Let's go to eat something.
B1: I'm sorry, I 'm very busy right now. Next time, ok?
A1: Okay!

B2: Yes, I did.
A2: What did you eat?
B2: Dumpling. What about you?

A2: Fry egg and rice. Let's go to gym, ok?
B2: No problem.
A2: What exercise do you like?
B2: Badminton.
B2: Me too. Let's go right now!
A2: No problem!

Pinyin

A: Kǒng zi, chī le ma？

B1: Huán méi yǒu.
A1: Yī qǐ qù chī fàn ba.
B1: Bào qiàn, xiàn zài yǒu diǎn máng, xià cì ba!
A1: Hǎo ba!

B2: Chī le.

A2: Chī de shén me？

B2: Jiǎo zi, nǐ ne？

A2: Wǒ chī de dàn chǎo fàn, yī qǐ qù jiàn shēn ba!

B2: Hǎo de！

A2: Nǐ xǐ huān shén me yùn dòng.

B2: Yǔ máo qiú（yú jiā）.

B2: Wǒ yě xǐ huān yǔ máo qiú，xiàn zài jiù zǒu ba.

A2: Méi wèn tí！

Vocabulary

1	渴	kě	thirsty
2	累	lèi	tired
3	谁	shéi	who
4	困	kùn	sleepy
5	开玩笑	kāi wán xiào	kidding
6	菜谱	cài pǔ	menu
7	菜单	cài dān	menu
8	点菜	diǎn cài	orderfood
9	埋单	mái dān	buy
10	主食	zhǔ shí	main food

11	蔬菜	shū cài	vegetable
12	肉类	ròu lèi	meat
13	海鲜	hǎi xiān	seafood
14	甜点	tián diǎn	dessert
15	水果	shuǐ guǒ	fruit

Language Assessment

Translate sentences and words into English

1. Wǒ kě le. 我渴了。_____.

2. Wǒ è le. 我饿了。_____.

3. Wǒ lèi le. 我累了。_____.

4. Wǒ kùn le. 我困了。_____.

5. Shuí shuō de? 谁说的？_____.

6. Kāiwánxiào la. 开玩笑啦。_____

7. Sān rén xíng bì yǒu wǒ shī. 三人行必有我师._____.

8. Cài pǔ 菜谱_____ cài dān 菜单_____

9. Diǎn cài 点菜_____ mái dān 埋单_____

10. Zhǔ shí 主食_____ shū cài 蔬菜_____

11. Ròu lèi 肉类_____ hǎi xiān 海鲜_____

12. Tián diǎn 甜点_____ shuǐ guǒ 水果_____

13. Tāng 汤_____ zhōu 粥_____ yǐn liào 饮料_____

14. Guǒzhī 果汁_____ jiǔ 酒_____ chá 茶_____

15. Tiáo liào 调料_____ cù 醋_____ jiàngyóu 酱油_____

16. Suàn 蒜_____ jiāng 姜_____ làjiāo 辣椒_____

17. Jiàng 酱_____ táng 糖_____

18. Wèidào 味道_____ suān 酸_____ tián 甜_____

19. Kǔ 苦_____ là 辣_____ xián 咸_____

20. Chá bēi 茶杯_____ chá hú 茶壶_____

21. Cānjīnzhǐ 餐巾纸_____ sháozi 勺子_____

22. Wǎn 碗_____ pánzi 盘子_____ kuàizi 筷子_____

23. Jī ròu鸡肉_____zhū ròu猪肉_____

24. Niúròu牛肉_____yángròu羊肉_____

Emotional expressions

Positive

English	Chinese	Pinyin
I like…	我喜欢	wǒ xǐ huān
I am happy..	我高兴	wǒ gāo xìng
I am pleased	我很满意	wǒ hěn mǎn yì
I was touched	我很感动	wǒ hěn gǎn dòng
I am very excited	我很激动	wǒ hěn jī dòng
I love…	我爱	wǒ ài

Negative

English	Chinese	Pinyin
I don't like..	我不喜欢	wǒ bù xǐ huān
I am upset.	我难过	wǒ nán guò
I regret to say…	我遗憾	wǒ yí hàn
I'm fed up with..	我很烦	wǒ hěn fán
I am depressed	我郁闷	wǒ yù mèn
I hate..	我恨	wǒ hèn

E-commerce terms

The learning objective of this lesson is to use Chinese to

Scheduled	排定的	pái dìng de
Saved	保存的	bǎo cún de
Saved Listing	储存的商品展示	chú cún de shāng pǐn zhǎn shì
Save for later	保存至以后再用	bǎo cún zhì yǐ hòu zài yòng
Scrolling Gallery	滚动橱窗	gǔn dòng chú chuāng
Sales Home	销售管理中心	xiāo shòu guǎn lǐ zhōng xīn
Supersizing	大图显示	dà tú xiǎn shì
Sourcing	采购	cǎi gòu

E-commerce sentences

Our daily publication, EDU, puts you closer to our experienced staff and network of industry experts, and keeps you up to date with latest industry news and e-commerce trends.

我们的日常发布和辅助课堂，会把您和那些富有经验的工作人员以及网络专家联系的更加紧密，也会为你跟进最近的业界消息和电子商务发展趋势。

Wǒmen de rìcháng fābù hé fǔzhù kètáng, huì bǎ nín hé nàxiē fùyǒu jīngyàn de gōngzuò rényuán yǐjí wǎngluò zhuānjiā liánxì de gèngjiā jǐnmì, yě huì wèi nǐ gēn jìn zuìjìn de yèjiè xiāoxi hé diànzǐ shāngwù fāzhǎn qūshì.

And, don't forget to join us on Twitter and Facebook.

还有啊，别忘了添加我们的Twitter和Facebook。

Hái yǒu a, bié wàngle tiānjiā wǒmen de Twitter hé Facebook.

We're always eager to hear from our customers.

我们总是渴望从客户那里收到更多的反馈信息。

Wǒmen zǒng shì kěwàng cóng kèhù nàlǐ shōu dào gèng duō de fǎnkuì xìnxī.

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感谢您的注册和无限制30天免费试用！

Gǎnxiè nín de zhùcè hé wú xiànzhì 30 tiān miǎnfèi shìyòng!

LEARNING CHECKLIST

Before you study Lesson 6, make sure that you can finish the following tasks in correct Chinese.

Tell the common Chinese food names.
Tell the common Chinese seasoning names.
Tell some common exercise names.
Talk with friends about food.

LESSON 6 E-commerce Meeting Self-introduction
第 6 课 在电子商务会议中介绍自己

Dì 6 kè zài diàn zi shāng wù huì yì zhōng jiè shào zì jǐ

Learning objective:

The students will be able to
Introduce yourself in an e-commerce meeting.

Chinese

大家好，我叫***来自美国加州，在Auctiv工作。Auctiv始建于1998年，经过十几年的发展，已成长为拥有超强技术实力和经验的第三方软件开发商。

我们中的每一员，都具有超强的学习能力，创新能力和沟通能力。我们也深知"三人行必有我师"，由此塑造了我们朝气蓬勃的团队合作精神。

我们提供免费的模板，同时也提供智慧的人生！我们努力着也坚信着：神马都是浮云，只有满足客户所需才是我们唯一不变的追求。

English

Hello, everyone! My name is ***.I'm from California America, and I work for Auctiv, which was founded in 1998. After more than ten years of development, it has grown into the most powerful third-party software developer with great technical skills and experience.

All the members of our group have strong learning abilities, creativity, and communication skills. We also know that "There must be someone in our group that we can learn from", which has shaped out vibrant teamwork spirit.

We do not only offer free templates for customers but also offer a fun way of career. We are working hard, and at the same time, we firmly believe that anything can be changed, but to meet customers' needs is our only constant pursuit.

Pinyin

Dà jiā hǎo, wǒ jiào*** lái zì měi guó jiā zhōu, zàiAuctiv gōng zuò.Auctiv shǐ jiàn yú1998 nián, jīng guò shí jī nián de fā zhǎn, yǐ chéng zhǎng wéi yǒng yǒu chāo qiáng jì shù shí lì hé jīng yàn de dì sān fāng ruǎn jiàn kāi fā shāng.

WǑ men zhōng de měi yī yuán, dōu jù yǒu chāo qiáng de xué xí néng lì, chuàng xīn néng lì hé gōu tōng néng lì. wǒ men shēn zhī" sān rén xíng bì yǒu wǒ shī", yóu cǐ sù zào le wǒ men zhāo qì péng bó de tuán duì jīng shén.

WǑ men tí gòng miǎn fèi de mó bǎn, tóng shí yě tí gòng zhì huì de rén shēng! WǑ men nǔ lì a yě jiān xìn a: shén mǎ dōu shì fú yún, zhī yǒu mǎn zú kè hù suǒ xū cái shì wǒ men wéi yī bù biàn de zhuī qiú.

Language Assessment
Introduce yourself in class. Make sure include:
What is your name? Where are you working? A brief introduction about the company's business