Mission Possible:
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Chinese for Europeans

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General Information

• Funded under the LLP, Transversal programme KA2 – Languages

• Implemented in the period 1 December 2009 – 30 November 2011

• 6 organisations from 5 EU countries
  – Znanie Association (applicant, Bulgaria)
  – KU TU Ltd. (coordinator, Bulgaria)
  – SIH (Lithuania)
  – Amitie (Italy)
  – F.L.E.P. (Portugal)
  – Pressure Line (The Netherlands)

• **Target language** - Chinese
• **Source languages** – Bulgarian, Lithuanian, Italian, Portuguese, Dutch
Aims

- Raise awareness of Chinese among Europeans
- Provide language information in Chinese related to the needs of the target groups in an easily accessible way
- Introduce the target groups to about 200 Chinese characters
- Overcome language and cultural barriers between Europe and China
- Facilitate the everyday activities of the project beneficiaries
- Promote cultural diversity
Target Groups

- Companies which have business relations with China - businessmen, employees of business companies which are dealing with China

- Cultural organisations - staff of organisations which support cultural relations with China

- Educational institutions - management and business administration students as potential long-term beneficiaries of the project
Main Activities

- To create a network of business companies, cultural organisations and educational institutions which have direct or indirect relations with China

- To build bridges between Chinese and the 5 source languages - analysis on the “pinyin” system; break down the specifics of rendering Chinese through pinyin; adapt the 5 source languages to pinyin

- To create “associative hieroglyph chains” with about 200 Chinese characters

- To include the associative chains into conversational sets and distribute them through the established dissemination network

- Organise 2-day practical workshops for beneficiaries

- Organise contact seminars

- Develop a website
• **Dissemination channel** of 86 business companies, cultural organisations and educational institutions which support relations with China:
  – trading companies, travel agencies, associations of commerce and industry, governmental institutes for external markets, etc.
  – European-China cultural centres, informational centres, etc.
  – educational institutions working with Chinese universities for exchange of students, universities of economics and management, etc.

• **Methodology**
  – Focused on providing a view of the specifics of the Chinese language
  – Language information in Chinese is provided through associative hieroglyph chains
  – Effective communication requires understanding of the differences and similarities between Europe and China – do’s and dont’s

• **Conversational sets** - Introduction into the Chinese language, Pinyin, Chinese radicals, Associative hieroglyph chains, Phrases, Do’s and Don’ts
Conversational sets
Conversational sets

• Section 1: Introduction into the Chinese language

The Chinese language

Chinese is a Sino-Tibetan language. One fifth of the world’s population speaks Chinese as their native language. Spoken Chinese has a lot of dialects. Official language is Mandarin Chinese and it is based on the Beijing dialect.

Chinese is a syllabic language and there are about 400 represented by a character. There are 10 – 20,000 Chinese words, but same character may appear in few different words. Because Chinese language has no vowels, meaning of words is changed by tone.

Correctly pronounced tones are very important as they can make a word different meaning. Pinyin is a Romanization system, which helps to convert Chinese characters to roman alphabet.

Each syllable consists of vowel and consonant (Initials and finals). There are five tones in the Chinese language (1st tone is high and flat, 2nd tone is rising, 3rd tone starts low and goes lower, then rises toward the top, 4th starts at the top and falls sharply).

Tones in the transcription are marked with diacritical signs: a, å, ä, à

While learning tones it is important not only to recognize but also correctly pronounce them.

Tones, like many of our pronounced sounds may be associated with emotions. Just like our voice timbre or tonality differs when we speak calmly or angrily. So we can imagine that the first tone, which is flat and unchanging is similar to a gentle, humble speech. The second is as if pronounced in doubt or questioning. The third, which goes down and then rising is a naughty pronunciation of words, as if flirting. (While pronouncing the third tone, the chin can try to replicate a check mark). The fourth tone is harsh, even angry, similar to strictly pronounced “no” or “stop it”).
Conversational sets

- **Section 2: Pinyin**

<table>
<thead>
<tr>
<th>Raidė</th>
<th>Lietuviškas žodis</th>
<th>Pavyzdys 1</th>
<th>Pavyzdys 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Datas</td>
<td>波 (bō)</td>
<td>百 (bǎi)</td>
</tr>
<tr>
<td>P</td>
<td>Ženias (aspiruotas)</td>
<td>番 (pān)</td>
<td>塔 (tǎ)</td>
</tr>
<tr>
<td>M</td>
<td>Māma</td>
<td>马 (má)</td>
<td>米 (mǐ)</td>
</tr>
<tr>
<td>F</td>
<td>Fabrikas</td>
<td>榜 (fǔ)</td>
<td>费 (fèi)</td>
</tr>
<tr>
<td>D</td>
<td>Diena</td>
<td>度 (dù)</td>
<td>地 (dì)</td>
</tr>
<tr>
<td>T</td>
<td>Taškas (aspiruotas)</td>
<td>围 (wéi)</td>
<td>铁 (tiě)</td>
</tr>
<tr>
<td>N</td>
<td>Namas</td>
<td>你 (nǐ)</td>
<td>内 (nèi)</td>
</tr>
<tr>
<td>L</td>
<td>Lapė</td>
<td>拉 (lā)</td>
<td>来 (lái)</td>
</tr>
<tr>
<td>G</td>
<td>Gatvė</td>
<td>国 (guó)</td>
<td>给 (gěi)</td>
</tr>
<tr>
<td>K</td>
<td>Katė (aspiruotas)</td>
<td>奥 (kù)</td>
<td>开 (kāi)</td>
</tr>
<tr>
<td>H</td>
<td>Choras</td>
<td>好 (hào)</td>
<td>听 (tīng)</td>
</tr>
<tr>
<td>J</td>
<td>Daugtikės (minkštas, aspiruotas)</td>
<td>鸡 (jī)</td>
<td>家 (jiā)</td>
</tr>
<tr>
<td>Q</td>
<td>Cigaretės (minkštas, aspiruotas)</td>
<td>去 (qù)</td>
<td>起 (qǐ)</td>
</tr>
<tr>
<td>X</td>
<td>Pa imatyti (minkštas, aspiruotas)</td>
<td>休 (xiū)</td>
<td>想 (xiǎng)</td>
</tr>
<tr>
<td>Zh</td>
<td>Džuolys (kietas, naspiruotas)</td>
<td>学 (xué)</td>
<td>聊 (liáo)</td>
</tr>
<tr>
<td>Ch</td>
<td>Cdra (kietas, naspiruotas)</td>
<td>信 (xìn)</td>
<td>信 (xìn)</td>
</tr>
<tr>
<td>Sh</td>
<td>Šarnas (kietas, naspiruotas)</td>
<td>道 (dào)</td>
<td>道 (dào)</td>
</tr>
</tbody>
</table>
Conversational sets

• Section 3: Chinese radicals
**Conversational sets**

- **Section 4: Associative hieroglyph chains**

| Hieroglyphs | Pinyin | Lithuanian transcription | Lithuanian | English | Lithuanian
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>香</td>
<td>xiāng</td>
<td>xiang</td>
<td>xiāng</td>
<td>spicy</td>
<td>xiang</td>
</tr>
<tr>
<td>茶</td>
<td>chá</td>
<td>cha</td>
<td>cha</td>
<td>tea</td>
<td>cha</td>
</tr>
<tr>
<td>餐</td>
<td>cān</td>
<td>can</td>
<td>can</td>
<td>meal</td>
<td>can</td>
</tr>
<tr>
<td>食</td>
<td>shí</td>
<td>shi</td>
<td>shi</td>
<td>food</td>
<td>shi</td>
</tr>
<tr>
<td>水</td>
<td>shuǐ</td>
<td>shui</td>
<td>shui</td>
<td>water</td>
<td>shui</td>
</tr>
</tbody>
</table>

**Restaurant (Restoranas)**

- 餐厅 (chū fāng) = kitchen
- 服务 (fú wù) = service
- 汤 (tāng) = soup
**Section 5: Phrases**

<table>
<thead>
<tr>
<th>Hierogliai</th>
<th>Pininas</th>
<th>Lietuviška transkripcija</th>
<th>Lietuviška reikšmė</th>
<th>Anglų reikšmė</th>
</tr>
</thead>
<tbody>
<tr>
<td>单人房间, 双人房间</td>
<td>dānn rén fáng jiān, shuān rén fáng jiān</td>
<td>dan žen fang dzien, shuang žen fang dzien</td>
<td>vienvietis kambarys, dvivietis kambarys</td>
<td>single room, double room</td>
</tr>
<tr>
<td>你哪一年房间还是双人房间？</td>
<td>Nǐ nà ri fáng jiān, hái hǎi shuān rén fáng jiān</td>
<td>Nǐ nà ri fáng dzien, hái hái shuang žen fang dzien</td>
<td>yunsrikas ar dvivietis kambarys</td>
<td>Do you need a single or a double room?</td>
</tr>
<tr>
<td>我要 ...</td>
<td>Wǒ yào</td>
<td>Wǒ yào</td>
<td>Man reikia ...</td>
<td>I need ...</td>
</tr>
<tr>
<td>飞机</td>
<td>fēijī</td>
<td>fēi dzī</td>
<td>lektuvas</td>
<td>plane</td>
</tr>
<tr>
<td>火车</td>
<td>huǒchē</td>
<td>huǒ chē</td>
<td>traukinys</td>
<td>train</td>
</tr>
<tr>
<td>地铁</td>
<td>dìtiě</td>
<td>dì tè</td>
<td>metro</td>
<td>metro</td>
</tr>
<tr>
<td>票</td>
<td>piào</td>
<td>piào</td>
<td>bilietai</td>
<td>biletas</td>
</tr>
<tr>
<td>飞机什么时候起飞？</td>
<td>fēijī shéi hěn shǐ fēi qǐ</td>
<td>Fei dzī sháma sǐchou tsǐle?</td>
<td>Kadas pakils / išskris lektuvas?</td>
<td>When does the plane take off?</td>
</tr>
</tbody>
</table>
Conversational sets

- Section 6: “Do’s and Don’ts”

Pirmasis kontaktas
- Pasīvējiet tēnu galvos linkotājnu – kādu kultūru ēd pašgarbās gestas.
- Kalbāsimies su zmoņumi, vartot specifikācijas (ponas, ponis) ar pareigas (direktorius, sekretorius) bet āsmens pārāde. Venkite zodīju “tu”.
- Sēnu tēnītājai starp vārdu (jau būdamies ar viesiņu zmoņēm).
- Nevēlēkite ēdu sūstītājā, jai netvērējiet laiku.
- Priekšo kontaktu metā apkabinātām, bucināti reikātā vērtību (vēlā gali).
- Galite sēnu tēnītā jākrāsns paspautāmību. 
- Pirmasis sēnu tēnītā jāmēģina aukstuās paleigā asmu, tad neskubēsite pirmasis paducis reakciju.

Pokalbis
- Būkite mandagus un dinamiķiskas, kantrus ir mielas, atspalaidavonis ir sīkoinās. Kinai suņu stāstījumā metu analizētās jābūt kā tēnu kākā, tad gerākā sēde piemērā, nes bet koks muistynās jiem gali reikātu, jok siūcētā izejās izejās savu komandes nāriams.
- Klausītājs jāpalīdz un štāvēt kalbētāja ietekmē.
- Gerbiet savu parasekspas, net jie jādar sēde kāzā ķermens nepriekšinātīnu.
- Parodītite savu susiedājumu tavo, ķermens kārīs šnekamu.
- Skirkite jiem savu ķermens laiku.
- Nebūkite per daug iesmēktu, pokalbju pradēkite kalbēdamies apie miestā, viesbūtī, vēlāu pereikite priekšāmējā darba.
- Verslo suņu parasekspas per daug nekreisē unai ķermens kalinās
- Nebūkite arogantiskiās.
Do’s and Don’ts

- **FIRST CONTACT** – greetings, appearance, addressing people, etc.

- **CONVERSATION** – body language, questions, attitude, etc.

- **DINING** – how to act during meals, how to use chopsticks, toasts, etc.

- **BUSINESS MEETING** – business cards, presents, how to approach your partners, where to sit, how to achieve your goals, etc.

- **IMPROVING YOUR RELATIONSHIP** – topics to be avoided, topics of interest, gifts, etc.
China and the Interaction:

- How to understand and “feel” China
- Specificity through culture, geography, literature, calligraphy, traditions, cuisine, etc.
- Sharing through feng shui
- Economic potential, political concepts, cultural background as tools for understanding and behavioral approach
- Different, however so similar - common routes of European and Chinese thinking and philosophy

Specific aims:
- To introduce people in a general way into the Chinese language and culture.
- To present the conversational sets as an innovative tool for a first approach.
- To provide basic cultural information on China and Chinese people
- To motivate the participants to take up further learning.
Practical Workshops
• A channel for attracting new potential beneficiaries and expanding the project’s impact potential

• Real beneficiaries were able to share their experience with the project products and activities with interested organisations and individuals

• Over 160 people participated in the events.
• The Chinese language is a reflection of the Chinese view of life and way of thinking
• Language barriers ≠ cultural barriers in communication
• The concept of *li*
• The idea of „losing face“ and „giving face“
• Do not generalize statements about China
• Understand China before starting to do business
Thank you for the attention!

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