

WEBVTT

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00:00:00.910 --> 00:00:04.480

[Voices] Inescapably, inescapably, inescapably.</v>

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00:00:05.430 --> 00:00:09.840

[Nolan] Inescapably, foreign. Welcome to Without Borders.</v>

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00:00:09.860 --> 00:00:13.840

If you've tuned into the show before you know that I'm Nolan Yuma and that this

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00:00:13.840 --> 00:00:17.480

is the show for nomads, expats, immigrants, third culture kids,

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00:00:17.620 --> 00:00:20.560

or anyone else that feels inescapably foreign.

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00:00:21.010 --> 00:00:25.040

Today I'm here with Katie Prescott, the director of Abridge Academy,

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00:00:25.580 --> 00:00:29.200

and she's pulled off the digital nomad lifestyle, teaching English,

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00:00:29.300 --> 00:00:32.320

the students from over 50 countries. Uh,

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00:00:32.320 --> 00:00:35.680

she studied Chinese at university and currently works in Japan.

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00:00:35.900 --> 00:00:38.920

So I'm here to pick her brain about language learning,

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00:00:39.260 --> 00:00:43.600

how education and education tactics vary from culture to culture

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00:00:44.180 --> 00:00:46.960

and her personal story, which like mine,

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00:00:47.300 --> 00:00:51.320

she describes as a bit weird [laughter]. Uh, but first off, Katie,

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00:00:51.500 --> 00:00:52.400

how are you doing today?

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00:00:53.630 --> 00:00:54.463

[Katie] I'm great, thank you.</v>

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00:00:55.660 --> 00:00:58.710

[Nolan] Alright, I'll happy to have you on the show here. Um,</v>

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00:00:59.050 --> 00:01:03.230

so one of the one things I want to get into first is your Chinese

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00:01:03.780 --> 00:01:06.310

proficiency. Uh, you reached the,

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00:01:06.450 --> 00:01:10.030

the HSK5 level, correct?

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00:01:11.200 --> 00:01:13.490

[Katie] Yes. Yeah, which is about.</v>

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00:01:14.550 --> 00:01:19.530

[Nolan] 1,500 Characters in, in Chinese and over 2,500.</v>

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00:01:19.530 --> 00:01:24.210

[Katie] Yeah, probably a fair bit more to be. Yeah, I feel like I did the HC five exam,</v>

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00:01:24.430 --> 00:01:28.720

um, which I wanna say it was what, yeah, one half thousand characters maybe. Um,

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00:01:29.180 --> 00:01:32.760

but I studied, so I studied Chinese as,

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00:01:32.840 --> 00:01:36.600

I did like an exchange program in China when I was a university student. Um,

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00:01:36.700 --> 00:01:40.760

and then lots of online classes. I took an online Chinese semester as well.

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00:01:40.800 --> 00:01:41.440

I was meant to be,

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00:01:41.440 --> 00:01:45.200

I was meant to be going to China actually to do a master's in teaching Chinese.

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00:01:45.480 --> 00:01:48.400

I had an offer for that, uh, at one point. But then Covid,

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00:01:48.620 --> 00:01:51.480

all kinds of stuff was going on at the time and it didn't work out. Um,

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00:01:51.480 --> 00:01:55.000

but yeah, I, I studied myself like in China for a year. At the end of that,

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00:01:55.260 --> 00:01:56.640

the end of that I got to HK four level,

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00:01:56.640 --> 00:01:58.480

then after the online classes to HSK five.

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00:01:59.140 --> 00:02:03.270

But I would say that HSK is like a proficiency exam.

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00:02:03.330 --> 00:02:06.270

So I think these out itself probably tests on one half thousand characters,

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00:02:07.110 --> 00:02:09.310

probably, I know somewhere closer to double that, but [laughter],

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00:02:09.310 --> 00:02:11.270

that might just be me and my law for couch are learning.

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00:02:12.190 --> 00:02:16.370

[Nolan] Oh, okay. Oh really Interesting. Uh, so the master's program fell through.</v>

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00:02:16.370 --> 00:02:19.730

Do you think it's something that you'd wanna go back into or are you most

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00:02:19.730 --> 00:02:21.210

passionate about teaching English?

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00:02:22.620 --> 00:02:26.970

[Katie] Oh gosh. Um, I, I love teaching. Uh,</v>

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00:02:27.010 --> 00:02:28.130

I love teaching English. Um,

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00:02:28.130 --> 00:02:31.410

I also trained originally as a science teacher actually back in the UK. Um,

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00:02:31.590 --> 00:02:35.030

so education is something I'm really passionate about. I was,

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00:02:35.220 --> 00:02:36.710

that opportunity to,

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00:02:36.770 --> 00:02:40.350

to learn like trained to become a Chinese teacher was super, super exciting.

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00:02:40.350 --> 00:02:43.070

Chinese learning language learning in general is something I'm so passionate

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00:02:43.070 --> 00:02:46.830

about. Um, so in a way I'm like, I wish I could do it. Um,

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00:02:46.830 --> 00:02:51.350

at the same time it was to be a minimum additional two years worth of studying.

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00:02:51.690 --> 00:02:54.270

And as someone who is starting to rapidly approach 30, um,

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00:02:54.430 --> 00:02:58.350

I think another two years of university might have been a bit much. Um,

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00:02:59.020 --> 00:03:03.280

so in some ways I regret missing out on the opportunity, but at the same time,

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00:03:03.760 --> 00:03:05.960

I probably won't go back to do it now.

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00:03:07.100 --> 00:03:09.390

[Nolan] Okay. Okay. Well man,</v>

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00:03:09.560 --> 00:03:13.390

plans the universe laughs I guess so who knows? Um,

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00:03:13.490 --> 00:03:15.390

and what motivated you to study Chinese?

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00:03:17.230 --> 00:03:20.810

[Katie] Oh gosh, that is a big question. Um, [laughter]. So actually, um,</v>

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00:03:20.930 --> 00:03:22.290

I have some family ties, uh,

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00:03:22.290 --> 00:03:25.330

to China in that my dad's originally from Hong Kong. Um,

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00:03:25.570 --> 00:03:27.810

although that's how the family, like within Hong Kong, they,

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00:03:27.840 --> 00:03:29.730

they speak Cantonese rather than Mandarin.

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00:03:30.030 --> 00:03:32.010

So it's a completely different language really.

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00:03:32.210 --> 00:03:33.930

Although if you ask the Chinese government, it's apparently

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00:03:33.930 --> 00:03:36.130

the same language, they're just a dialect. But anyway, um,

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00:03:36.440 --> 00:03:38.130

basically completely different language.

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00:03:38.130 --> 00:03:42.410

But I already had I guess a kind of awareness of some aspects of Chinese

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00:03:42.410 --> 00:03:43.370

culture, um,

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00:03:43.430 --> 00:03:47.170

and an interest in that part of the world just from family ties and visits like

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00:03:47.170 --> 00:03:49.530

when I was a child. And the opportunity,

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00:03:49.530 --> 00:03:54.410

opportunity just sort of came up like I was studying at university and

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00:03:54.770 --> 00:03:59.130

I saw an advert to go to China for a year to study Chinese on a full

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00:03:59.130 --> 00:04:03.050

scholarship. And I'm like, free holiday for a year, that sounds great. Um,

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00:04:03.290 --> 00:04:07.330

[laughter] sign me up. So I just applied on a whim to this opportunity to,

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00:04:07.350 --> 00:04:11.000

to study Chinese in China for a year. And I got it, which was amazing.

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00:04:11.140 --> 00:04:13.280

And then I told my mom and my mom was a little bit like, wow, Katie,

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00:04:13.280 --> 00:04:16.800

you go to China for a year. Like that's a bit extreme. Um,

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00:04:16.900 --> 00:04:20.320

but I did it and it was an incredible opportunity. So yeah,

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00:04:20.320 --> 00:04:21.720

I kind of fell into it from that perspective.

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00:04:22.280 --> 00:04:25.480

I also learned some Chinese when I was in school. Uh, that was just, um,

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00:04:25.480 --> 00:04:28.400

like three years or so of classes when I was at school. Again, it was,

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00:04:29.100 --> 00:04:29.720

to be honest,

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00:04:29.720 --> 00:04:33.080

I think my parents wanted me to have something to do after school to keep me

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00:04:33.320 --> 00:04:37.240

occupied a bit. Um, so to sign me up for classes. Um, but yeah,

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00:04:37.240 --> 00:04:39.440

I think it was that year in China that made me fall in love with Chinese

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00:04:39.440 --> 00:04:42.400

culture. I made some many great friends. The food is amazing.

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00:04:42.500 --> 00:04:46.720

Travel opportunities are amazing and that just hooked me in. And.

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00:04:47.060 --> 00:04:50.720

[Nolan] So you mentioned that the, the difference between Cantonese and Mandarin.</v>

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00:04:50.780 --> 00:04:55.760

So are you fluent now in Mandarin or in Cantonese or do you speak a bit

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00:04:55.760 --> 00:04:56.593

of both?

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00:04:57.000 --> 00:05:00.250

[Katie] Yeah, so I learned Mandarin. Um, I went to Northeastern China.</v>

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00:05:00.330 --> 00:05:02.370

I studied a university in Harbin,

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00:05:02.390 --> 00:05:06.770

so northeastern China where everything Mandarin. Um, whereas Hong Kong,

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00:05:07.320 --> 00:05:10.290

it's Cantonese. Um, my Cantonese, I don't speak Cantonese.

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00:05:10.530 --> 00:05:13.650

I know about three words. That's about it. I'm completely horrendous,

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00:05:13.650 --> 00:05:18.050

embarrassingly terrible. Um, so yeah, don't go there. Um, but yeah,

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00:05:18.050 --> 00:05:19.330

I learned Mandarin When.

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00:05:19.330 --> 00:05:20.570
[Nolan] You lived there, um,</v>

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00:05:21.640 --> 00:05:25.460
and you mentioned that your family is from Hong Kong or you have some family

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00:05:25.660 --> 00:05:27.340
ties in Hong Kong. Um,

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00:05:27.520 --> 00:05:32.020
did you have to be careful about the ways that you approach some conversations?

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00:05:32.020 --> 00:05:34.420
Like for instance, I don't know if you could say, oh,

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00:05:34.810 --> 00:05:37.620
it's actually a completely different language, right? As you mentioned,

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00:05:37.620 --> 00:05:40.380
the government says no, it's a different dialect. Um,

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00:05:40.480 --> 00:05:42.460
can you kinda have to be aware of those sensitivities?

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00:05:43.720 --> 00:05:44.370
[Katie] It's interesting.</v>

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00:05:44.370 --> 00:05:46.370
I feel like in Hong Kong people are very aware of these things.

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00:05:46.670 --> 00:05:50.050
So like if you say speak to one in Hong Kong or like family who like from

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00:05:50.050 --> 00:05:53.490

Hong Kong, they'll be, oh yeah, you know, it's China being China, whatever.

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00:05:53.520 --> 00:05:55.770

Like we understand the governments a bit weird. Um,

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00:05:55.770 --> 00:05:58.640

whereas you talk to people within China and I would say things like,

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00:05:58.640 --> 00:05:59.480

my dad's from Hong Kong.

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00:05:59.600 --> 00:06:02.320

I wouldn't say my dad's from China because my dad doesn't say he's from China,

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00:06:02.320 --> 00:06:05.640

right? He never had a Chinese passport. He had a Hong Kong passport. Um,

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00:06:06.060 --> 00:06:08.970

so so us he's from Hong Kong, not China.

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00:06:09.270 --> 00:06:12.170

So if I say the song within Mainland and China, they'd be like, oh, so you are,

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00:06:12.170 --> 00:06:15.570

you're like half Chinese and I'm not half Chinese. My dad's from Hong Kong.

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00:06:15.840 --> 00:06:18.130

Hong Kong's not China. But I can't say that cuz that's,

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00:06:18.510 --> 00:06:22.310

that's where we start hitting that kind of awkward, I guess it's a,

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00:06:22.350 --> 00:06:27.190

a cultural political kind of barrier I guess. Yeah. Um, yeah, sure.

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00:06:27.760 --> 00:06:29.740

[Nolan] Now what about for your, for your own identity?</v>

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00:06:29.840 --> 00:06:33.100

Cuz you grew up in a small rural town in the uk. Uh,

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00:06:33.100 --> 00:06:34.180

which town was it by the way?

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00:06:35.390 --> 00:06:38.210

[Katie] Um, you never have heard of it. Um, it's vaguely near Southampton.</v>

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00:06:38.850 --> 00:06:39.780

It's the best description.

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00:06:41.180 --> 00:06:43.180

[Nolan] [laughter]. Okay. Um,</v>

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00:06:43.800 --> 00:06:48.380

and I assume since your family was from Hong or you have family ties in

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00:06:48.380 --> 00:06:48.920

Hong Kong,

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00:06:48.920 --> 00:06:53.260

it was kind of a part of the reason that you wanna study Chinese except now you

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00:06:53.260 --> 00:06:57.300

studied the Chinese your family relatives don't speak. Um,

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00:06:57.840 --> 00:07:00.020

but how has that influenced your identity?

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00:07:00.020 --> 00:07:02.020

Like when you started learning Chinese, did,

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00:07:02.020 --> 00:07:05.220

did it answer any unresolved questions or anything like that?

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00:07:06.770 --> 00:07:09.010

[Katie] I think most of anything it opened up more questions,</v>

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00:07:09.380 --> 00:07:11.690

which is not really what I was hoping for.

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00:07:11.920 --> 00:07:14.890

Like I think growing up I was very much just like, oh I'm British,

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00:07:15.070 --> 00:07:16.210

I'm from this town in the UK.

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00:07:16.210 --> 00:07:19.530

Like that's always been who I am and we have family aboard.

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00:07:19.550 --> 00:07:21.930

But in my head it's almost like I'm British.

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00:07:21.990 --> 00:07:25.410

And then we have some fandom family members who just happened to be aboard.

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00:07:25.550 --> 00:07:27.370

I'm not sure that even makes sense. Um,

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00:07:27.370 --> 00:07:29.850

but I think the experience of actually living in China, um,

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00:07:29.870 --> 00:07:31.970

and also get into know my relatives more when they got older,

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00:07:32.760 --> 00:07:34.700

it was almost like I start to see the other perspective,

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00:07:34.730 --> 00:07:35.620

like from their perspective,

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00:07:36.080 --> 00:07:39.340

our family's from Hong Kong and then my dad moved to the UK and we are the odd

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00:07:39.340 --> 00:07:41.380

wars who moved to a different country. Um,

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00:07:41.400 --> 00:07:46.390

and it's sort of interesting to start to realize that actually as like

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00:07:46.430 --> 00:07:51.070

a family and as people just generally worldwide, we are all connected. Um, are,

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00:07:51.070 --> 00:07:54.910

we all connect across cultures and it's, I think for anyone,

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00:07:55.380 --> 00:07:59.310

most people have some kind of international connection somewhere within their

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00:07:59.310 --> 00:08:00.050

family,

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00:08:00.050 --> 00:08:04.580

within their personal relationships and sometimes we don't recognize that

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00:08:04.770 --> 00:08:05.740

growing up. But yeah,

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00:08:05.740 --> 00:08:08.700

I think I become more of aware of that after going to China, um,

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00:08:08.700 --> 00:08:09.780

and having that experience.

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00:08:10.980 --> 00:08:15.350

[Nolan] Okay. And um, now just for your own, uh,</v>

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00:08:15.350 --> 00:08:19.830

your own identity again, when I find when we learn new languages,

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00:08:20.300 --> 00:08:23.470

it's not that it changes your identity. Now some people will argue that,

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00:08:23.540 --> 00:08:26.870

I've brought this up on the show before where people say to learn a language you

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00:08:26.870 --> 00:08:30.710

kind of have to explore a new identity because it has so much to do with culture

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00:08:30.770 --> 00:08:32.870

and of course culture influences your identity.

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00:08:33.170 --> 00:08:36.070

So it's kind of your chance to explore a new part of yourself.

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00:08:36.610 --> 00:08:41.590

And for me as Spanish, um, I agree with that. I call myself a refranero. It's um,

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00:08:41.590 --> 00:08:45.470

in English I don't cite things all the time or use a bunch of idioms,

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00:08:45.470 --> 00:08:47.230

but in Spanish I'm really trying to,

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00:08:47.430 --> 00:08:48.910

cuz I just love that part of the culture.

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00:08:49.530 --> 00:08:53.670

And then I always say with Flemish it's uh, well it's when I spoke as a child,

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00:08:53.890 --> 00:08:57.560

so I I kind of feels childish with it. Um,

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00:08:58.500 --> 00:09:00.720

but more so than just a different identity,

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00:09:01.040 --> 00:09:05.720

I find that when you learn a new language it helps you describe

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00:09:05.750 --> 00:09:10.680

certain emotions or describe certain feelings or experiences in a way that

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00:09:10.680 --> 00:09:13.000

you can't in another language, right?

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00:09:13.000 --> 00:09:17.880

Because sometimes one word takes an entire sentence to describe and then

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00:09:17.880 --> 00:09:21.800

even then there's like a different cultural nuance to it that that full

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00:09:22.080 --> 00:09:25.480

sentence, a full paragraph still doesn't do it justice. Um,

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00:09:25.480 --> 00:09:29.320

so I was wondering what are some Chinese words that you've, that,

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00:09:29.320 --> 00:09:30.160

that relate to this?

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00:09:30.160 --> 00:09:33.760

Like are there any Chinese phrases or words where you're like, you know what,

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00:09:33.840 --> 00:09:36.400

I never thought about this until I knew this word.

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00:09:38.650 --> 00:09:41.010

[Katie] I feel like there's definitely words in Chinese that we don't really have a</v>

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00:09:41.010 --> 00:09:43.810

direct translation thought in English. Um,

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00:09:44.150 --> 00:09:47.450

and I guess that also ties into how we view things, um,

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00:09:47.450 --> 00:09:48.370

which is quite interesting.

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00:09:48.410 --> 00:09:51.890

I think China is some ways is a bit more of a collectivist kind of culture,

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00:09:52.240 --> 00:09:54.970

whereas the UK certainly isn't. Um,

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00:09:55.350 --> 00:09:58.210

so there's like a's a word in Chinese mafa and they actually have the same word

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00:09:58.210 --> 00:10:03.210

in Japanese, um, uh, which is now slipped to my mind.

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00:10:03.210 --> 00:10:05.250

This is quite, my Japanese is horrendous now I'm living in Japan,

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00:10:05.250 --> 00:10:08.170

I've forgotten all of it. Um, but they have the same word in Japanese as well,

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00:10:08.350 --> 00:10:12.600

but it basically means trouble or like bothersome. Like you could say,

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00:10:12.600 --> 00:10:16.320

oh this thing's a bit frustrating or like, sorry,

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00:10:16.320 --> 00:10:17.680

I am causing you some frustration.

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00:10:17.680 --> 00:10:21.750

It's more like I'm causing you some frustration. You use this word math fan,

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00:10:21.780 --> 00:10:26.230

like bother and like it doesn't really translate well because we don't have that

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00:10:26.230 --> 00:10:28.710

same feeling sometimes in English.

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00:10:28.890 --> 00:10:32.190

We don't feel that we are bothering other people in the same way unless we are

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00:10:32.190 --> 00:10:34.190

literally bothering them. But it's almost like,

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00:10:35.130 --> 00:10:37.430

can I trouble you to help me with this tiny minor thing?

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00:10:38.200 --> 00:10:40.620

Or I'm sorry that I'm causing you this tiny little bother.

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00:10:40.850 --> 00:10:45.510

Whereas we might just say, excuse me or Oops. Something to that effect.

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00:10:46.550 --> 00:10:48.970

Um, I dunno how I explain that in English. Oops.

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00:10:50.000 --> 00:10:52.530

It's just a phrase we don't have and a feeling we almost don't have.

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00:10:52.960 --> 00:10:55.010

[Nolan] English. Yeah. Oh by the way, Katie,</v>

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00:10:55.010 --> 00:10:57.610

you can drop the microphone a bit cause I'm getting a little bit of feedback.

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00:10:57.640 --> 00:10:58.890

Yeah, problem. Sorry, [laughter].

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00:10:59.270 --> 00:11:00.450

[Katie] In fact, if I leave it too low,</v>

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00:11:00.450 --> 00:11:03.090

it bounces on my chest and then like causes issues.

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00:11:03.760 --> 00:11:05.530

[Nolan] Okay. Well that's the thing with these online recordings, right?</v>

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00:11:05.800 --> 00:11:08.650

Just listeners know this is all done online. So it,

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00:11:08.650 --> 00:11:13.290

so sometimes have these little small issues. Um, okay,

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00:11:13.290 --> 00:11:16.970

that that, that's an interesting one. Now since you're,

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00:11:16.970 --> 00:11:20.730

you're a language teacher, you've learned um, languages yourself.

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00:11:21.360 --> 00:11:25.490

What are some of the tips you would give people? Um,

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00:11:25.560 --> 00:11:26.970

like some of the main,

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00:11:27.310 --> 00:11:32.130

the main language learning tips or the things that kind of have helped you now

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00:11:32.230 --> 00:11:37.050

in a previous episode with Cesar, How Social Media and Cancel Culture,

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00:11:37.050 --> 00:11:40.410

Influence Language Learning. I went over the generation effect,

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00:11:40.430 --> 00:11:44.930

the hyper correction action effect and space repetition and interleaving. Um,

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00:11:44.930 --> 00:11:46.850

so any listeners who wanna know more about that,

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00:11:46.890 --> 00:11:48.490

I recommend checking out that uh,

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00:11:48.490 --> 00:11:51.450

episode cuz I don't wanna repeat myself too much. Um,

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00:11:51.450 --> 00:11:55.800

so what are some of your most recommended learning tactics,

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00:11:55.800 --> 00:11:57.320

especially when it comes to language?

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00:11:58.640 --> 00:12:01.440

[Katie] I feel like some of that you've already mentioned like space repetition in terms</v>

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00:12:01.440 --> 00:12:03.720

of learning new vocabulary and using it again,

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00:12:03.720 --> 00:12:05.480

like I'm not gonna go too much detail as you say,

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00:12:05.480 --> 00:12:08.160

you've already got plenty of other content that people can learn about that,

228

00:12:08.160 --> 00:12:09.080

but genuinely was so,

229

00:12:09.080 --> 00:12:13.920

so important for me with learning cuz Chinese in particular so many words are

230

00:12:13.920 --> 00:12:17.480

completely different to English. Um, and the counter writing space,

231

00:12:17.480 --> 00:12:20.960

repetition helps a lot with learning how to hand write all of those characters.

232

00:12:21.680 --> 00:12:23.620

Um, so that's definitely one factor.

233

00:12:24.200 --> 00:12:27.520

But I think aside from like direct language learning tips,

234

00:12:27.600 --> 00:12:30.320

I think the most important thing is actually passionate about learning the

235

00:12:30.720 --> 00:12:33.080

language. Because motivation,

236

00:12:33.670 --> 00:12:37.320

like most people like okay this year I'm gonna learn Spanish and they'll pick up

237

00:12:37.330 --> 00:12:40.240

Duolingo or whatever and they'll do Spanish for a couple of weeks and then they'll

238

00:12:40.240 --> 00:12:44.200

give up because they don't have a strong reason to learn Spanish. Um,

239

00:12:44.260 --> 00:12:45.840

and actually I found this myself in Japan.

240

00:12:46.140 --> 00:12:50.040

You've thought I'd have a strong reason for learning Japanese given that I moved

241

00:12:50.040 --> 00:12:53.160

to Japan and I've been living here for over a year now. Um,

242

00:12:53.260 --> 00:12:55.400

and I knew for like a whole year before I came that was coming.

243

00:12:55.400 --> 00:12:58.560

Like I had the job offer a whole year before that things got delayed cuz of

244

00:12:58.560 --> 00:13:01.360

covid and everything. So I was waiting and waiting and waiting to go to Japan.

245

00:13:01.740 --> 00:13:05.680

It would've been your thought strong motivation to learn Japanese. Um,

246

00:13:05.680 --> 00:13:08.920

it said what I did was enroll on an online Chinese class and um,

247

00:13:09.430 --> 00:13:13.880

that was like [laughter] completely put Japanese aside because I wasn't passionate

248

00:13:13.880 --> 00:13:18.400

about it. I was just learning it for life or like for work. Um, and also those,

249

00:13:18.400 --> 00:13:19.400

those aren't good reasons,

250

00:13:19.540 --> 00:13:23.080

but maybe I'm just not very good at motivating myself. Whereas Chinese,

251

00:13:23.240 --> 00:13:25.600

I think because I fell in love with the culture, um,

252

00:13:25.600 --> 00:13:28.120

I started watching Chinese TV shows, I had Chinese friends,

253

00:13:28.160 --> 00:13:30.600

I want to be able to talk to you more easily. Um,

254

00:13:30.880 --> 00:13:33.840

I was using like Chinese social media platforms and like following sort of

255

00:13:34.100 --> 00:13:38.000

fandom and cultural stuff within China and to engage well with that you'd have

256

00:13:38.000 --> 00:13:40.000

to know Chinese cause it's not translated.

257

00:13:40.780 --> 00:13:44.080

And that I think was a really strong motivation in terms of like hobbies and

258

00:13:44.280 --> 00:13:47.020

personal interests. So what is,

259

00:13:47.080 --> 00:13:49.860

I'm not sure that's a language learning tip that you love so much. Yeah.

260

00:13:51.720 --> 00:13:52.780

Oh gosh, that's hard.

261

00:13:55.620 --> 00:13:58.470

What do I love about Chinese culture so much? It's really difficult.

262

00:13:58.590 --> 00:14:02.870

I feel like it was almost random TV shows or like people I met,

263

00:14:03.820 --> 00:14:05.480

um, yeah, people I met,

264

00:14:05.480 --> 00:14:09.680

like I made genuine friends when I was in China who I'm still in contact with.

265

00:14:09.740 --> 00:14:12.520

And this sounds really bad if any of my university friends in the UK are

266

00:14:12.520 --> 00:14:15.480

listening. I I still love you guys, you're amazing. But I'm gonna be honest,

267

00:14:15.600 --> 00:14:18.480

I haven't spoken to any of my university friends since graduating like five

268

00:14:18.480 --> 00:14:20.000

years ago from the UK.

269

00:14:20.470 --> 00:14:23.600

Whereas if I look at friends I met when I was in China,

270

00:14:23.940 --> 00:14:27.320

I'm still in contact with regularly with most of them. Um,

271

00:14:27.740 --> 00:14:30.520

and maybe that's part of the kind of experience if you move somewhere new,

272

00:14:31.300 --> 00:14:33.950

but it's yeah,

273

00:14:34.090 --> 00:14:37.790

people I've met and those relationships you build I think is probably one of

274

00:14:37.790 --> 00:14:38.623

the strongest things.

275

00:14:39.370 --> 00:14:43.220

[Nolan] Yeah, I've noticed that as well. Uh, teaching Chinese students and,</v>

276

00:14:43.400 --> 00:14:46.700

and having my own teaching business and working with the,

277

00:14:46.700 --> 00:14:51.440

the Chinese parents in this case, they're so much more loyal than [laughter].

278

00:14:51.540 --> 00:14:52.680

We westerners are,

279

00:14:53.270 --> 00:14:57.480

once you form a relationship and you'll learn about that when it cult comes to

280

00:14:57.480 --> 00:15:02.280

like cultural competence, right? That in, in China it's very relationship based.

281

00:15:02.340 --> 00:15:06.600

You don't get right down to business until you form a certain relationship. Now,

282

00:15:06.600 --> 00:15:07.800

when I first started teaching English,

283

00:15:07.880 --> 00:15:12.120

I had the opposite of ex experience because I was teaching through platforms

284

00:15:12.120 --> 00:15:16.160

like Wales, English and VIPkid and it's just straight down the business,

285

00:15:16.160 --> 00:15:20.280

right? Like [laughter], it's really about do you follow these rigid rules?

286

00:15:20.660 --> 00:15:24.720

Do you come from the right university? And it was so like task based.

287

00:15:24.860 --> 00:15:25.440

And then I thought,

288

00:15:25.440 --> 00:15:29.000

this doesn't make any sense what I learned in cultural psychology or cultural

289

00:15:29.000 --> 00:15:30.480

confidence workshops.

290

00:15:30.780 --> 00:15:34.720

But then once I had my own business and I actually had to foster the

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00:15:34.720 --> 00:15:39.280

relationships myself, I noticed how much value they place on that.

292

00:15:39.820 --> 00:15:43.600

And I don't know is do you think that's one of the reasons that you stay in

293

00:15:43.600 --> 00:15:44.240

touch with them more?

294

00:15:44.240 --> 00:15:48.320

Is this because how much they value family and and close relationships?

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00:15:49.900 --> 00:15:52.540

[Katie] I think now you mention it, that is I think to a certain extent,</v>

296

00:15:53.090 --> 00:15:56.980

like a big factor because like there was um,

297

00:15:57.000 --> 00:16:00.100

one Chinese family when I was living in China that I started tutoring their

298

00:16:00.100 --> 00:16:01.340

younger daughter, um,

299

00:16:01.850 --> 00:16:06.380

when I was there and they put so much emphasis on building that relationship was

300

00:16:06.650 --> 00:16:09.100

when I first, like, they reached out to me saying they were interested,

301

00:16:09.100 --> 00:16:12.300

they were looking for an English tutor for their child. And I was thinking,

302

00:16:12.300 --> 00:16:14.860

okay, there'll be a couple hours a week, we'll do some tutoring and that's it.

303

00:16:15.090 --> 00:16:18.300

Whereas for them it's like almost adopting me into their family.

304

00:16:18.530 --> 00:16:21.260

Like as well as the tutoring sessions, they would take me on days out,

305

00:16:21.260 --> 00:16:24.140

they would invite me always and take me for lunch afterwards. Um,

306

00:16:24.140 --> 00:16:27.540

I got to know them, they introduced me to the whole wider family. Um,

307

00:16:27.610 --> 00:16:29.460

when I went back to China a couple of years later,

308

00:16:29.460 --> 00:16:31.980

they took me on holiday to the other side of China,

309

00:16:32.050 --> 00:16:36.760

like a three hour flight away. Um, completely,

310

00:16:37.120 --> 00:16:41.320

I celebrated Chinese New Year with them. Um, gosh, it was like almost for me,

311

00:16:41.320 --> 00:16:43.480

I was like, oh, this is just a little, little easy side job, you know,

312

00:16:43.600 --> 00:16:45.680

a bit of money on the side to help me with my studies.

313

00:16:46.150 --> 00:16:47.800

Whereas for them they're like, wow,

314

00:16:47.860 --> 00:16:50.920

we can like teach you all about Chinese culture. And they literally, I,

315

00:16:51.080 --> 00:16:55.000

I first them sometimes my Chinese adopted family because they literally adopted

316

00:16:55.100 --> 00:16:58.970

me completely into their life. Um, so yeah,

317

00:16:59.080 --> 00:17:00.450

that is incredible actually. That's why,

318

00:17:00.680 --> 00:17:04.490

what was what I say about the people I meet having such an impact and it's hard

319

00:17:04.490 --> 00:17:08.110

to describe that someone who hasn't had that experience because yeah, yeah,

320

00:17:08.180 --> 00:17:08.970

it's maybe it's very careful.

321

00:17:08.970 --> 00:17:12.070

[Nolan] No, it's fine. I get it. I haven't had that exact experience, but I,</v>

322

00:17:12.230 --> 00:17:15.390

I can totally picture it just based on my experiences as well.

323

00:17:16.230 --> 00:17:18.690

And well I think this ties into teaching as well.

324

00:17:18.720 --> 00:17:22.490

I've always had this perspective, but nowadays with um,

325

00:17:23.190 --> 00:17:25.690

AI and ChatGPT and stuff, I even happen more.

326

00:17:25.710 --> 00:17:29.970

So I think the principal role of a teacher is to motivate

327

00:17:30.630 --> 00:17:32.970

and to foster a relationship. I mean,

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00:17:32.970 --> 00:17:35.010

that's why we learn languages in the first place.

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00:17:35.370 --> 00:17:37.730

I always say that if your motivation is to pass the test,

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00:17:37.730 --> 00:17:38.770

that's not good enough, right?

331

00:17:38.960 --> 00:17:42.130

Your motivation should be because you want to communicate with people.

332

00:17:42.130 --> 00:17:46.850

That's why language exists, it's communication. And um,

333

00:17:47.590 --> 00:17:50.030

at first, like that's always kind of, of my,

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00:17:50.210 --> 00:17:51.910

my principle when it comes to teaching.

335

00:17:52.410 --> 00:17:56.830

But now I think it's even more important with AI because I'll be honest,

336

00:17:57.010 --> 00:17:59.470

I'm a language teacher and I'll admit Chat.

337

00:17:59.590 --> 00:18:03.310

GPT is better than me when it comes to explaining grammar rules.

338

00:18:03.340 --> 00:18:08.230

Like it is faster and I utilize it for my students.

339

00:18:08.290 --> 00:18:12.270

If I'm stuck on a question, you know, I, there's so much information, right?

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00:18:12.270 --> 00:18:15.430

Sometimes I, I can't pull it up quick enough and Chat GPT can,

341

00:18:15.450 --> 00:18:20.170

so I just use Chat GPT and I sometimes I think, well shit, am I go,

342

00:18:20.230 --> 00:18:21.930

is my job gonna be obsolete?

343

00:18:22.070 --> 00:18:26.650

And I think probably not really because it's still about motivation.

344

00:18:26.950 --> 00:18:30.200

And uh, like I'm right now for Spanish,

345

00:18:30.320 --> 00:18:34.160

I use CHAT GPT almost every day to practice Spanish cause I find it so good.

346

00:18:34.820 --> 00:18:37.360

Um, but I was wondering what your opinions on this are.

347

00:18:37.420 --> 00:18:41.160

Do you think this is something that teachers should be focusing more and more on

348

00:18:41.180 --> 00:18:46.080

and realizing that AI might take over certain aspects of the job?

349

00:18:46.580 --> 00:18:51.280

Or do you think that a teacher's job is still to do a lot with like, no, no, no.

350

00:18:51.280 --> 00:18:52.720

Like know the grammar,

351

00:18:52.750 --> 00:18:55.800

make sure that you're answering it in your way and things like this.

352

00:18:58.190 --> 00:19:00.320

[Katie] This is a really, there's a big debate on this.</v>

353

00:19:00.320 --> 00:19:03.800

She's probably aware at the moment. Everyone's got opinions on AI, um,

354

00:19:03.800 --> 00:19:05.040

particularly in education.

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00:19:05.620 --> 00:19:10.500

And I feel like we should see AI as a tool that's gonna help us

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00:19:10.500 --> 00:19:13.580

as teachers rather than as a threat that's gonna take away our jobs.

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00:19:13.850 --> 00:19:15.020

Because like we were saying,

358

00:19:15.020 --> 00:19:19.340

the importance is on that relationship and it's something that I don't think an

359

00:19:19.400 --> 00:19:21.300

AI can really replicate. Um,

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00:19:21.400 --> 00:19:24.580

cuz they haven't had the same real life experiences as much as they can kind of

361

00:19:24.580 --> 00:19:28.700

put on an act of being human. Um, and I guess as things develop even further,

362

00:19:28.890 --> 00:19:33.660

I've seen already like AI videos with talking head things that are all entirely

363

00:19:33.660 --> 00:19:35.740

virtually like AI generated. Um,

364

00:19:35.740 --> 00:19:39.180

so you can imagine a world in which there's like an online teacher who's not

365

00:19:39.340 --> 00:19:41.740

actually a teacher, but an AI. But the thing is,

366

00:19:42.220 --> 00:19:45.940

anything that teacher says doesn't have the same element of sort of trust and

367

00:19:46.680 --> 00:19:50.740

um, like relatability because it's been generated by a robot.

368

00:19:50.960 --> 00:19:51.793

So the human,

369

00:19:52.080 --> 00:19:56.540

the human student at the other end knows that they can't relate directly to this

370

00:19:56.540 --> 00:20:00.290

teacher. So for example, I often talk to my students in class, um,

371

00:20:00.470 --> 00:20:02.970

and they'll be talking about why, why do we need to bother learning this?

372

00:20:03.030 --> 00:20:05.570

Why is this important? And I'll be able to say, oh you know,

373

00:20:05.570 --> 00:20:08.050

this is important because when I moved to China,

374

00:20:08.160 --> 00:20:13.130

when I moved to Japan and I was trying to do whatever I needed to use this exact

375

00:20:13.330 --> 00:20:16.130

sentence structure, it was really, really useful. That time I struggled with,

376

00:20:16.570 --> 00:20:19.010

I don't know, my train ticket, I missed my train,

377

00:20:19.050 --> 00:20:22.130

I had to change my train ticket and therefore I had to use whatever grammatical

378

00:20:22.130 --> 00:20:26.410

thing. Now an AI can't say that honestly an AI can make that up,

379

00:20:26.430 --> 00:20:28.770

but an AI hasn't had that experience. Um,

380

00:20:28.990 --> 00:20:33.890

so I think that our real life experiences are actually really important. Um,

381

00:20:33.890 --> 00:20:34.770

and that's just one example,

382

00:20:34.830 --> 00:20:39.330

but I think it helps you relate and have that relationship that I don't think

383

00:20:39.630 --> 00:20:41.770

what's essentially a robot can actually replace.

384

00:20:42.750 --> 00:20:45.160

[Nolan] Yeah, definitely. Now let,</v>

385

00:20:45.160 --> 00:20:48.960

let's tie this into your business then Abridge academy, because you design,

386

00:20:49.180 --> 00:20:53.040

you design courses for teachers as well. Um,

387

00:20:53.460 --> 00:20:56.720

now one thing I've been thinking about a little bit with my own material is like

388

00:20:56.720 --> 00:20:58.400

should I start shifting this a bit?

389

00:20:58.400 --> 00:21:02.400

Like I use a lot of Cambridge material as a guideline and then depending on the

390

00:21:02.400 --> 00:21:06.000

student, I always adapt it depending on their interests, find different videos,

391

00:21:06.000 --> 00:21:06.840

things like this.

392

00:21:07.610 --> 00:21:12.030

But nowadays I'm thinking should I start working with AI more

393

00:21:12.530 --> 00:21:17.230

and adapting the material so that I teach students how to use AI

394

00:21:17.730 --> 00:21:21.630

for grammar? Because as I said, um, like at the beginning it wasn't as good,

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00:21:21.630 --> 00:21:24.430

but now it's just a few months, it's already so much better.

396

00:21:24.450 --> 00:21:27.630

And I'm noticing the progress with ChatGPT and everything.

397

00:21:28.090 --> 00:21:32.960

So I'm thinking maybe there's a way to design lessons to help

398

00:21:33.000 --> 00:21:37.760

students use the AI for the grammar related questions. Even for certain,

399

00:21:38.060 --> 00:21:43.040

um, uh, methods for studying, you know, test questions.

400

00:21:43.230 --> 00:21:47.920

Even for marking work. Like now I in Spanish, I'll write a text in, in Spanish,

401

00:21:48.030 --> 00:21:52.040

send it to ChatGPT and it'll explain all the errors to me, right?

402

00:21:52.780 --> 00:21:56.320

And then just hear, it's like, okay, well then why would I need you? It's like,

403

00:21:56.320 --> 00:21:57.800

well I'm here as what you said,

404

00:21:57.860 --> 00:22:02.600

the emotional connections and drawing from actual human experiences

405

00:22:02.630 --> 00:22:06.320

that you connect with and online you're still seeing each other, right?

406

00:22:06.360 --> 00:22:10.160

I think such an important part of language is the eyes, the mouth,

407

00:22:10.170 --> 00:22:13.320

every little expression you make because those are all cues that help you

408

00:22:13.600 --> 00:22:17.880

remember um, vocabulary and grammar in some cases. Uh,

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00:22:17.880 --> 00:22:20.600

but that's kinda like my long-winded explanation. But I was wondering,

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00:22:20.660 --> 00:22:25.560

are you thinking about this at all with your material right now with um, uh,

411

00:22:25.560 --> 00:22:26.880

the academy, Abridge Academy?

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00:22:27.990 --> 00:22:29.250

[Katie] That's actually a really good point.</v>

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00:22:29.310 --> 00:22:31.970

So with Abridge Academy we offer like pre-made curriculum,

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00:22:31.970 --> 00:22:33.850

like teaching materials that teachers can use.

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00:22:33.850 --> 00:22:35.370

Particularly focusing on online teachers,

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00:22:35.570 --> 00:22:39.050

although we also have in classroom teachers who are also using these materials.

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00:22:39.670 --> 00:22:39.990

Um,

418

00:22:39.990 --> 00:22:43.170

so it's things like interactive slides that you can click and drag and drop and

419

00:22:43.170 --> 00:22:47.180

it's all engaging. It's much more engaging than you'd have like a passive uh,

420

00:22:47.180 --> 00:22:49.420

PowerPoint slide is the concept. Um,

421

00:22:49.500 --> 00:22:53.420

I have some great feedback on that and I haven't actually personally used AI in

422

00:22:53.420 --> 00:22:54.860

the development of those materials. Um,

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00:22:54.860 --> 00:22:57.940

mostly cause we've been working on this for a couple of years and AI is only

424

00:22:58.100 --> 00:22:59.820

really been a thing. Well it's always been a thing,

425

00:22:59.880 --> 00:23:02.620

but it's only really massive will be taken off in the teaching community in the

426

00:23:02.620 --> 00:23:04.060

last couple of months. Um,

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00:23:04.060 --> 00:23:07.580

but I have used AI myself with some of my own students, like quickly in class,

428

00:23:07.580 --> 00:23:10.140

right? We need a bit of help on something or um,

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00:23:10.140 --> 00:23:13.020

sometimes I've been trying to make like a quick resource to use my students

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00:23:13.020 --> 00:23:17.340

that's gonna like practice a grammar point. So for example, um, maybe I need,

431

00:23:17.440 --> 00:23:17.780

you know,

432

00:23:17.780 --> 00:23:22.610

a list of 10 sentences in the past continuous

433

00:23:22.780 --> 00:23:25.770

tense or whatever with a gap for an exercise, something like that.

434

00:23:25.770 --> 00:23:29.050

And you can very quickly type that into chat GPT and within 10 seconds it's

435

00:23:29.050 --> 00:23:32.810

given you [laughter] basically the whole worksheet. Um, yeah. And that can be so,

436

00:23:32.810 --> 00:23:33.643

so helpful.

437

00:23:33.720 --> 00:23:36.890

Like just there in any class where you can't think of these ideas cuz it takes

438

00:23:36.890 --> 00:23:39.650

time to plan for these kind of sentences. Um,

439

00:23:40.010 --> 00:23:43.490

I think it's certainly very useful. Have I used it much myself yet?

440

00:23:43.670 --> 00:23:46.120

Not as much as I think some other teachers have. Um,

441

00:23:46.460 --> 00:23:48.840

I'm excited for the potential of it. I'm not sure that's really the answer.

442

00:23:48.870 --> 00:23:51.000

It's just like, I'm excited for the opportunities.

443

00:23:51.440 --> 00:23:54.320

I would like to see curious things that can adapt.

444

00:23:55.230 --> 00:23:57.800

What I would really love and this requires more tech skills than I have.

445

00:23:57.800 --> 00:24:00.840

Well what I would really love is if we could make resources that somehow adapted

446

00:24:01.020 --> 00:24:02.360

to students as they go along.

447

00:24:02.360 --> 00:24:05.880

Like you're teaching class and the student makes some mistakes in answering some

448

00:24:05.880 --> 00:24:09.800

quiz and then it would give you a follow up quiz or give you follow up like

449

00:24:10.280 --> 00:24:13.520

materials or lessons that pick out what they struggled with.

450

00:24:13.660 --> 00:24:16.760

That's something I think could be really cool and could use AI in a way that

451

00:24:16.760 --> 00:24:17.960

makes teaching.

452

00:24:18.540 --> 00:24:20.760

[Nolan] And I think about that too, cuz sometimes as a teacher,</v>

453

00:24:20.870 --> 00:24:23.520

when you're just a alone, it's difficult. Let's say you're,

454

00:24:23.520 --> 00:24:26.960

you're taking — with adults it's easy cuz adults can take their own notes,

455

00:24:27.010 --> 00:24:28.200

right? But with kids, yes,

456

00:24:28.250 --> 00:24:31.560

oftentimes you want to take notes for them and then you're listening while

457

00:24:31.560 --> 00:24:35.200

taking notes. If the AI had like a little, uh, I don't know,

458

00:24:35.200 --> 00:24:38.040

a little trigger where you say, oh, this vocabulary,

459

00:24:38.070 --> 00:24:40.960

then it quickly writes it down for you and then you can create the,

460

00:24:41.260 --> 00:24:45.310

the feedback after. That'd be awesome. But yeah, with,

461

00:24:45.310 --> 00:24:47.270

with your material, um, I've,

462

00:24:47.270 --> 00:24:50.710

I've checked out with some things and it's like very engaging also,

463

00:24:50.710 --> 00:24:53.950

especially for children, right? It's very important. Like it's colorful,

464

00:24:54.300 --> 00:24:59.230

it's fun. Um, which is incredibly important when teaching children. Um,

465

00:25:00.230 --> 00:25:04.160

another thing I was wondering with that is how do you notice that you've had to

466

00:25:04.650 --> 00:25:08.960

adapt your motivation styles depending on culture to culture?

467

00:25:08.990 --> 00:25:13.400

Because it varies greatly even with with adults, um, you're just, just,

468

00:25:13.500 --> 00:25:15.120

you know, thinking about some things.

469

00:25:15.190 --> 00:25:19.240

It's like people from a theory first culture versus um,

470

00:25:19.780 --> 00:25:23.720

an uh, like an application first culture, right? Like in the United States,

471

00:25:23.780 --> 00:25:26.880

people are very application first when you do a presentation,

472

00:25:27.270 --> 00:25:30.480

it's about the outcome and then people might ask about the theory.

473

00:25:30.660 --> 00:25:33.480

But in Germany it's very different. It's like, no,

474

00:25:33.480 --> 00:25:38.320

it's about the tell me the theory and then I'll accept the application

475

00:25:38.590 --> 00:25:43.380

side of things. Um, and in China there's, I don't know,

476

00:25:43.660 --> 00:25:46.820

actually too much, too much, uh, research around it.

477

00:25:47.250 --> 00:25:50.500

I've noticed that they're curious about both and I, what,

478

00:25:50.500 --> 00:25:54.260

what is it from your experience, do you feel like with students they,

479

00:25:54.260 --> 00:25:59.220

they you really need to present the theory first in China or in Japan or

480

00:25:59.250 --> 00:26:02.340

does any of the other, um, cultures you've taught?

481

00:26:03.910 --> 00:26:05.090

[Katie] That's quite an interesting one.</v>

482

00:26:05.090 --> 00:26:06.810

Almost something I haven't really necessarily thought about.

483

00:26:06.890 --> 00:26:10.170

I feel like I adapt my teaching a lot depending on the student I'm talking to.

484

00:26:10.310 --> 00:26:11.290

And every student,

485

00:26:11.290 --> 00:26:14.850

even within a single culture does have their own personal personality, right?

486

00:26:15.470 --> 00:26:17.530

Um, so I think that's definitely a factor.

487

00:26:17.880 --> 00:26:20.250

What I find interesting here in Japan,

488

00:26:20.390 --> 00:26:23.010

so in Japan I teach in public the public school system. So they follow,

489

00:26:23.010 --> 00:26:24.610

like set textbook, set curriculum,

490

00:26:24.610 --> 00:26:29.290

like a set way of doing things and they tend to introduce the theory. Um,

491

00:26:29.290 --> 00:26:31.050

like say it's a grammar point, let's pick that as an example.

492

00:26:31.050 --> 00:26:33.770

They'll have a grammar lesson and they'll learn the grammar point,

493

00:26:33.770 --> 00:26:35.130

then they'll practice the grammar point,

494

00:26:35.240 --> 00:26:38.890

then they'll move on in the next lesson maybe to reading a thing that loses that

495

00:26:38.890 --> 00:26:40.650

grammar point and then using it in their own sentences.

496

00:26:40.650 --> 00:26:44.080

Like it's very methodical in a way. Um,

497

00:26:44.470 --> 00:26:46.920

that might just be the curriculum that we're using here in public schools,

498

00:26:47.020 --> 00:26:51.360

but it seems to be the approach that first teacher theory then apply it. Um,

499

00:26:51.470 --> 00:26:54.440

it's interesting though because a lot of the students I've taught in China had

500

00:26:54.440 --> 00:26:55.920

always the opposite approach. And again,

501

00:26:55.920 --> 00:26:59.240

this might partly be due to platforms I've taught with or like when I was in

502

00:26:59.240 --> 00:27:02.880

China also went back and taught on various short term programs in China as well.

503

00:27:02.900 --> 00:27:06.760

But they were very focused on like a project or like a big achievement they're

504

00:27:06.760 --> 00:27:08.800

working towards. And as you go,

505

00:27:09.210 --> 00:27:11.440

maybe there's some grammar points you need to learn along the way,

506

00:27:11.660 --> 00:27:15.100

but the goal is to get to some end points. Um,

507

00:27:15.930 --> 00:27:18.710

and is that a cultural thing or is that specific to the exact kind of programs

508

00:27:18.710 --> 00:27:22.070

of students and their goals? I dunno, but it's interesting one to think about.

509

00:27:22.070 --> 00:27:24.550

[Nolan] Think it's kind of difficult to to decipher there.</v>

510

00:27:24.570 --> 00:27:26.870

But what about from your view, um,

511

00:27:27.250 --> 00:27:32.150

do you think that one or the other method is better or do you think you have to

512

00:27:32.440 --> 00:27:34.310

adapt it depending on the learning style?

513

00:27:35.760 --> 00:27:38.040

[Katie] I think always as teachers we have to adapt around our students.</v>

514

00:27:38.040 --> 00:27:38.960

There's one thing always aware,

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00:27:38.960 --> 00:27:42.040

there's no one perfect way of teaching otherwise we'd have robots teaching,

516

00:27:42.560 --> 00:27:45.200

teaching for us cuz we'd program and do it perfectly. Um,

517

00:27:45.540 --> 00:27:47.970

but I personally,

518

00:27:47.970 --> 00:27:51.130

as much as I don't like some aspects of the way it's taught here in Japan is the

519

00:27:51.130 --> 00:27:54.910

way it's implemented, maybe me personally does better with, uh,

520

00:27:54.910 --> 00:27:57.670

teach the theory first and apply it kind of approach. Um,

521

00:27:58.280 --> 00:28:02.470

maybe that's just my own personal language learning influence on this. Um,

522

00:28:02.690 --> 00:28:07.030

but I do often find that once they have a students have a stronger understanding

523

00:28:07.030 --> 00:28:11.830

as sort of mastery of the core concepts, it's easier to actually apply it. Um,

524

00:28:12.300 --> 00:28:13.090

okay,

525

00:28:13.090 --> 00:28:16.710

but maybe that's a bit of a traditionalist view that just works my own personal

526

00:28:16.870 --> 00:28:20.230

learning style. [Nolan] Um, yeah, because not everyone's talking about a little bit,

527

00:28:20.230 --> 00:28:20.460
right?

528

00:28:20.460 --> 00:28:22.230
[Nolan] Yeah, it depends. Yeah,

529

00:28:22.230 --> 00:28:24.830
it's something that I spend a lot of time thinking about. I'm always playing,

530

00:28:25.340 --> 00:28:28.990
playing with, with my own language learning and with other students as well.

531

00:28:29.490 --> 00:28:32.310
Now another one that's interesting when it comes to different cultures is

532

00:28:32.670 --> 00:28:37.630
feedback, right? There's a big difference in how blunt and negative you can be.

533

00:28:37.850 --> 00:28:41.550
And if we look at the scales, um, like Israel and Holland,

534

00:28:41.550 --> 00:28:45.950
they're some of the most blunt when it comes to negative feedback. Um,

535

00:28:46.530 --> 00:28:50.510
uh, the UK less, the UK is less blunt than in the United,

536

00:28:50.540 --> 00:28:55.110
than the United States, right? Kind of circle around things sometimes. Um,

537

00:28:55.450 --> 00:28:58.870
and then apparently in a lot of like Asian cultures,

538

00:28:59.300 --> 00:29:03.390

it's not very blunt when it's in a business setting,

539

00:29:04.170 --> 00:29:08.470

but I have a very different experience when it comes to children

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00:29:08.970 --> 00:29:10.470

in the educational setting.

541

00:29:10.470 --> 00:29:14.870

Like I find if you tell a Canadian student that they did something wrong,

542

00:29:15.500 --> 00:29:19.270

they're just unmotivated. Even if you do it with critical feedback, right?

543

00:29:19.270 --> 00:29:23.070

You make the shit sandwich [laughter], right? They're more likely to be like, oh,

544

00:29:23.070 --> 00:29:27.390

I've heard my self-esteem and like they don't want to persist and they've done

545

00:29:27.390 --> 00:29:30.190

studies with that as well, um, with adults.

546

00:29:31.080 --> 00:29:33.860

And then when it comes to kids in China,

547

00:29:34.040 --> 00:29:37.860

if I tell them they did something wrong, they're so motivated to do better.

548

00:29:39.800 --> 00:29:43.640

Um, so it kinda like contradicts a little bit of that blunt negative feedback,

549

00:29:44.260 --> 00:29:45.120

uh, research.

550

00:29:45.140 --> 00:29:48.880

So I'm just wondering what your experience is with this in China and in Japan.

551

00:29:49.230 --> 00:29:49.870

[Katie] Yeah,</v>

552

00:29:49.870 --> 00:29:52.840

this is a very interesting one because I've heard almost the same experience.

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00:29:52.950 --> 00:29:56.480

Like everyone says that like, don't criticize people in China,

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00:29:56.480 --> 00:29:59.840

don't criticize kids in Japan because it's like not the done thing,

555

00:30:00.380 --> 00:30:04.300

but I mean [inaudible] present it in a, in a polite way. Um,

556

00:30:04.450 --> 00:30:07.100

they tend actually take on more that feedback a lot more than when I was

557

00:30:07.220 --> 00:30:09.460

teaching in the uk. Kids in the uk you tell 'em something's wrong, they're like,

558

00:30:09.460 --> 00:30:12.990

well, whatever, I don't care. [laughter], that's like, that's not helpful.

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00:30:13.090 --> 00:30:15.710

You know, the point of the or the feedback is they help, they make progress,

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00:30:15.710 --> 00:30:15.910

right?

561

00:30:15.910 --> 00:30:18.830

You gotta tell 'em whether they went wrong and how to improve on it in order

562

00:30:18.830 --> 00:30:20.910

that they can improve on it. Um,

563

00:30:21.290 --> 00:30:25.160

and maybe that's a culture thing to do with respecting the education system

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00:30:25.350 --> 00:30:29.360

more than it is the feedback star specifically. Um,

565

00:30:29.420 --> 00:30:33.180

but I find it's interesting because when I came to Japan,

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00:30:33.280 --> 00:30:36.100

we had specific training from the British Council when we arrived. Um,

567

00:30:36.100 --> 00:30:38.140

and one of the things they specifically told us was,

568

00:30:38.140 --> 00:30:42.080

do not criticize kids directly because it will demotivate them.

569

00:30:42.080 --> 00:30:44.400

They'll be really embarrassed in front of their whole class. Like,

570

00:30:44.730 --> 00:30:48.160

don't do that. Um, so I haven't tried that because I've been like,

571

00:30:48.160 --> 00:30:50.360

well I've been told don't criticize kids in front of the whole class,

572

00:30:50.740 --> 00:30:53.560

but I'll do like gentle corrections and obviously when people submit work,

573

00:30:54.040 --> 00:30:57.040

I will write feedback on the work and if they made a mistake, I will run.

574

00:30:57.040 --> 00:30:59.320

Don't circle it in Japan because you circle it, that means it was right.

575

00:30:59.320 --> 00:31:01.480

You're meant to underline it. I learned that the wrong way,

576

00:31:01.740 --> 00:31:04.080

the bad way when I first got here circled everything that was wrong.

577

00:31:04.080 --> 00:31:06.960

And the kid's like, yeah, yeah, I got it all right. I'm like, nope, um,

578

00:31:07.500 --> 00:31:10.280

that's like if you give them pointers on where to improve,

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00:31:10.280 --> 00:31:13.650

they're very on board with taking on board that feedback. And I think,

580

00:31:15.480 --> 00:31:20.390

oh, maybe they appreciate the honesty, but I feel like it's almost a cultural,

581

00:31:21.230 --> 00:31:24.350

a cultural way in which they approach taking aboard feedback on how they respect

582

00:31:24.710 --> 00:31:28.490

educators. Whereas when it gets to workplace [Nolan] higher on the hierarchy,

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00:31:28.490 --> 00:31:30.810

you've got a different [Katie] Right. As an educator you get respect.

584

00:31:30.810 --> 00:31:31.530

[Nolan] You.</v>

585

00:31:31.530 --> 00:31:34.900

[Katie] Whereas the UK kids will answer back like they won't blink twice before they</v>

586

00:31:34.900 --> 00:31:37.140

answer back. No, I didn't get that wrong. That's correct.

587

00:31:37.290 --> 00:31:40.300

What do you mean is that's com you know, you are the one in the wonk. Um,

588

00:31:40.560 --> 00:31:42.500

you don't get that in China or Japan.

589

00:31:43.730 --> 00:31:47.470

[Nolan] Now something you mentioned is the embarrassability and I think that's an</v>

590

00:31:47.470 --> 00:31:49.470

important factor. Like if you look at this,

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00:31:49.470 --> 00:31:52.110

especially with the studies between Japan and Ed and Canada,

592

00:31:52.990 --> 00:31:56.310

Japanese people score a lot higher on embarrassability.

593

00:31:57.050 --> 00:32:01.190

And I think that's maybe the difference when it comes to negative feedback.

594

00:32:01.590 --> 00:32:05.070

A lot of time when I'm teaching online or a lot of teachers who teach online,

595

00:32:05.070 --> 00:32:07.270

you're, you have two students in the classroom, they,

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00:32:07.270 --> 00:32:09.070

they often know each other or just one.

597

00:32:09.530 --> 00:32:13.310

If you're giving one person direct negative feedback there,

598

00:32:13.630 --> 00:32:15.990

there's no way that they can get embarrassed because it's just,

599

00:32:16.300 --> 00:32:17.590

it's just the two of you.

600

00:32:17.610 --> 00:32:20.590

And I think in that setting they're way more accepting of it.

601

00:32:20.610 --> 00:32:22.310

But then in a classroom setting,

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00:32:22.560 --> 00:32:25.390

maybe that's where it comes from because they have such more,

603

00:32:25.420 --> 00:32:29.350

more of a culture of saving face in front of people. And that's where you,

604

00:32:29.350 --> 00:32:31.430

why you can't do the direct negative feedback.

605

00:32:31.430 --> 00:32:34.790

So I think there's a big difference if it's one-on-one or in a group setting.

606

00:32:35.710 --> 00:32:38.160

[Katie] Yeah, I think also like something I would do in the uk,</v>

607

00:32:38.180 --> 00:32:41.120

if a kid answers a question incorrectly, like front the whole class, right?

608

00:32:41.150 --> 00:32:43.160

I've asked them in front the whole class to say and answer the question,

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00:32:43.160 --> 00:32:45.800

they got it wrong. I might then turn to another kid and say,

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00:32:46.420 --> 00:32:48.960

Ben didn't quite get it right. What do you think is my answer? Or how,

611

00:32:48.960 --> 00:32:51.680

how would you add to that? Or how could you correct this? Um,

612

00:32:51.830 --> 00:32:56.300

whereas I feel like in Japan they're more likely just to be like,

613

00:32:57.500 --> 00:33:00.720

and sort of be a bit quieter about responding that feedback in front of the

614

00:33:00.720 --> 00:33:04.480

whole class. So rather than bouncing it on to the next student to improve on,

615

00:33:05.390 --> 00:33:10.110

it would be more like I might correct that student directly myself, um,

616

00:33:10.110 --> 00:33:12.150

in in a more gentle way. Like they said the sentence slightly wrong,

617

00:33:12.150 --> 00:33:14.190

I'll be like, well we just learned on the board that, you know,

618

00:33:14.190 --> 00:33:16.310

in past tense we normally add ed on the end of the verb.

619

00:33:16.810 --> 00:33:19.750

How could you change that to add, you know, to work on that? And they're like,

620

00:33:19.750 --> 00:33:22.950

oh yes, I need the ed on the end and they say the sentence again. Um, yeah,

621

00:33:23.530 --> 00:33:25.910

but more often I don't give feedback in front of the whole class.

622

00:33:25.980 --> 00:33:29.750

Like I'm more likely to do written feedback with my Japanese students than I did

623

00:33:29.750 --> 00:33:31.700

in the UK. So yeah,

624

00:33:31.700 --> 00:33:34.500

it's kinda what you're saying about the embarrassability aspect, um,

625

00:33:34.960 --> 00:33:37.020

and not being called out in front of their classmates.

626

00:33:38.840 --> 00:33:42.650

[Nolan] Yeah. Here now, uh, since we've just been talking about all this culture,</v>

627

00:33:42.790 --> 00:33:45.810

but just to move it a little bit away from the children and the students,

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00:33:45.990 --> 00:33:49.690

I'm curious a little bit more about your experience in Japan. Uh,

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00:33:49.910 --> 00:33:54.250

for one thing I recently learned about and I love it, is Nomikai, um,

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00:33:54.630 --> 00:33:57.490

the drinking to build trust, pretty much.

631

00:33:57.920 --> 00:34:00.450

Have you experienced this with your colleagues? In other words,

632

00:34:00.480 --> 00:34:02.650

have you gotten drunk with your colleagues yet? [laughter]?

633

00:34:04.450 --> 00:34:07.150

[Katie] So I don't drink, so no I haven't. Um, and actually to be honest,</v>

634

00:34:07.230 --> 00:34:10.670

I think in the school system drinking is much less of a,

635

00:34:10.670 --> 00:34:11.830

of a thing within school culture.

636

00:34:12.280 --> 00:34:14.150

Quite a lot of teachers got their own kids to stop at home.

637

00:34:14.150 --> 00:34:16.190

So like they've got their own life as at the school to be,

638

00:34:16.250 --> 00:34:18.310

to be like hanging around after work, um, drinking.

639

00:34:18.690 --> 00:34:22.390

But it is definitely a thing here. So I live right above a bar. Um,

640

00:34:22.750 --> 00:34:24.070

I did not choose this accommodation.

641

00:34:24.070 --> 00:34:26.430

I would point out I was provided with this accommodation by the school.

642

00:34:27.140 --> 00:34:29.470

They did not choose to live above a bar. Um,

643

00:34:29.890 --> 00:34:34.230

and so I live almost directly above the very loud, there's a lot of noise. Um,

644

00:34:34.690 --> 00:34:38.790

and I see a lot of like business types coming in suits, you know,

645

00:34:38.800 --> 00:34:40.870

after work kind of going to have a drink.

646

00:34:40.890 --> 00:34:45.040

And I think there was a lot of drinking within the work culture.

647

00:34:45.340 --> 00:34:48.520

We see that in the UK too though. Um, like, uh, in the,

648

00:34:48.650 --> 00:34:51.000

we're more likely that in UK schools I think than Japanese schools,

649

00:34:51.150 --> 00:34:54.200

like we would go to the pub after work. That wouldn't be a, a weird thing,

650

00:34:54.200 --> 00:34:57.680

but not to get completely drunk. Um, you know, everyone might have a beer or two,

651

00:34:57.820 --> 00:35:00.880

but that's it. Maybe you're just a bit reserved. It might be in the UK [laughter],

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00:35:00.880 --> 00:35:02.720

right? [laughter]. Whereas I feel like in Japan,

653

00:35:02.720 --> 00:35:06.720

those same Japanese business people who I'd see arriving at sort of like nine in

654

00:35:06.720 --> 00:35:09.480

the evening would leave at two in the morning completely smashed,

655

00:35:09.480 --> 00:35:12.560

making loads of noise and then getting more alcohol from the convenience store

656

00:35:12.760 --> 00:35:14.200

opposite to continue drinking on the streets,

657

00:35:14.200 --> 00:35:18.680

which is not quite what I would imagine doing with my superiors if I had a

658

00:35:19.030 --> 00:35:20.000

kind of businessy job.

659

00:35:21.080 --> 00:35:22.810

[Nolan] Yeah, definitely. So you,</v>

660

00:35:22.830 --> 00:35:26.890

you haven't had to go out with your superiors yet from the school, uh,

661

00:35:26.890 --> 00:35:28.250

the director or anything like that?

662

00:35:29.120 --> 00:35:33.060

[Katie] No, everyone's very like school is within school and everyone leaves. Um,</v>

663

00:35:33.560 --> 00:35:35.500

so yeah, maybe it's just me who leaves [laughter]. I dunno,

664

00:35:35.500 --> 00:35:38.240

people I'm just bumping off. But yeah. Um,

665

00:35:38.240 --> 00:35:42.760

there's not so much of a a drink culture within our school certainly. Um Oh,

666

00:35:42.760 --> 00:35:43.080

okay.

667

00:35:43.080 --> 00:35:46.440

I feel it's parted like a lot of the other teachers are quite older and like

668

00:35:46.830 --> 00:35:49.840

with kids and family and stuff at home, so I guess they have responsibilities.

669

00:35:50.740 --> 00:35:51.573

[Nolan] Yeah. Yeah.</v>

670

00:35:52.030 --> 00:35:55.390

I just think it's so interesting because of course I've experienced that when

671

00:35:55.390 --> 00:35:57.230

you get drunk with someone, you know,

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00:35:57.370 --> 00:36:01.750

you kind of have this little bond after unless you got in an argument, but uh,

673

00:36:01.780 --> 00:36:05.750

it's like, oh, you kind of, you were willing to open up. Right?

674

00:36:06.650 --> 00:36:08.870

Um, and then when it comes to Japan,

675

00:36:08.910 --> 00:36:11.270

I just find it so interesting cause you're such a hierarchy, right?

676

00:36:11.290 --> 00:36:15.590

So that all of a sudden if someone who's above you in a position invites you to

677

00:36:15.590 --> 00:36:18.390

go out and just get plastered, even me,

678

00:36:18.390 --> 00:36:23.070

someone that comes with like a more of like an egalitarian mindset and

679

00:36:23.070 --> 00:36:25.550

everything, I'd feel a little bit uncomfortable with getting,

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00:36:25.550 --> 00:36:28.870

getting drunk with my boss and even here in Spain,

681

00:36:28.870 --> 00:36:32.230

which scores a little bit higher on the hierarchy side of things than in Canada.

682

00:36:33.090 --> 00:36:37.280

Um, which I don't, I don't really understand how, but when people go out,

683

00:36:37.280 --> 00:36:37.800

like I,

684

00:36:37.800 --> 00:36:42.400

I go to a bar and you'll see the 18 year olds and 19 year olds like the people

685

00:36:42.470 --> 00:36:46.560

just starting university at the table next to all the professors and they're all

686

00:36:46.560 --> 00:36:50.850

just drinking and it's just so much more equal here. Um,

687

00:36:50.850 --> 00:36:53.690

but here that's because it's, that's just kind of how the society is.

688

00:36:53.690 --> 00:36:58.490

And then in Japan's more like a strange juxtaposition between getting wasted and

689

00:36:58.490 --> 00:37:00.010

then the, the office culture.

690

00:37:00.730 --> 00:37:03.850

[Katie] I find that bizarre as well cuz Japan office culture in Japan and even with the</v>

691

00:37:03.850 --> 00:37:05.730

school, like schools in Japan as well are very full.

692

00:37:05.960 --> 00:37:09.410

Like everyone's wearing suits. Some school teachers a bit more casual,

693

00:37:09.570 --> 00:37:11.810

particularly that elementary schools, but like middle school,

694

00:37:11.810 --> 00:37:14.090

high school teachers are wearing suits. Um,

695

00:37:14.850 --> 00:37:17.370

everyone in the offices are very formal and you see people walk into the train

696

00:37:17.370 --> 00:37:19.890

station in the morning in like full suits. No one's,

697

00:37:20.270 --> 00:37:24.410

no one's wearing their jeans and you know, casual stuff to work and you know,

698

00:37:24.570 --> 00:37:27.450

everyone, everyone's always bowing in work. It's like, thank you so much.

699

00:37:27.640 --> 00:37:30.650

Even when you say good morning, every time you walk into a this nightmare,

700

00:37:30.650 --> 00:37:33.250

every time I walk into work and it's about it'll be 10 seconds every person who

701

00:37:33.250 --> 00:37:36.770

walks past being like, it's like, oh my gosh,

702

00:37:36.910 --> 00:37:38.730

see my ponytail flicking over my face right now.

703

00:37:38.730 --> 00:37:40.850

It's trying to be mad in the mornings. Um,

704

00:37:41.080 --> 00:37:44.810

like everyone's so formal and polite and reserved in the office,

705

00:37:45.190 --> 00:37:49.130

it surprises me that there's this culture of sort of drinking and then maybe

706

00:37:49.130 --> 00:37:51.010

that's why it's sort of needed in a way.

707

00:37:51.010 --> 00:37:51.290

[Nolan] Yeah,</v>

708

00:37:51.290 --> 00:37:54.890

I was gonna say if you're not really tired you have to have that one day a week

709

00:37:54.890 --> 00:37:59.430

where you just let loose, I guess. Um, oh, another one.

710

00:38:00.010 --> 00:38:04.550

Uh, Japanese baseball. Have you watched it [laughter]? I've, I've read about it.

711

00:38:04.610 --> 00:38:08.830

No clue. I haven't seen it. I was just, no. Okay. No, I'll just,

712

00:38:09.020 --> 00:38:11.270

I'll just read about this here quickly. Um,

713

00:38:11.310 --> 00:38:14.510

I guess we can't get into a conversation about it maybe in the future and maybe

714

00:38:14.510 --> 00:38:19.110

this will entice you to watch it. Um, but in Ja Chinese baseball,

715

00:38:19.280 --> 00:38:23.670

again, it's more, sorry, Japanese baseball, it's more collectivistic like. Um,

716

00:38:24.050 --> 00:38:28.790

it involves sacrifice bunts and the team will,

717

00:38:29.210 --> 00:38:33.830

uh, the team work to prevent members of other team losing, losing face.

718

00:38:34.570 --> 00:38:38.080

Uh, so such as like three, three pitch strikeouts, um,

719

00:38:38.100 --> 00:38:41.600

or extremely lopsided victories. They'll make sure that that doesn't happen.

720

00:38:42.540 --> 00:38:47.400

And there was someone from Toronto that trained in Japan and he said it

721

00:38:47.420 --> 00:38:47.640

ma,

722

00:38:47.640 --> 00:38:52.600

that made the boot camps in Canada look like a church social compared to

723

00:38:52.620 --> 00:38:53.140

in Japan.

724

00:38:53.140 --> 00:38:57.480

Cuz they all do everything in the winter and it's just like way more intense.

725

00:38:57.660 --> 00:38:59.680

But then again, yeah, it's really, uh,

726

00:38:59.680 --> 00:39:02.440

they make sure that it's more equal and everything too.

727

00:39:02.440 --> 00:39:05.800

So I thought it was kind of interesting how the collectivistic side even plays a

728

00:39:05.800 --> 00:39:10.110

role. It's something like sports that actually has the same rules, but.

729

00:39:10.300 --> 00:39:13.550

[Katie] Yeah, that's crazy. I have to admit I don't even know how baseball works,</v>

730

00:39:13.650 --> 00:39:14.483

so Yeah.

731

00:39:14.940 --> 00:39:17.590

[Nolan] Okay. But I, I don't know too much about it e either, actually.</v>

732

00:39:17.610 --> 00:39:20.670

I'm not a big sports guy. Um, well I love extreme sports,

733

00:39:20.810 --> 00:39:23.150

but I'm not a big team sports guy. Uh,

734

00:39:23.150 --> 00:39:25.270

well since you haven seen seen the baseball there,

735

00:39:25.290 --> 00:39:30.070

any other activities that have really stood out to you that you just didn't do,

736

00:39:30.730 --> 00:39:34.230

uh, back in the UK or didn't do in China that you now do in Japan?

737

00:39:35.590 --> 00:39:36.040

[Katie] Gosh,</v>

738

00:39:36.040 --> 00:39:38.760

I feel like I'm a kind of reclusive person who hides in my room reads books.

739

00:39:38.940 --> 00:39:42.480

So lots, so much in terms of activities. Um, it finds some interesting,

740

00:39:42.480 --> 00:39:45.040

some aspects of school culture that are quite different though. Um,

741

00:39:45.040 --> 00:39:48.600

and I think in some ways that links into sort of border Japanese culture.

742

00:39:48.990 --> 00:39:51.800

Like here we have kids cleaning classrooms for example,

743

00:39:51.800 --> 00:39:55.880

which is completely unheard of back in the uk. Um, so there's,

744

00:39:55.880 --> 00:39:57.520

there's so many things that are so different.

745

00:39:57.950 --> 00:40:00.560

It's almost difficult to pick out specifics, but.

746

00:40:01.580 --> 00:40:04.970

[Nolan] Yeah. Yeah. Um, okay, well that,</v>

747

00:40:04.970 --> 00:40:08.330

and another thing I wanted to get into today was about how we've,

748

00:40:08.380 --> 00:40:12.090

we've talked a little bit about it at the beginning about how language

749

00:40:12.100 --> 00:40:15.050

influences the way you think and everything. Um,

750

00:40:15.230 --> 00:40:20.210

are you familiar with the war hypothesis or the linguistic relativity

751

00:40:20.700 --> 00:40:21.533

hypothesis?

752

00:40:22.560 --> 00:40:25.720

[Katie] I don't believe so. Or may have heard the concepts I might have it wrong.

753

00:40:25.720 --> 00:40:27.520

[Nolan] Well, let's quickly read it out. I would explain it myself,</v>

754

00:40:27.520 --> 00:40:29.600

but I wanna make sure that it's, it's spot on. Sorry,

755

00:40:29.600 --> 00:40:30.840

I'll just read something here. So the,

756

00:40:30.860 --> 00:40:35.600

the strongest version of this hypothesis is that language influences how we

757

00:40:35.600 --> 00:40:36.680

think that is.

758

00:40:36.680 --> 00:40:41.640

We are unable to do much thinking on the topic if we

759

00:40:41.650 --> 00:40:44.720

don't have the relevant words available to us. Uh,

760

00:40:44.720 --> 00:40:49.200

so this part of the hypothesis has pretty much been universally rejected. Um,

761

00:40:49.260 --> 00:40:50.093

cuz for example,

762

00:40:50.220 --> 00:40:54.720

pre linguistic infants and toddlers show evidence for quite complex

763

00:40:54.720 --> 00:40:59.320

thinking in the absence of language. Uh, they can notice breaks and patterns,

764

00:40:59.500 --> 00:41:02.720

put colors and shapes and groups figure out when someone needs help,

765

00:41:02.820 --> 00:41:06.360

things like this. But then the other version, um,

766

00:41:06.500 --> 00:41:09.000

is that language just affects how we think.

767

00:41:09.540 --> 00:41:14.120

So this version is constantly debated. Um,

768

00:41:15.020 --> 00:41:18.880

and I was wondering what what you think of it just from, from your experience,

769

00:41:18.910 --> 00:41:23.480

have you thought about color differently or smell differently

770

00:41:23.780 --> 00:41:26.520

or time because, uh, color,

771

00:41:26.770 --> 00:41:30.920

smell and time are three things that have been proven in their research where

772

00:41:31.160 --> 00:41:34.320

language influences how you think, right? For instance, pink,

773

00:41:34.340 --> 00:41:36.760

that's an easy one. Pink is actually a shade of red,

774

00:41:37.020 --> 00:41:40.760

but because we have a word for it, we put it into a different category.

775

00:41:41.300 --> 00:41:45.640

And they've also done a, a study with the Berinmo speakers. Uh,

776

00:41:45.640 --> 00:41:47.800

they're from north northeast Papapa,

777

00:41:47.900 --> 00:41:52.420

new Guinea and English speakers and they had all these chips that were different

778

00:41:52.650 --> 00:41:54.260

hues of blues and greens.

779

00:41:55.000 --> 00:41:59.860

And when asked what was more green and what was more blue compared to the target

780

00:42:00.050 --> 00:42:04.060

chip English speakers had different answers than the Berinmo speakers.

781

00:42:04.400 --> 00:42:08.660

So it just shows that like language influences the way you see color. Um,

782

00:42:08.730 --> 00:42:13.390

then with smell, the Jahai speakers in the northern peninsula,

783

00:42:13.750 --> 00:42:17.510

Malaysia, um, and, and in the south and they're in the fall.

784

00:42:17.530 --> 00:42:20.870

So from the southern most part of Thailand, um,

785

00:42:21.290 --> 00:42:26.190

had the more consensus among each other when describing smells that American English

786

00:42:26.190 --> 00:42:29.670

speakers, uh, couldn't agree at all. They just like,

787

00:42:29.670 --> 00:42:32.510

they couldn't agree how to describe the smells.

788

00:42:33.290 --> 00:42:36.150

And then of course there's like time, right? If,

789

00:42:36.290 --> 00:42:38.300

if you're uh,

790

00:42:38.300 --> 00:42:41.740

an English speaker you think about time passing from left to right.

791

00:42:41.850 --> 00:42:46.180

Then Australian ab abor, uh, aboriginals, um,

792

00:42:46.760 --> 00:42:49.340

or indigenous people actually better to say, uh,

793

00:42:49.340 --> 00:42:53.380

they see it from traveling east to west and little things like that.

794

00:42:54.160 --> 00:42:56.980

Um, but I'm just wondering from your experience now have,

795

00:42:56.980 --> 00:43:00.660

have you started to describing anything differently or thinking about any

796

00:43:00.830 --> 00:43:03.580

sensations differently because of different languages?

797

00:43:04.950 --> 00:43:08.330

[Katie] That's really interesting. I'd almost say my personality is a bit different.</v>

798

00:43:08.330 --> 00:43:11.050

In different languages. Does that mean I'm seeing things a different way?

799

00:43:11.050 --> 00:43:13.490

It's hard. And then you mentioned our colors for example.

800

00:43:13.530 --> 00:43:16.810

I know there are words like you say English, we have a special word for pink.

801

00:43:17.310 --> 00:43:20.970

Um, whereas in Chinese the word for pink is just light red.

802

00:43:22.500 --> 00:43:27.240

Um, or like partially red, um, yeah they still have the concept of pink,

803

00:43:27.900 --> 00:43:31.740

but maybe the, the line where they draw distinction between pink and red,

804

00:43:31.780 --> 00:43:35.020

I dunno, maybe that's different. Um, that's quite interesting.

805

00:43:35.020 --> 00:43:36.260

And it's the same in Japanese actually.

806

00:43:36.260 --> 00:43:40.680

They have different words for like blue green to some extent,

807

00:43:40.680 --> 00:43:44.680

or like there's blue and light blue and like to me they're all blue.

808

00:43:44.700 --> 00:43:46.600

But to Japanese people there's,

809

00:43:46.600 --> 00:43:49.480

there's sort a different concept like this color is blue,

810

00:43:49.480 --> 00:43:50.640

this color was light blue. Ah.

811

00:43:50.900 --> 00:43:53.560

[Nolan] That's really interesting. That's an, that's a good example.</v>

812

00:43:55.060 --> 00:43:55.700

[Katie] Yeah,</v>

813

00:43:55.700 --> 00:43:58.270

well I mean my Japanese is very rubbish so I haven't got the point in my own

814

00:43:58.430 --> 00:44:02.470

Japanese learning to be anywhere near to have that same concept myself. Um,

815

00:44:02.570 --> 00:44:05.670

but I definitely like students will ask me, what's this color? I'm like,

816

00:44:05.670 --> 00:44:07.550

that's blue. And they'll ask me, what's this color? I'm like,

817

00:44:07.550 --> 00:44:10.950

that's blue as well. Like why are you asking the same question twice? Um,

818

00:44:11.690 --> 00:44:15.300

so I think that there's some differences there. But yeah,

819

00:44:15.300 --> 00:44:16.580

in terms of how I perceive things,

820

00:44:16.610 --> 00:44:20.420

it's more I think the language I'm speaking some of influences the personality I

821

00:44:20.420 --> 00:44:23.500

have. And I think that's partly if I look at Chinese for example,

822

00:44:23.890 --> 00:44:24.940

when I was learning Chinese,

823

00:44:25.260 --> 00:44:29.560

I think I was forcing myself to be a bit more outgoing as a person because me

824

00:44:29.560 --> 00:44:30.840

speaking English, I'm actually,

825

00:44:31.050 --> 00:44:33.040

personally I think I'm quite a reserved kind of person.

826

00:44:33.100 --> 00:44:34.200

Anyone knew me growing up,

827

00:44:34.240 --> 00:44:36.360

I was like a shy kid who read books who hidden didn't lie,

828

00:44:36.360 --> 00:44:38.440

you while I've been given to my friends, you know. Um,

829

00:44:38.790 --> 00:44:41.920

whereas I think me speaking Chinese is often a lot more outgoing,

830

00:44:41.940 --> 00:44:45.440

I'm more willing to approach strangers and like spark up a conversation.

831

00:44:46.240 --> 00:44:48.740

And that's maybe because I forced myself to do that,

832

00:44:49.050 --> 00:44:53.140

like as a Chinese learner because like I gonna improve on this language is if I

833

00:44:53.140 --> 00:44:56.100

use the language so I have to make friends and you know,

834

00:44:56.100 --> 00:44:58.620

I'd sit on a train and people would like say hi and I would say, hi,

835

00:44:59.220 --> 00:45:00.520

what's your name? Where are you from?

836

00:45:00.520 --> 00:45:04.200

And I was forced myself to start up a conversation because I needed to practice.

837

00:45:04.860 --> 00:45:06.720

Um, and that made me more ongoing.

838

00:45:07.160 --> 00:45:09.800

[Nolan] Interesting. Cuz I would assume, which is a bit weird, think the opposite,</v>

839

00:45:09.890 --> 00:45:11.400

right? Um, yeah.

840

00:45:11.510 --> 00:45:15.010

[Katie] Very cool. Yeah, you've gotta be more shy speaking in another language.</v>

841

00:45:15.010 --> 00:45:16.330

Cause I'd be nervous at making mistakes.

842

00:45:16.330 --> 00:45:21.330

Maybe that's why I'm so terrible at Japanese. But, um, it's, yeah, I,

843

00:45:21.390 --> 00:45:23.810

I'm definitely more outgoing in Chinese than I am in English, but that,

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00:45:23.810 --> 00:45:26.370

that would be, and I would say things more confidently, Japanese becomes.

845

00:45:26.370 --> 00:45:28.170

[Nolan] Fluent and then say, oh,</v>

846

00:45:28.190 --> 00:45:32.730

my English personality is more reserved than my Japanese personality is. Like,

847

00:45:33.160 --> 00:45:37.010

doesn't get Abe like off the opposite of everything you hear [laughter].

848

00:45:37.360 --> 00:45:40.490

[Katie] Yeah. Interesting. But it's interesting because I would say things in Chinese,</v>

849

00:45:40.730 --> 00:45:42.370

I almost wouldn't have the guts to say in English.

850

00:45:42.600 --> 00:45:43.970

Like if we have a debate or something,

851

00:45:44.170 --> 00:45:46.850

I can think back to like Chinese classes would have like debates on

852

00:45:46.850 --> 00:45:48.490

controversial topics. Um,

853

00:45:48.490 --> 00:45:51.370

and I would say something like maybe in English I might be a little bit nervous

854

00:45:51.550 --> 00:45:54.090

to bring up in class just because I'm that super shy person.

855

00:45:54.210 --> 00:45:57.330

I think as I've grown older, I've grown a bit out of the, the shy personality,

856

00:45:57.470 --> 00:46:00.730

but certainly I might have phrased things differently in English,

857

00:46:00.790 --> 00:46:03.890

but when I'm saying in Chinese I'd be like very confident in my opinion because

858

00:46:03.950 --> 00:46:04.450

you know,

859

00:46:04.450 --> 00:46:07.730

this is debate class and we are gonna free our opinions and it's Chinese so I

860

00:46:07.730 --> 00:46:10.850

can say whatever I want because I'm learning a new language. Um, yeah.

861

00:46:11.110 --> 00:46:14.730

So it's always made me more outgoing and more confident in my opinions in some

862

00:46:14.730 --> 00:46:15.563

ways.

863

00:46:15.890 --> 00:46:20.710

[Nolan] But yeah. Interesting. Um, well you brought, brought up the debate and um,</v>

864

00:46:20.900 --> 00:46:25.790

with the Worfian hypothesis, this uh, language relativist hypothesis,

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00:46:26.250 --> 00:46:30.590

it keeps getting brought up nowadays with woke culture and things like that

866

00:46:30.590 --> 00:46:33.390

because you know, a lot of the things in like the PC discourse,

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00:46:33.580 --> 00:46:37.270

they say we have to change this word because, um,

868

00:46:37.270 --> 00:46:40.670

the historical context and if you keep using this word your like

869

00:46:40.810 --> 00:46:43.150

microaggressions all that, right?

870

00:46:43.150 --> 00:46:45.670

Then you have that side of the debate and then you have the others saying like,

871

00:46:46.250 --> 00:46:48.830

the language isn't gonna change the way that people think.

872

00:46:48.830 --> 00:46:53.790

Those people are always gonna be there depending on whether or not you

873

00:46:53.900 --> 00:46:56.590

enforce these language laws or language rules.

874

00:46:57.370 --> 00:47:00.550

And I'm always interested in getting the opinion here from other language

875

00:47:00.550 --> 00:47:04.870

teachers. Um, people who have listened to the show know my own opinion here. Uh,

876

00:47:04.870 --> 00:47:06.830

but I was wondering what, what you think about this.

877

00:47:06.930 --> 00:47:11.700

Do you think that controlling language will help to

878

00:47:11.730 --> 00:47:15.860

protect certain marginalized groups? Um, will shift kind of the,

879

00:47:15.920 --> 00:47:17.820

the consciousness of the general public?

880

00:47:18.600 --> 00:47:23.260

Or do you think that there are other approaches and to,

881

00:47:23.320 --> 00:47:26.700

to do this or better approaches before changing language?

882

00:47:26.700 --> 00:47:28.020

Like do you think maybe, uh,

883

00:47:28.220 --> 00:47:32.360

I guess in other ways you think language change has to happen first or do you

884

00:47:32.360 --> 00:47:36.400

think there actually has to be a conscious shift first and then the language

885

00:47:36.400 --> 00:47:37.233

change will follow?

886

00:47:39.190 --> 00:47:41.550

[Katie] I feel like the latter is what tends to happen.</v>

887

00:47:41.580 --> 00:47:44.710

There's a cultural shift first and the language changes in response to that

888

00:47:44.990 --> 00:47:48.710

cultural shift. Um, there's example that might be things like gendered pronouns,

889

00:47:48.710 --> 00:47:49.370

right?

890

00:47:49.370 --> 00:47:54.190

So in English we have he and she as the sort of traditional singular pronouns.

891

00:47:54.810 --> 00:47:56.750

Um, and then they, we use,

892

00:47:56.750 --> 00:47:59.390

if we don't know the gender of the person we're referring to traditionally.

893

00:47:59.450 --> 00:48:01.150

And we look back historically,

894

00:48:01.830 --> 00:48:04.430

although actually there's a lot of researching for historically this maybe it's

895

00:48:04.430 --> 00:48:07.910

not quite the same. But, um, the way we teach it in school traditionally,

896

00:48:07.940 --> 00:48:11.750

like to English as a is English as a foreign language. These are your pronouns.

897

00:48:11.810 --> 00:48:14.550

He and she are the third person singular pronouns. Um,

898

00:48:14.550 --> 00:48:18.070

whereas of course now we're much more perception as they as or various other

899

00:48:18.070 --> 00:48:22.350

pronouns as sort of gender neutral singular pronouns. Um,

900

00:48:22.850 --> 00:48:24.530

that's, and I think it's,

901

00:48:24.530 --> 00:48:27.330

it's interesting because there's a lot of debate then in language teaching.

902

00:48:27.670 --> 00:48:31.490

Do we introduce those like to beginners in a language particularly they're from

903

00:48:31.490 --> 00:48:34.370

a culture that maybe hasn't had the same cultural shift, um,

904

00:48:34.470 --> 00:48:38.290

as we might have done in say the UK and the us. Um, yeah,

905

00:48:38.700 --> 00:48:40.050

which I think brings up a lot of debate.

906

00:48:40.110 --> 00:48:44.130

I'm not sure there's an easy answer to this. Um, but it's something no.

907

00:48:44.450 --> 00:48:45.730

[Nolan] Definitely not music.</v>

908

00:48:46.270 --> 00:48:50.130

[Katie] It brings up a lot debate [laughter]. That's, that's the big question.</v>

909

00:48:50.130 --> 00:48:52.810

That's why I bring, um, and I think in a way feel free.

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00:48:52.810 --> 00:48:54.610

[Nolan] To say anything you want on this show, right?</v>

911

00:48:54.610 --> 00:48:57.450

And if you have a different theory after, just come and be like, you know what?

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00:48:57.450 --> 00:49:00.810

By the way I said this, but I actually think this now. So [laughter].

913

00:49:02.150 --> 00:49:05.120

[Katie] I'll record this from the PC people. But I think, um, yeah,</v>

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00:49:05.680 --> 00:49:07.840

I think that's like for me personally, my English,

915

00:49:07.960 --> 00:49:11.800

I would use they as a singular pronoun because it's, it's become common usage,

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00:49:12.420 --> 00:49:16.560

um, particularly within sort of my generation within the UK and seeing and many

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00:49:16.560 --> 00:49:19.800

other English speaking countries. Um, but it's interesting that for example,

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00:49:19.800 --> 00:49:24.410

in Japan, um, because we are learning English as a foreign language,

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00:49:24.410 --> 00:49:27.290

that we're teaching English as a foreign language. Um, teachers would correct,

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00:49:27.320 --> 00:49:29.890

like would correct that as being incorrect. If they,

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00:49:30.070 --> 00:49:32.610

if they use they as a singular pronoun in test for example,

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00:49:32.640 --> 00:49:35.850

that would be incorrect because that's just how we teach English and it's very

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00:49:35.850 --> 00:49:37.090

difficult to change that culture.

924

00:49:37.390 --> 00:49:41.310

And also how do you approach that cultural difference? Um,

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00:49:41.550 --> 00:49:44.100

in some ways when it's not always the same.

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00:49:44.660 --> 00:49:47.740

I notice particularly at Japan and when I was teaching Chinese students as well,

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00:49:48.400 --> 00:49:49.860

um, like within China,

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00:49:49.860 --> 00:49:53.900

there's very much not the same sort of cultural shift,

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00:49:54.340 --> 00:49:56.820

although it's interesting because Chinese is a language, um,

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00:49:57.120 --> 00:50:00.500

the words for he and she are pronounced the same, they're written differently,

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00:50:00.500 --> 00:50:02.220

the counts are different. Um,

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00:50:02.600 --> 00:50:07.060

but you say TA for he and she like it's the same pronunciation. Um,

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00:50:07.060 --> 00:50:10.340

and actually you'll often see when it's written down, um, if you,

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00:50:10.360 --> 00:50:13.460

if you look writing a block of text and they don't want to like refer to the

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00:50:13.460 --> 00:50:17.150

gender of the person they're speaking about, they'll write tar in like, um,

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00:50:17.150 --> 00:50:19.190

Latin alphabet, like in English letters,

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00:50:19.190 --> 00:50:23.710

ta to avoid having to put in the actual Chinese character that would indicate

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00:50:23.710 --> 00:50:25.950

the gender of the person they're speaking about. Um,

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00:50:26.090 --> 00:50:28.680

you'll see a lot particularly they transcribe videos of things and they don't

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00:50:28.680 --> 00:50:32.120

know the gender of the person they're speaking about. Cuz what you put in, um,

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00:50:32.550 --> 00:50:33.080

very.

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00:50:33.080 --> 00:50:34.960

[Nolan] Interesting. Well it's quite interesting. I'm gonna use it as an,</v>

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00:50:35.020 --> 00:50:39.680

as an example against kind of some of the PC discourse there saying like, oh,

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00:50:39.680 --> 00:50:43.600

you have to change language cuz it's like, okay, well look at how the,

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00:50:43.620 --> 00:50:47.200

the equality issues in China sometimes towards women and like the difference

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00:50:47.200 --> 00:50:49.960

between men and women or, or how they treat, uh,

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00:50:49.960 --> 00:50:53.080

people from the L G B Q T society and everything. Well look,

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00:50:53.110 --> 00:50:55.560

they have one word for every gender, right?

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00:50:55.780 --> 00:50:59.280

So doesn't really have that much of an effect if you really need to enforce all

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00:50:59.280 --> 00:51:02.200

these rules. I don't know that, that's a really interesting example.

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00:51:02.320 --> 00:51:04.000

I didn't know that that's similar.

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00:51:04.790 --> 00:51:05.120

[Katie] Yeah,</v>

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00:51:05.120 --> 00:51:08.000

I think it's interesting cause it also shows how language can sort of adapt but

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00:51:08.000 --> 00:51:10.040

without completely changing, um,

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00:51:10.590 --> 00:51:14.530

like the written language adapting to kind of match the spoken language,

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00:51:14.550 --> 00:51:16.650

if that makes sense. Cuz the written language is gendered,

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00:51:16.650 --> 00:51:21.490

whereas people are more often writing TA in English letters to avoid

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00:51:21.490 --> 00:51:24.770

that. Ah, okay. But yeah, it's, it's interesting.

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00:51:25.520 --> 00:51:29.850

[Nolan] There's so many little examples like that. Like here, here in Spain, um,</v>

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00:51:30.510 --> 00:51:33.930

of course th things are gendered as well, right? Um,

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00:51:34.390 --> 00:51:38.810

and then now they have something where you can have, uh, a non-gendered,

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00:51:39.390 --> 00:51:43.890

uh, or a all inclusive gendered word, right? Instead of an O or an A,

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00:51:43.890 --> 00:51:45.730

you put an E at the end. Um,

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00:51:45.960 --> 00:51:50.490

also now like if there's a room and there are more women in the room, what,

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00:51:50.490 --> 00:51:53.610

one might be more likely to use the A instead of the, the old,

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00:51:53.670 --> 00:51:55.570

the old way to use O and everything?

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00:51:56.050 --> 00:51:59.450

I don't have big opinions on that side of it. Um,

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00:51:59.450 --> 00:52:01.290

but then sometimes I'll also think like,

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00:52:02.720 --> 00:52:06.900

why do you think the language is so much more on the side of the patriarchy?

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00:52:06.900 --> 00:52:10.380

Because there are other examples like, uh, I don't know, it's more of a,

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00:52:10.380 --> 00:52:14.890

just a funny one that I always help for me to help remember. But, um,

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00:52:15.700 --> 00:52:20.390

like uc, um, la solucion feminine,

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00:52:20.800 --> 00:52:22.510

right? So the solution are women,

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00:52:22.910 --> 00:52:27.770

and then el problema men. What's the problem? Men?

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00:52:28.090 --> 00:52:32.130

[laughter] always, I love that to help me remember. I love it too, [laughter],

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00:52:32.390 --> 00:52:34.890

and I think there's some truth to it, uh, that helps me remember it.

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00:52:35.110 --> 00:52:36.290

But then it's like, hey, look,

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00:52:36.400 --> 00:52:40.330

your language is not [laughter] supporting the patriarchy there, right?

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00:52:40.360 --> 00:52:43.410

It's a stupid little silly example. But, um,

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00:52:43.410 --> 00:52:44.890

sometimes I think on the other side,

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00:52:44.950 --> 00:52:46.970

the examples can be a little bit silly as well.

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00:52:47.690 --> 00:52:50.770

[Katie] I think once there's a certain amount of sort of reclaiming of gendered language</v>

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00:52:50.770 --> 00:52:53.050

that is going on. Like if you look at Japan for example,

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00:52:53.050 --> 00:52:55.090

they also have gender pronouns for, um,

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00:52:55.260 --> 00:52:59.560

first person you can like optional. So you can say Watashi,

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00:52:59.560 --> 00:53:03.720

which means I, and that's sort of gender neutral or you could say Baku,

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00:53:03.720 --> 00:53:07.600

which is very much a male and like a more seen as kinda like a more dominant

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00:53:07.790 --> 00:53:09.240

kind of word for,

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00:53:09.360 --> 00:53:13.000

I like a manager if he wants to really emphasize that he's the boss, right?

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00:53:13.420 --> 00:53:17.120

He might use Baku to describe like I am blah, blah, blah. Um.

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00:53:17.260 --> 00:53:19.400

[Nolan] But you can use that for a female manager as well.</v>

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00:53:19.830 --> 00:53:20.720

[Katie] Well, that's the thing.</v>

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00:53:20.720 --> 00:53:24.000

Like traditionally no [inaudible] that's very much a male pronoun,

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00:53:24.230 --> 00:53:28.000

whereas Watashi is like gender neutral and it's like less strong, um,

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00:53:28.000 --> 00:53:30.680

where there there's no female equivalent. Um,

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00:53:30.740 --> 00:53:33.640

but it's interesting to see that there in some places there's a bit of a

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00:53:33.800 --> 00:53:36.480

cultural shift, particularly in the online kind of community.

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00:53:36.480 --> 00:53:39.120

People will be like, oh no, I'm, I'm a Boku woman. Like,

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00:53:39.350 --> 00:53:42.160

they're kind of trying to claim like, oh no, like I'm the dominant one.

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00:53:42.220 --> 00:53:44.000

I'm the boss here. Um,

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00:53:44.010 --> 00:53:46.560

which is something that you see that's kind of interesting and it's,

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00:53:46.560 --> 00:53:47.960

maybe it's in small communities,

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00:53:47.960 --> 00:53:51.320

it's not necessarily a a one scale sort societal thing,

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00:53:51.580 --> 00:53:53.560

but it's interesting that people are yeah,

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00:53:53.750 --> 00:53:55.280

kind of not rebelling as the language,

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00:53:55.280 --> 00:53:59.440

but like changing how they're using that language and kind of the way they

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00:53:59.640 --> 00:54:01.680

perceive themselves within their language, um,

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00:54:01.680 --> 00:54:04.840

because of the surf shifting culture, which is yeah, unusual.

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00:54:05.750 --> 00:54:07.000

[Nolan] Okay. Well I'm,

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00:54:07.060 --> 00:54:10.560

I'm really interested in that to see the effects that that kind of language

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00:54:10.560 --> 00:54:14.840

change will have. Because in Japan, I mean there's, it's clearly,

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00:54:15.580 --> 00:54:16.190

um,

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00:54:16.190 --> 00:54:20.600

much less egalitarian when it comes to men and women than in many western

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00:54:20.710 --> 00:54:24.360

countries. Um, I mean in western countries I think we still have a a,

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00:54:24.640 --> 00:54:29.360

a long way to go as well, but it's a little bit more debatable in some issues,

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00:54:29.360 --> 00:54:33.440

right? But whereas in Japan it's like, it's clear that, um,

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00:54:34.340 --> 00:54:37.960

uh, women have it much harder than men and the way that the,

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00:54:37.980 --> 00:54:41.180

the society's structured. Um, but Katie,

1019

00:54:41.180 --> 00:54:44.100

we're coming up on an hour here and just to finish up,

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00:54:44.200 --> 00:54:47.780

we already talked a little bit about, um, abridge Academy,

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00:54:47.880 --> 00:54:50.260

but is there anything else you want to add here, just, uh,

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00:54:50.280 --> 00:54:54.420

for any teachers that might be listening to the show and are interested in using

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00:54:54.420 --> 00:54:58.580

the material or any ways that maybe they want to collaborate with you?

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00:54:59.930 --> 00:55:04.260

[Katie] Sure, yeah, thanks. Um, so as I kind of mentioned a bit earlier, um,</v>

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00:55:04.260 --> 00:55:08.780

Abridge Academy is um, a UK based company. We sell teaching materials,

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00:55:09.000 --> 00:55:11.060

mostly teaching materials like for online teachers,

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00:55:11.060 --> 00:55:14.020

particularly interactive slides make it really engaging and fun for students.

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00:55:14.320 --> 00:55:17.020

Um, I think a lot of things we talked about in terms of culture and language use

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00:55:17.020 --> 00:55:20.020

here has also influenced the way the materials are being built. Um,

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00:55:20.080 --> 00:55:23.020

cuz they're designed very much for using it with, um, foreign students,

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00:55:23.020 --> 00:55:24.180

particularly Chinese students.

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00:55:24.180 --> 00:55:26.300

We have a lot of teachers who are teaching Chinese students, um,

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00:55:26.300 --> 00:55:29.180

using the materials. Um, there's a free trial available,

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00:55:29.200 --> 00:55:31.980

so if anyone wants to check it out, just go to [abridge academy.com](http://abridgeacademy.com). Um,

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00:55:31.980 --> 00:55:35.260

or just Google Abridge Academy at Columbia comes up and yeah,

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00:55:35.260 --> 00:55:38.740

we have like a fleet tier version available where you can access a whole bunch

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00:55:38.740 --> 00:55:40.820

of materials for free to try out. Um,

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00:55:40.840 --> 00:55:42.780

we also do coaching stuff for online teachers.

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00:55:43.000 --> 00:55:45.860

So if you're looking to grow your online teaching business or just get started

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00:55:46.180 --> 00:55:48.780

teaching online, then um, there are courses available.

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00:55:48.800 --> 00:55:50.980

We have a free bootcamp coming up, um,

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00:55:51.080 --> 00:55:54.380

on sort of teach online and how to market and promote yourself internationally,

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00:55:54.380 --> 00:55:57.020

particularly focusing on the Chinese market in terms of the marketing side.

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00:55:57.440 --> 00:55:59.420

So things like social media platforms,

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00:55:59.420 --> 00:56:02.420

a different culture when it comes to marketing in China and how you present

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00:56:02.660 --> 00:56:05.220

yourself, um, from a sort of business and cultural perspective,

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00:56:05.680 --> 00:56:07.860

things like that. So yeah, everyone was interested.

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00:56:07.860 --> 00:56:12.540

Can I that just go to [abridge academy.com](http://abridgeacademy.com) or Google Abridge Academy and, um,

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00:56:13.290 --> 00:56:14.780

we'd love you to to check it out.

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00:56:15.920 --> 00:56:19.220

[Nolan] All right, Katie, thank you so much for coming on the show. And listeners,</v>

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00:56:19.250 --> 00:56:22.540

I'll put links to Abridge Academy and all of that in the description,

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00:56:22.800 --> 00:56:27.200

so you just have to click and it'll all be there. And again, uh, listeners,

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00:56:27.200 --> 00:56:31.640

please support the show by sharing this and checking out

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00:56:31.830 --> 00:56:36.560

bornwithoutborders.substack.com and check out a bunch of articles there about

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00:56:36.840 --> 00:56:39.880

cultural confidence, funny stories, and some language learning tips.

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00:56:40.180 --> 00:56:42.440

And there's a new episode every Tuesday.