

Longitudinal study of distance learners of Chinese: Stage One

Information letter and consent form

Dear

I am writing to invite you to participate in a longitudinal study of distance learners of Chinese. This study is a part of my own PhD research, which is based both in the Applied Linguistics discipline within the School of Languages, Cultures and Linguistics, and also in the Faculty of Education, Health and Professional Studies at UNE. The purpose of this study is to investigate the experiences of learners who have been learning Chinese for two or more years (including spells of distance learning), so as to further our knowledge of changing learning contexts and learner perceptions. This will serve to improve understandings of Chinese language learning and distance language learning in these times. Your opinion is important to me because you are or have been involved in the study of Chinese in distance mode.

The study is divided into two stages. The purpose of this letter is to explain Stage One of the project to you and to ask if you are willing to participate in it. It simply involves completing a survey now, which will probably take you about half an hour, and then completing a follow-up survey in two years' time. The survey gathers information about your history of learning Chinese, and about your views about learning Chinese, particularly by distance learning. All information gathered would of course be confidential and remain anonymous. A consent form is attached to this letter, which you are asked to sign if you decide to participate.

At the end of the survey there is a question which gives some information about Stage Two of the project, and asks if you're interested in the possibility of participating in it. Stage Two involves further data gathering over the next two years. There is no obligation on you to continue to Stage Two after completing Stage One; but if you do express an interest, I'll send you further information in due course.

Ethics issues

Before you decide whether to give permission to participate in Stage One, please note the following undertakings:

- There is no obligation on you to agree.
- If you do agree, you are free to change your mind and withdraw permission at any time, without giving a reason.
- There is no connection between formal assessment for any unit and student participation in this research project. You will not be disadvantaged in any unit by participation in the study.
- During the research project, access to the data I collect will be restricted to my PhD supervisors, and possibly, in due course, a research assistant, who will be asked to sign a confidentiality contract if required.
- The data may be supplied in de-identified form to other researchers in the future, with individual anonymity being maintained.
- Any references to participants or to any aspect of the survey data in my thesis or other publications or conference papers based on this research will be non-identifiable.
- If you wish to read the results of the research in my thesis, or in publications or conference papers when they appear in due course, I will supply them on request.

- I will keep the records securely for a period of 5 years after completion of my PhD (the current estimated completion date is October 2009). After this, they will be destroyed in accordance with the requirements of the UNE Human Research Ethics Committee.

I would be happy to answer any questions you may have concerning this data collection. If you have any questions or concerns over the conduct of the research please contact me, my PhD supervisors, or the Research Ethics Officer at UNE. Contact details are attached to this letter.

If you would like to participate in Stage One of this research, please complete the survey and return it to me by (*date to be specified*). You should also sign both copies of the consent form (one is appended to this letter and one is at the beginning of the survey) and return the signed copy to me together with the completed survey, in the prepaid envelope provided.

Yours sincerely,

Researcher
Isabel Tasker
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10 October 2005

PhD supervisors
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Longitudinal study of distance learners of Chinese.
Consent form for participation in Stage One of the research project.

Participant's copy

This project, *Longitudinal study of distance learners of Chinese*, has been approved by the Human Research Ethics Committee of the University of New England. Approval number HE05/108, valid until 15/08/2006.

Research Ethics Officer
Research Services
University of New England
Armidale NSW 2351
Ph 02 6773 3449 Fax 02 6773 3543
ethics@une.edu.au

PLEASE SIGN BOTH COPIES OF THIS CONSENT FORM.

The ‘investigator’s copy’ is to be returned to the researcher, Isabel Tasker, together with the completed survey. If you are using the paper-based version of the survey, you’ll find the investigator’s copy on the inside front cover.
The ‘participant’s copy’, is for your records.

I, _____ (*participant’s name*) have read the information contained in the Information Letter for Participants, and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

I am returning the completed survey together with one signed copy of this consent form.

.....
participant or authorised representative date

.....
investigator date

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I, _____ (*participant’s name*) have read the information contained in the Information Letter for Participants, and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

I am returning the completed survey together with one signed copy of this consent form.

.....
participant or authorised representative date

.....
investigator date



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INFORMATION SHEET for PARTICIPANTS

Research Project: *Longitudinal Study of Distance Learners of Chinese*

Invitation to participate in the final stages of this research (core group) - form for renewal of consent

I wish to invite you to continue your participation in my research on above topic. When I began the project in 2005, you gave your consent to participating in various research activities, for which I am most grateful. Since its inception, the time span of the study has been extended to 5 years; and due to the time that has elapsed since your initial agreement, the regulations require that I obtain your renewed consent. Therefore I am now writing to invite you give your consent to resuming your participation in my research activities over the coming months.

The details of the study follow and I hope you will consider being involved. I am conducting this research project for my PhD at the University of New England. My supervisors are Dr. Liz Ellis and Dr. Robyn Smyth of University of New England. Dr. Ellis can be contacted by email at liz.ellis@une.edu.au or by phone on 02 6773 3189. Dr. Smyth can be contacted by email at rsmyth@une.edu.au or by phone on 02 6773 3720.

Aim of the Study:

This longitudinal study of the experiences of long term distance and independent learners of Mandarin Chinese over several years seeks to gain insights into the interrelationship of linguistic and non-linguistic aspects of Mandarin learning, as well as the perspectives and needs of adult distance and independent learners of Chinese, at a time of rapid evolution in the contexts of Mandarin learning worldwide.

Summary of participation requirements for the final stages of this research (for the interview participants' group): I hope you will feel able to consent to taking part in the 3 activities outlined below.

1. Keep a brief weekly record or diary of notes of your Chinese-related activities (or absence thereof!) over a period of about 12 weeks, following some simple prompt questions as described in the instructions below. I estimate that this might take you about 10 - 20 minutes each week.

How should you go about it?

Reflect briefly on the past week – have you used any Chinese this week? If so how? For example, have you had a conversation in Chinese? Have you read anything at all in Chinese? Have you heard any Chinese? Written any emails? Seen some characters and attempted to decipher them? Maybe you've been aware of encountering some Chinese language but not understanding or attempting to understand it? If you have done any of those things, record briefly what you did and how you felt about the activity.

Maybe you haven't used any Chinese at all but you've had some thoughts about it, or about your previous learning of Chinese, or about what you'd like to do about Chinese in the future?

Perhaps you've done nothing related to the language but you've seen something in the media about China or Chinese that you found interesting.

Or perhaps Chinese just hasn't figured in your life this week.

Whatever the case, please write a few lines about it in your diary.

Note on choice of language: if you can write all or some of your diary in Chinese that would be wonderful; if you can only write some of it in Chinese and then mix it with English or supplement it in English, because you feel you need to do so to convey your meaning, that's fine; if you feel unable to write anything in Chinese because of lack of time or lack of confidence, then please write it in English!

My main interest for this exercise is in what you have to say, rather than the accuracy with which you say it. Remember, this is not a proficiency test or an assignment, there are no marks and there won't be an exam!

Timing: please allow at least 10 - 20 minutes each week for this, to produce approximately half a page; if you prefer to write a few lines each time any activity occurs that is also acceptable. If you wish to spend more time or write more that is fine.

- **Format:** written. (However, if you prefer to record some of it as speech, that can be accommodated (MP3 format preferred) – just let me know.)
- **Duration:** approx 12 weeks, from mid-May to end of July.
- **Frequency:** Please email your record or diary entries to me once a week. I will email you every Friday to prompt you, beginning on Friday 14 May, so you can simply reply to the email you receive. If you unavoidably have to miss some weeks, just let me know. Also, if email is inconvenient let me know and we can make other arrangements.

2. You'll be invited to participate in discussions and activities online in a small group of up to 8 research participants. (This is a private group of those who have participated in the previous two interviews; it isn't open to the general public.) These activities will commence in the week beginning 24 May and run for up to ten weeks, to the end of July. The time commitment will be about 20 – 30 minutes per week.

The main activities will be based around discussion and sharing of ideas related to issues of maintaining, continuing and practising Chinese and fitting it into your life up to and beyond completion of formal university study.

- **Format:** online discussion forum (similar to the ones offered in some UNE Chinese units). I will provide prompts, topics and interesting questions for discussion; the discussion is mostly in writing, (though some voice interaction may be possible too) and you can contribute at any time that's convenient for you.
- **Language:** English and Chinese.
- **Frequency and duration:** You are encouraged to log on and participate / contribute once a week over the 10 weeks if possible; however, I know some



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of you are unavailable for some of that time, and encourage you simply to participate when you can. Aim to make a couple of postings for each discussion topic if possible.

- Time commitment: 20 – 30 minutes per week, or equivalent.

In addition, for those that wish to participate, I may offer a small project involving creating brief narratives in Mandarin (written or spoken) based around a photo of your choice, introducing or relating an anecdote from your experiences of learning Chinese.

3. **Participation in the third or final interview.** This semi-structured interview of up to 90 minutes in length will be similar in format to the two you have already participated in. As before, the interview can be conducted either face to face, or over the telephone, at your convenience. The interview will be audio-recorded and subsequently transcribed (after de-identification). The interview will be arranged at a time to suit you, after completion of the other two activities, probably in the second part of July 2010.

Further details will be sent to you in due course.

In addition to these three activities, all those who completed Survey One in 2005 (of whom you are one) are being invited to complete a follow-up, Survey Two. You will receive a separate information sheet and consent letter about it.

Ethics Issues:

- Participation is completely voluntary. You may withdraw from the project at any time and there will be no disadvantage if you decide not to participate or withdraw at any time.
- There is no connection between participation in this research and formal assessment for any unit of Chinese at UNE, past, present or future, should you ever return to further Chinese study at UNE.
- The data I collect will be de-identified immediately. The transcription service has signed a confidentiality agreement regarding their work for me. Apart from a transcriber who is subject to that confidentiality agreement, no-one but myself will ever see the original data.
- Any references to participants, or quotations from participants' contributions, in my thesis or other publications or conference papers based on this research will be non-identifiable.

Research Process:

It is anticipated that this research will be completed by the end of 2011. The results may also be presented at conferences or written up in journals without any identifying information.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10 / 081, Valid to 29/04/2011)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale, NSW 2351.
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: ethics@une.edu.au

If you would like to participate in the final stages of this research (core group), please sign the consent form overleaf; keep one copy and return one and to me, either in hard copy or by email with the first diary record you send.

I would be happy to answer any questions you may have concerning this data collection. If you have any questions or concerns over the conduct of the research please contact me, my PhD supervisors, or the Research Ethics Officer at UNE.

Thank you for considering this request and I look forward to further contact with you.

With best wishes

Isabel Tasker
(itasker@une.edu.au)

05/05/10



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Consent Form for Participants

Research Project: *Longitudinal Study of Distance Learners of Chinese*

Participation in the core group final activities (weekly record-keeping, online group activities, and Interview 3)

I,, have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. Yes/No

I agree to participate in this activity, realising that I may withdraw at any time. Yes/No

I understand that some of the activities involve audio recording, and I give my consent to such recordings being made for the purposes only of research. Yes / No

I agree that research data gathered for the study may be published using a pseudonym. Yes/No

.....
Participant Date

.....
Researcher Date



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INFORMATION SHEET for PARTICIPANTS

Research Project: *Longitudinal Study of Distance Learners of Chinese*

Invitation to participate in Survey 2 - form for renewal of consent

I wish to invite you to continue your participation in my research on above topic. In late 2005, you kindly agreed to complete a questionnaire survey for me about your learning of Chinese. At the time of that initial survey, you agreed to complete a follow-up survey which was to have been sent to you two years later. In fact, since then the time span of the study was extended to 4 -5 years; and I am now writing to invite you to continue your participation by completing the follow-up survey which will be distributed in the coming months. Due to the time that has elapsed since your initial agreement, the regulations require that I obtain your renewed consent.

The details of the study follow and I hope you will consider being involved. I am conducting this research project for my PhD at the University of New England. My supervisors are Dr. Liz Ellis and Dr. Robyn Smyth of University of New England. Dr. Ellis can be contacted by email at liz.ellis@une.edu.au or by phone on 02 6773 3189. Dr. Smyth can be contacted by email at rsmyth@une.edu.au or by phone on 02 6773 3720.

Aim of the Study:

This is a longitudinal study of the experiences over several years of long term distance and independent learners of Mandarin Chinese. At a time of rapid evolution in the contexts of Mandarin learning worldwide, it seeks to gain insights into the interrelationship of linguistic and non-linguistic aspects of Mandarin learning, as well as the perspectives and needs of adult distance and independent learners of Chinese.

Time Requirements for participation in Survey 2:

Survey 2 is a written questionnaire survey which will take between 45 minutes and one hour to complete. It is in English, and is similar in format to the first one (a mixture of closed and open-ended questions). It is available online, and you can complete it at one sitting or in several shorter sessions if that's more convenient; but if you prefer a paper copy I can provide one on request. One of the main aims will be to investigate the ways in which learners sustain their interest in Chinese (or else don't sustain it) during and after a period of formal distance learning. Therefore your responses will be interesting and useful even if you've been doing little or nothing with your Chinese!

I would be grateful if you could complete and submit the survey within two weeks, if possible, in other words, by **June 4th 2010**; if you need a little longer just let me know. An email is being sent to you which contains your personal link to the survey webpage. If you don't see it in your inbox, check your spam folder. If there are any problems with accessing it please contact me straight away.

Ethics issues:

- Participation is completely voluntary. You may withdraw from the project at any time and there will be no disadvantage if you decide not to participate or withdraw at any time.
- There is no connection between participation in this research and formal assessment for any unit of Chinese at UNE, past, present or future, should you ever return to further Chinese study at UNE.
- The data I collect will be de-identified immediately. No-one but myself will ever see the original data.
- Any references to participants, or quotations from participants' contributions, in my thesis or other publications or conference papers based on this research will be non-identifiable.

Research Process:

It is anticipated that this research will be completed by the end of 2011. The results may also be presented at conferences or written up in journals, but no information will be given by which participants can be identified.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10 / 081, Valid to 29/04/2011)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

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If you would like to participate in Survey Two, please sign the consent form overleaf, and keep a copy for your records. To simplify the consent process for you, your consent to participate is considered to be given by the act of beginning to answer the online survey questions. (If you can't do the survey online and request a paper copy, then you can return a signed copy of this consent letter to me with the survey document.)

Thank you for considering this request and I look forward to further contact with you.

With best wishes

Isabel Tasker

[*\(itasker@une.edu.au\)*](mailto:itasker@une.edu.au)



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Consent Form for Participants

Research Project: *Longitudinal Study of Distance Learners of Chinese Participation in Survey 2*

I,, have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction.
Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.
Yes/No

I agree that research data gathered for the study may be published using a pseudonym
Yes/No

.....
Participant Date

.....
Researcher Date

Thesis, Appendix 2

Reflective writing prompts for students at the end of the second year of Chinese study

Write 750 – 1000 words in English reflecting on what learning Chinese means to you. Use the paragraphs below to help you get started.

You've all been learning Chinese now for a minimum of two academic years (more for many of you). So you are experienced language learners. Each of you has your own habits and strategies for learning a language effectively. Through being external students at UNE, you have also developed as independent language learners.

In this piece of writing I'd like you to explore and share what you, the learners, bring to the learning situation; and also how you may be affected by your learning.

Please consider the two focus areas below:

FOCUS 1: How have your ideas changed?

- How have your ideas about Chinese language and culture changed since you began learning it?
- How have your ideas about how to learn Chinese changed since you began learning it?

FOCUS 2: The interface between Chinese and other aspects of your life

- How do you bring other aspects of your life experience to bear on your learning of Chinese?
- Apart from developing language proficiency, do you think you are changing or developing in other ways through learning Chinese?

PATHWAYS AND PERCEPTIONS OF DISTANCE LEARNERS OF CHINESE

Section 1. Background information (*all details will be treated as confidential*)

Demographic details: these are required for comparative purposes.

Male Female

Age group (circle one): < 20, 20 – 29, 30 – 39, 40 – 49, 50 – 59, 60 – 69, 70 +

What is your current place of residence?

- Metropolitan Australia
- Regional Australia
- China
- other Chinese-speaking country or region
- other overseas country

Contact details, in case there is a need for me to clarify any of your responses.

Name:

Current contact address:

.....

Phone nos:

Email:

Preferred pseudonym?

In reporting the research I will refer to participants by pseudonyms. They will be personal names, e.g. Alex, rather than nicknames such as Mouse! I will allocate these, unless you'd like to choose your own, in which case, write it here:

Contact address for the follow-up survey in 2007

I am grateful to you for your interest in participating in this survey. Towards the end of the study, in two years' time, I will require your cooperation once again in completing a second survey, very similar to this one, which will ask for an update on the story of your Chinese learning. In order for me to be able to contact you then, please could you supply me with a stable contact address (postal or email) where mail will be able to reach you at that time even if you've moved from the current address which you supplied above.

Preferred contact address and phone number for 2007:

.....

.....

.....

Please turn the page to begin the survey proper.

Questions 1 – 4 will help me to understand your study environment and the demands on your time.

1. How would you describe your current working situation?

Tick one or more boxes, and add explanatory comments if you wish.

- Part-time paid work
- Full time paid work
- Home duties only
- Not in paid work
- Voluntary work
- Other: specify

2. How would you describe your current home situation?

Tick as many boxes as necessary, and add explanatory comments if you wish.

- I live alone
- I live with a partner
- I live with friends / housemates
- I live with dependent children
- I live with grown children
- I live with aged relatives
- Other: describe

3. How would you describe your current study situation?

- Full time study. (As defined by your institution. At UNE it is 4 units per semester)
- Part time study. I am currently taking unit(s) per semester.

4. If you are currently studying Chinese as part of a degree or diploma programme at university, please name the programme (e.g. BA, Dip Mod Language, Grad Dip in Humanities, non-award, etc.)

.....
.....

Questions 5 – 8 will help me to understand your language background.

5. What is your first language?*

If your first language is a dialect of Chinese, please specify which dialect, e.g Cantonese, Hokkien, etc.

**Note: the term 'first language' can refer to either the first language you learnt in your life (the chronological sense) or to the language which is most important in your life (the dominant sense). If this is relevant to you, feel free to nominate a first language in both senses of the word. If you feel you have more than one first language in either sense, please specify.*

Continued overleaf...

Stage 1, Survey 1, Pathways and Perceptions of Distance Learners of Chinese, 10/10/05

6. What other languages do you speak or have you studied apart from English and Mandarin Chinese?

Please indicate the level of your skill in each area in each language as *None, Basic, Intermediate, or Fluent.*

Language	Speaking	Listening	Reading	Writing
.....
.....
.....
.....
.....

7. Do you have any family connections with the Chinese language?

For example, do any of your family members (by birth, adult relationship, or adoption) speak or understand Mandarin or any other Chinese dialect?

- No Yes

If Yes, please describe.

8. Do you have any family connections with China or a Chinese speaking country?

For instance, have any of your family (by birth, adult relationship, or adoption) lived or worked in China or a Chinese speaking country?

- No Yes

If Yes, please describe.

Continued overleaf...

Section 2. Chronology / timeline of your Chinese learning:

This section will help me to understand the different phases which you have gone through in learning Chinese.

9. Please use the following table to supply details of the story of your Chinese learning so far.

'Period 1' is your first experience of learning Chinese; each time you changed course or mode of study marks the beginning of another 'period'. You may wish to fill in the dates across the top row first, and then complete the columns for each period in turn. *Include periods where there have been no Chinese-related activities. Also, include any overlapping periods of Chinese learning. Continue on the following page if necessary.*

		Period 1	Period 2	Period 3
9.1	Dates (<i>from month/ year to month/ year</i>)			
9.2	Where were you located during this period?			
9.3	Did you take a <u>formal course with a teacher</u> in this period? Answer Yes or No. (If Yes, specify the level, institution, and whether full-time or part-time study.) If No, jump to question 9.6.			
9.4	What was your <u>mode of study</u> : Internal (face to face tuition) or External (distance learning)?			
9.5	Did your course include any <u>online activities</u> , such as bulletin board, interactive exercises, or email discussion? Answer Yes or No. If Yes, describe briefly.			
9.6	Did you try any <u>independent but structured study</u> , such as a 'teach-yourself' course, in this period? Answer Yes or No. (If Yes, specify the course, and note if it was Attempted or Completed.)			
9.7	Did you engage in <u>informal Chinese language learning activities</u> in this period, such as regular reading, watching TV or films, conversation exchanges with native speakers, or other activities? Answer Yes or No. (If Yes, please describe briefly.)			
9.8	What opportunities (if any) did you have for <u>using Chinese</u> during this period, for example in your work or daily life, with colleagues, friends, or family? Please describe briefly.			

Question 9:

Use this page to continue if necessary.

If you wish to add more periods please insert an extra page.

		Period 4	Period 5	Period 6
9.1	Dates (<i>from month/ year to month/ year</i>)			
9.2	Where were you located during this period?			
9.3	Did you take a <u>formal course with a teacher</u> in this period? Answer Yes or No. (If Yes, specify the level, institution, and whether full-time or part-time study.) If No, jump to question 9.6.			
9.4	What was your <u>mode of study</u> : Internal (face to face tuition) or External (distance learning)?			
9.5	Did your course include any <u>online activities</u> , such as bulletin board, interactive exercises, or email discussion? Answer Yes or No. If Yes, describe briefly.			
9.6	Did you try any <u>independent but structured study</u> , such as a 'teach-yourself' course, in this period? Answer Yes or No. (If Yes, specify the course, and note if it was Attempted or Completed.)			
9.7	Did you engage in <u>informal</u> Chinese language learning activities in this period, such as regular reading, watching TV or films, conversation exchanges with native speakers, or other activities? Answer Yes or No. (If Yes, please describe briefly.)			
9.8	What opportunities (if any) did you have for <u>using Chinese</u> during this period, for example in your work or daily life, with colleagues, friends, or family? Please describe briefly.			

Continued overleaf...

Section 3. Perceptions and beliefs about learning Chinese

Your answers to the next questions will help me to understand how students' ideas and feelings about learning Chinese develop as they learn it.

10. Initially, what were your reasons for beginning to learn Chinese?

How would you classify the reasons you have just described? Tick any number of boxes.

- personal family work-related study-related challenge / curiosity emotional
 other (specify)

11. At this point, what are your reasons for continuing to study Chinese?

How would you classify the reasons you have just described? Tick any number of boxes.

- personal family work-related study-related challenge / curiosity emotional
 other (specify)

12. How, if at all, do you expect to continue your Chinese learning to improve or maintain your Chinese language skills -

a) over the next two years?

.....

.....

b) in a longer time frame?

.....

.....

13. What opportunities do you have for *using* Chinese at the moment?

14. How do you hope to *use* your Chinese skills in the future?

Continued overleaf...

Stage 1, Survey 1, Pathways and Perceptions of Distance Learners of Chinese, 10/10/05

How would you describe your experience of learning Chinese **at first**? What could you compare it to? Choose one or two metaphors or phrases that capture your experience at that time.

15. When I started it, learning Chinese was like

or sometimes like

Now, how would you describe learning Chinese? What could you compare it to? Choose one or two metaphors or phrases that capture your recent experience.

16. Now, learning Chinese is like

or sometimes like

Please complete the following sentences:

17. So far, the challenges of learning Chinese for me have been

18. So far, the rewards of learning Chinese for me have been

19. Is there anything that you know now, that you wish someone had told you when you started learning Chinese?

20. Do you think learning Chinese has changed you in any way?

Continued overleaf...

Section 4. Your opinions about distance learning.

Your answers to questions 21 – 29 will give me a clearer picture of your feelings about distance learning as a way of learning Chinese.

By 'distance learning' I'm referring to formal study where the student is remote from the institution offering the course. Some people use terms like 'external study', 'correspondence course' or 'open learning' to refer to this.

21. Initially, what were your reasons for studying as a distance learner?

22. Do you plan to continue studying as a distance learner? Please give reasons.

23. Do you consider distance learning courses / units as central to your study of Chinese or as something extra, additional or peripheral? Please explain.

How would you describe your experiences of distance learning? What could you compare it to? Choose one or two metaphors or phrases that capture your experience.

24. Studying a language in distance mode is like

or sometimes like

Please complete the following sentences:

25. So far, the challenges of learning Chinese in distance mode have been

Continued overleaf...

26. *In my experience, the rewards of learning Chinese in distance mode are*

27. What advice would you give to someone who was just beginning to learn Chinese?

28. What further advice would you give that person if they planned to study by distance learning?

29. Apart from Chinese, have you any experience of studying other subjects by distance learning?

Please give brief details of the year, subject, and institution.

Do you have any further comments on any of the issues touched upon in the survey?

You have now completed the main part of this survey. I'm very grateful for your cooperation. But please don't stop quite yet! There is an important final question on the next page

Continued overleaf...

Section 5. What next?

As I indicated at the beginning, in two years' time I will send out a simple follow-up questionnaire to everyone who has completed this survey.

In addition to that, I am seeking expressions of interest from volunteers to participate in some further research activities in the course of the next two years.

Are you interested in taking part in a more in-depth phase of this research?

In the more in-depth, exploratory stage of this research project I will be collecting data from a small group of learners over the next two years.

If you choose to participate, you may be asked to do any of the following:

- a) keep a simple diary about your Chinese study, *and /or*
- b) take part in up to three individual interviews with me in English about your Chinese learning experiences, each separated by about a year (to be arranged at a time and place to suit you), *and /or*
- c) join in occasional simple language activities on the web or by email.

It is my hope that these activities will be both enjoyable and useful for participants. This research will help further our knowledge of learner perspectives on the language learning process, of Chinese learning in the 21st century, and of the special situation of distance language learners.

To take part in Stage Two, it's *not* essential to remain formally enrolled in Chinese units at UNE over the whole two year period; all that's required is that participants are enrolled in Chinese units by distance learning *at some time over the two year period*.

30. Would you be interested in possibly participating in Stage Two of this study?

(If you select Yes, I'll contact you and give you more detailed information.)

- YES
 NO

Thank you very much for completing this survey! I hope that it's been an interesting exercise for you. Your contribution is greatly appreciated. I remind you that all information is treated as confidential and will remain anonymous in all publications and presentations.

*Please return your completed survey by
7th November 2005 (or sooner if you can)
using the stamped addressed envelope supplied.*

Isabel Tasker
School of Languages, Cultures and Linguistics, University of New England
Armidale NSW 2351 Ph 02 6773 3504 itasker@une.edu.au

Appendix 4. Full listing of activities presented to Survey 2 respondents

Question Group	Activity
READING (9)	<p>Read fiction in Chinese</p> <p>Read newspapers or magazines in Chinese</p> <p>Read textbooks or study texts in Chinese</p> <p>Read readers or children's materials in Chinese</p> <p>Browse or flick through books, magazines etc in Chinese</p> <p>Read written Chinese as you encounter it in your environment (signs, shops etc)</p> <p>Read or browse webpages or sites written in Chinese for Chinese readers</p> <p>Read or browse webpages or sites designed for learners of Chinese</p> <p>Access online Chinese documents for your work or study</p> <p>Other</p>
LISTENING (6)	<p>Listen as a part of having conversations in Chinese</p> <p>Listen to Mandarin radio stations</p> <p>Listen to spoken Chinese that has been recorded for learners, e.g textbook lessons</p> <p>Listen to songs in Chinese</p> <p>Watch YouTube or other online videos in Mandarin</p> <p>Listen in to Mandarin as you overhear it in your environment (transport, workplace, campus, shopping etc)</p> <p>Other</p>
SPEAKING (9)	<p>Talk in Mandarin with other learners</p> <p>Talk in Mandarin with native speakers, socially & in your daily life</p> <p>Speak Mandarin at work w clients / customers / colleagues</p> <p>Talk in Mandarin when practicing w your Chinese tutor</p> <p>Talk in Mandarin w family members</p> <p>'Chat' online in Mandarin, using voice more than text (instant messaging, forums, social networking etc)</p> <p>Use internet telephony such as VOIP or Skype to have conversations in Mandarin</p> <p>Talk to yourself in Mandarin (either out loud or silently!)</p> <p>Sing in Chinese</p> <p>Other</p>
WRITING (4)	<p>Write in Chinese for work or study purposes</p> <p>Write personal letters, emails or journal entries in Chinese</p> <p>Write in Chinese for practice only</p> <p>Chat online in Mandarin, mainly by writing (instant messaging, forums, social networking etc)</p> <p>Other</p>
TRANSLATION (8)	<p>Translate from written Chinese to English at other people's request</p> <p>Translate from written Chinese to English as an exercise for yourself</p> <p>Translate from spoken Chinese into English at other people's request</p> <p>Translate from spoken Chinese into English as an exercise for yourself</p> <p>Translate from written English to Chinese at other people's request</p> <p>Translate from written English to Chinese as an exercise for yourself</p> <p>Translate from spoken English into Chinese at other people's request</p> <p>Translate from spoken English into Chinese as an exercise for yourself</p> <p>Other</p>

NEWS & MEDIA (14)	<p>Follow the news in Mandarin - in newspapers and other print media</p> <p>Follow the news in Mandarin - over radio or TV</p> <p>Follow the news in Mandarin - in audio or video on the web</p> <p>Follow the news in Mandarin - in written form on the web</p> <p>Follow the news about China (but not in Mandarin) - in newspapers and other print media</p> <p>Follow the news about China (but not in Mandarin) - over radio or TV</p> <p>Follow the news about China (but not in Mandarin) - in audio or video on the web</p> <p>Follow the news about China (but not in Mandarin) - in written form on the web</p> <p>Watch films, documentaries or any other programmes in Chinese when they are shown on free-to-air TV in Australia</p> <p>Watch TV channels which broadcast in Mandarin (e.g. cable or satellite)</p> <p>On DVD or video (or in the cinema), watch films, documentaries, soap operas or any other programmes in Chinese</p> <p>On the internet, watch films, documentaries, soap operas or any other programmes in Chinese</p> <p>Attend live performances in Chinese</p> <p>Other activity involving news / media entertainment?</p>
STUDY TOOLS (18)	<p>Practice handwriting characters</p> <p>Use flashcards, either on paper or digital ones</p> <p>Look up characters and words you've come across in your daily life</p> <p>Make vocabulary lists</p> <p>Browse an online or computer-based Chinese dictionary</p> <p>Browse a paperbased Chinese dictionary</p> <p>Use a portable electronic Chinese dictionary</p> <p>Practise Chinese calligraphy</p> <p>Follow online Mandarin lessons or downloaded lessons</p> <p>Participate in online discussion forums related to learning Mandarin</p> <p>Study as a registered participant in a Chinese learning website or 'online college'</p> <p>Use an online Mandarin tutoring service</p> <p>Use online Mandarin exercises and learning games</p> <p>Use a learning software package that doesn't require the web (eg a CD)</p> <p>Use an MP3 player in relation to Mandarin</p> <p>Use an audio recorder (digital or tape) in relation to Mandarin</p> <p>Use mobile phone or handheld computer applications in relation to Mandarin (iPhone, PDA, etc)</p> <p>Use Internet telephony, e.g. a VOIP or Skype (or similar) phone in relation to Mandarin</p> <p>Other</p>
ABOUT CHINA (9)	<p>Write about Chinese language / culture for other people to read (e.g. blog, letters and emails, journalism, etc)</p> <p>Write about Chinese language and culture for teaching / academic purposes</p> <p>Write about Chinese for yourself (e.g. diary, journal)</p> <p>Follow blogs / journalism about Mandarin and things Chinese (and perhaps respond or consider responding)</p> <p>Participate in online discussion forums related to Mandarin and things Chinese</p> <p>Talk to people about China or about Chinese in conversation or in your work or study, etc</p> <p>Teach or tutor people about China or about Chinese</p> <p>Read fiction that has a Chinese theme but isn't written in Chinese</p> <p>Read non-fiction that has a Chinese theme but isn't written in Chinese</p> <p>Other</p>

Front page and consent

Introductory information
Longitudinal Study of Distance Learners of Chinese: Survey 2

This is a longitudinal study of the experiences over several years of long term distance and independent learners of Mandarin Chinese. At a time of rapid evolution in the contexts of Mandarin learning worldwide, it seeks to gain insights into the interrelationship of linguistic and non-linguistic aspects of Mandarin learning, as well as the perspectives and needs of adult distance and independent learners of Chinese.

I do hope that you can participate. A principal aim of Survey 2 is to investigate the ways in which learners sustain their interest in Chinese (or else don't sustain it) during and after a period of formal distance learning. Therefore **your responses will be interesting and useful for this research even if you've been doing little or nothing with your Chinese!**

Time required

This is an online questionnaire survey, which will probably take between 45 minutes and one hour to complete. You do not have to complete it at one sitting, but may take breaks and return to it as many times as you wish. I would be grateful if you could complete it and submit it within two weeks, in other words, by **June 4th**, if possible; if you need a little longer just let me know.

Informed consent

This page repeats the information you have already received in a separate letter which you should keep for your records. To simplify the consent process for you, **your consent to participate is given when you press "Continue" at the end of this page.** Please note the following assurances:

- Participation is completely voluntary. You may withdraw from the project at any time and there will be no disadvantage if you decide not to participate, or withdraw at any time.
- There is no connection between participation in this research and formal assessment for any unit of Chinese at UNE, past, present or future, should you ever return to further Chinese study at UNE.
- The data I collect will be de-identified immediately. No-one but myself will ever see the original data.
- All references to participants, or quotations from participants' contributions, in my thesis or other publications or conference papers based on this research will be non-identifiable.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10 / 081, valid to 29/04/2011)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
 University of New England
 Armidale, NSW 2351.
 Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
 Email: ethics@une.edu.au

If you require more information or assistance while completing the survey please contact Isabel Tasker at <itasker@une.edu.au>.

Thank you for your participation.

Consent to participate:

I have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction.

I agree to participate in this activity, realising that I may withdraw at any time.

I agree that research data gathered for the study may be published using a pseudonym.

Instructions and helpful information for completing the Survey

Your progress will be saved each time you click the “next” or “continue” button. If you wish to stop and resume later, just close your browser. To resume, just click on the survey link supplied in the email, and you will be taken to the page you were at when you left off.

Here is an outline of the way that the survey is organised, so that you know what to expect:

- Section 1: Changes in your circumstances
- Section 2: Developing a timeline of your involvement with Chinese since the end of 2005
- Section 3: Your feelings about Chinese learning
- Section 4: Chinese learning in the changing world
- Section 5: Looking ahead
- Section 6: The activities and practices you have tried relating to Chinese
- Section 7: Comments on your participation in this research project
- Concluding details and demographics

If you plan to take a break, the end of Section 4 makes a good natural break point about 2/3 of the way through, and it's flagged with a note.

Some of the questions are similar to the ones in Survey 1, and others are different. I am interested in your responses whether or not you have studied any Chinese in the time that has passed since the last survey. Even if you feel that you have done nothing with your Chinese recently, please read all the questions as there will normally be choices that will apply to you.

Your responses will be considered in relation to the responses you gave to the first survey. In order to link the two, your name is required. As soon as the two surveys have been linked, they will be de-identified and your name will be removed.

Enter your name below:

Part 1. Changes in your circumstances?

Section 1. Changes in your circumstances?

These first questions are to check whether there have been any changes to your circumstances since the end of 2005, when you completed the previous survey.

Since 2005, have you been speaking or studying other languages, apart from English and perhaps Chinese? For each language you list, please indicate the level of your skill in Speaking, Listening, Reading and Writing

	Speaking	Listening	Reading	Writing
Language 1 <input style="width: 100%;" type="text"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
Language 2 <input style="width: 100%;" type="text"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
Language 3 <input style="width: 100%;" type="text"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
Language 4 <input style="width: 100%;" type="text"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>

Since 2005, do you have any new family connections with Chinese?

For example, do you now have family members (by birth, adult relationship, or adoption) who speak or understand Mandarin or any other Chinese dialect; or have any of your family lived or worked in China or a Chinese speaking country?

Answer Yes or No. If Yes, please describe briefly.

Since 2005, have you been to China or a Chinese speaking country?

Answer Yes or No. If Yes, please describe briefly for how long you went, and for what purpose.

Part 2. Developing a timeline of your involvement with Chinese since the end of 2005.

Section 2. Developing a timeline of your involvement with Chinese since the end of 2005.

Your answers in this section will help me understand how your levels of Chinese-related activity may have shifted and changed during the 5 years since you completed Survey 1.

Please divide the time from the end of 2005 until now into different stages or periods according to your involvement (or not) in Chinese-related activities. (You might want to jot down some rough notes on paper to help you do this, for example: 2006, nothing; Jan - Jul 07, taking a uni unit in Chinese; Aug 07, went to China; Sept - Dec 07, doing a bit of Chinese on my own occasionally; Jan 08 to Jan 09, nothing, busy with new job; Feb 09 met Xiao Wang and started watching Chinese movies together; etc.)

On the pages that follow you'll then be led through a series of questions about each of the time periods you specify.

Notes for your guidance:

- Begin 'Period 1' in December 2005 (just after you completed the previous survey).
- Then create a new 'period' each time that you began a new phase of Chinese-related activity (or lack of it), for example, starting a new course, or visiting China, or doing a new job that meant you had no time for Chinese, etc.
- Include the times when you did nothing related to Chinese
- If there were periods when you started something but didn't continue with it, please note them too.
- Create as many activity periods as you need until you reach the present.

Press "continue" to begin the questions on the first period on your timeline, starting from the end of 2005.

Questions about Period 1 in your chronology

Period 1

from (mm, yy)	
to (mm, yy)	
Where were you based?	
In a few words, how would you sum up your Chinese-related activity during this time?	

During "Period 1", were you using your Chinese for **communication** in any way?

		Often	Sometimes	Just occasionally	Never
I was using Chinese to communicate at work or school		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese to communicate at home		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 1" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

<input type="checkbox"/> No formal institutional study during this time	<input type="checkbox"/> Classroom learning	<input type="checkbox"/> University
<input type="checkbox"/> Part-time study	<input type="checkbox"/> Distance education	<input type="checkbox"/> TAFE
<input type="checkbox"/> Full-time study	<input type="checkbox"/> Online learning	<input type="checkbox"/> other school, specify: <div style="border: 1px solid black; width: 100px; height: 15px; margin-top: 2px;"></div>

During "Period 1" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not

Appendix 5. Survey Two

enrolled at an institution.)

Please select the choices that best describe what you were doing.

- No, not doing any independent study during this time
- Reviewing my old Chinese texts and audio
- Devising my own learning projects and goals
- Learning on my own
- Learning with a tutor
- Learning as a member of a group
- Following a textbook
- Following an online course
- Reading
- Learning characters
- Writing
- Listening
- Conversation
- Other

During "Period 1", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input style="width: 100px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

- I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
- I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 2 in your chronology

Questions about Period 2 in your chronology

Period 2

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

Appendix 5. Survey Two

During "Period 2", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 2" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

<input type="checkbox"/> Classroom learning	<input type="checkbox"/> University	<input type="checkbox"/> Part-time study
<input type="checkbox"/> Distance education	<input type="checkbox"/> TAFE	<input type="checkbox"/> Full-time study
<input type="checkbox"/> Online learning	<input type="checkbox"/> other school, specify: <input type="text"/>	<input type="checkbox"/> No formal institutional Chinese study during this time

During "Period 2" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

<input type="checkbox"/> No, not doing any independent study during this time	<input type="checkbox"/> Following an online course
<input type="checkbox"/> Reviewing my old Chinese texts and audio	<input type="checkbox"/> Reading
<input type="checkbox"/> Devising my own learning projects and goals	<input type="checkbox"/> Learning characters
<input type="checkbox"/> Learning on my own	<input type="checkbox"/> Writing
<input type="checkbox"/> Learning with a tutor	<input type="checkbox"/> Listening
<input type="checkbox"/> Learning as a member of a group	<input type="checkbox"/> Conversation
<input type="checkbox"/> Following a textbook	<input type="checkbox"/> Other <input type="text"/>

During "Period 2", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

<input type="checkbox"/> I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
<input type="checkbox"/> I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
<input type="checkbox"/> I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
<input type="checkbox"/> I didn't think about Chinese during this time
<input type="checkbox"/> Other comments <input type="text"/>
<input type="checkbox"/> No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

Appendix 5. Survey Two

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 3 in your chronology

Questions about Period 3 in your chronology

Period 3

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 3", were you using your Chinese for communication in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 3" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

- | | | |
|---|--|---|
| <input type="checkbox"/> Classroom learning | <input type="checkbox"/> University | <input type="checkbox"/> Part-time study |
| <input type="checkbox"/> Distance education | <input type="checkbox"/> TAFE | <input type="checkbox"/> Full-time study |
| <input type="checkbox"/> Online learning | <input type="checkbox"/> other school, specify: <input type="text"/> | <input type="checkbox"/> No formal institutional Chinese study during this time |

During "Period 3" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

- | | |
|---|---|
| <input type="checkbox"/> No, not doing any independent study during this time | <input type="checkbox"/> Following an online course |
| <input type="checkbox"/> Reviewing my old Chinese texts and audio | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Devising my own learning projects and goals | <input type="checkbox"/> Learning characters |
| <input type="checkbox"/> Learning on my own | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Learning with a tutor | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Learning as a member of a group | <input type="checkbox"/> Conversation |
| <input type="checkbox"/> Following a textbook | <input type="checkbox"/> Other <input type="text"/> |

During "Period 3", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 5. Survey Two

	Often	Sometimes	Just occasionally	Never
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

- I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
- I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?
 If Yes, click the first option.
 If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 4 in your chronology

Questions about Period 4 in your chronology

Period 4

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 4", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 4" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

- | | | |
|---|--|---|
| <input type="checkbox"/> Classroom learning | <input type="checkbox"/> University | <input type="checkbox"/> Part-time study |
| <input type="checkbox"/> Distance education | <input type="checkbox"/> TAFE | <input type="checkbox"/> Full-time study |
| <input type="checkbox"/> Online learning | <input type="checkbox"/> other school, specify: <input type="text"/> | <input type="checkbox"/> No formal institutional Chinese study during this time |

During "Period 4" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not

Appendix 5. Survey Two

enrolled at an institution.)

Please select the choices that best describe what you were doing.

- No, not doing any independent Chinese study during this time
- Following an online course
- Reviewing my old Chinese texts and audio
- Reading
- Devising my own learning projects and goals
- Learning characters
- Learning on my own
- Writing
- Learning with a tutor
- Listening
- Learning as a member of a group
- Conversation
- Following a textbook
- Other

During "Period 4", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input style="width: 100px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity?** Please select the statement below that best describes your situation

- I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
- I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 5 in your chronology

Questions about Period 5 in your chronology

Appendix 5. Survey Two

Period 5

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 5", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 5" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

Classroom learning
 University
 Part-time study
 Distance education
 TAFE
 Full-time study
 Online learning
 other school, specify:
 No formal institutional Chinese study during this time

During "Period 5" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

No, not doing any independent Chinese study during this time
 Following an online course
 Reviewing my old Chinese texts and audio
 Reading
 Devising my own learning projects and goals
 Learning characters
 Learning on my own
 Writing
 Learning with a tutor
 Listening
 Learning as a member of a group
 Conversation
 Following a textbook
 Other

During "Period 5", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exploring Chinese on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was practising some Chinese, but without a study goal in mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language

Appendix 5. Survey Two

I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture

- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 6 in your chronology

Questions about Period 6 in your chronology

Period 6

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 6", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 6" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

- Classroom learning
- Distance education
- Online learning
- University
- TAFE
- other school, specify:
- Part-time study
- Full-time study
- No formal institutional Chinese study during this time

During "Period 6" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

- No, not doing any independent Chinese study during this time
- Reviewing my old Chinese texts and audio
- Devising my own learning projects and goals
- Learning on my own
- Learning with a tutor
- Learning as a member of a group
- Following a textbook
- Following an online course
- Reading
- Learning characters
- Writing
- Listening
- Conversation
- Other

Appendix 5. Survey Two

During "Period 6", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

- I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
- I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 7 in your chronology

Questions about Period 7 in your chronology

Period 7

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 7", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 7" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

Appendix 5. Survey Two

- Classroom learning
- Distance education
- Online learning
- University
- TAFE
- other school, specify:
- Part-time study
- Full-time study
- No formal institutional Chinese study during this time

During "Period 7" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

- No, not doing any independent Chinese study during this time
- Reviewing my old Chinese texts and audio
- Devising my own learning projects and goals
- Learning on my own
- Learning with a tutor
- Learning as a member of a group
- Following a textbook
- Following an online course
- Reading
- Learning characters
- Writing
- Listening
- Conversation
- Other

During "Period 7", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input style="width: 100px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

- I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
- I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 8 in your chronology

Questions about Period 8 in your chronology

Appendix 5. Survey Two

Period 8

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 8", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 8" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

<input type="checkbox"/> Classroom learning	<input type="checkbox"/> University	<input type="checkbox"/> Part-time study
<input type="checkbox"/> Distance education	<input type="checkbox"/> TAFE	<input type="checkbox"/> Full-time study
<input type="checkbox"/> Online learning	<input type="checkbox"/> other school, specify: <input type="text"/>	<input type="checkbox"/> No formal institutional Chinese study during this time

During "Period 8" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

<input type="checkbox"/> No, not doing any independent Chinese study during this time	<input type="checkbox"/> Following an online course
<input type="checkbox"/> Reviewing my old Chinese texts and audio	<input type="checkbox"/> Reading
<input type="checkbox"/> Devising my own learning projects and goals	<input type="checkbox"/> Learning characters
<input type="checkbox"/> Learning on my own	<input type="checkbox"/> Writing
<input type="checkbox"/> Learning with a tutor	<input type="checkbox"/> Listening
<input type="checkbox"/> Learning as a member of a group	<input type="checkbox"/> Conversation
<input type="checkbox"/> Following a textbook	<input type="checkbox"/> Other <input type="text"/>

During "Period 8", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exploring Chinese on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was practising some Chinese, but without a study goal in mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language

Appendix 5. Survey Two

I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture

- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, you should select the second option to open the next period in your chronology.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, another phase or new period in my Chinese-related activity followed this one

Questions about Period 9 in your chronology

Questions about Period 9 in your chronology

Period 9

from (mm, yy)

to (mm, yy)

Where were you based?

In a few words, how would you sum up your Chinese-related activity during this time?

During "Period 9", were you using your Chinese for **communication** in any way?

	Often	Sometimes	Just occasionally	Never
I was using Chinese at work or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was using Chinese in my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During "Period 9" were you doing any **formal, institutional study** of Chinese? If not, just select the first option, but you were doing formal study, please select one choice in **each** of the three columns below to describe the nature of your study.

- Classroom learning
- Distance education
- Online learning
- University
- TAFE
- other school, specify:
- Part-time study
- Full-time study
- No formal institutional Chinese study during this time

During "Period 9" were you doing any **independent study** of Chinese? (By 'independent study' I mean studying or practising Chinese, with a goal in mind and in a way that you defined to yourself as 'study', although you were not enrolled at an institution.)

Please select the choices that best describe what you were doing.

- No, not doing any independent Chinese study during this time
- Reviewing my old Chinese texts and audio
- Devising my own learning projects and goals
- Learning on my own
- Learning with a tutor
- Learning as a member of a group
- Following a textbook
- Following an online course
- Reading
- Learning characters
- Writing
- Listening
- Conversation
- Other

Appendix 5. Survey Two

During "Period 9", were you doing any of the following **informal activities** related to Chinese language or culture?

	Often	Sometimes	Just occasionally	Never
I was reading, or listening to Chinese for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was exploring Chinese language which I saw or heard in my environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was teaching, tutoring or helping others to learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was practising some Chinese, but without a study goal in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Although I wasn't using Chinese language, I was engaging with aspects of Chinese culture, or with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was this a period when you were **not doing any Chinese-related activity**? Please select the statement below that best describes your situation

- I was not doing any Chinese-related activity, but I sometimes thought about things to do with Chinese language
- I was not doing any Chinese-related activity, but I sometimes thought about things to do with China, or Chinese people or Chinese culture
- I was not doing any Chinese-related activity, but I sometimes thought about the idea of picking up Chinese again, in some way, in the future
- I didn't think about Chinese during this time
- Other comments
- No, during this period I WAS doing Chinese-related activity (as my earlier answers have already shown)

Does this activity period you have just finished reporting on bring you up to the present?

If Yes, click the first option.

If it doesn't, please email brief details along the lines of the previous questions to itasker@une.edu.au.

- Yes, this was the most recent period of activities and it brings me up to the present
- No, more phases or periods in my Chinese-related activity followed this one, and I'll email you the details

Part 3. Taking stock: your feelings about your Chinese learning

Section 3. Taking stock: your feelings about your Chinese learning history

Learning doesn't happen in a vacuum, but of course is interwoven with many other aspects of life. Reflecting on the timeline you just mapped out of your involvement with Chinese, do you have any comments on what external or internal influences may have affected the way your personal timeline has evolved?

How would you describe learning Chinese? What could you compare it to? Choose one or two metaphors or phrases to describe your feelings.

Learning Chinese is like

... or sometimes like ...

Initially, what were your reasons for beginning to learn Chinese?

Appendix 5. Survey Two

How would you classify the reasons you just gave for beginning to learn Chinese?

- personal
 family
 work-related
 study-related
 challenge or curiosity
 emotional
 other, specify

Do you feel that your Chinese proficiency has improved since 2005?

- Yes, a lot
 Yes, somewhat
 Yes, a little
 No

What do you feel are the main areas of improvement in your Chinese since 2005, and what has contributed to these improvements?

What are the main areas of improvement?

What has contributed to that improvement?

Do you feel that you have forgotten any of the Chinese you previously learned?

- Yes, a lot
 Yes, some
 Yes, a little
 No

Which aspects or skills in Chinese do you feel that you're forgetting?

Would you use any of the sentences a, b, c or d, to describe yourself in the **past** (going back to the time you started learning Chinese), in the **present**, and in your hopes for the **future**?
 Check any boxes that apply and leave blank the ones that don't apply.

	Past	Present	Future
a) I am someone with an interest in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am a speaker of Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am a learner of Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I am a user of Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other? <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you consider that you've "dropped" Chinese (including both formal and independent study, and independent activities) and that it's no longer a part of your life?

- Yes, for good
 Yes, temporarily
 Yes, and I don't know at this stage whether it's temporarily or for good
 No

What are the reasons for you stopping or dropping Chinese? If any of the reasons listed here apply to you, please rank them, starting with 1 as the most important. Do not rank any sentences that don't apply to your situation.

- I have reached my personal goal with Chinese
 It was never my intention to continue with Chinese after the university course

Appendix 5. Survey Two

- Although I had intended to continue with Chinese, other circumstances prevented it happening
- I didn't have enough time to do more Chinese
- Other goals took priority
- I stopped being interested in Chinese
- I lost confidence in my Chinese learning ability
- Without the structure and discipline of formal study I found it difficult to continue
- I didn't know what to do to keep up my Chinese
- I didn't enjoy it
- I had found it too difficult when at university
- I had insufficient funds to study the way I wanted to
- I've had no opportunity to use my Chinese, so I've lost the connection with it
- Other, please describe

Now, if you are still using your Chinese, or studying it or maintaining it at some level, what are your reasons for doing so?

How would you classify the reasons you just gave for continuing to use or maintain your Chinese?

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| personal | family | work-related | study-related | challenge or curiosity | emotional | other, specify |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What helps you to maintain your motivation and momentum for continuing to use or practise your Chinese?

When you think about continuing or maintaining Chinese after finishing with university Chinese study, how do you feel about it? What would you compare it to? Please complete the following sentence:

Maintaining (or developing) my skills and knowledge in Chinese after completing the university course feels like

or sometimes like

Do you think that your experience of distance learning (studying as an external student) had any impact on the way you considered or approached practising Chinese since finishing the university course?

Enter Yes / No. If Yes, please describe briefly.

Overall, what have been (or were) the main difficulties or challenges you faced in learning Chinese, and the main rewards?

Difficulties or challenges

Rewards

Appendix 5. Survey Two

Are there stages, achievements, or events in your learning and use of Chinese which stand out for you as being particularly significant or memorable in any way?

Answer Yes or No; if Yes, please describe briefly.

Part 4. Chinese learning in the changing world

Section 4. Chinese learning in the changing world

Contact with native speakers of Mandarin

To what extent are you in contact with people who are native speakers of Mandarin?	Often	Sometimes	Just occasionally	Never
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your contact with native speakers increasing or decreasing?	Increasing	Steady	Decreasing	N/A
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your contact with native speakers of Mandarin, how often do you do the following?

	Often	Sometimes	Just occasionally	Never
Use Chinese to communicate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Chinese with them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss Chinese learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Contact with other people who are **learning** Mandarin

How much are you in contact with people who are or have been learners of Mandarin?	Often	Sometimes	Just occasionally	Never
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your contact with other learners of Mandarin increasing or decreasing?	Increasing	Steady	Decreasing	N/A
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your contact with other learners of Mandarin, how often do you do the following?

	Often	Sometimes	Just occasionally	Never
Do you use Chinese to communicate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you study Chinese with them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you discuss Chinese learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you ever come across media commentary about **people who have studied and use Chinese** as a foreign language? If so, how does this make you feel about the fact that you too have been learning it?

When you read or hear media commentary about the growing **popularity of Mandarin courses** for foreigners, both within and outside China, how does this make you feel about the fact that you yourself have been learning Mandarin?

Is there any advice you would you give to students who are now reaching the end of their formal distance language learning course and and who wish to **continue** to use their Chinese or learn more Chinese?

Appendix 5. Survey Two

This question is about people's reactions when they discover you've studied Chinese

How do people react when they discover you've studied Chinese?

Have you noticed any changes over the years in people's reactions?

It's said that the world is changing fast with regard to the profile of Mandarin, and the type and extent of Chinese learning opportunities.

Do you feel that the opportunities available in your immediate and local situation, for practising or learning Chinese are different now compared to when you first began it?

- Yes
 No
 Don't know

Please describe briefly in what ways you feel that opportunities for practising or learning Chinese in your local environment have changed:

If someone you knew was considering beginning to study Chinese now, is there any advice you would give them?

a) if they were a child or a teenager?

b) if they were an adult in the second half of their life?

If you need a short break from filling out the survey, this would be a good point at which to take it

..... but please do come back to complete it as soon as possible!

The questions which follow in the remainder of the survey are important, but they should be easy to answer, as they are mostly require only simple 'tick a box' responses.

Part 5. Looking ahead

Section 5. Now, here are a few questions about the future.

Do you have any **goals** for using your Chinese in the near future and the more long-term future? What would you like to be able to do with it?

... in the coming year?

... in the longer-term future?

Have you any specific plans for how to reach these goals?

Think about your plans (if any) for the future regarding study, maintenance or practice of Mandarin, and then answer questions a, b, and c:

Appendix 5. Survey Two

		Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	Unable to say at this stage
a) How likely is it that you'll be involved in doing FORMAL STUDY of Chinese with an institution in the future?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) How likely is it that you'll be involved in INDEPENDENT STUDY of Chinese in the future (studying for a goal, but not enrolled in an institution)?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) How likely is it that you'll be involved in any OTHER ACTIVITIES using Chinese or maintaining it at some level in the future?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the possibility that you might learn Chinese in any of the following study modes in the future?

		Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	Unable to say at this stage
Distance education or external study		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom attendance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study in China		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online, web-based learning		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study with a private tutor		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 6. Activities questionnaire

Section 6. The activities and practices you have tried relating to Chinese

The purpose of this section is to find out more about what kind of activities involving Chinese you have tried, or might do in the future.

There are 6 groups of multiple choice questions, and each group of questions is focussed around certain types of language or cultural activities. Altogether there are quite a lot of questions here, but each one can be answered quite quickly as you are simply required to select among the answers provided.

I do appreciate the time you are taking in doing this. Please hang in there and answer all the questions! I'm interested in "No" answers as much as in "Yes" answers!

Once you have worked through this section, you'll be very close to completing the survey.

READING CHINESE

First, here is a list of activities which involve reading Chinese. For every activity listed, please select one answer in each of the three columns.

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely are you	
		Doing more of it	About steady	Doing less of it	N/A	Very likely	Somewhat likely
Read fiction in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read newspapers or magazines in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read textbooks or study texts in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read readers or children's materials in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browse or flick through books, magazines etc in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INSERT: Questions in Part 6 of Survey 2 stretched across the screen, but the questions in the right-hand columns do not show up on the printout provided here in the thesis. This page has therefore been inserted for reference to show the full range of answer options for those questions.

Q16.2 READING CHINESE First, here is a list of activities which involve reading Chinese. For every activity listed, please select one answer in each of the three columns.

	Have you ever done this, and if so how frequently?						Overall, over the past few years, have you been doing this more often or less often?				How likely are you to do this in the future?			
	No, I never considered it (1)	No, I thought about it but didn't do it (2)	I haven't done it since I was a UNE Chinese student (3)	I have just tried it once or twice (4)	I do this sometimes (5)	I do this often (6)	Doing more of it (1)	About steady (2)	Doing less of it (3)	N/A (4)	Very likely (1)	Somewhat likely (2)	Somewhat unlikely (3)	Highly unlikely (4)
Read fiction in Chinese (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read newspapers or magazines in Chinese (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read textbooks or study texts in Chinese (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 5. Survey Two

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely are you	
		Doing more of it	About steady	Doing less of it	N/A	Very likely	Somewhat likely
Read written Chinese as you encounter it in your environment (signs, shops etc)	<input type="range"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or browse webpages or sites written in Chinese for Chinese readers	<input type="range"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or browse webpages or sites designed for learners of Chinese	<input type="range"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access online Chinese documents for your work or study	<input type="range"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reading activity? <input type="text"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LISTENING TO CHINESE, AND SPEAKING CHINESE (Group 2)

Now here is a list of various activities which involve listening and speaking. Once again, for every activity listed, please select one answer in each of the three columns.

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?	How likely are you	
			Very likely	Somewhat likely
Listen as a part of having conversations in Chinese	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Listen to Mandarin radio stations	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Listen to spoken Chinese that has been recorded for learners, e.g textbook lessons	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Listen to songs in Chinese	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Watch YouTube or other online videos in Mandarin	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Listen in to Mandarin as you overhear it in your environment (transport, workplace, campus, shopping etc)	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Talk in Mandarin with other learners	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Talk in Mandarin with native speakers, socially & in your daily life	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Speak Mandarin at work with clients / customers / colleagues	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Talk in Mandarin when practising with your Chinese tutor	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>
Talk in Mandarin with family members	<input type="range"/>	<input type="range"/>	<input type="radio"/>	<input type="radio"/>

Appendix 5. Survey Two

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?	How likely are you to do this in the future?	
			Very likely	Somewhat likely
'Chat' online in Mandarin, using voice more than text (instant messaging, forums, social networking etc)	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Use internet telephony such as VOIP or Skype to have conversations in Mandarin	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Talk to yourself in Mandarin (either out loud or silently!)	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Sing in Chinese	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>
Other listening / speaking activity? <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>

WRITING AND TRANSLATION (Group 3)

The activities listed in this group all involve writing and translating. As before, for every activity listed, please select one answer in each of the three columns. The information you provide will be useful!

	Do you ever do this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely is this in the future?
		Doing more of it	About steady	Doing less of it	N/A	
Write in Chinese for work or study purposes	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Write personal letters, emails or journal entries in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Write in Chinese for practice only	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Chat online in Mandarin, mainly by writing (instant messaging, forums, social networking etc)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from written Chinese to English at other people's request	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from written Chinese to English as an exercise for yourself	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from spoken Chinese into English at other people's request	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from spoken Chinese into English as an exercise for yourself	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from written English to Chinese at other people's request	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from written English to Chinese as an exercise for yourself	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Appendix 5. Survey Two

	Do you ever do this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely this is
		Doing more of it	About steady	Doing less of it	N/A	
Translate from spoken English into Chinese at other people's request	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Translate from spoken English into Chinese as an exercise for yourself	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Other writing or translation activity? <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

NEWS, MEDIA AND ENTERTAINMENT (Group 4. You are over halfway through this big section now. Please keep going!)

This question is about any activities you might engage in regarding news, media and entertainment in Chinese. For every activity listed, please select one answer in each of the three columns.

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely	
		Doing more of it	About steady	Doing less of it	N/A	Very likely	Somewhat likely
Follow the news in Mandarin - in newspapers and other print media	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news in Mandarin - over radio or TV	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news in Mandarin - in audio or video on the web	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news in Mandarin - in written form on the web	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news about China (but not in Mandarin) - in newspapers and other print media	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news about China (but not in Mandarin) - over radio or TV	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news about China (but not in Mandarin) - in audio or video on the web	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follow the news about China (but not in Mandarin) - in written form on the web	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Watch films, documentaries or any other programmes in Chinese when they are shown on free-to-air TV in Australia	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Watch TV channels which broadcast in Mandarin (e.g. cable or satellite)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
On DVD or video (or in the cinema), watch films, documentaries, soap operas or any other programmes in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
On the internet, watch films, documentaries, soap operas or any other programmes in	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Appendix 5. Survey Two

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely	
		Doing more of it	About steady	Doing less of it	N/A	Very likely	Somewhat likely
Chinese							
Attend live performances in Chinese	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activity involving news / media entertainment?	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TYPES OF PRACTICE ACTIVITIES (Group 5. You have nearly finished this big section - the end is in sight!)

Here is a list of different activities that people might use for practising Chinese. For every activity listed, please select one answer in each of the three columns.

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely a this in th
		Doing more of it	About steady	Doing less of it	N / A	
Practice handwriting characters	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use flashcards, either on paper or digital ones	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Look up characters and words you've come across in your daily life	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Make vocabulary lists	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Browse an online or computer-based Chinese dictionary	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Browse a paper-based Chinese dictionary	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use a portable electronic Chinese dictionary	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Practise Chinese calligraphy	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Follow online Mandarin lessons or downloaded lessons	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Participate in online discussion forums related to learning Mandarin	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Study as a registered participant in a Chinese learning website or 'online college'	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use an online Mandarin tutoring service	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use online Mandarin exercises and learning games	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use a learning software package that doesn't require the web (eg a CD)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use an MP3 player in relation to Mandarin	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Appendix 5. Survey Two

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?				How likely a this in th
		Doing more of it	About steady	Doing less of it	N / A	
Use an audio recorder (digital or tape) in relation to Mandarin	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use mobile phone or handheld computer applications in relation to Mandarin (iPhone, PDA, etc)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use Internet telephony, e.g. a VOIP or Skype (or similar) phone in relation to Mandarin	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Use other portable media in relation to Mandarin - you specify: <input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

ACTIVITIES WHICH INVOLVE THINKING AND COMMUNICATING ABOUT CHINESE (BUT NOT NECESSARILY IN CHINESE) (This is the last group in this section. You're nearing the end of the survey now ...)

Many activities involve thinking or talking about Chinese, though not necessarily using it. For every activity listed, please select one answer in each of the three columns.

	Have you ever done this, and if so how frequently?	Overall, over the past few years, have you been doing this more often or less often?	How like
			Very So likely
Write about Chinese language / culture for other people to read (e.g. blog, letters and emails, journalism, etc)	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Write about Chinese language and culture for teaching / academic purposes	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Write about Chinese for yourself (e.g. diary, journal)	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Follow blogs / journalism about Mandarin and things Chinese (and perhaps respond or consider responding)	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Participate in online discussion forums related to Mandarin and things Chinese	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Talk to people about China or about Chinese in conversation or in your work or study, etc	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Teach or tutor people about China or about Chinese	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Read fiction that has a Chinese theme but isn't written in Chinese	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Read non-fiction that has a Chinese theme but isn't written in Chinese	<input type="text"/>	<input type="text"/>	<input type="radio"/>
Other activity of this type? <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>

Appendix 5. Survey Two

What, if any, are your favourite resources, helpers or tools for Chinese in each of the following categories?

Books and print resources	<input type="text"/>
Gadgets, tools and equipment	<input type="text"/>
Internet-based resources	<input type="text"/>
Audio and video resources	<input type="text"/>
People (roles, not names)	<input type="text"/>

This question is about your understanding and use of new technology and communication, and its relationship to your learning of Chinese over the years.

Has your experience of learning Chinese contributed to your understanding and use of any new forms of technology and communication....?

..... or has it been the other way round, in other words, did the experience you already had with technology and communication contribute to your learning of Chinese?

or perhaps it has worked both ways for you?

Please reflect on these two questions below.

Are there ways in which learning Chinese has contributed to your understanding and use of new forms of technology and communication?	<input type="text"/>
Are there ways in which your understanding of new technology and communication has contributed to your learning Chinese?	<input type="text"/>

Part 7. On reflection: your participation in this study

Section 7. On reflection: your participation in this study.

Working through this survey, and the first one in 2005, has required you to think about Chinese learning. Has it been interesting or helpful in any way for you to do that?

As a result of thinking about how to answer the questions in this survey, is there anything that you may consider changing regarding your involvement with Chinese, or not?

If you have any further comments or observations please write them here.

The substantial questions are all done now! Thank you for your valuable contribution. Now there are just a few final details and demographics to gather from you.

Final details & demographics

Final details and demographics

Appendix 5. Survey Two

There is a slight possibility that I may wish to follow up or clarify some answers to this survey. If you are agreeable to being contacted for this please supply details below:

Postal address

Email address

Telephone numbers

If any future opportunities for networking with other past and long-term learners of Chinese arise from this research, would you like to hear of them?

Yes No

The following demographic details are required for comparative purposes only. As with all your other responses, this information will be treated as confidential.

Gender

Male Female

Age group

under 20 20 - 29 30 - 39 40 - 49 50 - 59 60 - 69 70 and above

Current place of residence

Metropolitan Australia other Chinese-speaking country or region

Regional Australia other overseas country

China

Highest academic qualifications

secondary education postgraduate diploma

certificate honours degree

diploma masters degree

bachelor's degree doctorate

postgraduate certificate other:

Highest level of study in Chinese

Australian university (specify 2nd / 3rd / 4th year, etc) HSK (specify level)

University in China (specify total number of months) Other (specify)

How would you describe your current working situation?
Select one or more option.

Part-time paid work Not in paid work

Full time paid work Voluntary work

Home duties only Other:

How would you describe your current home situation?
Select one or more option.

I live alone I live with dependent children

I live with my parent/s or guardian I live with grown children

I live with a spouse or partner I live with and care for aged relatives

Appendix 5. Survey Two

I live with friends / housemates

Other:

That's it! Thank you for your patience, you have now reached the end of the survey. On pressing "continue", your responses will be submitted.

Interview One: guiding questions.

BEGINNINGS

- Can you tell me about yourself as a language learner?
 - Any language learning experiences prior to learning Chinese?
- So what made you think of learning a language?
- What were the thoughts that led you to choose Chinese over, say French or Indonesian?
 - Can you identify any triggers?
- Before you enrolled at UNE (University of New England) had you any knowledge of or experience with Chinese?

THE PERIODS SO FAR:

- Can you remember what it felt like at first?
- Refer to any gaps in distance language learning enrolment
 - Did you think about Chinese at all in that time?
 - Did you do any Chinese in that time, or use it?
- What triggered any return to study that took place?
- Can you talk about your decision to ?
- (If applicable) How did your experiences in China affect your attitude to Chinese and learning Chinese ... ?
 - Both at the time – first and later impressions
 - And, after your return to Australia?
- (How) have you been using your Chinese or studying it in 2nd semester 05?

Overview:

- Do you feel as if you've been through different stages in your Chinese learning journey?**
 - Can you identify any triggers, high points or low points?

DISTANCE LANGUAGE LEARNING (DLL) STRATEGIES AND MANAGEMENT

- How do you deal with the demands of DLL in the context of your everyday life?
 - Time? i.e. how do you *find* the time?
 - Place? i.e. do you have a dedicated study space?
- How do you manage the time you do spend studying?
- How do you organise your activities?
- What have been your sources of support for learning Chinese by distance language learning?
- What life-skills do you have that have helped you with distance language learning?

LEARNING OPPORTUNITIES

- How do you create ways of using your Chinese in Australia?
- Do you use technology to help you learn? (eg online discussion forum, web, chat ...)

CHANGE

- How do you think the experience of learning Chinese has affected you / your life?
- How would your friends and family answer that?
- How have your views of Chinese language and culture changed since you began learning?
 - Any triggers, or significant incidents?
 - What have you learnt about interacting with Chinese people and in China?

NOW

- Where are you at right now with your Chinese learning project?
- What are your plans / intentions / goals / hopes for the coming year?
 - Also, any fears / uncertainties?

IF NECESSARY:

(You wrote in the survey, “

Can you explain?

You also mentioned “.....”.

Do you want to say anything about that?)

Interview 2 Guide questions.

INTRODUCTION, along the following lines:

This interview has two purposes. One is to catch up on where you're at with your Chinese learning, and what you've been doing with your Chinese, and whether you've been thinking about Chinese even if you haven't been studying it or using it much. The other purpose is to talk to you about some other kinds of language activities I'm thinking of organising, and to explore with you what methods would best suit you.

PART 1

CATCHING UP ON DEVELOPMENTS SINCE INTERVIEW 1

We last spoke in (month / year), when you told me the story of your Chinese learning, and yourself as a Chinese learner, up to that point. What's happened since then with your Chinese learning?

- where have you been based to learn Chinese?

Can you tell me about the opportunities you've found to *use* your Chinese (since we last spoke)?

Apart from distance language learning coursework, do you do/have you been doing anything else which contributes to your learning of Chinese?

FEELINGS AND SELF-ASSESSMENT

How do you feel about your Chinese now, compared to the time of the last interview?

Can you describe the stage you feel you're at now with your learning of Chinese?

What are your needs now for Chinese language learning?

PLANS, GOALS, STUDY TACTICS

What are your goals now for Chinese language learning?

How do you plan to continue with Chinese in the next year or two?

Do you intend to continue studying formally? If so how?

Do you intend to continue studying independently? If so how?

What part has distance learning played in your Chinese learning so far?

What do you see as the pros and cons of the different modes of learning Chinese you've experienced (e.g. distance, face to face, online, etc)?

STRATEGIES AND MANAGEMENT

Since the last interview,

- how have you been dealing with the demands of **distance language learning** in the context of your everyday life?

- how have you been managing your time?

- what have been your sources of support?

Have you been doing anything different over the last year in the way you organise your Chinese study?

LANGUAGE ACQUISITION FOCUS

I'm interested to hear about a particular aspect of Chinese that you feel you've had some success in learning recently.

What contributed to your success?

Can you tell me about an aspect of Chinese that you're finding difficult at the moment?

Have you had any breakthroughs, or any setbacks with your Chinese since we last spoke?

PART TWO

a) Talk about ideas for occasional learning journals / diaries / logs

b) talk about the idea of conducting some language activities and gauge their reaction, find out what kind of thing would suit them best... Emphasise that "I want it to be something that's interesting and worthwhile for you to participate in, so what kind of things do you think would suit you / work for you?"

Appendix 8. List of activity patterns established from responses to Survey 2, Part 6.

Note: the order they are listed here is not significant.

(page 1) PATTERN IDENTIFIER	Trends up to now (2010) ↗ Increasing, → Steady, ↘ Decreasing	Frequency up to 2010 0 - Never, or just thought about it 1 - not since UNE, or just tried once or twice 2 - sometimes 3 - often	Intentional direction Intending to do more or less?	Projections for future 0 - Highly unlikely 1 - somewhat unlikely 2 - somewhat likely 3 - Very likely	DESCRIPTION
A	↘	1	↗	2	Decreasing to infrequent, rising to somewhat likely
A1	NA	1	↗	2	Low frequency up to now, but rising to somewhat likely in future
aa	↗	2	↘	1	Although the learner has been doing more of this activity, and now ranks his level as 'sometimes', he thinks it is somewhat unlikely he'll continue
B	↘	2	→	2	Frequency has dropped to sometimes, somewhat likely to continue in future
C	→	3	→	3	Consistently high
C1	↘	3	→	3	Decreasing slightly, but still considered high frequency, and high likelihood to continue
D	→	2	→	2	Consistently mid
E	NA	0	↗	1	Never up to now; somewhat unlikely (but not ruled out) for the future
E1	↘	0	↗	1	Dwindled to never; unlikely for the future
F	NA	1	→	1	Low frequency up to now, and somewhat unlikely to continue in the future
G	↘	2	↗	3	Although the frequency of this activity has dropped, it is still mid level and is highly likely to continue in the future
H	↗ or NA	0	↗↗↗	3	Activity currently never done, but judged to be highly likely to be taken up in future
I	↘	1	↗↗	3	Low frequency so far and dropping, but considered highly likely in future
I1	NA	1	↗↗	3	Low frequency so far, but considered highly likely in future
J	→	2	↗	3	Consistently mid level, but considered highly likely to continue
J1	↗	2	↗	3	The learner does this activity sometimes, and increasingly, and thinks she's highly likely to do it in the future
K	→	0	↗↗	2	Activity never done, but there is some likelihood that it will emerge in future
K1	↘	0	↗↗	2	Activity has dwindled to none, but there is some likelihood that it will emerge in future

Appendix 8. List of Activity patterns

(page 2) PATTERN IDENTIFIER	Trends up to now (2010) ↗ Increasing, → Steady, ↘ Decreasing	Frequency up to 2010 0 - Never, or just thought about it 1 - not since UNE, or just tried once or twice 2 - sometimes 3 - often	Intentional direction Intending to do more or less?	Projections for future 0 - Highly unlikely 1 - somewhat unlikely 2 - somewhat likely 3 - Very likely	DESCRIPTION
L	↘	2	↘	1	An activity decreasing in frequency to sometimes, for which the future outlook is dropping further to somewhat unlikely
M	→	3	↘↘↘	0	Although the learner has been doing this steadily and often, s/he is unlikely to continue it into the future
N	↗	3	→	3	The learner does this activity increasingly often, and considers it highly likely to continue
O	-	0	-	0	Activity never done and highly unlikely in the future
P	↗	1	↗↗	3	Low frequency, currently increasing, highly likely to continue
P1	→	1	↗↗	3	Despite consistently infrequent participation in this activity, the learner says she's highly likely to do it in future
Q	↗	1	↗	2	Low frequency, currently increasing, becoming somewhat likely in the future
R	↗	2	→	2	This activity has increased to mid frequency, and is considered somewhat likely to continue
S	→	1	↗	2	Up to now the learner's engagement in this activity has been steadily infrequent, but she is somewhat likely to do it in the future
T	NA	0	↗↗	2	Activity not currently done at all but deemed somewhat likely to occur in future
U	→	1	→	1	The learner has been doing this activity only infrequently up to now, and thinks it somewhat unlikely to continue
V	→	2	↘	1	Though the frequency of this activity has been steady at sometimes, it is somewhat unlikely to continue
W	↘	1	→	1	Frequency has fallen to low and it's somewhat unlikely to continue
X	→	3	↘	2	The learner is consistent in doing this often, but only somewhat likely to continue with it
X1	↘	3	↘	2	Activity currently high frequency but will drop off to medium likelihood
Y	↘	3	↘↘	1	Decreasing but still high frequency, though only low likelihood in future
Z	↘	1	↘	0	An activity which is dropping to infrequent, and becoming highly unlikely to continue
bb	NA	1	↘	0	An activity which is infrequent, and becoming highly unlikely to continue

Elaborated timelines of the core group

In the hard copy of this thesis, the elaborated timelines of the core group are presented as folded inserts in a pocket inside the back cover, numbered as pages 338-344.

In the digital copy of the thesis, the elaborated timelines of the core group are presented as a separate file in *pdf* format, entitled “I Tasker PhD thesis Appendix 9”.