

Lesson Notes

Dialogues:

Tutor: The topics you wanted to discuss are in social activities or the ones that I messaged you about Friday?

Student: Actually, I don't have any preference. Maybe we can discuss any topics.

Tutor: But I just, maybe I think for this class, I just want to talk about a few questions. Well, we do not need to hurry to so many sentences.

Student: Maybe I can give you some, maybe you can ask me some questions and then I give the answer. But you can help me to correct my English phrases or my spoken English.

Tutor: Yeah, okay. So then we'll start with some of the questions that I sent you. So we can hit on those like expression words and see if we hit those mental blocks and if we can overcome them together.

Student: So I remember one of the questions, because you said sometimes you have difficulties expressing your like emotions. I was curious how you felt when you were leaving home and what that adjustment was like.

Tutor: Now I know you left home for the first time for your undergrad, correct?

Student: Sorry, you mean left home? Did we talk about this?

Tutor: Yeah, no, in the message I sent you when not the last time, but I sent you a message after our first lesson and you were at well right at the end of our last lesson, you were saying how sometimes you have difficulties expressing emotions or putting them into words and also about your job.

Student: So those are two things. And I suggested in a message to you that we could work on some prompts to help you try to like incorporate these obstacles and overcome.

Tutor: Yeah, yeah. Thank you. Thank you. Sorry, sorry. I know it was like a couple days ago and we didn't actually talk about it in person. I messaged you. So it's a little different. But if you prefer a different topic, that's okay as well.

Student: But I do want to get into describing more abstract concepts because I think those would be a little bit harder in another language that isn't your native language. So I feel like usually emotions are good. So crises are usually good for anything like this. But yeah, what are your thoughts?

Tutor: Yeah, I think this kind of topic are okay. Yeah, you expressed the emotions are very difficult for me. So maybe we can practice this.

Student: Yeah. Yeah.

Tutor: Okay. So tell me a little bit about your adjustment and what it was like leaving home for the first time, which I believe was for your undergraduate degree, right? You studied in a different city than your hometown.

Student: Yeah, actually, I think I'm very independent from my young age. When I was just eight years old, I go to another city by myself. My mom also gave me some freedom for me to go around to go around to the near cities The first time I leave home is actually the undergraduate. When I go to the undergraduate school, but I come to that city by myself.

Tutor: Yeah, you know, some of the students go to the school with their parents, but I go to that city by myself.

Student: Like, wait, when you say like some students come with their parents, they mean to tour or to get settled in?

Tutor: Get settled in, yeah. Their parents help them get settled in the school.

Student: Got you. But I think it's not very common in America, right? But in China, when the students go to the college, most of them go to the school with their parents because their parents need to help them to settle in the school.

Tutor: Yeah, no, it happens in the US too. It's like always causes lots of traffic.

Student: Okay, okay. Yeah, continue, sorry.

Tutor: I think most of the people definitely have very deep connection with their hometown or have their home. I also have such emotions, but I think the people also need to be independent because the future is belong to themselves. We have the responsibility for our future, so we cannot always live in a comfort zone.

Student: I'm curious, what made you decide like you're going to go alone and how did your parents feel when you were like, yeah, I'll just go by myself? Like, yeah. Did they say anything to you or like, okay.

Tutor: Actually, my parents are all great with me to go to school by myself. They also think we need to be independent.

Student: Yeah.

Tutor: You mentioned, I liked what you said about we need

Student: Sorry, sorry. The conversation seems to be cut off. Could you please provide the complete conversation?

Tutor: To what extent do you think your parents influenced your academic and career choices?

Student: I think my parents indeed have a very large influence on my study, especially my mom.

Tutor: Did your mom give you the freedom to study anything you want?

Student: Yes, my mom gave me a lot of freedom to study anything I want, but she was strict about the results.

Tutor: So your mom cared about the results of your exams?

Student: Yes, we had exams for every term of studying and my mom only cared about the results of the final exam.

Tutor: Did your mom's focus on results prepare you for similar situations in your career?

Student: Yes, I think the way my mom trained me is very similar to the situations I have encountered in my career.

Tutor: It's interesting how your mom's results-driven approach aligns with many industries and jobs.

Student: Yes, most industries and jobs are result-driven, so it's important to focus on the outcomes.

Tutor: Did you attend cram school or extra classes after regular school?

Student: No, my parents gave me the freedom to choose my major and I didn't go to any cram school.

Tutor: In China, many students go to after-school classes even after late school hours.

Student: Yes, many of my friends went to after-school classes, but I achieved good results without attending them.

Tutor: You mentioned that following the teacher was important for good results in China.

Student: Yes, I believe that if we follow the teacher and remember what they teach, we can achieve good results.

Tutor: In the US, we don't have a similar after-school system like in China.

Student: I see, in our country, after-school is a place to continue school work, but I'm not familiar with the US system.

Tutor: but then like playing outside arts and crafts, like playing with toys, nothing really like okay, nothing like tutoring or anything like that. And then when you get into high school, there's also not really like after school, some students will go to tutoring, but this is not this is usually if they are behind in classes rather than opportunity to get ahead. But there's some SATs, we have college entrance exams. So usually if you're like maybe a sophomore or junior, so your second or third year, you'll start taking after school courses to study for this entrance exams. But most students, this is only if you're a kind of like rich family. Most students, they just do like a sport after school, or maybe they play an instrument, or they're in like theater club. But we don't really have this idea of like a cram school or like an after school where you school and then you do more school is not really common in the US. So that's why I'm a little surprised that you said you never attended one of these schools because many, many, many of the other students I talked to attended it and their kids attended and they do during the summer. So this is interesting. Were you ever like nervous because I know you said your friends went to cram school. Were you ever nervous that you would like fall behind or that like, I guess maybe you weren't as well prepared because you weren't doing this type of

thing?

Student: Actually, I'm not very worried. You know, I always got the best results in my class. And so I'm a great with my mom that we do not need to go to the after school. But yes, I also, our family is not also is also a lot of very rich family. So I think this is also a concern for us.

Tutor: Yeah. Yeah. Oh, that's well, see, you were very good then you you just were in a good path or you didn't even think about it. But I'm curious, would you say that you created your own kind of like cram school? Like when you finished your classes, would you usually go home and then keep studying by yourself? Or would you have like another activity or hobby that you did?

Student: Yeah, well, I was in the primary, the primary school, I have a lot of hobbies, I like to practice the sports. I like a lot of sports such as football, basketball or or for a ping pong ball to do the ping pong ball, the most the college in China. Okay. So when I get into the middle middle school, I don't have so much time. I'm just glad I need to continue practice my my study. We have a lot of homework, and I also build a plan for myself to study more. So when I got into the middle school, I don't have any other, I don't have more time to continue my hobbies. I just I just study and study.

Tutor: Okay, so even though you weren't formally in these like cram schools, you kind of were disciplined enough to create your own regiment, your own studying regiment. Got you. Okay. So would you say that? Okay. Who do you think anyone ever I was having this conversation, and someone told me that the schools that one really late Yeah, you said sometimes you get off at nine, that sometimes they will give you like an hour or two of time to study, right. And they don't give you any direction. It's just like study. It was your experience similar, it wasn't necessarily structured, you would just have some time where they said, Okay, go study.

Student: Wow. Go sorry, continue. Sorry, sorry, that. And there are I'm not fully understand what you have said, just know, could you repeat sorry.

Tutor: Yeah, no, no, no. Okay, so in the US, we have this concept of a study hall. And sometime, yeah, sometimes your schedule works out where you get like one free period. And you're supposed to study with this time. Usually, it's just maybe one hour. I was talking with an ego. There are just a certain interrupt. I asked the you mean the start study home, study home, right? Just one hour period. So yes, this one hour period are in the school or in the home.

Student: It's at school, we call it a study hall. Yeah.

Tutor: China, they said that their school had study hall, but it would be for multiple hours, like two or three hours where you would be studying independently. Was your school similar structure?

Student: Oh, okay. Actually, our school, maybe I come from a small town. Our school do not have a study hall. We always have self-studying time. I mean, the school will give us some time at the morning and the evening for our self-studying. We just do our homework by ourselves. We cannot discuss with each other students. Yeah, yeah. We cannot, we can't speak to other ones at the self-study time. So maybe that's why I just don't understand what is the study hall because we don't have this kind of time.

Tutor: What I am like interested about is like how when you were in middle school and you would go home and study by yourself, how would you like structure that time? Because I think many American kids, if you said, okay, you're going to study now for one hour, they would be like, if they finished their homework, they would say like, I don't know what to do. Like, what am I supposed to do for an hour studying math? Yeah. So how did you structure your time? And yeah, we'll start with that question. How did you structure your independent study time when you got home and things like that?

Student: Yeah. There are, I think actually in China, this is not a, in China, this is not a difficult thing for us. You know, we have a lot of materials for us to practice. We can, many of the students bought a lot of material in the market. And the table cannot, sorry, the material is very, there are so many materials. Most of them can, cannot even put onto the table because there are too many of them. So if we want to study, actually we have a lot of things to do. We do not even to consider how to structure our time because there are too many things we need to do.

Tutor: So would you, would the school make suggestions about what extra material to buy or your parents would, would say like, oh, I think you should buy this book. How does that work?

Student: Yeah. Our, our teacher in the school will suggest that some of the materials and our parents also suggest that some materials and the students themselves also go to the shop and find some new materials for themselves.

Tutor: Oh wow. Oh my gosh. Okay. So that's really interesting to me because yeah, it's very, very, very different.

Student: Yeah, yeah, yeah. You know, in China, all the, all of the students want to get into enter a better,

better, better university.

Tutor: So would you say, how do you think the way you studied or the types of materials you studied, how do you think that prepared you for like higher education for your undergrad and your PhD? Because I feel like those are also very driven by you, like you are the one who has to choose the material and yeah.

Student: Yeah. I understood. From a perspective, those materials gave me the chance to enter a better university, but I think they, they can just give me the chance to enter the university. When I got into the university, we, I think the most important thing for us is independent because no other ones will care about your study. You need to, you need to, you need to carry your, your future by yourself. So those materials, maybe I think from my perspective, those materials have the lack to be impact on most of the students in their university life, because, you know, you just mentioned that we need to stretch our time, we need to stretch our time when we have the study, when we have the study, when we have time period. But most of the students in China cannot stretch their time. Their time just failed with the material, right? And when they got into the university, they do not know what they need to do. Because in the university, because in the university, there are no such materials you can bolt to, to help you get a good results in the final exam. You need to, yeah, you need to learn how to structure your time. You have a lot of free time in the university where a graduate student

Tutor: That's really interesting. I never thought about it like that. I'm curious, when you were a freshman, and like you said, you had that extra time, what do you do with it?

Student: Yeah. Yeah. And there are, do you know Coursera? Coursera. It's a, yeah, it's a famous online learning platform founded by Andrew and G from United States. It's a, it's a really famous online learning platform. I was a freshman and, and I think I'm very lucky to find this, this online learning platform. So I remember that when I was the first time, when I was the first time see this website, I found a very interesting course, then the machine learning. Actually, this is the first course at that platform. So I just clicked this course and, and open this course. And this course was taught by Andrew and G. Andrew and G is a very good teacher. And the first time I, I see, I learned this course. I love the machine learning. So, so I'm very lucky. When I was a freshman, I decided to, I decided that machine learning is my research area of my future. So I think, yeah, I think I'm very lucky. You know, you told me that you found it early, but I didn't realize that it was, you just happened to go on a website that had this course on it. That is really interesting. Can you type the name of that website in the chat? I don't think I've heard of it before.

Tutor: All the materials were in, were in Chinese or just English?

Student: No, just English. So I think practice. Yes. So I think the English is very important. So, so when I go to, when I know this, when I know this website, there are a lot of courses in this course. So I, I got the best learning resources all over the world. And the only limitation is my English. So when I was a freshman, I decided to make my English better. Yeah. So, so I read a lot of English books, but my spoken English is not very good. So I got it.

Tutor: Well, yeah. Yeah. Well, I go to the industrial because I will graduate in the next year. So I think the spoken English is very important. That's why I go to the Canva and find very good teachers like you to help me improve my spoken English.

Student: I got you. Oh, that is, that's a really good way. You know, many students tell me about, you know, listening to podcasts and, you know, reading books to learn English. But I never thought of, you know, using one of these courses as a way to like sort of encourage you to, you know, you're learning a skill that you can use for your profession, but you also get to practice those English skills and things like that. That was really cool. And you just, how did you find the website? You just, yeah, how did you find the website?

Tutor: Yeah. I think when I was a freshman, my major is computer science. Right. Actually, there are a lot of there are a lot of material in the, in the online for the computer science. So I just go around. I just find some of the research related to my topics, to my research topics. But then I found, oh, there are a lot of online learning platforms for us to practice my major, but and only the other, the other things. Yeah. Maybe we can talk. Yeah.

Student:

Advanced words and phrases:

Words:

preference: a choice or liking for one thing over another

hurry: to do something quickly or without delay

overcome: to successfully deal with or defeat a problem or difficulty

adjustment: the process of adapting or becoming used to a new situation

incorporate: to include or combine something into something else

abstract: existing in thought or as an idea but not having a physical or concrete existence

crises: a time of intense difficulty, trouble, or danger

independent: free from outside control; not depending on another's authority

undergraduate: a university student who has not yet received a bachelor's degree

settled in: to become established or comfortable in a new place or situation

comfort zone: a situation where one feels safe or at ease

influence: the power to have an effect on someone or something

freedom: the power or right to act, speak, or think as one wants

strict: demanding that rules concerning behavior are obeyed and observed

results: a consequence, effect, or outcome of something

exams: a formal test of a person's knowledge or proficiency in a subject or skill

career: an occupation undertaken for a significant period of a person's life and with opportunities for progress

cram school: a school or course that provides intensive instruction in a subject, especially to prepare students for an examination

follow: go or come after (a person or thing proceeding ahead); move or travel behind

remember: have in or be able to bring to one's mind an awareness of (someone or something from the past)

theater club: a group of people who participate in theatrical activities, such as acting, directing, or producing plays

regiment: a systematic plan or arrangement

disciplined: showing control and obedience

structure: arrange or organize in a particular way

self-studying: studying independently without assistance

authentic: genuine or real

materials: items or resources used for studying or learning

stretch: make the most of or utilize fully

freshman: a first-year student in college or university

platform: a system or website that allows people to do something or to communicate with each other

realize: to become aware of something

click: to press a button on a computer mouse to select something

taught: past tense of teach

research: the study of a subject in order to discover new information about it or to find answers to questions

resources: a supply of something that a country, an organization, or a person has and can use, especially to increase their wealth

limitation: a factor or circumstance that restricts or controls something

spoken: expressed in speech, not in writing

encourage: to give someone support, courage, or hope

profession: a type of job that requires advanced education or training

related: connected to or associated with something

topics: subjects that are discussed or studied in a book, course, etc.

practice: to do something regularly in order to improve your skill or knowledge

major: the main subject that a student studies at a university or college

material: information used when writing something such as a book, article, or speech

online: connected to or available through the internet

Phrases:

hit on: to mention or bring up a topic

mental blocks: obstacles or difficulties in thinking or expressing oneself

put into words: to express or describe something in speech or writing

hit those mental blocks: to encounter and overcome difficulties in thinking or expressing oneself

get into: to become involved or interested in something

native language: the language that a person has spoken since birth or from a young age

deep connection: a strong or profound emotional or personal bond

go by myself: to go alone without any companions

academic and career choices: the decisions made regarding one's education and profession

results-driven: focused on achieving specific outcomes or goals

get ahead: to make progress or be successful, especially in one's career or education

fall behind: to fail to keep up with others in a particular activity or subject

got the best results: achieved the highest grades

after school: additional classes or tutoring after regular school hours

a lot of very rich family: a wealthy family

keep studying by yourself: continue studying independently

middle school: the period of education between primary school and high school

study hall: a designated period of time for students to study independently

self-studying time: time allocated for students to study on their own

structure that time: organize or plan how to spend that time

put onto the table: place on the table

go to the shop: visit a store

carry your future by yourself: take responsibility for your own future

get a good results: achieve good outcomes

structure your time: organize your schedule

learning platform: a system or website that provides educational courses and resources

found it early: discovered it at an early stage

spoken English: the ability to communicate in English through speech

improve my spoken English: enhance my ability to communicate in English through speech

learning resources: materials or tools used for learning

go around: to search or explore

research topics: subjects or areas of study that are being investigated

Expressions:

Original: Actually, I don't have any preference. Maybe we can discuss any topics.

Authentic: Actually, I don't really have a preference. Maybe we can talk about any topic.

Original: But I just, maybe I think for this class, I just want to talk about a few questions. Well, we do not need to hurry to so many sentences.

Authentic: But I think for this class, I just want to focus on a few questions. We don't need to rush through too many sentences.

Original: Maybe I can give you some, maybe you can ask me some questions and then I give the answer. But you can help me to correct my English phrases or my spoken English.

Authentic: Maybe I can give you some, and then you can ask me questions and I'll give the answers. But you can help me correct my English phrases or my spoken English.

Original: So then we'll start with some of the questions that I sent you. So we can hit on those like expression words and see if we hit those mental blocks and if we can overcome them together.

Authentic: So let's start with some of the questions that I sent you. We can discuss those expression words and see if we encounter any mental blocks and if we can overcome them together.

Original: So I remember one of the questions, because you said sometimes you have difficulties expressing your like emotions. I was curious how you felt when you were leaving home and what that adjustment was like.

Authentic: I remember one of the questions because you mentioned that you sometimes have difficulties expressing your emotions. I'm curious about how you felt when you left home and what that adjustment was like.

Original: Now I know you left home for the first time for your undergrad, correct?

Authentic: So I understand that you left home for the first time when you started your undergraduate degree, right?

Original: Sorry, you mean left home? Did we talk about this?

Authentic: Sorry, do you mean leaving home? Did we discuss this before?

Original: Yeah, okay. So then we'll start with some of the questions that I sent you. So we can hit on those like expression words and see if we hit those mental blocks and if we can overcome them together.

Authentic: Yeah, okay. So let's begin with some of the questions that I sent you. We can focus on those expression words and see if we encounter any mental blocks and if we can overcome them together.

Original: So I remember one of the questions, because you said sometimes you have difficulties expressing your like emotions. I was curious how you felt when you were leaving home and what that adjustment was like.

Authentic: I recall one of the questions because you mentioned that you sometimes struggle to express your emotions. I'm curious about how you felt when you left home and what that adjustment was like.

Original: So those are two things. And I suggested in a message to you that we could work on some prompts to help you try to like incorporate these obstacles and overcome.

Authentic: So those are two things. And I suggested in a message to you that we could work on some prompts to help you incorporate these obstacles and overcome them.

Original: Yeah, yeah. Thank you. Thank you. Sorry, sorry. I know it was like a couple days ago and we didn't actually talk about it in person. I messaged you. So it's a little different. But if you prefer a different topic, that's okay as well.

Authentic: Yeah, yeah. Thank you. Thank you. Sorry, sorry. I know it was a couple of days ago and we didn't

actually discuss it in person. I messaged you. So it's a little different. But if you'd prefer a different topic, that's okay too.

Original: But I do want to get into describing more abstract concepts because I think those would be a little bit harder in another language that isn't your native language. So I feel like usually emotions are good. So crises are usually good for anything like this. But yeah, what are your thoughts?

Authentic: But I do want to delve into describing more abstract concepts because I think those would be a bit more challenging in a non-native language. So I feel like emotions are usually a good topic. Crises are also usually good for discussions like this. But yeah, what do you think?

Original: Yeah, I think this kind of topic are okay. Yeah, you expressed the emotions are very difficult for me. So maybe we can practice this.

Authentic: Yeah, I think these kinds of topics are okay. Yeah, you mentioned that expressing emotions is very difficult for me. So maybe we can practice that.

Original: Yeah. Yeah.

Authentic: Yeah, sure.

Original: Okay. So tell me a little bit about your adjustment and what it was like leaving home for the first time, which I believe was for your undergraduate degree, right? You studied in a different city than your hometown.

Authentic: Okay. So tell me a bit about your adjustment and what it was like leaving home for the first time. I believe that was when you started your undergraduate degree, right? And you studied in a different city than your hometown.

Original: Yeah, actually, I think I'm very independent from my young age. When I was just eight years old, I go to another city by myself. My mom also gave me some freedom for me to go around to go around to the near cities The first time I leave home is actually the undergraduate. When I go to the undergraduate school, but I come to that city by myself.

Authentic: Yeah, actually, I've been quite independent from a young age. When I was just eight years old, I traveled to another city by myself. My mom also gave me some freedom to explore nearby cities. The first time I left home was actually for my undergraduate degree. I went to the undergraduate school in a different city, but I went there by myself.

Original: Yeah, you know, some of the students go to the school with their parents, but I go to that city by myself.

Authentic: Yeah, you know, some students go to school with their parents, but I went to that city by myself.

Original: Like, wait, when you say like some students come with their parents, they mean to tour or to get settled in?

Authentic: Like, wait, when you say some students come with their parents, do you mean to visit or to get settled in?

Original: Get settled in, yeah. Their parents help them get settled in the school.

Authentic: To get settled in, yeah. Their parents help them get settled in at the school.

Original: Got you. But I think it's not very common in America, right? But in China, when the students go to the college, most of them go to the school with their parents because their parents need to help them to settle in the school.

Authentic: Got it. But I think it's not very common in America, right? In China, when students go to college, most of them go to school with their parents because their parents need to help them settle in.

Original: Yeah, no, it happens in the US too. It's like always causes lots of traffic.

Authentic: Yeah, no, it happens in the US too. It always causes a lot of traffic.

Original: Okay, okay. Yeah, continue, sorry.

Authentic: Okay, okay. Yeah, go on. Sorry.

Original: I think most of the people definitely have very deep connection with their hometown or have their home. I also have such emotions, but I think the people also need to be independent because the future is belong to themselves. We have the responsibility for our future, so we cannot always live in a comfort zone.

Authentic: I think most people definitely have a very deep connection with their hometown or have a sense of home. I also have those emotions, but I believe that people also need to be independent because the future belongs to them. We have the responsibility for our future, so we can't always stay in our comfort zones.

Original: Actually, my parents are all great with me to go to school by myself. They also think we need to be independent.

Authentic: Actually, my parents were totally fine with me going to school by myself. They also believed in the importance of being independent.

Original: Yes, my mom gave me a lot of freedom to study anything I want, but she was strict about the results.

Authentic: Yes, my mom gave me a lot of freedom to study whatever I wanted, but she had high expectations when it came to the outcomes.

Original: Yes, we had exams for every term of studying and my mom only cared about the results of the final exam.

Authentic: Yes, we had exams every term and my mom only focused on the results of the final exam.

Original: Yes, I think the way my mom trained me is very similar to the situations I have encountered in my career.

Authentic: Yes, I believe that the way my mom raised me has prepared me well for the challenges I've faced in my career.

Original: Yes, most industries and jobs are result-driven, so it's important to focus on the outcomes.

Authentic: Yes, most industries and jobs are driven by results, so it's crucial to prioritize the end results.

Original: No, my parents gave me the freedom to choose my major and I didn't go to any cram school.

Authentic: No, my parents allowed me to choose my major freely and I didn't attend any cram school.

Original: Yes, many of my friends went to after-school classes, but I achieved good results without attending them.

Authentic: Yes, many of my friends attended after-school classes, but I managed to achieve good results without needing them.

Original: Yes, I believe that if we follow the teacher and remember what they teach, we can achieve good results.

Authentic: Yes, I believe that by following the teacher's guidance and retaining the knowledge they impart, we can excel academically.

Original: Yes, in our country, after-school is a place to continue school work, but I'm not familiar with the US system.

Authentic: Yes, in our country, after-school is a time for students to continue their studies, but I'm not familiar with how it works in the US.

Original: But we don't really have this idea of like a cram school or like an after school where you school and then you do more school is not really common in the US.

Authentic: But we don't really have the concept of cram schools or after-school programs where you continue studying after regular school hours. It's not very common in the US.

Original: Were you ever nervous that you would like fall behind or that like, I guess maybe you weren't as well prepared because you weren't doing this type of thing?

Authentic: Did you ever worry about falling behind or not being as well-prepared because you didn't participate in these activities?

Original: Actually, I'm not very worried.

Authentic: To be honest, I'm not too concerned.

Original: I always got the best results in my class.

Authentic: I always achieved the highest grades in my class.

Original: And so I'm a great with my mom that we do not need to go to the after school.

Authentic: So my mom and I are happy that we don't need to go to any additional classes.

Original: But yes, I also, our family is not also is also a lot of very rich family.

Authentic: But yeah, our family isn't very wealthy either.

Original: Yeah. Yeah. Oh, that's well, see, you were very good then you you just were in a good path or you didn't even think about it.

Authentic: Yeah, that's good. It seems like you were naturally talented or you didn't even have to think about it.

Original: Yeah, well, I was in the primary, the primary school, I have a lot of hobbies, I like to practice the sports.

Authentic: Yeah, when I was in primary school, I had a lot of hobbies. I enjoyed playing sports.

Original: I like a lot of sports such as football, basketball or or for a ping pong ball to do the ping pong ball, the most the college in China.

Authentic: I enjoy playing a variety of sports like football, basketball, and ping pong, which is very popular in China.

Original: Okay. So when I get into the middle middle school, I don't have so much time.

Authentic: But when I started middle school, I didn't have as much free time.

Original: I'm just glad I need to continue practice my my study.

Authentic: I'm just focused on continuing my studies.

Original: We have a lot of homework, and I also build a plan for myself to study more.

Authentic: We have a lot of homework, so I created a study plan for myself to study more.

Original: So when I got into the middle school, I don't have any other, I don't have more time to continue my hobbies. I just I just study and study.

Authentic: So when I started middle school, I didn't have any more time to continue my hobbies. I just focused on studying.

Original: Yeah, no, no. Okay, so in the US, we have this concept of a study hall.

Authentic: In the US, we have something called a study hall.

Original: And sometime, yeah, sometimes your schedule works out where you get like one free period.

Authentic: Sometimes, if your schedule allows, you have a free period.

Original: And you're supposed to study with this time.

Authentic: During that time, you're expected to study.

Original: Usually, it's just maybe one hour.

Authentic: Usually, it's only about an hour.

Original: I was talking with an ego.

Authentic: I was talking to someone the other day.

Original: There are just a certain interrupt.

Authentic: Sorry, there was a slight interruption.

Original: I asked the you mean the start study home, study home, right?

Authentic: I asked if you meant the study hall, right?

Original: Just one hour period.

Authentic: It's just a one-hour period.

Original: So yes, this one hour period are in the school or in the home.

Authentic: So this one-hour period is at school or at home.

Original: It's at school, we call it a study hall.

Authentic: It's at school, we call it a study hall.

Original: China, they said that their school had study hall, but it would be for multiple hours, like two or three hours where you would be studying independently.

Authentic: In China, they said their school had a study hall, but it would last for multiple hours, like two or three hours, where students would study independently.

Original: Oh, okay. Actually, our school, maybe I come from a small town.

Authentic: Oh, okay. Actually, in our small town, our school didn't have a study hall.

Original: Our school do not have a study hall.

Authentic: Our school didn't have a study hall.

Original: We always have self-studying time.

Authentic: Instead, we always had self-studying time.

Original: I mean, the school will give us some time at the morning and the evening for our self-studying.

Authentic: I mean, the school would allocate some time in the morning and evening for us to study on our own.

Original: We just do our homework by ourselves.

Authentic: During that time, we would just do our homework on our own.

Original: We cannot discuss with each other students.

Authentic: We weren't allowed to discuss with other students.

Original: Yeah, yeah. We cannot, we can't speak to other ones at the self-study time.

Authentic: Yeah, we couldn't talk to other students during self-study time.

Original: So maybe that's why I just don't understand what is the study hall because we don't have this kind of time.

Authentic: So maybe that's why I don't really understand what a study hall is because we didn't have that kind of time.

Original: What I am like interested about is like how when you were in middle school and you would go home and study by yourself, how would you like structure that time?

Authentic: What I'm curious about is how you would structure your time when you were in middle school and would go home to study by yourself.

Original: Because I think many American kids, if you said, okay, you're going to study now for one hour, they would be like, if they finished their homework, they would say like, I don't know what to do.

Authentic: Because I think many American kids, if you told them to study for one hour, they would be like, if they finished their homework, they would say, I don't know what to do.

Original: Like, what am I supposed to do for an hour studying math?

Authentic: Like, what am I supposed to do for an hour of studying math?

Original: Yeah. So how did you structure your time?

Authentic: Yeah. So how did you plan your time?

Original: And yeah, we'll start with that question.

Authentic: And yeah, let's start with that question.

Original: You know, we have a lot of materials for us to practice.

Authentic: You know, we have a ton of study materials.

Original: Most of them cannot even put onto the table because there are too many of them.

Authentic: There are so many that we can't even fit them on the table.

Original: We do not even to consider how to structure our time because there are too many things we need to do.

Authentic: We don't even have time to think about how to organize our schedule.

Original: Our teacher in the school will suggest that some of the materials.

Authentic: Our teacher at school recommends certain study materials.

Original: Our parents also suggest that some materials.

Authentic: Our parents also recommend certain materials.

Original: The students themselves also go to the shop and find some new materials for themselves.

Authentic: Students also go to the store and find additional materials.

Original: Those materials gave me the chance to enter a better university.

Authentic: Those materials provided me with the opportunity to get into a better university.

Original: When I got into the university, I think the most important thing for us is independent.

Authentic: Once I started university, I realized that independence is the most important thing.

Original: You need to carry your, your future by yourself.

Authentic: You have to take charge of your own future.

Original: Those materials have the lack to be impact on most of the students in their university life.

Authentic: Those materials don't really have much impact on most students during their university life.

Original: Most of the students in China cannot stretch their time.

Authentic: Most students in China don't have the luxury of managing their time.

Original: When they got into the university, they do not know what they need to do.

Authentic: Once they start university, they're not sure what they should be doing.

Original: There are no such materials you can bolt to, to help you get a good results in the final exam.

Authentic: There are no materials that can guarantee good results on the final exam.

Original: You need to learn how to structure your time.

Authentic: You have to learn how to manage your schedule.

Original: You have a lot of free time in the university where a graduate student.

Authentic: As a graduate student, you have a lot of free time in university.

Original: I never thought about it like that.

Authentic: I never looked at it from that perspective.

Original: What do you do with it?

Authentic: How do you spend it?

Original: Yeah. Yeah.

Authentic: Yes, yes.

Original: I think I'm very lucky.

Authentic: I consider myself very fortunate.

Original: I got the best learning resources all over the world.

Authentic: I had access to the best learning resources from around the world.

Original: So, so I read a lot of English books, but my spoken English is not very good. So I got it.

Authentic: So, I read a lot of English books, but my spoken English isn't very good. So, I understand.

Original: Well, yeah. Yeah.

Authentic: Well, yes, yes.

Original: That's why I go to the Canva and find very good teachers like you to help me improve my spoken English.

Authentic: That's why I came to Canva and found excellent teachers like you to help me enhance my spoken English.

Original: I got you.

Authentic: I understand what you mean.

Original: That's a really good way.

Authentic: That's a great approach.

Original: But I never thought of, you know, using one of these courses as a way to like sort of encourage you to, you know, you're learning a skill that you can use for your profession, but you also get to practice those English skills and things like that.

Authentic: But I never considered using one of these courses as a means to motivate oneself. You're learning a skill that can be applied to your profession, while also practicing your English skills.

Original: That was really cool.

Authentic: That was really impressive.

Original: And you just, how did you find the website?

Authentic: And how did you come across the website?

Original: Yeah. I think when I was a freshman, my major is computer science.

Authentic: Yes. When I was a freshman, my major was computer science.

Original: So I just go around.

Authentic: So I just searched around.

Original: But then I found, oh, there are a lot of online learning platforms for us to practice my major, but and only the other, the other things.

Authentic: But then I discovered that there are many online learning platforms available for us to practice my major, among other things.

Original: Maybe we can talk.

Authentic: Perhaps we can discuss it.

Comments

Feedback Report:

Overall, the students' English speaking skills show room for improvement. There are several areas where their expressions are not native and could be improved for better clarity and authenticity. Here are some suggestions for improvement:

1. Grammar: Several students made grammatical errors in their speech. It is important to pay attention to

subject-verb agreement and sentence structure. For example, instead of saying "Maybe we can discuss any topics," it should be "Maybe we can discuss any topic" or "Maybe we can discuss any topics you have in mind."

2. **Natural Expressions:** Some students used phrases that are not commonly used by native English speakers. It is important to use more authentic expressions to sound more natural. For example, instead of saying "But you can help me to correct my English phrases or my spoken English," it would be more authentic to say "But could you help me correct my English phrases and improve my spoken English?"
3. **Clarity and Coherence:** Some students' expressions lacked clarity and coherence. It is important to structure sentences in a clear and organized manner to convey ideas effectively. For example, instead of saying "So then we'll start with some of the questions that I sent you," it should be "So let's start with some of the questions I sent you."
4. **Word Choice:** Some students used incorrect word choices, which affected the authenticity of their speech. It is important to use the correct words to convey the intended meaning. For example, instead of saying "bolt" instead of "help" and "failed" instead of "filled," it is important to use the correct words.
5. **Filler Words and Repetition:** Some students used excessive filler words and repetition, which made their speech less authentic. It is important to minimize the use of filler words and unnecessary repetition to sound more natural. For example, instead of saying "actually" and "you know" multiple times, it would be better to use these phrases sparingly.
6. **Sentence Structure:** Some students used incomplete sentences and run-on sentences, which made their speech less authentic and harder to understand. It is important to use complete sentences and avoid run-on sentences for better clarity. For example, instead of saying "I think most of the people definitely have very deep connection with their hometown or have their home," it should be "I think most people definitely have a deep connection with their hometown or their home."

To improve their English speaking skills, students can focus on the following:

1. **Practice speaking English regularly:** Engage in conversations with native English speakers or language exchange partners to improve fluency and pronunciation.
2. **Expand vocabulary:** Read books, articles, and listen to podcasts in English to learn new words and phrases. Practice using them in conversations to improve vocabulary.
3. **Focus on grammar:** Review grammar rules and practice using them correctly in sentences. Pay attention to subject-verb agreement, sentence structure, and tenses.
4. **Seek feedback:** Ask for feedback from native English speakers or English teachers to identify areas for improvement and work on them.
5. **Listen to authentic English:** Watch movies, TV shows, and listen to podcasts in English to familiarize yourself with native expressions and improve listening skills.
6. **Practice pronunciation:** Pay attention to pronunciation and practice speaking words and phrases correctly. Use online resources or language learning apps to practice pronunciation.

By focusing on these areas and practicing regularly, students can improve their English speaking skills and sound more natural and fluent in their conversations.