

## *Original Paper*

# Exploring the Interaction of Guiyangese Dialect and Mandarin in Daily Life through Transcription and Discourse Analysis

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### ***Abstract***

*Although it is easier for people to understand each other and communicate in a fairly complete and standard “official” language, the distinctive culture of a region is in most cases reflected and conveyed by the language spoken by the local people. With the spread of Mandarin and the influence of education since the founding of New China, coupled with the negative effects of new media and the Internet, Guiyang accent is disappearing among young people. The author practiced Professor Seedhouse’s approach by transcribing and discursively analyzing a video of a family chatting and having a meal in the mountains of Guizhou. Mutual understanding in cross-cultural communities is not only achieved in educational contexts such as schools, but also in person-to-person interactions. Awareness of issues related to bilingualism is naturally raised in everyday life situations.*

### ***Keywords***

*Guiyangese, local culture, discourse analysis, bilingual education*

## **1. Introduction**

Starting in the 1990s, the language initiation of today’s youth and children of Generation Z has been overwhelmingly replaced by novel intellectual toys and tremendous videos, and even online games. In addition to the influence of the popularization and universal education of Mandarin since the founding of the new China, Guiyang dialect has largely changed and evolved amidst overwhelming commercial jingles, lyrics of popular songs and Internet expressions. Considering the accent of Guiyangese is being endangered, it is essential to evaluate the ability of an individual to use the two languages fluently and competently in different contexts, how the two languages interact and influence individuals’ minds and thinking. To realize learners’ full potential as bilingual or multilingual individuals, educators can design effective and encouraging learning environments and teachers can employ a range of instructional strategies, including content and language integrated learning (CLIL), code-switching, and multilingual

teaching, to support the development of bilingual and multilingual students, playing a significant role in developing supportive and inclusive learning environments for students from diverse linguistic backgrounds. Although it is more convenient for people to communicate and understand among one and another with a rather integrated and standard “official” language, specialties and cultures of a region are for most of the time reflected and conveyed by the language that local people speak. Based on the socio-linguistic theory which highlights social and cultural context in which language is acquired and used, bilingualism is not simply a matter of linguistic competence but also involves the development of cultural identity, attitudes, and values. The author conducted a transcription and discourse analysis following Professor Seedhouse’s method, to grasp transcripts of a video of family chats and dinner. In this case, intercultural community, and mutual comprehension are achieved not only under an educational background, for example schools, but also within daily life so that people are naturally raising their awareness of issues related to bilingualism.

## 2. Literature Review

In this part, literature review will be divided into two parts. One explores historical development and “mandarinization” of Guiyangese, and the other will review back to what researchers, Seedhouse’s in particular, or people in the academics have done on bilingual education and how they investigate the topic of learning more than one language, either in classes or out of campus.

Together with the provinces of Sichuan and Yunnan and parts of Hubei, Guangxi and Hunan, Guizhou forms one of the four sub-dialects of the northern dialects: the Southwestern dialect. Most of Guizhou’s dialects are therefore similar to Mandarin, which is based on the northern dialects, but there are still many differences between Guizhou’s dialects and the northern dialects and southwestern mandarin, and they themselves differ greatly, divided into four categories: the Sichuan-Guizhou dialects, the Southern Guizhou dialects, the South-Eastern Guizhou dialects, and the special dialect islands (Chi, 2014). Guiyang dialect is rich in the sources of ancient Chinese words and has some heritage with other southwestern official dialects. Yao Hua, a Guiyang linguistic scholar in the late Qing and early Republic of China, wrote a book on Qian (short for Guizhou province) language which had not been edited and published until 1988, tracing hundreds of Guiyang dialect words back to their origins and examining them in details, stating that he had “used the present to prove the ancient and the folk to conquer the opaque writing”, and confirming that the dialect words were mainly derived from historical words, literary words, colloquial words and religious words, i.e. mainly from northern languages. Some dialectal words as well as vernacular pronunciations of the dialect reflect the influence on Guiyang dialect of the Xiang-Gan and official dialects spoken in the central plain of China, mainly from immigrants of other sibling provinces in the context of the Ming dynasty cantonment system. The languages of Qing dynasty, which were used by large-scale immigrants from Jiangsu and Zhejiang, in turn formed an overlapping coverage of the Guiyang dialect (the influence of the Jianghuai dialect, however, on the Southwestern official dialects of Sichuan and other places preceded the Ming dynasty) (Hongyu & Weijun, 2018).

Therefore, it is important to emphasize that there is a historical level of difference between the high degree of lexical similarity between Lower Yangtze Mandarin and Wu dialects and Guiyang dialect. According to *Guiyang Folk Slangs and Anecdotes 2012* in *Guiyang Literary History*, children's opportunities to interact with each other are gradually decreasing. Therefore, Guiyang nursery rhymes, like their native Guiyang dialect, are gradually disappearing. Today, the difference between three tones in the Northern languages has narrowed, and is not as great as the difference between Guiyang and Northern languages in the late Qing and early Ming dynasties. Although students are more inclined to talk to each other in their home accent if the lateral speakers know how to express themselves in the accent of Guiyangese, it is authoritatively discouraged to speak an accent in classes from the primary to higher educational schools in Guizhou Province, China.

Many works have contributed to the understanding of how individuals use language in different settings and the social implications of language use. Among one of the notable studies is "Conversational Analysis and Second Language Pedagogy: A Guide for ESL/EFL Teachers", where Wong and Waring (2021) analyzed transcripts of classroom interactions and identified patterns of turn-taking, repair, sequencing, and structuring. Their findings show how CA findings can aid in raising language teachers' awareness of spoken language and offer strategies for utilizing that information while instructing second language interaction skills. There is also a significant contribution of Gavin Brookes and Daniel Hunt's editing and evaluation work (2021) which can be summarized as a multimodal discourse analysis related to human health. Using discourse and multimodal analysis, the research examined how doctors and patients use language, gesture, and other forms of communication to establish and negotiate individual feelings and authoritative regulations. It clarifies that the combination of micro and macro perspectives in discourse analysis is beneficial because it enables in-depth analysis of minor linguistic components in texts while considering their importance in relation to more general societal issues like power and social structures. To estimate the meaning of lexical and grammatical choices in texts in a wider context, this multimodal discourse approach entails a thorough and methodical investigation of those choices. Despite these previous research and discussion, Professor Seedhouse's research methods on transcript analysis focus on using conversation analysis and discourse analysis to investigate the relationship between pedagogy and interaction in different L2 classroom contexts. In 2004, for example, Professor Seedhouse explored discourse analysis in "The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective". In this study, he examined the ways in which teachers and students use language to create a particular classroom culture. Through discourse analysis, he identified various communicative practices and how they contribute to the construction of power relations between teachers and students. The following is the table which explains speaker abbreviations and conversation-analytic notational symbols (Seedhouse, 2004) used in the classroom transcript, enabling readers to interpret features such as overlap, pauses, intonation, volume, and paralinguistic cues in the analysis of theory of mind and gaze.

Key of abbreviations	Key of notational symbols (Seedhouse, 2004)
T: teacher	: preceding vowel sound is lengthened
L: unidentified learner	[[ utterances starting simultaneously
L1: identified learner 1	[ overlapping utterances that continue
LL: several or all learners	[ ] overlapping utterances ending at the right-hand bracket
simultaneously	= contiguous utterances or same speaker continuation
Audio: audio recording	(0.5) timed pauses greater than .5 second
	(.) brief, untimed pauses < .5 second
	- stuttered utterances
	(( )) paralinguistic features
	°utterance° quiet utterance
	UTTERANCE loud utterance
	<utterance> slower utterance
	? rising inflection
	↑↓ marked rise or fall in intonation on following utterance
	(·hhh) inhalation

**Graph 1. Theory of Mind and Gaze Annotations**

Although a significant difference exists between English and Chinese, Seedhouse's approach is particularly worthy of consideration for my research on Guiyang accent usage. It provides a valuable framework and insight for transforming visual data into textual analysis, thereby enabling the assessment of both verbal and nonverbal signals.

### 3. Research Methods

In previous discourse analysis studies, language is usually the main object. However, images, sounds, animations, human interaction as well as other meaningful expressions have been neglected by researchers. An online video is a form of multimodal discourse, which requires viewers to focus simultaneously on the plot, sound, subtitles, etc. Compared with traditional text translation, transcription involves multiple modalities. The multimodal analysis (Elf, 2019) is a study that incorporates the non-verbal symbols used by humans into the process of meaningful communication, including images, actions, eyes, and gestures, while paying attention to the relationship between verbal and non-verbal symbols (Jewitt, 2009). Therefore, multimodal discourse analysis methods can be operated to analyze audio and video in bilingual environments. In Seedhouse's book of 2004, he also explicates that conversation analysis is a suitable methodology for applied linguists and its actual object of study is the interactional organization of social activities. The purpose of this research is to investigate the development and learning of the modern Guiyang accent in daily life, specifically focusing on the role of conversation in

this process. The theoretical framework for this study will be based on Seedhouse's conversation analysis, which emphasizes the importance of studying the interactional and multimodal context in which language is utilized and learned.

Data collection will involve downloading recorded videos and transcribing naturally occurring conversations between Guiyang natives in various settings, such as home, the countryside, outside kitchens, and social events. The conversations will be studied using Seedhouse's conversation analysis, which involves examining the sequential organization of talk, the usage of linguistic features, and the social actions and meanings that are constructed through conversation. The video chose for the research is an open-access Toutiao video. Researchers can access the video at any time and from anywhere thanks to the internet. There are no sensitive contents, for example, a teenager talking about mental health. The video has reached 56 thousand views by April 6, 2023, of which the account has 77 thousand subscribers. The names applied in the video of the characters are all pseudonyms and there are no completed ones, either of which applied Fang as the auntie's first name and the other added the young man's last name Wang following Little. Nick names appear in the video for the young mother and the child, Lele and Pudding.

Research questions include the following, for example, how the current younger generation think and speak in their own accent rather than Mandarin; how mandarin influences the pronunciation of local Guiyangese; what's the difference when people are speaking in Guiyangese accent and when people are speaking in mandarin; why the young woman in the video laugh at the man when he is learning to speak the accent; is there any changes of Auntie Fang's personalities when she is chatting, teaching and speaking to herself in different languages? To wit, the collected data will be analyzed thematically to identify patterns and themes related to the development and learning of the Guiyang accent in daily life. The findings of the study will contribute to a deeper understanding of the role of conversation in language learning and the cultural and social factors that shape the development of regional accents in Southwestern China.

In details, how were the data transcribed? For the video is multilingual, the author will include both languages in the videoclip, i.e., mandarin and Guiyang accent, using those conventional scripts, and the English translation after each line of transcription. Consecutive numbering for the line numbers can enable reference to specific text easily for later discussion in the fourth part of the essay. Seedhouse's Conversation Analysis Methodology (2004) as the basis, some of the notational symbols prepared specifically for the vowel sound in English are removed such as ":", indicating that the preceding vowel sound is lengthened, but theories of mind information are retained such as gaze, pointing, language, etc. Considering that the video has undergone post-processing, there is no sound that is louder or smaller, the quiet utterance "utterance" and UTTERANCE expressing loud utterance are also removed. Pinyin notes (ā á ǎ à) are made use of to study the phonological difference between Mandarin and Guiyangese. Word expressions unique to Guiyang dialect are marked in bold and underlined sentences possess unique

structural sequence of Guiyang dialect. <bgm> is to indicate the background music to distinguish the setting and scenes in double brackets. (See graph 2)

Key of abbreviations	Key of notational symbols (Seedhouse, 2004)
AF: Antie Fang LW: Little Wang LL: Lele	[[ utterances starting simultaneously [ overlapping utterances that continue [ ] overlapping utterances ending at the right-hand bracket = contiguous utterances or same speaker continuation (0.5) timed pauses greater than .5 second (.) brief, untimed pauses < .5 second - stuttered utterances <b>安逸</b> <b>accentual word and expressions</b> <u>鬼针草就倒下去了</u> <u>accentual sentence structures</u> ? rising inflection ↑↓ marked rise or fall in intonation on following utterance (·hhh) inhalation (( )) scenes & environments <BGM> background music

**Graph 2. Adapted Theory of Mind and Gaze Annotations**

As Guiyang accent has been greatly influenced by the official education mainly carried in Mandarin, it is significant to transcribe recorded videos into a written form that can be utilized to examine a specific phenomenon or event at its most basic level (Duranti, 2006). Overall, it is now a part of the process that is chiefly accepted by qualitative researchers. Seeing how their own prejudices and presumptions might affect the research process and conclusions, qualitative researchers also place a high value on self-reflection and awareness. The transcription method employed to gather and analyze data prioritizes understanding the perspectives of the participants and complex social phenomena, rather than trying to quantify or measure specific variables. Moreover, research methods on transcript analysis are believed to provide valuable insights into the ways in which individuals employ language in different contexts. The usage of conversation analysis and discourse analysis highlight the importance of understanding the social and cultural implications of language exploitation and how they shape interactions between individuals.

#### 4. Results and Discussion

In the following, as planned, the interaction and influence of Guiyang dialect and mandarin will be explored in the context of an integrated micro society, through a transcription and discourse analysis, from three aspects including the linguistics, the content of dialogues, and the local culture.

On a linguistic level, I will firstly make a comparison between Guiyang dialect and Mandarin, in terms of phonology. We can find that the old Guiyang dialect is characterized by the absence of articulation with /y/ as a medial or main vowel, rhotacized final, light tone, and zigzag tones, and retains some of the rhyme of the ancient time in simple or compound vowels of a modern Chinese syllable. The very typical one is the questioning sentence of “where are you going?”. In mandarin, the standard pronunciation is qù nǎ lǐ by pinyin. In the video from line 2-11 under the scene of fields of corn, Auntie Fang tries to teach Little Wang how to talk to a girl he finds beautiful. While in mandarin, the verb “go” is pronounced as qù, in the Guiyangese accent, people speak kiè, with both a different consonant (韵母) and winding double vowels (声母). Yao Hua’s final conclusion that Guiyangese was learned in the north is in line with existing linguistic facts of the transcribed video. He wrote in his book (1988) that the transfer of the Northern declension to Guiyangese is partly due to the variation of the entry voice and the second tone. Besides, in Guiyangese dialect, the phenomenon of variation due to diphonic shift is common, resulting in the pronunciation difference from that of the northern dialect. One example is “cī” for “深 (stretch)”, but not “shēn” in Mandarin. Another example from the video, under the scene of wild field in front of polygonum multiflorum, line one underlines a sentence with “支个(zī guò)” included, which is a Guiyangese version of the official mandarin word “这个(zhè ge)” referring to “this one” in English. In addition, *Qianyu* by Yao Hua also mentioned a law of the development and change of Guiyang dialect phonology: stress changes. Some repeated characters change their pronunciation slightly. For example, “人人” which means people in English is pronounced rén rēn in Guiyangese while in Mandarin, it is pronounced rén rén. After Auntie Wang and Little Wang finished picking up vegetables in the wild, they go back home and get ready to prepare ingredients for cooked foods. Lele assists in lighting a fire, she makes self-deprecating jokes with the word “老者” (pronunciation: lǎo zhě in Mandarin pinyin, while lǎo ziè in Guiyangese with a falling tone) (on line 1), which is another Guiyangese dialectal word meaning “an elderly”.

As for the content, vocabulary and word expressions are two major components of a language. A few Guiyangese words are dialectal, although most of these dialectal words have been shaped by the impact of northern languages since the ancient time. There are two representative dialectal words “安逸 (ān yì)” and “巴适 (bā shì)” appearing in the video when Auntie Fang and Little Wang are eating and chatting on the dining table in the last two scenarios. The two words are mostly spoken in modern times by people in Sichuan, Chongqing, and Guizhou province, basically meaning comfortable, not ill, tasty of food. In the opposite contexts, however, “安逸(ān yì)” is more ironic and dissatisfied and can be used to measure a negative situation, and “巴适(bā shì)” contains a kind of envy. For example, someone breaks his or her legs because of careless falling. He or she would say, “痛安逸了” in which “痛” is the verb aches, “了” helps indicate a past tense. Most of Guiyangese vocabulary is included within the common ethnic

language, which is the same as northern languages. Guiyang dialects often use rhyming couplets originated from Yuan Qu, a type of classical poetry form of Yuan Dynasty. For example, when Auntie Fang is leading Little Wang to pinch fresh tops of the fallopian multiflora, her word is “嫩尖尖” in which the latter two characters reduplicate to shape rhymes, and to sound gentle to a child. In addition, *Qianyu* by Yao Hua also mentioned that Guiyang language is created based on the appearance of entities. For example, a thread (“线”) is drawn out (“抽”) at the beginning of a wedding. This modern Guiyangese combined word “抽线” can also be used to describe that the seedlings will bloom only after they grow tall and slim like a thread. Overall, the Guiyang dialect still has several distinctive dialectal words with Guiyang characteristics, albeit steadily weakening over the evolution process. These terms continue to be used often in language communication among the Guiyang people, even though they can only be roughly spoken in Chinese pinyin and cannot be written in an appropriate dialectal characters. Only the elderly know better the dialect but how the younger generation express themselves are greatly affected by official Mandarin. Even though Little Wang shows respect and spares no efforts to learning Guiyangese, he has no other choices but politely smiles when Auntie Fang continues to put out the accentual words. Auntie Fang, on the contrary, also expresses her discomfort speaking in standard Mandarin.

According to Mei, Jin (1997), Guiyangese and Mandarin have relatively similar word orders and dummy word usage, which makes their grammatical systems very consistent. There are distinctive dialectal sentence structures only applied in Guiyangese, though. For instance, in the wild field in front of polygonum multiflora, Auntie Wang tells Little Wang that the herbs picked can be mixed to make a cold salad. The Chinese term “凉拌” can be translated into English as “cold tossed” or “cold mixed”. It refers to a type of dish in Chinese cuisine where ingredients such as vegetables, noodles, or meat are mixed with a cold dressing or sauce and served chilled. The underlined sentences are: “凉拌都可以吃咯” and “你都凉拌” among which the single character “都” (pronounced as dōu/dū in mandarin while as dòu in Guiyangese) functions as different structural links in Guiyang accent. The former usage of “都” between “凉拌”(cold serve) and “可以吃”(can eat) is to indicate a finished action, while the latter “都” is to emphasize or for “only”. In Mandarin, this functional character is more likely to be replaced by “就”, for reference, one sentence spoken by Auntie Fang in line 4 in the courtyard. She is attempting to speak in a more official way. Similarly, Lele teaches her baby boy even though she can speak in Guiyang accent, knowing that one day her boy will be supposed to speak mandarin at school.

Culturally and socially speaking, language and accent is a manifestation and to some degree a synthesizer of regional environments and local people. Compared with the geographical background of Sichuan Basin, Guiyang city is in a plain plateau around mountains. People live by mountains and therefore gain local names for special herbs from the nature. In the video, Auntie Fang takes Little Wang to hangout in spring in woods, talking about “鬼针草”(Bidens Pilosa) and “恶鬼草”(Ageratina Adenophora). Unlike “何首乌”(Fallopian multiflora) which grows in the east of China, “鬼针草” and “恶鬼草” are therefore unique to the region. Normally in ancient Chinese agricultural culture especially in the central plain or



in the north where Mandarin is originally born, parents are more expecting their daughters-in-law to give birth to boys rather than girls. However, in the southwest of China, females stand in a higher social status. When it comes to accentual languages, for example, when a Sichuanese wife complain about her husband's laziness, she will say “你才安逸诶，一天到晚窝在那不做事，跟个大爷一样。(You are so 安逸 ān yì, doing nothing all the day like an old man)”. Things go in the same way in the video from which we can tell Auntie Fang is a feisty and very capable woman, for example, attempting to teach Guiyangese to Little Wang; Lele, too, is skillful in her work and jokes as she starts working on the fire for boiling water, “Today I'm going to be the old fireman.” (see line 1 of the courtyard washing).

## 5. Conclusion

This transcription and discourse study gives readers not only a thorough comprehension of the phenomenon of bilingualism between Guiyangese and Mandarin, but also useful bilingual abilities that they can apply in their everyday lives. The findings shed light on the importance of understanding the complex interactions that occur between mother and daughter-in-law, between local Guiyang citizen and visitors from out of the province. Guiyang, the capital of Guizhou Province, is a representative of the Sichuan-Guizhou dialect region's center area, serving as the province's political, economic, and cultural hub since the Yuan Dynasty. As one of the Chinese dialects spoken in Guizhou, Guiyang accent was formed under the influence of many more elements than surrounding dialects and has developed its own linguistic characteristics due to its mountainous geographical environment and historical factors.

Drew and Heritage (1992, p. 26) suggest that each institutional form of interaction have its own unique fingerprint, “comprised of a set of interactional practices differentiating (it) both from other institutional forms and from the baseline of mundane conversational interaction itself.” Although the relationship among characters in the video cannot directly be related to and defined as a professional institution but their living style of being a family and somehow a way of teaching and learning in classes form its unique combining pedagogical and home interactivities. Although Little Wang in this video has no legally forced confirmed kinship with Auntie Fang, she regards him as her boy, giving plenty of care and love, while sometimes tell jokes to avoid embarrassing and boring situations. The interconnection between Mom Lele and her little baby is also another interesting “inner institution”, which contains lateral expectation and regards from exchanging words and body languages.

From the perspective of the nation's educational ministry, the public should obligatorily learn to speak and write well in Mandarin, while from the perspective of preserving local cultures, people are not anticipated to forget a regional dialect. As it emphasises the value of utilising all available linguistic resources for communication, educators who promote the language development of multilingual kids, those who are bilingual or multilingual and who are eager to learn more about language acquisition, should aim to achieve the following objective: comprehend the concept of translanguage, and put those principles into effect in bilingual and multilingual communication. In the context of this essay, that is, to understand differences of Mandarin and Guiyangese, and put ideas into action in life, formally or casually.

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## Appendices

芳阿姨教小王说贵州话，笑到肚子痛，你们会说几个地方的方言（4min45）

Auntie Fang taught Little Wang to speak Guizhou Accent, laugh until your stomach hurts, how many dialects would you speak?

[https://www.toutiao.com/video/6980342348567806495/?log\\_from=401cc036a922c\\_1680787380777](https://www.toutiao.com/video/6980342348567806495/?log_from=401cc036a922c_1680787380777)

	<b>Theory of Mind information: Gaze, pointing, language...</b>
<p>((Wild field, walking))</p> <p>&lt;hilarious bgm&gt;</p> <p>1. 芳阿姨 AF: 等下我教你讲我们贵州话哈 I will later teach you how to speak our Guiyangese</p> <p>2. 小王 LW: 要得 No problem</p> <p>3. 芳阿姨 AF: 看你听得懂听不懂啊 Let we see if you understand or not</p> <p>4. 小王 LW: 听得懂 I understand</p> <p>5. 芳阿姨 AF: 好嘞 OK.</p> <p>((Wild field, close-up))</p> <p>&lt;hilarious bgm&gt;</p> <p>1. 芳阿姨 AF: 哟，这里发现一大棵 Yo, I find a Bidens pilosa here</p> <p>2. 小王 LW: 一大窝 A large branch</p> <p>3. 芳阿姨 AF: 在这里 Here</p> <p>4. 小王 LW: 一大窝什么? A large branch of what?</p> <p>5. 芳阿姨 AF: 鬼针草 ↑ guǐ zhēn cǎo 讲我们贵州话 Black jack, please speak Guizhou accent</p> <p>6. 芳阿姨 AF: 鬼针草 ↓ guǐ zhēn cǎo</p>	<p>小王跟在对周围环境比较熟悉的芳阿姨身后。 Little Wang walked after Auntie Fang who is more familiar with the surrounding.</p> <p>芳阿姨看了小王一眼。 Auntie Fang has a glance of Little Wang.</p> <p>小王被植被吸引，与芳阿姨没有眼神交流。 Little Wang is attracted by the vegetation and does not make eye contact with Aunt Fang.</p>

<p>Black jack</p> <p>7. 小王 LW: 鬼针草 guǐ zhēn cǎo</p> <p>Black jack</p> <p>8. 芳阿姨 AF: 还有恶鬼叉 è guǐ chā</p> <p>And Ageratina adenophora</p> <p>9. 小王 LW: 恶鬼草? è guǐ cǎo?</p> <p>Ageratina adenophora?</p> <p>10. 芳阿姨 AF: 恶鬼叉 chā =</p> <p>Mexican devil</p> <p>11. 小王 LW: 恶鬼叉 chā ↓ hhh</p> <p>Mexican devil</p> <p>12. 芳阿姨 AF: [hhhh]</p> <p>Mexican devil</p> <p>13. 小王 LW: 恶鬼叉 chā =</p> <p>Mexican devil</p> <p>14. 芳阿姨 AF: 恶鬼叉</p> <p>Mexican devil</p> <p>((Fields of corn))</p> <p>&lt;hilarious bgm&gt;</p> <p>1. 小王 LW: 要是我找到一个贵州的女朋友，我怎么跟她打招呼啊?</p> <p>How can I say hello to a girlfriend from Guizhou?</p> <p>2. 芳阿姨 AF: 你就说，美女啊，你要去哪逮 kè nǎ dǎi?</p> <p>You can say, Beautie, where are you going?</p> <p>3. 小王 LW: 我都说：美女啊，你要去哪里 qù nǎ lǐ</p> <p>I say, beautie, where are you going?</p> <p>4. 芳阿姨 AF: (笑.) 如果用我们贵州话就是：美女，你要去哪点 kiè nǎ diǎn?</p> <p>(Smile.) speaking in Guizhou accent, that is, beautie, where are you going?</p> <p>5. 小王 LW: [ 美女你要去哪逮 qù nǎ dǎi [ Beautie, where are you going?</p> <p>6. 芳阿姨 AF: 噢，讲我们贵州话就，美女你要切哪点? kiè nǎ diǎn</p> <p>Oh, in Guizhou accent, where are you going, beautie?</p>	<p>小王看着芳阿姨提问。</p> <p>Little Wang raised questions, looking at Antie Fang.</p> <p>芳阿姨笑。</p> <p>Antie Fang smiles and answers.</p> <p>芳阿姨看着小王进行教学。</p> <p>Antie Fang looks at Little Wang and teaches.</p>
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<p>7. 小王 LW: [ 美女你要去哪逮 [ Beautie, where are you going? 8. 芳阿姨 AF: 去 ↓ qiù Go 9. 小王 LW: 去 ↓ qiù Go 10. 芳阿姨 AF [[hahahah]] 11. 小王 LW: 去哪逮 qiù nǎ dǎi? Where to go? 12. 芳阿姨 AF [[hahahah]]== 13. 小王 LW [[hahahah]]</p> <p>((Wild field, in front of Polygonum multiflorum))</p> <p>1. 芳阿姨 AF: <u>乐乐最爱吃嘞支个</u> lēi zī guò, 何首乌 This is Lele's favorite, fallopia multiflora 2. 芳阿姨 AF: 我们摘一点回家去 We can pick some home 3. 小王 LW: 河水乌 fallopia multiflora ((Wild field, mid-range view)) 4. 小王 LW: 我们现在就掐着这个什么 We are now pinching this 5. 芳阿姨 AF: [[掐这个嫩尖尖 [[Pinch the fresh top of this tuber fleece flower 6. 小王 LW: 嫩尖尖, 这个什么乌的嫩尖尖 Fresh top, the fresh top of this fallop... 7. 芳阿姨 AF: [[嗯...]] [[Yeah...]] 8. 芳阿姨 AF: 这个是掐点(.)我们贵州就说, 凉拌 liǎng bàn ↓ Why we pinch the tuber fleece flower, in Guizhou, is to make a cold-mixed salad 9. 小王 LW: 凉拌 liǎng bàn A cold-mixed dish 10. 芳阿姨 AF: [凉拌↓ liǎng bàn A cold-mixed dish</p>	<p>小王看着芳阿姨提问。 Little Wang looks at Antie Fang and questions.</p> <p>芳阿姨指着目标食物并进行动作示范。 Aunt Fang points to the target food and demonstrates the pinching action.</p>
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<p>11. 小王 LW: 凉拌 liáng bàn A cold-mixed dish</p> <p>12. 芳阿姨 AF: <u>凉拌都可以吃咯</u> liǎng bàn Cold-mixing vegetables to make a dish</p> <p>13. 小王 LW: 凉拌就可以吃了 liáng bàn A dish is made by cold tossing vegetables</p> <p>14. 芳阿姨 AF: 你不讲普通话, <u>你都凉拌</u> ~↓ No mandarin, you speak: liǎng bàn~↓</p> <p>15. 小王 LW: 凉拌== liǎng bàn</p> <p>16. 芳阿姨 AF [[hahahah]]==</p> <p>((Fields of corn)) &lt;natural bgm&gt;</p> <p>1. 芳阿姨 AF: 走咯, 回家去煮饭吃去喽 Go, back home and make dinner</p> <p>2. 小王 LW: 好走喽回家去煮饭, <u>去吃喽</u> Go, back home and make dinner</p> <p>3. 芳阿姨 AF: 走咯 Go, go, go</p> <p>4. 小王 LW: 走咯 Go, go, go</p> <p>((Courtyard)) ((water flowing, washing vegetables))</p> <p>1. 乐乐 LL: 今天我要当烧火<b>老者</b>了 Today I am going to be a fireman.</p> <p>2. 芳阿姨 AF: 水<b>冒</b>了, 倒一勺油 The water is boiling, so it's time to add a spoon of oil</p> <p>3. 芳阿姨 AF: 然后放一勺盐 Then a spoon of salt</p> <p>4. 芳阿姨 AF: <u>鬼针草</u>就倒下去了 Pour the Black jack into the pot &lt;peaceful bgm&gt;</p> <p>5. 芳阿姨 AF: 煮熟了把它捞出来 Take it out after cooking</p>	<p>芳阿姨看向远处。 Aunt Fang looks into the distance.</p> <p>小王皱眉。 Xiao Wang frowns.</p> <p>芳阿姨和小王各自在摘菜。 Aunt Fang and Xiao Wang are separately picking vegetables.</p> <p>小王非常认真。 Little Wang takes his work very seriously.</p> <p>乐乐看向镜头。 Lele looks into the camera.</p> <p>芳阿姨很随意地加了盐。盐被洒在了炒勺上。 Aunt Fang adds salt casually. Salt is sprinkled on the frying spoon.</p>
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<p>6. 芳阿姨 AF: 放点冷水把它洗干净, 捏干 Rinse it in cold water and squeeze it dry ((cutting board, food processing table))</p> <p>7. 芳阿姨 AF: 这回把我们鬼针草拿切碎 Let's chop the black jack this time</p> <p>8. 芳阿姨 AF: 切碎 Chop it up</p> <p>9. 芳阿姨 AF: 鬼针草<b>捞</b>在碗里 Put it in a bowl</p> <p>10. 芳阿姨 AF: 放一勺<b>盐吧</b> bā Put a spoonful of salt</p> <p>11. 芳阿姨 AF: 然后放蒜末 Then put minced garlic</p> <p>12. 芳阿姨 AF: 又加小米辣 Bird Eye Chillies are added</p> <p>13. 芳阿姨 AF: 加一点鸡精 Add a little chicken essence</p> <p>14. 芳阿姨 AF: 加点酱油 Add some soy sauce</p> <p>15. 芳阿姨 AF: 油把它泼过 Oil poured over it ((courtyard))</p> <p>16. 芳阿姨 AF: 把它抬起来, 搅拌均匀就开吃了 Lift it up, stir well and eat</p> <p>17. 芳阿姨 AF: 我们一道<b>鬼针草</b>的凉菜 We now have a cold dish of Bidens Pilosa</p> <p>18. 芳阿姨 AF: <u>都</u> dòu <u>是这么简单</u> That's all that simple</p> <p>((Courtyard, on the dining table)) &lt;peaceful bgm&gt;</p> <p>1. 芳阿姨 AF: 安不安逸啊? Comfortable or not?</p> <p>2. 小王 LW: <b>安逸安逸</b> Easy, cozy, I feel relaxed</p> <p>3. 小王 LW: [[<b>安逸</b> ān yì</p>	<p>芳阿姨双手皆带有手镯, 右手无名指和小指有指环。左手上的装饰物非银质, 更多为保佑平安。 Auntie Fang wears bracelets on both hands, and rings on her right ring finger and little finger. The decoration on the left hand is not made from silver, more for blessing and peace.</p> <p>中式大刀用于切菜。 A Chinese knife is used to cut.</p> <p>中式现代瓷碗用于装菜。 A modern Chinese bowl is used to carry vegetables.</p> <p>芳阿姨看了小王两眼。 Aunt Fang looks at Xiao Wang twice.</p> <p>小王忙点头回答。 Xiao Wang quickly nods and answers.</p>
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<p>4. 芳阿姨 AF: 你讲我们贵州话, 安逸 ↓ You speak our Guizhou accent, ān yì ↓</p> <p>5. 小王 LW: 安逸 ān yì</p> <p>6. 芳阿姨 AF: [[安 ān ↓</p> <p>7. 小王 LW: 安 ān</p> <p>8. 小王 LW: 安 ān [smile]</p> <p>9. 芳阿姨 AF [smile] ==</p> <p>10. 芳阿姨 AF: <u>是讲安</u> It's about 安 ān</p> <p>11. 小王 LW: 就是安, 安 It is 安 ān, ān</p> <p>12. 芳阿姨 AF: 乐乐, 你讲句给他听一下, 就讲安逸 Lele, tell him a few words, and just talk about ān yì</p> <p>13. 芳阿姨 AF: 他听不懂 He can't understand</p> <p>14. 乐乐 LL: [laughs] 我讲得也不好 I didn't speak well either</p> <p>15. 乐乐 LL: 安 ān 逸 yì ~ 安 āng 逸 yì ↓</p> <p>16. 乐乐 LL: 他们讲的不是安, 是安, 安逸 What they talk about is not ān, but ānn, ān yì.</p> <p>17. 小王 LW: [[安, 安逸]] [[安 ān, 安逸 ān yì]]</p> <p>18. 芳阿姨 AF: 安 ān</p> <p>19. 小王 LW: 安逸 ān yì ↓</p> <p>20. 乐乐 LL: 诶, 我都要 (被) 带偏了 Hey, I'm going to (be) led astray</p> <p>21. 小王 LW: [laugh] 安逸 ān yì</p> <p>22. 芳阿姨 AF: 安逸 ān yì ↓</p> <p>23. 乐乐 LL: 安逸 ~ ān yì ~</p> <p>24. 小王 LW: 安逸 ān yì</p> <p>25. 乐乐 LL: [burst out laughs]</p> <p>26. 小王 LW: <u>就安逸</u> Just be "cozy"</p> <p>27. 乐乐 LL: 说得太搞笑了 That's too funny</p> <p>28. 芳阿姨 AF: [smile]</p>	<p>芳阿姨夹起一筷子菜, 看向小王, 定住。</p> <p>Aunt Fang picks up a chopstick of dish, turning to Xiao Wang and gazing.</p> <p>小王夹菜到一半, 撇了芳阿姨一眼, 用餐。</p> <p>With Xiao Wang's vegetables hanging in the air, he glances at Aunt Fang, answers, and eats.</p> <p>芳阿姨和小王都笑了。</p> <p>Auntie Fang and Xiao Wang both laugh.</p> <p>芳阿姨看着乐乐。</p> <p>Auntie Fang looks at Lele.</p> <p>芳阿姨看向小王。</p> <p>Auntie Fang looks at Little Wang.</p> <p>乐乐低头吃饭。</p> <p>Lele lowers her head and eat.</p> <p>乐乐眼神下视, 捂嘴吞咽, 看向芳阿姨。</p> <p>Lele looks down, covers her mouth, swallowing, and looks at Aunt Fang.</p> <p>芳阿姨和小王互动。</p> <p>Antie Fang dyadic with Little Wang.</p> <p>芳阿姨、乐乐和小王互动。</p> <p>Antie Fang, Lele triadic with Little Wang.</p>
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<p>29. 小王 LW (吃了一口饭): 听不懂 (takes a bite of rice): I don't understand</p> <p>((child on a highchair))</p> <p>1. 乐乐 LL: 快吃布丁 Quickly, Pudding</p> <p>2. 乐乐 LL: 快自己舀着吃 Hurry up and eat by yourself</p> <p>3. 乐乐 LL: 噢妈妈不吃 Oh, mom won't eat</p> <p>((Pudding giving a spoon of foods))</p> <p>4. 乐乐 LL ((pretend to have a bite)): 好妈妈吃, 谢谢啊 Good, mom eat, thank you</p> <p>5. 乐乐 LL: 谢谢宝贝 Thank you baby</p> <p>6. 乐乐 LL: 喂妈妈吃对不对 Mom eats, right?</p> <p>((Pudding giving a spoon of foods))</p> <p>7. 乐乐 LL: 噢好好((pretend to have another bite)) 吃完了, 挺好吃 Ok ok, finished, it's delicious</p> <p>((Courtyard, on the dining table))</p> <p>1. 芳阿姨 AF: 你们那边有没有 Do you have any in your hometown?</p> <p>2. 小王 LW: 没有 No</p> <p>3. 小王 LW: 没有这个 No wild vegetables like this</p> <p>4. 小王 LW: 我们地里面, 菜能吃的很少, 都是草 In our field, there are very few edible vegetables, all of which are grass</p> <p>5. 芳阿姨 AF: 哪种草啊 In our field, there are very few edible vegetables, all of which are grass</p> <p>6. 小王 LW(.): 我不认识 I don't know</p>	<p>布丁手拿着勺子。 Pudding holds a spoon with his right hand.</p> <p>布丁和乐乐妈互动。 Pudding dyadic with Mom Lele.</p> <p>芳阿姨、小王夹菜。 Auntie Fang and Little Wang picks vegetables on the table.</p> <p>乐乐照顾孩子。 Lele takes after the baby.</p> <p>芳阿姨看向小王。 Auntie Fang looks at Little Wang.</p> <p>小王回看芳阿姨。 Little Wang politely looks back to Auntie Fang.</p>
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<p>7. 芳阿姨 AF: 你不认识 You don't know</p> <p>8. 小王 LW: 对我不认识, 但我知道能吃的少, 不像这边什么草都能吃 I don't know names, but I know that we eat less, unlike here, people eat all kinds of grass</p> <p>9. 芳阿姨 AF: 我们贵州什么草都可以吃啊 We eat any "grass" in Guizhou ((eating))</p> <p>10. 芳阿姨 AF: 现在小王到我家, 我的普通话都进步咯, 多少咯 Now that Little Wang has come to my house, my Mandarin has improved, a lot ((questioning??))</p> <p>11. 乐乐 LL: [burst out laughs]</p> <p>12. 芳阿姨 AF: 欧 Oh ↑</p> <p>13. 小王 LW: [burst out laughs]</p> <p>14. 芳阿姨 AF: 然后还有点讲的 Then there is something I can talk about in Mandarin</p> <p>15. 小王 LW: [[laughing]]</p> <p>16. 芳阿姨 AF: 但是有点不巴适, 你都听得懂啊 But I feel a little uncomfortable, you can understand</p> <p>17. 小王 LW: [[nodding]] emm 巴适 bā shì emm bā shì</p> <p>18. 芳阿姨 AF: [burst out laughs]</p> <p>19. 小王 LW: 巴适 ↓ hhhh</p> <p>20. 芳阿姨 AF: hhhh</p>	<p>芳阿姨皱眉。 Auntie Fang frowns.</p> <p>小王一边夹菜一边回答。 Xiao Wang answers while picking up vegetables.</p> <p>芳阿姨看着碗里的饭菜。 Aunt Fang looks at the food in the bowl.</p> <p>芳阿姨和小王互动。 Auntie Fang dyadic with Little Wang.</p> <p>芳阿姨看向小王。 Auntie Fang looks at Little Wang.</p> <p>小王看了一眼乐乐。 Little Wang has a glance of Lele.</p>
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