

Pedagogical Implications of Interactional Linguistics Research: The Case of Totality Terms in Spontaneous Mandarin



Haiping Wu

California State University, Long Beach

In the field of L2 acquisition, the importance of developing conversational competence has been recognized by many scholars. However, how to apply conversation-based findings to second-language teaching still presents a major challenge for language educators. In this talk, she will explore ways to integrate interactional linguistics research and Chinese language teaching, with particular reference to teaching material design, classroom activities, and assessment methods. Examples are drawn from an ongoing project conducted in conjunction with Dr. Hongyin Tao on Chinese totality adverbs.

Friday, February 24th at
2:00-3:15 PM (HSSB 3041)

Wu will touch upon the following issues: (1) how authentic conversational discourse can be incorporated in instructional materials; (2) how classroom activities can be designed to raise students' awareness of the dynamic relationship between language form and function, (3) how instruction can be given to raise learners' conscious of the interpersonal use of language and the negotiation process in interaction, and (4) how instruction can help learners develop the ability to take long turns in conversation and to present themselves as collaborative interlocutors. Finally, she will suggest assessment methods, which reflect this focus on conversational competence.