

# Teaching Interactional Practices for Beginning Students through Building Corpora of Spoken Language

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# Presentation

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- Interactional competence
- CLIC Language Data Site (corpus of natural conversation)
- Empirical study
- Lesson samples and assessment from First-year Chinese curriculum

# What is Interactional Competence?

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- Hymes (1972), communicative competence
- Kramsch (1986)
- Hall (1993), Young (1998): interactional competence
- Conversational Analysis (Language as actions/interactions)  
Hellermann (2008), Hall, Hellermann, Pekarek-Doehler (2011)
- The ability to anticipate, interpret, and produce relevant next turns in specific sequential contexts (Huth 2015)
- Systematic procedures we use to co-construct communication (Pekarek Doehler 2016)  
every day practices (such as opening/closing conversation, invitation, disagreement...)  
institutional situations (such as teacher-student, doctor-patient, business meetings...)
- **Interactional competence does not transfer from L1 to L2** (Pekarek-Doehler 2016).

# How to develop Interactional Competence?

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- Bardovi-Harlig (2001)  
“making **contextualized pragmatically appropriate input** available to learners from **early stages of acquisition** onward is the very least that pedagogy should aim to do”
- Teaching material: naturally occurring conversation
- Pedagogy:  
guide students inductively to notice the mechanism of social interactions through language and non-verbal actions
- Assessment:  
engagement in conversation

# CLIC Language Data

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- **Bridging Research and Practice**  
<http://climaterialsld.blogs.rice.edu/>
- Classes
- Workshops
- Conferences
- Language Data

# Empirical Study: Develop Interactional Competence

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- ACTFL Oral Proficiency Guidance, no descriptor for Interactional Competence
- CEFR level A1: no descriptors for IC, “taking the floor” or “asking for clarification”
- “Developing and Assessing IC: Beginning Level,” Yeh and Kunitz, fall 2015
- Goals of the empirical study:
  - 1) Can instructions develop students’ L2 IC in the first semester?
  - 2) Is IC-based instruction effective?
  - 3) Can the targeted features of IC-based instruction be adequately assessed?

# IC Intervention Study

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- College students, first-semester Chinese, 2015 Fall
- Control group; Experimental group (IC-based instruction)
- The Preliminary findings:  
The group that received IC instruction was able to consistently accomplish the interactional practices that are the targeted objectives of instruction.
- IC-based instruction continues in the second-semester, Spring 2016.

# Design an IC-based Curriculum

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1. decide a set of IC objectives for each level (first and second semester);
2. develop assessment procedures and rubrics;
3. collect and select naturally occurring conversations;
4. analyze the interactional actions and practices in the collected conversations with support/data from research;
5. design pedagogical material and instructions targeting such objectives.



# Interactional Objectives

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CHIN 141 (first-semester)

- *Be an engaging and active listener*

Responders (continuers, reactive tokens, assessments, etc.)

- Able to be an active listener providing comments, such as 嗯(*ng*), 哦(*o*), 对(*yes, right*), 是吗 (*Is that so?*), 很好(*good!*), 太好了(*great!*), 真的 (“really”), or repeating the key words that my partner says.

- *Continue a conversation when troubles arise*

Repair actions (asking for clarification)

- Able to ask my partner to explain the meaning of certain words.  
Able to ask my partner how to say something in Chinese.

# Interactional Objectives

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CHIN 142 (second semester)

- Topic development
  - Able to initiate a topic (via information-seeking questions, setting talks, or news announcement)
  - Able to expand a topic (by asking further questions, providing comments/suggestions, or by referring to similar experiences)

# Assessment: conversation with a native speaker

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- CHIN 141
  - Conversation 1:  
*You meet a new friend who is from China. Get to know each other!*
  - Conversation 2:  
*You meet your Chinese friend again. You have some catching up to do.*
- CHIN 142
  - *Have a chat with your Chinese friend*
- All of the conversations above videotaped.
- Reflection writings based on their own conversation performances

# Instructions

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- Vocabulary and Sentence Patterns
- View the video clip and answer questions
- Read the script and practice vocabulary/grammar as homework
- Guide students to analyze the interactional practices
- Student Reflections on their conversations with native speakers.

# Reflection on Conversations

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Reflect three main areas stated in the Objectives of Conversation Project

- Were you an engaging conversation partner?
- Were you able to continue the conversation when troubles in conversation arise?
- How did you manage topic development in the conversation?

For each question, transcribe in Chinese one well-performed exchanges and one which did not go well between you and your friend. Provide the starting/ending time of the exchanges occurred in the video clip. Write an observation (a few sentences in English) for exchanges, discussing why it was a good performance and what went wrong.

Reflect your overall performance in the conversation with your Chinese friend and type a half-page reflection in English regarding your progress from Conversation 1 to Conversation 2, and what aspects you can continue to improve for the future.

# Teaching Materials

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Natural conversation

“meeting new friends”

## CHIN 141 Meeting New Friends (clip1)

1.Shìyí : 你好。

2.Jijié : 诶 好...你叫什么名字啊(a) ? (“What is your name A?”)

➔ 3.Shìyí : 哦(o), 我叫张世祎(Zhāng Shìyí), 你叫我Judy就好, ....  
jiù [emphatic marker]

4.Jijié : 嗯(ng) ...我叫周稷婕(Zhōu Jìjié)。

5.Shìyí : 周稷婕... 你是...大几 ?

6.Jijié : 我是大二。 (“I am a sophomore?”)

7.Shìyí : 大二的, 嗯(ng) ... (“sophomore”)

8.Jijié : 你...

9.Shìyí : 我大三的。

➔ 10.Jìjié: 哦(o), 你是学什么专业(zhuānyè “major”)的 ?

11.Shìyí: 我是compu.. CAAM 和 Math Econ. 你呢 ?

12.Jìjié: 我是mechanical engineering。

13.Shìyí: 你是, 就(jiù)是...拿(ná “getting”)BS吗 ?

14.Jìjié: 嗯(ng)...

15.Shìyí: 好难啊(a)...我觉得...  
hǎo nán a! ... juéde  
“very difficult A” “think”

## CHIN 141 Meeting New Friends (clip1)

1.Shìyí : 你好。

➔ 2.Jijié : Ei...好...你叫什么名字啊(a) ? (“What is your name A?”)

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# Conversation with native speakers

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[Video clip](#)

## Well-performed Example (student and native speaker)

(Talking about a camping trip)

1. NS: Wo qu Austin **Luying**.

I go Austin **camping**

"I went to Austin for camping."

2. Sam: Uh, ni xihuan ting shenme **luyin**?

Uh you like listen what **recording**

"What recording do you like to listen to?"

3. NS: Oh, Luying jiushi da zhangpeng.

Oh, luying is build tent

"Oh, 'luying is to build a tent.'"

4. Sam: shi shenme?

Is what?

"What is it?"

5. NS: Zai yewai shuijiao.

At outside sleep

"Sleep at outside."

6. Sam: Qing zai shuo?

Please again say

"Please say it again"

1. Sam: Ni gen shei qu?  
you with who go  
“Who did you go with?”

2. NS: Wode shiyou, Evan. Haiyou Darren.  
My roommate Evan, and-also Darren.  
“My roommate Evan, and also Darren.”

3. Sam: Oh, Wo renshi tamen.  
Oh, I know them  
“Oh, I know them.”

4. Nimen qu duojiu?  
you go how-long  
“How long did you go?”

5. NS: Women qu san tian. Zuotian huilai.  
we go three day. Yesterday come-back  
“We went there for 3 days, and just came back yesterday.”

6. Sam: Um, ni shuijiao zenmeyang?  
Um, you sleep how  
“Um, how did you sleep?”

7. NS: Bu tai hao...Women you wuge ren, zhangpeng zhi neng shui sige ren , tai xiao  
not too good we have 5 people, tent only can sleep 4 people, too small  
“Not too good. We had 5 people, and the tent could only fit 4 people. It was too small.”

8. Sam: Na hen manfan (both laughing)  
then very troublesome  
“It is quite troublesome then.”

# Student Reflection

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*I was very engaged in the conversation. I make sure to comment on the things he said instead of just hearing him. He told me about his camping trip. I asked several questions about his experience! This is a good example of expanding the conversation topic.*

# Overall Performance

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*I am much prouder of this conversation than any of my previous ones from 141 or 142. I can really see that my conversational skill are progressing. ...My questions were relevant, that showed that I was truly engaged in the conversation. There were very few awkward pauses, and in the ones that did occur, I was able to fill with related topics. I told myself that I wanted to avoid basic and irrelevant questions like “How many people are there in your family?” which I did. This time around, I was able to use the common Chinese terms like **JIU** and **Ranhou**\*. I was disappointed in myself previously for not using them although I knew how to...*

\* (JIU and Ranhou are discourse linking words.)

# Conclusion

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- Develop students' interactional competence at the beginning level
- Design and implement a curriculum to develop interactional competence
- Corpus of spoken language

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Thanks!

Comments? Questions?