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Building spoken interlanguage corpora from online interaction for L2 Chinese teaching and learning

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Research Purpose

- Research Question : Do we need spoken Chinese corpora? What do we need? How are we going to build such corpora ?
- Research Method: What type of data/corpora do we need?
- The present study investigates how online interaction video recordings of Chinese L2 learners can be collected and analyzed to develop a spoken interlanguage corpora for pedagogical applications.



Interlanguage Study

- Selinker (1992) summarized that interlanguage study can never be replaced by other means of language analyses due to the very own nature of its subject: **interlanguage is itself a structure with an inherent system that is constantly in the dynamic process of interacting and changing with learner's language background, phase of acquisition, teaching methods, and other non-linguistic factors.**



Interactional Interlanguage

- **Interlanguage is best comprehended and processed in the interaction**, on the account of dynamic factors for optimum evaluation and denotation. The use of video clips allows researchers to have a comprehensive understanding of how interlanguage functions in context, supplementing learners' input from the practice teacher, facial expressions, and other visual teaching materials and contextual details that are involved in the interaction, which are crucial when conducting interlanguage analyses.



Data Collection

- In this study, interlanguage analysis of spoken Mandarin Chinese by American English speaking learners is conducted. 165 video clips were collected from online interactions between practice teachers of Chinese as a Second Language (CSL) and CSL learners in University of Texas at Arlington (UTA).
- 學生資料調查表 (Proficiency Level and Chinese Learning Background)



Task-based design

- Before online interaction
 - Online classroom management
 - Biodata of Online tutors and students
 - Chinese classes syllabus, teaching materials, online platform arrangement
- Online interaction : experienced learning for the practice teacher, pushed output for the student
- After online interaction
 - literal transcription, database building
 - self-evaluation and peer evaluation
 - students' feedback
 - denotation and tagging



Online Classroom Management

Session	Classrooms	US: Monday PM Taiwan: Tuesday AM	US: Tuesday PM Taiwan: Wednesday AM	US: Wednesday PM Taiwan: Thursday AM	US: Friday PM Taiwan: Saturday AM	US: Saturday PM Taiwan: Sunday AM
Session A US TX Time: PM7:30-8:30 Taiwan Time: AM9:30-10:30	Class 1 (CHIN 1441 student) Maximum: 3 students http://webinar.itc. ntnu.edu.tw/tseng 01	Team 7 Songie Jeong/ Ogenna Esimai/ Tyler D'spain/ (new from A1 Friday)	Team 1 Cameron Brewer/ Chandler Morgan	Team 7 Ian Sawicki/ Leira Santiago/ Mahnur Faisal	Team 11 John Collins/ Colton Scally Lawrence Hunter (new)	Team 9 Christopher Carreon/ Catrina Wang/ Justin Woods
	Class 2 (CHIN 1442 student) Maximum: 3 students http://webinar.itc. ntnu.edu.tw/tseng 02	Team 5 Danett Thrush/ Tommy Nguyen /Nancy Madrid/ Mai Nguyen	Team 1 Krissy Heishman/ Darcy Stock/ Jasmine Gaw/ Quan Lam	Team 6 Simone Martin / Amber Rollins/ Cody Polozeck		Team 4 Harmony Ge Rodney Sanders
	Class 3 (2 nd year student) Maximum: 2 students http://webinar.itc. ntnu.edu.tw/tseng 03	Team 2 Natalie Pivec/ Sabian Baron		Team 10 Marleen Reeders/	Team 3 Howard Clemens Rachel Dwight (strongly recommended)	Team 3 Daniel Odenweller

Performance-based objectives

1. They provide students with clear goals with which to measure their own success. The students can look at the objectives and know what you expect of them:
2. They provide the instructor and course designer with direction in developing/assembling lesson materials that support the student in meeting the objectives
3. They allow the instructor to develop assessment to measure whether a student meets the stated expectation



LESSON PLAN GUIDELINES

- For whom?
- Know your students
- Social-Cultural Context
- Institution
- Grade level, proficiency level
- 國家地區、教學機構、適用年級、適用程度
- Will it work?
- self reflection and peer evaluation
- Practice makes perfect



Teacher Training

- Know your students' language and culture
- Human interaction, meaningful interaction
- Presentation: Provide comprehensible input in an interactive manner
- Practice: interactional activities design
- Assessment and feedbacks: does my teaching facilitate students' learning, error correction
- Dos and don'ts



Effective Teaching

- What does teachers need?
- Grammar (how to teach 是、都、把, etc.)
- Supplementary teaching materials and activities: theme-based, typical examples (sentence patterns and word clusters)
- Effective error correction



Information for UTA student's learning

- Expectation: Getting comfortable with speaking in Chinese.
- 1. Name
- 2. Nationality
- South Korean
- 3. Major in the Department
- Bachelor of Science in Medical Technology
- 4. Year in the University
- Senior
- 5. Mother tongue
- **Korean**



Chinese Learning Background

- 1. How long have you been learning Chinese?
- _____year ____1____month
- 2. Which aspects are you good at in learning Chinese?
- listening speaking reading writing
- 3. Which aspects do you think you need to be strengthened?
- listening speaking reading writing



Chinese Proficiency

- 5. What is your self-evaluation in the performance of Chinese proficiency?
 - excellent good fair not good terrible
- 6. Have you pass the Advanced Placement test?
 - No Yes
- 7. How many hours do you attend to your Chinese class?
 - _____2.5___ hours a week
- 8. How many hours do you spend on practicing Chinese outside the classroom?
 - ___1.5_____ hours a week



Video denotation and tagging

是否為有效影片	判斷理由	影片連結	自評或他評	影片分析者	檔名
請判斷此影片的錄製效果是否適合當作日後教學討論使用, 請填入是或否	影音不同步、回音、缺學生聲音等	加入影片連結	自評或他評	填入姓名	填入檔名, 請依照規定之檔名格式填入
教學點	教學點影片時間	投影片頁碼	教學基本項目 (可複選)	教學設計說明	教學技巧 (可複選)
由所觀察分析影片分段自訂	填入教學點影片時間	填入投影片頁碼	填入教學項目 (可複選)	填入設計理念及說明 (他評者可以推測方式撰寫)	教學技巧 (可複選)
教學活動說明	評價指數 (1=低, 5=高)	評價理由	建議作法	教學過程中需要更正的錯誤	綜合討論與後續探討
填入教學活動及說明 (他評者可以推測方式撰寫)	評價指數 (1=低, 5=高)	填入評價理由	填入建議作法	填入教學過程中需要更正的錯誤	填入綜合討論與後續探討 (可加入檔案連結)



Literal Transcription (Harvard fifth-year)

說話者代號	語料
T4(西): FJS	我可以問一下她現在幾歲嗎?
S1: GSY	她現在…哈哈哈哈哈，她現在有可能三十八歲四十歲了吧…對
T4: FJS	三十八歲四十歲，那自己有考慮這個問題嗎?她自己會講他會想要結婚這個問題嗎還是…?
S1: GSY	對她說就是她，她就是她真的是特別渴慕有一個孩子，就是說她好像覺得錯過了那個，就是，錯個了那個時端，正好很多人在找對象的時候，所以她現在覺得就是很多，很多跟她訴求一樣的男人，這麼大還沒有結婚，還沒有成家立業，就是都已經不想要孩子了，所以她…對她來說有點兒困難
T1(中): XQ	所以現在也找不到一個更合適的人
T3(台): ZSJ	那S2呢
	嗯…我覺得我身邊，可能我身邊這樣的人比S1還要多一些。對，就是我的，我的朋友阿，我的同事阿都有很多這樣的。對，包括一些中文老師。就是..可能來自，有一些是來自朋友的壓力。其實聽起來比較…我們比較像關心他們，但是他們可能聽得，聽到多了就會覺得是壓力。



Backward Design

1. The purpose of data collection
2. What data do we need and how to collect the data?
(傅老師的Doctor-Patient Interview, teaching and learning information)
3. **The Silk Road Economic Belt and the 21st-century Maritime Silk Road**, also known as **The Belt and Road**(abbreviated **B&R**), **One Belt, One Road** (abbreviated **OBOR**) or the **Belt and Road Initiative** is a development strategy and framework, proposed by Chinese [paramount leader Xi Jinping](#) that focuses on connectivity and cooperation among countries primarily between the [People's Republic of China](#) and the rest of [Eurasia](#)



Online Business Chinese Initiative

- The need for business Chinese and the need for L2 teachers for business Chinese 針對一帶一路中新經濟走廊對於商用華語的需求，探討如何使用遠程漢語教學的模式，一方面提升二語學習者的商用華語能力，一方面透過遠程商務漢語教學培養商用華語師資。
- Knowing only the business terms will not get you business 漢語作為第二語言教學目的的商務漢語，是針對在商務領域中漢語為非母語的交際人群，主要將漢語作為工具，以達到商務專業的學習目的的專門用途的漢語。



NUS Students' language and major

- 英語English、企業管理business administration
- 韓語Korean、法律Law
- 越南語Vietnamese、社會工作social work
- 韓語Korean、經濟Economics
- 英語/馬來語English/Malay、社會工作social work
- 英語English、紡織工程textile engineering
- 印尼語Bahasa Indonesian、生命科學life science
- 越南語Vietnamese、南亞研究South Asian studies
- 美式英語American English、企業管理business administration
- 越南語Vietnames、化學工程chemical engineering



analysis of online interactoin

- Meeting for the first time, 初次見面的話題：07”40-22”00
示範播放
- 7”00 introduce yourself 自我介紹
- Where do you live? 住哪裡？ 00”23住宿 (住宿舍、住家裡)
- Where did you tavel? 去過哪些地方
- Language background：primary language-English, ethnic Chinese have to take Chinese classes in Singapore, now studying Bahasa Indonesia, parents were educated in Malay. Father speaks Chaozhouhua (one of the Minnan dialects) ,
- Major in economics, having done professional training in China (risk investment company)



Interlanguage awareness and L2 teacher education

- How to raise teachers' consciousness of interlanguage features and one's own language (focus on forms) ◦
- *在新加坡的西方面的→在新加坡的西邊
- *我需要住在家吧! →我應該要住在家裡吧!(大一到大三都住宿舍, 這學期應該要住在家裡)word choice
- *出去工作先→先出去工作 (word order)
- 你來過台灣嗎? *我沒有來過→去過 (directional verb)
- *學碩士→讀碩士 (VO collocation)



Chinese heritage students

- Not enough vocabulary
- Word choice 中文表達不夠精準*中國發展很大
- Use English to express accent, don't know 口音
- Bahasa Indonesia 印尼話/*印度話
- Regional varieties cause communication problems 公交、巴士、公車，你是說公交車站嗎？
- 的de士/打的
- 馬鈴薯/土豆
- 華語文教學聽不懂 (因各地區用語不同)



Communication Breakdown

說話者角色	說話者代號	國籍	語言背景	總句數	出現溝通障礙總句數	溝通障礙出現頻率 (出現次數/總句數)	詞彙量不足	教師沒有針對學生不懂處給予回應
LRN	JTX	韓國	初中級	267	26	9.74%	20	3
TCH	CXA	荷蘭	華人	57	1	1.75%	1	0
TCH	GSQM	日本	母語為日語	302	31	10.26%	22	3
TCH	LCL	臺灣	母語者	151	10	6.62%	5	0
LRN	JSYY	日本	母語為日語	205	34	16.59%	19	6
TCH	FJS	西班牙	母語為西班牙語	87	6	6.90%	1	0
TCH	HCT	臺灣	母語者	106	14	13.21%	8	3
TCH	TKWD	日本	母語為日語	56	9	16.07%	5	3



評價指數 (1=低，5=高)	評價理由	建議作法(如果有再一次的機會，我會怎麼做)
3	<p>我覺得我一下子給太多的搭配詞了！而且這一頁沒有例句或是圖片，只有文字，所以學生理解上比較吃力，有些出現的搭配詞甚至不在本次的教學文章中出現，所以我無法知道學生到底理解了沒有。</p>	<p>我會只給學生本次內容出現的搭配詞用法，不會一下子給太多東西，讓他無法吸收下次要記得給例句或是圖示讓學生練習。Less is more.</p>
4	<p>ppt上給予學生一些英文解釋的輔助，但是老師還是應該使用中文說明生詞的意思，並問他有關課文的內容，讓學生知道此生詞的意思。Use as much Chinese as possible</p>	<p>應該還是要有更多的提問和練習，也可比較其他相似的詞，可以再請學生說明信用評級的目的是什麼，讓她更能理解這個生詞的意思。</p>
3	<p>老師並沒有解釋資產質量的意思，直接問學生懂不懂，但是卻沒有其他的提問來測試學生到底懂不懂。很不好的方式。而且發音還一直發錯，質量的“質”發成二聲，但是大陸是發成四聲。我的ppt也是標四聲。 Assessment, regional varieties awareness</p>	<p>可以請學生用中文解釋一次資產質量的意思，或是運用文章的內容再次提問，資產質量的多寡與銀行貸款有什麼關係。</p>

Error Analysis

- Common spoken Mandarin error patterns can be identified, such as the 'yu' sound in 面具、捐, 'qu/chu' distinction; 'fang/feng' distinction, phrase-initial /ts/ sound with a falling tone tend to become aspirated, tone combination 3+1 → *2+1, 可以 becomes *克以, 不可以 becomes 不*科以, 它很薄 becomes 它*恨*保, 臥室 becomes '*wo2+shi3', 廚房在餐廳左邊 → *做邊, word order, function words, such as *了/過; 是/有; 不/沒 etc.

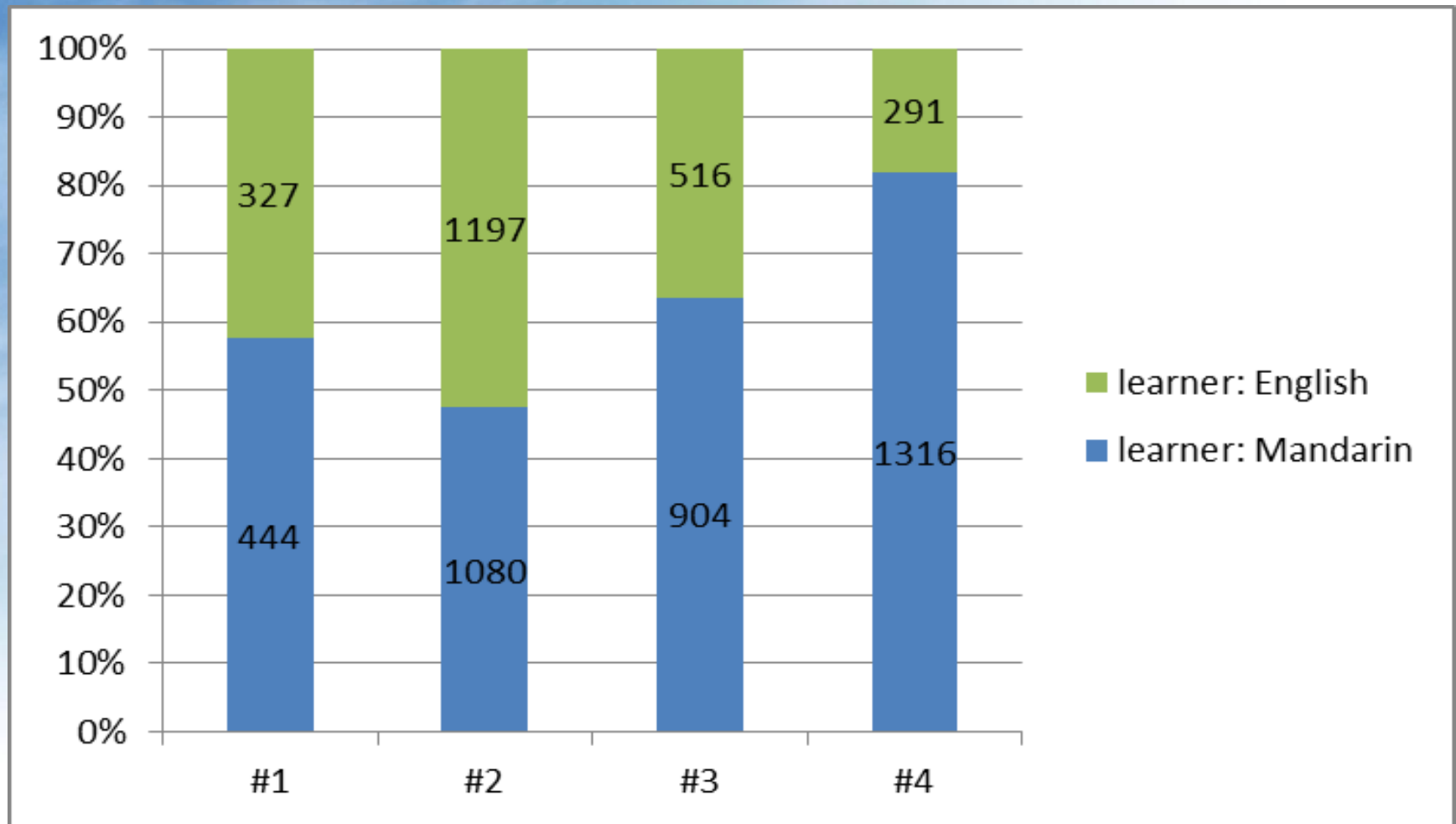


Longitudinal Study

- The four videos are recorded in 2013 and 2014 respectively:
 - #1- March 2013 [*Chinese Characters*]
 - #2 - April 2013 [*A Costume Party*]
 - #3 - March 2014 [*Chinese Characters*]
 - #4 - May 2014 [*Review*]



Learner's Mandarin Output



Longitudinal Study (tone, stress, intonation)

- Some errors are corrected after one year's Chinese learning and practice. However, some errors are persistent, such as stressed syllables tend to be pronounced as a falling tone, sound like the 4th tone in Mandarin Chinese, and uncertainty rising intonation tends to cause lexical tone change. For example, 籃球 becomes 籃秋? , 'wang3+qiu2' becomes 'weng' (mid level tone) + 'qiu' (high level tone)?



What we can do for L2 teaching and learning

- Online classroom activities
- Acquisition of tone, stress, and intonation
- Regional Chinese usage (大華語)
- reduce anxiety
- improve fluency and accuracy
- improve teacher education
- raise teachers' consciousness of language use (form focused), communicative, content-based



Advantages of the Proposed Model of Corpus

- 1). The interlanguage data were collected in a meaningful interactional setting, which adds discourse context to the interlanguage data.
- 2). It is in the video format, so we can use visual cues to assist clarifying what the learner is trying to express.
- 3.) Learners' difficulties, interlanguage characteristics, and developmental sequences can be analyzed in these dynamic speech corpora.



化妆舞会 huà zhuāng wǔ huì



共享 - 韓老師 601840311

視訊

自我介绍

- 我叫韩老师。
(Wǒ jiào Hán lǎoshī.)
- 我是泰国人。
(Wǒ shì Tàiguó rén.)
- 我是一年级的学生。
(Wǒ shì yī niánjí de xuésheng.)

Click to add notes

Slide 1 of 2 | "learning" | English (United States)



聊天 (所有人)

參加者 (0)

參加者 (2)

lisa

Matthew

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