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Collana	Trends in applied linguistics, , 1868-6362 ; ; v. 9
Altri autori (Persone)	KecskesIstvan
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Table of contents -- Contributors to the volume -- Introduction -- Chapter 1: Research base for practice -- Developing Chinese oral skills - A research base for practice / Orton, Jane -- Asymmetrical style of communication in Mandarin Chinese talk-in- interaction: Pedagogical implications for TCSOL professionals / Yang, Ping -- Learning tones cooperatively in the CSL classroom: A proposal / Chen, Wang -- Chapter 2: Integrating culture and language -- Integrating culture and language in the CFL classroom: A view from the bottom up / Danison, Ned -- Analysis of pragmatic functions of Chinese cultural markers / Wang, Xiaolu / Ma, Tingting -- Gestures as tone markers in multilingual communication / Chen, Chun-Mei -- The collaborative construction of cultural knowledge in a Chinese movie class / Liu, Ying -- Chapter 3: Acquisition of language structures -- The acquisition of Chinese modal auxiliary Neng Verb Group (NVG): A case study of an English L2 learner of Chinese / Xiong, Wen -- Acquisition of Chinese relative clauses at the initial stage / Xu, Yi -- Conceptual similarities in languages - Evidence from English be going to and its Chinese counterparts / Lin, Zi-Yu -- SLA of Mandarin nominal syntax: Emergence order in the early stages / Charters, Helen -- Index
Sommario/riassunto	The book aims to address one of the main problems of Chinese language teaching: lack of research base. The rapidly growing interest in Chinese language teaching has not resulted in the development of a

strong research background. This book attempts to change the current situation. The volume consists of three chapters. Chapter I: Research Base for Practice contains three papers, each of which uses research findings as a basis for solving issues connected with practical language teaching. Chapter II: Integrating Culture and Language is about one of the most intriguing topics of current language-oriented research: how to integrate culture into the process of language teaching. Chapter III: Acquisition of Language Structures consists of studies that investigate the acquisition of certain grammatical structures in Chinese. There are only a few papers in the literature on this issue, so the articles in this chapter are especially important for further research. One of the most important features of the volume is that each paper makes an attempt to bring together theory and practice by focusing on theory-building based on practice or theory application in practice. Thus the book can be recommended to both researchers and practitioners.

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