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Note generali	"This collection, with eleven papers mostly presented at the 27th North American Conference on Chinese Linguistics (NACCL-27), held at UCLA in April 2015, stands as one of the rare concerted efforts toward a meaningful integration of theory and practice."
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Integrating Chinese Linguistic Research and Language Teaching and Learning; Editorial page; Title page; LCC data; Table of contents; Contributors ; Acknowledgments; Integrating Chinese Linguistic Research and Language Teaching and Learning; Refrences; The Emergence of Verb Argument Structure in Mandarin Chinese; 0. Introduction; 1. The current study; 1.1 Data; 1.2 Coding; 1.3 Results; 2. Discussion and conclusion; References; A corpus linguistics approach to the research and teaching of Chinese as a second language; 0. Introduction; 1. Literature Review 1.1 Corpus Linguistics Research in Chinese and Applied Linguistics 1.2 The ba-construction; 1.3 Contrastive Interlanguage Analysis (CIA); 2. Research questions; 3. Methods; 3.1 Learner Corpora; 3.1.1 Written Corpus; 3.1.2 Spoken Corpus; 3.2 Reference Corpora (Native Corpora); 3.2.1 Written Native Corpora; 3.2.2 Spoken Native Corpora; 3.3 Analyses; 3.4 Computer adaptive Chinese proficiency test; 4. Results; 4.1 Written corpus: Journals; 4.2 Spoken corpus of the six students who studied in China for a year; 4.3 Comparison of normalized frequencies of ba between Learner and native corpora

4.4 Ba used by the six yearlong students over time4.5 Computer Proficiency Test Scores of the Six Yearlong Students; 5. Discussion; 6. Pedagogical Implications; 7. Further research; 8. Conclusion; References; Online corpora used or cited; Facilitating language learning; 0. Introduction; 1. Generative theory and language teaching - issues; 2. Fundamentals of generative linguistic theory; 3. Pedagogical implications; 3.1 The "what" of teaching; 3.2 Teaching methodologies; 4. Possible implementations; 5. Linguistic research and universal grammar; 6. Conclusion; Acknowledgments; References

An ERP Study of the Processing of Mandarin Classifiers0. Introduction; 1. Method; 1.1 Participants; 1.2 Materials and design; 1.3 Procedure; 1.4 EEG Recording and Data Analysis; 2. Results; 2.1 Match vs. Mismatch; 2.2 Match vs. Missing; 3. Discussion and conclusion; 3.1 Match vs Mismatch; 3.2 Match vs Missing; 3.3 Pedagogical implications; Notes; References; Explicit, Implicit and Metalinguistic Knowledge in L2 Chinese; 0. Introduction; 1. Theoretical background and literature review; 2. Research Questions; 3. Method; 3.1 Participants; 3.2 Instruments; 3.3 Material; 3.4 Scoring; 4. Results

5. Discussion6. Conclusion; References; Appendix 1; Appendix 2; Metalinguistic awareness and self-repair in Chinese language learning; 1. Introduction ; 2. Self-initiated self-repair; 2.1 The road to language proficiency; 2.2 The present study; 3. Repair by Beginning Chinese Learners; 3.1 Subjects and materials; 3.2 Repair from the beginning Chinese students; 3.2.1 Usage Frequency and Chunking; 3.2.2 Production Problems; 3.2.3 L1 influence and repair; 3.2.4 Speech error and repair; 3.2.5 Interim summary; 4. Conclusion, what is hard to learn is better remembered!; References; Appendix

De-stressed words in Mandarin

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