

# 续论及其在国际中文教育中的应用

## Continuation Theory and Its Application in Chinese Language Teaching

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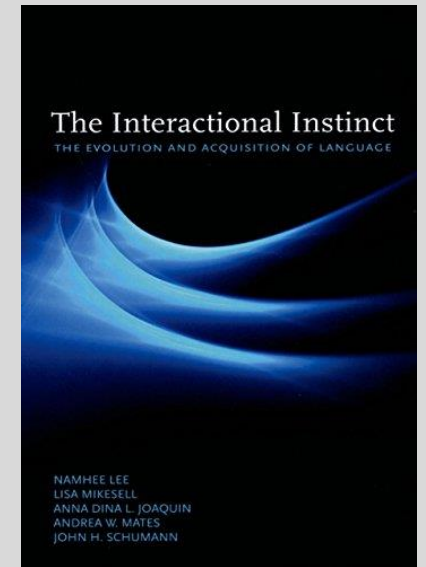
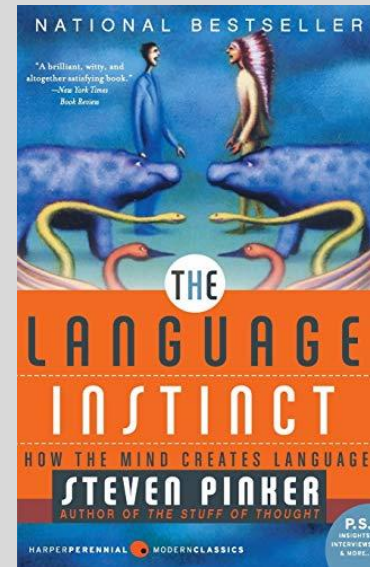
# Contents

1. Continuation (续 *xu*): what and why
2. Continuation theory, or the *xu*-argument (续论)
3. The application of continuation theory in language instruction
4. Questions and discussion

# How does a child learn his/her first language?

# How did you learn a second language?

- The UG-based explanation
  - The usage-based explanation
- input, output, interaction, .....



Language is learned through interaction.

(Vygotsky 1962)

Interaction constitutes the essential means of language use and acquisition.

(Atkinson et al. 2007)

It is now commonly accepted within the SLA literature that there is a robust connection between interaction and learning.

(Gass & Mackey 2015)

# Interactive alignment model (Pickering & Garrod 2004)

Dialogue →

“the most natural and basic form  
of language use”

(Pickering & Garrod, 2004)

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## Toward a mechanistic psychology of dialogue

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**Abstract:** Traditional mechanistic accounts of language processing derive almost entirely from the study of monologue. Yet, the most natural and basic form of language use is dialogue. As a result, these accounts may only offer limited theories of the mechanisms that underlie language processing in general. We propose a mechanistic account of dialogue, *the interactive alignment account*, and use it to derive a number of predictions about basic language processes. The account assumes that, in dialogue, the linguistic representations employed by the interlocutors become aligned at many levels, as a result of a largely automatic process. This process greatly simplifies production and comprehension in dialogue. After considering the evidence for the interactive alignment model, we concentrate on three aspects of processing that follow from it. It makes use of a simple interactive inference mechanism, enables the development of local dialogue routines that greatly simplify language processing, and explains the origins of self-monitoring in production. We consider the need for a grammatical framework that is designed to deal with language in dialogue rather than monologue, and discuss a range of implications of the account.

**Keywords:** common ground; dialogue; dialogue routines; language comprehension; language production; monitoring; perception-behavior link

续

continuation

续，“连也”。《说文》

link

续，“继也”。《尔雅》

complete

续，添加。

add

续，传递。“教顺施续，而知能流通” 《淮南子》

transmit

续，后同于前，重复。“寡君之绍续昆裔” 《国

repeat

语》



link

extend

“Would you tell me, please, **which way** I ought to go from here?”

“**That** depends a good deal on **where** you want to get to,” said the Cat.

“I don't know **where**—” said Alice.

“**Then** it doesn't matter **which way** you go,” said the Cat.

“—so long as I get somewhere,” Alice added as an explanation.

“Oh, you're sure to do **that**,” said the Cat, “if you only **walk long enough.**”




create





# Continuation (xu) → CEC

Wang (2016)

-  补全 Completing → discourse completion
-  拓展 Extending → content extension
-  创造 Creating → topic creation

Continuation theory,  
or the *xu*-argument

续论

## The *xu*-argument (王初明 Chuming Wang, 2016; 2017)

1、语言通过续学会。

Language learning is driven by interaction originating from *xu*/CEC(completion, extension and creation).

2、语言学习的高效率可以通过续实现。

High efficiency in language learning can be achieved via *xu*/CEC.

# Interactive Alignment Model (Pickering & Garrod 2004)

the act of convergence on linguistic behavior in interaction achieved by interlocutors **adopting and reusing** each other's expressions, structures and pronunciation patterns

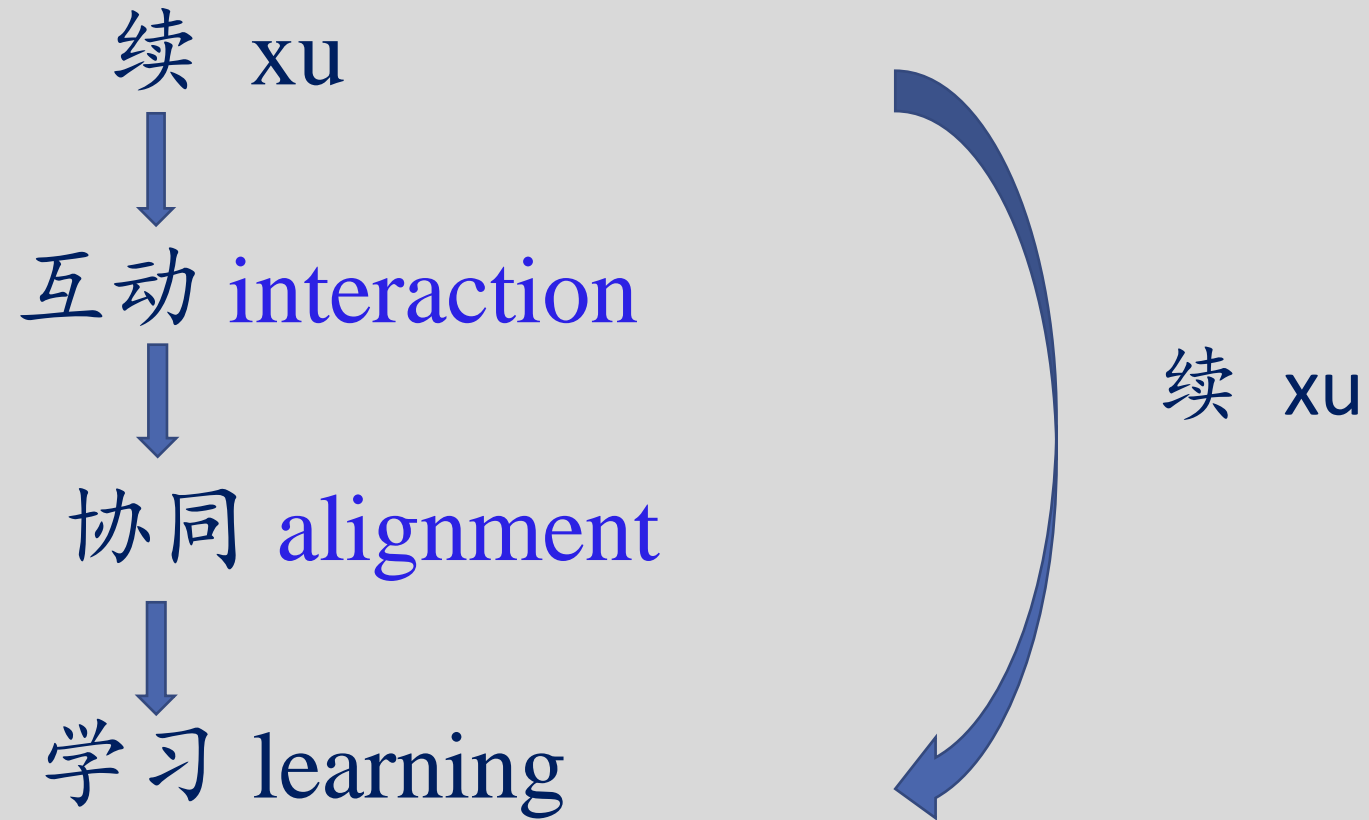
(Pickering & Garrod, 2004, 2021)

**Linguistic alignment** can facilitate second language (L2) learning and lead to long-term learning benefits.

(Kim, Jung, & Skalicky, 2019)

# Interactive alignment

→ the cognitive basis of continuation theory



# Learn through interaction originated from and driven by continuation (xu)

1. 交际意图
  2. 内生表达动力
  3. 语境融入
  4. 互动协同
  5. 语言理解与产出结合
1. Willingness to communicate
  2. Meaning potential (Halliday 1973)
  3. Contextualized
  4. Interaction alignment
  5. Coupling of language comprehension and production

# Creative imitation

→ the core of learning by continuation

Language imitation

语言要模仿

reuse; repetition

Content creation

内容要创造

link; add; complete; transmit; extend

(王初明 2016, 2022)

## Theoretical development:

- Wang, C. M. & Wang, M. 2015. Effect of alignment on L2 written production[J]. *Applied Linguistics*, 36(5): 503-526.
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## Pedagogical studies:

- Zhang, X. Y. 2017. Reading-writing integrated tasks, comprehensive corrective feedback, and EFL writing development [J]. *Language Teaching Research*, 21(2): 217-240.
- Peng, J. F., Wang, C. M., & Lu, X. F. 2018. Effect of the linguistic complexity of the input text on alignment, writing fluency, and writing accuracy in the continuation task[J]. *Language Teaching Research*, 24(3): 364-381.
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- Xie, Y., & Zhu, D. 2023. Effects of participatory structure of pre-task planning on EFL learners' linguistic performance and alignment in the continuation writing task[J]. *System*, 114, 1-11.

## **Language testing:**

Ye, W. & Ren, W. 2019. Source use in the story continuation writing task [J]. *Assessing Writing*, 39(4): 39-49.

Shi, B., Huang, L., & Lu, X. 2020. Effect of prompt type on test-takers' writing performance and writing strategy use in the continuation task[J]. *Language Testing*, 37(02), 1-28.

基于续论的语言教学法

The *xu*-based instruction (XBI)

基于续论的国际中文教学

The *xu*-based CFL/CSL instruction (XBCI)

# Continuation theory and CSL/CFL

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8. Zhang, 2022, Effect of interaction and alignment of continuation task in Chinese as a second language writing[J]. *Journal of Language, Identity and Education*, 1-13.

# The application of continuation theory in language instruction

High efficiency in language learning can be achieved via *xu*/CEC. → Learning by continuation

But how?

e.g. the *xu*-based task design

To achieve high efficiency in language teaching and learning, tasks can be designed to encourage learners to interact more with the linguistic input provided in conversations, discourses, or texts.

# Learn through interaction originated from and driven by continuation (xu)

1. 交际意图
  2. 内生表达动力
  3. 语境融入
  4. 互动协同
  5. 语言理解与产出结合
1. Willingness to communicate
  2. Meaning potential (Halliday 1973)
  3. Contextualized
  4. Interaction alignment
  5. Coupling of language comprehension and production

# Types of interactions

Interpersonal interaction

Intrapersonal interaction

Human - environment interaction

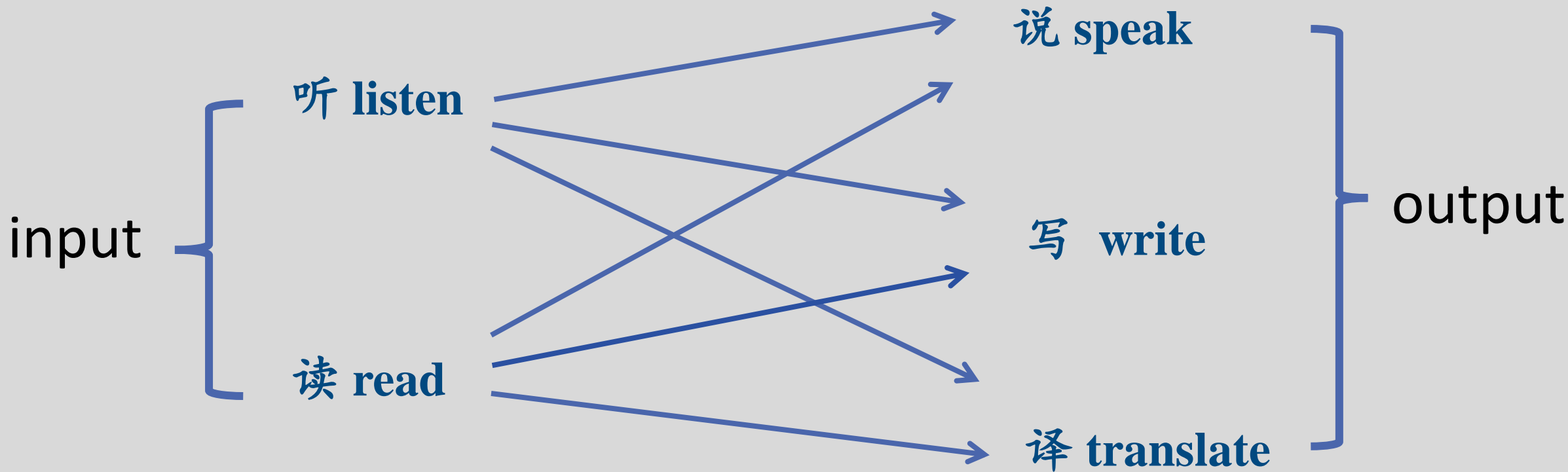
human-tool interaction

human-AI interaction

.....



理解comprehension ← 续xu → 产出production





# Two exemplary studies

汉语二语会话中的不完整语段研究

**Incomplete Utterances as Continuation Strategies in Mandarin Conversation**

**(Yang & Tong, to appear)**

读后续写协同效应对汉语二语学习的影响

**Effect of the Continuation Task on Learning Chinese as a Second Language**

**(Wang, 2019)**



# Incomplete Utterances as Continuation Strategies in Mandarin Conversation

- ▶ **a conversation analytic case study**
- ▶ **to investigate how incomplete utterances (IUs) work as continuation (or *xu* in Chinese) strategies to develop, maintain and promote a mandarin conversation.**



# Research questions



How do IUs help mandarin interlocutors to achieve mutual understanding through continuation?



How do L1 speaker use IUs to help L2 interlocutor develop his L2 Chinese interactional competence through continuation?



## Participants

Alex: a 26-year-old male graduate student from Russia, had learned both English and Chinese for over 15 years, and had worked in China as an English teacher for five years.

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Xie: a college teacher who has obtained Putonghua Certificate of level 2, grade A and Teacher Qualification Certificate.

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## Methods



Data collection:

- 1) natural conversation audio- and video-recorded
- 2) Stimulated recall



Data transcription:

- 1) the transcription of verbal aspects → the system devised by Gail Jefferson
- 2) the transcription of non-verbal aspects → a system that integrates both textual description and photographic images

a +GZ down, +GZ to H

a +turns head, +RH moves left, IF and thumb forming a circle, + RH rests on table palm down, keeping the circle

h + GZ to A, + GZ down

h +nods, + raises RH over table

448 A +他画得特别特别厉害.

449 H +中国的画家就是用毛笔(.)

a +GZ to H, +GZ down

a +turns head, +nods, +RH moves left over picture, curved fingers pointing at picture, +RHIF and thumb forms a circle to show the size of insects, +RH moves away from table palm down

h + GZ to A, +nods, + RH down

450 A +嗯↓, 对, +他就是用毛笔, +画这么这么小的虫子.

451 H [+对↓, 几(.) +对, 就是很简单的几笔看似, 但是很(.)形象(.)生动哈(.) 嗯.

A [+对, 嗯.

- 01 **A** **这些** 小, 小饰品, 可以 买 饰品,  
*zhexie xiao, xiaoshipin, keyi mai shipin,*  
*these small small ornaments can buy ornaments,*  
*You could buy these small ornaments*
- 那些** 摊子 呀 **那些...** 啊, **也有**  
*naxie tanzi ya naxie... a, yeyou*  
*those stalls ah those... Ah, also have*  
*at those stalls.*
- 一些** 老祖院 啊, **对。**  
*yixie laoziyuan a, dui.*  
*some old courtyards ah, right.*  
*Ah, and there are also some old courtyards. Right.*
- 02 **X** **啊,** 那 可以 **这样** 说,  
*a, na keyi zheyang shuo,*  
*uh then Can this say*  
*Uh, so it's safe to say*
- 你** 对 广州 **的** 这种 地方  
*ni dui Guangzhou de zhezhong difang*  
*you to guangzhou this place*  
*that as for the local culture of Guangzhou*  
**文化...**  
*wenhua...*  
*culture...*  
*you...*
- 03 **A** **还是** 挺 有 **兴趣。**  
*haishi ting you xingqu.*  
*still very have interest.*  
*I'm quite interested in it.*
- 04 **X** **还是** 很 有 **兴趣** 的, **啊。**  
*haishi hen you xingqu de, a.*  
*still very have interest. uh.*  
*You're quite interested in it, uh.*
- 05 **A** **对,** 对对, 我, **我** 正在 **读的**  
*dui, duidui, wo, wo zhengzai dude*  
*yes yes I I am reading*  
**一本书...** **啊...** **也是** **叫做...** **啊...**  
*yiben shu... a... yeshi jiaozuo... a...*  
*a book uh... is also called uh...*  
**《其实** 你 **不懂...** **广,** **广东人》。**  
*qishi ni budong... guang, guangdongren*  
*actually you don't understand Can..., Cantonese*  
*Actually, You Don't Understand Cantonese.*





## Results: IU as continuation strategies

IUs can

- 1) provide opportunities for the use of CEC strategies in the conversation;
- 2) generate the learner's internal motivation to talk in L2;
- 3) make authentic L2 input accessible to the learner.

The use of IUs in a dialogue is itself a continuation strategy.

# The reading–writing integrated continuation task 读后续写 (Wang 2016; 2019; 2023)

**Learners are provided with a text that consists of a story with its ending removed and required to read the text of the incomplete story and complete it through writing in the most coherent and logical way possible.**

**Learners are pushed to interact with the input, thus to connect what is currently being written with what has gone before.**

**This task is discourse-oriented, content-based and meaning-driven, bringing language learning to bear on creation of ideas or dynamic contents in conformity with the *xu*-argument.**

- 阅读下面短文，根据所给情节进行续写，使之构成一个完整的故事。

A funny thing happened to Arthur when he was on the way to work one day. As he walked along Park Avenue near the First National Bank, he heard the sound of someone trying to start a car. He tried again and again but couldn't get the car moving. Arthur turned and looked inside at the face of a young man who looked worried. Arthur stopped and asked, "It looks like you've got a problem," Arthur said.

"I'm afraid so. I'm in a big hurry and I can't start my car."

"Is there something I can do to help?" Arthur asked. The young man looked at the two suitcases in the back seat and then said, "Thanks. If you're sure it wouldn't be too much trouble, you could help me get these suitcases into a taxi."

"No trouble at all. I'd be glad to help."

The young man got out and took one of the suitcases from the back seat. After placing it on the ground, he turned to get the other one. Just as Arthur picked up the first suitcase and started walking, he heard the long loud noise of an alarm.

It was from the bank. There had been a robbery (抢劫)!

Park Avenue had been quiet a moment before. Now the air was filled with the sound of the alarm and the shouts of people running from all directions. Cars stopped and the passengers joined the crowd in front of the bank. People asked each other, "What happened?" But everyone had a different answer.

Arthur, still carrying the suitcase, turned to look at the bank and walked right into the young woman in front of him.

She looked at the suitcase and then at him. Arthur was surprised. "Why is she looking at me like that?" He thought. "The suitcase! She thinks I'm the bank thief!"

Arthur looked around at the crowd of people. He became frightened, and without another thought, he started to run.

注意：

1. 所续写短文的词数应为150左右；
2. 应使用5个以上短文中标有下划线的关键词语；
3. 续写部分分为两段，每段的开头语已为你写好；
4. 续写完成后，请用下划线标出你所使用的关键词语。

Paragraph 1:

As he was running, Arthur heard the young man shouting behind, “Stop, stop!”

---

Paragraph 2:

The taxi stopped in front of the Police Station and Arthur...

---

# 乌鸦喝水

一只乌鸦口渴了，到处找水喝。

乌鸦看见一个瓶子。瓶子里有水，可是瓶子很高，瓶口很小，里边的水又少，它喝不着水。怎么办呢？

乌鸦看见旁边有许多小石子，它想了一想，有办法了！

乌鸦把小石子一个一个地衔起来，放到瓶子里。瓶子里的水慢慢升高，乌鸦就喝着水了。

# 乌鸦喝水

一只乌鸦口渴了，到处找水喝。

乌鸦看见一个瓶子。瓶子里有水，可是瓶子很高，瓶口很小，里边的水又少，它喝不着水。怎么办呢？

乌鸦看见……

请看下面的图片，并把故事讲完。



一只乌鸦口渴了，到处找水喝。

乌鸦看见一个瓶子。瓶子里有水，可是瓶子很高，瓶口很小，里边的水又少，它喝不着水。怎么办呢？

乌鸦看见……



# Effect of the Continuation Task on Learning Chinese as a Second Language (Wang 2019)

- ✓ The alignment effect of continuation task remains to be verified in the learning of other languages.
- ✓ Chinese language has a unique written system with its words indistinct from characters in print. This written system may cause reading difficulty for L2-Chinese learners and weaken the alignment effect in using the continuation task





# Effect of the Continuation Task on Learning Chinese as a Second Language

发展中国家用电器

发展 中国 家用 电器

发展 中 国家 用 电器

发展中 国家 用电器



- ✓ To examine the effect of two print types on the performance of the continuation task with one type exhibiting **word-based print** and the other presenting the normal **character-based print**.
- ✓ Subjects of the study were 58 intermediate L2-Chinese learners



# Research questions

分词连写能否增强汉语二语读后续写的协同效应，从而增加阅读材料中词语、词块和特殊句法结构在续写中的使用？

Can word-based print enhance the alignment effect of L2 Chinese L2 continuation writing, thereby increasing the use of vocabulary, word chunks, and specialized syntactic structures from reading materials in writing?

分词连写能否借助读后续写所产生的协同效应减少二语偏误？

Can word-based print leverage the alignment effect generated by L2 continuation writing to reduce language errors?



# Materials

一家有名的大公司在报纸上刊登一则招聘广告，要招一名接待员。应聘当天，看到广告前来应聘的有五十多人，他们不是拿着厚厚的简历表，就是带着各种各样的证书，甚至还有人带着公司总经理的朋友的介绍信。

一家有名的大公司在报纸上刊登一则招聘广告，要招一名接待员。应聘当天，看到广告前来应聘的有五十多人，他们不是拿着厚厚的简历表，就是带着各种各样的证书，甚至还有人带着公司总经理的朋友的介绍信。

表2 分词续写和普通续写库中句法结构使用偏误的基本情况

读物语言	续写 库容(字)	偏误类型及偏误频次								总体
		错词	动宾*	语序	名量词	补语	介词	特殊句	副词	
分词	9289	29	31	19	13	21	16	6	43	178
未分词	8790	98	69	42	27	37	25	11	38	347
$X^2$		41.13	16.53	9.96	5.70	5.33	2.50	1.76	.09	62.34
$p$		.000	.000	.002	.018	.021	.114	.228	.759	.000



Results show that

- i) although both types of print produced an alignment effect, the effect associated with the word-based print was stronger
- ii) alignment effect occurred in such linguistic structures as word, lexical chunks and syntactic structures, and its strength varied with different structures
- iii) the word-based print was conducive to enhancing reading comprehension and reducing errors in the continuations although errors persisted in a small number of structures

These findings testified the alignment effect of the continuation task in L2-Chinese and pointed to an easy and effective way to the enhancement of this effect in L2-Chinese learning.

请看下面的图片，并把故事讲完。



一只乌鸦口渴了，到处找水喝。

乌鸦看见一个瓶子。瓶子里有水，可是瓶子很高，瓶口很小，里边的水又少，它喝不着水。怎么办呢？

乌鸦看见……



请看下面的图片，并把故事讲完。



一只乌鸦口渴了，  
到处找水喝。

乌鸦看见一个瓶子。  
瓶子里有水，可是  
瓶子很高，瓶口很小，  
里边的水又少，它  
喝着不着水。怎么办呢？

乌鸦看见……



# Questions and discussion



# Current practices of XBCI

## Theoretical development:

- The *xu*-argument and L2 Chinese acquisition
- learning mechanism of L2 Chinese

## Pedagogical development:

- The design of L2 Chinese tasks and practices
- L2 Chinese classroom interaction
- L2 Chinese testing
- L2 Chinese textbooks

# Discussion: How to use continuation theory in

- developing L2 Chinese teaching methods
- designing L2 Chinese tasks and practices
- improving L2 Chinese classroom interaction
- reforming L2 Chinese testing
- developing L2 Chinese textbooks
- revising L2 Chinese course syllabus

# LUCI local teacher Emma Massara:

## Dialogue-based teaching methods

E: 你好。

A: 你好。

E: 你好吗?

A: 我很好。你好吗?

E: 我马马虎虎。你喜欢什么颜色?

A: 我喜欢蓝色。你喜欢什么颜色?

E: 我喜欢紫色。你几岁?

A: 我9岁。你几岁?

E: 我11岁。你叫什么?

A: 我叫Abi。你叫什么?

E: 我叫Eloise。再见。

A: 再见。

# HSK 4 Writing

## 第二部分

第 99-100 题：写短文。

99. 请结合下列词语（要全部使用），写一篇 80 字左右的短文。

结账、干脆、感谢、临时、海鲜

100. 请结合这张图片写一篇 80 字左右的短文。



请仔细阅读后，用80字把故事讲完。

1. 要全部使用下面的词语：迎上去、披着、快活
2. 请结合图片完成故事。



### 小蝌蚪找妈妈

池塘里有一群小蝌蚪，大大的脑袋，黑灰色的身子，甩着长长的尾巴，快活地游来游去。

小蝌蚪游哇游，过了几天，长出了两条后腿。他们看见鲤鱼妈妈在教小鲤鱼捕食，就迎上去，问：“鲤鱼阿姨，我们的妈妈在哪里？”鲤鱼妈妈说：“你们的妈妈四条腿，宽嘴巴。你们到那边去找吧！”

小蝌蚪游哇游，过了几天，长出了两条前腿。他们看见一只乌龟摆动着四条腿在水里游，连忙追上去，叫着：“妈妈，妈妈！”乌龟笑着说：“我不是你们的妈妈。你们的妈妈头顶上有两只大眼睛，披着绿衣裳。你们到那边去找吧！”

小蝌蚪游哇游，过了几天，尾巴变短了。他们看见……

## HSK 5 Writing

### 第 101 题：缩写。

- (1) 仔细阅读下面这篇文章，时间为 10 分钟，阅读时不能抄写、记录。
- (2) 10 分钟后，监考收回阅读材料，请你将这篇文章缩写成一篇短文，时间为 35 分钟。
- (3) 标题自拟。只需复述文章内容，不需加入自己的观点。
- (4) 字数为 400 左右。
- (5) 请把作文直接写在答题卡上。

有位医生年纪大了，但是他的医术非常高明，许多年轻人都想拜他为师。老医生最后选了其中一位年轻人，带着他给病人看病，传授他治病经验。没过几年，年轻人就成了老医生的得力助手。

因为老医生的名气越来越大，从四面八方来看病的人与日俱增。为了不让来看病的人等得太久，老医生决定让年轻医生也独立给病人看病，并给了他一个独立的房间。两人约定：病情比较轻微的患者，由年轻医生诊断；病情比较严重的患者，由老医生出马。

这样实行了一段时间之后，找年轻医生看病的人越来越多。起初，老医生不以为然，反而很高兴：“小病都治好了，当然不会拖延成为大病，病人减少了，我也乐得轻松。”

直到有一天，老医生发现，有几位病人的病情很严重，但是仍然坚持选择年轻医生，对此，他百思不得其解。



仔细阅读下面的短文，然后用400字把故事讲完。

### 小蝌蚪找妈妈

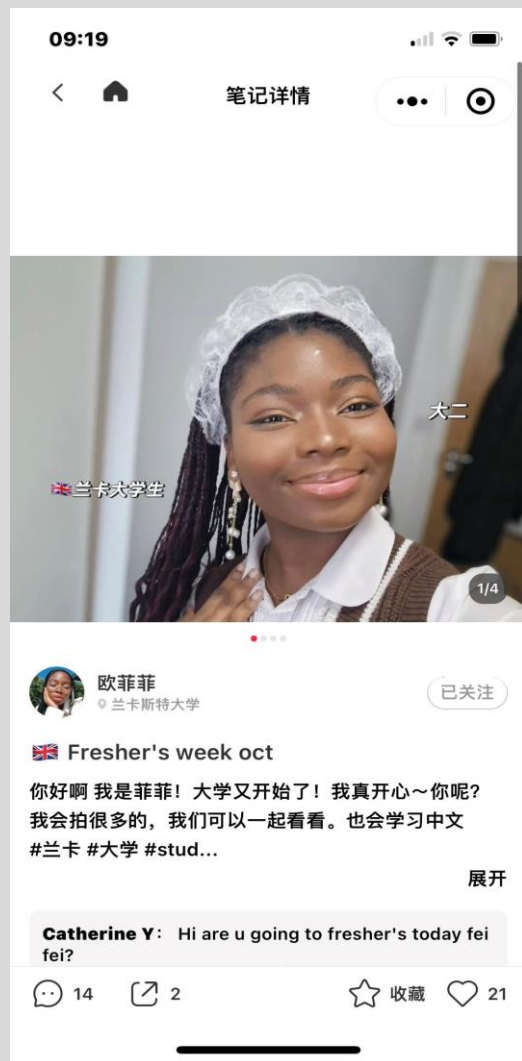
池塘里有一群小蝌蚪，大大的脑袋，黑灰色的身子，甩着长长的尾巴，快活地游来游去。

小蝌蚪游哇游，过了几天，长出了两条后腿。他们看见鲤鱼妈妈在教小鲤鱼捕食，就迎上去，问：“鲤鱼阿姨，我们的妈妈在哪里？”鲤鱼妈妈说：“你们的妈妈四条腿，宽嘴巴。你们到那边去找吧！”

小蝌蚪游哇游，过了几天，长出了两条前腿。他们看见一只乌龟摆动着四条腿在水里游，连忙追上去，叫着：“妈妈，妈妈！”乌龟笑着说：“我不是你们的妈妈。你们的妈妈头顶上有两只大眼睛，披着绿衣裳。你们到那边去找吧！”

小蝌蚪游哇游，过了几天，尾巴变短了。他们看见……





## 基于续论的汉语学生口语能力训练营 (兰卡斯特大学孔子学院特色训练项目)

欧菲菲

# Conclusion

Teaching by showing, learning by doing

Learning by continuation= showing + doing

Continuation theory ---- L2 Chinese instruction practice

The *xu*-argument opens up a new avenue for L2 Chinese learning and teaching?

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THANK YOU