The LEAD Graduate School & Research Network at the University of Tübingen invites you to attend the lecture by

**Prof. Chuming Wang**
Guangdong University of Foreign Studies

**Learning by Extension**

Friday, May 5th, 2017, 10.15-11.45 hrs
Wilhelmstr. 19, 72074 Tübingen, room 0.01

**Abstract:** This speech constitutes an initial attempt to postulate what Prof. Wang calls “the X-argument” that language is successfully learned through Xu or CEC (completion, extension and creation). Typical CEC occurs in dialogue where interlocutors complete and extend preceding speech creatively. The X-argument is based on two observations: i) dialogue is full of incomplete stretches of discourse, which motivate extension and completion, and ii) dialogue involves an asymmetry between comprehension and production in that one’s comprehension ability exceeds production ability, and this asymmetry incurs alignment as interlocutors interact with each other. In the case of L2 learning, learners’ participation in dialogue gives rise to an L2 learning effect due to alignment. Furthermore, during the CEC process nearly all major factors facilitating language learning can be activated, such as intention to communicate, selective attention to language forms. Empirical research has documented supporting evidence that tasks containing an element of extension are capable of significantly enhancing language learning efficiency. The CEC view on language learning points to a new direction for deepening language acquisition research and suggests ways to improve language teaching and learning.

**Biography:** Prof. Wang is a research professor at the Center for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies (GDUFS). His main research interest is in second language acquisition and its applications to L2 pedagogy. Over the past 30 years or so he has been endeavoring to apply SLA research findings to foreign/second language teaching and his work along this line has enabled him to develop a teaching model called the Length Approach to ELT, which aims to help improve learners’ L2 proficiency through writing. His formulation of the Compensation Hypothesis and the ensuing ‘Learn Together, Use Together’ (LTUT) principle, which highlight the role of context in foreign language learning, throw light on the L2 learning process. He is currently the principal investigator of a major research project supported by the China National Foundation of Social Sciences, focusing on how to enhance efficiency in second language learning. His articles have appeared in *Language Learning*, *Applied Linguistics* and the major journals of foreign language studies in China. He is the author of the books *Applied Psycholinguistics: A study on the psychology of Foreign Language Learning* (Hunan Education Press, 1990), *Studies on Chinese Learners’ English Self-concept* (Shanghai Foreign Education Press, 2008), and *How a Foreign Language Is Learned* (Foreign Language Teaching and Research Press, 2010).

**Important Publications:**

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