The Third International Symposium on Chinese Language and Discourse

The Annual Bloomsbury Round Table on Communication, Cognition and Culture

11–13 June 2014
The Annual Bloomsbury Round Table on Communication, Cognition and Culture

Theme
The Third International Symposium on Chinese Language and Discourse.

Conference Dates
11-13 June 2014

Venue
Birkbeck, University of London,
Malet Street,
Bloomsbury,
London WC1E 7HX

The Bloomsbury Round Table is an annual and international event. It is led by Birkbeck with contributions from nearby colleges within the University of London. It is an event where researchers at different stages of their career are invited to present the latest work in the broad fields of Language, Communication and Cognition.

Past themes
2013: Multilingual Communication in Health and Social Care: Challenges for Providers and Users.
2012: Language Learning and Language Socialization
2011: Language, Culture and Identity
2010: Multilingualism
2009: Language and Human Sociality

We very much hope you enjoy this conference and look forward to our discussion and exchanges.

Introduction
The International Symposium on Chinese Language and Discourse (ISCLD3) is a biennial symposium that advances the exchange of scholarship in discourse functional studies of the Chinese language, emphasizing an empirical orientation and encompassing such fields as discourse and grammar, variation and change, language contact, language and society, language and culture, and language and social interaction. It was previously hosted by the University of California, Los Angeles, in 2010 and by the Nanyang Technological University, Singapore, in 2012.
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The Annual Bloomsbury Round Table on Communication, Cognition and Culture

Organiser  Department of Applied Linguistics & Communication, Centre for Multilingual and Multicultural Research, Birkbeck, University of London

Theme  The Third International Symposium on Chinese Language and Discourse.

Date    11-13 June 2014

Place  Main Birkbeck building, Malet Street, London WC1E 7HX. Room details are provided in the spreadsheet.

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**9:00**<br>Registration (Room 152) | | | |
**9:30-10:30**<br>Plenary<br>Finiteness and tense and Mandarin and Cantonese<br>Rint SYBESMA (Chair: KK LUKE) | | | |
**10:30-11:00**<br>(Session chair: Wei WEI (Vivi))<br>Aiqing WANG<br>The intervention effect in late Archaic Chinese | (Session chair: LIU Xinghua (Kevin))<br>Jianmei XIE<br>Teaching Chinese simplified characters to learners of other languages: a perspective from a Chinese practitioner based in the UK | (Session chair: Hui ZHAO)<br>Hong LIU<br>Variation in code-switching in Chinese discourse among 1st generation Chinese immigrants: the influence of social variables | (Session chair: ZHU Shaotong)<br>GUO Yi<br>A preliminary probe into the emergence of Martian Lingo in Chinese: A sociolinguistic perspective
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| **12:30-13:00**   | (Session chair: NI Eng-Lim) Jing LIN, Fred WEERMAN, & Hedde ZEIJLSTRA
Mandarin shenme as a superweak NPI: Distribution and acquisition | (Session chair: HE Xiaoling) Clare WRIGHT, Cong ZHANG & Alex Ho-Cheong LEUNG
Examining the effects of study abroad on L2 Chinese language development among UK university learners | (Session chair: Hong LIU) Hui ZHAO
Rethinking the standard: A language attitude survey on neutral tone variation in Modern Standard Chinese | (Session chair: LI Wei) WU Ke
Metaphor of THREAD in Chinese internet forum language: A study of hot douban live threads |
| **13:00-14:00**   | Lunch (Room 152) | | | |
| **14:00-14:30**   | (Session chair: Wei WANG) Stefania AFFATATO
Resultative verbs in Chinese are compounds? | (Session chair: LEE Cher Leng) Wei LU
Multilingual practices in three difference educational contexts of teaching and learning Mandarin in the United Kingdom | (Session chair: KK LUKE) YANG Yifan
Evolutionary process of zi rime change in North Henan province: Perspectives of linguistic geography and markedness | (Session chair: LI Wei) Yvonne CHI
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<td>(Session chair: LEE Cher Leng) Ying WANG Keeping pace with time: the perspectives of change and development in compiling Chinese teaching materials</td>
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<td>(Session chair: KK LUKE) Vittorio TANTUCCI Interpersonal Evidentiality: The Mandarin v-过 guo construction as grammaticalized evidential marker of ‘shared knowledge’</td>
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<td><strong>Man LI</strong> Building a Chinese parsed historical corpus</td>
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<td>(Session chair: ZHANG Chun) Mads Jakob KIRKEBÆK Use of lexical inferencing strategies for dealing with unknown words in reading Chinese</td>
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<td>(Session chair: Pak Xin YAN) Xianchun GU &amp; Hao SUN “DIG DEEP INTO MY KNOWLEDGE”: A study of noticing in acquisition of Chinese as a foreign language</td>
<td>(Session chair: Man LI) Mingliang HU &amp; Zhu CHENG Le-1 and Le-2 revisited from the perspectives of syntax, semantics and discourse</td>
<td>(Session chair: Li Chao-yuan) Clarence Wenfeng WANG A discourse analysis of PhD dissertations written in Chinese</td>
<td>(Session chair: Yvonne CHI) Yun XIAO The emergent cyber Lingua Franca in China: Product and agent of social change under globalization</td>
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<td>12:30-13:00</td>
<td>(Session chair: Pak Xin YAN) May L-Y WONG Cantonese slang expressions and their mechanisms of semantic change</td>
<td>(Session chair: Man LI) ZHENG Ji’e &amp; XIONG Jialiang Cultural connotation reflected in paradigmatic relationships of Chinese color words</td>
<td>(Session chair: Li Chao-yuan) Doreen WU &amp; LIU Ming Reexamining styles &amp; stances in contemporary Chinese news discourse</td>
<td>(Session chair: Yvonne CHI) Tanina ZAPPONE Words and leadership: China’s external representation in official speeches</td>
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<td>13:00-14:00</td>
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<td>Interfaces in second language acquisition of Chinese</td>
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<td>Boping YUAN (Chair: LI Wei)</td>
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<td>15:00-15:30</td>
<td>Presentation of Sandra Thompson Prize and Closing</td>
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Abstract

In this talk, I want to discuss some issues related to tense and finiteness and how they are expressed in Chinese languages, if at all. The focus will be on exploring the notion of finiteness. It is often associated with overt marking of tense and/or agreement with the subject, which has the consequence that for languages like Chinese, which lack any overt marking of tense and agreement, finiteness is not a relevant notion. However, when we look at the functional definition of finiteness (“a finite sentence is a sentence that can independently refer to a particular event”), this seems unlikely: all languages have sentences that can independently refer to particular events, which means that, at least according to this definition, all language have finite sentences. One of the hypotheses to be discussed in this talk is the idea that sentence final particles play a role in marking sentences as finite; we will especially look at ge3 and laie4 in Cantonese. Point of departure is the well-known fact that certain sentences in Mandarin, which should be fine, are felt to be “incomplete” to native speakers. An example is 張三吃了飯 Zhāng Sān chī-le fàn ‘Zhang San ate’ (Tsai 2008, Lingua 118). Is the incompleteness related to tense, to finiteness or to another factor?

About the speaker

Rint Sybesma holds an MA in Chinese studies and one in Linguistics (both 1987, both Leiden University), and Ph.D. in Linguistics (1992, also Leiden), with a dissertation on Chinese syntax (more particularly on the ba-construction in Mandarin). He has since been working (and publishing) on the syntax of Chinese languages, with a focus on Mandarin and Cantonese, with a number of publications on Zhuang. Topics that he published on include the structure of the nominal domain, the structure of the verbal domain, tense and aspect, and sentence final particles. He is now professor of Chinese Linguistics at Leiden University and the chair of the Chinese studies department there. He is also one of the editors of the Encyclopedia of Chinese Language and Linguistics.
Interfaces in Second Language Acquisition of Chinese

Boping YUAN

University of Cambridge

Abstract

It is a common phenomenon that unlike children acquiring their first language, adult learners of a second language (L2) rarely reach native competence. Various studies of L2 acquisition have been conducted to investigate possible causes of the divergence between L2 grammars and the native grammar. In recent years, L2 researchers have paid considerable attention to interfaces in L2 acquisition, which has led to proposals that difficulties experienced by adult L2 learners can be accounted for in terms of problems with integrating linguistic phenomena relevant to certain interfaces. In this talk, I will report on empirical studies of L2 Chinese interfaces, taking into consideration of hypotheses of L2 interfaces proposed in the literature. The L2 interfaces I will examine include both internal ones (where modules of the grammar interface with each other, such as the syntax-semantic interface) and external ones (where syntax interfaces with domains outside the grammar, such as the syntax-discourse interface and syntax-pragmatics interface). In particular, I will present data from English speakers’ L2 Chinese syntax-semantics interface (involving the distinction between unaccusative vs. unergative verbs, and factive vs. non-factive verbs as potential licensors for wh-words used as existential polarity items), the L2 Chinese syntax-discourse interface (at which wh-topicalization is regulated by discourse constraints) and the L2 Chinese syntax-pragmatics interface (where the syntax of the Chinese daodi...wh-question is governed by pragmatic factors, such as the number of attitudes involved). The data indicate that not all interfaces are equally and inherently problematic for adult L2 learners, which suggests that it may not necessarily be the interface per se which causes the problem but the amount of computation load required in processing a sentence. This is likely to be a useful account for degrees of success and failure at L2 interfaces.

About the speaker

Dr. Boping Yuan is a Reader in Language and Linguistics and a PhD supervisor at the University of Cambridge, and he is directing the Chinese programme in Cambridge. He is also Fellow and Director of Studies in Asian and Middle Eastern Studies, Churchill College, Cambridge. His research interests are in linguistic approaches to second language acquisition. He has published numerous papers in refereed international journals as well as in journals in China, which include: Language, Linguistics, Transactions of the Philological Society, Second Language Research, Studies in Second Language Acquisition, Bilingualism: Language and
Cognition, Language Learning, International Journal of Bilingualism, International Review of Applied Linguistics, EUROSLA Yearbook, 《外语教学与研究》，《世界汉语教学》，etc. He is currently an executive member of the Executive Committee of the World Chinese Language Teaching Society, and he also serves as a member of the editorial boards of a number of international and Chinese academic journals, which include: Second Language Research, International Review of Applied Linguistics, 《外语教学与研究》，《世界汉语教学》，《现代外语》，etc.

For further information, please visit the following website: http://www.ames.cam.ac.uk/general_info/biographies/chinese/Yuan.htm
Roundtable

Round Table on the Teaching and Learning of Chinese in the Era of Globalization

Convener:

Professor ZHU Hua
Birkbeck College, University of London, UK

Speakers:

Don STARR, University of Durham, UK
Katherine CARRUTHERS, Institute of Education, University of London, UK
Chun ZHANG, University of Aarhus, Denmark
Professor Amy STAMBACH, University of Oxford, UK

The Round Table aims to provide a forum to discuss and debate on what a focus on globalisation means for teaching and learning Chinese. The questions to be explored are:

1. What are the current trends and development in Chinese language learning and teaching in the era of globalisation?
2. How do these trends and development impact on the 'traditional' way of teaching and learning Chinese?
3. How do they impact on the (dis)connection between language and culture?
4. How do they impact on roles of and expectation from Chinese language teachers?
5. How can Chinese language teachers be best prepared to deal with the challenges and tension in pedagogy, classroom culture, and demands of various stakeholders as well as diversity in student cohorts?
Numbers, Progression and Attainment on Chinese Language Courses at UK Universities

**Don STARR**

University of Durham, UK

This presentation will discuss the implications of the changing profile of learners of Chinese at UK universities. It will be based on the latest UCLM statistical data supplemented by more detailed questionnaire information from a number of UK providers. Although Chinese bucked the trend for languages in 2013 by registering a small increase in applications for specialist degree courses, the overall numbers are disappointingly small, and likely to remain so. By contrast the number of students taking Chinese on Institution-wide Language Provision (IWLP) courses has registered a substantial increase, but how meaningful are these courses in attainment terms? Alongside these issues with be considered the suitability of text book provision for the current situation.

About the speaker

Don Starr was formerly head of the Department of East Asian Studies at Durham University and still teaches Chinese there. He is a past president of the British Association for Chinese Studies and is currently editor of its journal JBACS. He is also an active member of the British Chinese Language Teaching Society, the association for teachers of Chinese at UK universities.

The Teaching and Learning of Chinese in Schools in the Era of Globalisation

**Katharine CARRUTHERS**

IOE Confucius Institute, Department of Culture, Communication and Media, Institute of Education

Globalisation has led to an increase in the opportunity for secondary school pupils to learn Chinese as part of the mainstream school curriculum. With the advent of compulsory primary languages from September 2014, this opportunity will extend to younger children too. The aim of this presentation is to provide a brief overview of the state of the field with respect to the teaching and learning of Chinese in English schools, both quantitative and qualitative. It will then put forward some comments with respect to the following questions:
What are the drivers for the increase of Chinese in schools?
What are the steps needed to make it sustainable;
Is the phenomenon mirrored internationally and if so, how may this be leading to the development of a variety of ‘norms’ for the language;
Could it be argued that pupils like learning Chinese because of a traditional pedagogical approach?
How should/could curriculum content be adapted to meet the needs of different learners with reference to characters and pinyin?
Can MFL teaching pedagogy and the curriculum for European languages be effectively adapted for the teaching of Chinese in schools?

About the speaker

Katharine Carruthers is the Director of the Confucius Institute for Schools at the Institute of Education, University of London. Since 2006, she has played a leading role in promoting and developing the study of Chinese and China in schools in England. This work has been made possible by the establishment of 37 IOE Confucius Classrooms (schools where Chinese is firmly embedded in the curriculum) and supported by the Office of Chinese Language Council International (Hanban) in partnership with Peking University and Peking University High School.

Katharine is an experienced teacher and examiner of Chinese. She is the series editor of the series of Pearson textbooks for teaching Chinese for 11-16 year olds and is Chief Examiner for Cambridge Pre-U Mandarin Chinese and Principal Examiner for IGCSE Mandarin Chinese for Cambridge Assessment. She works alongside languages colleagues at IOE to deliver the Postgraduate Certificate of Education course for student teachers of Mandarin Chinese.

The development of teacher training and research into how school aged pupils best learn Chinese are core aspects of work going forward. Chinese teaching in primary schools is a new programme for the IOE Confucius Institute, which is being supported by HSBC.

Katharine graduated in Chinese from Durham University and has an MA from the School of Oriental and African Studies, London University. She sits on the Council of the British Association for Chinese Studies.
Native Chinese foreign language (CFL) teacher identity is an emerging subject of research interest in the teacher education. Yet, limited study has been done on the construction of Non-native CFL teachers in their home culture. Guided by a concept of teacher identity-in-discourse, the paper reports on a qualitative study that explores how three Non-native CFL teachers construct their teacher identity as they interact with Danish students while teaching CFL at one Danish university. Data collected from in-depth interviews over a period of two years show that the Non-native CFL teachers face tensions and challenges in constructing their identities as CFL teachers, and the tensions and challenges that arose from Danish teaching culture could influence the Non-native CFL teachers' contributions to CFL teaching in their home cultures. The findings further show that in order to cope with the tensions and challenges, the Non-native CFL teachers create an alternative space in ways that enable them to construct their identities as Non-native CFL teachers.

About the speaker

Zhang Chun, M. Sc., Ph.D. candidate, is an Associate Professor and Director of the Chinese Language Program at Aarhus University, Denmark. She has been undertaking research in aspects of language teaching and learning, including pedagogy of teaching Chinese as a foreign language, computer-based language teaching, and Chinese teacher education in Denmark. She has published more than twenty research articles. Her recent research is focused on the identity study of Native Chinese foreign language (CFL) teachers and Non-native CFL teachers.
When is Chinese ‘Chinese’? Reflections on Language and Culture from Classrooms in Rwanda

Amy STAMBACH  
University of Oxford

This presentation explores how and when students and teachers regard certain speech styles and extra-linguistic practices as ‘Chinese’. It draws on field team research conducted in two Chinese language classrooms in Rwanda. Sociolinguistic theories of learning and signification are used to examine the social and propositional conditions under which participants objectify and link culture and language with a people. Findings show that in observed classes, cultural and linguistic identities are ascribed to and through non-human agents and not, at all times, to people directly. Further, students and teachers ascribe a supra- or non-cultural identity to commodities that circulate on global markets. Thus, culture becomes associated linguistically with life of the past whereas global commodities are rendered cultureless. This study labels this distinction ‘the culture-less turn’ that enables teachers and students to co-construct and share the present space of the classroom. Such co-construction is a practice-oriented rather than objectified mode of cultural production that this study views as key for understanding language as socially changing and (though not in the usual sense of the term) multicultural.

About the speaker

Professor Amy Stambach is an anthropologist of education whose research interests include education policy, transnational movements, and religious education. Her early work examined gendered and generational transformations associated with secondary school privatization on Mount Kilimanjaro (Lessons from Kilimanjaro, 2000). Her second major project examined American transnational religious missionaries’ use of education to advance ideals of a global Christianity (Faith in Schools, 2010). Her current work explores communities’ uptake of Chinese language learning in such diverse locations as the U.S. and East Africa (Confucius and Crisis in American Universities, 2014). She currently works with Olivier Habimana and Juventine Musawase in studying Chinese language learning in Rwanda.
Presentation Abstracts

Resultative Verbs In Chinese Are Compounds?

Stefania AFFATATO

University of Bologna

In all languages the concept of “word” is something that belongs to all speakers: it is an intuitive concept from which it doesn't seem people can do without (Sapir, 1921). Nevertheless, the notion of word is escaped until now all the attempts of a convincing and comprehensive definition. Despite this all speakers can successfully define the words as simple or complex, where the simple ones are the words without an internal structure (and therefore very probably contained in the lexicon), whereas the complex ones are those formed through word formation rules, as the derivation or compounding.

In Chinese, which is an isolating language, compounding it's the most productive process of formation of word (Packard, 2000). It creates new words by means of the combination of two or more words together. One of the categories used in more frequent way are verbs, both as category of entrance both as category of exit. In this language in fact exist various verbal constructions formed by two or more verbs one following to the other. One of these constructions are the resultative verbs which are formed by two verbs in which the second points out the result of the action of the first one. Among the two verbs there is a temporal relationship of cause-effect. The structure of these verbs is V+RC in which the first constituent is any verb, also complex and the second is the verbal complement (resultative complement RC), that can be a verb or an adjective that in this context is considered as an attributive verb.

In this paper I try to prove that these constructions are real compounds. To do this I first analyzed the definition of compounds and resultative verbs (Scalise, 1994; Abbiati 1992) and therefore I analyzed a corpus of Chinese compounds to see their internal structure.

The results I have obtained show that can be different types of resultative verbs according to the grammatical relationship between V1 and V2 or according to the V2 that can behave as a verb or as a suffix (Starosta et al., 1998-Chao, 1968) and in this case can have a standard meaning. Even if this behaviour sometimes seems to be not so clear I noticed that when V2 is an independent verb and it behaves as a word the all construction have all the features of a compound. Whereas in the other cases we can talk about derivation with the same morphological morpheme as in the compounds which here is used as a suffix and so it gives a different meaning to all the structure.
Perfective Marking in L2 Mandarin: Agreement with Inherent Lexical Aspect or the Derived Sentential Aspectual Class?

Daniel BELL

Newcastle University

Accounts of the L2 acquisition of aspect markers assume that their emergence can be delineated through one or more of the following factors: the L1, the L2 and cognitive/linguistic universals. This presentation would report an original L2 Mandarin study evaluating the differing claims of the Aspect Hypothesis (Anderson and Shirai, 1996) and the Sentential Aspect Hypothesis (Sharma and Deo, 2009) for perfective marking by L1 English learners. The AH predicts a narrow focus on inherent lexical aspect (the verb and predicate) in determining the use of the perfective marker le, whilst the SAH suggests that – subject to L1 influence – perfective marking agrees with the final derived aspectual class of the sentence. A controlled le-insertion task is combined with a cross-sectional analysis of corpus data (for eight L1 English learners) to answer the following questions:

Does learners’ perfective marking pattern with inherent lexical aspect (i.e. the AH) or with sentential aspect (i.e. the SAH)?
How far can a gradated ‘realization’ model of telicity explain learners’ perfective marking?

The results show that learners’ perfective marking patterns with the sentential aspectual class and not inherent lexical aspect (where these differ), both in a le-insertion task and in corpus data, confirming the SAH and showing the incompleteness of the AH account. In the le-insertion task, perfective marking on (telic) achievement verbs reduced by 58.3% when an imperfectivizing habitual frequency adverbial was present, and increased by 33.3% on atelic verbs when a perfectivizing duration adverbial was present, changes not predicted by the AH. Likewise, in the corpus data, duration adverbials conditioned perfective marking more strongly than inherent lexical aspect at time one, and overall le patterns with sentential aspect more strongly than lexical aspect. Additionally, specificity and the prototypicality of the telos had a discernable conditioning effect upon learners’ perfective marking, with learners’ using le more with specific (cardinally quantified) bounds than vague bounds, and with eventualities encoding completion (resultative verb compounds).

The native-like use of the Mandarin perfective le by learners in this study is attributed to cognitive/linguistic universality (e.g. concerning boundedness marking), evident in the domain of temporal adverbials and in the functional correspondence existent between nominal definiteness marking in the L1 (English) and verbal perfective marking in the L2 (Mandarin). Moreover, these findings are used to support a gradated rather than binary approach to telicity
(e.g. Vendler, 1967 and de Swart, 1998), in which perfective marking patterns with the degree of realization of the telos (a cumulative sentential derivation) and not with verb or predicate aspect alone.

Multicompetence and Native Speaker Variation in Construal of Manner of Motion in Mandarin

Amanda BROWN

Syracuse University

Native speakers exhibit systematic variation across many linguistic domains as a function of a variety of sociolinguistic variables (e.g. Chambers Trudgill, & Schilling- Estes, 2004). This paper investigates whether native language variation also exists as a result of multicompetence, i.e. knowledge of two languages in one mind (Cook, 1992), and concludes that bilingual Mandarin-English speakers are distinct from monolingual speakers of Mandarin with respect to construal of manner of motion in speech and gesture in the native language.

Recent studies have supported the existence of a typological distinction in motion event expression between satellite-framed languages, e.g. English; and verb-framed languages, e.g. Japanese (Talmy, 1991) but also equipollently-framed languages, e.g. Mandarin, (Brown & Chen, 2013; Chen & Guo, 2010; Chui, 2009, 2012; Guo & Chen, 2009; Slobin, 2004). Such cross-linguistic typological patterning raises the question of how differences in conceptual representations are reconciled when individuals acquire a second language. With respect to construal of manner of motion, i.e. the way a protagonist moves - roll, jump etc., some research has argued that one’s native language (L1) shapes the development of a second language (L2) in speech (e.g. Cadierno, 2010; Inagaki, 2002; Hohenstein et al. 2006; Montrul, 2001) and gesture (e.g. Negueruela et al, 2006; Stam, 2010), while other research has suggested that the relationship between the L1 and L2 is bidirectional and that development of an L2 may influence one’s L1 (Brown & Gullberg, 2008).

Narrative descriptions of motion were elicited in the L1 from bilingual Mandarin-English (n=12) speakers at an intermediate, Common European Framework of Reference (CEFR) B level of L2 proficiency, and from monolingual speakers of Mandarin (n=14) and English (n=13). Analyses of speech, specifically the extent to which manner was explicitly mentioned, revealed no differences between bilingual and monolingual production in Mandarin. However, analyses of construal of manner in gesture revealed a distinction between bilingual and monolingual production in the degree of semantic overlap between speech and gesture, with bilingual speakers of Mandarin marking Manner in both speech
and accompanying iconic hand gestures significantly more often than monolingual speakers of Mandarin. Additional analyses triangulating data from bilingual Japanese-English and monolingual Japanese speakers suggest that native language performance among bilingual speakers is influenced by properties of the second language, English, which yield a convergence between the L1 and L2, specifically in the use of “manner-highlighting gestures” (Brown & Chen, 2013).

The study supports growing evidence of variation in native language production as a result of multilingualism, of the complex inter-relationships between an L1 and L2, and of the benefits of gesture analysis, which may provide a wider lens through which the relationships between languages in the bilingual mind may be observed. [441]

Single English prepositions in Cantonese: A diachronic-functional approach

Brian Hok-Shing CHAN

University of Macau

Single English prepositions have been attested in various datasets documenting the speech of Cantonese-English bilinguals. At first sight, English prepositions look like single English words of other major categories (i.e. nouns, verbs and adjectives) which are inserted into a Cantonese-framed sentence (as “insertion” in Muysken’s (2000, 2013) typology) in compliance with the Matrix Language Frame Model (Myers-Scotton 1993 and subsequent works). A closer inspection, however, does reveal quite a lot of anomalies. More specifically, these single English prepositions are less frequent (than the other major word classes being borrowed or mixed into Cantonese) but definitely not fading. They seem to have emerged in a later period of language contact, and they retain more of the distinctive syntactic characteristics of English (e.g. English prepositions precede NPs even though their counterparts in Cantonese are postpositional “localizers”), sometimes resulting in marked constructions (e.g. the portmanteau constructions).

More theoretically, there are significant typological differences between English prepositions and Cantonese “prepositions”, of which there are actually two subclasses, namely, “the localizers” (which are postpositional) and the co-verbs (which are more verbal) (see Matthews and Yip 2011). This casts doubt on whether the Cantonese “prepositions” are “categorically equivalent” to English prepositions, which has been assumed as a prerequisite for insertion (Chan
Difficulty in analysis and generalization is further compounded by the variation of patterns in which single English prepositions appear (e.g. after copular verb, in a co-verb position, in an adverbial preceding the main clause), some of which seem more susceptible to an “insertion” analysis but some of which do not.

This paper addresses these thorny issues in a diachronic-functional approach. The proposals are as follows: 1/ Single English prepositions first emerged in Cantonese after copular verb, a position which imposes less syntactic restriction on the kinds of categories that appear (i.e. noun/NP, verb/VP, adjective/ADJP and preposition/PP can all appear); 2/ It is likely that a continuous English PP was first used in that position. A further code-switch after the English preposition (a process that may be called “re-insertion”) leaves behind the single English preposition; 3/ Single English prepositions are then reanalyzed as a co-verb or even a verb which takes up more verbal characteristics (e.g. aspect marking, no preceding copular); 3/ Single English prepositions emerge because of a myriad of discourse-pragmatic functions, such as highlighting (the English preposition), economy of expression and probably as a colloquial variant of their Cantonese counterparts.
understand if the ‘topic’ of a clause is the person or thing that is acting on or being acted-upon. Van Valin and LaPolla (1993, 1995, 1997) have also argued that Mandarin lacks grammatical relations because there is no strict [S, A] alignment (syntactically accusative) or [S, P] alignment (syntactically ergative) in this language. However, if Mandarin really lacks grammatical relations, how do Chinese speakers tell ‘who does what to whom’ when they are engaged in a conversation? Is it possible that Mandarin utilizes other linguistic means which have been overlooked to manifest grammatical relations?

This paper examines a total of 419 clauses selected from approximately 23 minutes of transcribed natural discourse data to see if the only argument in an intransitive clause (S) is marked the same as the more agentive argument (A) in a transitive clause. If this was the case, it would constitute evidence for showing that Mandarin is syntactically a nominative-accusative language. The recorded data come from six different conversations among eight native speakers of Mandarin Chinese. Two of these speakers are from Mainland China; the other six are from Taiwan. The total length of the recorded conversations is one hour and twenty minutes, but for the purpose of this research only 23 minutes in which longer sentences occur are used for analysis. The results indicate that A/S alignment in Mandarin Chinese is very strong with both arguments always occurring pre-verbally and in the case of adjective clauses, before the adjective.

When the more patient-like argument occurs before the verb together with argument A, the functional words ‘bei’ and ‘ba’ are used to differentiate their semantic roles. Furthermore, the data show that in all the intransitive clauses, the animacy of S determines its semantic role. If it is animate, the argument takes the agentive role; if it is inanimate it takes the patient-like role. In addition, there is evidence in the data to suggest that Chinese speakers utilize overt and zero anaphora strategically to help identify the referents: employ overt anaphora to clarify any third person(s) not present at the conversation, alternate zero and overt anaphora to distinguish the speaker and the addressee, and when there is no obscurity of referent representation, employ zero anaphora for communication efficiency. The evidence presented in this paper provides reasons to believe that grammatical relations in Mandarin are more significant than has been assumed so far.

References:

Cross-linguistic Couples' Disagreement - Taiwanese Partners and Their Foreign Spouses

Yvonne CHI

Birkbeck College, University of London

This paper investigates the oppositional stance-taking between cross-linguistic couples through analysing discourse strategies from a sociocultural perspective. It is based on the data recorded from naturally occurring conversations between two Taiwanese husbands and their foreign spouses- Tony (36 years) and his wife, Maria (Italian, 38 years); Bjorn (41 years) and his wife, Paola (Uruguayan, 36 years), and aims at providing a better understanding of how different strategies are deployed to mitigate or intensify their propositions in disagreement contexts. Through a detailed discourse analysis of the negotiations between the couples, it is demonstrated that disagreement cultivates the intimate relationship between participants from different languages and cultures. Discourse strategies, such as vocatives, the discourse marker well, apology and complaint can be used to indicate upcoming oppositions, whereas questioning, swearing, reference to nationality or religion, and code-switching are used to maintain the disagreement. The findings resonate with Vuchinich (1990) that the most common format of terminating the family disagreement is stand-off where no consensus is achieved. Cross-linguistic couples tend to perform speech activities, such as topic shift, to avoid submitting. The fact that cross-linguistic couples' disagreement commonly terminates without consensus supports the main argument that sustaining oppositional stances does not damage their relationship. Disagreement conversations between couples are presented as cooperative activities characterised by a form of playfulness to maintain the intimacy.

The relationship between stance and code-switching has been studied in recent linguistic literature (Smith-Christmas 2013, Damari 2010, Jaffe 2009, Cromdal 2004, among others). A sequential analysis of stances show that multilingual speakers may choose different languages to index their identities, attitudes, and beliefs and highlight disagreement. Code-switching functions as one of the most readily available strategies that the couples draw on to express their affective
and epistemic stances, which strengthens the salience of constructing and negotiating their oppositions during the interaction. It argues that disagreement strategies are context dependent and highly idiosyncratic, from their language choice to the way couples disagree with each other during their interaction.

References


Seong Lin DING

University of Malaya

The Chinese people in Malaysia are exposed to multiple languages throughout their lives, including Mandarin, Malay, English, and to a lesser extent, other Chinese dialects such as Cantonese, Southern Min, Hakka, Teochew etc. However, the multilingual scenario in this society has been minimally studied. Without this information, it is not possible to explain why some families priorities one language over the others when they speak to the young children at home. The decision to focus on the family domain was based on the rationale that the family is not only a central, and perhaps the most important, unit for social interaction, especially amongst the Chinese, but also a traditionally dialect speaking domain. Home domain is very significant for language maintenance (Fishman 1991). It is considered the last domain for language maintenance (Fishman, 1972; Appel and Muysken 1987; Coulmas 2005; Fasold 1984). In
light of this, the aim of the current study is to document, in a principled way, the use of Hakka dialect by two generations of Hakka family within the Chinese community in two Hakka settlements in East Malaysia, namely Bau (Sarawak) and Menggatal (Sabah), and to demonstrate how the political, educational, economic and religious factors contributes to the language choice of the Hakka family.

As indicates by Cooper (1982), the basic datum of language shift is the change in the pattern of habitual language use. In many occasion, if some speakers report more use of one language and younger speakers more use of another, this can be an indicator of language shift (Fasold, 1984). In addition, Hakka as a dialect which is found to have the highest similarity index and mutual intelligibility index with Mandarin (Cheng 1988, 1994), it is said to have a higher possibility of language shift compared to other Chinese dialect groups. But how true is this? Has the Hakka dialect undergone language shift to Mandarin in both Bau and Menggatal? Is there any difference in the family language choice between the two settlements?

This research gives an opportunity to reflect on this. A total of 52 families in Bau and Menggatal have been interviewed. Those which will be considered are: (a) the language choice in the in two-generation Hakka family in Bau and Menggatal; (b) factors which have contributed to the language choice, i.e. the political intervention; the educational impact; the economic consideration; and special attention to be focus on the role of regional organization, namely churches, as studies have demonstrated the importance of religion in language maintenance (Clyne, 1991; Hall, 1996). Through this study, we also argue that Hakka as a dialect does not always respond to Low (L) functions, but also is used in the formal domain, although in general, Mandarin occupies high function domains whereas Hakka is used in low functional domains.

**Linguistic Landscape in Kashgar**

**Ablimit Baki ELTERISH**

University of Manchester

This research will present the results of a linguistic landscape fieldwork conducted in Kashgar, Xinjiang, western China, over the summer months of 2013. Kashgar is a typical Chinese-Uyghur bilingual city. Various signs in Chinese and Uyghur can be found everywhere in Kashgar, which constitute a unique linguistic landscape of the city. In May 2010, the PRC designated Kashgar as a special economic zone (SEZ) with a particular aim to transform the city into a world trade hub like that of Shenzhen in South China. The transformation of
Kashgar as an SEZ is now attracting more Chinese investment and construction along with hundreds and thousands of Chinese speaking migrant workers from inland China at an unprecedented pace. As a result of this, many changes are taking place in Kashgar. One of the changes is in language use on traditional bilingual (Chinese and Uyghur) signs throughout the city. This research will describe the characteristics and the sociolinguistic context of Xinjiang and address the complexity of the linguistic landscape in this complex urban environment. Drawing from the studies of Lou (2009), and Scollon & Scollon (2003), this research will adopt the geo-semiotic analysis – the study of the social meaning of the material placement of signs in the world - to explore the language contact and ethnic interaction situation in Kashgar through the visual and material presentation of Chinese and Uyghur signs in the city. I argue that the linguistic landscape of Kashgar is the product of competition and negotiation among various stakeholders. This research will seek to conclude that a wide array of social actors with competing political and economic interests and resources contribute to the collective shape of Kashgar’s linguistic landscape.

“DIG DEEP INTO MY KNOWLEDGE”: A Study of Noticing in Acquisition of Chinese as a Foreign Language

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Noticing is a fundamental cognitive process for foreign language acquisition, necessary and sufficient for input to become intake (Schmidt, 1990). Studies on noticing involve different foreign languages. Uggen(2012) triangulated data to see how ESL learners processed written output; Park (2011) attempted to explore the impact of one’s L1( Japanese or English) on generating noticing in L2 ( Korean); Yoshida( 2010) researched on how Japanese as a foreign language learners responded to the corrective feedback( CF) provided by their language professors. Up to now, no study has been conducted on how noticing might influence acquisition of Chinese as a foreign language.

This exploratory study is intended to examine the following question: (1) What kind of noticing did the learners exhibit/experience in a three-phase multimode pedagogical task? (2) How does such noticing facilitate learning? Data of this study were collected from five classes of college students learning Chinese as a foreign language in the US spanning four semesters, with a total number of forty eight participants. Two types of data, both quantitative and qualitative, are utilized in the analysis.
The results of this study suggest that noticing indeed constitutes an important part of the completion of the pedagogical task. First, students’ written feedback (qualitative data) provides information with regard to the types of noticing which occurred in different aspects of language throughout the process of the completion of the pedagogical task including vocabulary, pronunciation, character writing and grammar, displaying a variety of dimensions in which noticing took place in learning Chinese as a second language with regard to the first question.

Secondly, both students’ ranking (quantitative data) of the pedagogical task (which involves noticing) and their comments for justifying their ranking (qualitative data) provide support for the positive effect of noticing on language acquisition in a Chinese classroom with regard to the benefit/effect of noticing concerning the second research question. In general, students viewed it beneficial to notice gaps in their target language knowledge, practice and use, as indicated in their scaled responses and the specific examples provided in the completed questionnaire.

To sum up, the current study sheds some brand new light on what learners of Chinese as a foreign language spontaneously notice in acquisition on their own and how the learner-generated noticing may enhance learning. These findings also provide insightful and important input with regard to language learning and language teaching.

Teaching Negative Structures in CSL: A Typological Perspective

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It is widely accepted that negation is more difficult than affirmation, so it is believed to be a tough job to teach negative structures in Chinese as a Second Language (CSL). To improve its teaching efficiency, we suggest we gain some insights from the typological study of Chinese negative structures.

First, we can teach the placement of negative markers in Chinese by comparing the semantic system of negation in Chinese with those in learners’ native languages from a typological view. Selection and placement of negative markers is one of the difficulties in teaching Chinese negation. A study of the typological variation in the placement of negatives in different languages may help us to find appropriate ways to teach it more efficiently. For example, the Chinese negative marker “沒” has perfective aspect while “no/not” in English doesn’t,
so when we teach the usage of “没 mei”, we can take into account the aspectual factor of this negative.

Secondly, we can also obtain some inspirations from the study of Chinese negation under the markedness theory in typology. The markedness theory suggests that learners tend to acquire unmarked language items earlier than marked ones because unmarked items are usually simpler. For example, in Chinese, the preverbal negation is unmarked with respect to post-verbal negation (see example 2), so we should usually teach preverbal negation before post-verbal negation.

(1)  Ta bu hui youyong. (Preverbal negation)
   3S NEG can swim
   He can not swim.

(2)  Ta hui youyong cai guai (Post-verbal negation)
   3S aux swim impossible NEG
   He can swim impossible
   He cannot swim.

Third, we may also be inspired by the achievements in diachronic study of Chinese negative sentences. For example, “mei (没)” is relevant to “mei (没 mo, meaning sink). If we can clarify the development of “没” from a notional word to a functional word, students may learn to use this negative word more easily and quickly.

Finally, the prototypical theory may also lend itself to our teaching of Chinese negative structures, because prototypicality is relevant to CSL. In Chinese, the standard negation is a prototypical negative structure, so we should teach it before we switch to the teaching of some irregular negative structures.

References:
A Preliminary Probe into the Emergence of Martian Lingo in Chinese —A Sociolinguistic Perspective

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Abstract:

Martian Lingo is a kind of newly-occurred net lingo which is used in chat rooms, post bars, web forums or blogs on the Internet with a word-play effect. Literally interpreted as the language used by the Martian, it is a mixture of rarely-used Chinese characters, traditional Chinese characters, Korean, Japanese and various kinds of symbols. We must apply special techniques to identify this kind of language, such as reading only part of the character or changing the tone of the character. As this language varies greatly from the normal language used in daily life and is difficult to comprehend, we name it 火星文 (Martian Lingo) in Chinese. The name of the language originates from the movie Shaolin Soccer in which the protagonist Stephen Chou spoke to an absurdly-dressed girl, “The earth is dangerous! Go back to the Mars! ” From then on, the word Mars has gradually spread among the younger generation and has been used to refer to extraordinary or weird things. Martian Lingo first came up in Taiwan. According to the mass media there, the so-called Martian Lingo has its origin from the Internet and is a sort of net lingo coined by the adolescents in Taiwan. With the popularization of the Internet, a large amount of young people become firm fans of the cyber world and Martian Lingo pops up as a part of the sub-culture of the Internet. Later, it has further spread to Mainland China and Hong Kong and turns into a universal net lingo of Chinese language and even leaks out into the real world. There is a great variety of Martian Lingo. The emergence of Martian Lingo is closely related to the eco-language system, the influence of Postmodernism and the support of information technology. Instead of worrying too much about this phenomenon, we’d better adopt an appropriate attitude and guide the users of this newcomer in language.

A study of evaluative acts in classical concert reviews in Hong Kong newspapers

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Despite the growing interest in genre and discourse analysis in English academic review writing (e.g., Hyland 2000, Lewin 2005, Bhatia 2008), little work has been undertaken to study the rhetorical acts of Chinese discourse. Research in music
criticism, on the other hand, has neither been given enough attention in Chinese and English. One existing research of music review genres in English (Ha 2011) shows that over time record reviews have become less informative and more evaluative. Concert reviews, however, have the following distinctive features: unlike books and records, concerts are a one-off event that cannot be re-accessed; the evaluation can focus on more than one aspect such as the performance, the composition, or the acoustic effects. The present study of concert reviews written in Chinese will therefore both fill the research gap by examining the evaluative acts of concert reviews in Hong Kong Chinese newspapers and be of pedagogical significance for music students and novice writers of music reviews.

This presentation will report on a part of a larger study on music criticism, which aims to compare and contrast Chinese and English classical concert reviews in Hong Kong and British newspapers. For the Chinese corpus, 300 reviews penned by 37 critics have been collected from three major Hong Kong newspapers, i.e. the Hong Kong Economic Journal, Ta Kung Pao, and Ming Pao Daily News, published in 10 years from August 2003 to July 2013. The corpus contains a total of 467,245 words, with an average of 1557 words per review. For this presentation 60 Chinese reviews will be analysed. Drawing on Hyland’s (2000) framework for the analysis of evaluative acts in book reviews, I will discuss the evaluative strategies applied by Hong Kong Chinese music critics, such as boosters for praise; praise-criticism pairs, hedging, personal responsibility and indirectness for criticism.

References


Chinese Language Learners’ Motivational Changes in an Instructional Context

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As one of the most important contributing factors in Second Language Acquisition, motivation in learning is well-discussed in the literature. In this field of research, Schumann’s Acculturation Model (1978; 1986; 1998; 2000) and Gardner’s Socio-educational Model (1972; 1985; 1991; 1996) are the most influential ones. Motivation has often been categorized into two types: Integrated Motivation and Instrumental Motivation. The Attitude/Motivation Test Battery (AMTB, 1985) in Gardner’s model has been frequently-cited as the standard instrument in measuring and testing learners’ motivation. Among different motivation models, Dornyei & Otto’s (1998; 2000; 20001) Process Model of Motivation is a recent development. Compared with the earlier models, Dornyei & Otto’s model lays special emphasis on two perspectives: Motivation is studied in the classroom context, and as a process. In his model, the correlations between daily teaching activities and learners’ motivation change are posed as major research questions.

By employing Dornyei & Otto’s Process Model, the present study will report the correlation of a series of instructional activities and students’ changes in motivation over time. Besides classroom observation records such as attendance rate, classroom participation and homework records, the key research tools applied in the study are self-report questionnaires and interviews. The research method employed in this study is both longitudinal and cross-sectional. The subjects are 115 students who take three different levels of Chinese courses in Singapore’s Nanyang Technological University. Three consecutive self-report questionnaires were administered at different time points in the semester: at the beginning of the semester, after the Character quiz and during the last week of the semester. The chain of initiating and enacting motivation behavior is carefully examined in a sequence of discrete instructional activities, such as course registration, character quiz, final oral project (movie making).

This paper will report some findings relating to the following questions:
What is the initial motivation of the students who take Level 1 course? What is the initial motivation of the students who take Level 2 course?
What are the similarities and differences in motivation between students at the two levels?
Level 1 students’ motivation behavior does appear to change along a chain of instructional activities; what might be the causing factor of such changes?
Does Chinese character learning in a beginner’s course demotivate students?
As an elective course with limited contact hours, which characters learning policy should be adopted: character learning along aside speaking and listening (语文并进) or speaking and listening learning preceding character learning (语先文随)?

Sound Blending and Assimilation: How English Sound Fusion Affects Students' Pronunciation

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Aside from the most common tonal mistakes, there is another set of errors in students’ pronunciation, particularly among those whose native tongue is English, that are vastly common yet grossly neglected by Chinese instructors. I am referring to the issue of sound blending and assimilation. I would like to discuss two of those cases that I have observed, and share my survey findings regarding how students view these problems and their effort in overcoming these issues.

The first issue I would like to discuss is the voiceless stop insertion. English-speaking students automatically add a ‘t’ between two words with the first word ending with an ‘n’ and the second beginning with an ‘s’. This is a common phenomenon in English. For example, prints and prince alike, and so do cents and sense. I find when students do this automatic insertion/fusion when they speak Chinese, they rarely get any correction from their instructors. For example, if a student says ‘two bowls of hot-and-sour soup’ in Chinese, the word ‘suan’ takes an extra ‘t’ before the ‘s’. I will play audio clips that clearly demonstrate this error and other examples containing more voiceless stop insertion.

The second problem I would like to explore is blending a final ‘n’ with the following vowel. When an American English speaker says ‘on and off’ in English, it often ends up sounding like ‘onanoff’. I often hear students do this blending when they speak Chinese. For them, it is unnatural and difficult not to do so. So when they say ‘on the contrary’ in Chinese, i.e. ‘反而’, they say it like ‘fan ner’, or they would say ‘yin nwei’ for ‘因为’. I will also provide students’ audio clips to demonstrate this commonly neglected problem.

The last part of my paper will discuss a survey I conducted in order to find out how students view these errors, e.g. whether they are motivated to avoid making
these mistakes, and if so, why. I will also discuss the role the instructors play in helping students remove this interference from English. My goal is to share my observation with as many colleagues as possible so we can tackle these neglected areas in teaching Chinese pronunciation to our students.

Le-1 and Le-2 Revisited from the Perspectives of Syntax, Semantics and Discourse

Mingliang HU & Zhu CHENG

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Le-1 and Le-2 in Chinese show similarities and differences in syntactic structure, meaning, and discourse functions. Syntactically, Le-1 is attached to the main verb of the clause and is therefore a verbal suffix but Le-2 is attached to the verb phrase and can be regarded as a VP ending, as shown in Ta [(mai le-1) shu] le-2. This analysis shows the different positions of Le-1 and Le-2 in syntactic structure and also implies that Le-2 has a different (lower) structural position than that of modal markers such as Ma, Ba, and Ne, as shown in Ta [(mai Le-1) shu] Le-2 ma?

Different positions of the two Le’s in syntactic structure reflect their differences in meaning. As Le-1 indicates relative past as well as completion, it can be regarded as a marker for tense and aspect. Since Le-2 indicates both the modality of realis as well as a change of situation, it can be regarded as a marker for aspect and modality. Their semantic relationships are shown in the following:

<table>
<thead>
<tr>
<th>Le-1</th>
<th>Le-2</th>
<th>Ma, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>/</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Tense</td>
<td>Aspect</td>
<td>Modality</td>
</tr>
</tbody>
</table>

Le-1 and Le-2 are similar in that both involve aspect, and their difference is that the meaning of completion indicated by Le-1 is included in the meaning of change of situation indicated by Le-2. It may be due to its meaning of aspect that Le-2 has a lower position in syntactic structure than that of the other modality markers.

In pragmatics, both Le-1 and Le-2 can indicate the focus of information in discourse. Their difference is that Le-2 can also indicate the peak and end of a paragraph (topic-chain) in discourse. Suppression of Le-1 or Le-2 can change the focus and make a discourse unit more cohesive.
In summary, Le-1 and Le-2 are similar in attaching to verbal elements, indicating change, and marking focus in discourse. They are different in that Le-1 is nearer to the nucleus of a VP, indicates completion and relative past, and marks the place of focus in discourse, whereas Le-2 closes a VP in structure, marks the change of situation in meaning, and ends a topic chain in discourse. That is, Le-1 has a smaller scope than that of Le-2 in all of syntax, meaning, and discourse.

What’s in there? On the non-place-denoting function of locative demonstratives in spoken Mandarin

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It is well known that demonstratives are common sources of grammatical or discourse markers once their deictic meaning is neutralized or lost. Biq (2007) investigated four locative demonstratives in spoken Mandarin (i.e. zài zhèbiān ‘here’, zài zhèlǐ ‘here’, zài nàbiān ‘there’, and zài nàlǐ ‘there’), and found that zài nàbiān was significantly frequent in her corpus. More importantly, she argued that this particular distal locative phrase, when occurring before the verb but not after it, has been routinized to some degree into a lexical bundle, whose function is not to denote a place distal to the deictic center (as would a typical distal locative phrase) but to emphasize an event and to maintain a detached stance towards it. This present study is then a follow-up of Biq’s, focusing specifically on the non-place-denoting use of locative demonstratives in natural discourse.

To evaluate the generalizability of Biq’s results, this study is based on two corpora different from the ones used in her study. One is the National Cheng Chi University Corpus of Spoken Chinese (Chui and Lai 2008) and the other the Academia Sinica Balanced Corpus of Modern Chinese. It is found that some, but not all of, Biq’s results are replicated in our study. The four locative demonstratives show considerably skewed distributions across spoken and written register. While in spoken Mandarin tokens of zài zhèbiān and zài nàbiān are significantly much more frequent than those of their near-synonymous counterparts zài zhèlǐ and zài nàlǐ, the situation is reversed in written Mandarin. Also, the distal terms are much more frequent than their proximal counterparts in spoken Mandarin, but in written data it is the proximal terms that are predominant. The two results are consistent with those reported by Biq, which suggests the skewed distributions are highly valid and stable.

However, unlike in Biq’s study, where instances of the non-place-denoting use of the highly frequent locative phrase zài nàbiān occur exclusively before the verb and never after the verb, our study shows that any token of this phrase can be
either place-denoting or non-place-denoting regardless of its position relative to
the verb. In fact, we argue that the semantic congruency between location
information and the event structure of a verb is a better indicator of whether or
not a given instance of zài nàbiān is place-denoting than its linear order with
respect to the verb. Degrading the explanatory power played by syntax (i.e. the
order between a verb and a locative phrase) also helps to incorporate into
discussion cases ignored by Biq where an instance of non-place-denoting zài
nàbiān occurs neither before nor after the verb, and often precedes a pause
followed by a stretch of restructured talk. Accordingly, we also argue that the
non-place-denoting use of zài nàbiān in spoken Mandarin is better accounted for
in terms of past imperfectivity (Comrie 1976:24) than in terms of the
emphasizing and detaching function proposed by Biq, which turn out to be
simply epiphenomenal.

Data

(1) 然後抓到他的時候,這個蛇啊,就很生氣嘛,張很大在那邊。
ránhòu zhuādào tā de shíhòu, zhègè shé a,
then catch 3SG DE time this snake PRT
jiù hěn shēngqì ma, zhāng hěn dà zài nàbiān.
then very angry PRT open very big LOC there
‘Then when (I) caught it, the snake was very angry, (with its mouth) wide open.’
(Academia Sinica Corpus)

(2) 我就跟另外一位同學講說,我跟你一組好不好?他就說,就在那邊疑問,然後
wǒ jiù gēn lìngwài yíwèi tóngxué jiǎng shuō, wǒ gēn nǐ
1SG then COM other one classmate say COM 2SG
yīzǔ hǎobùhǎo? tā jiù shuō, jiù zài nàbiān yíwèn,
the.same.group Q 3SG then say then LOC there doubt
ránhòu jiū yǒu yǐdiǎn zài xiǎng de gǎnjué
then then EX a.little PROG think DE feeling
‘Then I asked another classmate, “Can we be in the same group?” Then he
said...(He was) having doubt. (I got the feeling that he) was still thinking (whether
to accept me as his group member.)’ (Academia Sinica Corpus)
‘Yeah, yeah, my dad was such an idiot. He was (doing it) again. Didn’t he say something like he would go buy a house in Zhushan, or something like that?’

(M020-CN-NF-FM-YY, NCCU Corpus)

References


Use of lexical inferencing strategies for dealing with unknown words in reading Chinese

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This study is based on educational research conducted by researchers from the Department of Learning and Philosophy and the Confucius Institute for Innovation and Learning at Aalborg University, Denmark. In two previous studies,
a task- and problem-based approach to teaching and learning Chinese has been explored (Du and Kirkebæk 2012) and the influences of context on teaching and learning (Chinese) culture has been investigated, analyzed and discussed (Kirkebæk, Du & Jensen, 2013). In the present study researchers address another important aspect of learning Chinese: Students’ use of lexical inferencing strategies for dealing with unknown words in reading texts in Chinese.

Empirically, this study reports how Danish beginning-level students of Chinese cope with lexical gaps when they read texts in Chinese characters. It aims to explore the following research questions: 1. Do Danish beginning-level students of Chinese employ lexical inferencing to deal with unknown words in reading? 2. If yes, what kinds of inferencing strategies do they use? 3. What kinds of inferencing strategies prove to be most successful? The study is based on audio and video recordings of students’ task-solving in a first semester course in Chinese language at Aalborg University, students’ written answers to assignments and post course group interviews with students. The results of the study strongly indicates that Danish beginning-level students of Chinese use both bottom-level-ruled and top-level-ruled lexical inferencing and that inferencing based on contextual clues gives better results than inferencing based on known elements of unknown characters, e.g. 亻 in 但. That seems to indicate that top-level-ruled processing better solve problems with unknown characters in a text than bottom-level-ruled processing. Besides, the results of the study suggest that lexical inferencing tasks may be useful tools to train students in the use of lexical inferencing as a communication strategy. Both these findings have possible implications for the teaching and learning of Chinese: Teachers in Chinese may consider using lexical inferencing tasks to teach students how to use top-level-ruled lexical inferencing as a communication strategy for dealing with unknown words in reading Chinese.

References

Discourse-imposed referential interpretation of existential indefinites in news reporting

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This study investigates the recent development of an existential indefinite phrase youren 有人 (jauSjan4 in Cantonese) being used in written news reports as a definite referential expression. Based on a corpus of written reports on criminal offenses published in three Macau and Hong Kong newspapers in 2012 and 2013, it is found that in addition to the customary "someone" interpretation, youren 有人 is also used as a third person singular referential pronoun, a practice adopted by editors to maintain neutrality and objectivity in reporting alleged offenses.

The existential indefinite expression youren 有人, used in introducing new discourse participant(s) in narratives, is known to be grammatically unmarked for number, with the possibility to denote either singularity or plurality depending on the discourse context. However, the definite referential interpretation of youren 有人 in the criminal offense reports tends to be singular, as shown in (1):

(1) 昨日凌晨約二時，四十八歲黃姓女子駕駛CM三○XXX電單車 'Around 2:00 a.m. yesterday, a 48-year-old woman named Wong drove a motorcycle with the license no. CM30XXX.

at the Oriental Arch area, a taxi, license no. ML71XX, at the front [of the motorcycle] was suspected to stop suddenly while making the turn. Someone was too late to apply the brake and hit the back of the taxi. The woman fell off the motorcycle and to the ground. The front of the motorcycle in the accident was damaged. Someone called the police for help.'

The first instance of youren 有人 in (1) may seem to introduce a new discourse participant that is neither the taxi driver nor the motorcycle driver. Nevertheless, to make sense of this report, the first existential expression in fact functions like a personal pronoun referring to the female motorcycle driver in the accident, carrying out what Martin and Rose (2007) call the referent "tracking" discourse function.

This study finds that youren 有人 in similar reports appears to assume the role of a disclaimer as found in legal writing. Although such a journalistic practice of
subtle attribution of alleged authorship to a defendant (or a suspect) in an accident or a criminal offense is at present only limited in usage, it shows that editorial policies and extralinguistic factors may be powerful enough to supersede the inherent grammatical properties of a linguistic form or to introduce new meanings to existing forms, at the expense of discourse coherence. It is hoped that this study contributes to our understanding of the various potential factors in language change.

Comparing Chinese Compliments and Responses: China, Singapore, and Malaysia

LEE Cher Leng

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Much research has been done on comparing compliment from different languages: Polish and English (Herbert 1991), American English and Chinese (Chen 1993), British and Spanish (Lorenzo-Dus 2001), and Australian English and Mandarin Chinese (Tang and Zhang 2009). These studies of Chinese compliments and responses have treated the Chinese speaking world as a homogeneous entity assuming that they are to a large extent similar.

This paper will adopt the variational pragmatics (Schneider and Barron 2008) approach by comparing Chinese compliments and responses among the different groups of Chinese students studying in Singapore. These students include Singapore Chinese, Malaysian Chinese, mainland China Chinese, and Taiwanese. Singapore is an ideal place to do such comparative study as it has a large Chinese community and has attracted students from China and Malaysia to study at the universities. The undergraduate and graduate programs at the universities are well represented by students from these various countries.

This paper will study how these Chinese students from different parts of the world compliment and respond, including the topics of compliments, how the compliments are formulated, what are the responses, and how does gender and relationships affect the compliments and responses. Complimenting and responses are fascinating as they are the mirrors of cultural values of the speech community (Mane 1983). For example, the Chinese New Year compliments among Singaporean Chinese reveal that the most common compliments revolve around children’s education and socio-economic success (Lee 2009). By comparing the compliments and responses of these different Chinese speech communities, we will go beyond generalizations by gaining insights into the subtle differences both in values as well as pragmatic expressions. These
insights are invaluable in helping us understand how the Chinese language is used differently in these speech communities.

References:


Understanding Guanxi: A study of terms of address among Chinese officials

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Guanxi, the Chinese word for personal connections or networking, while sharing some traits of social and business networks in other parts of the world, is often regarded a fundamentally Chinese practice. It is so prevalent and increasingly well-known by Western business people and scholars that it has become a loan word in the English language. Guanxi in China has been studied by Western and Chinese scholars extensively and over a long period of time, research endeavors including primarily anthropological pursuits in the early and mid parts of the 20th century, business researchers and businessmen since the opening of China and the Western influx of direct investment in the late 1970s. However, a rarely academically visited, but more typical arena of guanxi discourse and practice is the Chinese officialdom.
Like the ruling elites in China, the Chinese officialdom is inaccessible to the general public, thus leaving officialdom novels a popular and important window from which one can look into the space of *guanxi* and power maneuvering. The genre is not new (once flourished in the Qing Dynasty), but seems to be on a surge in recent years, arguably due to widespread corruption in the country.

The present study aims to investigate the patterns and functions of terms of address among Chinese officials. Data for conversation analysis is drawn from an internet novel titled “No. 2 Boss” celebrated on the Chinese internet as a must-read by Communist Party bosses at various government levels for their secretaries. The study focuses on intra-scenario and inter-scenario consistency and variance of terms of address and identifies patterns of seniors addressing their subordinates, subordinates addressing their seniors, and officials addressing peers. The study finds that terms of address are used consciously and strategically by Chinese officials as a powerful tool for *guanxi* building and identity construction (or self-positioning). It also reveals that the desire to break away from official image stereotypes is positively correlated to the rank of an official and that there is a recurring competition between traditional Chinese authority and modern Western amiability in the choice of terms of address.

**Building a Chinese Parsed Historical Corpus**

**Man LI**

Newcastle University

Despite research interest in diachronic syntax continuously growing, there is still no syntactically parsed corpus in Chinese. This paper reports an ongoing project – a Chinese Parsed Historical Corpus – built to bridge this gap. I will first introduce the preliminary phase of this project: the corpus diachronic dimension, text selection, writing system selection, annotation scheme and the reasons for these decisions. The construction process, current state and preliminary data will then be shown. As the first Chinese diachronic parsed corpus, problems which have significance to corpus building in general and Chinese syntax study in particular will be shown and solutions to these problems will also be provided.

This Parsed Historical corpus will cover texts across 3300 years, providing an unparalleled opportunity to analyse Chinese language development. It will include Archaic Chinese (12thBC - 220AD), Medieval Chinese (220AD - 1368AD) and Early Modern Chinese (1368AD - 1911AD), which will provide a clear picture of the development of the Chinese language. The texts selected are largely drawn from the Sheffield Corpus of Chinese (Hu, 2007) and the writing system is traditional Chinese, whilst the annotation framework used is the Historical
Parsed Corpora in the University of Pennsylvania (uPenn). The parsing tool we adopted is Annotald, which was used in the Icelandic Parsed Historical Corpus (IcePaHC) (Wallenberg et al, 2011). We started parsing from the Chinese classics (Meng Zi), such that after clause breaking, Part of Speech tagging and parsing the following preliminary data was produced:

1. 天油然作雲;沛然下雨

Sky oil-RAN make cloud; abundant-RAN down rain
‘The sky makes clouds copiously and it rains heavily.’
( (IP-MAT (NP-SBJ (N 天)))
(ADVP (ADJ 油))
(RAN 然)))
(VB 作)
(NP-OB1 (N 雲)))
(CONJP (ADVP (ADJ 沛)
(RAN 然)))
(VB 下)
(NP-OB1 (N 雨))))

2. 則苗浡然興之矣

So seedling thriving-RAN rise INTJ SP.
‘So seedling rise thrivingly.’
( (IP-MAT (ADVP (ADV 則)))
(NP-SBJ (N 苗))
(ADVP (ADJ 漱)
(RAN 然)))
(VB 興)
(INTJ 之)
(SP 矣)))

Language differences have not been ignored. Therefore the annotation system of uPenn has been revised to better show Chinese language features. During Part of speech tagging, we documented further PoS tag sets in addition to those of uPenn, according to the annotation system of the Penn Chinese Treebank Project (Fei Xia, 2000) and features of Ancient Chinese. For example, tags like adjective verb (VA) and sentence-final particle (SP) are shared with Modern Chinese annotation, whilst the nominalization marker of verb phrase (ZHE), onomatopoeias (ON), the adverbial maker (RAN), sentence initial modal (MADV) have been devised to represent special features of Ancient Chinese. Therefore the completed parsed corpus will reflect syntactic features of Ancient Chinese.
A Study of the Changes in Tibetan Political Discourse Based on the New Year’s Editorials of Tibet Daily: From the Perspective of Metaphor

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Metaphor has been considered as the mainly method of conveying underlying ideology and values in political discourse. Tibet Daily is the Tibet provincial governmental newspaper, whose New Year’s editorials show the Chinese policy in Tibet each year. Based on the conceptual metaphor theory, the paper analyzes the New Year’s editorials of Tibet Daily through a half century.

According to Layoff’s theory, the conceptual metaphors in the New Year’s editorials of Tibet Daily can be divided as the journey metaphor (with the key words orientation, milestone...), the architectural metaphor (with the key words blueprint, construction...), the war metaphor (with the key words victory, fortress...), the article metaphor (with the key words theme, full stop...), the performance metaphor (with the key words stage, rhythm...), and so on.

The paper mainly finds out: 1.As the Tibet society remains in a high-speed development, the journey metaphor, architectural metaphor and war metaphor continuing take a significant role in the New Year’s editorials of Tibet Daily, but the usage frequency of the war metaphor has been declined in the political and economic fields; 2.The animal metaphor (with the key words cattle, horse...) has gradually disappeared, however, the article metaphor and performance metaphor have been widely used; 3. Along with the social development of Tibet, some metaphors, such as the navigation metaphor and the family metaphor, have broken through their original usage fields, and provide a new perspective for people to understand the social changes in Tibet.

In summary, the conceptual metaphors in the New Year’s editorials of Tibet Daily present how people take their views of the social situation, and also how to deal with the situation in the different periods of time. According to the analysis of the usage of these metaphors, the paper means to reveal the changes in Tibetan political discourse and the Chinese underlying ideology and values in Tibet.
An interactional perspective on the grammaticalization of “right-dislocated” utterances

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1) xuesheng anquan nage:: weiji-chao a xianzai.
   student safety that danger-wave SFP now.
   “Lack of student safety measures, that’s the crisis, currently.”

2) gei wo qi-meng le dou.
   give 1SG anger-giddy CRS all
   “made me so angry (to that extent).”

3) huxiang °di° go:ngji (gongkai) gongdou le ma zhege.
   mutual GEN attack (open) public-fight CRS SFP this.
   “(They’re) attacking each other, they’re openly fighting in public, this is the situation.”

In particular, the prosodic production of such utterances have been highly debated (Y-R. Chao 1968; Z. Meng 1982; D. Wang 1987; Y-C. Zhang 2001, 2004), focusing on questions of prosodic breakage and stress. From an interactional point of view, prosodic disfluencies are exactly what points towards such ‘dislocated’ constituents as retroactively appended elements common in error-prone linear speech production, termed ‘increments’ or ‘transition-space repairs’ in conversation analytic literature (Schegloff 2001; Lim 2012, 2014). However, empirical data has also shown that prosodically through-produced ‘dislocated’ constituents are also frequently found, suggesting that some of these right-dislocated utterances are in fact fixed constructions in their own rights (Croft 2001).

Based on a corpus of unscripted conversational data, it is argued that both types of right dislocated utterances are essentially the same phenomena but different stages on a diachronic scale of grammaticalization. This is evidenced by both types of right-dislocated utterances (i) being limited to modal adverbs, time adverbs, optative auxiliary verbs, and subject pronouns as its ‘dislocated’ constituents; and (ii) occurring in sequential positions where the speaker is oriented to displaying a subjective stance and/or heightened affect.
In fact, Guo (1999) had earlier suggested that right-dislocation may be highly grammaticized devices that serve interactional and affective functions, though a trajectory of grammaticalization was not explicated. This study proposes that the interactional practice of repair at transition-relevance place (TRP) maybe the mechanism and discourse context under which right-dislocated constructions have grammaticized. Hence, using an interactional perspective, a discourse-functional explanation is provided for the phenomenon of right-dislocation.

Selected References


Self-presentation of Celebrity Discourse in Chinese Microblogging

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The Chinese Internet context is a largely under-studied area in terms of (mostly English-language) academic scholarship, and provides much space for developing a more comprehensive framework about how Chinese people use social media to construct self-presentation and identity. Everyone participated in microblogging now is to some extent “emotional labor”(Hochschild, 1983) who devoted themselves to present self as a brand, especially for celebrities. This study is intended to analyze the self-presentation of the celebrity discourse in the most China-specific Microblogging Sina Weibo, with a particular focus on the construction and formation of identity through language practices in User-generated Web 2.0. Corpora will be built based on the collection and data-mining of the posts, as well as the relevant comments of Top 3 celebrities in different public fields (Business, Sports, Entertainment, Literature, Fashion, Technology, etc.) in the Top Ranking Lists of Influencing Power regarding three indexes: tenacity, activeness, and coverage, which are provided by Sina Administration.
System. Integrating the approach of Interactional Sociolinguistics and insights from Self-presentation Theory by Goffman (1959), the study is expected to make a contribution to discourse studies of celebrity discourse and celebrity self-presentation in Chinese Microblogging. The findings also demonstrate how identity and self of “front stage” are tailor-made and how the interaction between celebrities and their “followers” help to construct an ideal multi-faceted image for the public in order to maintain and even attract more “followers” both online and offline.

The lexicalization of biao (飃) and ga (尬) in Taiwan Mandarin

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This paper aims to explore the lexicalization of biao (飃) and ga (尬) in Taiwan Mandarin. The lexicalization of them is of great interest in that they manifest the mutual influence on each other between Taiwan Mandarin and Taiwanese, or Southern Min, in sociolinguistic light. After about 4 decades of isolation from Mainland China, Taiwan Mandarin, drawing the influence from Taiwanese, had already developed characteristic innovations different from Peking Mandarin (Cheng, 1985). The lifting of martial law in 1987 and the advancement of the Internet brought liberation in almost all areas of the society in Taiwan. In 1986, drag races were rampant and biao che ‘drag race’ (飃車), as a verb, was coined, presumably from Taiwanese phe-chhia ‘to drive at a high speed’ or ka-chhia ‘to drag race’ (in Church Romanization). [Biao-che was attested in Classic Chinese as a noun for ‘a fast wagon’.] The verb biao (飃), meaning ‘doing things in a rapid/crazy manner’ was lexicalized when biao-wu (飃舞) was coined to refer to street dancing parties held in the main street of Taipei, and in front of the Presidential Hall in 1995. Since then, examples such as biao-ge (飃歌) ‘to sing heartily and amazingly’, biao-zuo-ye (飃作業) ‘to do the homework in an amazing manner’ and even biao-xie (飃血) ‘to suffer from severe hemorrhage’, multiplied.

Nowadays, biao and ga, frequently written as尬 or 轋, e.g. 尬車 or 朶車, are co-existent in Taiwan Mandarin. In this paper, we will use the Internet as a corpus to explore the difference between biao and ga. The verb ga (尬), meaning ‘to compare, to compete’ in ga-chhia ‘to drag race’ (尬車, etymologically 轋車), which retains its Taiwanese pronunciation, is definitely a loan from Taiwanese.
However, when it is productively attested in examples such as **ga-ge** (尬歌) ‘to compete in singing’, **ga-jiu** (尬酒) ‘to compete in drinking’, **ga-ren-qi** (尬人氣) ‘to compete in popularity’, and even **ga-ren-qi** (尬人妻) ‘to compete (for popularity) with a married lady/to have sex with a married lady’, we can be sure that this transliterated **ga** is lexicalized and has a meaning of its own other than the **ga** (尬) in **gan-ga** (尷尬) ‘embarrassed’. Besides tracing the respective lexicalization paths of **biao** and **ga**, we will try to compare how they are different in use. It is observed that **pio-chhia** ‘to drag race’, a sound corresponding translation of Mandarin **biao-che** ‘drag race’, has overwhelmed the use of **phe-chhia** ‘drag race’ or **ka-chhia** ‘drag race’ in Taiwanese, a result of the prestigious status of Mandarin in Taiwan.

[Cited Reference]

[Data]

(1) [http://showbiz.chinatimes.com/showbiz/110511/112013011600048.html](http://showbiz.chinatimes.com/showbiz/110511/112013011600048.html)

飊酒/尬酒/拼酒 [used interchangeably in the news story ]

(2)

飊車族

(3)

飊舞(飊舞)

(4)

尬人妻
Ga-ren-qi is ambiguous in that it can mean (i) ‘to compete (the popularity) with a married lady’ or (ii) ‘to have sex with a married lady’.


(5)

尬酒/飊酒(/拼酒)

尬場/*飊場(/拼場)

尬人氣/*飊人氣(/拼人氣)

*尬經濟/*飊經濟/*尬經濟
Mandarin shenme as a superweak NPI: distribution and acquisition

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Negative Polarity Items (NPIs) are lexical items that survive in negative contexts only, e.g., English yet (I have *(not) finished yet). NPIs vary in strengths depending on the negativity of licensing conditions (Zwarts 1995). Giannakidou (2002) proposes that NPIs of the weakest type, i.e., superweak NPIs, are banned from all veridical contexts due to their lack of referentiality; however the literature so far has hardly attested any such.

By examining possible contexts that sanction Mandarin indefinite shenme (‘a (thing)’), this paper shows that shenme is indeed such a prototypical superweak NPI. The data we collected in PKU-CCL-YuLiaoKu (the PKU-CCL-Corpora) confirm this distributional pattern. Only one out of the 934 utterances containing shenme was veridical. Adopting Giannakidou (2002) we argue that shenme, as a superweak NPI, only survives in non-veridical contexts because of its referential deficiency. Since shenme cannot give rise to an existential import (cf. Lin 1998) it is rescued only when it appears in non-veridical contexts.

Moreover, this paper focuses on a learnability problem raised by the existence of such NPIs: without being confronted with any negative evidence, how are Mandarin children able to acquire shenme’s restricted distribution to non-veridical contexts only? After all, the absence of shenme in veridical contexts in the input does not necessarily indicate its nonreferentiality in the target grammar.

We hypothesize that children employ a conservative widening strategy (after Van der Wal 1996) to acquire shenme in the absence of negative evidence. Children start with the strictest possible analysis of shenme, compatible with the limited input data available in the onset, and extend this analysis according to language input. This hypothesis is supported by data collected in 734 CHAT-files in CHILDES (MacWhinney 2006). First, we did not find overused shenme in veridical contexts. Second, we found a significantly wider distribution of shenme in late than in early child Mandarin (p=.000, df=6): whereas children younger than 4 only use shenme in WH-questions, their older counterparts also allow it to appear in other non-veridical contexts. We take this widening pattern to represent a
reanalyzing process in the acquisition. Triggered by the input, children start with a narrow assumption of shenme being a WH-quantifier and reanalyze this NPI as being non-referential.

This widening pattern makes three predictions for children’s performance when confronted with stimuli containing shenme in different contexts. First, since neither the initial assumption nor the reanalysis generates shenme’s appearance in veridical contexts, children do not allow such stimuli. Second, due to the analysis of shenme being a WH-quantifier, children below 4 only allow shenme uttered in WH-questions. Finally, children above 4 allow shenme in various non-veridical contexts, as these are all generated by the reanalysis of shenme lacking referentiality.

To test these predictions, we manipulated stimuli containing shenme in different contexts in a sentence repetition task: WH-questions, negative contexts introduced by mei (‘not’), conditional clauses, polar questions, modal contexts and veridical contexts. Results of nearly 100 children (2;7-5;6) confirm all the predictions and hence provide evidence for the widening pathway attested in our corpus study.

Selected references:


Variation in code-switching in Chinese discourse among 1st generation Chinese immigrants: the influence of social variables

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 Defined as the use of two or more languages or dialects in the same conversation or sentence (Gardner-Chloros, 2009), code-switching (hereafter CS) announces most evidently a speaker’s ability to function in two or more
languages/language varieties. Either as an identity marker (Gumperz, 1982) or a discourse maneuvering tool (Myers-Scotton, 1988; Li Wei, 1995), CS is better understood when social factors such as attitudes (Toribio, 2002), proficiency (Poplack, 1980; Auer, 1999) and network (Li Wei at al., 2000) are taken into account, factors which are repeatedly found to affect CS. This study aims to combine the themes from previous work and look at how network, attitude, and proficiency interact in their effect on the production and pattern of CS in Chinese discourse among intra-generational speakers.

The present study explores the influence of those social factors through an analysis of data taken from a subset of 40 first generation Chinese immigrant participants aged from 25 to 40 in London, in the form of two recorded conversations with each participant and a questionnaire on social network information and attitudes.

On the basis of preliminary quantitative analyses on the correlation between the social factors and the use of CS, the study suggests that there is a strong interaction between the factors themselves and that none of them alone can predict CS behavior in terms of production and pattern. In addition, it is shown that attitudes towards CS seem to be a stronger influence than social network type or English proficiency and proficiency does not correlate strongly with high or low use of CS in Chinese discourse. The findings of this study suggest that CS in the current community is not simply a consequence of the amount of exposure to the English speaking community whereas attitudinal orientation towards and subjective identification with a specific social group seems to be a stronger predictor of CS use in Chinese discourse.

Reference:

Red Songs in Chinese Society

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Red songs, also called revolutionary songs, have been sung in China for a long time. The singing activities reached their peak during the Culture Revolution (1966-1976) that was launched by Mao Zedong, and are still very influential to date. The languages used in the lyrics of red songs are usually 1) glorifying the Communist Party of China (CPC) and its leaders, especially Mao Zedong; 2) denouncing the enemies of the Chinese revolution; 3) arousing people’s fighting spirits against said enemies; 4) expressing patriotic sentiment. While singing or listening to these songs, people become highly excited and passionate, which contributes to efforts for propaganda and mobilization initiatives. More than thirty years have passed since the end of the Culture Revolution, yet most of the revolutionary songs are still widely sung in a different social context. By examining the history of red song singing and analyzing when, where, why, and who are singing, we have realized that although the languages used in red songs are the products of the given time and socio-political contexts, they were mostly fixed by their melodies and developed lives of their own. Some of the songs become symbols of specific meanings. For example, “The East is Red” and “Chairman Mao is the Red Sun in Our Hearts” indicate the solid position that the CPC and its leader occupied in China while “Unity is Power” and “The International” call for workers and oppressed people to rise up to fight against their oppressors for their own liberation. In the past, the CPC used the latter to motivate ordinary people to rally around it fighting against their common enemies. Nowadays, peasant workers and petitioners are singing these songs to protest the corruption within the CPC and the government. As a result, we need to consider not only the content and forms of languages in a society, but also the way they are used in order to identify their functions and to understand their impact on the society.

Reconsidering the Role and Influence of Traditional Chinese Rhetoric Strategy: An Empirical Investigation of Qi-Cheng-Zhuan-He Rhetoric Structure in Students’ Writing

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This presentation argues for a necessity to re-examine the role of Chinese traditional rhetoric strategy, Qi-Cheng-Zhuan-He (hereafter known as QS) in
Chinese-English comparative studies and EFL writing classrooms. It consists of three parts. Firstly, it introduces the currently predominant negative evaluation of the role of QS in Chinese and English writing. Particularly, the so-called indirectness of Chinese and English writing by Chinese writers has been ascribed to the influence of QS. It seems that QS is a devil in Chinese and Chinese EFL compositions and rhetoric studies. However, the negative evaluation were not supported by empirical data, that is, the majority of these studies reached the conclusion without examining actual writing produced by Chinese writers. Thus, in the second part of this presentation, an explanatory study of contemporary Chinese writers’ English and Chinese writing and native English-speaking students’ English writing is reported. This study shows that QS is not unique to Chinese writers, but may be present in native English writers’ writing. Hence, in the third part of this presentation, it is argued that QS shall have a proper position in Chinese composition practice and Chinese EFL writing classrooms. This view actually echoes the changing attitude towards QS in Chinese studies and the call for an explicit genre teaching in EFL writing classrooms.

Optionality in Second Language Acquisition: The Acquisition of Durative Aspect Marker in Chinese

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This paper reports a study of L2 acquisition of the durative aspect marker “V+zhe” in Mandarin Chinese by nine L2 Chinese learners over a period of six months in an instructed setting. This study observes the acquisition process of “V+zhe” and analyses the optionality of this marker with respect to other durative/progressive aspect expressions in the target grammar. It concludes how the optionality of various durative/progressive aspect expressions influences learners’ interlanguage from the earlier learning stage to the more advanced stage and discusses why such optionality appears. This study was conducted over a six-month period in the context of Mandarin Chinese as a second language program. The participants’ written performances were elicited by the use of three written tasks (picture description). One picture was presented in each task. To efficiently reflect the optionality development in the process of L2 acquisition of “V+zhe”, three learning stages were chosen to evaluate the performance of the participants: 1) the pre-acquisition stage of “V+zhe”, 2 months after learning Chinese but before learning “V+zhe”; 2) the acquisition occurrence stage of “V+zhe”, 5 months after learning Chinese and only one week after learning “V+zhe; 3) the post-acquisition stage of “V+zhe”, 8 months after learning Chinese and three months after learning “V+zhe”. There were 253 sentences collected in three tasks: 91 sentences for Stage 1, 170 sentences for
Stage 2, and 92 sentences for Stage 3. For each stage, the collected sentences were categorized as 12 sentence types based on the use of time reference tools (e.g. time nouns, adverbs of frequency, and aspect markers).

The optionality of durative/progressive aspect expressions starts appearing from the very early stage of the acquisition (Stage 2), one week after learning “V+zhe”. The tendency of the optional use persists until the later acquisition stage (Stage 3), two months after learning “V+zhe”. There are two main explanations of why the optionality appears in SLA process. The evidences found in this study support the one that argues that the optionality occurs due to the existing flaws of learners’ internal grammar. Also, the result in this study concludes that optionality is more likely to appear in the pregrammatical mode but is less observed in the grammatical mode, though it might exist throughout the whole process of SLA.

Multilingual practices in three difference educational contexts of teaching and learning Mandarin in the United Kingdom

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Mandarin is now increasingly recognised for its importance in the global economy. This paper is drawn from my PhD thesis which documents an ethnographic study of teaching Mandarin in three educational contexts in the United Kingdom. The first context is a complementary school where the language is taught as a heritage language. The second context is an evening class which took place in a community centre in Birmingham where Mandarin is taught and learnt as a foreign language. The third context is a secondary school in London where students are learning Mandarin as a foreign language in order to obtain a GCSE. Although not a comparative study, this study brings together, within the same research agenda, three different contexts for teaching and learning Mandarin, and highlights how context shapes learning for three very different groups of students.

It looks at micro multilingual practices in the three research contexts and explores how multilingualism is used as a teaching resource for teaching and learning Mandarin in the three contexts. Specifically, code-switching and translanguaging occurring among teachers and students are explored based on their moment-by-moment talk-in-interaction. In the language classes which I visited, although the level of participants’ linguistic proficiency varied, language alternation happened frequently in all three settings. This paper is not aiming to make a distinction between code-switching and translanguaging. However, in the
processes of data analysis, evidence shows that translinguaging is more suitable to describe high linguistic proficiency students while code-switching is still of value as an analytical term, when the teacher focuses on the linguistic separation and differences between languages. Having said that, similar to the linguistic proficiency continuum formulated by Hornberger (2008), code-switching and translinguaging can also be considered within a continuum. With the development of speakers’ linguistic proficiency, their ability in translinguaging will also develop. In all three contexts, code-switching and translinguaging in the language classroom are considered to have a positive impact on classroom pedagogy. They were used by the teachers as a pedagogical tool to facilitate classroom input and engage students in classroom activities. To sum up, the use of multilingual pedagogies for teaching Mandarin are described with proficiency as an important element in determining the use of code-switching and translinguaging in the teaching of Mandarin.

‘So Chinese!’: On the Uses of ‘Chinese’ as a Category in Singapore

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Previous work on identity negotiation and identity ascription has found that identities (‘personal’, ‘social’, ‘occupational’) are regularly used by conversational participants in the service of interactional goals, e.g., ‘making revolution’ (Sacks 1979), putting up a defense against an accusation (Edwards 1998), upgrading a criticism of a third party (Antaki 1998), or challenging an interlocutor’s understanding of a situation (Schegloff 2007). Of interest here is not the identity categories themselves but “what people do with categorical descriptions” (Edwards 1998: 31). In this paper, we examine some examples of how ‘Chinese’ is used as a categorical description in conversational interactions in Singapore. The data is taken from some video recordings of naturally occurring talk in Singapore. In looking over this data, we noticed moments in the chats and banters between family and friends the use of such categories as “Chinese”, “ang mo pai” (an overly westernized person), “Ah Beng” (an overly traditional Chinese person), or “native speaker of Chinese”. Closer examination reveals that these descriptions are used by members to achieve intersubjective understandings, in ways that are suggestive of how a ‘Singaporean identity’ may be definable in the context of other categories in the collection including ‘Chinese’, and ‘Western’.
Syntactic Recalcitrance and the Mandarin “NP1+V+DE+NP2+VP”

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The Mandarin sentence “NP1+V+DE+NP2+VP” can have one, two or three interpretations, depending on what lexical items appear on the NP, V, or VP position. The previous studies mainly focus on the description of the syntactic and semantic features of the sentence, yet there is neither consensus on the interpretative possibilities of the sentence nor any explanation of why more than one interpretation exists. Essentially, there is hardly any investigation on the motivation of the sentence, namely: what motivates the native speakers to resort to a sentence pattern of ambiguity to express their ideas, while there are other patterns readily available? This paper explores the sentence from the perspective of event representation, proposing a “Situation-Encoding Hypothesis” (SEP), arguing that a real-world event experiences six steps before getting articulated as a sentence. The six steps are: Experienced Event, Conceptualized Event, Framed Event, Profiled Event, Constructionized Event and Lexicalized Event, which are supposed to capture the procedure of linguistic representation of the event in cognition. The Situation-Encoding Hypothesis can not only account for the complexity of the sentence, but also correct the misconception of the ambiguity in the sentence, thereby clarifying its nature. It reveals that the existence of the three interpretations is actually caused by the Syntactic Recalcitrance (SR), which is the corollary of the dynamic competition between syntax and semantics in the sentence. That is to say, while both syntax and semantics attempt at economy of expression, the syntax demonstrates more
tendency for recalcitrance as long as the semantic meaning of the sentence can be inferred from the context. Thus, one syntactic structure is used for more than one semantic meaning. Syntactic Recalcitrance is activated by the “Feature of Situatedness” of Mandarin, which argues that Mandarin is more of a situation-based language, relying more on the situation encoded by the lexical items in the sentence for its interpretation. Therefore, in Mandarin, situation is more prominent than the syntactic structure, which partly explains and motivates the existence of the three interpretations in “NP1+V+DE+NP2+VP”. The study is significant in that (1) SEP and SR offer a better explanation for the Mandarin sentence “NP1+V+DE+NP2+VP” by revealing its nature and explaining its interpretations; (2) SEP and SR provide a new perspective for the study of syntax-semantics interface; (3) SEP and SR can be applied to studies of other Mandarin phenomena and are also applicable to other languages; (4) the Feature of Situatedness in Mandarin is inductive to the exploration of the nature of the language.

Interpersonal Evidentiality (IE): The Mandarin v-过 guo construction as grammaticalized evidential marker of ‘shared knowledge’

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This study is based on the recently established pragmatic and grammatical category of interpersonal evidentiality (IE) (Tantucci 2013). IE grounds the illocutionary force of a statement in a form of intersubjective knowledge shared by the SP/W and 1 a 3rd party – i.e. other assumed member(s) of society – regardless of whatever the source of information is. Drawing on Nuyts’s (1992, 2001a,b, 2012) work on the evidential application of the notion of intersubjectivity (Traugott 1999, 2002, 2003, 2010, 2012; Nuyts 2001a, 2012; Verhagen 2005; Narrog 2010, 2012) I argue in this paper that the perfect v-过 guo evolved in Modern Mandarin into a new IE construction. I provide a targeted analysis on the grammaticalized status of IE in Spoken and Written Mandarin through a quantitative and qualitative corpus survey from the Linguistic Data Consortium (LDC) CALLHOME Mandarin Chinese Speech corpus, the Lancaster Corpus of Mandarin Chinese (LCMC) and the diachronic section of the Beijing University corpus (CLL).

According to Tantucci (2013) it is suggested that v-过 guo in Mandarin has grammaticalized into an IE construction from an older experiential perfect meaning, originally merely profiling the past experience of the syntactic subject.
The present work is thus centered on the semasiological IE reanalysis of 过 guo towards the end of the 清 Qīng (1644-1911) and after the 民国 Min Guo period (1912-1949). As shown in (1) below, the pragmatic-semantic and grammatical connotation of 过 guo is not to express an animate syntactic subject's past experience, but rather to ground a proposition P in a form of extended knowledge shared by an assumed 3rd party – singular or plural – who has an indirect bearing on the utterance.

(1) [...] 过去 这里里 曾 发生生 过几几 次 雪崩， [...]  
guòqù zhèlǐ céng fāshēng guò jǐ cì xuěbēng  
past here once happen IE few time avalanche  
[...] ‘In this bit, there were some avalanches before’, [...]  
#1  
#1 Speaker/writer.

IE can be seen as a proper typological category characterized by specifically grammaticalized items displaying similar features in many languages of the world: i.e. Turkic, Megleno Romanian, other Sinitic Languages, the Balkan group Iranian and neighbouring languages (cf. Lazard 1996, 1999, 2001; Guentchéva 1996, 2007; Chappell 2001, Smirnova 2012; Tantucci 2013). The theoretical implications of the establishment of IE as a typologically attested domain must lead us to redefine the primary semantics of evidentiality. The secondary claim of this paper is thus to reconsider evidentiality as a non-modal domain primarily marking different types of ‘acquired knowledge’ rather than ‘specific sources of information’. Evidential constructions encoding particular sources of evidence should be considered as a sub-class of the broader semantic scope of ‘acquired knowledge’ (AK). AK is here regarded as the primary pragmatic and semantic connotation of any type of evidential construction or strategy.
Chinese language resources in Australia: Attitudes, experiences and skills

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The tradition of research into languages as human resources shows the local distribution of these resources and the role they can play in language policy and planning (Extra & Yagmur, 2004; Kipp, Clyne & Pauwels, 1995; Fishman & Garcia 2010). ‘Top down’ approaches to policy, however, can lead to multilingual resources being constructed as a problem. The Group of Eight coalition of Australian universities (2007:7) stated in their report that ‘If Australia discovered untapped oil and gas reserves, it would be considered foolish to ignore them. Yet Australia does ignore its language resources’.

This paper reports on a part of a large online survey of languages resources and attitudes across government and non-government schools in Sydney, a strongly multilingual urban area in Australia. The survey aimed to explore the nature of Chinese language skills of school staff and their attitudes to Chinese language use and study. The first section focused on attitudes to Chinese and the role of schools in teaching Chinese. It then explored Chinese skills, use and study of teaching staff. The final section was a detailed survey of teachers of Chinese. Quantitative and qualitative analysis of data were conducted.

Although the findings indicated a depth and breadth of Chinese language resources, they were concentrated in schools with high diversity in student population. Attitudes were very positive amongst all school staff, including principals to Chinese language study and development. The three key factors linked to positive attitudes to Chinese were home language background, previous study of Chinese and/ or teaching in a linguistically diverse school context. The findings also dispelled many of the myths about Chinese teaching. The findings have implications for language policy and planning in Australia.

The Intervention Effect in Late Archaic Chinese

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Late Archaic Chinese (5th-3rdc BC; “LAC”) is an SVO language, but DP objects may front into preverbal positions in a medial domain below TP and above vP.
Based on the relative ordering of preposed constituents and negation, two positions can be found: a high position and a low position, with negation taking its place between these two positions. The high position for object preposing displays topic-like properties, while the low position displays focus-like properties. Wh-DPs always land in a position above negation. This paper investigates the Intervention Effect of negation that triggers further wh-movement. Since LAC is a wh-fronting language, it is obligatory for wh-object DPs to raise to some preverbal position. There are two types of wh-phrases in LAC: 1) which-phrases that are D-linked (Pesetsky 1987), and 2) non-D-linked wh-phrases. I posit which-phrases in LAC are topical, landing in the topic position above negation (1a). However, non-D-linked simplex wh-words and complex wh-phrases other than which-phrases normally display features of foci, as expected. The expected landing site for such non-D-linked wh-constituents is the low (focal) position. However, I argue that negation triggers further wh-movement due to the Intervention Effect (Beck and Kim 1997). But non-D-linked wh-elements should not move to a topic-like position, so there must be an extra position above negation exclusively for these wh-DPs. In (1b), a nominal predicate he “what” raises from its base position following a VP subject to a position preceding negation. This non-D-linked wh-predicate he has focus properties, but the focus position below negation is occupied by another focus wu “I”, so there must be an extra focus position above negatives for non-D-linked wh-DPs. The surface position of he hence needs two steps: it first raises to the low focus position between negation and vP, motivated by obligatory wh-fronting, and then it moves again to the extra focus position above negation due to the Intervention Effect. Moreover, I propose the extra focus position for non-D-linked wh-DPs is situated between the internal topic position and negation.

As (1c) shows, wh-elements (“high” adverbial why (“for what”)) occupy a position following internal topics.

(1) a. 以 此 攻 城，何 城 不 克? (5thc BC; Zuozhuan)
   Yi ci gong cheng, [he cheng] bu [VP ke the cheng]?
   with this attack city which city not conquer
   “(If I) attack cities with this, which city cannot (I) conquer?”

b. 何 不 吾 諫? (5thc BC; Zuozhuan)
   He bu wu [VP jian twu] the?
   what not I admonish
   “Why not admonish me?”

c. 聖人 何 以 不 可 欺? (3rdc BC; Xunzi)
   Shengren he [PP yi the] bu ke [VP qi tshengren]?
   sage what for not can deceive
   “For what (people) cannot deceive sages?”

An interesting further observation in my paper is that in LAC, only negation displays the Intervention Effect, yet focus constructions do not; in modern
A discourse analysis of PhD dissertations written in Chinese

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In view of the increasing importance of the Chinese language internationally now and in the future, research published in Chinese will be receiving more attention, and how to write about research in this language is worth studying, including the writing of PhD dissertations. The purpose of this paper is to report on the findings of an analysis of the discourse of 60 Chinese PhD dissertations. These dissertations are from a leading comprehensive university in China, covering six disciplines – applied linguistics, public administration, business studies, computer science, electronic engineering and biology. The analysis was conducted from three perspectives. Firstly, the structures of these dissertations were identified, being the traditional-complex type (Introduction-Literature Review-Methodology-Results/Findings-Discussion –Conclusions) or topic-based (Introduction-Theme/Topic 1-Theme/Topic 2-Theme/Topic 3-Conclusion) (Paltridge, 2003). Then the genetic moves in the Introduction chapter and the Conclusion chapter were analyzed using the genre approach (Swales, 1990). These moves include general background to the study, general review of the literature, and general introduction to the main study in the Introduction; summary of major findings, overall conclusions (and implications), and directions for future research in the Conclusion, albeit some are field-oriented while others are thesis-oriented. Finally linguistic devices employed by the authors to express stances were examined, including the use of hedges (eg. keneng [may], jianyi [suggest]), boosters (eg. xian’er yijian [obviously], shiji shang [in fact]), attitude markers (eg. ling ren chijing de shi [surprisingly], you yisi de shi [interestingly]), engagement markers (eg. zhuyi [note that], (duzhe/nin) keyi kanchu [you can see that]), and self-mentions (eg. wo [I] and wo’men [we]) (Hyland, 2004). These perspectives were then compared cross disciplines with a view to delineating the construction of disciplinary identities (Hyland, 2012). Being expandable to include a larger number of dissertations in more disciplines, this research will enrich the literature on academic writing in Chinese. It will also have useful implications for writing Chinese PhD dissertations as well as the teaching of it.
Coffee and 18 years of endeavour: Stances towards white-collar migrants in China

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The unprecedented economic development and rapid urbanisation in China over the past three decades has propelled massive internal migration. Large numbers of the population have migrated from the countryside to towns and cities, especially to megalopolises such as Beijing, Shanghai and Guangzhou, usually individuals in search of jobs and higher wages. Official statistics (China’s National Bureau of Statistics 2012) place the number of internal migrants in China at about 20% of its population of 1.3 billion, having increased from roughly 30 million in 1989 to more than 254 million in 2011. Yet when migrants leave their homesteads, they are confronted with discrimination and a long string of inequalities, many of which are perpetuated by China's longstanding social orders and political system. This study is concerned with one main sector of this internal migrant population – white-collar internal migrants, who differ significantly from the widely discussed migrant labour workers (nongmingong农民工) (e.g. Keung Wong et al. 2007, Xu 2000, Yan 2008) in terms of education background and work experience.

This study explores a public debate concerning the perceived inequality initiated by a magazine article “我奋斗了18年才和你坐在一起喝咖啡” [I’m finally able to drink coffee together with you after 18 years of endeavour], which was originally published with China Youth (Issue 24, 2004), and republished with Duzhe in 2005. This article, highlighting the differences or inequality between the country-born migrants and their city-born counterparts, gave rise to a massive public debate in the Chinese media discourse. Upon its publication and in particular being republished by the most influential digest-type magazine in China – Duzhe, this article together with its underscored two phrases (i.e. he kafei (drinking
coffee) and 18 nian fengdou (18 years of endeavour) have brought up a heated public debate (Liu and McCormick 2011) in both digital and print media in China. This reasoned public debate provides a well-meaning site for scholarly research in examining the new development of contemporary Chinese discourse. The present study examines the debate with the focus on stance-taking towards the white collar migrant workers around the media circulation (Spitulnik 1996) of the aforementioned two Chinese phrases. It aims at exploring the dynamic inclusive and developing characteristics of Chinese discourse with understanding of a diversity of voices which has been articulated around the perceived inequality experienced by the white collar migrant workers in Chinese society. On the basis of the detailed data analysis, this study aims to address the following research questions:

What social identities of white collar migrant workers has been constructed by and represented in the original article under investigation?

What are the media responses to the perceived inequality represented in the original article? What social stances have been taken towards the perceived inequality?

What are the key characteristics of this public debate being represented in various media in China?

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Keeping Pace with Time: the Perspectives of Change and Development in Compiling Chinese Teaching Materials

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In the past three decades, China has experienced huge changes in every domain. These changes directly influence material life and affect language use. One big challenge of language teaching, particularly in the area of compiling instructional materials, is to keep pace with time and to reflect the rapid changes and developments of Chinese society and language. What does it mean when we say “keeping pace with time”? What should we do to meet the challenge of change? These two questions will be the focuses of this paper.

In responding to these two questions, three aspects of developing instructional materials will be probed. First, the content of language teaching has to be renewed. This renewed content not only includes current ways of life and issues of society, but also needs to reflect linguistic advancement. We do not mean to ignore the Chinese tradition and cultural heritage, but to view them in a refreshed and broader context. Our concerns here mainly involve the perspectives and choices of material selection. Focusing on changes and viewing China in a cross-cultural context are two important principles, among others.

Second, the way of teaching and learning has to be updated. By this, we mean to take advantage of current technology and use digital and multimedia resources in addition to traditional classroom teaching and activities. Some of the possible ways of using online sources in developing instructional materials (including both reading and visual materials) will be examined according to pedagogical rigor.
Third, the pedagogical design of the teaching materials needs to be reconstructed. This means that the old pedagogy of treating all language learners (no matter their linguistic and cultural backgrounds) with the same designs and strategies should be changed. In material development, we will deal with linguistic and cultural issues as it applies to a specific group of learners. Taking English native speakers as an example, the reconstructed pedagogy addresses their specific difficulties and problems in learning Chinese within the teaching goals and includes intentionally designed strategies for them.

My discussion of the abovementioned aspects is based on my past and current practices of developing Chinese language teaching materials and related studies in the field of teaching Chinese as a foreign language. In addition to two published textbooks Literature and Society: Advanced Reader of Modern Chinese (Princeton University Press, 1999) and Advanced Reader of Contemporary Chinese Short Stories: Reflections on Humanity (University of Washington Press, 2003), I am now working with two colleagues on an advanced newspaper reader, entitled Today’s World: Guided Reading of News Reports. In my discussion, a particular emphasis will be paid to the on-going development of learning materials for the newspaper reader. In order to make my points clear, I will include specific examples to illustrate the aforementioned principles and concerns.

Towards a Subject-Oriented Account of the “NP V LEI LE NP” Resultative Construction

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The complement of Resultative Construction is unmarkedly object-oriented both in Chinese and English. Except the two widely accepted examples “chi bao le fan(eat-full ASP rice)” and “he zui le jiu(drink-drunk ASP alcohol)” in which the complements BAO(full) and ZUI(drunk) are subject-oriented in the constructions, the Chinese “NP V LEI LE NP” Resultative Construction is a special phenomenon in which the complement LEI conveys a fed-up sense, the meaning of the object is entailed by the verb and hence the complement can be subject-oriented. An intuition test among 200 native Chinese speakers is carried out to test some of the subject-oriented reading of the Resultative Constructions and finds out that not only LEI(tired) but some other complements, such as FAN(annoyed), JUAN(fatigue), YAN(fed-up), NI(fed-up), GOU(enough), GUAN(accustomed), SHU(familiar) have the same tendency: subject-oriented reading. Most of the complements convey fed-up sense or a sense of having too much of the verb. But
when the object is featured [+LIFE], the semantic reference of the complement in this construction becomes ambiguous.

Taotao zhui lei le youyou.
Taotao chase-tired ASP youyou.
a. Taotao chased youyou and youyou was tired.

b.Taotao chased youyou and taotao was tired.
The semantic selection of the complement LEI in (1) can be either object-oriented (2a) or subject-oriented (2b) because both the subject Taotao and object Youyou are animate.
But when the object is restricted by a quantifier, only object-oriented reading is possible.

a. Baoyu qi lei le ma.
Baoyu ride-tired ASP a horse.
b. Baoyu qi lei le san-pi-ma.
Baoyu ride-tired ASP three horses.

In (3a), the subject Baoyu and the object MA are both animate too, so the construction is ambiguous. But if the object is modified by a numerically quantified noun phrase as in (3b), it can only mean object-orientedly: Baoyu rode three horses and the three horses got tired. The reason for the disappearing of the ambiguity is that the numerically quantified noun phrases are focus modifiers which reveal the semantic focus of the construction. Thus the object which is modified by a numerically quantified NP is the semantic focus of the sentence which the complement refers to.

The object in the subject-oriented reading resultative constructions are used to be regarded as shadow object whose meaning is entailed in the verb and which doesn’t convey any new information. As in “chi bao le fan(eat-full ASP rice)”, the object “fan” can be omitted without influencing the meaning of this resultative construction, because the verb “chi” entails the meaning of it. But we find out that not all the objects of the resultative constructions whose complements have subject-oriented readings are shadow objects. Some of them do contribute meaning to the whole constructions and they cannot be omitted, which is named as informative objects. Purely syntactic interpretation of this phenomenon is weak so a comprehensive approach of syntax, semantics and pragmatics is required to account for this idiosyncrasy.
Causal Interpretations of Chinese Temporal Conjunctions: A diachronic and corpus-based study of erhou, ranhou and yushi

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Claim & Background:

The theory of Generalized Conversational Implicature implies that people make inferences when they try to communicate with the maximal efforts (Grice, 1981). Conjunctions function as important linguistic cues for making such inferences. As indicated by Levinson’s I-enrichment theory (2000) and Sanders’ idea of Causality by default (2005), conjunctions that express a temporal sequence would normally imply a causal inference. We will argue that in the Chinese language, which has a rich system expressing temporality, the possibilities of inferring a causal interpretation differ per temporal conjunction.

Analysis:

We analyzed three frequently used Mandarin Chinese temporal conjunctions: erhou, ranhou and yushi. First, we judged 100 Modern Chinese fragments per conjunction to see whether they allowed a temporal interpretation, a causal interpretation, or both. Second, we examined the etymology of these temporal conjunctions to see whether the original meaning of the conjunctions and their components in Ancient Chinese might restrict the possible interpretations. Third, we performed a diachronic corpus-based study on three periods (Ancient Chinese, Middle Ancient Chinese, and Modern Chinese) to investigate the grammaticalization of the three conjunctions. The analytical model included four variables:

1. the presence of a parallel temporal construction in the first of the clauses combined by the temporal conjunction (S1);
2. the presence of other temporal markers in S2;
3. the presence of a verb of communication in S1
4. the clause combination in terms of states and events.

For each period, we also calculated word frequencies on the component characters of each conjunction to track any changes in the semantic transparency of the conjunctions.

Results & Conclusion:

The three conjunctions have different preferences for temporality and causality: yushi indicates a causal interpretation, while erhou favors a temporal one. These preferences can be related to the etymology and differences in the semantic
transparency of the components of these conjunctions. According to our corpus-based analysis on three periods, yushi co-occurs more often with situations that favor a causal interpretation: temporal markers in S2 and verbs of communication in S1. Erhou, on the other hand, co-occurs more frequently with a parallel temporal construction in S1, which triggers a temporal interpretation of erhou. I-enrichment/causality by default is the generalized implicature in pragmatics, but semantic properties specified in the lexicon and other linguistic elements in the context may block or facilitate the causal interpretation.

Selected references:


Cantonese slang expressions and their mechanisms of semantic change

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This presentation will focus on the notions of metaphorisation, metonymisation and (inter)subjectification as they operate in one domain of Cantonese lexicon, viz, slang expressions. The primary concern has been with the pragmatic properties of these expressions in contemporary spoken Cantonese. I have argued that the source meaning of these expressions has undergone what Traugott (1989, 1995, 1997, 1999, 2003, 2007a, 2007b, 2010) calls metaphorisation/metonymisation, and this process of semantic change has been accompanied by the development of pragmatic, interpersonal, speaker-based image schemata (inter(subjectification)). What emerges from the current study is a comprehensive picture of lexical items from a literal domain being used with a non-literal meaning that could be attributed to a body-mind mapping. It seems that conceptual metaphor theory has been able to provide a
convincing explanation for why two distinct semantic fields can be seen as the realisation of a conceptual metaphor that connects the two domains at the level of thought in general, and offer a predictive framework for the metaphorisation of semantic meaning in Cantonese slang words in particular.

The current study makes a contribution to Traugott and Dasher’s (2002) hypothesis that nonsubjective meanings are often recruited to express and regulate beliefs and attitudes and become more subjective and even intersubjective. Although the use of metaphoric, extended meanings of slang words appears to be on the rise, it is to be expected that the older meanings survive alongside the newer ones as polysemes and the older generation is largely immune to it. Further research can perhaps explore the extent to which slang words and colloquial phrases have infiltrated across different sectors of the language community and the effect this has on the prototypicality of meaning in the Cantonese lexicon.

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How important is Mandarin to the construction of “Chinese-ness” in Singapore?

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The Chinese community in Singapore has undergone a profound language shift to Mandarin, from other, non Mandarin Chinese languages, such as Hokkien and Cantonese. This shift has been due in no small part to efforts by Singapore’s government to encourage the use of Mandarin, through official policies and campaigns presenting Mandarin as essential to the Chinese community in Singapore. The present study investigates this official, discursive construction of Mandarin through an analysis of speeches by government officials. It compares this analysis to the results of a questionnaire posed to 100 Chinese Singaporeans in four different age groups, asking them what they believe about the value that Mandarin brings to them, differentiating between three varieties of Mandarin, including Singapore Mandarin, as well as non-Mandarin Chinese languages spoken in Singapore and English.

Language planning in Singapore is oriented towards an ideology of national survival. Official languages are specifically selected and designed to transform Singapore’s society, to overcome the social and economic challenges that Singapore has faced since independence. An analysis of official speeches on Mandarin reveals an underlying attempt at managing Chinese identity in Singapore. Mandarin is conceived of as giving Chinese Singaporeans access to a “Chinese-ness” that is common amongst all Chinese people, both in Singapore and overseas. This “Chinese-ness” unites the disparate Chinese dialect groups in Singapore and enables Chinese Singaporeans to engage with the counterparts in China. However, the results of the questionnaire present a very different picture of Mandarin and Chinese identity in Singapore. While respondents do see the value of Mandarin in allowing them to communicate with mainland Chinese, they do not appear to perceive themselves as a single, homogenous ethnic group. Instead, respondents, regardless of age, value non-Mandarin Chinese languages, as well as English, just as much as Mandarin, when it comes to participating in Chinese culture and being accepted as a member of the Chinese community in Singapore. The questionnaire results thus reveal a mismatch between official and unofficial constructions of the Chinese identity in Singapore, and the role that Mandarin plays in this construction. Instead of a homogenous Chinese identity, there appears to be a bipolar construction of “Chinese-ness”, with an internationally-relevant, Mandarin-mediated “Chinese-ness” on the one hand, and locally-relevant “Chinese-ness” on the other, which may be mediated by other varieties.

The results of the present study reveal some limitations of language planning and policy as a means of identity management. It also raises questions about
Mandarin-speaking “Chinese-ness” as economic, cultural and political capital in Chinese diasporic communities.

River-Crabbed Shitizens and Missing Knives: Linguistic Trends in Chinese Language Use Online as a Result of Censorship

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In today’s digital age, the online public domain, particularly social networking websites, is the new frontier for the battle between censors and dissidents. This paper examines linguistic trends in the ways in which Chinese web users exploit the phonology, morphology, and orthography of spoken and written language to avoid notice by online censors. These techniques utilize features of the Chinese writing system as well as substitution or incorporation of features of other languages’ writing systems, Arabic numerals, and ideograms to represent words, phrases, or ideas through phonological, visual, or morphological implication—and sometimes a combination therein. The resulting code requires both the writer and audience to have a comprehensive knowledge of spoken and written Chinese, as well as familiarity with Chinese history, mainstream culture, and current affairs, especially as the level of encoding increases.

This paper first presents historical instances of linguistic censorship used for political motive, and provides an overview of the Chinese state-backed system of censorship. I then present and analyze the linguistic trends in Chinese netizens’ language use to avoid censorship or otherwise subvert state-approved rhetoric. The major categories are:

1. Phonologically derived transformations, e.g. the well known “river crab” (héxiè, 河蟹) in place of the word “harmony” (héxié, 和谐);
2. Phono-orthographical character suggestion, e.g. referring to former Chinese Premier Wen Jiabao (Wēn Jiābāo, 温家宝) as “Teletubby” (tiānxìàn bǎobǎo, 天线宝宝) because of the two names’ shared character 宝 (bǎo); and
3. Morpho-orthographical character suggestion, e.g. the made-up word 目田 (mù tián, “eye field”) being substituted for 自由 (zìyóu, “freedom”).

Consequently, simultaneously applying multiple types of linguistic alteration, in particular introducing elements of foreign languages and ideograms, drastically increases the level of encoding and the demands placed on the reader. The final sections of the paper dissect examples of combination methods, including Chinese-English compound words that connote disparate yet interdependent
meanings in multiple languages meanings, as well as the youth culture phenomenon of Martian language, or 火星文, *huǒxīng wén*).

While censorship continues to be the subject of international human rights debates, it serves as a useful tool to highlight the fundamental building blocks of the Chinese language. The race between censors and netizens to stay one step ahead of each other, as well as netizens’ efforts at self-expression, inspire innovations in online language use derived from linguistic elements unique to Chinese, and illustrate its linguistic evolutionary capabilities and limitations.

Examining the effects of Study Abroad on L2 Chinese language development among UK university learners

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Variability in second language development over time remains a debated phenomenon, particularly when comparing acquisition of grammatical or lexical knowledge (linguistic competence) with using that knowledge in real-time interaction (communicative competence). The exploratory study reported here tracked changes in linguistic knowledge and use during ten months studying abroad (SA) for ten third-year English students learning Chinese as a second language (L2) at a UK university. We used three writing tasks and four speaking tasks as measures of writing and speaking proficiency, to examine changes in total output, grammatical accuracy, lexical development, pronunciation and fluency, repeated before and after the ten months’ SA in China. Overall mean oral proficiency scores improved significantly (*p* < .05), especially overall speech rate (*p* < .01), supporting the general claim that SA favours oral development, particularly fluency (Collentine and Freed 2004). However, more fine-grained analysis showed that spoken measures varied greatly by task, and were very variable across the group, highlighting the difficulty in clarifying precisely how to assess oral proficiency, or communicative competence. Written development showed fewer marked improvement: only one writing test (an untimed short essay) significantly improved in length (*p* < .05), and in increased complex grammar (use of de-relative clause morphemes, *p* < .001). A sub-group (*n*=7) provided quantitative and qualitative data on L2 Chinese use at different times during SA, showing marked individual differences in the SA experience. Our study highlights the value of longitudinal SLA-motivated studies of language learners moving between instructed and immersed contexts, but also notes the importance of capturing individual students’ experiences during SA (Regan et al. 2009). We also note the lack of standardised linguistically-informed measures to provide reliable evidence of language development in instructed L2 Chinese,
particularly in spoken language (De Jong et al. 2012; Freed et al. 2004; Pallotti 2009; Zhang 2005). Further research is therefore much needed to identify systematic linguistic development in L2 Chinese, and also to bridge theory and practice in L2 Chinese language teaching, in order to clarify the interconnecting factors, in and out of the classroom, which affect L2 Chinese language development.

References:


Reexamining Styles & Stances in Contemporary Chinese News Discourse

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With increasing globalization and drastic internal changes within the country, China’s media, once known for their primary role as the “party organ” and serving primarily the interests of the communist party or of the government, has had to shift their attention to the interests of the public and/or to cater to the need of the media owners or sponsors.

With the perspective of Critical Discourse Analysis, the paper will investigate the tension, competition, and/or hybridization between the political-driven, the market-driven, and the professional-driven discourses which have affected the news representation of the milk scandal event in China. Three differential newspapers in Southern China, i.e., South Metropolis Daily, Shenzhen Special Zone Daily, and Guangzhou Daily, will be sampled for the investigation. The
notions of style in sociolinguistics and of stance and evaluation in functional linguistics will be utilized and explored in providing a detailed description and instantiation of the competing and hybridized discourses. Finally, the paper will conclude with an explanation of the distinctive development of Chinese news discourse as it copes with the global trends and the local challenges, and furthermore, a discussion of the significance of refining and further developing notions such as style and stance for media discourse analysis.

Metaphor of THREAD in Chinese Internet Forum Language – A Study of Hot Douban Live Threads

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Cognitive linguists regard metaphor as in essence cognitive, rather than merely rhetoric. Conceptual Metaphor Theory proposes that a metaphor involves a set of cross-domain mappings between a source domain and a target domain. People use metaphors to conceptualize and understand various concepts, especially abstract ones. Internet, as a new medium of communication, has exerted significant influences on the use of language. Internet forum, which provides people with an open and convenient platform for online chatting and discussion, makes an ideal source of data for linguistic studies. Yet only a few researches have approached metaphors in Chinese Internet forum language through a cognitive perspective. In order to find out whether metaphor exists and how metaphor functions in on Chinese Internet forums, this paper conducts a study of the language used on Douban. Douban.com is a popular online community among Chinese young people. The live thread on Douban forum enjoys high popularity and usually accumulates tens of thousands of replies over a short period of time. In this study, 10,000 posts are collected from 5 hottest Douban live threads and all the metaphors on the concept THREAD are picked out and carefully analyzed to see how the netizens construct this concept metaphorically. Four widely-used metaphors of THREAD have been identified in the data, namely, A THREAD IS A BUILDING, A THREAD IS A THEATRE, A THREAD IS A BOOK, and A THREAD IS A PIT. Each metaphor contains a clear structure of cross-domain mapping and is realized in a number of linguistic expressions. There are “simultaneous mappings” existing in people’s perception of THREAD. Interestingly, in A THREAD IS A BUILDING metaphor, the nature of target domain results in the omission of the real up-and-down relationship of floors during cross-domain mapping, demonstrating a typical case of “target domain overrides”. What’s more, the up-and-down relationship of floors in a thread is restructured via the metaphor TIME IS SPACE. From these metaphors we can see how people conceptualize the virtual concept THREAD.
Learning Chinese characters is often considered challenging by many speakers of other languages. However, it seems that not much research has been done on this aspect from a practical perspective. This abstract concerns Chinese language acquisition, and discusses a practitioner’s experience of teaching Chinese simplified characters – Jiàntǐ hànzì简体汉字 – to multinational adult learners in the UK. The abstract addresses one main question: Might simultaneous teaching/demonstration of the Chinese characters and the phonetics (Pīnyīn 拼音) be one of the effective ways for learners of other languages to learn the Chinese writing system (e.g., recognising Chinese words)?

Drawing on the author’s practice of teaching Mandarin Chinese to speakers of other languages, this abstract is practice-based rather than empirically grounded. In particular, the author has based her ideas on some textual materials (her students’ actual homework), YouTube resources, BBC learning resources, and some Chinese blogs.

Using the word 你好 Nǐ hǎo (Hello) as an example here, the author notices three generic ways to demonstrate it as a new word:

(1) Nǐ hǎo (Hello) – sometimes with the written Chinese characters provided;
(2) Nǐ hǎo 你好 – with the English equivalence orally given; and
(3) 你好 (Hello) – with an English explanation provided.

The author’s students write Chinese often in a way similar to the first way and sometimes the second, but rarely the third, when they take notes in classes and do their homework. The author usually demonstrates new Chinese vocabulary in the second way in teaching. She notices that the students would keep to their own strategies for memorising the words, even if she follows the second way consistently. By contrast, the third way has been used elsewhere, according to one YouTube talk (Shao, 2013), which shows a pictographic way of learning Chinese Characters and perhaps a feature of hieroglyph.

The author finds it difficult to tell which way is the ‘effective’ strategy for learning and teaching, for example in terms of learners’ retention of vocabulary, if she also considers how native Chinese speakers acquire Chinese words. Although this abstract is not grounded on an empirical investigation, it raises some questions that are worth considering by the author, other practitioners or even linguistic specialists, such as:
What makes Chinese lexicon/characters Chinese? Might the teaching of only Pīnyīnpīnyin 拼音 be potentially misleading in terms of understanding the Chinese writing system, and potentially weaken the pictographic feature of Chinese words?

What may be a more effective pedagogy and methodology for teaching Chinese characters to learners of other languages?

It is hoped that this abstract will resonate in some contexts where practitioners/linguistic specialists encounter similar experiences, and can contribute to knowledge of learning Chinese as a second/foreign language.

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Attitudes towards salient accents of Mandarin: An empirical study of social and linguistic stereotyping in Mainland China

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While studies on linguistic and social stereotyping (e.g. Kristiansen 2003, 2010) and perceptual dialectology (e.g. Long and Preston 2002; Preston and Niedzielski 2010) have been conducted in many different parts of the world, the situation in China remains understudied. In this talk we present the first part of the results of the large-scale experiment to measure lectal identification and to elicit attitudes towards salient accents of Mandarin in mainland China. Our hypothesis was that awareness of structured patterns of linguistic variation in the production of spoken Mandarin allows for lectal identification and stereotypical attitudinal implication.
In order to elicit the relative perceptual salience of accents of Mandarin, a preliminary study was conducted during the second half of 2011 and early 2012. On the basis of this initial survey, involving more than 200 Chinese students, we elicited and defined not only the most five salient varieties (North East, Beijing, Shanghai, Guangzhou and Sichuan) but also the social dimensions utilized in the final experimental design. It is this data-driven and empirical approach that allows us to outline the main stereotyped perceptions of L1 and L2 accents of Mandarin in present-day China. Over 1200 subjects in five regions of China were involved in the identification and attitudinal tasks. The fragments evaluated comprise 10 tokens of 5 L1 accents and 4 tokens of L2 accents.

The study presented here will explore the following questions: how accurately do Mandarin speakers identify different native Mandarin accents? How successful are they when identifying foreign Mandarin accents? How do Shanghai listeners think about Beijing speakers? And vice versa.

This is the first study to show that in China accents of Mandarin are recognized above chance in each of the five regions (Alpha=0.05 P-value of the total scoring of identification<0.001). The results of the experiment collaborate our hypothesis.

References


Integrating Digital Components in an Advanced Chinese Course to Motivate Learners in Reading and Facilitate Vocabulary Learning

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This is a report on an ongoing project of integrating digital components in an advanced Chinese course - Learning Chinese through Newspaper. In this advanced level Chinese course, learners face the challenges including retaining a large amount of vocabularies, reading and understanding long articles on news reporting, selecting and applying accurate words in different contexts and styles, and choosing and using function words and conjunctions to keep discourse coherence. Therefore, the further research to find more innovated teaching strategies is essential.

This project aims at motivating learners in reading and facilitating vocabulary learning through the integration of digital components that comprise a database of online/digital materials and text-based CALL glossaries. The database serves to provide online authentic news reports which are related to the topics learned in the classroom, thus providing the learners with more substantive interaction with materials out of class to promote extensive reading and increase learning. In addition, the project seeks to apply strategies with digital tools to engage learners with the resources in much more significant learning to develop intrinsic motivation for reading, advance reading comprehension skills, and build reading fluency and rate. The text-based CALL glossaries will offer learners the access to multimedia and lexical annotations in order to help learners in processing the words at a cognitively deeper level and lexical accessing.

This report will focus on four aspects. First, I will outline some recent researches concerning Chinese vocabulary acquisition and teaching strategies for advanced learners, CALL technologies for L2 reading, and the implementation of technology strategies in foreign language instruction. This part is to identify the principles for project designing and implementing. Second, I will introduce the extensive reading database based on Moodle learning system. Here, the emphasis will be put on applying digital tools, strategies, and activities to offer effective ways for CALL assisted self-paced reading and for learners' collaboration to work together with the reading and writing projects. Third, I will present the text-based CALL glossaries, showing the audience the CALL glossary developed and the ways it provides to facilitate vocabulary acquisition in advanced level Chinese learning. Finally, I will describe the processing of the long-term overall assessment and short-term theme-focused assessment which will be conducted to obtain the data and information about the overall effectiveness of the digital components in achieving pedagogical goals, developing learners' motivation, improving reading fluency and proficiency in advanced level, and satisfying learners' expectations and needs.
A Statistical Comparison of Singaporean and Mainland Mandarin Chinese: A Corpus-Based Study on Sentence Final Particles

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Nanyang Technological University; University of Alberta

Modal particle is one feature of Mandarin Chinese (Wang 1985; among others). Despite the various studies on modal particles in Mainland Mandarin Chinese (MMC), the studies on Singapore Mandarin Chinese (SMC) are few, let alone comparative studies of MMC and SMC. Furthermore, previous studies focused mainly on the functions of modal particles whereas the factors influencing their uses (such as syntactic category, genre) were seldom investigated. Hence, this study aims to use a corpus-driven statistical approach to analyze and compare the uses of modal particles in SMC and MMC, particularly sentence final particles (SFPs). This study also investigates SPFs that are unique to SMC (meh, lor, and hor) to provide a more comprehensive study on SMC SFPs.

As observed from Chinese Gigaword Corpus 2005, the five most frequently used SFPs in both SMC and MMC are ne, ma, ba, ah and la. For each SFP, samples of 100 lines containing the SPF were taken for MMC and SMC respectively. Each line was then coded for a total of six variables regarding the use of the SPF in it, including pragmatic functions of the particle (Zhang 2010), modal adverbs (Zhang 2010), genre, use of negation, sentence type and whether or not the SPF can be omitted. The statistical analysis of each variable was obtained using functions available in R and the polytomous package (Arrepe 2012; cf. Han et al. 2013; Appre 2008). The statistical results suggest that the some variables serve as a differentiating factor among the five SFPs (either in SMC or in MMC). For example, among the SFPs in MMC, ba, ah and la are more frequently used in direct speech whereas ne and ma are preferred in indirect speech (as shown in the table below in italics). The results also suggest that the distribution of the five SFPs in SMC and MMC is similar, the main difference being the correlation with the adverb variable, genre variable and the relation with declarative sentences variable (as shown in the table below in grey color).
<table>
<thead>
<tr>
<th></th>
<th>Direct speech</th>
<th>Indirect speech</th>
<th>declarative sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ba ne ah la</td>
<td>ba ne ah la</td>
<td>ma</td>
</tr>
<tr>
<td>MMC</td>
<td>+ - + + -</td>
<td>- + - - +</td>
<td>- + - + -</td>
</tr>
<tr>
<td>SMC</td>
<td>0 - + + -</td>
<td>0 + - - +</td>
<td>+ - - + -</td>
</tr>
</tbody>
</table>

Note: “+”, “-”, “0” : statistically significant overuse of the SFP with a variable, statistically significant underuse of the SFP with a variable, and “0” refers to a lack of statistical significance.

In conclusion, this study aims to adopt a corpus-based approach in comparing and analysing the five most frequently used SFPs in SMC and MMC while investigating the unique ones in SMC. The statistical method developed by Arppe (2008) and applied in this study can be used as reference for further work.

Evolutionary Process of zi Rime Change in North Henan Province: Perspectives of Linguistic Geography and Markedness

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Rime change is a process that alters the stem rime to produce various diminutive and/or hypocoristic forms, which is especially common in north Henan Chinese. Generally, a segment with features [+back, +round] (usually [u]) is always suffixed to the stem rime and indicates a similar semantic function to neutral-toned suffix [tsɿ] in Mandarin. Although it has long been assumed that the degenerated affix [u] originated from [tsɿ] along with the influence of Shanxi immigrants since 14th century, no enough evidences could prove the hypothetical evolutionary process (Wang 1999, Liu 2006, Guo 2012). This paper intends to establish the process with new evidence and explain the reason of this diachronic change from both practical and theoretical perspectives.

This paper presents the fieldwork of 27 sites conducted by the author on the border of Shanxi Plateau and North China Plain (also the border region of Shanxi Dialect and Central-Plain Mandarin) which reveals a possible connection between [tsɿ] and [u]. Wang (1999, 2004) studies the variants of suffix [tsɿ] in Shanxi and proposes a hypothetical lenition chain, i.e. [tsɿ] → [tsəʔ] → [təʔ] → [tə] → [ə], but she holds doubt that whether this chain can be linked to [u] of zi rime change. This fieldwork, along with records in other literature, demonstrates that the typological distribution of variants of [tsɿ] ([təʔ], [tə], [ləʔ], [əʔ]) and zi rime change relates to local geographic features (e.g. Figure 1 and 2) which results in different degrees of language contact. Since this region was originally covered by Shanxi Dialect brought by immigrants 600 years ago, the present typological distribution indicates different evolutionary rates and stages of this suffix, which could connect the original form [tsɿ] with the degenerated affix [u]. After the establishment of this connection, this paper briefly discusses the lenition chain of suffix [tsɿ] and mainly focuses on the change from [ə] to [u], based on the assumptions of markedness and language change (Stein 1989). Generally, the lenition chain is resulted from the internal linguistic force, while the marked type of change, i.e. from [ə] to [u], is due to the language contact caused by the immigration events. As a more marked element, [u] is used to reinforce the original semantic function of the suffix [tsɿ] which is losing with the weakening process. Further, the marked change to [u], instead of other segment (e.g. [i] or [a]), is due to the well-formedness of Chinese rime and economic principle, since [ə] and [u] share the same feature [+back], and [+round] is the most frequent and natural feature that co-occurs with the segment which is [+back] (Maddieson 1984).
Figure 1. Typological Distribution of “zi” and Geographical Features

Figure 2. Typological Distribution of “zi” and Contour Line
Analysis of Antonymous Four-character Forms in Mandarin Chinese

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Four characters are frequently combined to form a word or a phrase in Mandarin Chinese, which could be called “Sizige (四字格)”. Antonymy also plays a significant role in word formation of Mandarin Chinese and it brings into being antonymous four-character forms as well as antonymous compounds. This paper analyses the antonymous four-character forms and explores the relationship between antonymous four-character forms and antonymous compounds, based on the theories of antonymous compounds.

As for antonymous compounds, the evolutionary mechanism of semantics includes metaphor and metonymy. Consequently, an important logic could be found in antonymous compounds: the universal quantification. Externally, meanings and prosodies of morphemes determine their sequences inside words, namely, the structures of antonymous compounds.

Inspired by findings above, examples of antonymous four-character forms are firstly collected. It is found that antonymous four-character forms could be both words and phrases. The antonymous four-character words usually consist of two pairs of repeated antonymous morphemes, for example, “Dadaxiaoxiao (大大小小)”. Similar to antonymous compounds, metaphor and metonymy could be found in these words, and it is also possible to describe the words with the method of universal quantification. As a result, the sequence of morphemes resembles that of corresponding compounds. Compared with antonymous compound, however, the repeated forms usually indicate a stronger tone, which makes a noticeable difference in pragmatics.

As for antonymous four-character phrases, they could be categorized into three groups. With methods of corpus collecting, example analysis and statistics analysis, each group is discussed respectively in terms of semantics and structures. The first category of antonymous four-character phrase which is consisted of antonymous and synonymous morphemes, such as “Dajing Xiaoguai (大驚小怪)”, undergoes a semantic mechanism of metaphor and metonymy, and the universal qualification is then produced. Consequently, the external structure obviously resembles that of the corresponding compounds. The second category which is consisted of two pairs of antonymous morphemes, such as “Dangtong Fayi (黨同伐異)” sees no metonymy in its semantics, therefore the universal qualification is absent and no necessary connection could be found with corresponding compounds. The third category involves the rest of antonymous four-character phrases, such as “Jiagong Jisi (假公濟私)”, which, similar to the second, shows no necessary connection with corresponding
antonymous compounds, while it does produce three semantic features: enumeration, selection and progression.

These findings demonstrate that although some four-character forms and compounds are both formed by pairs of antonymous morphemes, four-character form is not necessarily developed from its corresponding compound. For some antonymous four-character forms, close relationship with compounds could be clearly seen in terms of semantics as well as structures; while for others, they could be completely independent from antonymous compounds both semantically and structurally.

The Emergent Cyber Lingua Franca in China: Product and Agent of Social Change under Globalization

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This study aims to draw attention to the new trends of language use in contemporary China. Drawing on theoretical frameworks from globalization and language research, such as globalization and transformation (Steger, 2003, 2009), globalization and language (Fairclough, 2006, 2009), it examines the emerging Chinese Internet language and its role in social change. According to Steger (2009), globalization is a sort of dynamism that has the transformational power to prompt dramatic creation, expansion, and acceleration of worldwide interdependencies and interconnections. It expands and intensifies social relations and consciousness across world-time and world-space, and involves both the macro-structures of community and the micro-structures of personhood that facilitate the creation of new individual and collective identifies (p. 15). With a comparable approach, Fairclough (2006, 2009) takes on globalization and language with a methodology based upon the use of Critical Discourse Analysis (CDA) on social change. From a CDA perspective, globalization inherently has a language dimension that bears a dialectical relationship between product and agent. On the one hand, it represents the processes and tendencies of globalization as a product of the social change; on the other, it contributes to creating and shaping the actual processes of globalization as an agent (Fairclough, 2009).

Data used for this study comes from two sources: (1) the corpus-based annual national reports entitled Language Situation in China《中国语言生活状况报告2005-2012》(Zhongguo Yuyan Shenghuo Zhuangkuang Baogao) and (2) recent online Chinese publications. Language Situation in China embarked in 2005 and
continues to the present. Except for those published in 2011 and 2012, each annual report consists of two robust volumes: Volumes A and B. While Volume A presents language policies and regulations, and dwells on related issues, Volume B describes data from various language corpuses. Collectively, the data show that there emerges a massive Chinese cyber lingua franca shaped by the globalized social conditions in China, in which a market economy and democracy are developed and boosted in the decades-long economic reform and international integration that give ordinary people opportunities at many levels. Their tangible access to media (print or electronic) networks, computer facilities, online technologies, and global information exchange, gives rise to and rapidly expands a cyber community, bound by a unique linguistic tie containing expressions or catch words that are appealing, cynical, rebellious, and semiotic. Taking a globalization and language approach, this study seeks to answer questions such as: What characterizes the Chinese Internet language? How does the Chinese cyber lingua franca reflect on the changing social conditions in contemporary China? And how does the cyber lingua franca generate new social discourses that drive the changing China?

**Words and leadership: China’s external representation in official speeches**

**Tanina ZAPPONE**

Turin University

In recent years, China adopted a more assertive approach to the international community. Besides keeping paying attention to issues of national interests, Chinese government has begun to assume a more cooperative and proactive behavior on the international stage, attentive to the function of external communication in enhancing soft power.

The paper aims at analyzing the role of lexical and morphosyntactic choices, made by Chinese leaders during attendance of international events, in the formation of China’s external representation. The author proposes the methodology of corpora linguistics as a valuable tool for providing an empirical basis for the preliminary assumption of a more mature approach to foreign audiences by today’s Chinese leadership.

Data have been collected through a survey conducted on a corpus of 162,071 words (token), composed of 123 speeches, held between 2003 and 2010 by Chinese leaders attending big international events abroad. The primary sources are the texts of the speeches published in the section entitled “Important documents of Chinese diplomacy” (中国外交重要文献 Zhongguo waijiao
Developing a pedagogical framework for teaching the Chinese aspect marking system – a comparative study of grammar-translation and communicative approaches

Qiaochao ZHANG

Aston University

The L2 acquisition of Chinese aspect has been investigated by many researchers (Sun, 1993; Zhao, 1996; Wen, 1997; Teng, 1999; Duff and Li, 1998, 2002; Jin and Hendriks, 2005; Ma, 2006). Their studies show two main findings, one is the acquisition order of the aspect markers (e.g. zai, zhe, le, guo), and the other is the accuracy in using the aspect markers. Among those, only Duff and Li (2002) mentioned the effect of teaching on the accuracy of using Chinese aspect. However, it is unknown what impacts teaching methods/approaches could have on learners’ use of the aspect markers. This paper aims to contribute to filling that gap. It explores whether a specific teaching framework assists the learning of Chinese aspect markers by L2 learners. We design a session of Chinese aspect following the acquisition order of the Chinese aspect markers in the research findings. The session is then delivered to two groups of beginners’ level learners in a UK university using different teaching approaches. One is the grammar-translation approach, which focuses on learning of aspectual forms, and the other is the communicative approach, which focuses on meaning. The learners take a pre-test assessing their general knowledge of Chinese, an immediate test after the teaching session on aspect to compare the immediate impact of teaching approaches, and a post-test after two months to trace the lasting effect of the teaching approaches. The investigation aims to find out whether the grammar-translation approach leads to learners’ higher accuracy levels than communicative approach in using aspects in grammatical tasks, and whether the communicative approach leads to learners’ better use of aspect than the grammar-translation approach in comprehension tasks. The results of the research will be presented and discussed based on a pilot study.
Rethinking the standard: A language attitude survey on neutral tone variation in Modern Standard Chinese

Hui ZHAO
Queen Mary University of London

Standard Chinese has four contour tones; however, a syllable can be “neutralised” and lose its original tone in certain positions (Norman, 1988). Standard Chinese is characterised by a limited use of neutral tone (Chen, 1999; Hu, 1986; Zhang, 1956). Overuse and underuse are considered non-standard and associated with regional dialects. This paper investigates native Chinese speakers’ attitude towards neutral tone variation in Standard Chinese in order to assess the presence, or lack thereof, of prestige status for the official standard language among speakers with different dialect backgrounds.

Data was collected from over 170 university students/graduates from three regions in China where different Chinese dialects are spoken (Beijing, Henan and Guangdong). An online language attitude questionnaire and a matched-guise test (Lambert, 1967) were used to collect participants’ language backgrounds and their ratings on six guises representing neutral tone variation: overuse, standard and underuse, which correspond to particular local dialects.

Focusing on the differences across regional groups, quantitative methods were used to analyse self-reported language use data and implicit language attitude data from the matched-guise test. Using statistical analysis, the paper presents participants’ own language use and the prestige they associate with the standard language and various regional varieties.

Beijing participants self-reported to be the most standard in speaking Standard Chinese despite of the non-standardness of Beijing dialect, indicating their lack of linguistic insecurity. The standard guise received overt prestige from all regions; however, a high overt prestige was also found for the overuse guise associated with Beijing dialect. This paper argues that Beijing variety is changing the conventional standard language.

This study illuminates the emergence of new prestigious standard in a country undergoing socio-economic changes. It also demonstrates a combination of methodologies in analysing sociolinguistic variables and enriches the literature on Chinese sociolinguistics, especially that of the standard language and little known phonetic features.
What happens to British students' Mandarin Chinese writing after one semester at university?

Shuai ZHAO

University of Nottingham

An objective and precise index of L2 writing development was investigated over the past few decades (Larsen-Freeman, 1977, 1983; Wolfe-Quintero et al., 1998; Storm, 2009). The majority of empirical studies have been conducted by focusing on English and some European languages. A T-unit has been found the most satisfactory unit of analysis for measuring L2 development in English. However, few studies on how to measure Chinese L2 writing development have been found (Ko, 1997).

Since the number of students learning Chinese as a foreign language (CFL) has increased dramatically over the past few years. An objective way to measure CFL writing development is in demand. A T-unit in Chinese was firstly defined by Chu (1998) prior to being extended to measure development of CFL writing and then solutions for questions of practicality faced in extending T-unit analysis to Chinese are provided. T-unit analysis has been applied to L1 Chinese in order to confirm the reliability of T-unit length as a measure for Chinese (Jiang, 2013).

With T-unit length being established as a reliable measure in L1 Chinese, three specific T-unit measures, namely T-unit length (W/T), error-free T-unit length (W/EFT), and percentage of error-free T-units (EFT/T), have been extended to measure L2 Chinese writing development. W/T is found to be a valid measure for syntactic complexity, while EFT/T is a valid measure for accuracy in L2 Chinese writing (Jiang, 2013).

This study investigates development of writing in Chinese as a foreign language through a longitudinal case study. Written texts were collected periodically over a
term from six British undergraduate students learning Chinese as a foreign language at different proficiency levels in a British university. A T-unit analysis in Chinese was adopted for objective and directive measure of writing development. Significance of the findings and relevance to measurement of Chinese writing development in general are discussed. The findings from this longitudinal case study provide some pedagogically practical implication in the field of Chinese applied linguistics.

Cultural Connotation Reflected in Paradigmatic Relationships of Chinese Color Words

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Zhanjiang Normal University

The colors words hei (black), bai (white), hong (red), huang (yellow) and qing (blue) already appeared in oracle bone inscriptions, bronze inscriptions and the Book of Poetry. Along with the change of Chinese society and culture, those words have been enriched by developing many extended meanings from their basic meanings for colors. For instance, hei has acquired the meanings of “evil”, “reactionary”, and “negative”; bai has developed the meanings of “pure”, “simple”, “bright”, “correct”, “kind”, etc.; hong the meanings of “upright”, “just”, “revolution”, “progressive”, and “celebration”, etc.

Those different extended meanings are used in different semantic fields and form different sets of words, as shown in baidao (official and legal world) and heidao (underground), heike (black hacker) and hongke (red hacker) in the legal field; baidao (moon’s path), huangdao (ecliptic) and chidao (the equator) in astronomy; hongpai (red card) and huangpai (yellow card) in sports; bailing (white collar), lanling (blue collar) and heiling (black-collar), in the job market.

The word sets may only use some of the colors, as in the case of huangdao, which is used in chidao (the equator) in astronomy but not used with baidao and heidao in the legal field. New words may appear. Thought there is no words such as hongling (red-collar) or huangling (yellow-collar) in the set of bailing, lanling and heiling right now, it is possible that such words may be coined to suit the needs of communication in the future.

A further survey of the corpus of 5 million Chinese characters shows more accurately the paradigmatic relationships of the color words in the different semantic fields, important features of the semantic fields, and the frequency of those words so as to shed light on the cultural characteristics and thinking modes related to colors and color words.
For the literary writers, the language is not only a tool in expression, but also their cultural ascription, namely in Nie Hualin 's words: their home (Nie said, I am a homeless. Chinese language is my home). The Concept of “New Literature in Chinese Language” should include the consideration of cultural ethics. There is a theoretical mode of cultural ethics: Cultural ethics is a specific social psychological phenomenon. There is much more complication between cultural ethics and scattered writers' psychological complex. The cultural ethics in the absolute link between “left the country” and “remembering the motherland”; “scattered” but not yet “leaving the country”: holding the ground of cultural ethics. We have to pay attention to cultural ethical consciousness of research on New Literature in Chinese Language. Due cultural ethical concern on “Chinese language literature”, New Literature in Chinese Language can avoid to the embarrassment of writers' identity identification.
Getting to Birkbeck

Main campus
Central London (WC1)
Main building (in red) – entrance via Torrington Sq

By tube

Central Line
Tottenham Court Road

Circle Line
Euston Square

Metropolitan Line
Euston Square

Northern Line
Euston
Goodge Street
Tottenham Court Road
Warren Street

Hammersmith & City Line
Euston Square

Piccadilly Line
Russell Square

Victoria Line
Euston
Warren Street

By bus

10, 14, 24, 29, 73, 134
and 390 run South along Gower Street and North along Tottenham Court Rd

7, 59, 68, X68, 91, 168, 188
run to Russell Square
Postgraduate and research opportunities in a world-class research environment. London’s evening university. Prestigious University of London qualifications. Ranked number one by students*.

*National Student Surveys 2006–2012: for overall student satisfaction in London