The Sixth International Forum on Linguistics and Chinese Education IFOLCE-6

第六届语言学与汉语教学国际论坛

Program

May 26-28, 2023
Stanford University, California

Content 目录

ABOUT IFOLCE
"语言学与汉语教学国际论坛"简介

The International Forum on Linguistics and Chinese Education (IFOLCE) is organized as an annual conference dedicated to exploring and promoting application of the latest linguistic research findings to the field of Teaching Chinese as a Second Language. The establishment of IFOLCE originally resulted from a joint effort of a group of colleagues in the field from eight universities in the United States, Beijing, and Hong Kong. Debuting in 2015, the IFOLCE annual forum has been held rotationally among five locations with each having two co-organizers. IFOLCE-1 was held at University of California at Davis (co-organizer Columbia University), IFOLCE-2 at Beijing Language and Culture University (co-organizer Peking University), IFOLCE-3 at Notre Dame University (co-organizer Princeton University), IFOLCE-4 at the Chinese University of Hong Kong (co-organizer Stanford University), and IFOLCE-5 at Columbia University (co-organizer UC-Davis). IFOLCE-6 will be held in person at Stanford University with two co-organizers, the Chinese Language Teachers Association of California (CLTAC) and City University of Hong Kong.

It has been recognized for a long time that linguistic studies play an important role in second language teaching. As observed in the great tradition pioneered by Professor Yuen Ren Chao and others, Chinese L2 teaching should be placed on a solid basis of Chinese linguistics. With such an understanding, IFOLCE is intended to serve as a premier forum, inviting scholars from around the world to exchange their latest research insights on new advances in linguistic studies to enhance our work in Teaching Chinese as a Second Language. The theme of this conference is Traditions and Innovations in Linguistic Research and Chinese Teaching.

语言学与汉语教学国际论坛（IFOLCE）是一个旨在提倡以坚实的语言学研究为基础促进与提升汉语二语教学的学术交流平台。论坛于 2015 年由美国、中国大陆和香港地区八所大学的有关同仁共同发起，轮流举行，每届由两所大学共同承办。2015-2019年，已分别在加州大学戴维斯分校（与哥伦比亚大学合办）、北京语言大学（与北京大学合办）、圣母大学（与普林斯顿大学合办）、香港中文大学（与斯坦福大学合办）和哥伦比亚大学（与加州大学戴维斯分校合办）成功举办五届。第六届论坛将于2023年5月在斯坦福大学线下举行，由斯坦福大学、加州中文教师协会与香港城市大学共同承办。

将汉语作为第二语言和外语的教学建立于扎实的语言学研究之上，将语言学的先进研究成果转化应用于汉语教学之中，是提升汉语教学水准和品质之所必需，也是以赵元任先生为代表的现代汉语语言学与汉语教学开拓者所确立的优秀传统。"语言学与汉语教学国际论坛"诚邀各国同行先进共同发扬这一传统，交流新知，分享卓见，携手推动汉语二语教学学科的不断发展。

IFOLCE Organizing Committee
语言学与汉语教学国际论坛组委会

Chu, Chengzhi	储诚志	*University of California, Davis* 加州大学戴维斯分校
Cui, Xiliang	崔希亮	*Beijing Language and Culture University* 北京语言大学
Liu, Lening	刘乐宁	*Columbia University* 哥伦比亚大学
Liu, Mei-Chun	刘美君	*City University of Hong Kong* 香港城市大学
Sun, Chaofen	孙朝奋	*Stanford University* 斯坦福大学
Wang, Jing	王　静	*Princeton University* 普林斯顿大学
Zhao, Yang	赵　杨	*Peking University* 北京大学
Zhu, Yongping	朱永平	*University of Notre Dame* 圣母大学

IFOLCE-6 Organizers
本届论坛承办单位

Department of East Asian Languages and Cultures, Stanford University
斯坦福大学东亚语言文化系

Language Center, Stanford University
斯坦福大学语言中心

The Chinese Language Teachers Association of California (CLTAC)
加州中文教师协会

Department of Linguistics and Translation, City University of Hong Kong
香港城市大学翻译及语言学系

IFOLCE-6 Organizing Committee
第六届语言学与汉语教学国际论坛召集人

Li, Yue	李　樾	*The Chinese Language Teachers Association of California* 加州中文教师协会
Liu, Mei-Chun	刘美君	*City University of Hong Kong* 香港城市大学
Sun, Chaofen	孙朝奋	*Stanford University* 斯坦福大学
Tang, Le Singleton	唐　乐	*Stanford University* 斯坦福大学

IFOLCE-6 Staff Team
## 第六届语言学与汉语教学国际论坛会务组

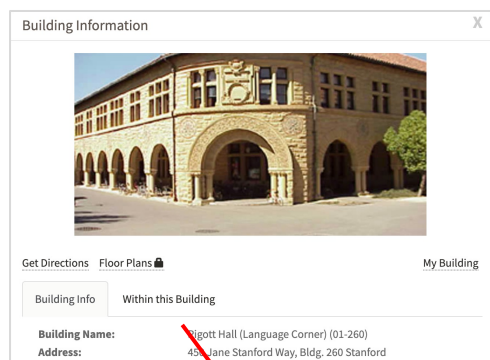|		
Bao, Hanjiaxin 包函佳欣	Liu, Hsin-Yun 刘新韵	Xu, Yuan 徐　远
Chen, Minjun 陈敏榕	Lin, Nina	Zeng, Hong
Chung, Marina	Millendez, Cyril	Zhang, Runfan 张润璠
Gao, Siyi 高偲译	Roth, Peiyu 陈佩瑜	Zhang, Yongping
Hu, Xiao 胡　潇	Su, Jeanne	Zhou, Xiaofang
Li, Ying 李　英	Wang, Huazhi 王华之	

谨向以上单位及个人表示衷心感谢！
Thank you to the above organizations and individuals!

Conference Venue Map & Parking
会场所在位置指示图及停车信息
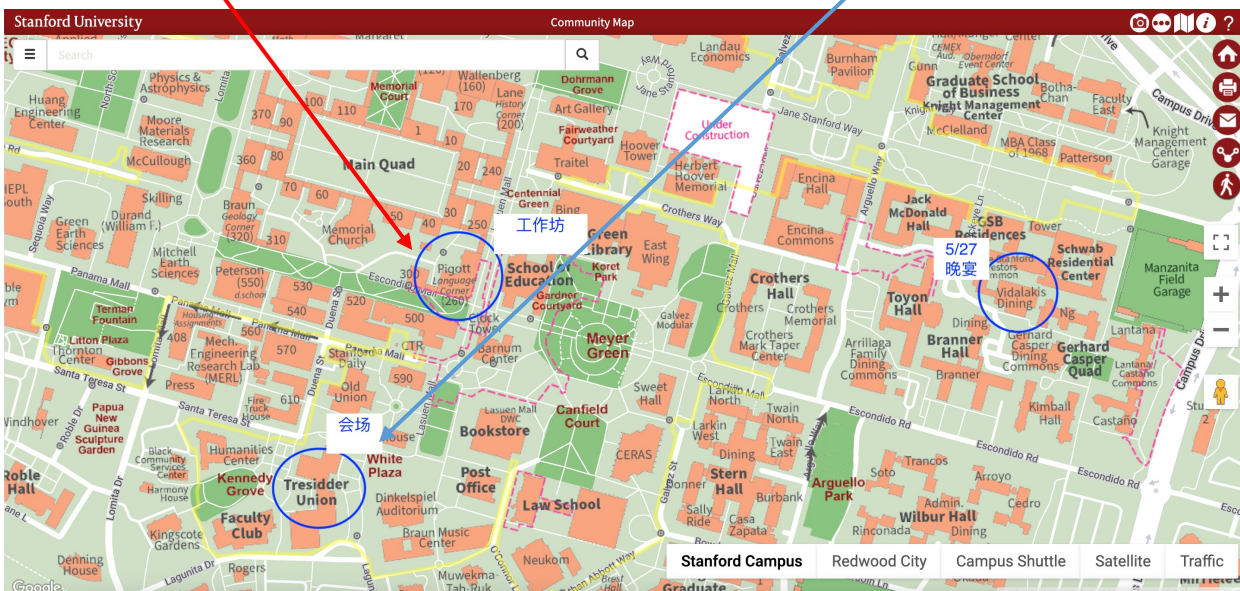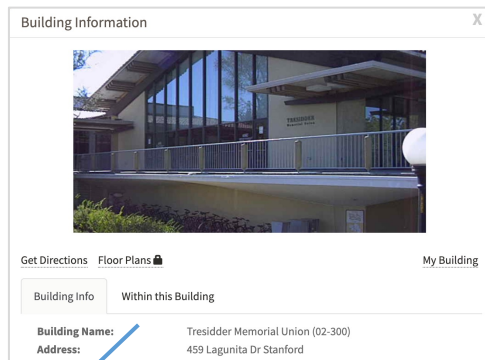
Conference Location

Parking Information

May 26

Building Name:
Pigott Hall (Language Corner) (01-260)
Address:
450 Jane Stanford Way, Bldg. 260 Stanford, CA 94305

*Please follow the instructions on this website for visitor parking

Visitor Parking

Please Scan

May 27-28

Building Name:
Tresidder Memorial Union (02-300)
Address:
459 Lagunita Dr Stanford, CA 94305

*Parking is free in A, C and P spots on weekends. No permits are required.

Program at a Glance
会议日程概览

Friday, May 26

Pigott Hall Bldg. 260 Rm. 113
450 Jane Stanford Way, Stanford CA 94305

14:30-17:00	**Workshop on Linguistics and Empirical CSL Studies** "实证研究与语法分析" 工作坊
18:00-20:00	**Board Meeting @ *Left Bank*** 635 Santa Cruz Ave. Menlo Park, CA 94025

Saturday, May 27

Tresidder Memorial Union, Oak Lounge
459 Lagunita, Stanford, CA 94305

7:45 - 8:45	**Check-in and Breakfast** 签到及早餐 *(provided)*
8:45 - 9:00	**Opening Ceremony** 开幕式
9:00 - 9:30	**Keynote Speech** 主题报告 (I)
9:30 - 10:00	**Invited Speech** 特邀报告 (I)
10:00 - 11:00	**Parallel Sessions** 分组报告 (I)
11:00 - 11:15	☕ Coffee Break 茶歇
11:15 - 12:15	**Keynote Speech** 主题报告 (II)
12:15 - 13:15	Lunch break 午餐 *(provided)*
13:15 - 14:15	**Invited Speech** 特邀报告 (II)
14:15 - 15:15	**Parallel Sessions** 分组报告 (II)
15:15 - 15:30	☕ Coffee Break 茶歇

Saturday, May 27 （cont.）

15:30 - 16:30	**Parallel Sessions** 分组报告 (III)
16:30 - 17:30	**Invited Speech** 特邀报告 (III)
18:00 - 20:00	**Welcome Reception** 欢迎晚宴 @ Vidalakis Dining Hall, Schwab Residential Center, Stanford, CA 94305

Sunday, May 28

Tresidder Memorial Union, Oak Lounge
459 Lagunita, Stanford, CA 94305

8:00 - 9:00	**Breakfast** 早餐 *(provided)*
9:00 - 10:00	**Invited Speech** 特邀报告 (IV)
10:00 - 11:00	**Parallel Sessions** 分组报告 (IV)
11:00 - 11:15	☕ Coffee Break 茶歇
11:15 - 12:15	**Parallel Sessions** 分组报告 (V)
12:15 - 13:15	Lunch Break 午餐 *(provided)*
13:15 - 14:15	**Parallel Sessions** 分组报告 (VI)
14:15 - 15:45	**Invited Speech** 特邀报告 (V)
15:45 - 16:00	☕ Coffee break 茶歇
16:00 - 17:00	**Roundtable Forum** 圆桌论坛
17:00	**Closing Ceremony** 闭幕式

Keynote Speaker
主题报告人

Dr. Elizabeth Bernhardt-Kamil

Elizabeth B. Bernhardt-Kamil (Ph.D., University of Minnesota) is the John Roberts Hale Director of the Language Center and Professor of German Studies at Stanford University. She has spoken and written on second-language reading, teacher education, and policy and planning for foreign- and second-language programs. At the 2014 Annual Convention of the Modern Language Association (MLA), Dr. Bernhardt was presented with the 2014 Distinguished Service to the Profession Award, from the Association of Departments of Foreign Languages (ADFL).

Her book, Reading Development in a Second Language (1991), earned her the MLA's Mildenburger prize as well as the Edward Fry Award from the National Reading Conference as an outstanding contribution to literacy research. Understanding Advanced Second Language Reading, (2011) appeared with Routledge. UNESCO has recently published her pamphlet on teaching second-languages and her work has appeared in the Encyclopedia of Diversity in Education; Debating Issues in American Education; and in the International Encyclopedia of Education. She has published in the Modern Language Journal, Applied Linguistics, the ADFL Bulletin, Foreign Language Annals, and Reading Research Quarterly. In 2014 she received the Association of Departments of Foreign Languages (ADFL) Award for Distinguished Service to the Profession and in 2015 was elected Honorary Member, American Association of Teachers of German (AATG). In 2018 she received the Wilga Rivers Award for Leadership in Foreign Language Education (Postsecondary). In 2022, Conducting Second-Language Reading Research: A Methodological Guide appeared with Routledge.

Keynote Speech 主题报告

The Challenge of Understanding Advanced Expository Texts in a Second Language
(Abstract 摘要)

This talk outlines, first, some of the dimensions, actually dilemmas, of reading upper-register texts in second languages, distinguishing between literary and expository texts. Next, it addresses what the field knows about the process of understanding upper-register texts in second languages, citing the studies that employ Chinese language texts. Third and finally, the talk attends to the directions the field needs to take to enable learners to be better readers of exposition and how instruction can become more satisfying for teachers and learners.

Keynote Speaker
主题报告人

Dr. Elizabeth Traugott

Elizabeth Traugott (Ph.D., University of California at Berkeley 1964) is Professor Emerita of Linguistics and English of Stanford University and Fellow of American Academy of Arts and Sciences. Professor Traugott has done research in historical syntax, semantics, and pragmatics, lexicalization, socio-historical linguistics, and linguistics and literature. Her current research focuses on i) ways to bring the theories of construction grammar, grammaticalization and lexicalization together in a unified theory of constructionalization, ii) the development of pragmatic markers at left and right periphery of the clause and on ways to define "periphery".

Keynote Speech 主题报告

A Constructionalist Perspective on Knowledge of Language and Why it Changes
Elizabeth Closs Traugott
(Abstract 摘要)

Most linguists say that they want to account for knowledge of language. But what that means is not agreed upon. Goldberg's (1995, 2006) constructionalist approach to knowledge of language is introduced, as is her proposal that knowledge is stored in a network of constructions or form-function pairings known as the "constructicon". My main question is why and how knowledge of language changes over time. I propose that changes to the constructicon arise out of preference in certain speech communities for particular assemblies of constructions. An example is the history of *BE going to V*. Was there ever a "motion construction", as is standardly assumed for e.g. *She is going (to Stanford) to present a paper*, or only a set of preferred assemblies of constructions that came eventually to be crystallized as the *BE going to V* 'future' construction in e.g. *You are going to like the play, I am sure* (Budts and Petré 2020)? New assemblies may lead to change. Because contextual uses and preferences shift, new constructions can come into being or older ones can be lost.

Workshop on Linguistics and Empirical CSL Studies "实证研究与语法分析"工作坊

Language Learner Acquisition of the Mandarin Perfective Aspect:
A Quantitative Analysis of Four Features of the Post-Verbal *le*$_1$
词尾"了"的习得问题：英语母语者四大隐形错误的量化分析

Matthew Palmer, Stanford University

Abstract

The present workshop discusses the significance of my recent research results which integrate linguistics and language education methodologies to quantitatively and qualitatively evaluate the perfective *le*$_1$. Results indicate that native speaker and language learner interpretations substantively differ along the following four features:

le$_1$'s nonlinear relation to Speech Time
> (native speaker future-oriented interpretation of target structures = 100%; language learner = 13.3%);

le$_1$'s potential for Terminative Entailment
> (native speaker terminative interpretation of target structures = 87.5%; language learner = 20%);

le$_1$'s homophony with the Current Relevancy Marker *le*$_2$
> (native speaker distinct *le*$_1$-vs-*le*$_2$ interpretations of target structures = 50%; language learner = 3.3%);

le$_1$'s Infelicity Effect
> (native speaker interpretations of target structures as infelicitous = 75%; language learner = 40%);

The above statistics are revealed through a quantitative human subject *le*$_1$ interpretation task involving both native speaker and language learner participants. Results indicate that language learners throughout advanced proficiency routinely misinterpret *le*$_1$ in relation to the above features. In contrast to this low accuracy, language learners routinely self-report confidence in their erroneous *le*$_1$ interpretations.

Notably, the features of *le*$_1$ summarized in the present workshop are seldom mentioned in Chinese language textbook *le*$_1$ grammar notes. (Feature frequency among *le*$_1$ grammar notes ranges from 0% to 38.9% of the sample textbook population).

Discussants

Chaofen Sun, Stanford University

Lening Liu, Columbia University

Zhuo Jing-Schmidt, University of Oregon

Invited Speakers
特邀报告人

Dr. Chu, Chengzhi, University of California, Davis
储诚志教授，加州大学戴维斯校区

Dr. Jing-Schmidt, Zhuo, University of Oregon in Eugene
井茁教授，俄勒冈大学尤金校区

Dr. Kit, Chunyu, City University of Hong Kong
揭春雨教授，香港城市大学

Dr. Li, Zhiqiang, University of San Francisco
李智强教授，旧金山大学

Dr. Liu, Lening, Columbia University
刘乐宁教授，哥伦比亚大学

Dr. Liu, Mei-Chun, City University of Hong Kong
刘美君教授，香港城市大学

Dr. Wang, Jing, Princeton University
王静教授，普林斯顿大学

Dr. Wen, Xiaohong, University of Houston
温晓虹教授，休士顿大学

Dr. Zhang, Zhengsheng, San Diego State University
张正生教授，加利福利亚州立大学圣地亚哥校区

Dr. Zhu, Yongping, University of Notre Dame
朱永平教授，圣母大学

"把"字宾语有定与无定的统一解释及相关的教学问题
A Unified Account of Definiteness and Indefiniteness
of the BA Objects in BA Sentences

储诚志
加州大学戴维斯分校

传统理论认为，"把"字句中介词"把"的宾语必须是有定的；无定的形式是是"例外"或"非典型"的少数。 这也是多数中文教师、教材和汉语二语习得研究者目前秉持的基本认识。本报告人在近两年的一些讨论中曾经指出：在实际语言中，"把"的宾语并非都是有定的，有时候甚至还必须是无定的；无定的"把"的宾语虽然在数量比例上比有定的少，但是也很常见；把无定宾语解释为"例外"或"非典型"用法，既不简明，也没有充分的解释力。在语言教学中，这样的解释和处理给学习者增加了不必要的麻烦和困扰。

在此前讨论的基础上，本报告尝试从功能和认知角度就"把"的宾语的有定和无定提出一个统一且相对简明的解释，指出有定和无定的使用条件，并就改进"把"字句教学的相关问题提出建议。

Information Structure and Verb Lexical Input:
The Locative Existential Construction Revisited

Zhuo Jing-Schmidt
University of Oregon

The Mandarin Chinese locative existential construction (LEC) has been described variously as SVO, Topic-Comment, Focus, Presentational, and Subject Inversion sentence. That is, existing studies disagree on the syntactic and information structure of this construction. On the other hand, there are divergent treatments of the lexical constraints on the verb and the relationship between verb and construction. In this talk, I revisit LEC from a constructionist viewpoint, focusing on its information structure and verbal lexical input. I present converging evidence from corpus and experimental studies to show that LEC has a marked information structure that presents the inverted subject as new information. The data shows that verbal lexical input in LEC is varied but patterned, forming semantic clusters that are consistent with the general semantics of the construction, namely the introduction of a new entity that exists in a certain fashion or appears by a certain means at a given location or disappears by a certain means from that location. The results have implications for Chinese SLA and language pedagogy.

Keywords: *locative existential sentence, constructionist analysis, information structure, lexical input*

Teaching Chinese "separable" words as a morphological phenomenon

Chunyu Kit

City University of Hong Kong

There have been many interesting accounts for "separable" words in Chinese linguistics using different theories. Yet, it remains questionable if they have been convincing enough to explain why so many Chinese verbs are separable under syntactic operations (so as to allow their verbal parts to undergo movement across phrase boundaries), given the wide acceptance of the lexical integrity hypothesis (LIH) as a cornerstone in linguistics. In this presentation we will try to provide evidence to justify a lexical account for Chinese "separable" words as a morphological phenomenon, namely, word formation by two-way clipping for a verb of the v+n morphological pattern, which results in a verb and a noun in super strong collocation that need to pair up exclusively for proper semantic interpretation. It is a simple account highly consistent with native speakers' language intuition and particularly useful in Chinese teaching, especially in facilitating foreign learners' understanding.

普通话韵律词重音的感知条件与韵律调整

李智强

旧金山大学

语音学的研究发现，声调在句子中的表现跟单念时相比常常有很大的不同，这种变化在口语对话中表现得尤其明显，而且主要受到句子重音分布的影响。重音是自然语言的一种韵律特征，代表语音结构内不同单元之间横向的相对关系。一般来说，重音表现为音节在特定语音单元内在听觉感知上的凸显或着重。重音的一个重要特点是具有层级性，分为词重音、短语重音和核心重音，即我们常说的句重音。

普通话的词重音至今仍然是一个有争议的问题。问题集中在两个方面：一、普通话是否有词重音？二、如果有词重音，双音节词的两个音节都带四声时，词重音落在左边还是右边的音节上？有人提出词或词组的结构决定重音位置。例如，偏正结构中的修饰语和动宾结构中的宾语获得重音。相对来说，词重音讨论中的一个共识是在没有轻声的情况下，重音位置的听觉判断对于母语者来说有一定的挑战性。

本文讨论普通话韵律词重音的感知条件与韵律调整。普通话的双音节词在词汇层面有两种韵律形态。一种是前字带四声，后字为轻声。一般认为这类词的重音格式为前重后轻（S-W）。在词典中后字是否轻声可以构成词义对立，如"帘子"和"莲子"。另一种形态是两个音节都带四声，相对轻重关系往往不易判断，如"附近"，重音格式为前后均重（S-S）。我们讨论的词重音是在韵律结构中生成的韵律词重音。韵律词可以是词典里的词，也可是韵律结构生成的词，如"来了"，"我是"。韵律词重音的推导以词汇的韵律形态为输入，生成以感知为基础的表层重音分布模式。

　　本文区分影响重音感知的两类因素，即结构信息因素和声学信号因素。结构信息因素指的是我们可以根据韵律词的构词结构对重音位置做出预测，构词结构包括动宾、偏正、联合、主谓、补充等。声学信号因素包括声调"重度等级"和句末音节延长等因素。有研究指出，在四个声调中去声听起来最重，其次是阴平和阳平，半上最轻。句末位置常常伴随更长的音节时长。从声学上来说，音高和时长是影响声调凸显度的主要因素。我们把 S-S 形态的双音节韵律词分为两类：当结构因素和声学因素指向同一个音节时，该音节听起来重；当结构因素和声学因素分别指向不同音节时，重音位置可能就不够清晰。当两个声调的"重度"相当时，说话人可以通过两种语音手段改善重音感知：前音节"降阶" (downstep)或者后音节"轻化" (de-accent)。结构上位于词重音和短语重音之上的核心重音也可以起到加强重音感知的作用，即使在两类因素不统一的情况下。

　　由于重音的位置影响声调在口语对话中的实现方式，普通话语音教学需要有一个明确的重音理论作为参照。以上的分析为我们理解口语中的声调变化提供了一个明确的框架。只有在教学中引入韵律因素，学生才有可能达到流利自然地进行交际的目标。我们提出的韵律三要素，即分段、凸显（重音）和边界，可以作为句子层面声调教学的一种尝试。

Revisiting the Middle-Construction in Chinese

Lening Liu
Columbia University

This talk revisits the so-called Middle-Construction in Chinese. First, we review the major theoretical discussions on Voice in general and on Middle-Construction in particular. Then we offer a retrospective analysis on the previous studies on Chinese Middle-Construction (Chao, 1968; Li and Thompson, 1998; Gu, 2000; Furukawa, 2022). We believe, contrary to what Li and Thompson claimed, the proposal made by Yuen-ren Chao on the Middle-Construction is necessary and appropriate. And, the later studies conducted by Gu and Furukawa deepened our understanding of the construction. But, for pedagogical purpose, we could simply treat it as "Subject Affected"sentence, namely a semantically passive construction that has no passive marker. We further discuss the difference between syntactic Middle-Construction and lexical copular, offering evidence for treating a group of Chinese words such as 看上去，闻上去 copular words rather than middle-constructions.

Interactionalization in Novel Lexical Semantic Changes
語義改變的互動化趨勢

Meichun Liu

City University of Hong Kong

Tianqi He

Central South University

The study aims to explore newly arising lexical semantic changes that demonstrate an interesting tendency of semantic shifts towards highly interactive and socially impactive meanings. A number of such changes found in Weibo were motivated by metaphorical or metonymic transfers; for example, under the metaphor *Social Media is /Ocean*, water-related actions such as *qiánshuǐ* 潜水 'dive' may refer to a kind of social behavior (*tā zài qúnlǐ mòmò qiánshuǐ* 她在群里默默潜水 'She is lurking in the group.'). Constructional analyses are proposed to account for the form-meaning re-associations in the novel usage patterns that show a consistent tendency of semantic shift from *less interactive* to *more interactive* meanings, which is termed 'interactionalization' in this study.

As a general principle of semantic change, interactionalization is realized in usage shifts, such as those from nonverbal to verbal, from intransitive to transitive, or from less transitive to highly transitive uses. Among them, two major types are analyzed with case studies based on Weibo data: i) from nonverbal to causative-transitive verbal usage, e.g., *tā nèihán wǒ le* 他内涵我了 'He covertly satirized me.'; ii) from existing VN compound to more transitive usage, e.g., *duòshǒu xīn bāobāo* 剁手新包包 'bought a new bag', or with a human object, e.g., *tǔcáo qiánnányǒu* 吐槽前男友 'disclosed the ex-boyfriend'. The first type is further explored with two case studies: the Adjective-Causative Alternation, supported by 127 adjectives (e.g., *xīngchén qīngchèle míshīdeyǎn* 星辰清澈了迷失的眼 'The stars cleared the blurred eyes.') and the Noun-Transitive V Conversion, proved by 8 nominals (e.g., *yīyèzhījiān píngtái huǒle Liúlìlì* 一夜之间平台火了刘俐俐 'The platform made Liu Lili become popular overnight.'). The second type is testified by the case study of emerging VN+O constructions, such as *zhǒngcǎo*/b*ácǎo Yǎshilándài'*种草/拔草雅詩蘭黛 'desire to/not to buy Estee Lauder'. Collo-distributional evidences are provided for the account of constructionalization of new usage patterns that involve form-meaning re-associations towards highly interactive meanings.

In sum, it is proposed that novel usages observed in social media have manifested a tendency of interactionalization in semantic change, whereby word meanings shift from less interactive to more interactive senses, as demonstrated in the case studies. The proposal goes in line with the theoretical frameworks of interactive linguistics and usage-based approach. It also helps to integrate research findings on Chinese lexical semantics and interactive linguistics by highlighting the emerging trend of interactionalization in recent semantic changes under the popular use of social media which reinforces the subtlety and complexity of human interaction.

刻意练习与社区探索
-- 对疫情后美国大学外汉语教学的一点思考

王静
普林斯顿大学东亚系

美国高校恢复线下教学已逾一年，疫情期间线上教育模式对对外汉语教学所带来的影响并未随着隔离政策的结束而消失，反而由于学生在学习习惯、心理健康、兴趣与期待等方面的变化而使我们不得不在教学方法和课程设置方面做出调整与改变。同时，由于受中美关系影响，以及教学科技，尤其是如ChatGPT此种人工智能技术的发展，美国高校对外汉语教学正面临着新的挑战。在报告人任职的普林斯顿大学，这种新趋势表现在很多方面，如普通综合型高年级课程注册人数的减少，学生对正式和宏大话题的兴趣减弱，对当代话题和语言现象的兴趣增加等。

从教学法的角度来看，在当下各种以交际和任务为核心的教学法流行的时代，传统的听说练习受到了激烈的批评。然而无论是发展专业技能还是培养和习得语言交际能力，都离不开大量的练习。当然，练习不该是机械的，而是需要老师的指导，有目标、有计划、有反馈，让学生走出自己的舒适区，即所谓的"刻意练习"。该报告从认知心理学的角度出发，反思听说训练在对外汉语习得中的作用。该报告将分享两个具体的教学案例，其一以情感和身份认同为切入点设计华裔学生实践活动，其二开发在美中国企业作为高年级中文学习资源，旨在讨论如何从课堂上的刻意练习过渡到现实中的语言探索与实践，提供机会让学生在实践中实现语言能力的转化与提升。

Research on L2 Chinese Motivation: Interactions between Individuals and Learning Contexts

Xiaohong Wen 温晓虹

University of Houston

This study synthesized the literature of L2 Chinese motivation, analyzed the data using both quantitative and qualitative approaches, and addressed the issues on the motivation factors that enhance learning engagement and sustain learning. Drawing upon the socio-dynamic perspective and the theoretical framework of Dörnyei's L2 Motivational Self System' (2009), this study identified L2 Chinese motivation factors derived from factor analyses, studied the relationship among motivation factors, examined the interactions between motivation factors and learning experience, and discussed learning strategies and efforts in relation to motivation and learning context.

The results revealed six motivation factors, of which the ideal L2 self was the most powerful predictor for intended effort, and it significantly correlated with after-class activity engagement. In addition, the anti-ought-to self significantly correlated with all the motivation factors and was also a significant predictor for intended effort. Importantly, the learners' positive interactions with the learning context via self-regulatory strategies and accompanying procedural knowledge led to a positive learning experience, which sustained learning. The persistent desire to function in Chinese, and retrospective assessments of their learning needs and styles guided them through learning. When confronted with difficult situations, they monitored and readjusted based on their learning strengths and goals.

Lastly, pedagogical implications to curriculum and instruction are discussed.

Visualization of Stylistic Difference in Synonyms

Zheng-sheng Zhang
San Diego State University

Research on register and style in Chinese has made significant strides conceptually and methodologically. Conceptually, it has been increasingly clear that style cannot be adequately described with the crude binary distinction between spoken and written styles. As argued by Zhang (2017), style in modern written Chinese manifests itself in at least two dimensions, the dimension of 'literateness' and that of 'literariness', correspondingly to 'formality/written' and 'classical/alternative diction' respectively. Methodologically, vague intuition and impressionistic observations have given way to corpus and statistical methods, which can verify stylistic differences empirically and quantitatively; furthermore, with the use of the statistical procedure of Correspondence Analysis, style can be visualized on a two-dimensional bi-plot, i.e., a 'stylistic map'. In this presentation, the stylistic difference in three types of synonyms will be examined.

The first type consists of disyllabic compounds and their abbreviated mono-syllabic counterparts. 但是 and但, 虽然 and虽, 仍然 and仍are some examples. Although the meanings of each pair are identical, the difference between them resides in style, which can be visualized. The second type are 'mixed compounds' such as 购买, which consists of one classical morpheme and one non-classical one. The whole compound is synonymous with both component morphemes, which are also synonymous with each other. Though semantically equivalent, there nonetheless exists stylistic contrast among the triplet 购买vs.购vs. 买. The distribution of the triplet on the stylistic map both confirms and is at variance with our expectation at the same time. While 购买 is expectedly in between 购 and 买 on the literary

dimension, it is surprisingly more literate than either of its component morphemes on the literate dimension. Finally, the order of morphemes in some mixed compounds can be reversed, for example from 寻找 to 找寻. Their difference is also a matter of style, visualizable on a stylistic map.

The direct and explicit visualization of style will better inform language teaching and help learners gain clearer knowledge of style than hitherto possible.

构式语法与把字句结构及把字句教学

朱永平 Yongping Zhu
圣母大学(University of Notre Dame)

　　本文依据"基于使用的构式语法理论" (Usage-Based Constructionist Approach) 分析汉语把字结构中的不同类别进而探讨在汉语教学中如何更好地教授把字句。业内所说的把字句并非单一结构，而是包含了十七种不同的次类别。本文采用构式语法以动词为中心的分类法对把字结构进行梳理归纳，总结概括出把字句的不同论元构式。通过调查北美五本通用汉语教材，发现在一年级汉语课本中，共出现了五种类别的把字句，即：动-了式（把事儿忘了），动词-结果补语式（把饭吃完了），趋向补语式（把药买回来了），动-"得"结果补语式（把房间打扫得很干净），位移式（把书放在桌子上）。尽管此五种类型都为典型的把字句，但却因其构式中论元的多寡，在使用时，便会出现有的把字句类型必须用，有的把字句却成为一种选项。本文通过理论验证并结合汉语教学的实例，总结出把字句必用、可用、不用三种类别，进而提出在汉语教学中教授把字句不同类别的先后次序。尽管位移式把字句显性论元为最多，但因其结构与功用（意义）结合密切、显明，应用场景独特、具体，且在现实生活中为把字句使用频率最高的类别，又有类似的英文句式对应，故在初级汉语教学中应先行教授。

Detailed Agenda
详细会议日程

Friday, May 26

Location: Bldg 260 Rm 113,
450 Jane Stanford Way, Stanford CA 94305

14:30-17:00 Workshop on Linguistics and Empirical CSL Studies
"实证研究与语法分析"工作坊

Chair: Chaofen Sun, Stanford University

14:30-15:30	Language Learner Acquisition of the Mandarin Perfective Aspect: A Quantitative Analysis of Four Features of the Post-Verbal le_1 词尾"了"的习得问题：英语母语者四大隐形错误的量化分析 *Matthew Palmer, Stanford University*
15:30-16:30	Discussants: *Chaofen Sun, Stanford University* *Lening Liu, Columbia University* *Zhuo Jing-Schmidt, University of Oregon*
16:30-17:00	Q&A

18:00–20:00 Board Meeting

Location: Left Bank Brasserie
635 Santa Cruz Ave. Menlo Park, CA 94025

Saturday, May 27

Location: Tresidder Memorial Union, Oak Lounge
459 Lagunita Dr, Stanford CA 94305

7:45-8:45 @ Oak Lounge	Check-in and Breakfast 签到及简便早餐 (provided)
8:45-9:00 @ Oak Lounge West	Opening Ceremony 开幕式 *Dr. Chaofen Sun, Stanford University*
9:00-9:30 Chair: Chaofen Sun @ Oak Lounge West	Keynote Speech 主题报告 (I) Topic: TBA *Presenter: Elizabeth Bernhardt-Kamil, Stanford University*
9:30-10:00 Chair: Chengzhi Chu @Oak Lounge West	Invited Speech 特邀报告 （I） Research on L2 Chinese Motivation: Interactions between Individuals and Learning Contexts *Presenter: Xiaohong Wen, University of Houston*

10:00-11:00 Parallel Sessions 分组报告 （I）

Room: Oak Lounge West **Chair: Marina Chung**	**Room: Oak Lounge East** **Chair: Nina Lin**	**Room: Cypress Room** **Chair: Xiaofang Zhou**
动补式离合词的界定及其对语法教学的启示 林柏松 Patrick Lin, Defense Language Institute *A Revisit to the Chinese Verb-complement Construction and Its Pedagogical Grammar* Wei Gong, Wesleyan University *论汉语经济合同的句法特征——以"的"字结构和处置式为例* 姜天琪, 美国哥伦比亚大学	*能愿动词研究的反思和新视角* Heping Xu, Monterey Language Institute *试论词语单位及句法范畴研究的汉语教学转化应用问题* 卢涛, 日本广岛大学 *Second Language Processing and Production Of Pronouns by Advanced Learners of Chinese: Evidence From an Eye-tracking Study and an Elicited Production Task* Linghui Diao, University of York	*Transdisciplinary Framework of SLA and Chinese Teaching* Yan Liu, Duke University *Creative Approaches to Integrating Technology in Teaching and Learning Chinese as a Second Language* Suyi Liu, Terra Marin School Linda Aidong Zhang, Louisiana State University in Shreveport *语法编排策略与呈现的评估研究—以国际学校四套初级汉语教材为例* 伍丹履, 北京海嘉双语学校

11:00-11:15 Coffee Break 茶歇

11:15-12:15 Chair: Meichun Liu @ Oak Lounge West	Keynote Speech 主题报告 (II) Topic: A Constructionalist Perspective on Knowledge of Language and Why it Changes *Presenter: Elizabeth Traugott, Stanford University*

| 12:15-13:15 Lunch Break 午餐 (provided) ||

13:15-14:15 Chair: Yue Li @ Oak Lounge West	Invited Speeches 特邀报告 （II） Information Structure and Verb Lexical Input: the Locative Existential Construction Revisited *Presenter: Zhuo Jing-Schmidt, University of Oregon* Revisiting The Middle-Construction in Chinese *Presenter: Lening Liu, Columbia University*

| 14:15-15:15 Parallel Sessions 分组报告 （II） |||

Room: Oak Lounge West **Chair: Marina Chung**	**Room: Oak Lounge East** **Chair: Nina Lin**	**Room: Cypress Room** **Chair: Xiaofang Zhou**
Affective Science and CFL Classes: Effective Strategies of Application Chengxu Yin, University of Notre Dame *Applying Neuroscience and Memorization Strategies in Chinese Language Teaching* Su-ling Hsueh, Defense Language Institute Siyi Gao, Defense Language Institute The Affective and Cognitive Factors in Chinese Listening Instruction Ying Shiroma, Defense Language Institute	*商务汉语教材词汇的多维研究* 贾蕃, 西南交通大学 *肯定回应构式的负面情态表达及其在汉语教学中的意义——以"可说呢"为例* 孙宁, 东北师范大学 *"就你"的话语功能探析* 李占, 北京信息科技大学	*汉语与格交替动词的原型构式* 王珊、周洁, 澳门大学人文学院 *国际中文教育中学习者语言能力导向的元话语标记研究* 鲁莹, 北京联合大学

| 15:15-15:30 Coffee Break 茶歇 |||

15:30-16:30 Parallel Sessions 分组报告（III）		
Room: Oak Lounge West **Chair: Marina Chung** *Applying Cognitive Linguistics to Second Language Instruction: A preliminary study on Chinese spatial words lǐ 'in(side)' and shàng 'top'* Hui-Ju Chuang, Defense Language Institute *A behavior-profiles account of the metaphorical polysemy of the Chinese color terms hēi 黑 'black' and bái 白 'white'* Jinmeng Dou, Meichun Liu, City University of Hong Kong *On Gei-related Constructions and Verb Types* Ying-Yu Chen, University of Hawaii at Manoa Huichen S. Hsiao, National Taiwan Normal University	**Room: Oak Lounge East** **Chair: Nina Lin** *A Qualitative Inquiry into Students' Strategies in Learning Chinese Vocabulary* Yan Wang, Defense Language Institute 美国华语文化词汇语料库的构建和应用 刘敬辉Jack Liu, 美国加州州立大学 California State University at Fullerton *Using Virtual Exchange to Enhance Differentiated Instruction at Pre-Advanced Level* Ke Peng, Western Kentucky University Chiu-Hung Chen, University of Toronto Mississauga	**Room: Cypress Room** **Chair: Xiaofang Zhou** 马来西亚多语语境下对外汉语学习者的思维模式和教学策略 Wong Ling Yann, Zhou Yin, He Zongjin, Nong Chenglin, Universiti Putra Malaysia *Towards a positive psychology turn in L2 Chinese education: The strength of motivation and emotions on L2 learner's willingness to communicate* Xian Zhao, University of Auckland 荷兰鹿特丹技术应用大学商务汉语采访项目研究 蔡靖 Cai Jing, Rotterdam University
16:30-17:30 Chair: Jing Wang @ Oak Lounge West	Invited Speeches 特邀报告（III） 普通话韵律词重音的感知条件与韵律调整 *Presenter: Zhiqiang Li, University of San Francisco* Interactionalization in Novel Lexical Semantic Changes *Presenter: Meichun Liu, City University of Hong Kong*	
18:00-20:00	Welcome Reception 欢迎晚宴 *Location: Vidalakis Dining Hall, Schwab Residential Center, Stanford, CA 94305*	

Sunday, May 28

Location: Tresidder Memorial Union, Oak Lounge
459 Lagunita Dr, Stanford CA 94305

8:00-9:00	Breakfast 简便早餐 (provided)
9:00-10:00 Chair: Yongping Zhu @ Oak Lounge West	Invited Speeches 特邀报告（IV） Teaching Chinese 'Separable' Words as a Morphological Phenomenon *Presenter: Chunyu Kit, City University of Hong Kong* Visualization of Stylistic Difference in Synonyms *Presenter: Zheng-sheng Zhang, San Diego State University*

10:00-11:00 Parallel Sessions 分组报告（IV）		
Room: Oak Lounge West **Chair: Youping Zhang** *从信息领地理论看汉语应答语的功能类型* 李若凡, 北京语言大学 *基于语料库的四言格语块习得研究* 邓刘娜, 首都师范大学 *主语与主题：一种新的句子分类标准* 黄瑞芳, 华南理工大学	**Room: Oak Lounge East** **Chair: Hong Zeng** *英语母语者的汉语歧义现象分化的韵律编码* 俞可枫、章婷 南京师范大学 *《诗经》中的"河"* 惠红军、屈莹莹 陕西师范大学 *浅谈对外汉字教学的"守"与"变"——以"犬"部字为例* 张心悦, 北京师范大学	**Room: Cypress Room** **Chair: Yuan Xu** *数字化中文教学资源的研发—以《中国文化分级导读》（阿拉伯语版）为例* 邬峰高, 澳门科技大学/重庆师范大学 *人工智能时代背景下东南亚"互联网+"汉语国际教育模式研究* 谢庚全, 海南大学
11:00-11:15 Coffee Break 茶歇		

11:15-12:15 Parallel Sessions 分组报告（V）		
Room: Oak Lounge West **Chair: Youping Zhang** *Chinese Syntactic Components and Constraint Sequence of Word Order Rules* Liu, Yanmei, Monterey Language Institute	**Room: Oak Lounge East** **Chair: Hong Zeng** *Using AI-powered ChatGPT for Chinese Teaching* Yali Dai, Defense Language Institute	**Room: Cypress Room** **Chair: Yuan Xu** *Exploring cross-cultural perspectives in CFL learning strategies: A case study of advanced-level learners* Ying Amatya, Defense Language Institute
BaO vs VO: An HPSG Analysis for CSL Students to Understand RVCs Qian Gao, Defense Language Institute	*Online Discourse Analysis (ODA) and Its Application in Chinese Language Teaching* Li Blake, Defense Language Institute	*Intercultural comparison between Chinese and English discourses* Yang Li, Defense Language Institute
A Constructional Account of the Comparison-Evaluative Construction in Mandarin and its Application to Chinese Language Education Xiuting Chen, City University of Hong Kong/Renmin University of China Meichun Liu, City University of Hong Kong	*基于多层面互动的汉语"VA了"结构教学刍议* 王璐璐、闫烨欣 中国传媒大学	*基于语料库习得汉语近义词的混合式教学设计* 饶宇靖，香港科技大学
12:15-13:15 Lunch Break 午餐 (provided)		

13:15-14:15 Parallel Sessions 分组报告（VI）		
Room: Oak Lounge West **Chair: Youping Zhang** *Exploring the measurement of syntactic maturity in L2 Chinese writing by English learners* Lan Zhang, University of Memphis *The Role of Orthographic, Phonetic, and Semantic Information in L2 Chinese Character Processing: A Comparison of Alphabetic, Japanese, and Korean Learners* Mingyang Yu, Yuet Hung Cecilia Chan, City University of Hong Kong *Becoming a Reflective Practitioner: A Case Study on CSL/CFL Teachers' Professional Development in a Cooperative Learning Context* Qingqin Tan, University of Verona	**Room: Oak Lounge East** **Chair: Hong Zeng** *Enhancing Lexical Sophistication in L2 Chinese Writing* Hsiao-Hsuan (Steffi) Hung, University of Oregon *如何回答"吗"问句——兼谈汉语教学中的语用知识* 中田聪美NAKATA Satomi, 日本大阪大学 *马来西亚汉语学习者展示的马式华语语调和单字调的特征和其母语迁移及多语环境的影响* Nong Chenglin, Wong Ling Yann, Universiti Putra Malaysia Adi Yasran Bin Abdul Aziz, Universiti Putra Malaysia	**Room: Cypress Room** **Chair: Yuan Xu** *基于构式理论和动因原则对汉字和词汇梳理和描写* Jian Kang Loar, Heping Xu, Defense Language Institute *A Constructional Analysis of The Eventualization Marker le in Mandarin: Entanglement between Grammatical Function and Sentential Position* Xuemei Qi, Meichun Liu, City University of Hong Kong *Event-to-Participant Transfer: The Duration-Incorporated Construction Based on Behavioral Profile Analysis* Xiaopei Zhang, Jilin University/City University of Hong Kong Meichun Liu, City University of Hong Kong
14:15-15:45 Chair: Lening Liu @ Oak Lounge West	Invited Speeches 特邀报告（V） "把"字宾语有定与无定的统一解释及相关的教学问题 *Presenter: Chengzhi Chu, University of California, Davis* 构式语法与把字句结构及把字句教学 *Presenter: Yongping Zhu, University of Notre Dame* 刻意练习与社区探索——对疫情后美国大学外汉语教学的一点思考 *Presenter: Jing Wang, Princeton University*	

15: 45–16:00 Coffee Break 茶歇	
16:00-17:00 @ Oak Lounge West	Roundtable Forum 圆桌论坛
17:00 @ Oak Lounge West	Closing Ceremony 闭幕式

Parallel Session Abstracts
分组报告摘要

Exploring Cross-Cultural Perspectives in CFL Learning Strategies:
A Case Study of Advanced-Level Learners

Ying Amatya
Defense Language Institute

This qualitative case study investigated how advanced-level Chinese as a foreign language (CFL) learners identified effective Language Learning Strategies (LLS) that were influenced by learners' prior learning experience and interaction with their native Chinese-speaking teachers. The finding revealed how these learners were able to adopt LLS via cognitive development and sociocultural experience.

Adult language learners come into the classroom with their own beliefs in learning, such as the opinions about curriculum, instruction, as well as LLS which include but not limited to specific actions, behaviors, steps, or techniques that learners use to improve their progress in developing second language (L2) skills. The purpose of this case study is to investigate how CFL learners identify and adopt effective the language learning strategies to improve language competency given that there are discrepancies of learning strategy preferences between teachers and students due to cultural differences.

The participants of the non-intervention qualitative study were three full time advanced-level CFL students in the US. The researcher followed the ethnographic approach to focus on identifying and describing the cultural meanings revealed by the participants under the study. The 16-week case study was ethnographic in nature that involved the investigation of participants' behaviors and culture in a real-world learning setting instead of an experimental setting. The author collected data via interview and class observation. Nvivo, a qualitative data analysis software, was used to process the sources and frequency of the data.

The findings revealed that the participants were very selective with the LLS offered and suggested by their teachers. When their LLS conflicted with the teachers', the subjects were not easily influenced by the teachers. The research implied that in college-level CFL classrooms,

teachers need to pay attention to the students' diverse learning styles and need to respect for the students' preference. Imposing one particular LLS without the learners' consent would result in negative impact. It is the teachers' responsibility to provide LLS-related training based on analysis of their students' learning style and prior learning experience. In addition, the formation of learning strategies is related to many cultural factors. CFL students and teachers may hold different opinions in terms of adopting learning strategies due to their distinctive educational and cultural experiences. It is critical to recognize the conflicts between students' perception of LLS and teachers' beliefs due to cultural differences. The author suggested effective strategies to alleviate the issue of mismatches between Chinese teachers' and CFL students' beliefs in LLS due to cultural differences.

Keywords: *language learning strategies, cross-cultural communication, advanced-level language instruction, language acquisition, cognitive linguistics*

Online Discourse Analysis (ODA) and Its Application in Chinese Language Teaching

Li Blake
Defense Language Institute

More recently, Computer-Mediated Communication (CMC) and Netspeak, as a type of new electronic medium of communication, have been significantly changing natural languages, including their linguistic features and literacy practices. The emergence and use of Discourse Analysis (DA) applied to online data, i.e., Online Discourse Analysis (ODA) is thus increasingly popular as a way of studying communication via digital or virtual platforms.

In the wake of the communication and language changes, the "authentic" materials used in Chinese language classrooms are increasingly derived from online materials. These contemporary multisensory forms of texts are often highly information-packed and incorporate visual, oral, and written forms. They are also richly contextualized in modes of digital cultures, dual or multi-language sources, associated with virtual and imaginary communities. These impose challenges to conventional DA approaches adopted by Chinese language teaching in classrooms.

This presentation aims to make practical connections between new ODA research findings and Chinese language teaching. The presenter will use some teaching materials to demonstrate and compare what is happening to the new discourses linguistically and communicatively. The presenter will also propose and discuss how to conduct class activities and assignments pedagogically to facilitate students to interpret inferentially communicative interactions derived from brand-new online discourse and cultures.

Keywords: *Online Discourse Analysis (ODA), Computer-Mediated Communication (CMC), multisensory texts, digital cultures*

荷兰鹿特丹技术应用大学商务汉语采访项目研究
Business Chinese Interview Project of Rotterdam University, University of Applied Science

蔡 靖
Jing Cai
Rotterdam University, University of Applied Science

　　本文以荷兰鹿特丹技术应用大学属下商学院在二年级汉语课程教学中实施的中文语言采访项目作为研究对象，围绕语言项目涉及的教学目的、教学目标、教学设计中产生的各个问题展开系统地调查和阐述。鹿特丹商学院的中文教学已开展了多年，但是学生缺乏真实的语言环境。该语言项目致力于让学生在课堂内和课堂外同时进行语言习得，与母语人士进行真正的交流，同时向母语人士学习汉语。

　　本研究采用了 3 个途径获取数据，即问卷调查、教师访谈以及学生评估报告。通过调查，可以得出结论此项中文采访项目取得了一定的成效。在教学中得到了大多数教师和学习者的好评。这个中文语言采访项目为荷兰商学院大学生提供了真实的语言交际环境，这是荷兰商学院的大学生第一次用汉语跟母语为汉语的商业人士对话，这是一个非常必要且有意义的教学实践。学生也通过这次的语言项目认识到了自己的不足之处，还激发了学生学习汉语的兴趣和动力，也提高了学生的跨文化交际能力。
项目教学法用在二语教学中的历史十分悠久，这是第一次有中文项目教学的研究。这是针对荷兰商学院学生开展的一种较为新颖的教学模式，希望此项研究可以为商学院的中文教学以及国际中文教育提供参考和借鉴。

关键词: 荷兰；采访项目，教学设计；汉语教学
Keywords: *Netherlands; interview project, instructional design; Chinese teaching*

A Constructional Account of the Comparison-Evaluative Construction in Mandarin and its Application to Chinese Language Education

Xiuting Chen
City University of Hong Kong
Renmin University of China

Meichun Liu
City University of Hong Kong

This study re-analyzes the Mandarin comparative construction where the preposition *bǐ* serves as the constructional operator. There are three semantic elements of this construction: a target of comparison, a standard of comparison, and a scalable attribute. The form-meaning mapping relation is investigated based on two corpora, Zhtenten 2017 (texts collected from the Internet) and Media Language Corpus (texts transcribed from audio media, including radio broadcasts and TV shows). It is observed that the semantic components are expressed in distinguished syntactic positions and the comparative adjunct (*bǐ*+Standard) can be used in places where adverbs are used.

Specifically, the target is normally coded as the topical element although syntactically it is often omitted. More than 50% of the utterances occur without an overt target in the immediate clause and around 40% are cases where the target is the topical subject, including double nominatives (Teng 1974, Zhu 1983:2). The standard is normally introduced by the comparative marker *bǐ*, which can be taken as an adverbial modifier of the scalable attribute. The scalar attribute is normally coded as the predicate in the main clause, but it may function differently in a dependent clause. In a dependent clause, it is often used to modify a constituent in the main clause such as an object, a complement, a verb, and even the conjunctional clause. The three components constitute the basic syntactic constituents of the construction: a topical element, a comparative-*bǐ* phrase, and a grammatical element representing the scalable attribute. In terms of formal diversity, the topical target can be represented by a noun, an adjective, a measurement phrase, a verbal phrase, a prepositional phrase, or a clause; and the scalable attribute can be realized as an adjective, a verbal phrase, or a clause. Thus, the comparative construction is redefined as the Comparison-Evaluative Construction (CEC), a unique form-meaning pairing construct for comparative expression in Chinese, as summarized canonically in (1). The CEC is further analyzed in reference with the Degree-Evaluative Construction (DEC, Liu and Chang 2019) and the Contrastive Construction (Zhu 1982, Yuan 2022). The merit of this analysis is to highlight the form-meaning mapping principle in Chinese grammar and help with Chinese teaching and learning in delineating the grammatical boundaries of the constructional variants. It may improve the grammatical points in textbooks by representing the comparative construction as a member of the evaluative expressions in Chinese.

(1) The definition of Comparison-Evaluative Construction (CEC):
Form: $(X_{target}+)[_{comment}[_{comparative\ adverb}$ Prep-$bi+Y_{standard}]+Z_{attribute}]$
Meaning: Comparative evaluation with scalable attribute Z, in comparison between the target X and the standard Y.
Function: The comparative *bǐ* is regarded as the constructional operator implicating a comparative relation.
Example:
    (a) Possible X_{target}: Ø, NP, VP, and Clause
    (b) possible $Y_{standard}$: NP, VP, PP, AdjP, and Clause
    (c) possible $Z_{attribute}$: (attributive) AdjP, VP, NP, and Clause

Keywords: *Comparison-Evaluative Construction, syntactic patterns, constructional meaning*

On *Gei*-related Constructions and Verb Types

Ying-Yu Chen
University of Hawaii at Manoa
Huichen S. Hsiao
National Taiwan Normal University

This paper adopts a distinctive collexeme analysis (Stefanowitsch＆Gries, 2004) to investigate the difference between two constructions, "*Gei*-N1-V-N2" and "V-N2-*gei*N1", and to answer the following questions of the current study: (i) Does the "V-N2*gei*-N1 (S2)" and "*Gei*-N1-V-N2 (S3)" construction have separated highly frequent collocational verb subclasses? (ii) If yes, what is the

construction meaning for each? (iii) Are there any usage difference or similarity of these two constructions between China and Taiwan? Data were collected and analyzed separately from two corpora, Taiwan Sinica Corpus and Beijing University CCL China corpus. Based on the classification of verb subclasses, a distinctive verb collexeme list was created from Taiwan corpus data.

By applying Liu's (2006) classifications, the findings indicate that two constructions have separate and particular verb subclass, as well as distinctive construction meanings. Namely, "*Gei*-N1-V-N2" has a tendency to collocate with "Creation", "Obtaining" and "Action Method" verb types (e.g. *zuo* 'make', *dai* 'bring'). On the contrary, "V-N2-*gei*-N1" tends to collocate with possession related verbs(e.g. *song* 'give something as a gift', *tigong* 'provide', *mai* 'sell', *fen* 'share'). The preliminary results demonstrate the meaning of verbs frequently collocated with "VN2-*gei*-N1" is in relation to the possession, continuity or the time of possession transferring, which means the transfer is already completed or will be completed in the future. On the other hand, the distinctive collexeme verbs of "*Gei*-N1-V-N2" mostly are categorized as action verbs, which is not about possession but emphasize on the method of transferred procedure or the precondition that must be completed before the actual transfer took place. With the method of replacing *gei* to other prepositions, such as *rang* 'let', *wei* 'for', *xiang* 'towards', most of N1 in "*Gei*-N1-V-N2" are confirmed as beneficiary or intentional receivers and the construction meaning of "*Gei*-N1-V-N2" is defined as "Service" meaning accordingly. Then, the construction meaning of "VN2-*gei*-N1" is defined as "Transfer" meaning in the current paper, not the giving meaning which is widely accepted for long time (e.g. Chu, 1979; Chu & Xu, 2015, etc.). This finding is comparable with "the principle of no synonymy" proposed by Goldberg (1995). Lastly, the corpora-based study sheds light on the differences between China and Taiwan usages of specific verb phrase. Utilizing a China-based corpus data, the overall "*Gei*-N1-V-N2" was preferred by China Mandarin speakers, with any verb subclasses in contrast to Taiwan Mandarin speakers. The preference of "*Gei*-N1-V-N2" found in CCL China corpus is in line with the previous findings (e.g. Li & Thompson, 1989; Chu & Xu, 2015, etc.) that "*Gei*-N1-V-N2" is the most unmarked(e.g. *da dianhua* "give someone a call") and natural construction, which is compatible with the most varieties of verb categories.

Keywords: *Distinctive Collexeme Analysis, Verb Subclasses, Principle of No Synonymy, Language Phenomenon Difference*

Applying Cognitive Linguistics to Second Language Instruction: A preliminary study on Chinese spatial words *lǐ* 'in(side)'and *shàng* 'top'

Hui-Ju Chuang
Defense Language Institute Foreign Language Center

It has been known for decades that the acquisition of spatial terms is quite challenging for second language learners to master (Boquist 2009; Celce-Murcia and Larsen-Freeman 1999; Chuang 2017, 2020; Cui 2005). Cross-linguistic differences can be seen in different conceptualizations of space by speakers of different languages, i.e. differences in spatial semantic categories (Bowerman 1996a; Bowerman and Choi 1994, 2001, 2003), in which these differences may give rise to cross-linguistic influence on the spatial language acquisition of a second language. Further, cross-linguistic contrastive studies on the use of the English spatial terms *in/on* and the corresponding Mandarin

words *lǐ* 'in(side)' and *shàng* 'top' show that the semantic categories of these terms do not fully overlap (Ma 2008; Tai; Wu and Wei 2007; Zhang et al. 2011). In addition, studies on cross-linguistic influences on the acquisition of Mandarin *lǐ/shàng* by learners of English L1 have shown effects of their L1 if the conceptualization of a special scene differs from their L2 (Chuang, 2017, 2020). Hence, the study aims to provide an embodied cognitive approach to teach the two spatial terms to show its effectiveness for English-speaking Chinese learners in a long run.

The applications of Cognitive linguistics to second language learning and teaching have been proved effective (Xiao, 2017; Xiao et el. 2003; Zen, 2012). However, there is a lack of studies on how cognitive linguistic approaches can facilitate English-speaking Chinese learners in acquiring the spatial languages in a systematic way. To know the effectiveness and the benefits of a Cognitive linguistics approach, a preliminary experimental classroom study was conducted. More specifically, this study investigated whether Cognitive linguistics instructional approach helps students to understand the usages of *lǐ* and *shàng* in the spatial domain as well as abstract domain better, especially on the usages that mismatched with their L1. Five English-speaking Chinese learners who enrolled in Elementary Mandarin II at the University of Hawaii at Manoa were solicited. All the participants received the cognitive pedagogical instruction (materials designed by me). The procedure of my study included three parts: (1) a pre-test, (2) two-session instructional treatment (60 minutes/session) and, (3) a post-test.

The preliminary results of the pre- and post-test show significant differences in the scores (p =.028), which indicates learners experienced substantial improvement in their understanding of the uses of the two spatial words after receiving the CL-based instructions. However, the study has its limitations on a small sample size, a control group of other teaching approaches, and a second post-test in a longer time gap after the instruction, which can be put into consideration for future study.

Keywords: *Applied cognitive linguistics, principled polysemy model, L2 Chinese, spatial words*

Using AI-powered ChatGPT for Chinese Teaching

Yali Dai
Defense Language Institute Foreign Language Center

On November 30th, 2022, a chatbot named ChatGPT (Generative Pre-trained Transformer) was launched by San Francisco-based company OpenAI. Since its launch, ChatGPT has been steadily gaining attention from all over the world for its detailed responses and articulate answers across every domain of knowledge. In just a short time, the impact of ChatGPT on education has already been enormous. As Chinese language teachers, we can't help but to ask ourselves how we can use this extraordinary Artificial Intelligence (AI) tool in our teaching and apply AI in modern Chinese teaching.

ChatGPT is the latest program from OpenAI, a research laboratory in California. It is built on an earlier AI called GPT-3, a family of large language models, which has been fed hundreds of billions of words in the form of books, conversations and web articles. ChatGPT is equipped with both supervised learning and reinforcement machine learning training methods.

ChatGPT's natural-language system is capable of writing essays, emails, poems, fictional stories, solving science and math problems and can even write computer code. It can quickly churn out answers to the biggest and smallest questions in life, work and study with just a simple prompt. If it is used as a teacher's aide, ChatGPT has the potential to increase student retention and reinforce concepts while simultaneously decreasing students' need for constant teacher feedback.

In this paper, the researcher will discuss how ChatGPT can be best used as a teaching tool to assist teachers in Chinese teaching through interactions with the chatbot, how to design useful and interesting teaching activities and tasks within the AI-powered system and how to tailor instructions to students' needs in and outside the classroom.
Using real examples generated by ChatGPT, the author will show how to use the tool in various aspects of Chinese teaching including teaching vocabulary, grammar, presentations, writing, and speaking. The detailed demonstrations will highlight the features of ChatGPT that can be used in foreign language education—teaching or learning strategies, lesson plans, generating vocabulary lists and quizzes, generating authentic reading texts, grammar explanation and examples, translation, creative writing, answering students' questions as well as differentiated teaching and activities.

The author will also provide observations on the pros and cons of using ChatGPT and AI in language teaching and discuss whether ChatGPT will replace the teacher's role in education in the future.

The conclusion is that as Chinese teachers, we should learn how to thoughtfully embrace ChatGPT as a teaching aide, use ChatGPT properly and apply its powerful functions, endless knowledge and speed to every step of Chinese teaching process including effective learning strategies, transformative teaching approaches, creative activity design and personalized education.

Keywords: *ChatGPT, Artificial Intelligence (AI), Chinese Teaching*

基于语料库的四言格语块习得研究

邓刘娜
首都师范大学

　　熟语是人类语言普遍的现象和智慧结晶，对熟语中四言格为主的凝固结构考察有助于揭示语言的奥秘和汉语的地道习得。

　　儿童从出生后在互动语境下，通过大量重复有意义的语块输入，从独词句过度到类成人的语言。儿童的语言发展历经了语块的输入、理解和产出阶段。基于儿童跨语言自然语料库自然习得语块的输入和输出；对比汉语母语语料库和中介语语料库高级汉语学习者四言格语块输入和输出特点，回答以下三个问题：

1. 汉语母语儿童以何种方式输入习得四言格语块的？
2. 汉语二语学习者是否受母语影响？有何规律？
3. 如何教授四言格语块有助于高级汉语人才习得？

从认知语义学和认知心理过程视角提出的语块理论为理论依据，基于母语和中介语语料库研究四言格的习得规律。通过自建多语种对照百年前汉语会话教材，研究汉语语块教学的历时演变规律。从历时和共时的汉语教材对比，希望对汉语高级教材和熟语字典的编撰有所启发。

以汉字圈日本小学教材中的四言格语块与中国小学人教版统编教材对比分析同义字理解异同。从语言对比角度，以义项为本分析四言格的本义和引申义组合聚合映射规律。希望对四言格本体研究对语言计算和汉语高级人才培养有所启发。

关键词：语料库; 四言格; 语块习得

Second Language Processing and Production of Pronouns by Advanced Learners of Chinese: Evidence from an Eye-Tracking Study and an Elicited Production Task

Linghui Diao
University of York

Acquisition of pronouns is particularly essential for second language (L2) learners of Mandarin Chinese, especially those with advanced proficiency. This is because the proper use of anaphora enables expressions to achieve discourse cohesion (Hu, 1994; Xu, 2003), or pronoun misuse can lead to verbosity of the language and confusion in the meaning. Previous research, however, has shown that L2ers, in spite of their first languages (L1), committed different varieties of pronoun errors in their written discourse. It has been reported that L1-English learners mainly mix personal pronoun anaphora up with zero anaphora; there is a likelihood that they are affected by their L1, a non-pro-drop language whose pronouns are obligatory, while for Mandarin Chinese, also known as a pro-drop language, pronouns are not obligatory. Although a number of corpus-based studies concerning L2 pronoun errors exist, few psycholinguistic methods have been applied to assess real-time processing and production of pronouns in Mandarin Chinese, especially in the L2 literature. As such, this study employs an eye-tracking study followed by an elicited production task to address this gap, comparing Mandarin Chinese native speakers and L1-English learners of Mandarin Chinese.

Our results suggest that L1 transfer may influence the manner in which learners acquire certain linguistic elements in the L2, contributing to implicit learning accounts and the interlanguage which learners construct in the process of L2 acquisition. Also, our findings have implications for understanding how to build lessons and create teaching materials in classroom for instructing Chinese to speakers of other languages.

Keywords: *anaphora; L1 transfer; teaching Chinese to speakers of other languages*

A Behavior-profiles Account of the Metaphorical Polysemy of the Chinese Color Terms
hēi 黑 'black' and *bái* 白 'white'

Jinmeng Dou, Meichun Liu
City University of Hong Kong

This study explores the semantic interrelations of the diverse metaphorical meanings of the Chinese color terms (CTs). CTs can metaphorically refer to varied non-color meanings beyond their literal senses, named 'metaphorical polysemy'. For example, the CT *hēi* 'black' in 这位运动员实在是太黑了 can refer to three different senses: black skin color, immoral, or unexpected. To empirically investigate the flexible usages of Chinese CTs, this study conducts a corpus-based semantic analysis on the metaphorical meanings of the two earliest-acquired CTs, *hēi* 'black' and *bái* 'white', with the Behavioral Profiles (BP) approach. It attempts to identify the semantic relations of these metaphorical senses and the common cognitive mechanisms that motivate the conceptual extensions in reference to Conceptual Metaphor Theory. Methodologically, eight metaphorical meanings of *hēi* (Table 1) and twelve metaphorical meanings of *bái* (Table 2) were identified first as the research target based on relevant previous studies and the Contemporary Chinese Dictionary (7th ed.). A sample dataset consisting of 2000 sentences (100 for each sense) was extracted from the Corpus of Chinese Simplified Web 2017 in this study. Based on the manually annotated dataset with a set of contextual features, two BP analyses were conducted to identify the clustering membership and distinctive usage patterns of these metaphorical meanings of *hēi* and *bái*, respectively.

The BP results showed distinct clusters of semantic relations among the metaphorical senses, which can be well captured by the selected contextual features. In specific, the eight metaphorical senses of *hēi* were divided into three clusters (Cluster1: Unexpected/Surprising, Illegal/Underground, and Secret/Mysterious; Cluster 2: Angry/Sullen and Evil/Malevolent; Cluster 3: Unfavorable/Bad, Network Attack, and Slander/Entrap); and the twelve senses of *bái* were divided into four clusters (Cluster 4: In vain/For no reason, and Free of charge; Cluster 5: Clear/Transparent and Clarify/Express; Cluster 6: Lawful/Legal, Acceptable/Approved, and Pure/Clean; Cluster 7: Ordinary/Unflavored, Sorrowful/Woeful, Empty/Blank, Inexperience/Untalented, and Undisguised expression) with *p*-values exceeding 95%. It is found that the cognitive mechanisms motivating the metaphorical extensions of *hēi* and *bái* share a high degree of similarity regarding the distinctive contextual features of each cluster.

The clustering results can be accounted for by two central metaphors: i) EVALUATION OF A NON-VISUAL ABSTRACT QUALITY OR ENTITY IS COLOR PERCEPTION (Clusters 1, 4, 6, 7); ii) A CHANGE OF NON-VISUAL STATE, RELATION, OR STATUS IS A CHANGE OF COLOR (Clusters 2, 3, 5). The first metaphor is relevant to the usage patterns of pre-nominal modifier, adjectival predicate, and adverbial modifier, while the uses as (in)transitive predicates and verbal compounds are the prototypical usage patterns relevant to the metaphorical senses pertaining to metaphor (ii). In conclusion, this study demonstrates an empirically verifiable approach to investigating the distinct semantic relations between different metaphorical meanings of a CT and shows that different CTs may share similar cognitive mechanisms underlying their sense extensions. It may shed new light on how the diverse non-literal uses of CTs can be taught in Chinese classes from the perspective of conceptual mappings.

Keywords: *Metaphorical Polysemy; Color Metaphor; Behavioral Profiles; Chinese color term*

## BaO vs VO: An HPSG Analysis for CSL Students to Understand RVCs

Qian Gao
Defense Language Institute Foreign Language Center

First, let's look at the following sentences.

a) 他把民歌唱红了大江南北。
   He sang folk songs and as a result now the folk songs are very popular across the land.
b) 他唱民歌唱红了大江南北。
   He sang folk songs and as a result he becomes very famous across the land.

Traditional analysis treats the verb phrase 唱红 as a resultative verb compound. Since no lexical item can be inserted between the verbs 唱 and 红，the original object 民歌is said to need to be preposed by either Ba (把) or the repeated verb 唱. However, the two different ways of preposing the object usually will cause different readings of the two sentences. To explain the difference to the CSL students, I will, in this paper, propose a new analysis based on the current syntactic framework of HPSG. In the new analysis, 把民歌 is treated as a Marked NP (Gao 2000, 2008 and 2016), while 唱民歌is treated as a VP [V NP]. When the two different phrases join the sentence, the marked NP still C-comands the resultative complement 红了大江南北, and co-indexed with the subject of the complement, thus the (a) reading. On the other hand, the NP 民歌 in the VP cannot C-comand the resultative complement 红了大江南北 (the VP2 becomes a burrier for the C-comanding path (Chomsky 1981)) , and the C-comanding NP becomes the subject (他)，therefore we get the (b) reading. This is illustrated in the following structures (green lines indicating the coindexing path).
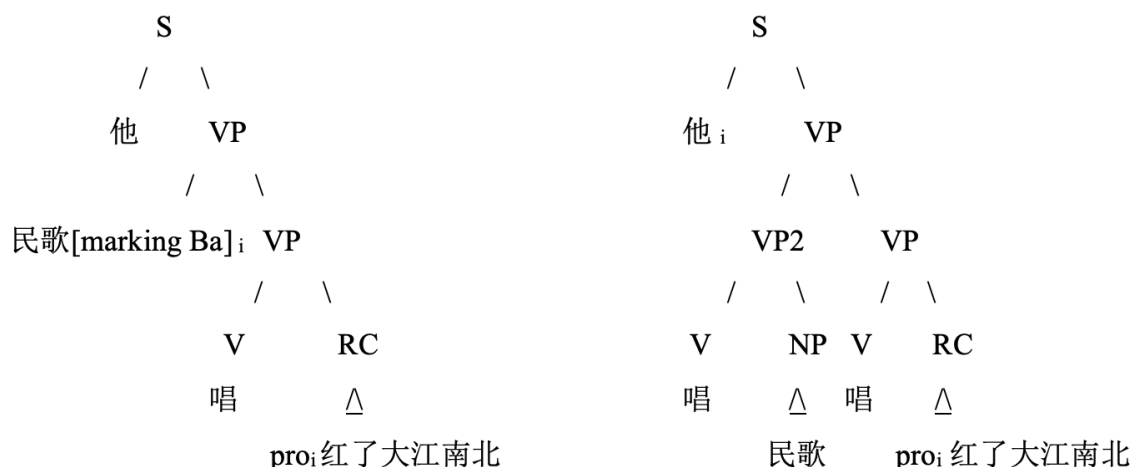
This paper will also focus on the new analysis of 把, and let the CSL students have a clear understanding that 把 in Chinese is a Theme Marker, as compared with 在 as location marker, rather than a co-verb or a preposition.

A Revisit to the Chinese Verb-Complement Construction and its Pedagogical Grammar

Wei Gong
Wesleyan University

There are three types of grammar according to Leech (1991): academic grammar, which is also called theoretical or descriptive grammar, teachers' grammar, and pedagogical grammar. In second language pedagogy, there is a tense yet deep connection between theoretical grammar and pedagogical grammar. Pedagogical grammar is of a hybrid nature: it serves as a bridge between cutting-edge theoretical linguistics research and the most frontline classroom teaching. The development of pedagogical grammar is influenced by teachers' cognition and interpretation of the grammar.

The Chinese verb-complement construction is a very important and functional construction, but it's difficult for English native speakers when such a construction is not in their native language. Previous studies have analyzed the Chinese verb-complement construction from the perspectives of semantics, syntax, and pragmatics, such as Yang, M. (2016), Shi, C. (2008), Song, W. (2007), Shi, Y. (2003). These theoretical linguistic findings, however, cannot be directly applied to teaching Chinese as a second language. The current study analyzes the verb-complement construction under the framework of pedagogical grammar and cognitive grammar and intends to provide practical implications for classroom teaching.

In this research project, I firstly conducted a thorough literature review to revisit the theoretical linguistics research of the verb-complement construction in Chinese with a focus on the cognitive process and the motivation of its construction. Based on the theoretical findings, I examined the sequencing order of the verb-complement construction in existing Chinese textbooks, the patterns of errors that Chinese learners often make, and common pitfalls in classroom teaching. I argue that the different types of the verb-complement construction should not be introduced to Chinese second language (L2) learners all at once or in a random order, nor should teachers assume that learners will master all the usages as soon as they learn the construction of verb-complement, since it is a construction that doesn't exist in English.

Based on findings in this research project, I developed a pedagogical methodology and sequence according to the categories and the sequence of the verb-complement construction, and to help textbook developers improve curriculum design. These advancements will help frontline Chinese L2 educators improve their teaching methods systematically and ultimately benefit Chinese L2 learners.

Keywords: *verb-complement construction, pedagogical grammar, cognitive*

Applying Neuroscience and Memorization Strategies in Chinese Language Teaching

Su-ling Hsueh, Siyi Gao
Defense Language Institute Foreign Language Center

Improving students' memory skills is essential to help them achieve a higher proficiency goal. The longer the linguistic data are retained in students' short-term memory, the more likely the information can be transferred, stored in their long-term memory, and easily retrieved. Therefore, teachers should provide strategies for learners to recall information and minimize cognitive load and durable retention. For examples, according to the Two-Store (Dual) Memory Model (Schunk, 2012), retrieval practice is a strategy that can slow down the progress of forgetting, benefit learning, and strengthen memory. Spaced learning is a strategy that facilitates the consolidation process of new knowledge in long-term memory (Schunk, 2012). Associations recall is also a strategy about providing good retrieval cues (Schunk, 2012).

This study aims to identify and share some scholarly proven techniques that improve memory retention, develop student autonomy, and sustain foreign language proficiency. The authors will first introduce the brain structure and functions through a neuroscientific perspective. Then, the authors will share a survey design about effective memorization strategies and data collected from 30 Chinese language program students. The top three most effective memorization strategies for language learning voted by the students will be described with illustrations including retrieval practices, spaced learning, and associations. Finally, the authors will demonstrate how these strategies are used in Chinese language classrooms and present the analysis of survey results.

Keywords: *Neuroscience, Memorization Strategies, Classroom Instruction*

主语与主题：一种新的句子分类标准
Subject and Topic: A New Sentence Classification Criterion

黄瑞芳
华南理工大学

　　多年来学者们对话题的句法身份、话题和主语的区别和关系等问题争论不休，至今仍未达成一致意见。本文尝试构建能同时应用于语言和言语分析的主语和话题理论。我们承认话题的句法身份，并采用"主题"这一术语与语用层面的"话题"进行区分。基于语法研究的三个平面理论，我们从形式、语义和语用三个层面的特征界定和区分了主题和主语。根据主题和主语是否同时出现，我们把句子分为四大类核心句型：1) 主题—主语—谓语句(TSP)；2) 主题—谓语句(TP)；3) 主语—谓语句(SP)；4) 谓语句(P)，并指出一个简单句最多只有一个主语，但可以有多个主题，汉语经常出现"双主题"和"三主题"结构，句法表现为TTSP, TTP和TTTP，其中以TTP最为常见。最后，汉语中还存在着将主语置于谓语动词之后的特殊句型，句法表现为PS, TPS, TTPS，即我们常说的汉语存在句和领主属宾句。这一新的理论体系既承继了前人研究成果的精华，又能解决它们面对的问题，并能为篇章话题，尤其是话题链的研究提供新的启示。新的句子分类框架也将有助于语言的类型学研究、跨语言的对比研究、翻译研究、习得研究和二语教学研究。

关键词：主语，主题，话题，句子分类，语言类型学

Scholars have been debating the syntactic identity of topic as well as the distinction and relationship between topic and subject for many years but no consensus has thus far been reached. The current paper attempts to build a theoretical framework of subject and topic that can be applied to both sentential and discourse analysis. Under this framework, we recognize the syntactic status of topic and define topic and subject from formal, semantic and pragmatic levels. According to whether subject and topic co-occur in a sentence, we classify sentences into four basic types: 1) Topic-Subject-Predicate sentence (TSP); 2) Topic-Predicate sentence (TP); 3) Subject-Predicate sentence (SP); 4) Predicate sentence (P). It is also pointed out that a Chinese clause has at most one subject, but there can be more than one topic, forming "double topic" or "triple topic" constructions, represented syntactically as TTSP, TTP and TTTP, among which TTP is the most common. Mandarin Chinese special sentence types that place the subject after the predicate verb, such as PS, TPS, and TTPS, referred to as "existential sentences" and the so-called "possessor-subject possessee-object sentence" are also discussed. This new theoretical framework inherits the essence of the previous research results and addresses the problems they face at the same time. The analysis of syntactic topic can provide new insights into the research of discourse topic, particularly topic chain. The new sentence classification framework will also contribute to typological studies of languages, cross-linguistic comparative studies, translation studies, acquisition studies, and second language teaching.

Keywords: *subject; topic; theme; sentence classification; linguistic typology*

《诗经》中的"河"

惠红军，屈莹莹
陕西师范大学

对《诗经》中"河"的具体所指一直有不同的看法。通过分析《诗经》中所描写的河流名称，本文发现，这些名称中有的是河流的专名，有的是河流的通名；这些河流的名称又形成了《诗经》中河流名称的指称系统。这一指称系统可以分为两个层次：其一是通名系统，所用的词语有"水"和"川"两个。其二是专名系统，所用的词语很多，有"河、淇、江、汉、泾、渭、溱、洧"等；专名系统的称谓方式主要是使用河流的专名，偶尔也会使用"河流专名+水"这样的方式。在这种指称系统中，"水""川""河"三者之间的语义层次非常清晰："水"的指称范围最广，"川"则次之，但"水"和"川"都可以作为河流的通称，而"河"仅作为黄河的专称。

指称系统具有很强的规约性和隐蔽性。《诗经》中的"河"作为黄河的专名，很显然是受到了上古汉语指称系统的规约性和隐蔽性的深层次影响；而有关《诗经》的汉唐旧注、《论语》邢昺疏、《马氏文通》等也都意识到了上古汉语指称系统的规约性和隐蔽性，这也是我们确定《诗经》中"河"的指称意义的重要线索。同时，上古汉语指称系统的规约性和隐蔽性的影响也极其深远，即使在晚近的史书中，单用的"河"也依然是称谓黄河。

关键词：《诗经》；河；黄河；专名；通名

Enhancing Lexical Sophistication in L2 Chinese Writing

Hsiao-Hsuan (Steffi) Hung
University of Oregon

Lexical proficiency has been the subject of many second language (L2) studies in measuring learners' stages of vocabulary acquisition (Crossley et al., 2011; Jarvis, 2013; Saito et al., 2016). A primary assessment of lexical proficiency is to examine L2 learners' productive vocabulary in speaking or writing, as well as the overall quality of vocabulary use (i.e., lexical richness). Specifically, the aspects of lexical diversity and lexical sophistication are central to the measurement of lexical richness (Kim et al., 2018). While lexical diversity denotes the overall range of unique words used, lexical sophistication refers to the use of sophisticated and advanced words in a text (Read, 2000). In general, sophisticated words are those that are less concrete, less familiar, and contextually less diverse. In Chinese, *shūmiànyǔ* 'written language' serves as a great indicator of one's lexical sophistication in writing. Despite *shūmiànyǔ* has been taught to L2 learners of Chinese at intermediate-advanced levels, little is known about their use of *shūmiànyǔ* (e.g., word choice and accuracy).

This study aims to identify learning gaps in the use of sophisticated written word (i.e., *shūmiànyǔ* 'written language') through computational evaluation of L2 learners' writing samples at both word and phrase levels. In this study, L2 writing samples are collected from learners at intermediate-advanced levels at a U.S. university and further complied into a Chinese learner written corpus. To measure L2 learners' lexical sophistication, L2 learners' choice of sophisticated words and their use in context, concerning word frequency and word range in the corpus, are analyzed to assess the level of lexical sophistication. It is expected that the findings of current research will offer pedagogical solutions to improve the teaching of advanced words and enhance L2 learners' lexical sophistication.

Keywords: *corpus linguistics, learner corpus, lexical sophistication, L2 writing*

商务汉语教材词汇的多维研究

贾蕃
西南交通大学

　　词汇选取是通用汉语和专用汉语的最大不同（周小兵、干红梅 2004）。本文通过自建教材语料库，考察31册商务汉语教材词汇选取情况。研究参考《经贸汉语本科教学词汇大纲》，对教材中词汇等级和商务汉语词汇比例进行了横、纵向对比。卡方检验和调整后残差值结果显示，不同系列、不同级别教材词汇的难度等级有显著差异，商务汉语词汇比例与教材难度等级的关系不够清晰，教材词汇选取缺乏共识。研究还对部分教材编者进行了半结构化访谈，从编写理念、词汇定级、编写实践三个方面探讨了成因。本研究对国际中文教材的科学化研发有一定启示。

关键词：词汇；商务汉语教材；难度等级；商务汉语词汇

论汉语经济合同的句法特征
——以"的"字结构和处置式为例

姜天琪
美国哥伦比亚大学

以真实经济合同为语料，本研究对汉语经济合同的句法特征进行描写与分析。汉语经济合同作为"准法律文字"（吴伟平，2002）兼具商务汉语与法律汉语的语言特征，其句法结构既有与其他正式语体相似之处，又在语用功能上独具特色。例如在法律条文中经常出现的"总分式'的'字结构"（蒋长刚等，2017）"NP$_1$ 有下列情形之一的，NP$_2$+VP$_2$"这一类句式，只在总述部分使用"的"字结构，分述部分不使用：

《中华人民共和国民法典》第二节第三十六条
监护人有下列情形之一的，人民法院根据有关个人或者组织的申请，撤销其监护人资格，安排必要的临时监护措施，并按照最有利于被监护人的原则依法指定监护人：
（一）实施严重损害被监护人身心健康的行为；
（二）怠于履行监护职责，或者无法履行监护职责且拒绝将监护职责部分或者全部委托给他人，导致被监护人处于危困状态；
（三）实施严重侵害被监护人合法权益的其他行为。
而在汉语经济合同中，总述与分述均以"的"字结构形式呈现：
《北京市房屋租赁合同（自行成交版）》（2008）第八条 合同解除
（三）甲方有下列情形之一的，乙方有权单方解除合同：
1、迟延交付房屋达 十 日的。
2、交付的房屋严重不符合合同约定或影响乙方安全、健康的。
3、不承担约定的维修义务，致使乙方无法正常使用房屋的。
　　此类异同之处亦存在于其他句法结构之中，例如处置式和"被"字句等。

对经济合同文本语言特征的研究对我们更好地理解语言形式与功能之间的关系，理解语体对语法结构的制约作用，对完善汉语商务合同语言体系及专门用途语言教学研究都有重要意义。

关键词：经济合同；句法特征；的字结构；处置式；客观性

从信息领地理论看汉语应答语的功能类型

李若凡
北京语言大学

信息领地理论（Theory of Territory of Information）认为互动双方在发话前都会对彼此的认知状态进行评估，而评估结果会通过语言形式表现出来。本文在信息领地理论的框架下，以相邻对中引发者和应答者对彼此认知状态的评估为标准，对传息序列中的汉语应答语进行了重新分类，探寻以往研究中诸多应答语功能类背后的统一解释维度。研究发现，不同应答形式集中体现了应答者对引发者评估的认可度：当双方对彼此认知状态的评估相一致时，应答形式一般比较简单，是无标记的；而当双方评估不一致时，应答形式通常具有更复杂的韵律或句法特征，是有标记的。信息领地状态与具体应答形式之间的对应关系如附表1所示，交际双方所评估的认知地位梯度与话语功能的对应关系如附图1所示。此外，研究还发现，在认知状态上推让高位的应答形式体现自谦，而争夺高位的应答形式体现自负。最后，本文阐述了新的应答语分类标准在对外汉语教学以及避免谈话中矛盾激化等方面的应用价值。

关键词：互动；认知状态评估；相邻对；应答语

"就你"的话语功能探析

李 占
北京信息科技大学

现代汉语中"就"与"你"连用至少有三种含义：
（1）地球人都说我帅，就你……！我发现你的审美观有问题。
（2）来，给我盖被子，就你，别看别人。
（3）A:你知道。我比较单纯嘛。
　　B:切…就你还单纯？？
（4）A:欢迎到球场来被哥狂虐
　　B:就你？
　　A:足球虐不了你，篮球绰绰有馀啊

例（1）的"就你"意为"就只有你"表范围。例（2）的意为"就是你"，表加强肯定，但是例（3）（4）的"就你"与例（1）（2）显然不同，它们用于表达说话人不认同、看不起受话人的语境中，尤其是例（4）中"就你"甚至可以单独充当话轮表达负面评价，这一现象前人少有论及。

本文认为"就你"已经浮现（emerge）出表达负面评价的新用法，并通过分析BCC及CCL语料库发现，新用法的"就你"主要出现在应答语中，其中独立及准独立充当话轮的"就你"占比约为25%。"就你"的话语功能主要是"争夺认识权威"（Heritage＆Raymond 2005）、预示负面话语的延续、投射新话轮等。"就你"浮现新用法的原因与"就""你"的语义语用特点有关，关键是存在由部分引述（partial repeats）导致的语境吸收。本研究可帮助留学生理解话语中"就你"的新用法。

关键词：就你；负面评价；规约化

Intercultural Comparison between Chinese and English Discourses

Yang Li
Defense Language Institute Foreign Language Center

The presenter elaborates from the perspective of a neutral standpoint, analyzing the cultural divergence between Chinese and American (English speaker) from three aspects: relative dependence on contextual information, patterns of social interaction and patterns of thinking. A contrast of inductive organization and deductive organization is discovered between Chinese and English discourse. The divergence can be illustrated through the analysis of the consequence in social and ontological differences between Chinese and American societies. By comparing Chinese discourses with English discourses, Chinese discourses are written inductively with the main point delayed or even implied, while English discourses are written deductively making clear statement of the article or the points they might explain or argue. The presentation shed light on the social interaction and power influence as root cause of the divergent culture of China and America, which pose impact on different patterns of thinking. Through the comparison of typical cases of Chinese discourses and American discourses the presenter demonstrates:1. Chinese discourses originated from a high context culture in which the readers are expected to resort to the knowledge of the context shared between them and the writers for accurate interpretation of the writers' intentions, and such contextual knowledge may include similar experience with culture, required conformity with certain social norms, similar educational and even occupational backgrounds etc. while English discourses originated from American culture tend to avoid putting information into context and appear to be more direct and even a little bold as giving expression to their thoughts. 2.Chinese discourses incline to place their main points or crucial arguments toward the end of the paragraph inductively, coinciding with the "because-therefore" sequence of discourse levels, as quoted in Kirkpatrick's book Modern Standard Chinese, this sequence opens a statement with reasons that justify a claim, and it sounds more persuasive. The inductive strategy is believed in light of the patterns of people's social interactions on power and solidarity as the power relationship is supposed to be carefully respected in Chinese culture and there is always a risk that the readers might have certain power over the writers that Chinese discourses appear to show a degree of respect for the readers. Therefore, to be indirect or inductive has become a rhetorical tradition of Chinese compositions for the purpose of showing politeness to the reader. 3. The rhetorical tradition or strategy appears in Chinese discourses, especially the lecture type of genre tends to too modest or to be viewed as lack of confidence. In Chinese academic context, showing modesty is a communicative act to show that the writers are aware of the possibility of improving their works, or are ready to accept criticism and learn something from others. Whereas in American cultural context, this communicative act would be considered as not necessary and even redundant because it might indicate that the writers are not very experienced in their works.

Keywords: *cultural divergence, inductively, power influence, modesty*

动补式离合词的界定及其对语法教学的启示

林 柏 松
Patrick Lin
Defense Language Institute Foreign Language Center

中国教育部与国家语委2021年联合发布的纲领性文件《国际中文教育中文水平等级标准》，第一次把动补式离合词列入国际汉语教学三级语法点。如何理解和实施动补式离合词这个新的语法标准，是我们每个汉语教师必须思考的一个问题。讲者拟就这个问题与大家分享自己的理解与体会。全文共分四部分。第一部分，讲者以《标准》动补式离合词所举出的"看见"为例，指出目前影响较大的几本汉语教科书和语法著作都把"见"作为结果补语处理，从而揭示了动补离合词其实就是把双音节动补复合词的补充成分（如"看见"的"见"）从补语(句子成分)回归到离合词词尾（构词成分）来处理。第二部分，讲者通过对几个例句的分析，说明动补式离合词的处理方法不但便于母语非汉语的学习者理解和掌握，而且简化了汉语现行的语法系统。第三部分是对动补式离合词范围的讨论，讲者认为动补式离合词只适用于双音节词，对三音节或四音节词的组合(如看清楚，打扫干净)，仍应按照补语来处理。第四部分，讲者认为应对动补式离合词的概念加以扩展，一大批目前作补语处理的双音节复合动词，都可以按动补复合词处理，由此可以大大简化汉语的补语系统。

关键词：国际汉语教学；汉语补语；动补离合词

A Constructional Analysis of the Eventualization Marker *Le* in Mandarin: Entanglement Between Grammatical Function and Sentential Position

Xuemei Qi, Meichun Liu
City University of Hong Kong

This study proposed an innovative, constructional analysis of the notorious marker *le*, which will benefit the teaching and learning of Chinese grammar. Construction Grammar (Goldberg 1995, 2006; Croft 2001; etc.) suggests that language is a network consisting of form-meaning pairings, i.e., constructions, and hierarchical inheritance exists between related constructions. In view of the challenges encountered by the atomic treatment of the diverse uses of *le* in past research, this paper provides a principled and well-motivated constructional account of *le* as a constructional anchor in the form-meaning pairing construct [XP-*le*] that marks eventualization (of states or actions) in time. The formal constituent [XP] can encompass different usages of *le* in varied syntactical positions, as it can be instantiated as [V], [V NP], or [V *le* NP], as variants or subschemas of the proto-construction [XP-*le*] that has to do with anteriority and relevance in meaning. Specifically, the construction is represented as [[XP$_i$ *le*] $\leftrightarrow$ ['SEM$_i$ is actualized in time

before a reference time']]; XP is typically a VP (including dynamic V, as in *tā xiào le* 'He started to smile. /He just smiled.', and stative V/ADJ, as in *tā pàng le* 'He got fat.'), and creatively an NP (as in *nǐ dàxuéshēng le méi?* 'Have you become a college student?'). The semantic distinctions emerging in the constructional variations can be attributed to the interaction between the basic function of *le* and its varied positions, e.g., clause-internal or clause-final. Specifically, there is one form-meaning mapping unit in the use of *le*, but it may occur in two different positions, following a V or VP, in the three variant forms of [XP]. All three forms are compatible with the semantic notion of anteriority; nevertheless, the use of *le* in the clause-final position also implicates discourse relevance, which gives rise to the 'currently relevant' reading (Li and Thompson 1981). However, instead of 'boundedness' as their proposed requirement, we suggest that the constraint in using *le* is 'informativeness', i.e, a bare noun can be used with *le* as long as it is informative enough to be a reportable event. This account has the advantage of solving several long-standing issues: 1) Is there one or two *le*'s? 2) Is there a difference in the uses of *le* with active vs. stative predicates? 3) Why may there be ambiguous readings for the simple utterance *tā xiào le* (Zhu 1982)? 4) Why *le* must be used in *tā bìng le* 'He is sick.' to express a present-tense sentence in English? 5) How come in the presence of a clause-final *le*, the verbal *le* is optional (Chu 2016)? Structurally, the double use of *le* in a clause (as in *wǒ kàn le diànshì le* 'I have watched TV.') can be treated as an embedding structure [[V-*le*-NP]$_{XP}$ *le*], whereby the clause-final *le* marks the realization of the whole VP in relevance to the default speech time (or contextually designated reference time). Moreover, this functionally unified constructional account can greatly help teach and learn Chinese by avoiding the puzzle and unnecessary burden the traditional view of two different *le*'s may create.

Keywords: *Chinese marker le; eventualization, constructional account, anteriority and relevance*

Transdisciplinary Framework of SLA and Chinese Teaching

Yan Liu
Duke University

To understand second language acquisition (SLA) in the context of globalization, technologization, and large-scale migration, the Douglas Fir Group (DFG) proposed the Transdisciplinary Framework of SLA (DFG; 2016), which highlights the sociocultural aspects of language learning and calls for SLA researchers and practitioners to cross disciplinary boundaries in research and pedagogies. According to this framework, L2 learning is a complex and dynamic process involving three levels of social activity: micro, meso, and macro. These levels of social activity are interrelated, constantly interacting with each other, and are all essential to understanding SLA. This framework has many significant implications

for second language learning (Hall, 2019). What suggestions can we draw from this framework for Chinese teaching? This presentation attempts to answer this question. It first introduces the Transdisciplinary Framework of SLA (DFG, 2016). Then it uses a Chinese interdisciplinary course as an example to illustrate the applications of this framework in teaching Chinese as an additional language. At last, it proposes some directions for future research and suggestions for future Chinese teaching (especially on developing and teaching Chinese interdisciplinary courses).

Keywords: *Second Language Acquisition (SLA), Transdisciplinary Framework of SLA, Chinese teaching, interdisciplinary Chinese curriculum development*

Chinese Syntactic Components and Constraint Sequence of Word Order Rules

Yanmei Liu
Defense Language Institute Foreign Language Center

Although word order is the most important grammatical means in Chinese, the existing Chinese textbooks lack explicit and systematic teaching on word order. This lack caused students' word order errors, they cannot grasp and use different word orders with flexibility. To solve this problem, this paper sorts out various word order rules in Chinese based on the current related literature and summarizes the rules at different levels including syntax, pragmatics, and cognition.

In the literature review, effective semantic rules are found missing. However, semantics has a great impact on the syntax of a sentence as a deep structure. In addition, there are still some issues that need to be further studied. For example, how do the different word order rules restrict syntax in a sentence? Is there a sequence of constraints when the different rules act on the sentence? If so, what is the sequence?

In order to answer the above questions, this paper inspects the flexibility and adhesiveness of Chinese syntactic components and explores universal and effective semantic rules for Chinese word orders. Then, through the analysis of the sentence generation mechanism and the applicability of the different rules, this paper proposes that the application sequence of the word order rules is cognition → semantics → pragmatics → syntax, where cognitive and semantic rules are deep prerequisites, the pragmatic is a regulating rule, the syntactic rule is a superficial product, and these rules co-constrain and determine the final word order of a sentence in turn.

This paper suggests that the syntactic, cognitive, semantic, and pragmatic rules should be introduced step by step in Chinese textbooks and shares the specific designs of the instruction for these rules. This explicit and systematic word order instruction will conduce to students' learning different rules and understanding of the diversity and flexibility of Chinese word orders, thereby helping students reduce errors, comprehend the subtle meanings of different word orders, grasp the flexible use of word orders, and finally produce precise expressions.

Keywords: *word order, semantics, cognition, pragmatics*

美国华语文化词汇语料库的构建和应用

刘敬辉
Jack Liu
美国加州州立大学
California State University at Fullerton

　　本研究侧重讨论美国华语文化词汇语料库CCRK (Corpus of Culture-Related Keywords) 的构建在汉语教学中转化应用的问题。美国大学生学习中文的兴趣与其所接触中国文化知识密切相关，兴趣动机有利于语言学习（Liu & Shibata, 2008）。当社会产生事件（events）时，会激发"事实"（facts）的认知并形成兴趣（interests），并转化成学习语言的动机。本研究收集了2018年到2023年间，300篇美国大学中文初级班学生自选的中国文化研究专题英文文章。美国学生完成文章后，单篇1000字左右，自行挑选出5-10个中英文关键词（keywords）。对美国大学生的文化词汇进行分类研究后，目前已经初步构建形成历史、政治、经济、管理、金融、文化、人物等7个语料库专题。检索方法依据中文词汇作为关键词可进行全文检索，分为年代、文章名、上文、当前句子和下文，目的是还原词汇本身在不同的年代和语境中的文化含义。

　　构建美国华语文化词汇语料库是社会时代的记录和展示，用于了解美国大学生在不同时期中文学习的文化预期，揭示海外中文学习者的兴趣点和学习动机。美国华语文化词汇语料库对社会语言学、词汇学、人类语言学，跨文化传播，大众文化等学科均可提供反映现实的数据，是国际中文教育的重要研究方向和内容。本语料库可作为教师、学生及教材编写者的中文教学应用转化的资源。本研究提出提升学生学习兴趣的策略咨询建议，以解决"学生学习兴趣不高，导致中文学习注册人数下降"这一迫切问题。本研究有利于了解全球华语学习市场的动向及发展趋势和全球华语圈发展的可持续性。

关键词：语料库；美国中文教学；文化与词汇；语言动机

Creative Approaches to Integrating Technology in Teaching and Learning Chinese as a Second Language

Suyi Liu
Terra Marin School

Linda Aidong Zhang
Louisiana State University in Shreveport

The purpose of this study is to investigate creative approaches to better prepare teachers to use technology in teaching Chinese as a second language (L2). With rapidly changing and ever-growing technology, there is an urgent need for Chinese language teachers to become competent in integrating technology in their teaching practice. According to 2017 International Society for Technology in Education (ISTE) educator standards, teachers need to be equipped with knowledge and skills in selecting, evaluating, and integrating technology effectively and efficiently to meet the needs of their students. The ultimate goal is to support and enhance students' language proficiency in all levels of communication.

This study examines the latest technological tools that are free-of-charge or economically reasonable for teaching and learning Chinese as L2 in the areas of phonetics, morphology, syntax, and semantics. Since many K-12 Chinese language learners do not have a learning environment at home to practice, they will benefit from the use of technology to improve their language skills. Specifically, many digital tools are used only for teaching, such as projectors and Google Jamboard. Other technological tools are mainly used for language learners to practice, such as language software, social media, and videos in the target language. Only some, for instance, blogs and padlet, are used for both purposes.

We utilize the SAMR (Substitution, Augmentation, Modification, and Redefinition) model (Puentedura, 2010) as guidance for teachers to effectively integrate technology into their teaching practice. At the substitution and augmentation levels, teachers incorporate technology to enhance students' language learning outcomes. At the modification and redefinition levels, teachers utilize technology to transform students' Chinese language learning experiences. Our goal is to provide Chinese language teachers who use the communicative language teaching (CLT) approach with the ability to implement technology in their language courses.

Lastly, we discuss challenges and issues when integrating technology in Chinese language teaching and learning. The challenges teachers are facing include selecting quality technological tools that are appropriate for students' language levels. When teachers select tools for language teaching and learning, they struggle to make them consistent and relevant to students' everyday lives. Similarly, teachers often do not know how to differentiate and modify technological tools to support and enhance students' learning outcomes. Therefore, it is essential for teachers to be competent in selecting, evaluating, and integrating technology in their language teaching practice. The strategies and takeaways will be presented in the hope of providing timely guidance for Chinese language teachers.

Keywords: *Communicative Language Teaching (CLT) Approach, Substitution, Augmentation, Modification, and Redefinition (SAMR) Model, Chinese Language, K-12*

基于构式理论和动因原则对汉字和词汇梳理和描写

Jian Kang Loar, Heping Xu
Defense Language Institute Foreign Language Center

　　本报告采用构式理论和动因原则对汉字和词汇进行系统梳理和描写。根据构式理论，构式是"形式和意义的结合体"（pairing of form and meaning），其意义并非单一、抽象，是由中心义延伸出的相关意义成员组成的家族。而汉字，词因意构形，由形表义，使构式理论成为描写汉字的理想框架。动因原则（the Principle of motivation）则可以对汉字，词不同构式理据进行系统地说明和阐释。采用构式理论和动因原则不仅可以完善现有的汉字描写理论，还能充分展示汉字易学，易记的特点，有效促进汉字的教与学。

报告人首先简要介绍Goldberg（1995）的构式理论的一些核心概念，如，"若构式B是建立在构式A的基础之上，构式B 则继承了构式A的所有的与B的具体所指不相悖的属性。"等，并以具体实例说明构式理论对汉字描写的可行性和适应性；第二，扼要介绍动因原则（the Principle of motivation）的理念，并阐释如何利用动因原则揭示汉字不同构式的理据和动因。第三，将以"平"和复合词等构式进行较为详细和系统的展示，使听众可以具体了解如何描写这些构式和动因，并将对这些构式和动因的描写直接用于教学实践。

报告人认为，汉字和词汇是把动因原则最大化的系统，了解它们的构式和动因将更有效地促进汉字和词汇教与学，事半功倍。

关键词: 结构语法; 动因原则; 结构义的多义性

国际中文教育中学习者语言能力导向的元话语标记研究

鲁 莹
北京联合大学

传统研究一般把留学生对元话语标记的习得看作词语量的增加和语言水平的提高，本研究将留学生对元话语标记的识别和使用看作其元话语认知与语言能力的体现，反映了对汉语学习者语言能力的发展性关注，即，从关注个人孤立的言语行为到重视言语互动中整体性的元话语能力。

具体而言，我们参考欧洲语言共同参考框架（CEFR）对学习者语言能力的界定，基于Vande Kopple（1985、2012）与Hyland（2005）对元话语标记的分类系统，以现代汉语中元话语标记为切入点，结合HSK动态作文语料库，分析高校留学生对元话语标记的使用现状：所呈现的文体、语体特征和偏误情况；同时对比参照中国学生元话语标记的使用情况，在此基础上，描写、分类和构建适用于国际中文教育的元话语标记体系，探讨在汉语教学的不同阶段，汉语教师应如何开展元话语标记的对外汉语教学，提出整体性教学参考建议。

概括地说，以汉语学习者的语言能力为研究导向，调查高校留学生对汉语元话语标记的使用现状及言语交际困境，论证元话语标记与学习者语言能力之间的密切关系，进一步而言，论证元话语标记如何在语言理解、语言互动和语言表达方面，促进学习者的元语用意识与语言能力的提升。这既是提升认知、促进习得的有效方式，亦是新形势下国际中文教育内容的重要取向。

关键词：国际中文教育; 语言能力; 元话语标记; 元话语能力

试论词语单位及句法范畴研究的汉语教学转化应用问题

卢 涛
日本广岛大学

汉语是词化与语法化较为活跃的语言，词化和语法化的研究成果可以并且应当在汉语教学当中得到转化应用。

词化即词语单位的形成与固化过程，其探索研究为汉语词语教学提供了重要参考。本发言将从"街街"、"花花"、"鸟鸟"、"树树"的非名词重叠复合、"睡"与"睡觉"、"学"与"学习"、"唱"与"唱歌"的单音节动词与离合动词的区别（包括"离合度"问题）、"不错"与"富有"的形容词化、"很多"、"很少"及"再次"的副词化等几个方面说明词化的思路在汉语词汇教学中所起到的积极作用。

与词化紧密相关的语法化即句法范畴的演化与确立过程，其分析研究给汉语的句法教学带来了一定的改进作用。如助动词"愿意"与"想"和非助动词"必要"和"可能"的探讨就为我们纠正语法错误提供了依据。再如动词"用""拿""替""代"的介词化过程的说明可以促进学生对汉语介词体系的柔性思考与理解。而可移动连词与不可移动连词、连体连词与非连体连词及单音节连词与双音节连词的再分类即语法化程度强弱之分析也为汉语句法教学带来了新的视角与方法。

我们的教学对象是日语母语者，所探讨的问题是否具有普遍性意义尚有待于做多语种母语者汉语教学的对比性调查研究。

关键词：词化；语法化；词汇教学；语法教学

如何回答"吗"问句——兼谈汉语教学中的语用知识

中田 聪美
NAKATA Satomi
（日本）大阪大学

汉语对话互动中，当说话人以"吗"问句提出问题，要求听话人作出回答时，听话人往往用肯定或否定形式来回应，这是符合交际合作原则的基本应答策略之一。例如"问：你是日本人吗？——答：是（的）。/不是。"、"问：你明天去学校吗？——答：去。/不去。"等。这些应答形式都是初级阶段学习的语法点，看似不难，但有时学习者会产生一些偏误，造成口语交际中回答不得体的情况。

本研究以实际汉语对话为语料，从语用学的角度，对其中对"吗"问句所采取的应答形式进行考察。通过对语料的分析，本研究着重探讨以下两个问题：（一）汉语母语者的应答策略：汉语母语者使用哪些应答形式来回答"吗"问句？（二）汉语学习者所需要的语用知识：在问题（一）的认识上，汉语学习者应该如何掌握应答策略的语用知识，并以此成功地作出得体的回答？

关键词："吗"问句；应答形式；语用知识

马来西亚汉语学习者展示的马式华语语调和单字调的特征和其母语迁移及多语环境的影响

Nong Chenglin, Wong Ling Yann
Universiti Putra Malaysia

Adi Yasran Bin Abdul Aziz
Universiti Putra Malaysia

语音高低轻重配置而形成的腔调通常被称为语调。汉语作为一门声调语言，语音系统中既有字调，也有句调。赵元任先生也曾用"大波浪和小波浪"对字调和句调作了形象比喻。马来西亚的华裔和非华裔（懂汉语的）所讲的华语，其字调、语调和汉语普通话的有哪些差异是本研究所要探讨的问题。

对于汉语学习者而言，声调是语音学习的重点和难点。国际中文教育也将关注点集中在声调的教学与偏误上。实践发现，语调也是也是语音教学的重点，但在教学上没能引起足够重视和讨论。通常情况下，语调的偏误会直接影响语义和情感色彩的准确表达，影响交际效果。现实中，有很多学习者虽已掌握汉语单字调的发音技巧，但在实际口头表达中依旧出现违腔走调的语音现象。马来西亚人生活在多言多语的语言环境之下，同时学习至少三种语言，强势语言对汉语学习者学习正确的汉语字调和语调产生了负迁移的影响。马来语和英语的词调有轻重音之分，而汉语的单字调却是高低音之分，前者对汉语字调和句调的影响是本文关注的问题。

本文将以石峰的语调格局理论、Larry Selinker的中介语理论以及生成音系学理论为基础，用实验语音分析的方法，对母语为马来语的马来西亚汉语学习者陈述句、疑问句、祈使句、感叹句等四种语调的特征进行实验研究。研究将从字调、词调、句调三个层级逐级入手，辨识他们字调、词调、句调和语调的特征。通过采集语音样本的基频数据，对单音节字词的调型、调值，多音节词语以及句子的边界调，起伏度的语音音特征进行分析。同时，研究的发现也将与汉语普通话的语音特定进行对比，找出其共性和差异，探索马式华语的语调特征和其成因的语言环境促成的条件。最后基于研究结果，对语音教学中的语调教学提出合理化建议。本研究将进一步丰富语调实验分析，使国际中文教育的语音教学与研究相结合，以教学的实际发现来改进学习者的语音偏误问题，尤其是学习者母语语音对他们掌握汉语标准语音的迁移。

关键词：华语语调；字调；起伏度；边界调；母语迁移

Using Virtual Exchange to Enhance Differentiated Instruction at Pre-Advanced Level

Ke Peng
Western Kentucky University

Chiu-Hung Chen
University of Toronto Mississauga

This paper reports how virtual exchange (VE, henceforth) was organically integrated into the curriculum of a pre-advanced CFL course, and how it differentiated the language and cultural learning experiences of the heritage learners (HL) and second language learners (SLL) at this proficiency level. The study first presents the background of this project in the context of existing VE

models and research literature to rationalize the current VE project. It is followed by a detailed description of the VE project and data collection. In the final report of project results, the affordances and challenges of virtual exchanges in the CFL settings are explored for future pedagogical implications.

The results indicated that VE afforded both learner HL and SLL with massive opportunities and learner autonomy to develop intercultural competence, communication skills and learning strategies; at the same time, VE also allowed different instruction for these learners with varied interests, background, and preferences. On one hand, both groups developed intercultural communicative competence (ICC) and cultural knowledge, especially in cultural products, but SLL group gained more knowledge in cultural perspectives, such as parenting style, ethics and characteristics valued in the Chinese society and the reasons behind it. One the other hand, their gains in language ability were demonstrated in different areas. Specifically, VE fostered SLL participants' quantity of comprehension (how much they comprehended) and speaking (level of fluency and clarity) for meaning negotiation, while it enabled HL participants to enhance the quality of their output in abstract discussion of sophisticated topics with effective use of advanced vocabulary, popular expressions, slangs and idioms.

基于语料库习得汉语近义词的混合式教学设计

饶宇靖
香港科技大学

汉语近义词的习得一直是汉语作为二语教学的重点和难点。初级阶段的汉语学习者辨析近义词主要依赖课堂上教师的讲解及例句操练的方式，而中高级阶段学习者已经积累了一定的汉语词汇，并具备一定的汉语听说读写能力。为了提高这个阶段学习者的自主学习能力，我们采用基于语料库自主习得近义词的混合式教学设计。

学习者将运用BCC或MLC语料库对指派的近义词进行自主学习，包括课前观看语料库辨析近义词的视频指引，课后与同伴一起透过语料库检索功能，获悉一对近义词在句中位置，在文学、科技、微博等语域分布的基本信息。再根据这对近义词在句中搭配的高频词语，辨析其语义特点和句法功能，归纳其使用规则。

为了进一步探知上述教学任务设计对学习者辨析近义词的影响，本研究问题聚焦在：

1.混合式教学任务对中高级学习者基于语料库辨析近义词的成效如何？
2.不同语言背景的中高级汉语水平学习者在习得近义词上是否存在差异？

研究资料收集主要来自基于语料库习得近义词的问卷调查，学习者以小组方式在课堂上分享的学习成果简报，以及学习者习得近义词的个人反思报告。此外，还涵盖不同语言背景学习者半结构式小组访谈。

寄望本研究可以有助于中高级汉语水平学习者接触大量真实目的语语料的机会，加强自主学习能力，建立良好的同伴合作关系。此外，我们更寄希这种数据驱动下的探索式学习方式，进一步提升他们自主习得汉语近义词的能力，以达至能够准确使用的目标。

关键词: 近义词; 语料库; 混合式教学设计; 中高级汉语教学

The Affective and Cognitive Factors in Chinese Listening Instruction

Ying Shiroma
Defense Language Institute Foreign Language Center

In 1985, Stephen Krashen notably pointed out that emotions and feelings matter in second language learning. Since then, affective factors in second language acquisition have been widely studied, and the roles of emotions in foreign language learning have been well acknowledged. Despite the studies and acknowledgements, affective approaches in foreign language instruction are far less practiced compared to cognitive approaches.

Using firsthand data and student cases, the presenter will shine light on the importance of integrating affective and cognitive approaches in Chinese listening instruction. The presenter will introduce a diagnostic teaching approach to showcase how both cognitive and affective factors can be identified and integrated in listening instruction. The presenter will share her evidence-based methods on how to boost students' cognitive abilities while lowering their affective filters.

Keywords: *affect and cognition integration, listening, diagnostic instruction*

肯定回应构式的负面情态表达及其在汉语教学中的意义
——以"可说呢"为例

孙 宁
东北师范大学

话语交际中礼貌原则的遵从，制约了回应者立场态度的表达，但我们仍可在其肯定回应中找到其主观情感的踪迹，听者也能在其中感受到对方的有所保留。构式"可说呢"就在话语中发挥了这样的作用。"可说呢"在会话回应中表达肯定、赞同，但从情感表达和态度立场上看，"可说呢"表达的肯定是中立肯定和消极肯定，中立肯定表现为回答人使用"可说呢"来提醒共识信息、凸显主体身份和转换话题；消极肯定表现为回答人使用"可说呢"表达形式上的互动和情感上的不情愿。无论是是中立肯定还是消极肯定，其表现都降低了"可说呢"的积极互动值，因此虽然"可说呢"是肯定回应构式，但在会话中仍表达了负面情态。此类反向情态表达的研究，对汉语会话教学有着重要意义。礼貌原则和修辞效果在不同语言中都有体现，在教学过程中，可以通过汉外对比的方式，让学生体会汉语和母语中回应立场制约的异同，从而更加地道、自如地应用汉语口语。关键词：互动；认知状态评估；相邻对；应答语。

关键词：可说呢；肯定回应；负面情态；汉语教学

Compliance with the politeness principle in discourse communication restricts the expression of the respondent's stance and attitude, but we can still find traces of subjective emotion in the affirmative response, and the listener can also feel the reservations of the other side. The construction "Ke Shuo Ne" plays such a role in discourse. It expresses affirmation and approval in conversational response, but from the perspective of emotional expression and attitude, "Ke Shuo Ne" expresses neutral affirmation and negative affirmation. Neutral affirmation shows that

respondents use "Ke Shuo Ne" to remind consensus information, highlight the identity of the subject and change the topic. Negative affirmations are represented by the interaction and emotional unwillingness of the respondent to use the "Ke Shuo Ne" form of expression. Both neutral and negative affirmations reduce the positive interaction value of "Ke Shuo Ne", so that although "Ke Shuo Ne" is an affirmative response construct, it still expresses negative modality in conversation. The study of such reverse modal expression is of great significance to Chinese conversational teaching. The principle of politeness and rhetorical effects are reflected in different languages, so in the teaching process, students can experience the similarities and differences between Chinese and native speakers in responding to position constraints through Chinese and foreign comparisons, then they can apply spoken Chinese more authentically and freely.

Keywords: *Ke Shuo Ne*，*Affirmative response*，*Negative modality*，*Chinese teaching*

Becoming A Reflective Practitioner: A Case Study on CSL/CFL Teachers' Professional Development in a Cooperative Learning Context

Qingqin Tan
University of Verona

This paper presents an empirical study on reflective practice (henceforth RP) in CSL/CFL learning and teaching. RP is a cognitive process of learning persistently and systematically through and from experience in order to gain new insights of self and/or practice (Finlay, 2008; Dewey, 1933; Schön, 1983). It is identified as an effective approach to bridge theory and practice and has increasingly become embedded within discourse concerning teachers' professional development in recent years (Bolton, 2014; Ghaye, 2011; Mann & Walsh, 2013). Yet RP enjoys little popularity in the research of CSL/CFL learning and teaching (Wang, 2010, 2019). In addition, the latest published *Professional Competence Standards for International Chinese Language Teachers* (2022), while claiming that the capacity of reflection is a required competence of CSL/CFL teachers, does not provide any specific guidance on the matter.

Through a comprehensive literature review of RP and a qualitative case study of five local high school CSL/CFL teachers in Italy, the current study aims firstly to explore the teachers' current understanding of and the level of their engagement with reflection and reflective practice. Secondly, it aims to introduce RP into the field of CSL/CFL learning and teaching by describing briefly the history, current research trends and relevant terms, such as levels, strategies, models and barriers of RP based on the literature. Last, but most importantly, the study attempts to propose an effective and practical way for Chinese teachers to apply RP into their daily teaching. Data have been collected from classroom observations, cooperative discussions and semi-structured interviews.

Findings indicate that first most of the participants were not familiar with the relevant concepts of RP, and none of them used a structured way of reflection in their practice, however, they showed keen interest once they were introduced to it. Moreover, RP was not an essential element of the teacher education programs nor in the professional training. Second, participants with different working experience had different focus of reflection which novice teacher put an

emphasis on classroom management and teaching contents while experienced teachers' reflection concentrated on theoretical level, such as teaching methods, students' learning strategies, etc. Third, even though cooperative discussions with other CSL/CFL teachers were perceived to be beneficial, teachers have few opportunities for cooperation. Therefore, this study **proposes** firstly that RP should be placed more attention from **t**he academia and be included in Chinese teacher education program and in-service teacher training. Secondly, on the basis of current literature and the interviews, the study proposes that more opportunities for cooperation should be created, and audio/video-assisted reflection and the application of E-portfolios should be introduced to the teachers, which can help teachers explore and express experiences and learning, and provide space for RP, thus maximizing everyone's learning and enhancing their professional development (Ferguson-Patrick & Jolliffe, 2018; Pitts & Ruggirello, 2012).

Keywords: *CSL/CFL teachers, reflective practice, cooperative discussions, professional development*

汉语与格交替动词的原型构式

王 珊，周 洁
澳门大学

与格交替是指介词与格构式与双宾构式交替使用的现象，与格交替动词的原型构式及其语义是汉语教学的难点和重点。本文以构式语法为理论视角，采用基于大规模语料库标注数据，结合人工校对获取汉语与格交替的语料，采取构式搭配分析法中的共现词分析法，预测与格交替动词的原型构式，并且以构式强度最大值的动词为不同语义类的原型动词，在此基础上探讨与格交替的语义结构。研究发现：出现在汉语与格交替构式中的动词可分为多个语义类；不同的与格交替动词的原型构式不同（介词与格构式或者双宾构式）。每一个语义类都继承了与格交替构式原型语义中的"领属-转移"义。其中，对"领属-转移"义凸显度较高的语义类，其搭配强度越高，离与格交替构式的原型语义也越近。本研究的实证结果对与格交替现象进行了整理和分析，归纳出分别以介词与格构式和双宾构式为原型构式的动词，能够为汉语教学应用借鉴。

关键词：与格交替; 语料库; 构式语法; 原型语义

基于多层面互动的汉语"VA了"结构教学刍议

王璐璐，闫烨欣
中国传媒大学

本文针对二语教学中"VA了"结构的教学盲点与习得误区，分析结构的意义和用法，并提出教学建议。文章首先就教材和大纲展开调查，并利用问卷、访谈和中介语语料库等方式进行考察，发现大多数教材偏重实现义用法，有些不讲偏离义用法，而且"新标准"语法等级大纲中只列出了实现义用例。大部分习得者则回避使用，也有人尝试使用却产生偏误，还有人没学过偏离义。这说明，教学两端都没有区分出意义和用法上的差异。由此，我们需要描写该结构的成分性质和句式分布，并区分出表示结果的实现与偏离两种意义。再分析该结构的韵律特征、语用特征跟语法意义的互动关系。研究发现，该结构凸显结果，句子重音落在补语上，补语后一般不带宾语。相较于实现义，偏离义用法在句法上受到更多的限制，并且表现出更多的主观性特征。最后提出分级教学的建议：初级阶段只教实现义用法，明确动作导致结果的客观实现；中级阶段引入偏离义用法，强调说话人对结果的主观认识；高级阶段随

课文介绍歧义结构。本文在对教学内容和教学顺序的制定中，综合考量了语法、语义、韵律及语用各个层面的语言学知识，这是对多层面互动的语法观运用到教学实践中的有益尝试。

关键词: 述补结构；二语教学；偏离义；主观性

A Qualitative Inquiry into Students' Strategies in Learning Chinese Vocabulary

Yan Wang
Defense Language Institute Foreign Language Center

Learning a large number of lexical items is a great challenge for foreign language learners, and it is especially so when students whose first language uses an alphabetic system learn Chinese in an intensive language training setting. A limited number of studies have been conducted to investigate the vocabulary-strategy use of Chinese-as-a-foreign-language (CFL) learners. The findings of these studies have shed light on students' strategy use in learning Chinese vocabulary, however, it remains unclear to what extent successful students and less successful students use strategies differently. To answer this research question, the researcher in this study conducted in-depth interviews with nine English-speaking students randomly selected from the high-, middle-, and low-GPA groups in an intensive Chinese program to examine their vocabulary strategy use in learning Chinese. Open-coding techniques were used to develop the codes and themes for this research. Six themes emerged from the data analysis, showing patterns of strategy use that clearly distinguish more successful from less successful students. Teaching implications are drawn from the findings of this study and recommendations for future research will be proposed. This study expands the current literature on Chinese vocabulary learning strategies by examining the strategy use of English-speaking students in an intensive language training setting. Further, the findings from this study can provide instructors much needed information in designing a vocabulary strategy instruction curriculum in a Chinese program.

Keywords: *Chinese character learning strategies；vocabulary learning strategies；strategy instruction*

马来西亚多语语境下对外汉语学习者的思维模式和教学策略

Wong Ling Yann, Zhou Yin, He Zongjin, Nong Chenglin
Universiti Putra Malaysia

马来西亚是一个多言语言的国家，汉语的学习者在多元语言的环境下学习汉语所面对的挑战有如下：1）来自不同语言背景的学习者在相同的课室学习汉语，对母语为汉语的学习者而言，学习汉语对他们来说是第一语言，汉语即是他们的母语，也是他们接受教育的媒介语；而母语非汉语的学习者而言，他们是非华裔的学习者，学习汉语对他们来说是外语学习。他们在同一个课室内学习汉语，却对汉语的认知有不同的思维模式，对汉语教师来说，要面对不同语言背景、不同语言思维和不同汉语水平能力的学习者，传授汉语的知识是一项艰巨的挑战。2）在这样艰巨的汉语教学的环境之下，什么样的汉语教学策略可以被应用来帮助不同汉语水平能力的学习者更好地学习汉语，拉近他们汉语能力的距离，

让汉语水平能力低的学习者能更有信心地参与汉语的学习活动，是这项研究须正视和探讨的问题。3）母语非汉语的学习者，理应在汉语语言的环境之下，在汉语为母语的同侪的帮助之下，作为汉语学习的榜样，应该可以更好地掌握汉语，然而事实的情况并非如此。许多非华裔的学生在华小完成六年的汉语教育以后，就不再继续学习汉语。至今在马来西亚的高等学府的本科和硕博课程还没有栽培出可观的一批以汉语为专业的非华裔生。要实现这样的一个目标，灌输不同语言背景的学习者正确的汉语思维模式和使用恰当的教学策略就有必要作出检讨和改进，以找出对策，让不同汉语水平的汉语学习者能更有效地学好汉语。目前值得我们深思的问题有如下：（一）在跨语言的汉语学习的课堂，跨语言文化的课室氛围对促进汉语的教学有何促进的作用？这种促进的作用可以减低学习者学习汉语的干扰和负迁移吗？（二）汉语教学的策略和教材的编撰应作出哪些调整，才能带给不同语言背景的学习者更好地享受学习汉语的乐趣，提高他们学习汉语的兴趣和果效？本文在前人对汉语思维认知和教学策略的研究基础之上，提出学习汉语的新思维和教学的新策略与方法，以马来西亚跨语言的学习汉语的语境为例，讨论研究问题的可行性。

关键词： 马来西亚；多语；汉语思维；教学策略；跨语言

数字化中文教学资源的研发
——以《中国文化分级导读》（阿拉伯语版）为例

邬峰高
澳门科技大学 重庆师范大学

采取定量分析、语言文化对比与经验总结的方法，在海外研发《中国文化分级导读》（阿拉伯语版）约1000分钟视频教学资源的基础上，分析中文教学资源研发所面临的问题与挑战，其中包括阿拉伯语字幕的设计与审校，与当地宗教文化相关的内容处理，（域外）主讲人的语言风格设定，域外机构对内容的审查，数字版权保护等。根据《中国文化分级导读》数字化的探索之路，总结中文教学资源研发的经验与方法，包括话题本土化、素材多元化、字幕语别化、设计模块化，以及重视文化体验，突出教学互动（含课后问答），加强趣味性，做到用户友好，具备跨平台传播能力等。本研究的目的，是为域外数字化中文教学资源的研发提供分析素材和参考样本，为不同语种的数字化教材的研发提供研究思路，助力国际中文教育教学资源的数字化、本土化研发。

关键词：教材编写；教学资源；阿拉伯语；国际中文教育

语法编排策略与呈现的评估研究
一以国际学校四套初级汉语教材为例

伍丹履
北京海嘉双语学校 英国巴斯大学

语法的学习一直是青少年对外汉语学习的难点和重点。教材作为语法学习的重要载体要求我们对其语法点的编写水平有所评估。

　　本文回顾了国内外二语界教材评估理论，选择了由易到难、量的控制、化整为零，归零为整和循环复现五项标准对国际学校流行的四套教材进行了评估。研究结果表明:从"由易到难"的控制来看，通过比照教材疑问句编排顺序与二语习得顺序发现: 教材的编排基本符合二语习得等级，四套教材对于最常用疑问句的选择趋于一致。《跟我学汉语》疑问句选用最难，《中文听说读写》其次，《你好》和《轻松学汉语》最易。《跟我学汉语》的进程最为平稳，《你好》的波动最大。从"量的控制"来看，每课语法点量从高到低排列的顺序都是《中文听说读写》>《你好》>《跟我学汉语》>《轻松学汉语》;《你好》的波动最大，其它较均衡;四套教材的最后一册都是该套教材中每课平均量最少的一个。从难易度等级的分配来看，本文将其与《国际汉语教学通用课程大纲》中的语法《分级表》进行比对，发现《中文听说读写》的选用最难，《跟我学汉语》其次，《轻松学汉语》和《你好》最易。通过统计语法点密度，发现《你好》的语法点密度最高，《轻松学汉语》最低; 从"化整为零，归零为整"来看，控制较好的是《跟我学汉语》和《中文听说读写》，《你好》的 编排过于集中。从"循环复现"来看，困难语法点在各套教材的复现率都不足。

　　本文提出了教材语法评估的五项原则，并从二语习得顺序、量、语法分级、语法密度等维度提供了一套评估青少年对外汉语教材的量化范式，让本体研究和教材的安排有效结合，为提升编排的科学性提供参考。

关键词：语法编排；教材评估原则；语法密度；语法复现率

人工智能时代背景下东南亚"互联网+"汉语国际教育模式研究

谢庚全
海南大学

　　东南亚是海外华人数量最多的地区，也是除中国之外华文教育发展最快的地区和最大的汉语区。目前该地区华文教学已从最初单一的华文教育发展为华文教育和汉语（作为第二语言）教学并存的教学模式。"汉语学习"也逐渐从"华裔子女专属型"转向不同种族、不同学习动机学习者的多元型学习行为。但目前东南亚地区均不同程度存在华校普遍规模不大、经费不足、师资数量供需失衡、教师素质良莠不齐以及难以满足学生多元化学习需求等不足。以人工智能为支撑"互联网+"教育模式，可以实现教材和师资等教学资源的共享、突破教学场地不足的约束以及较好的满足学习者多元化学习的需求等。为此，建议通过以学生为主体的需求导向型学习模式的建构、"互联网+"思维的师资和跨学科团队的建设以及新型教育信息平台的搭建等，加快东南亚地区"互联网+"汉语教育模式的普及，为该地区汉语教育的高质量快速发展提供支撑。

关键词：人工智能；"互联网+"；汉语国际教育

能愿动词研究的反思和新视角

Heping Xu
Defense Language Institute Foreign Language Center

能愿动词是一个问题诸多的语法范畴，而研究手段的单一和框架的落后是造成这种情况的重要原因，给教和学都都带来了极大困难。

比如，"我今天能开车。"可以说，而为何"我今天会开车。"却不能说呢？"能"表示的是一种什么能力？"会"表示的又是一种什么能力？

又比如，"他们这次不能考好。"不能说，而为何"他们这次不会考好。"却是合法句呢？另外，"他很能吃。"和"他很会吃。"为什么表示不同的语义呢？

再有，为什么"你能坐在这儿。"和"他会是小王。"是病句，但"你不能坐在这儿。"，和"他会是小王吗？"，却是合法句呢？等等，不一而足。

鉴于以上情况，本报告人采用多维语义视角，从dynamic 视角理清了"能"和"会"的相关性和区别性，又梳理了"能"和"会"与其他能愿动词构成的"deontic"和"epistemic"子系统，并从possibility and necessity 的角度，解释了不同能愿动词在子系统中的相关性和互补性。这种视角不仅能对能愿动词教学出现的问题作出合理的解释，同时为研究的深化提供了可能的模式。

通过报告，听众不仅可以了解能愿动词研究的难点，原因，和研究的新角度和理论框架，以进行更深入全面的研究，同时，也可以把本次的报告具体实例的直接用于自己的教学实践中。

关键词: 能愿动词；模态语义；逻辑语义；语法研究

Affective Science and CFL Classes: Effective Strategies of Application

Chengxu Yin
University of Notre Dame

We used to assume emotion and cognition are separate or even incompatible. Development in neuroscience research indicates that this assumption is erroneous and that both cognitive and affective factors are crucial in the learning process. Emotions exert powerful influence on learning, as they can enhance every cognitive process at play in higher education—from attracting students' attention as the initial necessary step of learning, to ensuring their application of the majority of their working memory resources to class concerns, to maximizing the chances of long-term memory consolidation, and to engendering motivation and enthusiasm for the course materials. Indeed, students learn most effectively when we provide both cognitive and affective support. It is, therefore, imperative that we as educators bear in mind the emotional aspect of learning as we try to increase learning outcome. Ignoring the importance of students' emotions is tantamount to forfeiting a precious opportunity to utilize a critical force in students' learning.

Unfortunately, the utilization of emotions in teaching has not always been the norm in foreign language teaching. In the field of Chinese as a Foreign Language (CFL), instructors are typically trained to drill students on new vocabulary, grammar, and sentence structures. A common practice in language teaching, such drill may sometimes strike students as mechanical and boring. The introduction of implementing emotions to the course design of CFL classes will be instrumental in capturing students' attention, harnessing their working memory, bolstering their long-term retention, and enhancing their motivation. We need to explore in this connection such questions as: How we as educators can utilize the power of emotions to motivate our students and help them learn better, longer, and more deeply? How do we apply affective science principles to choose classroom activities and assignments, especially in the field of foreign language teaching?

This presentation explores strategies for integrating the implementation of emotions into CFL curriculum at both beginning and advanced levels. It first expounds the necessity and effectiveness of employing these strategies by describing how emotions grab students' attention, jolt their working memory, enhance their long-term memory, and engender their motivations. The presentation then introduces some affective teaching practices for creating a highly emotional classroom, including strategies to introduce emotional punch to class activities and assignments. The audience will be asked to reflect on the presented teaching strategies and learning activities. Through conversations with the audience, the presenter aims to articulate some principles for using emotions in foreign language class to enhance learning.

Recommendations on best practices, cautions about potential pitfalls, and suggestions for further explorations will also be offered.

Keywords: *affective science, connection between emotion and cognition, long-term memory consolidation*

英语母语者的汉语歧义现象分化的韵律编码

俞可枫，章 婷
南京师范大学

　　汉语交际中歧义现象的理解与话语产出，关联到句法、语义、语用等语言多个层面与语音韵律的互动机制。本研究运用声学实验探讨汉语母语者和英语母语者对三个层面九小类歧义结构（句法层面的结构关系不同、结构层次不同、结构关系和层次都不同；语义层面的语义角色不同、语义指向不同、语义特征不同；语用层面的语气表达不清、焦点不明、指代不明）消歧时的韵律编码形式。（1）两类母语者在对句法和语用层面的歧义以及语义层面的语义指向不同类型消歧时都有显著韵律特征，只是英语母语者的显著度略低，且对语用指代不明类型消歧时无韵律特征。（2）汉语母语者在句法层面的消歧韵律编码表现为增加时长、停顿和音高变化，英语母语者则具有时长较短、音高变化遗漏和停顿遗漏等编码特点。（3）两类母语者在语义歧义层面的语义角色和语义特征两小类消歧时不采用韵律编码形式。而对语义指向不同的歧义类型，英语母语者只采用较小的音高变化。
（4）汉语母语者在语用歧义层面消歧时的时长和音高变化显著。而英语母语者仅在语气表达不清、焦点不明两类消歧时的时长和音高略有变化。以上发现可以更好地指导汉语韵律教学，帮助学生掌握正确的汉语韵律模式。

The understanding and output of ambiguity structure in Chinese communication are associated with the mechanisms of interaction between multiple levels of language, including syntactic, semantic, and pragmatic, and phonological prosody. This study uses acoustic experiments to explore the prosodic features of native English speakers and native Chinese speakers when disambiguating nine sub-categories of ambiguous structures at three levels (respectively: At the syntactic level, there are different structural relationships, different structural levels, different structural relationships and levels; At the semantic level, there are different semantic roles, different semantic dependencies, different semantic features; At the pragmatic level, there are unclear tone expression, unclear focus, and unclear referencing). (1) Both types of native speakers have significant prosodic features when disambiguating syntactic and pragmatic ambiguities and semantic dependencies at the semantic level, while English native speakers have slightly lower degree of significance. There are no prosodic features when English subjects disambiguate unclear referencing at the pragmatic level. (2) The disambiguation prosodic features of Chinese native speakers at the syntactic level are increased duration, pauses and pitch changes, while native English speakers show prosodic features of shorter duration, omitted pitch changes and omitted pauses. (3) The prosodic features are not used in the disambiguation of semantic roles and semantic features of the two types of native speakers at the semantic level. For ambiguities with different semantic dependencies, native English speakers only use a smaller form of pitch-change. (4) Chinese native speakers have significant prosodic features in disambiguation at the pragmatic level, such as duration and pitch changes, while English native speakers only slightly change the duration and pitch when there is unclear tone expression and unclear focus. The above findings can better guide the teaching of Chinese prosody and help foreign students master the correct Chinese prosody patterns.

关键词：英语母语者；歧义现象；韵律特征

The Role of Orthographic, Phonetic, and Semantic Information in L2 Chinese Character Processing: A Comparison of Alphabetic, Japanese, and Korean Learners

Mingyang Yu，Yuet Hung Cecilia Chan
City University of Hong Kong

Previous studies indicated that word processing in English as a second language (L2) is affected by learners' native language. However, little is known about L2 Chinese character processing. The present study aims to fill this gap by investigating the role of orthographic, phonetic, and semantic information in L2 Chinese character processing by learners from different native language backgrounds.

In this study, 41 Japanese learners, 66 Korean learners, and 69 learners using different alphabetic languages (e.g., English, Russian, and Turkman) were recruited. Based on the participants' native language writing systems and exposure to Chinese characters, we categorized them into three groups: alphabetic (sound-based writing system), Korean (sound-based writing system and belonging to Sinosphere), and Japanese (using Chinese characters belonging to the meaning-based writing system). A picture-pseudo character matching experiment was conducted to explore learners' reliance on semantic and phonetic radicals when processing a compound character. In each experiment trial, the participants were provided with a picture and an audio description indicating the meaning and pronunciation cues of a newly created object. They were required to rank five pseudo characters to show how well each character matched the object. The positions of phonetic and semantic radicals in the pseudo characters and the radicals' relatedness to the meaning or pronunciation cues provided were manipulated.

The results indicate that firstly L2 Chinese learners were generally sensitive to radicals' phonetic and semantic information and radicals' conventional positions. Pseudo-characters with cue-related radicals received significantly higher scores than pseudo-control characters without cue-related radicals. Pseudo-characters with radicals in conventional positions received significantly higher scores than those in unconventional positions. Secondly, learners' native languages influenced their radical reliance on character processing. When the radicals were in conventional positions, alphabetic learners significantly relied more on phonetic than semantic information. Korean learners showed a preference for phonetic information and Japanese for semantic information. When the radicals were in unconventional positions, alphabetic and Korean learners relied equally on semantic and phonetic information, while Japanese learners significantly relied more on semantic information than phonetic information. Thirdly, Japanese learners were more sensitive to radicals' conventional position than Korean and alphabetic learners. No significant difference was found in Japanese learners' ranking between pseudo-control characters (the radicals were in conventional positions but unrelated to semantic and phonetic cues) and characters with related phonetic radicals in unconventional positions. In contrast, Korean and alphabetic learners significantly ranked the pseudo-control characters as the least matching labels for the objects.

The findings of this study delineate that alphabetic learners relied more on phonetic information. In contrast, Japanese learners relied more on semantic information in character processing, while Korean learners relied equally on phonetic and semantic information. These findings shed light on L2 Chinese character processing by revealing learners' sensitivity and reliance on radicals' orthographic, phonetic, and semantic information. The pedagogical suggestions for teaching Chinese characters to L2 Chinese learners of different native language backgrounds are provided.

Keywords: *L2 Chinese character processing, semantic radicals, phonetic radicals*

Event-to-Participant Transfer: The Duration-Incorporated Construction Based on Behavioral Profile Analysis

Xiaopei Zhang, Meichun Liu
City University of Hong Kong

This study proposes a constructional account for the "form-meaning mismatch" in sentences like *ta kan le santian de shu* 'he read books for three days'(Shen, 2007, pp. 7-8), where a duration phrase (DurP) is incorporated into the object NP. In the example, the DurP 'three days' is semantically a verbal complement but is syntactically coded as a modifier of the object NP (ObjNP) *shu* 'book' with the pre-nominal marker *de,* the "marker of explicit modification" (Chao, 2011, p. 285). While previous studies mainly concerned with the syntactic status of the DurP based on retrospective data or sparse examples (Huang, 2008; Lu & Wang, 2020; Shen, 2007), the present study provides a corpus-based constructional account with a Behavioral Profile approach (Gries, 2010, 2017). It aims to offer a more empirically grounded and cognitively motivated analysis.

We propose that the form-meaning mismatch can be viewed as Duration-Incorporated Construction (DIC), which is motivated by the cognitive mechanism of Event-to-Participant transfer, where an eventive attribute is mapped onto a nominal attribute. This mechanism can be seen in the effect of plural nouns on eventive interpretation, e.g., the English expression *He sold houses* denotes repeated habitual events that may be interpreted as a job instead of a single event, as in *he sold a house*. Based on results from a Behavioral Profile analysis that makes use of annotated contextual features at various levels, the DIC is defined as a "form-meaning pair" (Goldberg, 1995), which coerces the verbal complement DurP into a modifier of the ObjNP. That is, the eventive duration is packed as a modifier of the surface object, the core participant of the verb. This linguistic operation is taken to have resulted from the conceptual operation, namely, Event-to-Participant Transfer, a cognitive mechanism that allows the transfer between eventive and nominal information. Such cognitive manipulation can also be found in Chinese expressions such as *zou ye lu* 'walk in the night', *xi reshui zao* 'bath with warm water', and *jia cuo ren* 'married the wrong person'. In the first two cases, the adverbial element, be it temporal or instrumental, is realized as a modifier of the object-like nominal; in the last example, the mistake of marrying the wrong person is expressed as a result. The coercion of the DurP into the ObjNP is functionally motivated to profile the durative information.

The proposal is supported by the BP results: the object-like nominals in the construction are predominantly non-referential, i.e., "quasi-nouns" (Wen 2022) or "oblique objects" (Sun & Li, 2020) in a VO compound. The DurP is preferably an exact time with measures (*san-tian* 'three days') rather than an approximate while (*yihuier* 'a while'). In sum, we propose that the DIC incorporates the DurP into the ObjNP to profile a duration due to Event-to-Participant transfer. It provides a principled functional explanation of the puzzling expression as a constructional unit of the grammar (Fillmore, Kay, & O'Connor, 1988) and helps pedagogically to make sense of the seemingly form-meaning mismatch.

Keywords: *Event-to-Participant Transfer, Duration-Incorporated Construction, Behavioral Profile, Form-meaning mismatch*

浅谈对外汉字教学的"守"与"变"——以"犬"部字为例

张心悦

北京师范大学

　　对外汉字教学始终是对外汉语教学的重点与难点。本文从当前汉字教学的研究情况出发，从《世界汉语教学》等四个核心期刊入手分类统计近十年的相关研究数量及在总研究中的占比情况，发现近年来有关汉字教学的研究情况并不可观，相较汉字本体研究、汉字认知与习得研究乃至其他语言学领域研究，汉字教学研究数量少、比重低，有些停滞不前。基于此，本文着重分析对外汉字教学的"守"与"变"两大问题，"守"即对外汉字教学的主要目标与使命，认为应当明确汉字不同于其他字符的本质特征；对整个汉字符号体系有总体的了解和把握；从汉字记录语言的非单一性和有效性以及字本位与词本位之争的角度辨清汉字（字）与汉语（词）之间的关系；增进自主学习汉字的能力。"变"即对外汉字教学的发展路径研究，本节以"犬"部字为例，围绕《说文解字》和《汉语国际教育用音节汉字词汇等级划分》中的"犬"部字分析其内涵及古今对比情况。随后从汉字本体和教学角度提出发展路径，汉字本体方面，注重在兼顾笔顺理念的同时，加强字根空间分布讲解；注重汉字构造理据的讲解；注重汉字功能性讲解。教学角度，结合新兴科技推动教学方法创新性改变；转变教学主体。

Teaching Chinese characters to foreign students is always the key and difficult point in teaching Chinese as a foreign language. In this paper, based on the current research situation of Chinese character teaching, the number of relevant studies in recent ten years and their proportion in total studies are classified and counted from four core journals such as "World Chinese Language Teaching". It is found that the research situation of Chinese character teaching in recent years is not significant. Compared with the research on Chinese character ontology, the research on Chinese character cognition and acquisition, and even the research in other linguistic fields, The number of Chinese character teaching research is small, the proportion is low, some stagnant. Based on this, this paper focuses on the analysis of the two major problems of "Shou" and "change" in the teaching of Chinese characters for foreign students. "Shou" is the main goal and mission of the teaching of Chinese characters for foreign students. It holds that the essential characteristics of Chinese characters which are different from other characters should be clarified. Have a general understanding and grasp of the whole Chinese character symbol system; The relationship between Chinese characters (characters) and Chinese (words) is clarified from the perspective of the non-uniformity and validity of Chinese characters recording language and the dispute between character standard and word standard. Improve the ability to learn Chinese characters independently. "Change" refers to the research on the development path of teaching Chinese characters to foreign students. This section takes "dog" as an example to analyze its connotation and the comparison between ancient and modern by centering on "Dog" in "Shuo Wen Jie Zi" and "Classification of syllabic Chinese Characters for International Education". Then, the development path is proposed from the perspective of Chinese character ontology and teaching. In the aspect of Chinese character ontology, emphasis is paid on the interpretation of spatial distribution of character roots while taking into account the concept of smooth writing. Pay attention to the explanation of the structure of Chinese characters; Pay attention to the functional explanation of Chinese characters. From the teaching point of view, combining with the emerging technology to promote the innovative change of teaching methods; Change the subject of teaching.

关键词：对外汉字教学；"犬"部字；目标；路径

Exploring the Measurement of Syntactic Maturity in L2 Chinese Writing by English Learners

Lan Zhang
University of Memphis

The desirability of having an objective and precise index for L2 development has long been acknowledged. Such an index would not only help language instructors to measure their students' overall improvement over the course of a term, but also enable researchers to report a more specific description of their subjects' L2 proficiency and provide comparability across studies and target languages (Larsen-Freeman, 1983; Wolfe-Quintero et al., 1998). This points to the importance of having a measurement for syntactic development. Termed syntactic maturity, it refers to "the range of forms that surface in language production and the degree of sophistication of such forms" (Ortega, 2003).

T-unit has usually been adopted as the unit for analysis of language development, especially in Indo-European languages, since it was first proposed in Hunt (1965, 1970). It is defined as one independent clause, plus however many subordinated clauses there are, that are attached to the independent clause.

Regarding the use of T-unit to analyze language development in Chinese, various approaches have been adopted with mixed results. For instance, while T-unit length was found to be a valid measure in adult L1 Chinese, it was not a reliable indicator of proficiency for lower-level L2 learners in Jiang's (2013) study. Learners of lower-proficiency in her study produced longer T-units as a chunk from rote learning than higher-level students. In contrast, An (2015), investigating composition data from mid and high level learners, found that T-unit lengths correlate significantly with proficiency levels. Contradicting An's (2015) study, however, Jin (2007) did not find a significant difference in terms of T-unit length between learners of different proficiency levels and native speakers. Instead, based on the typological characteristic of Chinese being a topic-prominent language, she proposed adopting the concept of topic chain into assessment by measuring T-unit per sentence, clause per topic chain, and zero anaphor. The mixed findings from previous research may have arisen from the variation in participants' proficiency and the tasks employed to collect data.

This study contributes to this research by also exploring syntactic development in Chinese L2 learner's writing. Data were collected from two groups of L2 Chinese learners: elementary level (N=8) and intermediate level (N=10), as well as a group of native speakers (N=9). The participants were asked to write a paragraph describing a person's activities for one day based on the picture given. T-unit length will be calculated to see if it is a viable measure in L2 Chinese. Challenges in demarcating sentences in Chinese will be discussed by providing examples. It was found that the calculation of T-units within a sentence could not be easily applied. However, a preliminary examination of the data shows that both groups of learners use more zero anaphor and overt conjunctions than native speakers. Thus, measurement of these elements should be included in the analysis of L2 Chinese writing development, as suggested by Jin (2007).

Keywords: *syntactic maturity, T-unit, zero anaphor, overt conjunction*

Towards A Positive Psychology Turn in L2 Chinese Education: The Strength of Motivation and Emotions on L2 Learner's Willingness to Communicate

Xian Zhao
University of Auckland

The primary goal of acquiring a language for students is communication, yet an array of affective factors might unavoidably exert facilitative or debilitative influence on the L2 learner's willingness to communicate (WTC) from a positive psychological perspective. Motivation has been empirically confirmed as a key predictor of emotions and WTC in various contexts (Chen et al., 2022; Dewaele 2019; Lee & Hsieh, 2019; MacIntyre & Wang, 2021). Interconnected with motivation, emotion is no doubt another significant factor that learners will inevitably experience in the L2 learning process (Dewaele & MacIntyre, 2014; 2016; Zhao & Wang, forthcoming). In recent years, an expanding body of research focuses on integrating motivation and emotion on learner's WTC driven by the progress of positive psychology in Chinese learning and teaching (Alamer, 2021; Alrabai, 2022; Liu et al., 2022; Teimouri, 2017).

To the best of our knowledge, few prior studies have addressed the interconnection between motivation, emotions (e.g., enjoyment, boredom, and shyness), and WTC in L2 Chinese learning despite the Chinese language being one of six official languages of the United Nations. Another gap is that scant attention has been paid to the role of enjoyment (mediator), boredom (moderator), and shyness (moderator) in the Chinese learning field from a holistic view. Furthermore, no previous research dealt with how Chinese L2 learners from New Zealand could achieve their language growth from the positive psychology perspective. These paucities might possibly lead to an incomplete understanding of emotion and motivation, inappropriate pedagogical suggestions for New Zealanders' L2 Chinese learning, and the slow progress of positive psychology in language learning and teaching.

Keywords: *Willingness to communicate, Chinese as a second language learning, motivation; emotion*

https://ifolce.weebly.com/