Workshop on Learning and Teaching Chinese as a Second Language
Department of Linguistics and Translation
City University of Hong Kong

Dates: 21 April, 2017 (Friday)

Venue: B7603 (LT Multi-purpose Room), Blue Zone, Level 7, Academic Building 1 (AC1), City University of Hong Kong

Biographies and Abstracts

9:15 am – 9:50 am	**Professor Yuan Boping** **Biography** Dr. Boping Yuan is a Reader in Language and Linguistics and a PhD supervisor at the University of Cambridge, and he directs the Chinese programme in Cambridge. He is also Fellow and Director of Studies in Asian and Middle Eastern Studies, Churchill College, Cambridge. His research interests are in linguistic approaches to second language acquisition, and he is currently working on second language interfaces between syntax-semantics, syntax-discourse, syntax-pragmatics, etc. He has published numerous papers in refereed international journals as well as in journals in China, which include: *Language, Linguistics, Transactions of the Philological Society, Second Language Research, Studies in Second Language Acquisition, Bilingualism: Language and Cognition, Language Learning, International Review of Applied Linguistics, EUROSLA Yearbook, International Journal of Bilingualism,Lingua,* 《外语教学与研究》，《世界汉语教学》，《现代外语》 etc. He is currently an executive member of the Executive Committee of the World Chinese Language Teaching Society, and he also serves as a member of editorial boards of a number of international and Chinese academic journals, which include: *Second Language Research, International Review of Applied Linguistics,* 《外语教学与研究》，《世界汉语教学》，《现代外语》 etc. 袁博平博士是剑桥大学语言及语言学 Reader、博士生导师，主管剑桥大学的汉语教学。他同时还是剑桥丘吉尔学院院士、学术督导。他的研究方向是语言学理论及二语习得，他目前的研究领域是二语习得中的界面问题，特别是句法-语义、句法-语篇、句法-语用之间的界面在二语习得中的影响。他在国际学术刊物和中国的学术刊物发表过数十篇论文，这些学

术刊物包括：*Language, Linguistics, Transactions of the Philological Society, Second Language Research, Studies in Second Language Acquisition, Bilingualism: Language and Cognition, Language Learning, International Review of Applied Linguistics, EUROSLA Yearbook, International Journal of Bilingualism, Lingua* 《外语教学与研究》，《世界汉语教学》，《现代外语》等等。他目前是世界汉语教学学会理事会的常务理事，同时担任若干家中国和国际学术刊物的编委，其中包括 *Second Language Research, International Review of Applied Linguistics,* 《外语教学与研究》，《世界汉语教学》，《现代外语》 等等。

For further information, please visit the following website (详细信息，请查看以下网站):

http://www.ames.cam.ac.uk/general_info/biographies/chinese/Yuan.htm

二语习得中第一语言迁移的方向性：二语英语语篇和二语汉语语篇的对比

Directionality of L1 transfer in L2 acquisition: a contrast between L2 English discourse and L2 Chinese discourse

Abstract

　　笔者（2001，2004，2007，2009）曾对美国学者 Schwartz 和 Sprouse （1994，1996）提出的 "第一语言全面迁移"(Full Transfer) 理论假设提出了质疑，并认为虽然第一语言迁移在二语习得中是经常发生的现象，但并非是必然发生的现象。本文将报告两项实证研究，对二语英语语篇和二语汉语语篇进行对比，重点考察母语是汉语的英语学习者在回答英语 wh-疑问句时,如何选择使用双宾结构和介宾结构，以及母语是英语的汉语学习者在回答汉语 wh-疑问句时如何选择使用双宾结构和介宾结构。我们的对比结果显示，母语是汉语的英语学习者把他们母语汉语的语篇策略迁移到了他们的二语英语语篇中,到了中高级水平仍然如此；而母语是英语的汉语学习者并没有把英语语篇的原则迁移到他们的汉语第二语言中来，他们非常明确地选择了汉语中的语篇策略。我们在经济原理基础上对这些结果进行了分析，并指出在二语习得中，第一语言迁移具有方向性，这种方向性不但会出现在二语句法层面，而且也会出现在二语语篇层面。

关键词：二语习得，　第一语言迁移，　迁移方向性，　二语语篇，　经济原理

9:50 am – 10:25 am	**Professor Chan Shui Duen**
	Biography

Dr. CHAN Shui Duen is now Professor at the Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University. She received a B.A. and a M.Phil. degree in Chinese language and literature from the Chinese University of Hong Kong; a M.A. degree in Applied Linguistics from the University of Birmingham in UK, and a PhD degree from the Hong Kong Polytechnic University. She has taken up several key administrative duties during her past twenty odd years of service at the PolyU, including Head of the Chinese Language Centre, Head of the Department of Chinese and Bilingual Studies, and Associate Dean of the Faculty of Humanities. She has been very active in serving the Hong Kong education sector by sitting on numerous government committees in relation to language education, including serving as member of the Standing Committee on Language Education and Research (SCOLAR). Dr. Chan's main research area is in Chinese language teaching and assessment for both native and non-native learners. Most of her publications in the past years are about language situations and language policy in Hong Kong, the development of Chinese and Putonghua curriculum and assessment, and issues in the teaching of Chinese to non-Chinese-speaking students in Hong Kong.

The role of Cantonese in L2 Chinese language teaching

Abstract

As most schools in Hong Kong adopt Cantonese as the medium of instruction for the Chinese subject while teaching Putonghua side by side as another subject, teachers have to face a number of challenges in relation to the teaching of the Chinese language, namely:

· The dilemma of language choice—should L2 Chinese learning be in Putonghua or in Cantonese or both?
· The role of Cantonese—is it a code for oracy building or is it simply a MOI?
· Dialect vs. standard variety—how should the differences between Cantonese and modern standard Chinese, in terms of vocabularies and grammar, be dealt with in Chinese L2 teaching?
· The role of Romanized phonetic symbols—should Romanized phonetic symbols be used to support the teaching of Cantonese?

Teaching outcome is to a large extent affected by whether or not and how well teachers deal with the above challenges, which require research back up and support from SLA scholars as well.

Professor Zhu Rui-ping

Biography

朱瑞平简历

朱瑞平，男，北京师范大学教授，博士生导师。现任北京师范大学汉语文化学院执行院

长，国务院学位办全国汉语国际教育专业学位研究生教育指导委员会委员，世界汉语教学学会常务理事，中国训诂学研究会秘书长。多年从事汉语教学与研究、文化传播研究、辞书研究与编纂、古籍整理等工作。

大陆汉语教学标准/大纲建设刍议

On Construction of Chinese Teaching Criteria/Syllabus in Mainland China

Abstract
一、三十年标准/大纲建设概况：从非能力标准到能力标准。
二、目前标准/大纲建设存在的主要问题：独创性问题（亦步亦趋？），连贯性问题（相关文件间的矛盾），针对性问题（体现汉语特点？汉字的问题），科学性问题（等级框架，梯度……），实用性问题（高水平区域的精度及跨度）。
三、对世界的责任：各国本土化汉语教学大纲建设中大陆可发挥的作用。

11:00 am – 11:15 am	**Tea Break**
11:15 am – 11:50 am	**Professor Chang Hui** **Biography** Hui Chang is a professor of second language acquisition of School of Foreign Languages, Shanghai Jiao Tong University. He is the author of over 30 journal articles and two books *Inflectional Optionality and the Impairment of L2 Syntax, New Perspectives of Language Transfer*. His research interest in recent years has been L2 Chinese syntax. He has completed a national project of social sciences entitled *Acquisition of Chinese Syntax by Speakers with Different L1 Backgrounds* and published over 10 articles about L2 Chinese syntax. *Asymmetries of Null Subjects and Null Objects in L1-English and L1-Japanese Learners' Chinese* **Abstract** Based on the HSK Dynamic Composition Corpus, this study investigated the use of Chinese null arguments by advanced adult L1-English and L1-Japanese learners with Chinese native speakers as a baseline. Several asymmetries were found. First, the learners produced many more null subjects than null objects. Second, null subjects were mainly animate, while null objects were mainly inanimate. Third, more null subjects were used in non-matrix clauses than in matrix clauses. In addition, L1 did not seem to play a significant role in the learners' use of Chinese null arguments, and the learners' use Chinese null arguments was generally not native-like. Finally, it appears that null objects are not transferable or developmental and that infrequent use of null objects is

	universal in L2 Chinese. It was argued that positive evidence in the target input as well as the nature of the subject and the object led to the asymmetric use of null subjects and null objects in L2 Chinese.
11:50 am – 12:25 pm	**Dr. Li Bin** **Biography** Dr. Li Bin is Assistant Professor at LT, CityU. She specializes in phonetics, second language acquisition, and teaching methodology. The presentation is based on findings from her on-going project funded by Language Fund of The Standing Committee on Language Education and Research EDB(LE)/P&R/EL/164/7. *Learning Chinese words by young non-Chinese-speaking students in Hong Kong: a survey on attitudes, methods, and strategies* **Abstract** This is part of an on-going study to investigate vocabulary acquisition by non-Chinese-speaking (NCS) students in Hong Kong. We surveyed students in local primary and secondary schools with English as the medium of instruction. Our participants are from diverse ethnic and socio-economic backgrounds. So, we designed questionnaires to collect information for a good understanding of students' perception of their mother tongue and of their proficiency in major local languages. Our data show that NCS students are positive and optimistic about their native languages, which is confirmed in both first and second generations. We also noticed strong correlations between students' language proficiency and their attitudes towards their mother tongues. A follow-up interview revealed students' opinions about the usefulness of languages, which is worth further investigation.
12:30 pm – 1:45 pm	**Lunch** **Venue:** City Chinese Restaurant
2:00 pm – 2:35 pm	**Professor Feng Liping** **Biography** 个人简介： 冯丽萍，女，北京师范大学汉语文化学院教授，副院长，分管学院的研究生教学、科研、

国际合作事务。

研究专长与兴趣：汉语认知研究，汉语作为第二语言学习与教学研究。出版专著《现代汉语词汇认知研究》、《认知视角的对外汉语教学论》。

间隔重复记忆法在汉字记忆中的应用研究

Reviewing Chinese Characters with Spaced Repetition

Abstract

内容简介：本研究以 Ebbinghaus 的"遗忘曲线"理论为依据，以 18 名英语母语的汉语学习者为被试，分析了"集中"（0-0-0，两次复习之间无间隔）、"扩展"（1-5-9，间隔逐渐加大）、与"固定"（5-5-5，间隔时间固定）三种条件下学习者汉字记忆的正确率。研究结果显示：在即时测验和延时后测中均出现了间隔重复记忆的优势；在间隔之后仅复习一次的效果甚至好于三次连续集中复习。这意味着影响学习者汉字记忆的关键因素并不是他们复习时间的长短，而是其复习频率和周期。该结果对于汉字初学者和汉字教学中如何更好地使用"重复抄写法"具有参考价值。

2:35 pm – 3:10 pm	**Dr. Lucy Xia Zhao** **Biography** Dr. Lucy Xia Zhao is Senior Lecturer and Director of Engagements in China at the University of Sheffield. Dr. Zhao's research interest is primarily language acquisition. She has also been involved in other China-related research projects tapping into her secondary research interest of culture studies. *Verbal Structures in Chinese-English Heritage Bilinguals* **Abstract** This talk reports and discusses a study on the grammar of heritage Mandarin Chinese jointly conducted by the research teams of Confucius Institute at the University of Sheffield in England and the Childhood Bilingualism Research Centre at the Chinese University of Hong Kong. In this study, we elicited bilingual narratives from parents and children from Mandarin-speaking families residing in England. Their narratives were recorded, transcribed, tagged and coded. Our results show that compared with their parents, the Mandarin grammars of the British-born Chinese

	children display a tendency of simplification and overregularization. Focusing on the structure of the predicate, we will present and analyse the data of the *ba* and *bei* constructions, the internal structure of the lexical verb phrases, and aspect marking in this talk. We will also explore possible implications for teaching.
3:10 pm – 3:45 pm	**Professor Xu Caihua** **Biography** Caihua Xu is a Professor in The College of Chinese Language & Culture, Beijing Normal University. Her research is centered on the cognitive processes of Chinese characters both by native speakers and L2 Chinese learners. She conducts cognitive behavioral studies and her goal is to develop a richer understanding of how Chinese characters are processed in the mental lexicon. *What can we learn from L2 Chinese character acquisition?: From sub-lexical process to lexical quality* **Abstract** One of the central challenges in mastering L2 Chinese is to acquire word forms, sounds, and meanings of Chinese characters, namely to develop mental lexicon of Chinese characters. Two experiments were carried out to trace this process. In the first experiment, an online component-primed naming task, subjects were asked to name a target Chinese character after a prime character had been presented for 500 msec. There were three priming conditions defined by the relation between the prime and target: orthographically similar (with shared component or radical), homophonic, and semantically related. The data showed that: (1) in the orthographic priming, learners firstly acquired graphic forms of the sub-lexical units during the second semester, and then developed functional connections (semantic connection) to sub-lexical units during the third semester; (2) in the homophonic priming, learners acquired segments (second semester) before tones (third semester); and (3) in the semantic priming, learners developed antonym connections between characters (second semester) before they gained category connections (third semester). Overall, these results were consistent with a Nest Augment Model (NAM) of Chinese characters learning, in which learners build up their lexical units step by step, building up core units first that will then be enriched with functional or subtle connections over time. In the second experiment, an offline dictation task and an offline phonological output task were used to examine the quality of Chinese lexicons of L2 Chinese learners. Altogether, 282 adult

	L2 Chinese learners, language levels ranging from beginner to advanced, were tested both on their dictation of 130 highly frequent characters and on Pinyin output of another 130 frequently encountered characters. The results showed that error types in dictation and Pinyin output were distinctly different during the first three semesters and gradually became more similar at an advanced level. These findings indicate that the L2 Chinese learners developed modality-specific lexicon units at first, and then established more balanced and integrated high-quality units as their language ability progressed. Key words: L2 Chinese character, sublexical development, Lexical quality;
3:45 pm – 4:00 pm	**Tea Break**
4:00 pm – 4:35 pm	**Professor Tseng Chin-chin** **Biography** Chin-Chin Tseng is the current chair and a full professor of the Department of Chinese as a Second Language at National Taiwan Normal University. She received her B.A. degree in Foreign Languages and Literatures from National Taiwan University in 1988. Her M.A. and Ph.D degree were awarded in Linguistics at University of Hawaii. She is a linguist, phonetician and teacher educator. Her training and early work was in phonetics and interlanguage. Her recent research focuses on online interaction and L2 Chinese language teaching and learning. *Key Steps of Project-Based L2 Business Chinese Teaching and Learning* **Abstract** This presentation is to briefly introduce the key steps of project-based online L2 Chinese Teacher Education, which is designed to facilitate pre-service teacher training in business Chinese teaching. The participants were 51 pre-service teachers in the Department of Chinese as a Second Language (DCSL) of National Taiwan Normal University (NTNU) and 20 undergraduate students at the National University of Singapore (NUS). The pre-service teachers were taking a graduate course on Chinese Language Teaching Practicum, and the NUS students were taking business Chinese. Interactional approach is employed in this project. By implementing the online exchange between NTNU and NUS, the NTNU pre-service teachers' can have hands-on experience teaching business Chinese to L2 Chinese learners, and the NUS students not only benefit from learning the business Chinese content, but also using Chinese is a communicative setting.

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4:35 pm – 5:10 pm	**Dr. Li Na** **Biography** ● Ph.D in English Language Teaching Research and Applied Linguistics, University of Warwick, U.K. ● Associate professor at College of Chinese Language and Culture, Beijing Normal University. ● Teaching Chinese courses to international students at different levels; Teaching "Practical English" and "Chinese Language Teaching Methodology" to postgraduate students at BNU. ● Main research interests: Language learning motivation; Second language teaching and learning. *Vocabulary-teaching approaches in teaching Chinese as a second language* **Abstract** Vocabulary teaching and learning is a difficult task for most language learners, hence an important part in a second or foreign language class. This presentation begins with a brief introduction to the scope of word knowledge. It then moves on to introduce a three-tiered instructional approach to teach L2 vocabulary proposed by Oxford & Crookall (1990) and Shen (2011), that is, a decontextualized approach, a semi-contextualized approach, and a contextualized approach. Several specific techniques related to these approaches (e.g. visual imagery, physical response, physical sensation, semantic mapping, etc.) will be further discussed in connection with the teaching of Chinese vocabulary to foreign students.
5:10 pm – 5:45 pm	**Professor LIU Meichun** **Biography** Professor Meichun Liu received her PhD in Linguistics from the University of Colorado at Boulder in 1993. Before joining the Department of Linguistics and Translation, City University of Hong Kong as the Head in August 2015, she taught in the Department of Foreign Languages and Literature, National Chiao-Tung University (NCTU) since 1994 and was promoted to the rank of Professor of Linguistics in 2002. Between 2003 and 2006, she was the Chair of the Department of Foreign Languages and Literature of NCTU. In 2007-08, she was the Director of NCTU Library. In 2013-14, she was the Coordinator of the Teaching Chinese as a Foreign Language Certificate Program. She was also a Visiting Scholar at the Department of Linguistics, University of Colorado at Boulder, and a Visiting Scholar at the Department of East Asian Languages and Cultures, Stanford University.

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Professor Liu has won a number of significant awards in teaching and research, including the NCTU Excellent Teaching Award (2014), NCTU Distinguished Academic Book Publication Award (2013), LST Thesis of the Year Award, Linguistics Society of Taiwan (2011), Pursuit of Excellency Research Grant Award (2007-2011), NCTU Outstanding Teaching Award (2009-10). She has also served as the External Reviewer, Hong Kong Research Grant Council (2011-14), LST Board Member (2010-11), Section Editor, International *Journal of Computational Linguistics & Chinese Language Processing* (2009-13), as well as reviewer for a number of academic journals, such as *Journal of Pragmatics*, *Language and Linguistics*, and *Language*.

How to make sense of Chinese? - a non-English biased view

Abstract

Teaching Chinese grammar has been a challenging task. The mission of linguistic research is to help teaching and learning by characterizing the unique 'character' of Chinese and provide answers to the puzzling issues in the grammar so that learners can 'make sense' of the language. This study aims to look at Chinese as it is and analyze Chinese in a non-English biased way. It demonstrates how a function-based (Givón 1993, Fraizyngier 2016), constructional approach (Goldberg 1995, 2005) that aims to identify the form-meaning mapping constructs in Chinese can be revealing and helpful in teaching Chinese as a 2nd language. The crucial operators in the grammatical system are the grammatical morphemes and the associated constructional sequences which help define the semantic structure of Chinese grammar. Some functionally distinct 'morpho-constructions' in Chinese are illustrated below:

(1) Constructional array in Chinese

    a. Non-eventive predication:
      他吃苹果。'He eats apples.'   (habitual, atemporal statement)
    b. Eventive predication:
      他吃了苹果。'He ate apples.'   (temporally actualized)
    c. Evaluative predication:
      他很爱吃苹果。'He's quite fond of eating apples.' (scalar evaluation)
    d. Assertive predication:
      他是爱吃苹果。'He indeed likes to eat apples.'   (emphatic assertion)
    e. Experiential predication:
      他吃过苹果。'He has eaten apples before.'   (anterior experience)

The study will apply the morpho-constructional approach to the re-analysis of the core functions of the commonly used grammatical markers such as *le* 了, *guo* 過, *hěn* 很 and *de* 得. A number of previous accounts will be shown to be inadequate and misleading in some ways that call for a simpler and easier-to-understand answer to all the puzzling issues in Chinese. It proposes

	that a functional constructional account of form-meaning mapping mechanisms can provide a principled and adequate explanation of the prototypical function and the diverse extended uses of the grammatical constructs in Chinese. After all, grammar –like musical form – has to make sense (Givón 1993). **Key Words**: Form-Function Mapping Principles; Chinese Grammar; Morpho-constructional Approach; Grammatical Morphemes in Chinese
5:45 pm – 6:20 pm	**Dr. John Lee, Herman Leung & Keying Li** **Biography** Dr. John Lee is Assistant Professor at the Department of Linguistics and Translation at City University of Hong Kong. His research focuses on treebank development and on computer-assisted language learning. He has compiled and deployed a Cantonese-Mandarin parallel corpus for teaching Cantonese. He has also developed syntactic treebanks for both classical and modern Chinese texts. In one of his current projects, supported by the Language Fund from the Hong Kong Education Bureau, he is building a mobile app that facilitates reading of Chinese text by learners of Chinese as a foreign language. *Towards a Dependency Treebank of Learner Chinese* **Abstract** We present a dependency treebank for learner Chinese in the Universal Dependencies (UD) framework. We discuss its potential use in an L1-L2 parallel treebank -- i.e., aligned parse trees of non-native sentences and their target hypotheses -- for analyzing learner language. The annotation scheme of the treebank was adapted from a UD scheme for Mandarin Chinese to take interlanguage characteristics into account. We applied the scheme to a set of 100 sentences written by learners of Chinese as a foreign language, and we report inter-annotator agreement on syntactic annotation.
6:20 pm – 6:30 pm	Closing Remarks
6:30 pm	**Dinner** **Venue:** City Chinese Restaurant