International Symposium on Language Sciences (ISLS): Interdisciplinary Research and the Legacy of Yuen Ren Chao
語言科學國際研討會：趙元任學術思想與跨學科研究
Parallel Sessions 分組滙報

Session	Date & Time	Venue	Session Topic	Panel Chair	Presenter	Affiliation	Title of paper	Language of presentation
1	10-May 10:50	AG204	趙元任教授對語言學及語言科學的貢獻	南開大學石鋒教授	Shi Feng	Nankai University	開宗明義說方法：讀趙元任博士論文之一	Chinese (Putonghua)
					Wu Yun	Fudan University	趙元任首部對外漢語教材中的語助詞"了"	Chinese (Putonghua)
					Zhao Zhuocheng	Fudan University	趙元任之同音字文章與漢字拼音化 ——以〈施氏食獅史〉爲中心	Chinese (Putonghua)
					Chang Gina	Fudan University	Re-visiting Yuen Ren Chao's Alice's Adventures in Wonderland: Anthropomorphism across cultures	English
					Yuen Chun Wah	The Hong Kong Polytechnic University	3-line staff notation: A universal method for acquiring tones	English
					Benjamin Tsou	City University of Hong Kong	Skipantism, Lexical Innovation, and Re-Lexification in Chinese – The Big Data Approach	English
2	10-May 10:50	BC202	中國語文教育與評估	香港理工大學祝新華教授	He Weidong*	Shaanxi Normal University	內地高考文學類文本的閱讀評價	Chinese (Putonghua)
					Sun Yelin*	Huaihua University	構詞的三個重要理據: 對湘西麻溪鋪鄉話詞彙的分析總結	Chinese (Putonghua)
					Xu Peng*	Northeast Normal University	語言運用情境：教學建構與學業評估	Chinese (Putonghua)
					Cheong Choo Mui*	The University of Hong Kong	線上閱讀能力特徵及其對教學的啟發	Chinese (Putonghua)
					Shi Xiujuan	Shandong University	齶裂兒童普通話塞音感知研究	Chinese (Putonghua)
					Zhang Kai	Lanzhou University	The influences of emotion on early word recognition of Chinese characters: insights from event-related potentials and behavioral measures	Chinese (Putonghua)
3	10-May 10:50	BC201	語言學與語言科學跨學科研究：語料庫語言學、話語分析、語用與聲調標示	香港理工大學鄭紹基博士 中國科學院林楠博士	Cheng Ken	The Hong Kong Polytechnic University	標調的不懈努力——評趙元任先生對標記漢語聲調的嘗試與影響	Chinese (Putonghua)
					Lin Qiaoli	GuangZhou City University of Technology	A Study on the Subjectivity of Ba-Constructions under the Cognitive-Functional Perspective	Chinese (Putonghua)
					Sah Hyesun	Tsinghua University	漢語轉折連詞主觀性及預測模型構建研究	Chinese (Putonghua)
					Xu Hong	Si Chuan University	語料庫下漢語情感隱喻運動語義建構研究	Chinese (Putonghua)
					Zhou Bei	Shanghai Jiao Tong University	Degree markers: a typology perspective	Chinese (Putonghua)
					Zhou Wei	Zhejiang University	從信息論看漢語名詞的不可數性	Chinese (Putonghua)
4	10-May 10:50	GH201	Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part A)	Prof. Hans Ladegaard, The Hong Kong Polytechnic University Dr Nate Ming Curran, The Hong Kong Polytechnic University	Fan Yuan	The Hong Kong Polytechnic University	Synergizing Topic Modelling in Analyzing Media Discourse on China's Dual Carbon Policy	English
					Lin Xiuxian	The Hong Kong Polytechnic University	Humanities Academic Teachers' Experiences with Non-constructive Student Comments: A Narrative Analysis	English
					Li Pui Hang	The Hong Kong Polytechnic University	Sign Language Interpreting in Legal Settings of Hong Kong: Analysis in Forensic Linguistics Approach	English
					Ho Jenifer	The Hong Kong Polytechnic University	Performing interculturality on social media: A multimodal analysis of a translocal content creator	English
					Schluter Anne	The Hong Kong Polytechnic University	Power and Affective Attachments at a Hong Kong Gay Bar	English
					Akashi Tomoko	The Hong Kong Polytechnic University	Creating a Translanguaging Space for Japanese Language Learners in Multilingual Hong Kong: Workshop Implementation, Affordances, and Challenges	English
5	10-May 10:50	BC301	Language and Health	Prof. Louise Cummings, The Hong Kong Polytechnic University	Cummings Louise	The Hong Kong Polytechnic University	Cognitive-linguistic difficulties in adults with Long COVID	English
					Jeffry Oktavianus	The Hong Kong Polytechnic University	Framing vaccine: A content analysis of religious and mainstream news coverage in Indonesia	English
					Chen Jidong	California State University, Fresno	The development of aspectual marking in Mandarin-learning children with autism spectrum disorder (ASD)	English
					Shao Yimei	The Hong Kong Polytechnic University	Unraveling the Complexity of Chinese Classifiers: Insights from Sensorimotor Ratings and Neurocognitive Norms	English
					Srivastava Vasundhara	The Hong Kong Polytechnic University	Comparing the Topics of Personal Narratives in Hindi-Speaking Children with and without Autism	English
6	10-May 10:50	BC302	Musical, Cognitive and Social Factors in Language Processing and Learning	Dr Zhang Caicai, The Hong Kong Polytechnic University Prof. Du Yi, University of Chinese Academic of Sciences	Zhang Liang	The Hong Kong Polytechnic University	Distinct and enhanced non-native speech perception in individuals with cross-domain pitch expertise: Evidence from Mandarin-Cantonese bilingual musicians	English
					Zhai Mingjun	The Hong Kong Polytechnic University	Shared and distinctive semantic representations underlying abstract concepts in social groups	English
					Han Zhicheng	Indiana University, Bloomington	Working Memory and Phonological Short-term Memory in the Acquisition of Academic Formulaic Language	English
					Huang Ruidi	Tsinghua University	Age effect on statistical learning in preschool children and adults	English
					Li Tak Wang	The University of Hong Kong	Cantonese Final-Initial Syllable Biphone Probability in Wordlikeness Judgement	English
					Wang Yuqi	The Hong Kong University of Science and Technology	L2 proficiency and tone type are related to attentional control: Cantonese-English bilinguals' processing of Cantonese tones	English
7	10-May 10:50	BC203	Interpersonal, Social, and Cultural Factors in Language Learning and Communication	Prof. Occhipinti Stefano, The Hong Kong Polytechnic University	Occhipinti Stefano	The Hong Kong Polytechnic University	A model of emotion dynamics and identity in Mainland Chinese English Learners in Hong Kong: Qualitative evidence across settings	English
					Chaiuch-Orozco Adel	The Hong Kong Polytechnic University	Exploring cross-cultural variation in emotion lexicons: A conceptual spaces approach	English
					Li Zhen	Shantou University	Exploiting Women's Issues for Profit: A Critical Analysis of Sisters Who Make Waves' Commercialized Feminism	English
					Wang Yan	Anhui University	Research on international Chinese language teaching from an ethnographic perspective ---An exploratory case study of teaching folk culture in Anhui province	English
					Han Tianyi	The Hong Kong Polytechnic University	Effect of Text Type on Inter- and Intra-lingual Translation: Insights from Eye-tracking and Natural Language Processing	English
					Yanyi (Phoebe) Liao	The Hong Kong Polytechnic University	An Investigation of the Cultural Contents in English Textbooks in GuangZhou from Global Englishes for Language Teaching Perspective	English

* Invited speaker

8	10-May 10:50	BC303	L1 and L2 Learning and Processing Across Domains in Diverse Learners	Prof. Sheng Li, The Hong Kong Polytechnic University Prof. Ding Nai, Zhejiang University	Sheng Li	The Hong Kong Polytechnic University	Chinese Writing-to-Dictation in Hong Kong Secondary School Students: Towards a Standardized Assessment Stimulus Set	English
					Mochizuki Keiko	Tokyo University of Foreign Studies	Efficient Second Language Acquisition of Japanese 0nomatopoeia: the embodied cognition hypothesis	English
					Chan Alice H.D.	Nanyang Technological University	Cross-language relationships between reading and language component skills in young English-Chinese bilinguals	English
					Reed Jacob	Otemon Gakuin University	Game-Based Language Learning: an option for engaging second-language learning	English
					Zheng Shuai	University of Science and Technology Beijing	L2 Processing of English Psych Verbs by Native Chinese Speakers — Evidence from Eye-tracking	English
					Yang Huameng	Tsinghua University	English Learning Proficiency, Motivation and Strategies of Undergraduate Students in the Top-Notch Program	English
9	10-May 10:50	BC304	Corpus and Discourse Studies	Dr Liu Ming, The Hong Kong Polytechnic University Prof. Cai Qing, East China Normal University	Liu Ming	The Hong Kong Polytechnic University	Gender representations in China Daily: A Diachronic Corpus-assisted Discourse Study	English
					Wan I-Ping	National Chengchi University, Taipei	A corpus-based and data-driven study of vowel learning in Mandarin	English
					Wei Ruby Rong	China University of Mining and Technology(Beijing)	Agency and responsibility in environmental reporting in the Chinese press: A corpus-based diachronic analysis	English
					Zhao Xiaowei	Emmanuel College	Development Chinese Character Learning: A neural network model	English
					Hui Ruby Ka Yee	The Hong Kong Polytechnic University	Emotion and expression in translation: The role of sentence-final particles in Chinese children's literature	English
					Li Yu Xi	The Hong Kong Polytechnic University	Semantic analysis of Chinese gapless pre-nominal clauses based on transformer model	English
10	11-May 9:30	BC202	詞彙學研究	香港理工大學彭剛教授 江蘇師範大學朱祖德教授	Chen Sunglin	National Cheng Kung University	現代漢語「V個X」結構中的功能變異	Chinese (Putonghua)
					Xing Siyuan	Macau University of Science and Technology	否定類"V不住"的詞彙化及其演變動因	Chinese (Putonghua)
					Yi Jia	Tsinghua University	詞彙類型學視野下"年"類時間詞研究	Chinese (Putonghua)
					Lin Hongyang	Shaanxi Normal University	語言接觸視角下的民族語底層探析——以錦州方言代詞 "我們""你們"的合音現象為例	Chinese (Putonghua)
					Huyang Hanfei	Nankai University	漢-英-日三語者的二語與三語詞匯語義通達研究	Chinese (Putonghua)
11	11-May 9:30	BC203	語料庫語言學及語言分析	香港理工大學許又尹博士 香港理工大學顧靜航博士	Qiu Bing	Tsinghua University	Corpus-Driven Middle Chinese Text Stylistic Clustering with Lexical Features	Chinese (Putonghua)
					Gao Zhijun	Peking University	Enhancing Corpus Analysis with Large Language Models: A Novel Tool for Efficient and Intelligent Processing	Chinese (Putonghua)
					Jiang Xiangyi	Shanghai International Studies University	基於語料庫的中美外交形象對比研究——以模糊限制語為例	Chinese (Putonghua)
					Tian Jingyin	Shanghai International Studies University	中國英語學習者英文文本閱讀難度相關文本特徵因素研究	Chinese (Putonghua)
					Zhang Hui	Southwest Minzu University	Subgrouping of the Tibetan-burmese Group:A Study from the Perspectives of Genealogical Analysis and Phylogenetic Estimation	Chinese (Putonghua)
					Wang Xuelin	Jinan University	A Quantitative Study of Language Style Characteristics in Southeast Asian Chinese Variants	Chinese (Putonghua)
12	11 May 9:30	GH201	Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part B)	Prof. Hans Ladegaard, The Hong Kong Polytechnic University Dr Nate Ming Curran, The Hong Kong Polytechnic University	**Joseph Sung-Yul Park***	National University of Singapore	On the interculturality of Konglish: perceiving subjects as mediators of metadiscursive regimes	English
					Shin Jaran*	Kyung Hee University	Navigating Opportunities and Challenges in Interculturality: An Ethnographic Exploration of Migrant English Language Teacher's Journey in the South Korean Classroom	English
					Catedral Lydia	City University of Hong Kong	"For the migrants, our first language is our own reality": Confronting social exclusion through materially oriented grassroots discourse	English
					Jia Kun	The Hong Kong Polytechnic University	Decoding Identity through Multimodal Analysis: A case study of intercultural communication in 'Fresh off the Boat'	English
					Pruekchaikul Korapat	Kasetsart University	The Homeless People's Identity in Boonlert Visetpricha's Homeless World	English
					Boldonova Irina	Nankai University	Hermeneutic Approach to Intercultural Chinese-Russian Dialogue	English
13	11 May 9:30	BC301	Corpus and Linguistic Communication in Context	Dr William Feng, The Hong Kong Polytechnic University	Gao Qingyu	The Hong Kong Polytechnic University	Exploring Automated Analysis of Media Attitudes using Large Language Models	English
					Fu Yanli	The Hong Kong Polytechnic University	Discourse Marker "But" in English Political Interviews on a Chinese TV Show: A Sociolinguistic Comparative Analysis	English
					Ge Yingqiu	The Hong Kong Polytechnic University	Digital Story Grammar through the Lens of Gender Stratification: Class, Gender, and Education in 'Seven Up'	English
					Peng Zhikang	Shanghai International Studies University	How can we identify sentiments from English novels? Gender Difference and the Relationship Between Emotional Expression and Personal Vocabularies in English Novels	English
					Xiao Xue	University of Otago	Academic engagement in applied linguistics: Subdisciplinary, paradigmatic and diachronic variation patterns	English
					Sun Ya	University of International Business and Economics	Intersemiotic convergence between emojis and text in Chinese corporate self-praise posts	English
					Yao Yao	The Hong Kong Polytechnic University	Linguistic Variation in Mediated Diplomatic Communication: A Full Multi-Dimensional Analysis of Interpreted Language in Chinese Regular Press Conferences	English

14	11 May 9:30	BC302	Bilingual and Multilingual Language Development	Dr Yao Yao, The Hong Kong Polytechnic University Prof. Wu Yanjing, Ningbo University	Yang Wenchun	Xi'an Jiaotong University	Production of narrative macrostructure and microstructure in 5-9 years old Kam-Mandarin bilinguals	English
					Lam Cindy Man-Fong	Hong Kong Metropolitan University	Acquisition of Spoken Chinese for Multilingual Ethnic Minorities in Hong Kong: The Effects of Standard Written Chinese on Cantonese	English
					Gao Zhe	The Hong Kong Polytechnic University	Virtual memory palaces and language learning: An eye-tracking study	English
					Uştuk Özgehan	The Hong Kong Polytechnic University	Teacher questions in Hong Kong: What secondary-level EMI classroom discourse reveals about academic culture	English
					Jiang Yizhe	The Ohio State University	Language Use and Functions among Multilingual Ethnic Dong and Miao Children in Rural China	English
					Yu Hangyan	The Hong Kong Polytechnic University	Syntactic and lexical processing in naturalist reading: An fMRI study of native and non-native English speakers	English
15	11 May 9:30	BC303	Communication and conceptualization in multilingual settings: across modes and	Prof. Dennis Tay, The Hong Kong Polytechnic University	Chen Joanna Zhuoan	The Hong Kong Polytechnic University	Continuum or separation? A theoretical account of metaphorical hyperboles	English
					Pan Molly Xie	The Hong Kong Polytechnic University	Analyzing Metaphors, Stigma, and Challenge Communication in Chinese Autism PSAs: An Association Rule Mining Approach	English
					Guiang Stephanie	Ateneo De Manila University	Exploring The Expressed and Perceived Discoursal Self of Multilingual Senior High School Students in Academic Writing	English
					Gu Xiaoxuan	The University of Hong Kong	Multimodal Linguistic Landscapes: A Study of Heytea in Hong Kong	English
					Pi Rui	The Hong Kong Polytechnic University	The Language Attitudes of Chinese Ethnic Minority Students: A Trilingual Context	English
					Zhou Xiaona	The Education University of Hong Kong	Comparing the Production of Connected Speech Processes by Multilingual Cantonese Learners with Different Learning Environments	English
16	11 May 9:30	BC304	Language Learning and Teaching across Domains in Diverse Learners	Dr Qiu Xuyan, Christy, The Hong Kong Polytechnic University	Qiu Xuyan	The Hong Kong Polytechnic University	Task features and their impact on second language learner engagement: A systematic review and teacher perspective survey study	English
					Miller Ross	Otemon Gakuin University	Introducing Critical Thinking as Content to Mixed-Level EFL University Students	English
					Nejadghanbar Hassan	The Hong Kong Polytechnic University	Questionable Research Practices in Applied Linguistics: An Examination of Frequency, Severity, and AI-Related Issues	English
					Neupane Bastola Madhu	The Hong Kong Polytechnic University	"Laying the foundation for a PhD study": Students' motives for writing a master's thesis in Hong Kong	English
					Chan Jason	PolyU CPCE	Across the water - are Macau students ready for higher education in English? The perspectives of three Macau based lecturers	English
					Du Yuji	The Education University of Hong Kong	Collaborative teaching in Content and Language Integrated Learning (CLIL) classrooms: A qualitative synthesis (2000-2024)	English
17	11 May 9:30	BC305	Generative Artificial Intelligence for Language Teaching and Learning	Dr Zou Di, Lingnan University	Wang Simon	Hong Kong Baptist University	Enhancing Language Education with Customized AI: A Practical Workshop for Teachers	English
					Weng Xiaojing	The Education University of Hong Kong	Creating GPT bot for enhancing English writing: case study of a university teacher	English
					Luo Shuqiong	Jinan University	Tertiary English learners' intention to use ChatGPT incorporated with achievement emotions: Scale development and validation	English
					Zhang Ruofei	The Education University of Hong Kong	Learner prompts in ChatGPT-based learning of logic and their influences on learners' development of logic knowledge and English argumentative writing logic	English
					Huang Biyun	City University of Macau	Task-based language learning through generative artificial intelligence: How Image-GAI can be applied in higher education language education courses	English

Poster Presentation 海報展示

2:40 pm, 11.5.2024, Alumni Atrium, 1/F, Core A (A 座一樓校友蕾)

Presenter	Affiliation	Title of paper	Language of presentation
Bai Lingyun	Nanjing Normal University	預期回應語"也行"的用法考察	Chinese (Putonghua)
Bi Yuanhao	Sun Yat-sen University	The Common Generative Mechanism of Converbal Clause Chain and Chinese Flowing Sentence Based on Yuen Ren Chao's Minor Sentence Theory	Chinese (Putonghua)
Cai Zi Hao	Beijing Normal University	說明性傳記語篇的句式與及物性	Chinese (Putonghua)
Chen Mingzhu	Guangdong University of Foreign Studies	Research Methods in Dai Zhen's Philosophy of Language from the Perspective of Comparative Philosophy	Chinese (Putonghua)
Shi Qian	Macau University of Science and Technology	國內外二語習得中外顯和內隱研究的回顧、熱點和展望 ——基於Citespace的視覺化分析（2004-2023）	Chinese (Putonghua)
Wang Huoli	Nanjing University	中等漢語水平學習者對蘇州口音普通話的識別與模仿研究	Chinese (Putonghua)
Wu Shijian	Nong Jiang Suo Institute Museum	趙元任語言學思想與漢語拼音方案的起源	Chinese (Putonghua)
Yan Haochen	Communication University of China	試析處置式中"把"字的語法化	Chinese (Putonghua)
Yuan Zhaojing	Baptist (Sha Tin Wai) Lui Ming Choi Primary School	An Investigation of Learning Experience among Older Adult Using AI-Based Language-Learning Apps	Chinese (Putonghua)
Chen Yujie	Beijing Normal University	語體視角下複合構詞能產性計量研究 ——以唐宋構詞式[X+衣]N[X+云]N爲例	English and Chinese
Ji Feng	University of Bristol	Are there any switch costs for Chinese-English bilinguals during language comprehension?	English
Junyan Li	City University of Hong Kong	The Role of Media Discourse Analysis in Second Language Acquisition：A case study of interactions in media about English learning in relation to university students' second language acquisition	English
Kan See Lok Jason	The Hong Kong Polytechnic University	Comparative Analysis of Corpus-Based Word Frequency and Age-of-Acquisition in Cantonese Vocabulary Norms for Preschoolers	English
Lan Ke Hsin	National Taiwan Normal University	Acquiring Reduplicated Adjectives in L1 Mandarin Chinese: Semantic and Age Perspectives	English
Lin Pengyu	Wenzhou-Kean University	"I am willing to communicate, but not for my accent": Attitudes and Perceptions of Chinese EFL Learners' Accents in EAP Environment	English
Liu Shuxin	The Hong Kong Polytechnic University	A Teaching Experiment on Speech Analysis Instruction Using Virtual Simulation Laboratory System	English
Liu Xinyi	The Hong Kong Polytechnic University	The Influence of Language on Personality Traits: A multi-modal Study Among Chinese-English Bilinguals	English
Pelzl Eric	The Hong Kong Polytechnic University	High Variability Orthographic Training: Learning Chinese Words through Training with Multiple Fonts	English
Pi Rui	The Hong Kong Polytechnic University	Two worlds in one test: A comparative perspective on College English Test Band Four (CET-4) of ethnic and non-ethnic students in China	English
Wu Qiuyu	Shanghai International Studies University	Language Landscape of Age-Friendly Communities: A Case Study of a Community in Shanghai	English
Yang Jing	Shantou University	Lexical Density of Bilingual Students in the University of Singapore in a Dormitory Context	English

語氣詞與情態範疇

崔希亮

語言學及應用語言學教授, 北京語言大學

摘要：

漢藏語系的語言及其周邊的語言都有句末語氣詞。我們利用大規模語料庫和田野調查的方法, 對具體語氣詞所表達的語氣意義進行了深入研究，越來越清楚地認識到語氣詞在句子中可以表達句子命題意義之外的意義。我們把這些意義歸入情態範疇。

個人簡介：

崔希亮，北京語言大學二級教授，博士生導師。曾任北京語言大學校長（2005-2017），中華炎黃文化研究會副會長，北京市語言學會會長。現任中國書法國際傳播研究院院長，世界漢語教學學會副會長，北京市語言學會理事長。獲北京大學文學學士、碩士和博士學位。主要研究方向為現代漢語語法、漢語國際教育和中國書法國際傳播，著有《漢語熟語與中國人文世界》、《語言理解與認知》、《語言學概論》、《語言導論》、《漢語作為第二語言的習得與認知研究》等著作，發表學術論文100餘篇。

International Symposium on Language Science
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語言科學國際研討會:趙元任學術思想與跨學科研究

Properties Exhibiting Chinese Finiteness

SUN Chaofen

Professor of East Asian Languages and Cultures, Stanford University

Abstract

Chinese does not have tense encoding morphology, and cross-linguistically speaking, there should be a cluster of properties to exhibit finiteness enabling a clause to stand alone as an unembedded assertion (Grano 2017, Sells 2009, inter alia). Based on the constraints on unembedded assertions (Lv 1980, Zhu 1982, Tsai 2008), I (Sun 2023) proposed an ontology of properties exhibiting Chinese finiteness in the light of Givón's communicative modalities (1995, 2001): (ir)realis, durationality and telicity. Irrealis mostly refers to weakly asserted hypothetical/habitual/ future events negatable by bu, and realis refers to strongly asserted truthful events negatable by mei(you). Realis events tend to be marked by -le "perfective", -zhe "imperfective", -guo "experiential" and zai- "progressive" with specific constraints on a clause's ability to stand alone as an unembedded assertion.

Bio

Professor Sun Chaofen received his Ph.D. in linguistics from Cornell University (1988) and has been teaching Chinese linguistics at Stanford University since 1991. In 2017 he was elected president of the Chinese Language Teachers' Association, USA. He published extensively in Chinese linguistics and language education with articles in academic journals and books by Stanford University Press (1997), Cambridge University Press (2006), Oxford University Press (2015), and Routledge (2017).

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Observational Linguistics:
Towards a Unification of Grammar, Meaning and Use

LUKE Kang Kwong

President's Chair Professor of Linguistics, Nanyang Technological University

Abstract

Within linguistics as traditionally conceived, grammar (syntax), meaning (semantics) and use (pragmatics) are understood as different 'levels' of language. In this paper I argue that this tripartite division, and the many 'theories of language' that have emanated from it, are untenable, and should be replaced by a framework where grammar, meaning and use are but different ways of viewing the same phenomenon, like the three corners of a triangle. Drawing on the works of Wittgenstein ("meaning is use"), Garfinkel ("indexicality"), Chao ("primacy of speech and context"), and Croft ("radical constructions"), I will show how the forms, meanings, and uses of language can be analysed under one unified framework, where linguistic resources serve as the means with which co-participants can collaboratively achieve interactional goals. To implement this new conception, we turn to Sacks and Conversation Analysis, which offers a robust way of investigating interaction through meticulous observations of authentic samples of language on particular occasions of use.

Bio

Professor Luke Kang Kwong is President's Chair Professor of Linguistics at Nanyang Technological University, Singapore. His research focuses on talk and interaction and is driven by an interest in what makes communication possible. Among K.K.'s publications are Utterance Particles in Cantonese Conversation, Telephone Calls: Unity and Diversity in the Structure of Telephone Conversations across Languages and Cultures, and two special issues on 'Affiliation and Alignment in Responding Actions' and 'Joint Production of Conversational Turns' for Journal of Pragmatics and Chinese Language and Discourse.

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語言科學國際研討會:趙元任學術思想與跨學科研究

Sailing into the Neglected Sea of Cerebellum:
A Brand New Two-Brain Theory of Human Cognition

Ovid Jyh-Lang TZENG

Academician of Academia Sinica
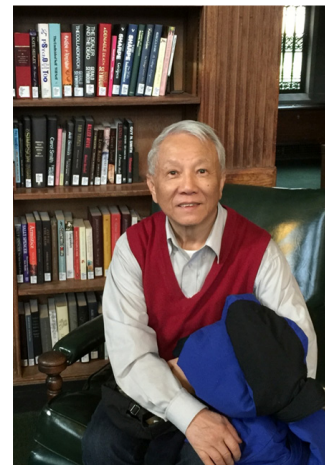
Abstract

Cerebral lateralization of cognitive functions had been recognized for a long time. Convincing clinical evidences for the hemispheric asymmetry in language processing appeared 150 years ago by Broca (1861) in France, Wernicke (1876) in Germany and experimental results from the split-brain patients. Tzeng and Wang (1984) characterized the dominant function of the left and right hemispheres in terms of superior temporal and spatial coding, respectively. However, more and more recent studies, which focus on scanning the cerebellum, have clearly shown that it appears to play a critical role in cognitive functions such as working memory, cognitive control, action observation, language, reading, decision making, emotion, and social cognition like daily planning. A new two-brain theory which specify the critical role of the cerebellum as the professional construction management (PCM) unit, setting up an internal model of the cognitive task at hand and monitoring the performing operations of the cerebral cortex with respect to the temporal and spatial bindings at the neuro-cellular level.

Bio

Professor Ovid Jyh-Lang Tzeng, Academician of Academia Sinica since 1994, is an outstanding researcher in Cognitive Neuroscience and Neurolinguistics and an experienced leader in academic institutions. He has also been elected to be the academician of The World Academy of Sciences (TWAS) since 2010 and active member of The European Academy of Sciences and Arts since 2017. He had been the Chancellor of University System of Taiwan for several years, which was created by him and established to oversee and integrate the research and teaching developments of Taiwan's four top research universities. Prior to the Chancellorship, he was the Vice President of Academia Sinica for international affairs. He is currently an Executive member of the Committee on Human Rights of the NAS, NAE, and NAM, as well as a member of the UNESCO's Inclusive Literacy Learning for All Project.

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开宗明义说方法：读赵元任博士论文之一

石锋

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1、读赵元任博士论文《连续性：方法论的研究》的重要意义：赵元任是中国语言学之父。他的博士论文是他学术研究的第一代表作。

2、赵元任为什么研究方法论？哲学上的世界观决定于方法论。方法是学术的灵魂。3、赵元任在身心俱困中完成博士论文。正所谓：《诗》三百篇，大底圣贤发愤之所为作也。

4、为什么放在哈佛图书馆一直不发表？藏之名山，传之后世。

赵元任博士论文第一章引言讲了四个问题。下面依次讨论。

一、问题：中间态

1、作者用12个精心观察到的人们生活中的实例，引入连续性思考。成为连续性问题的"一个并不学术而又十分冗长的'定义'"。

2、关注种类的差别和程度的差别，程度的差别就构成了连续性。作者强调连续性是一种具有弹性的可扩展的方法。

二、方法：内在的

作者说明论文采用的研究方法是内在的，也就是，用连续性的方法来研究连续性方法论。这看起来是在原地兜圈子。但是，有些圈子绕起来并不是无意义的，而有些用鞋带提拉自己的努力也不是徒劳的。

希望每一位智力的禀赋和受过的训练跟笔者相似的读者，都会发现连续性方法论有高度挑战性且极具启发性。这也即是人们熟知的"悟"。连续性方法论需要人们去领悟。

三、术语：混合的

作者怀疑有没有一种字面意思和指代内容完全符合的语言。整个研究是把数学的类比应用于非数学或半数学的对象。词语的使用非常随意，并且有时是混合的。使用多种不同的术语，各种各样的数字和示例，可以呈现出概念的本质定义。

四、资源：多样的

作者的典型素材来自细心的观察，如青蛙、戒烟、叫卖等。另一种研究材料来源是作者接受的科学训练，主要是物理和数学。

小结

"这项研究……是在某些论述形式、发现方法、做事方法、和某些实际困境方面几个不断发展中的思路的一个阶段。"连续性的研究还在路上，作者还在思考中。

"正是本文研究的方法本身被用来作为研究它们的方法，试图表明循环并不总是恶性的。"科学研究实际上就是大的循环。人的认知其实本质上也就是一种循环。

"一般来说，方法被认为是用一部分现实去对抗另一部分现实，以确保方法论的杠杆作用，无论是机械上的、智力上的、还是道德上的。" 方法论在各领域的意义----杠杆。增强人类的自身力量，提高解决问题的能力。

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赵元任首部对外汉语教材中的语助词"了"

吴云

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赵元任先生编写的第一部对外汉语教材 A Phonograph Course in the Chinese National Language，1925年由上海商务印书馆出版，通常译作《国语留声机教程》，但其实该教材另有专门的中文书名。这部教材被视为"现代汉语作为第二语言教学的滥觞"，在对外汉语教学史上占有重要地位，但长期以来却没有受到汉语学界足够的重视。

赵元任先生在这部教材中专门设置一篇课文来讲解语助词（particle）"了"，明确指出动词词尾"了"（Verbal 了）和句尾"了"（Sentence 了）截然不同，尽管两者的字形和语音恰好一样，赵元任（1968）年也是这样区分的。但赵元任（1926）却将这两个性质完全不同的"了"放在一起来讲，共有以下九种用法（例句从略）：

A. 起事
B. 设想的结果
C. 完事
D. 叙事过去
E. 过去动词加数量止词
F. 时间附属諨
G. 假设附属諨
H. 设想（正句）或命令
I. 胪列

沈家煊、王伟（2023）依据这一点推出：在北京话只有一种语助词"了"当多种用法，这两个"了"可以作统一的概括。通过细致考察赵元任（1925）这部教材中对语助词"了"用法的讲解以及在多篇课文中对大量带"了"句子的英文注释，可以对赵元任（1926）所列举的"了"的九种用法有更加真切、更加深入的认识，也可以启发我们进一步思考在对外汉语教学中如何教授"了"。

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趙元任之同音字文章與漢字拼音化——以〈施氏食獅史〉爲中心

趙偉成

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據Levenson（1977）之記載，趙元任共撰有同音字文章5篇。由於這些文章的"同音"特質，目前學者普遍傾向於將同音字文章與漢字拼音化運動產生聯繫，並且不少學者認爲同音字文章對漢字拼音化提出了挑戰（如錢偉長，1989；遲之再，1996；錢文忠，2006）。然而，趙元任一生都是拼音化運動的支持者，何以用精心撰作的文章反對自己的一貫主張？本文以〈施氏食獅史〉爲中心，梳理其文本源流，比較趙元任本人引用該文的語境，得出以下結論：

（1）〈施氏食獅史〉一文目前有五種版本著錄，其中四種能看到全文。該文初版並非趙元任之作，而是出自他的好友胡明復之手。初版與其他三個版本差別很大，文本的精細程度亦遠遜其餘三版，當是後世流傳之〈施氏食獅史〉的底稿。

（2）趙元任本人在不同論著中引用〈施氏食獅史〉時，每次征引時文字上都有出入，可見他並不十分重視這一組文章，並未形成一個真正的"定本"。

（3）趙元任在論著中曾三次引用〈施氏食獅史〉的文本（Chao,1916/2006；Chao, 1955/2006；趙元任，1959/1980），但每次引用均未以該類文字作爲支持或反對漢字拼音化之論據，可見該類文章與漢字拼音化並不存在聯繫。

因此，同音字文章只是一種文字遊戲（language at play），與漢字拼音化運動不存在內生的聯繫，作爲趙元任"支持"或"反對"拼音化的論據更是無從談起。

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Re-visiting Yuen Ren Chao's Alice's Adventures in Wonderland: Anthropomorphism across cultures

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Yuen Ren Chao is one of the founders of the Mandarin movement and Chinese modern linguistics, a pioneer and promoter of dialect study, and among the first writers to use modern linguistic theories and methods to translate and study English and Chinese language in a comprehensive manner. In 1922, Chao published the first translation of Lewis Carroll's Alice's Adventures in Wonderland (1865) in China, and children's literature was introduced in vernacular Chinese. Shortly after, a series of Chinese-style translation of the Victorian Alice's Adventures in Wonderland began to appear. Written with rich cultural context, complex anthropomorphism, and literary nonsense, the complexity of Alice has kept the work alive for almost 160 years, and the work has been extensively studied and translated into over 170 languages. The paper re-evaluates the symbolic meaning and divergence of the anthropomorphic features and re-visits the translation of anthropomorphic characters such as the caterpillar, Cheshire Cat, Dormouse, and March Hare of Alice's Adventures in Wonderland across cultures from Carroll's nonsense literature to Chao's vernacular Chinese translation. Though the Chinese language today is different from that of Chao's time, Chao has reconstructed Alice in the Chinese context, brought children's literature to a wider reception group, and bridged the time gap by means of translation.

Keywords: Yuen Ren Chao, Alice's Adventures in Wonderland, children's literature, cross-cultural adaptation, anthropomorphism

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3-line staff notation: A universal method for acquiring tones

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The acquisition of contour tones (e.g. Cantonese and Mandarin) poses a great challenge to learners, especially to those who have no exposure to tone languages. Numerous teaching and learning approaches have been devised to help learners distinguish between different tones. The most common method is to describe the tones as even, rising or falling, and sometimes supplemented with adjectives of high, mid and low. As such descriptions are quite abstract, to augment the understanding, the tones are plotted on a graph(s) or gestured by the teacher. Diacritics and/or numbers are used in romanisation conventions to denote different tones. Yet these cues and explanations are not specific enough for most learners. Nevertheless, different languages have different tone naming and numbering systems that are neither universal nor arranged in an order that is easy for learners to understand.

A graphical representation of Chao (1930) tone letters and numerals (Chao tones) could assist the understanding of tones to a large extent. Although Chao tones are widely used in scholarly publications, they are seldom adopted in teaching. In view of this, we sketched a simple and easy-to-follow method for reading Cantonese tones with reference to Chao's (1930, 1947) depiction of tonal representation with musical notes (Authors, 2021). The six tones are portrayed on Chao's five-point pitch scale. Instead of having five lines, only three lines, representing so-5, mi-3 and do-1 are shown (and hence the name '3-line staff notation'), and the six tones are presented like musical notes. The corresponding Chinese characters and Jyutping (without the tone number) are put under the 3-line staff, as shown in Fig. 1.
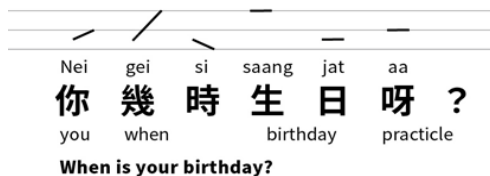

Fig. 1 A sentence with all six Cantonese tones is portrayed on a 3-line staff

The 3-staff notation can also be extended to portray tones in Mandarin. Apart from the four contour tones as well as the neutral tone (without any indication), special rules that are not marked in the pinyin diacritics, such as the tone sandhi and tone change, can also be indicated on the 3-line staff. This could help learners understand the rules visually. An example sentence with the four Mandarin tones (with Tone 3 realised as a half-third sandhi tone) and the neutral tone is shown in Fig. 2.
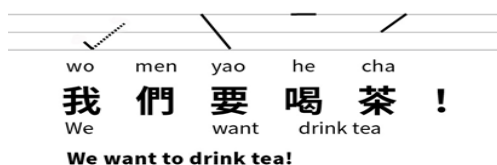

Fig. 2 A sentence showing all four Mandarin tones (with Tone 3 realised as a half-third sandhi tone) and the neutral tone is portrayed on a 3-line staff

Other than contour tones, contrastive tones (e.g. high-low tonal contrast in Chichewa) can also be presented on the 3-line staff, thus showing the universal applicability of the 3-line staff notation.

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Skipantism, Lexical Innovation, and Re-Lexification in Chinese – The Big Data Approach

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Language contact is a major cause for language change, but independent internal change is no less a cause for linguistic development. A major example of internal linguistic development would be re-lexification, which concerns words being replaced in various ways by other forms without significant change in meaning at least initially. Some good examples in English are: kung fu and tofu. These are words which exemplify phonetic adaptation of Chinese words found in English. They were predated by the semantically adapted words: "martial arts" (kung fu [功夫]), and "bean curd" (tofu [豆腐]) respectively, and so can be seen to have undergone re-lexification accordingly from semantic to phonetic adaptation. In general, such replacement of semantically adapted words by phonetically adapted ones is quite common in languages.

However, we can also observe that some words resist this process of re-lexification. Good examples from Chinese to English are xiao [孝] for "filial piety" and hongweibing [紅衛兵] for "red guard", whose phonetically adopted forms are not readily found in English, except among the cognoscenti.

Cultural compatibility has been offered as a cause for resistance to such change (Tsou, 2001). This may be partially substantiated by the differential use of fung shui, feng shui [風水] as an alternative to "geomancy" in the South China Morning Post of Hong Kong as well as the Cambridge Dictionary and the Oxford Learner's Dictionary, and among individuals familiar with Chinese culture.

Very often, re-lexification can be repetitive so that, for example, youyongci [游泳池], "swimming pool" could become the abbreviated form yongci [泳池] "swim pool". It has been shown that this is no random process (Tsou, 2016) and such findings on re-lexification invite search for further explanations.

Professor Chao drew attention to the related and intricate issues when he reported that almost eight decades ago, his daughters inserted the English words "ski pants" in their full Chinese sentences in the midst of their discussions about winter sports (Chao, 1970 & 1976). Given the intervening years since then, it is of interest to explore how such a term is rendered in Chinese today in light of the predictions made in Tsou (2016) on the possible abbreviation from 滑雪褲 to 雪褲. The 2021 Winter Olympics in Beijing and the availability of Big Data (LIVAC: https://en.wikipedia.org/wiki/LIVAC_Synchronous_Corpus) provide further timely context to examine the issues, and the wider implementations.

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腭裂儿童普通话塞音感知研究

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本文主要通过统计分析实验被试的辨认率与区分率，研究腭裂术后患者对于普通话塞音（塞音内部；塞音与塞擦音）的感知情况。方法：本文实验选取就诊于华西口腔医院的50位6-21岁听力正常的腭裂术后患者（男性31人，女性19人；VPC患者28人，VPI患者22人）为实验研究对象，以腭裂患者的普通话塞音发音错误类型为参考，将普通话塞音内部、塞音与塞擦音之间的发音错误类型组成对比对作为实验材料，在PsychoPy（2022.1.4）中设计辨认与区分实验。结果：1.辨认率与区分率上，VPC的辨认率、区分率普遍优于VPI；女性的辨认率、区分率普遍优于男性；整体辨认率的高于整体区分率；2.实验中塞音与塞擦音后接元音的辨认率与区分率相差不大，而塞音后接元音的辨认率与区分率：辨认率为/u/（96.19%）>/a/（95.49%）>/i/（90.37%），区分率为/u/（90.97%）>/a/（87.83%）>/i/（82.88%）；3.实验中常见错误对：VPC主要发生在b-d、b-p、p-t、t-k、t-c、d-zh、p-ch、g-j这八个对比对中，VPI主要发生在t-k、b-d、p-t、d-g、p-d、g-k、p-k、t-c、t-ch、k-ch、p-q、d-j、t-j、t-q、p-c、g-z这十六个对比对中；4.因素与实验错误次数的相关性：整体年龄对感知存在影响，学龄期的腭咽闭合功能对于感知存在一定的影响，青少年期的性别对于感知存在一定的影响。结论：腭裂患者的语音感知实验结果与腭裂语音特点存在一定的吻合度，了解腭裂语音儿童在感知上是否存在偏差对他们后续的语音治疗有一定的帮助。
关键词：腭裂语音；感知；塞音

The influences of emotion on early word recognition of Chinese characters: insights from event-related potentials and behavioral measures

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In our recent study, we have investigated the neural mechanisms of Chinese characters and alphabetic language words underlying early lexical processing; in the current study, the factor of "emotion" was introduced to explore whether emotion can significantly impact on the time course and the neural mechanism of early lexical processing in Chinese characters. We compared the chronometry of early emotion processing and the brain regions involved in early emotion processing between emotional one-character words and neutral one-character words by recording event-related potentials (ERPs) using two different depth of processing level tasks. In the lexical decision task, participants were asked to press a button when they saw an unfamiliar stimulus. In the color decision task, participants were asked to press a button when they saw a blue color stimulus. The results showed that in the lexical task, ERPs to emotional characters differed significantly from those to neutral characters in the occipitotemporal scalp region approximately 300ms after stimulus onset, reflecting the early emotion effect. These results indicated that automatic processing of emotional content occurred and this automatic processing of emotion effect occurred at an after lexical processing stage, emotional valence began approximately 50 ms after the onset of the lexicality effect, whether positive or negative. According to these results, even though one-character and two-character words differ in morphological features and their writing systems are different from alphabetic languages, early emotional lexical processing is governed by similar neural mechanisms.

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標調的不懈努力——評趙元任先生對標記漢語聲調的嘗試與影響

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作為中國現代漢語語言學之父，趙元任先生對於將西方現代語言學的方法和工具引進漢語的研究和使用不遺餘力。其中一大挑戰，是標記聲調的問題。

西方語言基本上並無詞彙聲調 （lexical tone），因此其拼寫系統和音標系統本無既定的標記聲調之法。趙先生在引入西方語言學方法以記錄和拼寫漢語方言的音系時，就對標記聲調作出了不同的嘗試和開拓：在《現代吳語的研究》(1828)中，趙先生提出「取發音者當時平均的音高做水平線來量他字調的相對音高」，並用畫曲線和簡譜兩種方法記錄聲調，在當時是一個創舉（相對於Daniel Jones （1912） 標記粵語聲調時只用五線譜來標記個別發音者的絕對音高）；及後於1930年發表的《一套標調的字母》(A System of Tone Letters)則更奠定了「五度制調值標記法」的基礎，成了國際音標記錄聲調的標準方法。其記法非常直觀和簡便，一直為廣大語言學者專家所採用，其影響直至今天。

相對於供語言專家所使用的直觀的聲調標記方法，趙先生另一畢生志業——供大眾使用的「國語羅馬字」——在標記聲調方面卻採取了完全不同的進路。國語羅馬字並沒有專屬的聲調符號，而是用改變拼式的方法來表示聲調，而且相同的聲調在不同的音節中拼式的改變也有不同規律，如韻母ia的上聲寫成ea，韻母ie的上聲寫成iee等。此套羅馬字也曾應用於拼寫吳語、粵語等方言。改變拼式的標調法，相對較不直觀，記憶拼寫變化的規律也不容易，但趙先生一直堅持這標調方法，直至其遺作《通字方案》(1982)仍然如是。

本文將進一步探討趙元任先生在標記漢語聲調上各項嘗試背後的理據、影響，並評論其優劣得失。

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International Symposium on Language Science
Interdisiplinary Research and the Legacy of Yuen Ren Chao
語言科學國際研討會:趙元任學術思想與跨學科研究

A Study on the Subjectivity of Ba-Constructions under the Cognitive-Functional Perspective

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The subjectivity of language, a hot topic in recent cognitive linguistics research, mainly manifests itself as the speaker's perspective, affect, and cognition (Lyons 1977; Finegan 1995). Shen Jiaxuan (沈家煊 2002), arguing for the subjectivity of Chinese Ba-constructions in terms of these three aspects, proposes that the grammatical meaning of this construction is "subjective disposal." Drawing much on Shen's study, much current research is focused on empirical investigations with little discussion conducted under theoretical viewpoints of Cognitive Linguistics. On the other hand, with data largely based isolated sentences, most current studies have undervalued the role of context to some extent.

Aimed at addressing the above shortcomings, this paper attempts to combine Langacker's (1990; 1999) cognitive approach and Traugott's (1995)'s functional approach in a further investigation of the subjectivity of Ba-constructions. Notably, some pragmatic factors such as expectation, evaluation, shared knowledge, and speaker's intention will be incorporated into the analysis. The following viewpoints are argued for in this paper: 1) It is in a process of subjectification that a Ba-construction acquires subjectivity, which arises with the prominence of the speaking subject's cognitive control and the bleaching of the verb's conceptual meaning. 2) The study of the Ba-construction's subjectivity is better approached from perspectivization, namely the way the speaker construes the event, given that the speaker's perspectivized construal not only reflects her cognitive state but may also hints at her object of empathy. 3) The subjectivity of a Ba-construction is often realized in intersubjective settings, where the speaker, in the course of interation, attends to the stance and cognitive state of the hearer(s), and thereby achieves cognitive coordination, meaning negotiation and emotion expression. (Traugott & Dasher 2002).

Keywords: Ba-constructions; subjectivity; subjectivisation; intersubjectivity

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汉语转折连词主观性及预测模型构建研究

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本研究采取三类主观性判断尺度"概念域""命题态度""意识主体"，对于四种汉语转折连词进行主观性分析，并构建使用预测模型（图1）。根据预测模型的结果，意识主体和命题态度在一定程度上影响到预测模型，概念域却与该模型无显著关系。经样本分析，四种连词中"然而"的客观性最强，而"不过"的主观性最强。"可是"的主观性稍高于"但是"，因为"但是"表示"中性（neutral）"转折关系，它的主观性根据上下文语境判断。具体而言，"但是"和"可是"在不同语料库中作为最常用的转折连词，均有主观和客观范畴，二者在大多情况下可以互换使用。其中，"可是"与命题态度中客观性最强的"事实"或主观性最强的"言语行为"较常同时出现，尤其是在疑问、反问句中，表示客观关系被打断或与主观愿望相反，产生一种出人意料的效果。"然而"主要描述客观事实或在客观世界上发生的事件，它与主观性最弱的概念域"非意愿性行域"、命题态度"事实"、意识主体"无意识主体"经常同时出现，这显示它对特定客观语境的偏向性。最后，在图1的预测模型中，只有预测"然而"使用的准确率较高（77.5%），"不过"的预测准确率尚可（46.3%），这或许是因为"然而""不过"的语义表征特征比"但是""可是"更为清楚。这一结果能够帮助留学生习得汉语中不同转折范畴。
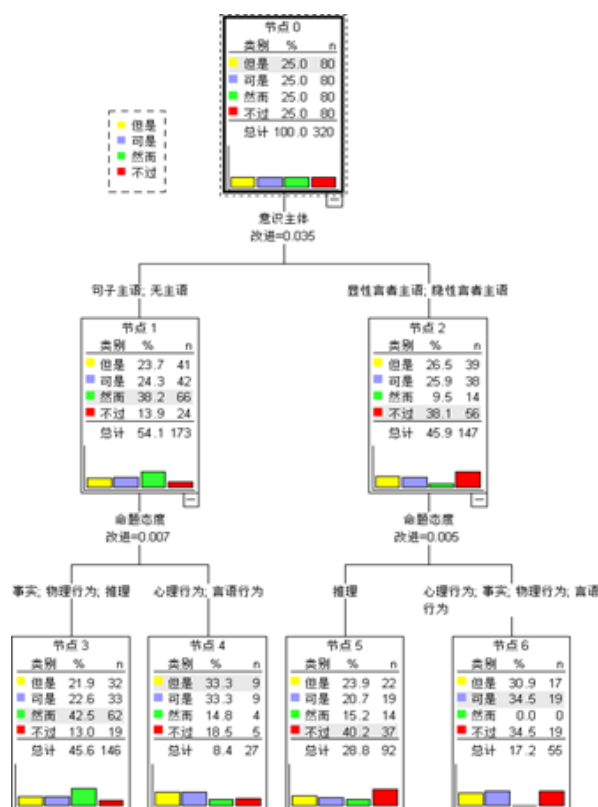
图 1 转折连词的预测模型

图 1 转折连词的预测模型

语料库下汉语情感隐喻运动语义建构研究

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在情感隐喻运动语料中，情感词与不同动词进行搭配，情感概念和情感意义的构建也有所不同。本研究通过CCL语料库，分别收集和整理了"喜"、"怒"、"悲"、"恐"汉语情感隐喻运动语料1281条、1154条、1138条、812条。研究发现，在"喜"情感隐喻运动中，频率较高的动词主要集中于液体流动类、容器填满类，具体包括"充满"、"沉浸"、"洋溢"、"溢于言表"，强调情感主体产生并处于强烈的"喜悦"情感状态。在"怒"情感隐喻运动中，频率较高的动词集中于液体流动类、容器填满类、火燃烧类、物体对抗四大类，具体包括"激起"、"充满"、"平息"、"燃烧"、"冲"，强调引起"愤怒"情感的刺激物，"愤怒"情感的产生以及人们对"愤怒"情感的控制。在"悲"情感隐喻运动中，频率较高的动词主要也主要集中于容器填满类、液体流动类、物体对抗类、物体遮藏四大类，包括"充满"、"沉浸"、"陷入"、"笼罩"、"解脱"、"摆脱"，侧重表达情感主体处于"悲伤"情感状态以及情感主体对"悲伤"情感的控制。在"恐"情感隐喻运动中，频率较高的动词主要主要集中于容器填满类和物体对抗两大类，液体流动类出现较少，包括"充满"、"陷入"、"消除"、"笼罩"、"战胜"、"摆脱"，着重强调人们处于强烈"恐怖"情感状态以及人们与"恐怖"情感之间的对抗关系。通过分析情感词所搭配动词出现的频率和语义特征，有助于明确情感隐喻运动类别以及情感意义建构的语言论据。

Degree markers：a typology perspective

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The encoding forms of degree vary across languages. Based on the typological research of comparative (Greenberg1966; Ultan1972; Dixon 2008; Teris2018), equative (Haspelmath1998; Henkelmann2006; Haspelmath2017), superlative (Gorshenin2012; Bobaljik2012) and degree marker (Cuzzolin2004), we develop a degree construction: positive (include intensification, neutral and delimitative), comparative (including superiority and inferiority), equative, and superlative.

Considering factors like geography and genetics (Tomlin, 1986; Perkins, 1980; Dryer, 1992), we selected 156 languages spanning six major regions of the world and representing 34 language families. Based on the given data, we categorize degree markers based on the grammatical function. What's more we find five universals from the degree markers.

For positive constructions, the markers include lexical components such as adverbs (the most prevalent), particles, modal words, and ideophones; morphological elements like suffixes, prefixes, infixes, circumfixes, reduplication, clitics; and phonological aspects involving stress, intonation changes, sound lengthening, and glottal stops.

Comparative constructions may use zero markers, syntactic markers (involving adverbs and particles), and a variety of morphological markers (suffixes, prefixes, circumfixes, clitics, reduplication, and infixes), although the "inferiority" degree often lacks morphological markers. Equative markers are similarly divided, with lexical markers including adverbs, prepositions, particles, and articles, and morphological markers consisting of suffixes, prefixes, and reduplication. Lastly, superlative constructions incorporate zero markers, lexical markers (predominantly adverbs, particles, and prepositions), and morphological markers (suffixes, prefixes, infixes, reduplication, and clitics). These diverse marking systems underscore the complex ways in which human languages descriptions of degree.

We identified five universals from the types of degree markers: Firstly, the number of suffix degree markers significantly surpasses that of prefixes, infixes, and circumfixes. What's more, the means and quantity of markers for intensification and superiority are notably greater than those for delimitative and inferiority. Thirdly, the degree markers of comparative and superlative constructions exhibit close relationship. The degree markers of comparative and superlative in identical language are always homogenous. In some languages, the degree marker of superlative is derived from comparative. However, superlative construction is more marked than comparative. Fourth, many languages exhibit diversity in marking methods for comparative constructions, influenced by word length, word class, and other factors. Fifth, if a language has equative degree markers, it will undoubtedly have markers for the positive, comparative, and superlative degrees.

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語言科學國際研討會:趙元任學術思想與跨學科研究

从信息论看汉语名词的不可数性

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关于汉语名词可数性与不可数性的讨论有很多。Chao（1968）、Byeong-Uk Yi （2009）、Cheng & Sybesma（1998、1999、2005）等学者认为"汉语名词存在可数名词和不可数名词"。也有学者反对这一观点，如Krifka（1989）、Chierchia（1998）、Friederike Moltmann（2020，2021）等认为汉语名词都是不可数名词。还有学者持中立辩证态度，Pelletier（2012）和Lin（2018）认为汉语名词既区分可数性与不可数性，又不区分可数性与不可数性。不论是哪一种观点，"汉语名词存在不可数性"是共识。本文从信息论角度出发，借助互信息理论为这一共识提供数据支撑。

本研究通过分析1000组"数量名"结构的语料数据，从名词的本体语义特征出发，探讨了汉语名词的可数性与不可数性问题，尤其是在特定句法环境中的表现。已有研究表明，汉语名词的可数性与不可数性问题与量词的个体化功能存在密切关系。通过具体计算，我们揭示了汉语量词的个体化功能对汉语名词内部的同质性具有高度敏感性。同质性能够激发汉语量词的个体化功能，尽管汉语名词内部的原子性和同质性都是个体性特征的内在属性，但实际上是同质性在这一问题上起到了主导作用。我们进一步论证了同质性的主导地位直接影响了汉语名词的不可数性这一外在表现，为理解汉语名词的可数性与不可数性问题提供了新的视角。

Session 4: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part A)
Date and Time: 10 May 2024, 10:50 am
Venue: GH201

Synergizing Topic Modelling in Analyzing Media Discourse on China's Dual Carbon Policy

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Climate change poses an urgent global challenge, threatening human health, economic development, and ecological biodiversity. China's climate policies have evolved through three distinct stages, marked by three pivotal international climate conferences: the 2009 Copenhagen, 2011 Durban, and 2015 Paris Climate Conferences. At the 75th United Nations General Assembly on 22 September, 2020, China pledged to peak the carbon emissions by 2030 and achieve carbon neutrality by 2060. This post-Paris stage is widely recognized as China's transition from a participating role to a leading role in addressing global warming (Zhang & Orbie, 2021). However, there is a paucity of research examining the discursive strategies employed by the state-owned media in China compared to those used by Western media in covering China's dual carbon policy.

To fill the void, the study collected 132 news articles from China's People's Daily, 59 from Britain's The Guardian, and 44 from the United States' the New York Times, spanning from 22 September, 2020 to 31 December, 2023. This study integrates natural language processing, particularly Latent Dirichlet Allocation (LDA) topic modelling, and corpus-based critical discourse analysis utilizing the discourse-historical approach (Wodak & Meyer, 2016). By leveraging machine learning techniques alongside traditional critical discourse analysis, the study enhances efficiency in the analysis process and ensures the reliability of the findings, mitigating potential selection bias inherent in pure critical discourse analysis methods.

Following topic modelling and a close examination of corresponding concordances, three overarching themes emerge in People's Daily: China's environmental sustainability and clean energy initiatives; China's global environmental advocacy; and China's diplomatic advocacy and defense. In contrast, two prominent themes are observed in Western newspapers, namely, The Guardian and The New York Times: geopolitical and economic motivations behind China's commitments; and skepticism towards China's carbon neutrality pledge. Additionally, these themes are articulated through various discursive strategies, including nomination, predication, argumentation, perspectivization, intensification, and mitigation. This study validates the feasibility of an analytical framework that synergizes unsupervised machine learning and corpus-based critical discourse analysis. It also illustrates how newspapers with differing positionalities and agendas deploy discursive strategies for ideological purposes, unraveling the controversies surrounding China's environmental policies, and sheds light on the importance of contextualizing discursive strategies within the broader socio-political context.

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Humanities Academic Teachers' Experiences with Non-constructive Student Comments: A Narrative Analysis

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Despite the prevalence of student evaluation of teaching (SET) as a common practice in higher education institutions, scholars have been debating its problematic aspects (reliability, validity, usefulness, and consequences) for decades (see Boring et al., 2016; Chan et al., 2014; Spooren et al., 2013; among many others). Although extensive research has been conducted on the quantitative information in SET results, the content of qualitative information in SET results still demands research attention (Brockx et al., 2012; Tucker, 2014). Studies on the content of students' written comments in recent years have started to touch upon the issue of non-constructive comments, namely, student comments that are unprofessional, unjustified, unhelpful, or even offensive/ abusive.

In the existing studies that discuss the issue of non-constructive student comments, the notion of non-constructiveness in students' written comments remains vague. This study, therefore, has taken a qualitative approach and interviewed 12 humanities academic teachers in a public university in Hong Kong on their experiences with, and their perceptions of non-constructive student comments in SET results. With Braun and Clarke's (2022) reflexive thematic analysis and Bamberg's (2004) three levels of identity positioning as analytical frameworks, this study aims to unravel humanities academic teachers' experiences with processing non-constructive comments and explore the teacher identities being constructed in their narratives of non-constructive student comments.

The preliminary findings suggest that humanities academic teachers in Hong Kong have different perceptions of the non-constructive student comments in SET results. Themes that were identified as contributing to the non-constructiveness in students' written comments are listed as follows: (1) the factually unjustified comments (factually incorrect comments); (2) comments that do not align with the education goals; (3) comments that focus on aspects that are beyond the teacher's control; (4) comments that are vague and not detailed; and (5) comments that are non-teaching related (e.g., comments on teachers' appearance). In terms of processing these non-constructive student comments, four types of teacher identities have emerged from teachers' narratives: the reflective teacher, the victim teacher, the unruffled teacher, and the tolerant teacher. The reflective teacher refers to the teacher who deeply reflects upon students' comments, including the context the student was involved in, and the student's motivation or purpose of leaving such comments. The victim teacher refers to the teacher who feels deeply hurt by students' non-constructive comments and chooses to step back from engaging with students' comments. The unruffled teacher refers to the teacher who takes an imperturbable attitude when dealing with students' unfair criticisms, and the tolerant teacher is the teacher who does not expect students to offer professionally written or constructive comments and holds a high degree of tolerance for the content of students' written comments. The findings of this study contribute to the understanding of non-constructiveness in student comments and teachers' interpretations of such comments in SET results. The study also sheds light on the complexity of teacher identity in the university context.

Word count: 479 words

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Session 4: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part A)
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Sign Language Interpreting in Legal Settings of Hong Kong:
Analysis in Forensic Linguistics Approach

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Embracing inclusiveness has always been a commitment of the Hong Kong SAR Government. However, the provisions of the Hong Kong justice system have positioned deaf or hard of hearing (DHoH) individuals in a disadvantaged position for two major reasons, lack of standardised signs and lack of clear procedural support. Consecutive interpreting is a demanding task, especially in legal contexts, where interpreters must interpret instantly and precisely. It could be even more challenging to interpret to and from sign language in Hong Kong legal settings in particular due to the lack of standardization and procedural support that has led to potential ambiguity and problem of understanding, potentially causing misjustice. Existing research and publications have suggested that typological contrasts between two languages, e.g., Spanish and English, could lead to potential wrong inference (Hijazo-Gascon, 2019), and the typological difference that is not resolved in translation can affect the audience's assessment of crimes (Rojo and Cifuentes-Férez, 2017). Previous studies have also highlighted the high demand for translation between languages in court settings (Lee, 2011). In the present paper, the disadvantages that DHoH individuals face during sign language interpretation will be discussed. Relevant research papers and examples of the usage of Hong Kong Sign Language would be referenced to support the claim. Ultimately, the essay will prove that the current provisions regarding legal procedures for DHoH individuals are not helpful enough in ameliorating their disadvantaged position. The ineffectuality of a recently published Guide for Persons with Disabilities, Legal Practitioners, and Parties Involved in the Judicial Process by the Equal Opportunities Commission in Hong Kong will support the claim, followed by the importance of introducing compulsory speech-to-text service and video recording that will be proved.

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Session 4: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part A)
Date and Time: 10 May 2024, 10:50 am
Venue: GH201

Performing interculturality on social media: A multimodal analysis of a translocal content creator

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The emergence of social media influencers has created new possibilities of how information and ideologies can be communicated to a global audience. While considerable amount of work in applied linguistics has focused on influencers promoting products (Bhatia, 2018, 2020), teaching languages (Ho, 2023; Aslan, 2024), as well as disseminating health messages (Zou et al., 2021), not enough attention has been paid on how influencers embed their own identity and intercultural experiences as content for global consumption. In particular, how analyzing multimodal communication can shed light on the interculturality of interactions is an area in need of more exploration. It calls for researchers to approach such interactions as an "emerging and dynamic ad hoc and in situ construction that takes participants' interactions and angles as its starting point" (Schröder, Adami & O'Cain, 2023: 1; authors' emphasis). In light of this, this presentation aims to foster a dialogue between multimodality and intercultural communication. By focusing on multimodal communication in intercultural interaction, researchers can conduct fine-grained analysis of multimodal interaction to reveal how interculturality is co-constructed in situ (ibid).

This presentation focuses on a translocal content creator who publishes travel and food content on Instagram and YouTube. This pilot study analyzes 15 videos in her Instagram channel which foreground language, culture, and identity. The videos were analyzed multimodally (Kress, 2010; Kress & van Leeuwen, 2021) and the analysis demonstrates how the influencer's established influence on social media, her transnational encounters, as well as her strategic deployment of multilingual and multimodal resources allow her to claim membership as a translocal content creator. By adopting a social semiotic perspective on interculturality which conceptualizes 'cultural phenomena as sign- and meaning-making practices in all semiotic resources' (Adami, 2023: 19), the presentation explores how the influencer strategically draw on her multilingual repertoire, multimodal resources offered by medium-specific affordances such as camera angle and post-filming editing effects, and embodied resources such as facial expression and gaze when introducing food and travel content. In the process of such multimodal orchestration, patterns of 'sharedness/non-sharedness' in terms of social semiotic knowledge between the global audience and the influencer are made visible which could stimulate interculturality and make it relevant or irrelevant to the audience.

To sum up, this pilot study aims to draw attention to the potential use of social media in giving (marginalized) communities a channel to share their experiences, and to promote values of social inclusion.

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Session 4: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part A)
Date and Time: 10 May 2024, 10:50 am
Venue: GH201

Power and Affective Attachments at a Hong Kong Gay Bar

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Recent sociolinguistics scholarship has detailed the emergence of the affective turn (Dlaske 2017); however, such affective traits as empathy and openness to other worldviews hold a well established position within intercultural communication research (Cf. Chen and Starosta 1996). The current study incorporates these focal points into a study grounded in sociolinguistic methods. Based on an ethnographic study carried out over a six-month period, this paper employs an affective-discursive approach (Cf. Glapka 2019) to examine the role of affect with respect to power, gender, and race at a gay bar located near Central on Hong Kong Island. Interview results indicate that the two female Filipina employees – whom customers frequently mistake for managers and bestow such nicknames as Mama – hold considerable power in this space both as a consequence of their linguistic capital (Bourdieu 1989) that comes from their "nimble [English-speaking] tongues" (Tinio 2013) as well as their ability to establish rapport with customers.

By positioning emotional labour (Hochschild 1983) and affective labor (Hardt and Negri 2000) as potential sources of power, these findings highlight the capacity for affective attachments (Chatterjee and Schluter 2020) to influence customer-employee power relations. Moreover, the revenue generated from satisfied customers who return to the bar to re-live pleasant experiences points to the important role of affective capitalism (Cf. Dlaske and Del Percio 2022; Karppi et al. 2016), highlighting financial contributions to the business as an additional form of empowerment for these employees within the workplace hierarchy. In light of the strong marginalizing effects of structural prejudice against Filipina women that are widespread in the local community (Cf. Ladegaard 2017), this picture of a Hong Kong-based workplace that manages to usurp these effects is noteworthy. It provides insight into the deeply interwoven nature of language, gender, race, and affect to achieve a more socially inclusive workplace setting that manages to function independently of larger societal norms.

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Session 4: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part A)
Date and Time: 10 May 2024, 10:50 am
Venue: GH201

Creating a Translanguaging Space for Japanese Language Learners in Multilingual Hong Kong: Workshop Implementation, Affordances, and Challenges

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This oral presentation showcases a study that explores the affordances and challenges associated with establishing a 'translanguaging space (Wei, 2018)' for learners from diverse linguistic and cultural backgrounds.

The recent Multilingual Turn in language education has emphasized the recognition and value of leveraging learners' multilingual resources to enhance their proficiency in additional languages, promoting linguistic and cultural competence.

The study takes place in Hong Kong, a multilingual environment where Japanese is a sought-after additional language, with many individuals learning it as a foreign language (JFL). Additionally, there is a group of learners with a Japanese background residing in Hong Kong who learn Japanese as a heritage language (JHL). This study focuses on these two groups of learners and aims to explore possible ways for these two groups to collaboratively learn together.

This study adopts an action research approach and is organized into four phases: (1) identification of pedagogical/ sociocultural issues through field observation, (2) course design and resource development, (3) course and resource implementation, and (4) impact evaluation.

During this presentation, the design and implementation of Japanese language workshops conducted in 2023 at a university in Hong Kong are discussed. The focus is on the affordances and challenges encountered in creating a learning environment where learners with different linguistic backgrounds and Japanese proficiency levels can learn from each other, based on the concept of a translanguaging space.

The argument is made that JFL learners and JHL learners have diverse learning motivations, readiness, and needs in their Japanese language acquisition. However, by creating a translanguaging space, both groups of learners can foster their language proficiency, positively impacting their learning processes mutually.

The study highlights the potential benefits of collaborative learning among learners with different linguistic backgrounds and proficiency levels. This practice could provide sustainable and socially inclusive educational opportunities in Japanese language education in Hong Kong.

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Key words
Pedagogical translanguaging
Translanguaging space
Multilingualism
Language teaching and pedagogy
Socially inclusive educational opportunities

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Cognitive-linguistic difficulties in adults with Long COVID

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The COVID-19 pandemic has resulted in a large number of people who have not made a good recovery from their COVID infections. For these individuals, physical and cognitive symptoms can persist for months and even years after the initial illness. Cognitive-linguistic difficulties (so-called "brain fog") are a prominent feature of the Long COVID syndrome and are known to persist in sufferers long after physical symptoms have resolved. This talk examines the nature of these difficulties by examining language data from 92 adults with the Long COVID syndrome (Cummings, 2023). These adults reported significant problems with cognition and language following acute COVID illness, with many unable to return to work. This talk explores their self-reported cognitive-linguistic difficulties and relates them to problems with verbal recall, verbal fluency, and informativeness during discourse production.

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Framing vaccine: A content analysis of religious and mainstream news coverage in Indonesia

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The threat of measles and rubella (MR) still haunts many countries across the globe, including Indonesia. To address this issue, the government undertook the world's largest MR vaccination campaign targeting over 68 million children. However, the program encountered strong public resistance as narratives that vaccines contained pork and were not 'halal' (permissible foods under Islamic law) widely circulated in this largest Muslim-majority country. This religious objection was dubbed as a factor contributing to the failure of the program (Pronyk et al., 2019). Indonesia's health ministry then lobbied the Indonesian Ulama Council (MUI), the supreme authority for religious affairs, to enhance MR vaccination acceptance. The MUI then issued a decree stating that the MR vaccine could be consumed (Tehusirajana, 2018).

To educate the public about the religious decree, the government relies on media outlets, especially online news portals, where many Indonesians commonly derive health information (Freischlad, 2015). Aside from mainstream media, Islamic news media has become increasingly popular in this country. Religious media discusses current affairs and religion-related topics and provides alternative views or counter-narratives (Walden, 2019). Therefore, it may frame the news differently than mainstream media. This message frame affects how the audience interprets and comprehends an issue, which later alters individuals' attitudes and behaviors (Moernaut et al., 2018).

Learning from the MR vaccination campaign in Indonesia, this study examines how religious and mainstream media in Indonesia frame the MR vaccination coverage, which may influence public acceptance of the immunization. Guided by framing theory (Goffman, 1974; Levin et al., 1998), this research analyzes the differences in the message frame before and after the religious decree employed by both types of media. This investigation also sets out to identify the sources cited in the news articles.

This study performed a content analysis of 247 articles from eight top online religious (n=43) and mainstream media in Indonesia (n= 191) published from 6 August to 4 September 2018. Several keywords were used to collect the articles (e.g., measles-rubella, MR vaccine). The final coding scheme consisted of frames (i.e., benefit and risk frames), source (i.e., celebrities, health experts, the government, religious leaders, advocacy groups, and citizens), time (i.e., before and after the decree), and type of the media (i.e., religious and mainstream media).

The findings suggest that the mainstream media promoted the benefits of the vaccine, which were further amplified after the decree was issued. In contrast, religious media consistently conveyed the risks of the MR vaccine, even when MUI had endorsed it. Moreover, articles from mainstream media predominantly cited government officials and religious leaders. On the other hand, religious media mainly quoted religious leaders. This investigation enriches the literature on health communication and alternative media, aside from extending the application of framing theory. Practically, this study offers beneficial insights for the government and health-related organizations in designing health campaigns through various media outlets.

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The development of aspectual marking in Mandarin-learning children with autism spectrum disorder (ASD)

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Children with ASD often show impairment in language production, ranging from minimally verbal to less complex language with deficits in grammatical morphology such as tense and agreement compared with typically developing (TD) peers (e.g. Roberts, et al., 2004; Tager-Flusberg, 1989, 2005). Prior studies mostly center on English-speaking children with ASD and it is unclear if we can generalize to children with ASD learning a typologically different language such as Mandarin. This study aims to explore the lexical and syntactic development of Mandarin children with ASD, focusing on the development of grammatical aspectual markers. Mandarin is a tenseless language, but grammatical aspectual marking is productive (e.g. Li & Thompson, 1981). Mandarin has four main grammatical aspect markers, -le (perfective), zai (progressive), -zhe (durative), and-guo (experiential). Mandarin children produce grammatical aspect markers as early as around age two (e.g. Erbaugh 1982, 1992). Research of the acquisition of tense and aspect markings reveals a strong effect of lexical aspect in TD child language acquisition, the Aspect Hypothesis (Andersen & Shirai, 1996; Shirai, 1991), which predicts, e.g. children first use the perfective marking on telic verbs before extending to atelic verbs, and imperfective aspect marking starts first on atelic verbs before extending to telic verbs.

An elicited speech production was conducted with three groups of Mandarin children with ASD, 3-year-olds (mean age 3;6, 3;0-3;11, N=10), 4-year-olds (4;6, 4;0-4;11, N=12), and 5-year-olds (5;6, 5;0-6;0, N=8), who were all attending a special preschool in a local Autism Service Center. Their Mandarin proficiency was assessed using the Chinese MCDI (Hao et al. 2008). Each child met with the experimenter (a familiar teacher) individually and was asked a total of 6 questions about the past, present, and future and also to describe two pictures depicting daily activities (e.g. eating food). All the responses were transcribed in the CHAT format (MacWhinney 2000). The results show a general lack of verbal responses between 62% (age 3) to 43% (age 5). The mean MLUs are low compared with TD children (e.g. MLU = 4.0 around age 3;0-3;5, cf. Chen & Shirai, 2010). Despite low MLUs, the MLU increased with age. The type/token ratios remained stable across age (0.35-0.47), and nouns (≥50%) were more dominant than verbs (10-30%). Only two aspect markers were used, the perfective marker le and the progressive marker zai. Zai was produced more frequently than le and used 100% with telic verbs. Le was used dominantly with telic verbs, but it was also used inchoatively from age 3. The results reveal basic morphosyntactic deficits in Mandarin children with ASD and support broadly the Aspect Hypothesis about the strong correlations between the grammatical aspect and the lexical aspect, revealing some sensitivity to this correlation by Mandarin children with ASD.

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Unraveling the Complexity of Chinese Classifiers: Insights from Sensorimotor Ratings and Neurocognitive Norms

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Previous research has provided insights into the role of Chinese classifiers, revealing their primary encoding of external visual features and internal feelings. While this observation offers valuable understanding, it may not fully elucidate the distinctiveness observed among certain classifiers. Our investigation delved deeper into this matter by examining variations in sensorimotor ratings among classifiers that modify the same noun within a modality exclusivity norms study.

For instance, consider 杯 (cup) and 瓶 (bottle), both commonly utilized for containing liquids. Interestingly, our study uncovered divergent dominant dimensions in motor ratings for these classifiers. 杯 was predominantly associated with the hand/arm dimension, while 瓶 exhibited a stronger association with the mouth/throat dimension. This intriguing discrepancy suggests that classifier ratings may be influenced by the high-frequency nouns that typically follow the classifiers, as well as our interaction with real- world objects.

To provide a more comprehensive understanding, we adopted a multifaceted approach in our study. We integrated corpus data with cloze probability questionnaire results, allowing us to identify five commonly used nouns associated with each classifier. These nouns were carefully selected to represent a diverse range of contexts in which the classifiers are used. Subsequently, we subjected these nouns to a neurocognitive norms assessment, aiming to explore the cognitive associations and perceptual experiences evoked by the classifiers in conjunction with their accompanying nouns.

The culmination of our findings lends support to the bidirectional selection of classifiers and nouns, which posits that the combination of classifiers and nouns is not solely determined by the attributes of the classifiers themselves but also by the attributes of the accompanying nouns. This underscores the dynamic and interactive nature of the linguistic system, wherein both classifiers and nouns play crucial roles in shaping semantic representations and conceptual understanding in Chinese language usage.

Comparing the Topics of Personal Narratives in Hindi-Speaking Children with and without Autism

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Personal narratives, or descriptions of personally experienced events, underpin many daily social interactions. Personal narration has two functions: (a) to relate information to the listener, and (b) to signal the listener what these events mean to the narrator. Given that children with Autism have distinctly different patterns of interests, relating to people, and perceiving the world, compared to neurotypical (NT) children, in this study we examined what topics both groups of children chose to talk about when sharing their personal narratives with an adult examiner. All children grew up in India, a collectivist society emphasizing the interdependency between individuals as members of a community.

Twenty-one six-to-nine-year-old Hindi-speaking autistic children with low-support-needs (diagnosed as level 1 on the Indian Scale for Assessment of Autism, with expressive morphosyntactic and vocabulary scores comparable to age-matched NT peers) and 30 age-matched NT children produced personal stories in response to emotion/experience-based prompts (happy, worried, annoyed, proud, problem situation, something important) in the Hindi version of the Global TALES protocol. All narratives were elicited in-person and audio-recorded for manual coding of topics.

The results reveal differences in topics between autistic and NT children in response to the prompts happy, worried, important, and problem, while similar topics were observed for the prompts annoyed and proud. The NT children tended to focus on human involvement and broader social relations in their stories, highlighting family events and interactions with peers. In contrast, autistic children often mentioned objects, nature, self-time, and mentioned only parents and siblings, without mentioning any parties, family gatherings, or festival celebrations.

In conclusion, these differences in topics may reflect the social engagement patterns and communication challenges experienced by autistic children. Documenting topics of personal stories may inspire speech-language pathologists when they consider what topics are functional/meaningful for the children and their families in assessment and intervention.

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Session 6: Musical, Cognitive and Social Factors in Language Processing and Learning
Date and Time: 10 May 2024, 10:50 am
Venue: BC302

Distinct and enhanced non-native speech perception in individuals with cross-domain pitch expertise: Evidence from Mandarin-Cantonese bilingual musicians

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Purpose: Non-native speech perception can be affected by listeners' musical or linguistic experience. This study adopted an orthogonal design to examine non-native tone perception by four participants groups, namely, Mandarin monolinguals and Mandarin-Cantonese bilinguals with or without musical training, in order to investigate whether there were combined effects of bilingualism and musicianship.

Method: The four groups with similar demographics, each encompassing an equal number of 20 participants, attended a modified ABX discrimination task. They were unfamiliar with Teochew, which was the test language of this study encompassing multiple tone types of level tones, contour tones, and checked tones. The tone perceptual sensitivity index of d' value and response time were calculated and compared using linear mixed-effects models.

Results: Results on tone sensitivity and response time revealed that all groups were more sensitive to contour tones than level tones, indicating the effect of native phonology on non-native tone perception. Besides, as compared to monolinguals, bilinguals obtained a higher d' value when discriminating non-native tones, and musically trained bilinguals responded faster than their non-musician peers.

Conclusions: All participants showed similar performance patterns with respect to different tone types, which suggested that non-native tone perception is largely shaped by native phonology independent of bilingualism and musicianship. Nevertheless, bilinguals enjoy a perceptual advantage in non-native tone perception, with musicianship further enhancing this advantage. This extends prior studies by showing that an L2 with a more intricate tone inventory than L1 could facilitate listeners' foreign tone perception. Both pedagogical and clinical implications were discussed.

Keywords: non-native speech perception; lexical tone; bilingualism; musicianship

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Session 6: Musical, Cognitive and Social Factors in Language Processing and Learning
Date and Time: 10 May 2024, 10:50 am
Venue: BC302

Shared and distinctive semantic representations underlying abstract concepts in social groups

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Successful communication relies on a shared understanding of the meanings of words that interlocuters use. However, recent investigations have suggested that there are individual differences in semantic representations, especially for abstract words whose meanings are more contestable (e.g., Wang & Bi, 2021). This proposed study investigates the individual differences in meanings of abstract words, particularly among people with different social values. Although Chinese culture is often regarded as an exemplar of collectivistic culture, there are individuals within this culture who align more closely with either the individualistic or collectivistic values, and these orientations might influence the semantic representational structure underlying common abstract words. To test this hypothesis, we invited 471 native Mandarin speakers to complete a Chinese version of the Auckland Individualism-Collectivism Scale (AICS, Shulruf et al., 2007). From this group, we selected top and bottom 5% based on their scores to represent two polarized groups. The selected participants were asked to complete a word association task in which they were instructed to write down at least six words that came to mind upon seeing a set of cue words. The cues are abstract words and semantically related to the six dimensions of the scale: Advice, Harmony, Closeness, Competitiveness, Uniqueness, Responsibility. We calculated the within- and between-group agreement probability (Canessa, Chaigneau, & Moreno, 2022) of the associated words. This method allows us to determine to what extent the same semantic structure is shared across a social group or specific to the group. Our results suggest that for both individualistic and collectivistic groups, the within-group homogeneity is larger than between-group homogeneity, indicating that there are shared and distinctive semantic representations underlying abstract words in groups with different social values. Moreover, we observed a gender difference in the meanings ascribed to these words. These findings underscore the complexity of semantic representations and highlight the significance of cultural and individual differences in shaping our understanding of meanings.

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Session 6: Musical, Cognitive and Social Factors in Language Processing and Learning
Date and Time: 10 May 2024, 10:50 am
Venue: BC302

Working Memory and Phonological Short-term Memory in the Acquisition of Academic Formulaic Language

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This study examines the correlation between knowledge of formulaic language, working memory (WM), and phonological short-term memory (PSTM) in Chinese L2 learners of English. This study investigates if WM and PSTM correlate differently to the acquisition of formulaic language, which may be relevant for the discourse around the conceptualization of formulas. Ellis (2003, 2012) and others argued that formulas are form-meaning connections stored whole, making PSTM significant in the acquisitional process as it pertains to the storage and retrieval of chunk information. Bardovi-Harlig & Stringer (2017), on the other hand, argued for active participation of interlanguage grammar in the acquisition and use of formulaic language, where formulas are represented in the mind but retain the internal structure built around a lexical core. This would make WM, especially the processing component of WM an important cognitive factor since it plays a role in processing and holding information for further analysis and manipulation.

The current study asked L1 Chinese learners of English enrolled in graduate programs in China to complete a preference raking task where they rank their preference for formulas, grammatical non-formulaic expressions, and ungrammatical phrases with and without the lexical core in academic contexts. Participants were asked to rank the options in order of the likeliness of them encountering these phrases in the test sentences within academic contexts. Participants' syntactic proficiency is controlled with a cloze test and grammar test. Regression analysis found a significant relationship between the processing component of WM and preference of formulaic expressions in the preference ranking task while no significant correlation is found for PSTM or syntactic proficiency. The correlational analysis found that WM, PSTM, and the two proficiency test scores have significant covariates. However, WM and PSTM have different predictor values for participants' preference for formulaic language. Both storage and processing components of WM are significantly correlated with the preference for formulaic expressions while PSTM is not. These findings are in favor of the role of interlanguage grammar and syntactic knowledge in the acquisition of formulaic expressions. The differing effects of WM and PSTM suggest that selective attention to and processing of the input beyond simple retention play a key role in successfully acquiring formulaic language. Similar correlational patterns were found for preferring the ungrammatical phrase with the lexical core of the formula over the ones without the lexical core, attesting to learners' awareness of the lexical core around which formulas are constructed. These findings support Bardovi-Harlig & Stringer's view that formulaic phrases retain internal syntactic structures that are recognized and processed by the learners.

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Age effect on statistical learning in preschool children and adults

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The latest development of statistical learning provides us with a new route for investigating the role of language input in child language acquisition. The emergence of new paradigms like the artificial language learning paradigm allows us to precisely manipulate the quantity and quality of input, thus better quantifying the role of input. This thesis adopted this paradigm to investigate the effect of input on the acquisition of abstract linguistic rules in preschool children and adults. 234 Mandarin-speaking children (3-, 4-, and 5-year-olds) and 67 adults were recruited.

In the task, grammatical gender markers on nouns were created according to the gender markers for femininity and masculinity in Roman languages. Participants were trained on these markers through manipulated input and were then tested on their knowledge of these markers. As Mandarin does not possess such markers or similar categories, this design can better control for participants' prior linguistic knowledge. Participants were randomly assigned to one of the three conditions, the Baseline, the Training, and the Training-with-Exceptions conditions.

In the Baseline condition, participants only received the test session without training to examine whether they exhibited any natural bias towards the test items. In the Training condition, participants received 60 trials of training, and then, took the test session. A training trial presented a picture of a boy or a girl character on the computer screen, accompanied by a speech stimulus referring to the name of one of the characters (female: /kʰjʊŋ1kjɑʊ1/; male: /kʰjʊŋ1fjæn1/). Each name was bi-syllabic, in which the vowel of the second syllable was the marker: /jɑʊ1/ marked femininity while /jæn1/ marked masculinity. On a test trial, the picture of a boy character and that of a girl character were presented simultaneously, accompanied by a speech stimulus referring to one of the characters. Participants were instructed to guess the character according to the speech stimuli. In the Training-with-Exceptions condition, participants still received 60 training trials of which 14 trials (labeled as "exceptions") did not align with the rule followed by the other 46 trials. This number of exceptions is calculated according to the Tolerance Principle (Yang, 2016).

The results show significant main effects of experimental conditions and age. Participants in the Training condition significantly outperformed their counterparts in the other two conditions. In addition, significant training effects were observed in 3-year-olds, 4-year-olds and adults, but not in 5-year-olds. The implications of the findings were discussed in relation to the role of language input, prior linguistic knowledge, and learning mechanisms in children's acquisition of abstract linguistic rules.

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Cantonese Final-Initial Syllable Biphone Probability in Wordlikeness Judgement

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This study investigates the role of cross-syllabic transitional probability in lexical acceptability. Lexical judgement is theorised in a Boolean and deterministic manner by classical generative phonology, either grammatical or ungrammatical. Yet, probabilistic phonology has forwarded the gradient or probabilistic nature of linguistic presentations as they are regulated by statistics and probability, with a spectrum of goodness. The role of probability has been extensively studied in precursor literature showing certain effects such as higher acceptability ratings (e.g. Bailey & Hahn, 2001). Such gradient knowledge is commonly captured with the wordlikeness rating paradigm where participants rate the similarity of an item to a specific language.

Previous research on Cantonese probabilistic representations has primarily focused on lexical gaps (Kirby & Yu, 2007) and tones (Do & Lai, 2020). Nevertheless, cross-syllabic transitional units or biphones were never considered. Biphone probability matters much in speech synthesis development (Law & Lee, 2000), speech boundary detection (Chambers et al., 2002), and potentially in studying phonological disorders in individuals with aphasia and their rehabilitation (e.g., Kendall & Nadeau, 2016). Given the abundance of bisyllabic words in Cantonese, it is essential to understand how mental lexical representations are organised based on biphone probability.

Addressing this gap, a wordlikeness rating task was conducted with 20 adult native Cantonese speakers. In the preliminary stage, text data were amassed from the audios of City Forum, a television show where public figures discuss social issues in Cantonese. This show hence provides authentic representations of spoken Cantonese. The data were tokenised into Jyutping in ELAN. Biphone patterns were then extracted and calculated from the dataset in Sublime Text and with R code. The probability of each biphone was eventually calculated by dividing the sum of the frequency of a specific sound sequence by the total frequencies of all items (Vitevitch & Luce, 1999).

300 stimuli were created and they were meaningless disyllabic alongside evenly distributed biphone probability. Two experimental conditions were created considering the effects of lexical gaps in previous research (Kirby & Yu, 2007). The first contained stimuli created with existing syllables; the second contained stimuli created with non-existing syllables, be them systematic and accidental gaps. During the experiment, participants evaluated the Cantonese-likeness of the stimuli on a scale of 1 to 7.

Our mixed-effect regression model shows that biphone probability positively and significantly correlates to wordlikeness rating and lexicality is a discriminating factor in wordlikeness rating: rating in the existing condition is significantly higher than in the non existing condition. Our post-hoc analysis reveals that the significance between biphone probability and rating is only present in the existing syllable condition. This implies that biphone probability may affect lexical processing of bisyllabic words, which supports the multi-level cluster model of Chinese mental lexicon proposed by Zhou and Marslen-Wilson (1995). The non-existing condition presents a positive yet insignificant correlation. This insinuates much weaker lexical-phonological activations presumably stem from the nature of the stimuli and possibly a small sample size.

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L2 proficiency and tone type are related to attentional control: Cantonese-English bilinguals' processing of Cantonese tones

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Bilingual speakers have superior attentional control abilities than monolinguals, benefiting from the regular practice of utilizing attention resources to ignore unused languages. This bilingual advantage was found for Finnish-Swedish bilinguals by using the Forced-attention Dichotic Listening (FADL) task of consonant identification. Participants heard two stimuli simultaneously in each ear. They reported a clearer stimulus in the baseline non-forced (NF) condition and only reported the left or right ear stimuli in forced-left (FL) or forced-right (FR) conditions. Attentional control ability was measured by the accuracy increases in the instructed left or right ear from NF to FL or FR condition. The results supported the bilingual advantage as bilinguals with larger accuracy increases than the monolingual group. However, this previous study invited bilinguals speaking typologically close language pairs. Little is known about speakers with larger language distances between their first and second languages (L1 and L2), for example, Cantonese-English bilinguals. Additionally, the features of stimuli (e.g., consonants/vowels vs. tones) affected attention control by altering the congruency of forced conditions and the perceptual difficulty of (tonal) stimuli (i.e., contour vs. level tone). Therefore, this study focused on how bilingualism and tone type influence Cantonese-English bilinguals' attention control in the FADL task on Cantonese tones.

We recruited 60 native Cantonese speakers in Hong Kong who used English as L2 (2nd dominant language) and were aged 18-25. Participants completed 1) a language history questionnaire (LHQ-3) for measuring bilingualism (e.g., L2 proficiency scores representing monolingual-like to high-level bilinguals) to continuously capture bilingual experiences instead of adopting a group comparison (mono vs. bilinguals); 2) a tone training to associate tones with labels (T1-T6); and 3) the FADL task with Cantonese contour (e.g., /ji2/ 'chair' vs. /ji4/ 'son') and level tones (e.g., /ji1/ 'doctor' vs./ji3/ 'meaning') as the dichotic stimuli in each trial. Participants were required to report the tone according to the instructions in each condition (NF, FL, and FR) by pressing keys (1-6).

Accuracy in the instructed ear (left or right) was compared between the FL or FR with the NF for bilingual variables and tone types in two mixed-effects models. In both models, the control of level tone processing was harder, with smaller increases in instructed left and right ear advantage than contour tones. The interaction of Condition (NF vs. FR) and L2 Proficiency was significant for level tone processing. Higher-proficiency participants improved the REA more than lower ones in the FR condition, but only for level tone (Fig.1). Participants were young adults with peak cognitive ability. The bilingual advantage for them seemed to be observed when the task demands were high (i.e., the incongruent FR condition with a harder level tone). The findings supported an effect of L2 proficiency, accounting for bilingual benefits of attentional control in demanding conditions. The gradience of bilingualism may underscore individual attentional benefits among young bilinguals.

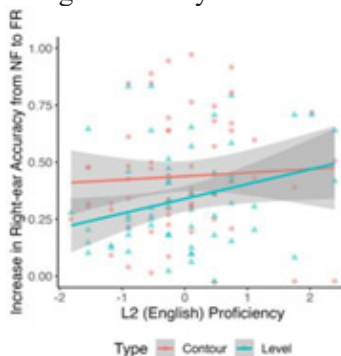Fig. 1: Right-ear accuracy increase from NF to FR for each tone type among bilinguals with gradient L2 proficiency scores.

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Session 7: Interpersonal, Social, and Cultural Factors in Language Learning and Communication
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Venue: BC203

A model of emotion dynamics and identity in Mainland Chinese English Learners in Hong Kong: Qualitative evidence across settings

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This paper proposes a model of the connections among various self-selected pragmatic goals and positive and negative emotions preceding and emanating from experiences of L2 learning and usage both inside and outside the classroom. As well, the model addresses the impact of these emotion dynamics on identity-enhancing and detracting processes. The broader project is a mixed methods examination of the way in which individual and sociocultural contexts shape and reshape emotions and identity processes in L2 learning. Initial evidence for the model is presented from qualitative studies with 15 English L2 learners, primarily from Mainland China. Although previous research on foreign language anxiety and enjoyment has established a correlational relationship between emotions and academic achievement, there remains a need for a broader survey into the specific contextual and situational factors, including the effects of culture, that shape the connection between L2 learning experiences, emotions, and psychological aspects of identity. In particular, the current research allows for heterogeneity in both the levels and expression of anxiety in L2 contexts, rather than adopting a unidimensional perspective. Adopting a grounded theory approach, participants studying at the tertiary level of education were interviewed. They were enrolled in different years and fields of studies in Hong Kong Universities. During semi-structured online and F2F interviews, the participants were asked to provide information about themselves, their experiences with L2 learning in mainstream education or through private tutoring, and their use of L2 in everyday life. Interview recordings were analysed according to Corbin and Strauss's (2015) open, axial, and selective coding processes. The results revealed substantial diversity in individual trajectories of L2 learning. Moreover, L2 learners perceived the necessity of English learning and use as either a means of cultural assimilation or as a practical skill. It is anticipated that further longitudinal, quantitative research building on this model and associated studies will illustrate ties between language and self in multilingual Hong Kong.

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Exploring cross-cultural variation in emotion lexicons: A conceptual spaces approach

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Emotions are a fundamental part of our psychological well-being and cognition (Houben et al., 2015; Schutte et al., 2001; Tyng et al., 2017). Despite their significance, substantial gaps remain in our understanding of emotions. One of the fundamental questions in emotion research pertains to whether emotions are universal or shaped by culture. Proponents of the universal view argue that emotions are innate, biologically hardwired, and recognizable across different cultures (Ekman, 1994; Izard, 1994). In contrast, psychological constructionism posits that emotions are not pre-programmed entities but are instead constructed by cultural and linguistic contexts and shaped by social interactions and experiences (Barrett, 2006).

This study contributes to this debate by examining emotion concepts across languages and cultures. We employed a spatial arrangement task (Koch et al., 2022), where native speakers from 15 languages spanning Europe and Asia organized 47 emotion concepts on a screen based on perceived semantic relationships. This approach allowed for a novel examination of language-specific emotion conceptual spaces across cultures. In line with constructionist theories, we hypothesized that emotion concepts would be more similar in languages spoken in culturally related societies. Additionally, we assessed the performance of different proxies of cultural relatedness: Geographical distance, the Kogut and Singh Index (Kogut & Singh, 1988), and the Cultural Fixation Index (Muthukrishna et al., 2020).

Network and linear mixed-effects model analyses supported our prediction. We found that the organization of emotion conceptual spaces is more alike in languages from culturally similar groups. Crucially, the culture effect persisted irrespective of language family. Furthermore, geographical distance emerged as the most robust predictor of variation in emotion conceptual spaces across languages, suggesting that languages spoken in geographically close areas share more similar emotion vocabularies, reflecting shared historical and environmental experiences.

Our data also suggests that (i) negative concepts may change more across cultures and (ii) be more semantically distinct, particularly in more hierarchical and collectivist cultures. These observations align with the fact that negative emotion lexicons are larger (Rozin et al., 2010), and may be explained by the broader spectrum of negative states (Alves et al., 2017), a heightened attention to negative stimuli (Rozin & Royzman, 2001), and the influence of cultural norms and values, such as power distance and individualism.

The present findings enrich the universalism-constructivism debate, highlighting the pivotal influence of cultural factors in the formation of emotion lexicons. In addition, the present study demonstrates the value of cross-linguistic analysis in exploring the cultural underpinnings of emotion concepts. To facilitate future investigations and insights into this question, we intend to make our data publicly available through the newly created Emotion, Culture, and Language Map database (EmoMap), which we hope will serve as a dynamic and expanding platform for collaborative research in emotion semantics cross-culturally.

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Exploiting Women's Issues for Profit: A Critical Analysis of Sisters Who Make Waves' Commercialized Feminism

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In contemporary China, the rise of consumer culture and feminism has given birth to the 'She-Economy', where women's consumption power has significantly increased. This paradigm shift has not only transformed the dynamics of the marketplace but has also influenced the media landscape. The reality TV show, Sisters Who Make Waves, claims that it is the first program in history to provide a platform for women over 30 and has gained immense popularity by discussing women's issues such as age and appearance. Against this backdrop, this research aims to examine how Sisters Who Make Waves did not meet its claimed feminist goals and how women's issues were consumed and capitalized on by the consumer media culture. The research adopts discourse analysis within the context of consumer culture and feminism. The first season of this show was examined to uncover the underlying messages and themes. The study reveals that despite its aim to empower women over 30, the show often falls short of its feminist goals. By emphasizing youthful appearances and physical beauty, it reinforces societal pressures and potentially viewers' insecurities. Moreover, the show demonstrates how women's issues can be exploited for commercial success, raising concerns about its commitment to addressing real-life challenges faced by Chinese women. This study contributes to understanding the evolving concept of femininity in China and the influence of consumer culture on feminist consciousness in contemporary society. Critically analyzing such content can contribute to enabling more authentic representations of women in the future.

Keywords: Consumer culture; feminism; media landscape; discourse analysis.

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Research on international Chinese language teaching from an ethnographic perspective
---An exploratory case study of teaching folk culture in Anhui province

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This article presents some research results of "Study on the Teaching Model of Cross Cultural Imagination Workshop in Chinese as a Foreign Language (CFL) Classroom in Anhui University", funded by the International Chinese Language Research Education Project. Using the ethnological approach as a guiding framework, the study is unpacked through eight folk culture workshops: Hui merchants, Hui cuisine, Huangmei Opera, Hui family concept, Hui education system, Hui festivals, Hui taboos and Hui beliefs. By introducing literary works of local cultural significance into CFL class, international students comment on the stories and share their interpretation, constantly accumulate and revise new and old cultural experience, while improving their Chinese listening, reading and speaking capacity. Cultural communication starts from an open and inclusive cultural mentality, cultural adaptability and critical cultural attitude. International students generate new sights and gradually form a new "cultural schema" between their home country and Anhui province.

The article also demonstrates how the meaning generated by the individual identity of participants can be co-constructed, which guides the desire and the ability to hear in an intercultural group. The "third space", a cultural and intercultural mediation device, is used as a data collection tool and crucible for interactions between intercultural groups. The analytical framework leads to the identification of some emerging interpretations, in particular a tendency towards generalization, a rational, irrational binary unifying themes and constructors of positive representations and finally a vulnerability which arouses empathy and quality listening. We note that a mediation process develops harmoniously in the presence of a relational posture, meaning that when group energy is concentrated on the person in front of us, he or she has his or her own history and characteristics.

Anhui Province studied in the present research is one of the important birthplaces of Chinese civilization. Over recent years, more and more international students come to study Hui culture. This qualitative study has filled in multiple research gaps by being one of the first to look at folk culture in Chinese language teaching through a participants-focused investigation and by its interdisciplinary research method. The adoption of ethnographic approach makes it possible to identify the salient aspects of participants' intercultural communication development. As a descriptive and explanatory approach, it seeks to understand from the inside the experience of the students, their perception and their individual consciousness. The approach also prepares researcher to jump out of cultural centrism to view cultural differences.

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Effect of Text Type on Inter- and Intra-lingual Translation:
Insights from Eye-tracking and Natural Language Processing

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Existing literature recognizes a family resemblance between inter-lingual translation (translating texts into another language) and intra-lingual paraphrasing (expressing the meaning using different forms of the same language). Consequently, paraphrasing exercises have been widely integrated into translator and interpreter training programs to foster shared abilities in text comprehension and effective transmission of meaning. Our previous study, however, observed a preliminary genre-induced discrepancy in the cognitive processing of these two tasks. Text genre is recognized as a key determinant in decision-making and the adoption of translation strategies, and it has also been found to shape paraphrasing types and behaviors. Nonetheless, the exact impact of text genre on cognitive load and output products in translation and paraphrasing remains largely unexplored, as does the potential variance among translators of different expertise levels when engaging with various genre types.

The current study conducted an integrated comparison between translation and paraphrasing tasks by employing measures that combined indices from natural language processing (NLP) tools with eye-tracking metrics. Our experiment involved 20 student trainees majoring in Masters in Translation and Interpreting and 10 professional translators with at least five years of experience in translation teaching or vocational practice. Two distinct genre types were examined: the informative text (news reports) and the operative text (tourism promotional texts). We compared the Chinese-English translation with English and Chinese paraphrasing in terms of cognitive load during the process and linguistic features of the output products. To measure participants' cognitive load, we employed eye-tracking metrics, specifically average fixation duration and average fixation counts. NLP tools were employed to assist in the product analysis. This analysis emphasized stylistic simplification indicated by the linguistic complexity at both the lexical and syntactic levels.

The results confirmed a significant mediation effect of text genre on the process and product of the two tasks. Specifically, the informative text exhibited a more pronounced discrepancy between translation and paraphrasing tasks, evidenced by higher cognitive load in source text comprehension and an increased level of lexical variety in production during the translation task. We further observed that trainees struggled to maintain lexical diversity when translating operative texts compared to professionals. However, paraphrasing exercises may serve as a beneficial approach to mitigate this issue, as our results showed that this task was generally characterized by a higher lexical variety in production.

This study contributes to our understanding of how text genre influences the two language mediation tasks among trainees and professionals. More importantly, our findings highlight the significance of cultivating genre awareness in translation training through paraphrasing exercises, especially in the context of operative texts. The results can also provide valuable insights into the implementation of genre-specific instructions in translation teaching.

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An Investigation of the Cultural Contents in English Textbooks in Guangzhou from Global Englishes for Language Teaching Perspective

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An investigation is conducted into the cultural content of English textbooks utilized in secondary schools in Guangzhou, China, with a focus on Global Englishes for Language Teaching (GELT). The objective of this study is to gain insight into how these textbooks depict cultural diversity and English as a global language. A qualitative content analysis methodology is utilized to investigate a subset of English textbooks that are extensively utilized in the secondary schools of Guangzhou.

Initial findings indicate that the textbooks exhibit a notable emphasis on Western cultures, while non-Western cultures, such as local Cantonese / Chinese cultures, are inadequately represented. In addition, English is portrayed primarily as a language of the West as opposed to a worldwide means of communication. The aforementioned discoveries give rise to inquiries regarding the evaluation of the interculturality competence of these textbooks in preparing students from Guangzhou for international communication.

In English language teaching materials, the study advocates for a more proportional representation of cultures and a global perspective on English. The argument makes the case that textbooks ought to include a wider range of cultural content and portray English as a global language that people from various cultural backgrounds use. Enhanced readiness for the realities of global communication and the promotion of a more inclusive understanding of the English language could result from this.

This study concludes with a contribution to the ongoing discourse regarding the cultural content of English textbooks and the globalization of English language instruction. It provides educators, policymakers, and textbook developers in Guangzhou and other contexts where English is taught as a global, or "glocal" or foreign language with invaluable insights.
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Key Words: Global Englishes for Language Teaching (GELT), textbooks, cultural contents

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Session 8: L1 and L2 Learning and Processing Across Domains in Diverse Learners
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Venue: BC303

Chinese Writing-to-Dictation in Hong Kong Secondary School Students: Towards a Standardized Assessment Stimulus Set

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Writing is a learned medium of language expression that recruits complex psycholinguistic and motor processes to transform abstract orthographic codes in the mental lexicon into interpretable script. Learning how to write is a cognitively demanding process that begins in early childhood and reaches relative maturity by late adolescence, as lexical retrieval mechanisms and graphic-motor patterns are established and consolidated within long-term memory. Aside from being a core component of literacy, handwriting performance correlates with functional outcomes including academic achievement, psychological wellbeing, and social participation and integration. Previous research on Chinese has studied handwriting in healthy children (Lau, 2019; Ding, Li, & Wu, 2020), healthy adults (Han, Song, & Bi, 2012; Lau, 2021), or those with literacy disorders such as dyslexia and dysgraphia (McBride, Chung, & Tong, 2011; Lau & Ma, 2018). However, there is a gap in the literature regarding the profile of the developing adolescent writer, an important transitional age bridging the childhood to adulthood developmental trajectory. In English, a brief spelling task is found to contribute to the identification of adolescents and young adults with language learning disability (Fidler et al., 2011). Thus, this study aims to document the development of writing-to-dictation across secondary school grades and validate a set of stimuli that can be used in assessing handwriting skills.

The stimulus set consists of 64 Chinese characters extracted from the Hong Kong Chinese Character Psycholinguistic Norms database. 90 participants in secondary grades 1, 3, and 5 from a mainstream school in Hong Kong were administered the writing-to-dictation task with the proposed stimulus set. Results showed a significant grade effect in writing accuracy. Psycholinguistic properties of the character stimuli, namely, age of acquisition, imageability, and frequency were found to be significant in predicting response accuracy. Both the number of habitual keyboard input methods used to type Chinese by the individual and the frequency of use of Pinyin were found to significantly predict accuracy. These findings extend the current understanding of factors that influence Chinese writing-to-dictation. Moreover, the results support the validity of the current stimulus set and take us a step closer towards developing a standardized writing-to-dictation assessment stimulus set to measure Hong Kong secondary school students' handwriting ability.

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Efficient Second Language Acquisition of Japanese 0nomatopoeia: the embodied cognition hypothesis

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The aim of this presentation is to explore effective teaching methods of mimetic words that express emotions and sensations in Japanese.
Japanese mimetic words are difficult to learn, even for advanced learners.
(Akita and Prashant 2019)

For example, Japanese native speakers have acquired first language onomatopoeic words for emotions and sensations, such as 'oro-oro' for confusion, 'kiri-kiri' for pointing pain and 'neba-neba' for stickiness, since they were infants.

On the other hand, when 40 advanced learners of Japanese were taught Japanese onomatopoeia using 'illustrations' and 'video materials', no learning effect was observed.

The results of this experiment support the embodied cognition hypothesis, which states that embodied cognition is the most efficient method for onomatopoeia acquisition.

Native speakers of Japanese recognize the external world through 'onomatopoeia' from newborns during the process of growth, and it is important for learners of Japanese to have similar experiences to acquire Japanese onomatopoeia. For this reason, it is important that learners act out the 'feelings and sensations expressed by the onomatopoeia', 'symbolic grounding' cognition is important. The results of a second language acquisition experiment will be reported at the conference.

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Cross-language relationships between reading and language component skills in young English-Chinese bilinguals

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The current study aims to investigate the relationship between the English and Chinese languages in young bilinguals who have been exposed to both languages from birth. Theories on bilingual language processing suggest that bilinguals share neural and cognitive resources across their languages, which facilitates the transfer of knowledge and skills between the two languages. However, empirical studies have shown that processes required for English and Chinese reading could be different. It has further been hypothesized that fewer cross-language relationships would be compared to well-studied similar language pairs such as English and Spanish.

We present preliminary data from 51 Grade 1 (6-7 years old) and 34 Grade 2 (7-8 years old) English-Chinese bilingual children in Singapore. All participants completed a series of tasks that assessed their reading proficiency (single-word reading), phonological awareness (PA), orthographic awareness (OA), and morphological awareness (MA) in both English and Chinese. Correlational analyses were performed to uncover cross-language relationships within each grade.

For Grade 1 children, we found that English reading proficiency was associated with Chinese PA ($r = .519$, $p < .001$), while Chinese reading proficiency was associated with English PA ($r = .316$, $p < .05$). These associations were also observed among the Grade 2 children, who displayed more cross-language associations. In particular, we found that Chinese reading proficiency was associated with English MA ($r = .445$, $p < .01$), and also seemed to vary with English OA, although it did not reach statistical significance ($r = .301$, $p = .088$ n.s.).

Our data suggests that cross-language transfer between English and Chinese is mostly observed in the phonological domain in beginner readers, and transfer in other domains may occur as their language proficiency increases. Our data also indicates that cross-language transfer effects may be asymmetrical, as we observed more associations between English component skills and Chinese reading than between Chinese component skills and English reading. We will also discuss the influence of language proficiency and use on transfer effects.

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Game-Based Language Learning: an option for engaging second- language learning

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In the 21st century, teaching methods that engage language learners and promote active learning are becoming more important. With tabletop games, particularly co-operative ones, students (players) are constantly creating and being presented with moments for language acquisition and learning to occur through verbal meaning making and communication. This communication is required to progress in the game, and therefore provides a fertile space for language learning to occur. In this presentation, I will give an introductory primer for language teachers unfamiliar with GBLL (game- based language learning) by covering some of the literature and offering a glimpse into an extra-curricular, self-study course I designed and implemented at a Japanese university around GBLL.

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L2 Processing of English Psych Verbs by Native Chinese Speakers— Evidence from Eye-tracking

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The acquisition of interface knowledge by second language (L2) learners has been a key focus of linguistic and psycholinguistic research and aroused long-lasting debates. Plenty of previous studies have shown that interface structures are more difficult to be processed and fully acquired by L2 learners, covering various language pairs, although the root causes of such difficulties are still not crystal-clear. As a syntax-semantics interface structure, English causative psych verbs, or object experiencer (OE) verbs, pose challenges to learners of English as a Foreign Language (EFL) in China. Against this backdrop, this study investigated the L2 processing of English psych verbs by Chinese EFL learners by using eye-tracking and compared two typical psych verb types existent in both English and Chinese, i.e., subject experiencer (SE) verbs and OE verbs, with a special focus on the latter for its interface nature. Besides, as a variant structure of OE verb construction and a typical structure in Chinese, periphrastic causative (PC) construction was also brought into comparison. A timed grammaticality judgement test was conducted to explore the influencing factors involved in the experiment and found that: 1) SE verb construction and PC construction are much easier to be processed and earlier to be fully acquired than OE verb construction due to potential effects from the first language (L1); 2) the semantic feature of the sentence subject ('Causer' role) of OE verb construction may lose its effect for Chinese EFL learners at and above intermediate level of English; 3) the increase of L2 proficiency would improve the accuracy and L2 processing efficiency of OE verb construction. The results of the experiment are discussed within the 'Interface' Hypothesis framework, focusing on both Chinese EFL learners' linguistic representation and their cognitive processing of English psych verb constructions.

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English Learning Proficiency, Motivation and Strategies of Undergraduate Students in the Top-Notch Program

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The Top-Notch Program is a program for undergraduate students with potential in basic disciplines. It was initiated by the Ministry of Education of the PRC in 2009, aiming at cultivating world-class future scientists in fields as mathematics, physics, and computer science. The program now has covered over 280 majors of 77 top universities in mainland China, and students who are interested in becoming a member need to do well in both the National College Entrance Examinations (or Gaokao in Mandarin) and the selective tests arranged by their university. After enrolment, not only are the students provided with the leading research resources, including more courses taught by elite professors around the world and opportunities to step into the national laboratories, they are also invited to visit the top universities around the world for exchange programs and research projects, experiencing cutting-edge technology firsthand. Therefore, to better prepare them with such international and intercultural communications, it is important for the universities to provide corresponding language trainings, and the current study specifically focuses on how these students feel about their own English learning experience and their attitudes towards the English courses available on campus. In total, 221 participants from a leading university in China joined the current study and accomplished a battery of questionnaires about their English learning motivation, strategies and proficiency. Also, 17 of the participants were later interviewed about their opinions and expectations towards the current university English courses. The study indicated that the participants were mostly motivated by the extrinsic motivation of identified regulation and the intrinsic motivation of accomplishment, and they were generally more motivated intrinsically than extrinsically. Also, the participants had applied both direct and indirect learning strategies to their English learning, with the compensation strategy to be the most frequently-used direct strategy, and among the indirect strategies it was the metacognitive strategy. In addition, there was a significant positive correlation between the participants' English proficiency (presented in both self-evaluation and scores of standard tests) and most aspects of their motivation, and there was also a correlation between the gender of the participants and their learning strategies and different motivations. During the interviews, the interviewees shared their opinions, including how their language learning attitudes had become quite different from that during high school, why they sometimes felt a misfit between their needs of English skills and that provided by the courses on campus, and they also provided some other suggestions on the language course arrangement for the Top-Notch Program. The results of the current study could help with further improvement of the language courses designed to meet the requirement of the Top-Notch Programs. Also, as the top undergraduate students in China, participants in the current study are usually considered as the "good learners" who are more sensitive towards their own learning factors and good at summing up their learning plans and needs, therefore the English learning experience shared by these participants may also help with the understanding of the English teaching and learning for all college students in general.

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Gender Representations in China Daily: A Diachronic Corpus-assisted Discourse Study

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This study merges critical discourse analysis with corpus linguistics to conduct a diachronic corpus-assisted discourse study (CADS) of the representations of males and females in China Daily (CD) from 2001 to 2020. The primary aim is to explore whether and how gender representations in CD have changed across different time periods, considering the evolving socio-political context of China. Four extensive sub-corpora were constructed by collecting data every five years from China Daily, utilizing a keyword search for MAN, WOMAN, MALE, and FEMALE within the electronic database of Factiva. The corpus-analytic tool KH Coder is employed to investigate the words that co-occur with the four keywords. The findings indicate that, although gender stereotypes persist within the newspaper, the representations of males and females have undergone significant changes over the analyzed period. These changes are interpretable in light of China's shifting socio-political context and the communicative purposes of the newspaper.

Keywords: gender, China Daily, critical discourse analysis, corpus-assisted discourse study, text mining

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A corpus-based and data-driven study of vowel learning in Mandarin

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The research aims to provide a corpus-based and data-driven analysis of the learners' production in the target language at an early stage of the interlanguage system. Data were drawn from a spoken corpus of 11 Thai preschool learners (8 boys, 3 girls, Age range=4;1-6;5, M=5.455, SD=0.688) learning Mandarin in Bangkok, Thailand. The dataset was constructed in the time-stamped, phone-aligned, and multi-tiered Praat (Boersma & Weenink, 2018-2022), which had been annotated and labeled in a semi-automatic approach by employing a wide range of applications in hybrid deep learning neural networks (Hybrid-DNN-HMM).

In the present study, all the sound files for audio signals were pre-processed into auto-segmented frames of 30k msec at the sampling rate of 16-bit 44.1kHz. All the obtained frames sent to Praat with transcription were constructed automatically by forced alignment to the phone level. The spoken corpora involved multi-tier linguistic units labeled and annotated in Chinese characters, part-of-speech tagging, and phones in IPA involving consonants, vowels, syllables, and tones.

Data extracted from the learning corpus involve 13 495 tokens of single vowels with 404 pronunciation variants that deviate from the target vowels in Mandarin. Three Mandarin vowels that do not exist in the Thai vowel inventory are [y] (a front-high rounded vowel), [ɨ] (a mid-high unrounded vowel), and schwa [ə], whereas the vowel [ɛ] exists in both Mandarin and Thai. For those vowels that do not exist in Thai, a total of 68 attempts on the pronunciation of [y] were recorded. Among the 68 attempts, only 19 target-like [y] were attained (27.94%). Twenty-nine attempts of [y] resulted in [i] (42.65%) and some other attempts ended up in [u] (13.24%), [ɪ] (13.24%), and [ɨ] (2.94%). On the other hand, out of the 335 attempts to pronounce [ɨ], there were 303 (90.45%) attempts that were target-like, with some sporadic attempts that resulted in [u] (7.46%), [a] (1.49%), [ɤ] (0.3%), and [i] (0.3%). Among the 266 attempts to pronounce [ə], there were 246 attempts (92.48) that were target-like and 20 attempts (7.52%) that ended up with [ɤ]. For the vowel that exists in Mandarin and Thai, among 187 attempts, 136 target-like [ɛ] were attained (72.73%); 36 attempts resulted in [a] (19.25%), and some other attempts ended in [i] (5.88%), [ɛ̃] (1.07%) and [ĩ] (1.07%).

These findings suggest that learners who are unable to perceive the non-native phone contrast are less likely to develop novel segmental representations. Thai speakers lack the binary feature [±round] to distinguish front vowels in Mandarin, resulting in lower accuracy in [y] production. A contrast in [ATR] is present in Thai although the neutral vowel [ə] is absent in Thai inventory, leading to a higher accuracy rate. The contrast between the central and back vowel ([ɨ] vs. [ɯ]) remains unchanged as the binary feature [±back] is too weak to encode the phonological contrast along the front/back dimension. These findings reflect subtle phonological properties specific to the learners' respective of L1.

Agency and responsibility in environmental reporting in the Chinese press:
A corpus-based diachronic analysis

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This article presents the findings of a corpus-based diachronic discourse study of the representations of the causes of and solutions to China's air pollution in the official Chinese English-language China Daily (2008-2018) with a view to exploring agency for both causal responsibility and treatment responsibility. The findings reveal that greater prominence is given to treatment responsibility than to causal responsibility. Causal responsibility is mainly attributed to no agents or to physical agents, while treatment responsibility is chiefly assigned to social agents. In addition, a transitivity analysis shows that causer agents are primarily represented by Actors in material processes and Tokens in relational processes, whereas solver agents are principally represented by Actors in material processes, Tokens and Carriers in relational processes, Sensers in mental processes, and Sayers in verbal processes. It is argued that these linguistic features are linked to socio-political factors within which the press operates.

Key words: agency, causal responsibility, treatment responsibility, transitivity analysis, corpus-based studies

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Development Chinese Character Learning: A neural network model

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In this study, I introduced the Development Chinese Character Learning (DCCL) model, a multi-layer neural network based on Self-organizing Maps (SOMs), to explore the process of children learning Chinese characters. The model utilized three deep learning components (autoencoders) to extract orthographic, phonological, and semantic representations from 3775 common Chinese characters, using diverse sources such as printing forms from 12 fonts, sound waves from real human voice, and contextual information from a large corpus. Validation of the extracted representations was conducted through t-distributed stochastic neighbor embedding (t-SNE) analyses, revealing the model's ability to accurately capture linguistic structures, including radicals and tones within Chinese characters.

To simulate the learning process, these representations were input into three SOMs representing distinct linguistic aspects. Associations among the SOMs were established through Hebbian learning, with a training schedule accounting for developmental perspectives. Notably, connections between the phonological and semantic maps were trained earlier, with connections to the orthographic map added later. Token frequency and age of acquisition for each character were considered during training. Post-training assessments demonstrated the network's success in associating representations across different linguistic aspects, with a notable degree of generalizability to new characters.

Analysis of the model's errors at various training stages revealed intriguing patterns reflecting the nuances of the Chinese language. Notably, due to the existence of large number of homophones in Chinese, relying solely on phonological information was often insufficient for activating the correct orthographic representation— underscoring the importance of semantic information.

The DCCL model can serve as a basic framework for simulating many linguistic phenomena such as comprehension, production, reading and writing of Chinese characters. Future work includes extending simulations to foreign adults' character learning and introducing noise into the trained network to simulate language disabilities like dyslexia in a Chinese context.

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Emotion and expression in translation:
The role of sentence-final particles in Chinese children's literature

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Sentence-final particles (SFPs), which are particles that appear at the final position of a main clause, help speakers convey emotion and stance and facilitate conversations. Most of the empirical research on Chinese SFPs has focused on spoken contexts, such as TV drama and real-life conversation to which SFPs most frequently occur. However, little has been done to explore SFPs in written contexts, including children's literature. The pervasive incorporation of SFPs in Chinese children's literature merits a thorough examination due to their pivotal role in mirroring the tonal nuances and emotional states of characters. Moreover, SFPs exist in Chinese but not in English, and thus English-to-Chinese translation is a meaningful field to examine how translators make the decisions to add SFPs when there are no equivalent features in English. By examining SFPs in a self-built corpus of three children's stories translated from English into Chinese, this study describes the patterns of the Chinese SFPs with the help of reference grammars and then explores the literary norms which may have governed their production. The six SFPs that appear most frequently in the corpus are discussed, which include le, ma, ba, ne, de, and a/ya. The findings reveal that those SFPs were used by the translators in order to increase linguistic vibrancy, for example, turning a declarative in English into a rhetorical question in Chinese, and using SFPs to address child readers in narratives. This echoes the literary norms of dramatization and interaction in children's literature. This study illuminates the underexplored role of SFPs in Chinese children's literature, revealing how they enrich narrative and emotional depth, thus enhancing the reader's engagement. As SFPs are a unique feature in Chinese relative to English, this study provides insights into the translation of these linguistic nuances from English into Chinese, offering a valuable perspective on the cross-linguistic communication.

Semantic analysis of Chinese gapless pre-nominal clauses based on transformer model

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This paper investigates an interesting phenomenon of Chinese – 'gapless' pre- nominal clauses (GC) – based on the transformer model, BERT (Devlin et al., 2018). Chinese GCs (e.g., ［妈妈做饭］的味道 'the smell of mom's cooking') are similar to normal relative clause (e.g., ［我喜欢］的书 'the book that I like') in that they have a clausal unit before the head noun, but they differ in that GC's head nouns show no obvious structural and semantic association with GC. Some theoretical analyses have been proposed to account for the syntax of GCs, which view them as adjunct (Ning, 1993), subject (Zhang, 2008), or the complement of the head noun (Huang, 2016). As for the semantic status of GC, the existing approaches mostly define the semantic association either by identifying the semantic features of the head noun (Huang, 2016), or by proposing some stipulated null operators in GC to activate a wide range of possible semantic associations (Ning, 1993; Patterson, 2020). These proposals seem to suggest that GCs do have certain semantic functions that can be defined, but their categorization is rather challenging due to a limited range of examples studied in these previous studies.

Therefore, in the present study, we adopt a computational approach to address the semantic classification of Chinese GCs, by using a transformer model pretrained from large language data, BERT. Since existing literature suggests that GCs can be categorized by the way they are associated with the head nouns, we need an objective representation of the contextual associations. Transformers like BERT can produce so-called 'contextual word embeddings' which are vectors representing words' meaning in context (Devlin et al., 2018; Matthew et al.,2018). Therefore, the contextual word embedding of the head noun can presumably reflect the association between the head noun and the clause that it follows. Having such information, we then can use unsupervised clustering techniques to categorize these semantic representations, which allows us to understand what types of semantic associations often exist within Chinese GCs.

We have constructed a relatively large dataset of Chinese pre-nominal clauses that include both normal relative clauses (1,000 instances) and GCs (1,000 instances), and we have extracted the contextual embeddings of heads nouns of GCs based on Multilingual BERT (Devlin et al., 2018) that uses WordPiece tokenization and supports Chinese language data processing, and we clustered the embeddings using Agglomerative Hierarchical Clustering. Our results of clustering confirm some theoretical hypotheses of GC's semantic functions. In the next stage, we will study the core differences between GCs and typical relative clauses, by conducting an in-depth analysis of BERT's attentions paid to the structure of GCs and typical relative clauses. The details will be shown in our presentation.

Keywords: Semantics; Chinese pre-nominal clause; Transformer
Preferred mode: oral presentation

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現代漢語「V個X」結構中的功能變異

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「V個X」結構指的是：拿個一箱啤酒、吃個冰、問個清楚、說個不停等。關於「V個X」已有諸多研究成果，但尚未達成一致的看法。前人的研究主要總結三個方面。第一，「個」的詞性為量詞還是助詞、其主要語法功能為補語標記、賓語標記還是體詞化標記(如游汝杰(1983)，邵敬敏(1987)，石毓智、雷玉梅(2004)，祝克懿(2000)，趙日新(1999)、張誼生(2003)、王錦慧(2015)、操智(2022)等)。第二，「個」的語義功能及主觀量化(如Biq(2002)，杉村博文(2006)，任鷹(2013)等)，任鷹(2003)認為「V(一)個NP」表主觀小量，而「V個V」表主觀大量。第三，「V個X」中V和X的的選擇與制約條件，(如周清豔(2009)(2011)(2012a,b)、高菁菁(2017)、陸志軍(2022)等)。

本文嘗試從構式的角度為「V個X」提出一個整合性的描述和解釋，包括如何有效判斷"X"的句法成分、「個」的語法功能及語意意涵。本研究的語料來源為Corpus of Contemporary Taiwanese Mandarin, COCT 2021年口語語料庫。

本研究的初步結論包括：首先，「V個X」中的"X"可為賓語或補語兩大類，且可通過動後虛指代詞"ta"有效區分賓語和補語。請比較例1.2，例1為動賓結構，因此不允許虛指代詞ta作賓語；而例2為動補結構，因此允許虛詞代詞"ta"作賓語。

1. (*)做(ta)個交情、(*)有(ta)個幸福感、(*)沖(ta)個馬桶、(*)去(ta)個廁所
2. 走(ta)個半小時、放(ta)個兩天、喝(ta)個痛快、說(ta)個不停

其次，本研究認為不論是"X"為賓語(體詞性X)還是補語(數量短語X、形容詞X、動詞X)，「V個X」構式中的「個」具有相同的功能，即界定動作。根據"X"的性質，其界線可為一整個事物(吃個蘋果)、一整個事件(做個實驗、睡個兩天)、或某個量級程度的最大值(問個明白)。「個」的這一功能可由數詞「一」和極限程度副詞而得到驗證。

否定类"V不住"的词汇化及其演变动因

邢思远

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现代汉语中，述补结构的占比很高，其中常见的有"V不C"结构，如"V得起"、"V不起"、"V得了"、"V不了"等等。尽管目前学界已经有大量关于"V得/不C"的研究，但是更多的研究局限于能否类结构，如"架得/不住"，"禁得/不住"，而针对于否定类"V不住"的词汇化研究仍然较少。本文以否定类"V不C"结构中最具代表性的"保不住"和"挂不住"进行研究，通过整理比对语料库，发现"保不住"最早出现在元末清初，由于句法结构的改变，使用频率的变化，受语义虚化和语境影响，导致"保不住"从动词短语词汇化为副词。而"挂不住"最早出现在宋朝，受到句法环境和语义的影响发生词汇化。此外，本研究还将从共时角度，谈及"保不住"和"挂不住"在现代汉语中的用法。

关键词：词汇化、V不住、演变动因

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词汇类型学视野下"年"类时间词研究

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时间作为一个抽象而又至关重要的概念，贯穿着人类文明的方方面面。"年"类时间词反映了人们对时间、对自身生存方式的认识。词汇类型学作为类型学下的一个分支，是对各种语言里如何将语义材料转化成词语的特别方式的研究。词汇类型学的研究包括共时和历时两个维度。本文在词汇类型学的视角下，对"年"类时间词在不同时期或不同语体文献中的差异进行考察，将词汇的历史演变与共时差异比较相结合。本文首先对汉语中"年"类时间词在汉语史上的产生、消亡和词汇演变情况进行了考察。调查发现，在汉语的发展过程中使用过的"年"类时间词较为丰富，包括"年""岁""祀""载""稔""兹""秋"共七个，发展至今日，"年"依旧最为通用，"岁"很少用于指称具体年月，"载"仅见于一些成语，"祀""稔""兹""秋"的年岁义则完全不用了。其次，从共时的角度跨语言对比了汉外六种语言中"年"类时间词的语义，寻找不同语言中相似或独特的表达方式，以揭示背后的文化联系和共通性。调查发现，表示"一年时间"的时间单位词与表示"岁数"的时间词之间有着密切的联系。

关键词：词汇类型学　"年"类时间词　历时替换　共时分布

语言接触视角下的民族语底层探析——
以锦州方言代词 "我们""你们"的合音现象为例

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人称代词 "我们""你们"，在辽西多数方言点中都具合音现象，构成合音字 "稳［uən213］" 和"您［nin213］"。"稳"和"您"在辽西方言中往往用作第一人称单复数和第二人称单复数，可以充当主语和定语等。辽西地区在历史上曾为多民族聚居地，当今仍是满族最大的聚居地之一，辽西地区的方言也体现着满族语底层的影响。而中国移民史上最大一次移民之一，即"闯关东"的历史事件，也给辽西方言带来了与其他北方官话接触和融合的契机。本文将以辽西地区的中心城市——锦州市下辖的七个区县的方言为例，通过语言演变内部因素和外部因素的全面分析，以及与满语人称代词复数、北方官话中部分方言点人称代词复数的比较，探析"我们""你们"的合音用法以及语言接触和演变历史层次，并推断出锦州方言合音词的几种形成路径。最终得出如下结论：1.北镇方言合音词的形成是满语和锦州话接触后共同作用下的结果。2.关于其他六区，可以有以下两种不同历史层次的路径：1）在中原移民的影响下，"你们"首先合音为您；接下来由于类推趋同和语法化的共同作用，我们合音为"们"。2）在东北话自身的演变过程中，受到语法化的影响，"们"字经历了实词虚化的过程，"我们"这个词的音节又经历了词中音脱落，由我们［uɣ21mən0］变成了"稳"［uən213］，后经历闯关东历史事件，大量的移民进入，受中原官话的影响，你们变成了"您"，后经又一次的类推趋同，"我们"变成了［mən213］，因此锦州市大多数区县［mən213］稳"［uən213］并存。

关键词：你们；我们；合音；语法化；语言接触

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汉-英-日三语者的二语与三语词汇语义通达研究

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三语词汇通达是心理语言学的重要课题。目前的研究主要集中在印欧语上，印欧语中的各种语言基本属于同一文字系统，而非印欧语、不同文字系统语言间的三语语义通达研究尚不深入。同时，二语如何通达三语语义也还并不清楚。因此，本研究运用跨语言重复启动范式，以汉-英-日三语者为研究对象，以英-日音近、音异翻译对等词为实验材料，考察三语语言水平和三语词汇熟悉度对二语词汇通达三语中语音相似性的影响。结果表明，高水平日语学习者可以由二语英语直接通达三语高熟悉度的词汇，但不能通达低熟悉度的词汇；无论熟悉度高低，低水平日语学习者无法由二语英语直接通达三语日语词汇。可见，在二语通达三语的过程中，不同文字系统间的音义对等促进效应受三语水平和三语词汇熟悉度的影响。本研究首次具体揭示了音节文字与音素文字间不同正字法类型对三语者语义通达的影响。

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Corpus-Driven Middle Chinese Text Stylistic Clustering with Lexical Features

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Stylistic analysis enables open-ended and exploratory observation of languages. Its applications range greatly in depth as well as in detail, from stylistic device analysis, emotional coloring determination, to authorship attribution, to name a few. However, the amount of work devoted to the quantitative study of the stylistic systems of Middle Chinese is low. Middle Chinese, regarded as the key transition from Ancient Chinese to Modern Chinese, is commonly defined as the language variety of Chinese between around East Han dynasty and around Sui dynasty. Furthermore, there occurred the ever-largest scale indirect language contact because of the translation of Buddhist sutras from their source languages into Chinese. In terms of a quantitative analysis on the lexical style variation of the Middle Chinese texts, it is by no means easy to extract the required lexical features, as such features should for one thing, appear as pervasively as possible across all texts in the Middle Ages, and for another, reflect the dynamical change of the language in that period, which lasted for hundreds of years. Moreover, based on such lexical features, it is also indispensable and usually far from trivial to scheme the mathematical methods and then discuss the quantitative results from the texts of Middle Chinese.

This article aims to fill the aforementioned gap in the quantitative analysis of the stylistic systems of Middle Chinese. In particular, our contribution mainly lies in the following three aspects. Firstly, we construct lexical features based on the evolutive core word usage and scheme a Bayesian method for feature parameters estimation. The lexical features are from the Swadesh list, each of which has different word forms along with the language evolution during the Middle Ages. We thus count in the corpus the varied word of those entries along with the language evolution as the linguistic features. With the Bayesian formulation, the feature parameters are estimated to construct a high dimensional feature vector in order to obtain the pair-wise dissimilarity matrix of all the texts. Finally, we perform the spectral embedding and clustering to visualize, categorize and analyze the linguistic styles of Middle Chinese texts. The quantitative result agrees with the existing qualitative conclusions and furthermore, betters our understanding of the linguistic styles of Middle Chinese from both the inter-category and intra-category aspects. It also helps unveil the special styles induced by the indirect language contact.

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Enhancing Corpus Analysis with Large Language Models-
A Novel Tool for Efficient and Intelligent Processing

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The traditional process of corpus creation and analysis is notably labor-intensive, often leading to disconnects between corpus tool users and developers. This landscape is poised for transformation through the advent of Large Language Models (LLMs). Leveraging the advancements in LLMs, our proposed tool revolutionizes the way corpora are constructed and analyzed, harnessing the natural language processing capabilities of LLMs to streamline and sophisticate these processes.

Our tool integrates LLMs to facilitate two primary functions in corpus analysis: automated annotation in data processing, and intelligent interpretation in data analysis. In the data processing module, users define annotation standards and provide sample annotations, guiding the LLM to automatically annotate corpus data in alignment with user specifications. This automated annotation is subjected to user review via an intuitive interface, ensuring accuracy and allowing for corrections where necessary.

The data analysis module leverages the LLM's capability to interpret both quantitative and qualitative corpus data, providing valuable insights for users. To enhance precision, we utilize open-source LLMs such as LlaMA-2 and Qwen, fine-tuned through Parameter-Efficient Fine-Tuning (PEFT) with a dataset derived from corpus study literature. This specialization enables the LLM to excel in corpus data analysis tasks. Additionally, the tool offers customization options, allowing users to input specific information for more tailored analyses.

Furthermore, our corpus tool also simplifies the initial stages of corpus study by processing raw data formats (e.g., txt, doc, pdf) and offering standard corpus analysis functionalities such as concordance, frequency, keywords, and collocation. Beyond these basics, it empowers users to conduct in-depth corpus analyses tailored to their research needs. The tool's interactive nature enables it to adapt to various research objectives and user instructions, making corpus analysis more efficient, user-friendly, and intelligent. This integration of LLMs in corpus analysis represents a significant stride in bridging the gap between corpus tool users and developers, heralding a new era of streamlined and intelligent corpus study.

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基于语料库的中美外交形象对比研究——以模糊限制语为例

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本文借助自建的中美外交话语语料库，依据Fairclough的三维分析模型，通过对比中美外交话语中模糊限制语的语言表征，考察中美两国的外交形象。首先，我们依据前人的分类标准，对每一类模糊限制语进行更细致的划分，通过随机抽取语料进行研读后，本文确定了两个子库中较为常见的模糊限制语的语言表征形式；其次，我们使用AntConc3.5.8对模糊限制语的所有形式进行检索，并使用R3.6.2软件进行数据统计，之后对特定表达的索引行进行分析，以此探究中美外交形象的异同。最后，我们依据三维分析理论，分析中美外交形象差异的社会动因。研究表明，中国外交话语塑造了尊重权威的负责任大国形象以及被动防御者形象；而美国外交话语塑造了注重个人表达、亲切礼貌的外交形象、全球治理的积极参与者形象、以及世界警察形象。我们认为，中美外交形象的差异与两国不同的文化价值观念、外交政策以及维护国家利益的现实需要有关。

中国英语学习者英文文本阅读难度相关文本特征因素研究

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如今，可读性研究已经进入了机器学习辅助的阶段。相较传统可读性公式，虽然机器学习模型文本难度分类准确率大大提高了[1][2][3]，但因为对于投入模型的文本特征的选择不够到位，导致模型在训练集以外的新文本上泛化性能不佳[4][5]。因此，从众多文本特征中寻找出与文本阅读难度切实有关的特征就显得尤为重要，对于可读性研究的发展具有重大意义。

过往可读性研究大多选取教材中的课文作为研究语料，将课文在教材中 出现的顺序作为标注文章难度的标准。这一顺序是由编写教材的专家决定的， 但是专家毕竟不是外语学习者，对于教材课文难度的编排可能带有主观性， 与外语学习者实际感知有所差异，导致模型最终分类结果不符合学习者实际。

因此，本研究以寻找与我国英语学习者英文阅读难度感知相关的文本特征为目标，旨在解决以下三个具体问题：（1）寻找更加客观标注阅读者实际感知难度的方法，探讨阅读者实际感知难度与专家划定难度是否一致。（2）从大量文本特征中寻找与学习者感知难度和专家划定难度相关的文本特征。（3）比较这两类特征之间有何差异。

本研究首先以《新概念英语》中第二、三、四册中的71篇课文为基础建立眼动难度分级语料库，以验证学习者难度感知和专家难度分级的一致性。结果显示，专家难度分级与学习者难度感知大体存在对应关系，但有部分课文不一致，我们对其进行了调整。接下来，我们从每篇语料中抽取148个文本特征指标，使用随机森林、弹性网回归等机器学习方法筛选出与学习者眼动指标表征的文本阅读难度相关的文本特征。结果发现，与学习者难度感知密切相关的有5个文本特征指标，分别是每句平均词频的最小值、T单位中从属结构占比、最大依存距离、相邻段落的语义相似度和时体一致性；与专家难度分级密切相关的有4个文本特征指标，包括信息熵、专有名词占比、句长的标准差和文本中新信息的占比。两类特征之间没有重叠，说明专家经验所认为的难点和学习者实际感知到的难点之间存在差距。

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Subgrouping of the Tibetan-burmese Group:A Study from the Perspectives of Genealogical Analysis and Phylogenetic Estimation

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The Tibetan-Burmese language family's internal structure currently exhibits considerable variability in criteria for linguistic and dialectal categorization, resulting in notable disparities in classifications. This study centers on the Swadesh 100 core vocabulary, employing Bayesian inference and Splits-Network analysis to scrutinize language divergence processes within the Tibetan-Burmese language family. The research aims to systematically classify Tibetan-Burmese languages in China, determine their affinity levels, and represent affinity relationships through dendritic spacing. Furthermore, the study endeavors to attribute disputed languages, presenting a comprehensive taxonomic and hierarchical overview of the Tibetan-Burmese languages.

Through the utilization of MrBayes and Splitstree to construct a genealogical tree, the findings reveal the effective categorization of Tibetan-Burmese languages into seven distinct clusters:Bai, Jingpo, Tujia, Dulong, Qiang (Qiang, Jiarong), Yi-Burmese(Yi, Hani, Lahu, Lisu, Naxi, Burmese, Zaiwa), with Tibetan (Lhasa, Menba). Notably, independent language branches emerge, specifically Bai, Qiang, Tujia, and Dulong. This provides a quantitative sample and reference for resolving the disputes arising from traditional classification in academia for a long time.

Key Words: Quantitative historical linguistics; Tibeto-burman language groups; Phylogenetic evolution; Bayesian genealogical analysis

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A Quantitative Study of Language Style Characteristics in Southeast Asian Chinese Variants

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In the late 1980s and early 1990s, there were notable achievements in the study of language styles in indigenous Chinese. However, subjective perceptions still dominated the research methods, and there were only a few instances of quantitative stylometry studies. In recent years, quantitative linguistics, which involves modeling language structures using mathematical models, has made significant advancements. Syntactic annotated corpora, as tools for obtaining lexical and syntactic information, can provide authentic and reliable data for language research. This data-driven approach to language research offers comprehensive and holistic advantages, addressing the limitations of traditional descriptive methods.

The Chinese diaspora is widespread around the world, and due to geographical, cultural, and social factors, Chinese has developed different variants. There are perceptible differences in regional and national language styles in overseas Chinese, but systematic descriptive research in this area has been lacking. In the current era of Chinese research based on corpora and even big data, quantitative research characterized by "parameter analysis," "indicator analysis," and "computational analysis" holds great theoretical and practical potential. Previous studies on language styles have mostly been impressionistic, with limited attention to language styles in non-mainland Chinese variants. There is also a lack of comparative research in quantitative stylometry between mainland and non-mainland Chinese. Therefore, this study uses Southeast Asian Chinese-language media as its source material and compares it with the People's Daily, focusing on stylistic features, and conducts a comparative analysis. To establish comparability between different language styles, this research intends to select editorial content from the news genre as its research objects.

This study, guided by dependency grammar theory, has established a syntactic annotated corpus of editorials in Southeast Asian Chinese-language media. It primarily employs metrics such as lexical richness, part-of-speech distribution, activeness, descriptiveness, word length distribution, dependency distance, and syntactic relationships to conduct quantitative analysis and qualitative examination. The research findings reveal that editorials in Southeast Asian Chinese-language media exhibit a relatively high level of lexical richness, but Chinese mainstream media in mainland China possess higher lexical density and complexity. Moreover, the syntactic complexity and cognitive load in editorials from Southeast Asian Chinese-language media are lower compared to those from mainland Chinese media. Additionally, differences exist in the frequency of specific syntactic relationships. Regarding the overall language style characteristics of editorials, Southeast Asian Chinese-language media tend to engage in dynamic descriptions and narratives of objective facts and viewpoints, presenting a narrative style of storytelling. Their language demonstrates a blend of written and spoken language features, accompanied by certain elements of classical and European influences. In contrast, mainland Chinese media editorials exhibit a higher degree of formality, favoring static descriptions, and contributing to the construction of a collective identity.

Session 12: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part B)
Date and Time: 11 May 2024, 9:30 am
Venue: GH201

On the interculturality of Konglish: perceiving subjects as mediators of metadiscursive regimes

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Konglish is a widely circulating metapragmatic label in South Korea that pejoratively refers to English as used by Koreans. While previous studies in Konglish have sought to identify structural features that can be used to define Konglish as a distinct variety of language, I argue that Konglish is better understood in terms of interculturality. Metalinguistic discourse on Konglish always imagines it as a haphazard mixing of resources from English and Korean, mediated by an interactional schema in which a perceiving subject pronounces the Korean's English as incomprehensible to the native speaker. In other words, identification of an instance of language use as Konglish always takes place in the context of intercultural communication, in which the perceiving subject claims the role of the intercultural mediator who points out how Koreans' supposed misuse of English arises from their lack of awareness of the ethnolinguistic norms of the English native speaker. Based on this argument, I further discuss how Konglish serves as a potent reminder of the central role of intercultural communication for metadiscursive regimes of language.

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Session 12: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part B)
Date and Time: 11 May 2024, 9:30 am
Venue: GH201

Navigating Opportunities and Challenges in Interculturality: An Ethnographic Exploration of Migrant English Language Teacher's Journey in the South Korean Classroom

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For the past decades, the number of non-Korean residents in South Korea has surged from a few thousand to over two million, becoming a prominent facet of society (Statistics Korea, 2022). Notably, English teachers from select Anglophone countries such as the United States, Canada, and Australia play a crucial role in these demographic shifts. As part of the English-language industry integral to Korea's global integration and individual social and economic advancement (Shin, 2007), their migration addresses the demand for conversational English in both public and private educational institutions catering to a diverse range of students (Jeon, 2009). However, the presence of migrant English teachers in classrooms, where the majority of the students are Korean speakers, brings interculturality to the forefront through the exchange of different perspectives, values, and practices. This study, therefore, introduces a white, male English language teacher from the United States within this context and examines how he interacts with his Korean students and navigates competing discourses available in Korea.

To respond to the research questions, this study draws upon ecological perspectives (Kramsch, 2002) and employs an ethnographic case study method (Stake, 1995). Primary data sources include fieldnotes spanning nine months in a 7th-grade English language classroom in Incheon, South Korea, along with classroom audio recordings and informal conversations with Mr. Lawrence, the migrant teacher, before/after class. Data are appraised using discourse analysis (Blommaert, 2005); analytical categories such as monolingualism, the symbolic value of English, code-switching, inequality, and mockery emerge.

Findings reveal varying tensions stemming from interculturality in the classroom. For instance, Mr. Lawrence's linguistic and cultural background offers a platform for exploring various ways of life, traditions, and perspectives; his experience of adapting to Korean language and culture also helps foster a patient, supportive learning environment for English learners. Indeed, he serves as a model for navigating and appreciating linguistic and cultural differences, inspiring students to embrace diversity and develop their intercultural skills. However, Mr. Lawrence also grapples with the legitimacy of English and Korean on international, national, and local levels. Institutional pressure to exclusively use English in the classroom leads him to perceive the overt juxtaposition of English and Korean as threatening, resulting in English being the primary medium of instruction despite his intermediate Korean proficiency. This practice, while reinforcing the ideology of normative monolingualism, creates a status hierarchy between him as a native English speaker and his students as English learners. Although students contribute to fortifying this hierarchy, they also resist symbolic inequality and take discrete steps to highlight the distance between them as autochthons and Mr. Lawrence as a foreigner. For example, they mock his pronunciation of some Korean words, debilitating his symbolic gesture of recognition by reminding him that the school is located in Korea. Shedding light on the interplay between heterogeneous symbolic universes and the constant struggle for symbolic power within the language and culture classroom, this study discusses ways to address the multifaceted challenges and opportunities arising from the intersection of linguistic and cultural diversity in the context of contemporary education.

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Session 12: Interculturality, Linguistic Diversity, and Social Inclusion: Current Issues and Future Challenges (Part B)
Date and Time: 11 May 2024, 9:30 am
Venue: GH201

"For the migrants, our first language is our own reality": Confronting social exclusion through materially oriented grassroots discourse

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Critical approaches have offered several frameworks for exploring the role that language plays in social exclusion (e.g. Fairclough 1995, Blommaert, 2001, Rosa & Flores 2017). There is also a growing body of work, which aims to complement critical analyses of institutional language by focusing on the discourses of progressive organizations that are resisting social exclusion (Hughes 2017, Lee & Makoni 2022, Zentz 2023). In this paper, I add to this line of scholarship, following Hughes' call to "amplify progressive discourses" and analyze the "semiotic mechanisms of resistance" (2017: 194). Additionally, I use the notion of materially oriented discourse to theorize what makes a discourse "progressive" in the first place.

Empirically, I do this by comparing the discourses of grassroots organizations led by migrant domestic workers (MDWs) in Hong Kong with the discourses of other institutional stakeholders, including: the governments of sending and receiving societies, the International Labor Organization (ILO), and the employment agencies that place domestic workers with private employers in Hong Kong. The data come from a large research project in which ethnographic engagement with the Asian Migrants Coordinating Body (AMCB) – a Hong Kong based alliance of grassroots organizations of MDWs -- supplemented discourse analysis applied to interviews and a wide range of other institutional texts collected from all stakeholders. Theoretically, I use the notion of chronotope, which allows me to analyze the differing spatiotemporal images of domestic work(ers) that are produced across these discourses (c.f. Agha 2007; Dick 2010). I also draw on more recent theorizations about the material dimensions of the chronotope to compare how these discourses orient to ideologically constructed chronotopic imaginaries vs. embodied experience of chronotopic materialities (c.f. Karimzad & Catedral 2022).

The textual comparisons across stakeholders reveal that employment agencies and select government discourses produce unrealistic and idealized chronotopic images of the situation of MDWs, whereas the ILO and other government discourses produce images of the difficulties faced by MDWs, but without detail or criticism. In contrast, the discourses of the migrant organizations are more critical, while also offering images of MDWs that are more intersectional, human and complex. Drawing on my participant observation with the migrant organizations, I argue that the unique characteristics of their discourses are a result of both their ideology and their consistent orientation to the material realities faced by MDWs.

These findings suggest that progressive discourses on migration may be characterized not only by criticality, but also by an orientation to the material realities of grassroots migrants. This in turn points to the unique qualifications of migrant workers – who have firsthand embodied experiences of their migration – to produce such progressive discourses, as well as the importance of the grassroots organizations who empower them to speak for themselves using the language of their "own reality".

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Decoding Identity through Multimodal Analysis:
A case study of intercultural communication in 'Fresh off the Boat'

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'Fresh off the Boat' is one of the top-rated and highly acclaimed American sitcoms that features an Asian-American family. By depicting various cultural issues like identity negotiation, stereotypes of minority races, and cultural conflict in an entertaining way. It is a good illustration of going beyond sitcoms into a wider sociocultural context to examine the underlying cultural complexities in intercultural communication. Identity is one of the key themes encompassed by intercultural communication among all the other notions. How we perceive and position ourselves can either support or hinder us in accessing various types of resources, which may have a tremendous impact on our general well-being and intergroup relationships. Identity negotiation is a dynamic and discursive process involving the exchange of messages and the construction of meanings so as to maintain, challenge, or enhance the diverse facets of our identities. Notwithstanding numerous studies on identity issues, digital affordances have allowed investigations to go beyond a language level to a multimodal level. In this case, the current study uses an excerpt from 'Fresh off the Boat' to explore the process of doing identity through a social semiotic perspective. The investigation focuses on how people mobilize a range of semiotic resources to perform their identities in the context of intergroup interactions. Furthermore, based on the frameworks of interculturality and Identity Negotiation Theory (INT), this study identifies a three-tiered approach for successful identity negotiation, namely, psychological level, knowledge level and skill level.

The study holds dual significance in the realm of intercultural communication research. Firstly, it transcends the traditional linguistic analysis, venturing into a more nuanced multimodal exploration, which affords us opportunities to delve into a richer array of resources, provides us with robust and thick descriptions, and a multi-dimensional interpretation of how identities are constructed and negotiated. Secondly, by multimodal decoding of the emergent concepts and factors in identity negotiation, this study aims to enhance people's understanding of identity negotiation, promote their intercultural competence, and provide an array of affordances for individuals in their intercultural 'adventure'.

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The Homeless People's Identity in Boonlert Visetpricha's Homeless World

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Boonlert Visetpricha's award-winning 2007 book Homeless World not only sheds light on the survival challenges of homeless individuals in Bangkok but also proposes strategies for their public welfare. This article, with its qualitative research design based on epistemological foundation of the transformativism, delves into a further examination of how these individuals linguistically shape their identities and socially stratify themselves, their peers, and the non-homeless. All data are derived from the aforementioned book. Employing Critical Discourse Analysis (Fairclough, 1995) as its primary methodological framework, this qualitative research explores identity construction among the homeless through their narratives and lexical choices that refer to people, their action and objects. The three-dimensional analysis—textual, discursive, and social—contributed to two-fold results for discussion. Firstly, it suggests that even marginalized people adeptly wield their linguistic repertoire to define their self and others'. Secondly, such action and activity of language use (Bronckart, 2003, 2005) of the homeless reemphasize, though paradoxically, the concept of physical space, cultural place, and language proposed by Johnstone (1999) because, despite societal stigma as poor and trouble-making people, the homeless' language-based identity construction also symbolizes a self-defined attachment with what they do and where they belong.

Keywords: Homeless people (HP), language and identity, Critical Discourse Analysis (CDA), Physical space, cultural place and language, Narrative, Action and activity of language use, Socio-Discursive Interactionism (SDI)

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Hermeneutic Approach to Intercultural Chinese-Russian Dialogue

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This paper examines the application of Hans-Georg Gadamer's hermeneutic categories to the analysis of communications in the process of intercultural interactions. The author applies to the study of communications such hermeneutic categories as: historically effected consciousness, subject matter, language environment of hermeneutic experience, hermeneutic question, fore-structure of understanding, hermeneutic circle and fusion of horizons. The introduction contains a brief review of methodological approaches to the analysis of intercultural communication. Classical (philosophical) hermeneutics based on Gadamer's theory, realizes deep research across a great variety of phenomena in the field of humanities, among them literature, interpersonal communication, intercultural interactions, cultural objects and phenomena.

The main part gives a hermeneutic view of intercultural interactions, cross-cultural dialogues Chinese and Russian interlocutors. The hermeneutic categories are applied to the analysis of how language picture of the world has an impact on effective intercultural interactions. The author considers such Chinese cultural concepts as 道(way), 天 (tian), 和(he), 阴阳 (yin/ yan); such Russian cultural concepts as судьба (destiny), душа (soul), совесть (conscience), свобода (freedom). The cultural concepts are closely related to the horizons of anticipation in cultural exchange, it gives interlocutors the opportunity to go beyond the false prejudices, to look at the dialogue's subject matter from another angle of vision. Another aspect of analysis is the role of hermeneutic questions as inner mechanisms and true conversational starters in intercultural interactions. The author considers certain speech acts as the parts of hermeneutic circle because of its circular moving process and within the whole intercultural interactive process it leads to understanding. The conversations between Chinese and Russian interlocutors unveil historical horizons with national customs, heritage and traditions, national world outlook in general.

Therefore, the author comes to the conclusion that the hermeneutics of intercultural communication methodologically contains heuristic categories for better understanding, hermeneutic fusion of horizons for international interlocutors in their conversations is still relevant. The hermeneutic approach gives the opportunity to develop the analysis from intercultural communication to the level of transcivilizational communication.

Key words: hermeneutics, intercultural communication, intercultural conversation, picture of the world, cultural concepts.

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Exploring Automated Analysis of Media Attitudes using Large Language Models

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Revealing attitudes and sentiments in large amounts of media data is crucial for understanding public opinions, market trends, and social dynamics. Although Natural Language Processing (NLP) has achieved high accuracy in the automated annotation of certain language features that exhibit explicit forms, it still lacks the ability to effectively identify and classify attitudes and sentiments that are more complex and less apparent in its manifestations. To further address this issue, this study explores the possibility of using Large Language Models (LLMs) to assist in the automated identification and classification of attitudes and evaluates the feasibility of implementing this approach on personal computers.

This research is based on the Appraisal framework proposed by Martin and White (2005), which provides a structured approach for describing and analysing different aspects of the emotional evaluation process. Methodologically, we adopt Meta's open-source Llama 2 (13b) as the tool for automated attitude analysis and quantise the model to enable its deployment on personal computers. Firstly, we compare the performance of the model under different quantisation methods and determine an energy-efficient quantisation approach. Subsequently, we employ the quantised LLM to perform attitude analysis on expressions of national identity in the Oriental Daily News.

The results demonstrate that the quantised LLM can accurately capture both explicit and implicit attitudes in the text and perform the core task of classification based on the Appraisal framework. Its accuracy is comparable to that of proficient human coders. However, due to limited computational power of personal computers, secondary tasks such as determining the source (appraiser) and target (appraised) cannot be efficiently accomplished simultaneously. Therefore, additional NLP analysis is required to address these tasks.

Furthermore, this research discusses issues encountered during the practical implementation, such as prompting, and proposes potential strategies to overcome these challenges. This study provides a new perspective and methodology for the field of attitude and sentiment analysis, promoting the development of automated attitude analysis. However, there are still numerous challenges and areas for improvement that warrant further in-depth research and exploration.

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Discourse Marker "But" in English Political Interviews on a Chinese TV Show: A Sociolinguistic Comparative Analysis

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Utilizing a self-compiled corpus of political interviews broadcast in English on China Global Television Network's (CGTN) The Point with Lin Xin spanning the period from May 2020 to August 2022, denoted as the Chinese Political Interview Corpus (CPIC), the present study endeavours to scrutinize and juxtapose the frequencies and functions of the discourse marker (DM) "but" employed by interviewees (IEs) from a sociolinguistic vantage point. The IEs are stratified into three demographic cohorts: IEs from the eastern culture versus those from the western culture, non-native English-speaking IEs versus native English speakers, and female IEs versus their male counterparts. The analysis encompasses two sequential phases. Firstly, a quantitative exploration is undertaken to assess and compare the frequency of the DM "but" in the IEs' discursive output from the aforementioned demographic groups, via keyword extraction. Subsequently, contingent upon the identified frequency of the DM "but", a qualitative inquiry is directed towards an examination of its functions, followed by a quantitative comparison of functions employed by IEs across the three demographic classifications. The quantitative findings reveal a statistically significant disparity in both the frequency and specific functions of the DM "but" utilized by IEs of different demographic categories, and the qualitative analysis illustrates the multifunctionality of the DM "but". Specifically, IEs from the western culture and native English-speaking IEs use this marker, the "contrast" function, and "ideational" domain statistically more than their counterparts, suggesting that culture and language background are potential factors influencing IEs' deployment of the DM "but" in political interviews. This research highlights the integration of the often-neglected sociolinguistic perspective into DM research, with a specific focus on its application within the context of political interviews.

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Digital Story Grammar through the Lens of Gender Stratification: Class, Gender, and Education in 'Seven Up'

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Numerous studies explored narrative patterns among individuals from diverse social classes, utilizing narrative theory as a foundation. However, a significant proportion of these studies operate under universalized contexts, potentially leading to an issue - the narrative patterns may be class-specific and vary across different genders. This study, grounded in gender stratification theory, aims to identify language features in narratives that can reflect differences in class and gender, and whether they, to some extent, can reflect individuals' life trajectories.

The research methodology employed is digital story grammar, which divides interview texts from the documentary "Up" series into narrative units composed of subjects, verbs, and objects, thereby quantifying the narratives' significance. Digital story grammar blends computerized text analysis with narrative theory, probing into several aspects including the narrator's identity, the narrative's setting, the subject's subjective emotion, and the context of the narratives' experiences.

The findings reveal that young people from working-class and lower-class families tend to be orientated more towards the concrete and immediate physical world, while young people from upper-class and middleclass families tend to be more orientated toward the abstract and intellectual world; Females use the pronoun "I" more frequently than males, which to some degree can reflect their relative social status. Given that "Seven Up" is a longitudinal interview series, it serves as a valuable tool to predict and verify respondents' educational and occupational statuses in subsequent years. The results indicate that "I" frequency in the narrative can, to some extent, reflect the social status of speakers from different classes and genders. Combining the "I" frequency with actual class and gender features allows for a better prediction of the narrator's future educational and occupational outcomes.

Using digital story grammar to encode sentences with the aid of a computer presents substantial advantages. It can manage large volumes of text without the need for subjective decision-making to define categories. Moreover, this approach is transparent and encodes text into variables based on a visible encoding process.

Keywords: Digital Story Grammar; Computerized Text Analysis; Narrative Analysis

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How can we identify sentiments from English novels? Gender Difference and the Relationship Between Emotional Expression and Personal Vocabularies in English Novels

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There are numerous variants of language expression, known as registers (e.g. newspapers, academic prose, novels, research articles, internet forums, etc.). These different language variants serve as functional indicators that reflect the specific writing purposes and attitudes of the authors.Since the 1820s, advancements in productivity have led to the rise of a reading public, resulting in the publication of a large number of English novels. Concurrently, an increasing number of researchers have started to pay attention to novels as a language medium.Novels are a literary genre that focuses on character portrayal, reflecting social life through complete storylines and descriptive environments. Unlike other types of language variants, novels have certain literary attributes in addition to reflecting general linguistic features, which reflect the different contexts of their production and reception within society and history.This study investigates the connection between emotional expressions and personal vocabularies in English novels, an area yet to be fully explored. Personal pronouns are important personal vocabularies, which frequently appears in verbal communication, and their selection and use are closely related to people's cognition, psychology, and language abilities.Pronouns are generally used to refer to specific objects and can function as subjects, objects, determiners, or predicates in a sentence.We examine the relationship between Emotional Expression (incorporating positive and negative words, and positive bias) and personal pronouns (first, second, third person), as well as specific entities like "friend" and "family". Using the LIWC (Linguistic Inquiry and Word Count) psychological dictionary, we analyze textual data in novels, employing correlation analysis and the Mann-Whitney U test. Our findings suggest a correlation between the use of negative words and third person singular pronouns, and a correlation between positive words, positive bias, and social support cues like friends and family. Gender differences were also observed, with female authors using more positive words, while male authors used more third person plural pronouns. Emotional expression in women was more connected to friends, whereas men were more linked to family. Conclusively, emotional expression and personal vocabularies in English novels correlate and are influenced by the author's gender.

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Academic engagement in applied linguistics:
Subdisciplinary, paradigmatic and diachronic variation patterns

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The present study aims to examine the subdisciplinary, paradigmatic and diachronic use of engagement markers in applied linguistics research articles. For this analysis, a corpus of 108 empirical research articles collected from two subdisciplines (second language acquisition vs. L1 pragmatics) cutting across three research paradigms (quantitative vs. qualitative vs. mixed-methods) was built with 36 research articles per decade from 1990 to 2019. Taking a computational text analysis approach to genre-specific language, quantitative analysis was first applied to the mediscourse markers, followed by a qualitative analysis. Results from a series of parametric (independent samples t-tests, one-way ANOVA tests), non-parametric (Mann-Whitney U tests, Kruskal-Wallis H tests) and Chi-square tests, as well as item-level textual analysis, indicate that the factors of subdiscipline, research paradigm and decade influence the use of engagement markers and their subcategories. The findings of the current research provide some insights into how to strategically align readers into the active construction of knowledge and enhance writer-reader relationships and interpersonal engagement.

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Intersemiotic convergence between emojis and text
in Chinese corporate self-praise posts

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Self-praise as a common practice and an established discursive norm in virtual public spaces constitutes a part of the new economy discourse. While existing studies on emojis in self-praise often consider emojis as translanguaging strategies, the specific function of emojis in performing self-praise, as well as their intersemiotic convergence with co-text, has been relatively understudied.

After building a corpus of Weibo posts from China's Fortune 500 companies, this study, anchored in Appraisal Theory and Communication Accommodation Theory, explores how corporations employ emojis and text in their social media discourse for self-praise.

Results showed intersemiotic convergence on three levels: pragmatic forms, self-praise dimensions, and pragmatic functions. Intersemiotic convergence on pragmatic forms exhibited three distinct patterns in the use of emojis and text for self-praise: self-praise emojis within self-praise texts (Pattern a), non-self-praise emojis within self-praise texts (Pattern b), and self-praise emojis within non-self-praise texts (Pattern c). Next, intersemiotic convergence on self-praise occurred on five dimensions of: specific attributed qualities (capacity, tenacity, reaction), judgment and appreciation, positive evaluations, general positivity, and self-praise targets. Third, intersemiotic convergence on pragmatic functions revealed that non-self-praise emojis in Pattern (b) and non-self-praise texts in Pattern (c) serve dual roles: either reinforcing the degree of self-praise and fulfilling cognitive motives, or mitigating the degree of self-praise and fulfilling affective motives in communication accommodation.

This study may provide insights into how corporations can engage in self-praise on social media and manage their public impressions more efficiently.

Keywords
Emojis; Self-praise; Intersemiotic convergence; Chinese corporations; Social media

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Linguistic Variation in Mediated Diplomatic Communication:
A Full Multi-Dimensional Analysis of Interpreted Language in Chinese Regular Press Conferences

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This study employs a full multi-dimensional analysis (MDA) to investigate the textual variation in interpreted diplomatic language during Chinese Regular Press Conferences. Through a combined quantitative and qualitative methodology, the study aims to identify and explain the co-occurring patterns of linguistic features in interpreted versus original non-interpreted language within the genre of diplomatic communication. A factor analysis of 113 linguistic features revealed five linguistic dimensions: 1) Involved vs. Informational Production, 2) Objective vs. Addressee-focused Narration, 3) Literate-Oral Continuum, 4) Information Elaboration, and 5) Narrative vs. Non-narrative Concerns. The findings demonstrate that interpreted diplomatic language appear more informative, objective, less elaborated, non-narrative, and formal than non-interpreted one, with both moving along the literate-oral continuum. The research focuses on identifying general co-occurrence patterns in interpreted language and understanding the underlying reasons for these patterns, thus contributing to a deeper understanding of how communicative context affects mediated language. This study is expected to enhance corpus-based interpreting studies by offering insights into the inherent multi-dimensionality of interpreted language and to inform the pedagogy of diplomatic interpreting.

Keywords: Corpus-based interpreting studies; Multi-dimensional analysis; Diplomatic interpreting; Regular press conference

Production of narrative macrostructure and microstructure in 5-9 years old Kam-Mandarin bilinguals

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This study firstly reports the narrative production competence of Kam- Mandarin bilinguals. Fifty-three children aged 5-9 years old from a minority Kam village in Mainland China were tested on their production of narrative macrostructure (i.e. global organization of the story) and microstructure (i.e. linguistic forms in the discourse) using a wordless picture book.

Macrostructure was measured by the tokens of Setting, Goal, Attempt, and Outcome. Microstructure was indexed by Mean Length of Utterances (MLU), Total Number of Utterances (TNU), and Total Number of Different Words (NDW). Results showed an age effect on the overall performance with macrostructure in both Kam and Mandarin. There was a clear development between ages 5-7, a pattern consistent with the existing literature on monolingual and bilingual children. Setting and Goal were significantly more than other components and were more produced in Mandarin than in Kam. There were no significant age and language effects in Attempt and Outcome. Children's MLU increased with age, but not TNU and NDW. Children performed better in MLU and TNU in Mandarin than in Kam. No significant age and language effects were found in NDW.

The findings suggest that Kam-Mandarin children's narrative production abilities develop with age in general. The unbalanced performance between two languages and between each component is probably due to the different amounts of language exposure and demands of cognitive and language skills to produce the corresponding component. Higher exposure to Mandarin may lead to higher scores in the language. Attempt and Outcome are not as transparent and concrete as Goal in the picture book and thus less produced. NDW is more difficult to improve due to higher lexical skills required compared to longer MLU with repetitive and simple words. This study provides new empirical data from a new language pair in child language acquisition research and might have important implication for language teaching and education in ethnic minorities in China.

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Acquisition of Spoken Chinese for Multilingual Ethnic Minorities in Hong Kong: The Effects of Standard Written Chinese on Cantonese

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Non-Chinese speaking (NCS) students in the Hong Kong school system constitute a diverse population of learners with different ethnic and linguistic backgrounds. In the case of South Asian students, they typically command a multilingual repertoire, including their native first language, English, Cantonese, and very limited Putonghua (Hua et al., 2020). Existing literature (Ku et al., 2005; Li, 2017; Tsung & Gao, 2012) has consistently reported on the challenges that these students face in developing their reading and writing abilities using standard written Chinese (SWC), resulting in the ungrammatical code-mixing of spoken Cantonese elements in their written Chinese texts (Chan, 2018; Chan, 2019). Conversely, little attention has been given to the reverse phenomenon of SWC features permeating the Cantonese speech of NCS students.

This study explores the interaction between Cantonese and SWC in the oral language of NCS students, presenting an empirical analysis based on a sample from two primary and two secondary schools (n=82), comprising a test group of 60 NCS students and a control group of 22 native Chinese-speaking (CS) students. Within the test group, the average duration of a Cantonese learning experience for each school was 5.31, 7.00, 12.12 and 9.00 years, respectively. To elicit speech production, all students participated in an oral storytelling task using the wordless illustrated storybook Frog, Where Are You? (Mayer, 1969). A native Cantonese speaker then transcribed these narratives to examine distinctive linguistic features present among different renditions of the story, with 15 SWC categories emerging through the process of transcript annotation.

Despite the complete absence of textual cues, SWC elements were observed in the narrations of 50 NCS students (83.33%), whereas only ten NCS students narrated the story entirely in vernacular Cantonese. In terms of lexicon, various alternations were observed across different part-of-speech categories, including SWC realizations for both lexical (e.g., 衣服 ji1fuk4 for "clothes", 生氣 sang1hei3 for "angry") and grammatical words (e.g., 他 taa1 and 他們 taa1mun4 for third-person pronouns, 和 wo4 for "and"). Regarding morphological features, 29 NCS students (48.33%) employed diminutive forms using the standard prefix 小 siu2- rather than the vernacular suffix 仔 -zai2 to refer to characters in the story (e.g., 小狗 siu2-gau2 rather than 狗仔 gau2-zai2 for "little dog"), as did nine CS students (40.91%). However, the NCS students applied siu2- to more lexical items, resulting in overgeneralization. Moreover, five NCS students (8.33%) used 的 dik1 to link modifiers and noun phrases, and eight used the standard suffix -地 -dei6 to derive adverbs from adjectives. Both tendencies were not observed among the control group.

This study is significant in documenting lexical and morphological phenomena resulting from the unconscious blending of vernacular Cantonese and SWC in the Cantonese speech of NCS students with intermediate or near-native oral Cantonese proficiency. The inadvertent integration of SWC elements reflects the impact of acquiring Cantonese and SWC simultaneously yet through different modes of acquisition and separate language domains. Further studies are warranted to examine whether such blending phenomena constitute systematic patterns.

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語言科學國際研討會:趙元任學術思想與跨學科研究

Virtual memory palaces and language learning: An eye-tracking study

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Memory palace is a classical mnemonic technique where people navigate a structure mentally and recall information (Yates, 1992). For example, to memorize a list of celebrities' names with this technique, a person needs to build up a palace in his/her mind and connect these names with the windows, chairs, tables, etc. of that palace. Virtual reality (VR) technology can visualize the mental memory palace, and its immersive environment provides rich spatial cues to facilitate the retention of the learned knowledge in long-term memory (Krokos, et al., 2019; Pausch, et al., 1997). The combination of the mnemonics and the VR technology has the potential to enhance second language (L2) learning.

In this study, we created a virtual memory palace (vMP), i.e., a virtual park, to teach Spanish words to novice L2 learners. Meanwhile, to test how visual cues of the target words contributes to L2 learning in the virtual environment, we added 3D images of the words to the vMP and created another version of virtual memory palace named "vMP-image". Additionally, the movements of the learners' eyes and hands were recorded to depict how they allocated their attention in the learning process. Lastly, we created a set of digital flashcards on Qualtrics (Provo, UT) as a contrast (or baseline) to estimate the learning effects of the two vMPs. We ask the following research questions:

1. To what extent the three tools are effective for Spanish word learning in both short and long terms?
2. Do the visual cues, i.e. the 3D images improve the learning of Spanish words?
3. To what extent the attention allocation strategies of the learners in the VR environment predict their learning outcome?

Twenty native Mandarin speakers participated in the experiment. They did not speak any European languages except for English, and they learned 24 Spanish words through each learning tool. The experiment adopted a within-subject design. The participants learned the Spanish words with the three tools for three consecutive days. A four-alternative-forced-choice (4AFC) task and an oral translation task were conducted, testing the comprehension and the production of the target Spanish words right after each training session and eight days after the training in Day Three.

The results of the 4AFC task revealed that the learners reached high accuracy with the three tools after the three days of training, while the digital flashcards showed mildly higher accuracy than the two versions of vMPs. The data of the oral translation tasks and the eye movements are under analysis.

Our study's empirical evidence is discussed in light of the embodied cognition theory (Barsalou, 2008). Future research will explore how embodiment can be optimally applied to augment L2 learning of various linguistic constructs in the virtual environment. (448 words)

Key words: memory palace, virtual reality, embodied cognition, eye-tracking

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Teacher questions in Hong Kong:
What secondary-level EMI classroom discourse reveals about academic culture

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Hong Kong offers a unique context for educational linguists with its multilingual policy and ambitious English Medium Instruction (EMI) agenda across all instructional levels. However, it also suffers from neglecting the potential of English as a "creative and personally expressive medium" due to its traditionally forms-focused instruction (Lo & Hyland, 2007, p. 220) and heavy assessment-of-learning culture (Lee & Coniam, 2013). As the linchpin of classroom discourse, questions posed by teachers are central to content and language learning since productive teacher questions can elicit linguistically complex responses (Hu & Duan, 2019) and promote critical thinking (DeWaelsche, 2015). However, classroom discourse and more specifically teacher questioning in Hong Kong EMI schools is under-researched and needs close examination. Drawing on Alexander's definition of dialogic teaching as "[a] set of permissive repertoires through which [...] teachers energize their own and their students' talk" (2018, p. 561), we conceptualize productive teacher questioning as a cognitively dynamic and discursively dialogic pedagogy. Utilizing classroom observations, recordings, and stimulated recall interviews, this mixed-methods study focused on eight Social Sciences Teachers in EMI settings. Teacher-student interaction is examined by analyzing the cognitive complexity and interactional orientation of teacher questioning as well as the turn-taking pattern in the classroom discourse. The findings revealed that the existing classroom discourse in Hong Kong EMI schools relies mostly on strictly authoritative initiation-response-evaluation sequences. Furthermore, teachers' initiating questions mostly promote lower-order thinking and cognitive engagement, which was related to the need of catering to the existing academic culture. On the other hand, we found that teachers in some cases made use of questioning strategies that had potential to transform the classroom, indicating that a productive pedagogy for promoting effective teacher questioning could be developed. This study demonstrates that a practical framework of teacher questioning is needed in Hong Kong to foster dialogic space (Alexander, 2020) where teachers can ignite classroom talk that is more "collective, reciprocal, supportive, cumulative and purposeful" (Alexander, 2018, p. 586).

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Language Use and Language Functions among Multilingual Ethnic Dong and Miao Students in Rural China

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In the past few decades, the accelerating pace of urbanization and societal efforts of Mandarin promotion have led to language shift and even loss among many ethnic minority children in rural China (e.g., Zhang & Tsung, 2019). Additionally, limited educational resources have caused these children to start learning English at a later age compared to their urban counterparts, posing hurdles to their future English language acquisition.

However, despite the global interest in multilingualism, little research thus far has been conducted on multilingual ethnic minority children in rural China. To fill the research gaps, counter the trends of language shift and loss, and facilitate the multilingual development of these children, this paper presents findings of a case study on the language use and functions of two Miao and two Dong students at a rural middle school in Jinping County, Qiandongnan Autonomous Prefecture of Guizhou Province. The participants are novice English language learners who are able to speak Mandarin (the medium of instruction at school and the language for formal settings), Jinpinghua (the local dialects of Southwestern Mandarin acting as the lingua franca in downtown Jinping), and Miao or Dong (their ethnic language widely used in rural villages). Furthermore, given that the majority of empirical studies on multilingual children's language use and functions were in formal classes (e.g., Lee, 2020; Rose & van Dulm, 2011), this study specifically focused on the students' informal interactions in after-class settings including breaks and sports games, where Mandarin is not mandatory.

This is a half-year case study based on participant observations of students' after-class interactions at school and three rounds of semi-structured interviews with the four student participants. Using Jakobson's (1960) six language functions (directive, expressive, referential, phatic, metalinguistic, poetic) as a framework, the analysis reveals that while Mandarin dominated the students' after-class interactions, they also used Jinpinghua, Miao, Dong, and English for specific functions. The main functions identified are as follows:

First, the directive function. Students switched to Jinpinghua and their ethnic languages to include or exclude listeners in a conversation. For instance, they used Miao or Dong with their co-ethnic friends to share secrets; Second, the expressive function. Jinpinghua and simple English phrases were unconsciously used for expressive purposes, especially during sports games when they experienced strong excitement or nervousness; Third, the referential function. Participants employed habitual expressions in Jinpinghua and ethnic minority languages to refer to family members, distance, time, and local habits such as collecting bamboo roots and wild fruits. Fourth, the phatic Function. Participants used English Internet slangs for greetings to establish and strengthen connections with others; Last, the poetic function. The focal students utilized Jinpinghua for entertainment and amusement purposes, such as making jokes. Discussion of the study and the implications of future research such as the need for studies with larger sample sizes and longer research periods, as well as investigating language use and functions in students' villages and tribes are also provided in this paper. (487 words)

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Syntactic and lexical processing in naturalist reading:
An fMRI study of native and non-native English speakers

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Previous research has shown distinct neural activation patterns in syntactic and lexical processing during reading between native and non- native English speakers. However, these studies have predominantly concentrated on word-level or sentence-level, without regard to the dynamic interplay of syntactic and lexical processing during text reading in a naturalistic context. This study sought to address the oversight by examining brain activation in response to syntactic and lexical variations during naturalistic reading, thereby comparing the neural mechanisms employed by both groups. Specifically, this research examined the influence of syntactic and lexical variations characterized by varying complexity and predictability. Syntactic complexity is measured by dependency distance and lexical complexity by word frequency. Syntactic and lexical predictability is quantified by their respective surprisal values, which measure the unexpectedness of an upcoming word. Based on the Reading Brain dataset1 which records the neural activity of 51 native and 55 non-native speakers during English sentence reading, neuroimaging and computational modeling methodologies were adpoted to explore how the complexity and predictability of syntactic and lexical features in natural language materials modulate distinct neural activations and their interactions during reading. Our results showed that both speaker groups activate typical reading- related brain regions, but the non-native speakers showed altered activation patterns, suggesting different processing strategies. Specifically, the non- native speakers had increased visual cortex activity and reduced activation in brain regions associated with syntactic structuring. Responses to lexical variance were minimal for native speakers but prominent for non-native speakers in language-related areas. Both complexity and predictability models consistently implicated the frontal and occipital gyri as key regions for syntactic variation, and the frontal and temporal gyri for lexical variation. However, the complexity model better captured the activation pattern in syntactic processing, while the lexical predictability model was confounded by sequence information. This study underscored distinct neural activations in syntactic and lexical processing for native versus non-native English speakers, providing insights for establishing models of reading-induced brain activation.

[1] Available at https://openneuro.org/datasets/ds003974/versions/3.0.0 & https://openneuro.org/datasets/ds003988/versions/1.0.0

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Session 15: Communication and conceptualization in multilingual settings: across modes and figures
Date and Time: 11 May 2024, 9:30 am
Venue: BC303

Continuum or separation? A theoretical account of metaphorical hyperboles

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Although metaphor and hyperbole are frequently observed together in linguistic usage (Cano Mora, 2011), recent research has challenged the continuum view of the two figurative devices, suggesting that they are discrete categories of language use that can occur independently of each other (Burgers et al., 2018; Carston & Wearing, 2015; Deamer, 2013). However, the majority of studies investigating the combination of metaphor and hyperbole have thus far remained theoretical, with researchers often relying on illustrative examples to qualitatively demonstrate the separation of the two figurative devices. Empirical research conducted in authentic discourse contexts remains limited.

The present study employs a corpus-assisted approach to examine the manifestation, function, and cognitive mechanisms of metaphorical hyperbole in real-world discourse. Specifically, luxury hotel websites from Hong Kong and Singapore (N = 61, 185,231 tokens) serve as the contextual background for this investigation.The study identifies 894 lexical units in our corpus that exhibit both metaphorical and hyperbolic readings. Furthermore, we find two different types of metaphorical hyperbole based on their different underlying structures, namely primary metaphorical hyperbole and complex metaphorical hyperbole. The analysis yields a total of 424 primary metaphorical hyperboles and 470 cases of complex metaphorical hyperboles.

In the case of primary metaphorical hyperbole, recipients mainly rely on procedural/sensorimotor experience to build the sense of graded degree. An example of this type of scale is <highest, average, lowest> for the expression "highest standard," where the hyperbolic reading is anchored in the linguistic scale (Claridge, 2011). In contrast, complex metaphorical hyperbole has a more complex cognitive structure, requiring the recruitment of additional encyclopedic knowledge in addition to bodily experience in the process of meaning comprehension. For example, in the expression "PolyU is an academic heaven," recipients need to incorporate cultural understanding (i.e., knowledge of religion) into the embodied experience (i.e., our daily experience of SPACE) in order to construct the graded scale <hell, earth, heaven>.

Practically, the corpus-assisted approach offers empirical evidence regarding the manifestation and frequency of metaphorical hyperbole in authentic promotional discourse. Theoretically, this study contributes to the advancement and refinement of existing theories of figurative language by introducing cognitive models that more effectively capture metaphorical hyperboles with different underlying mechanisms (e.g., Brdar-Szabó and Brdar, 2005; Vereza, 2016).

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Analyzing Metaphors, Stigma, and Challenge Communication in Chinese Autism PSAs: An Association Rule Mining Approach

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Media depictions of health topics are found to be either stigma or challenge formats, with stigma presenting the issue as a threat and the latter framing it as a challenge with societal support (Smith, 2007). Metaphors are demonstrated as prevalent in Chinese Public Service Announcement (PSA) videos for autism. However, there is limited effort investigating how metaphor interplays with non-metaphorical co-text in health videos, which may contain stigma or challenge cues. Investigating this issue is important to understand the construction of metaphorical framings for health issues in videos, which is a type of dynamic multimodal texts of limited space to arrange multi-sensory elements. This study addresses the aforementioned gap by analyzing 39 metaphorical Chinese video PSAs for autism, using an association rule mining approach (Tay & Qiu, in press). Following the discussions on intersemiotic convergence informed by Cognitive Linguistics (Hart & Queralto, 2021), we extend the notion of co-text audiovisuals and investigate the co-occurrence of metaphors, challenge cues, and stigma cues in dynamic multimodal texts with empirical evidence. Codebooks were developed to identify stigma (mark, label, social exclusion, responsibility, and peril) and challenge cues (hope, optimism, social inclusion), guided by Smith (2007) framework, and metaphors were identified using a revised version of Pan (2023)'s approach. Findings showed that metaphors can be stigma cues (group label and peril), challenge cues (hope and social inclusion), and neutral content. Association Rule Mining showed the underlying relationships between metaphorical cues and other accompanying cues. For instance, the probability of simultaneously encountering the metaphor as peril (MP) and metaphor as group labels (ML) is 13%. The likelihood of encountering cues of social exclusion (SE), such as them-language and visuals suggesting avoidance of interaction, stands at 54%. When MP and ML are created, SE are likely to be concurrently established. The co-occurrence of these cues is evident in 13% of the dataset ({Metaphor as Peril, Metaphorical Labels} -> {Social Exclusion}, Support: 0.13, Confidence: 1, Lift: 1.86, Zhang's metric: 0.53). This association rule exhibits a confidence of 1, indicating that the creation of MP and ML invariably leads to the creation of social exclusion. The lift of 1.86 implies that SE is 1.86 times more likely to occur when MP and ML are presented than when they are absent. Zhang's metric value shows a moderate positive association between the antecedent (MP and ML) and the consequent (SE). More rules pertaining to metaphors as challenge cues and neutral content will be elaborated in the presentation. These findings suggest that metaphor serves as an enabler for the communication of stigma, challenge and scientific information in video PSAs. The study will also explore the practical implications.

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Date and Time: 11 May 2024, 9:30 am
Venue: BC303

Exploring The Expressed and Perceived Discoursal Selfof Multilingual Senior High School Students in Academic Writing

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Academic writing, like all mediums of expression, is an act of identity, and it involves not only expert information, but also a representation of the author. Writers must carefully choose their words in order to entice, influence, and persuade their audiences (Hyland, 2002). The use of these resources, as well as the decisions made from the options they provide, reveal who the writer is. In this particular study, the researcher adds to the literature of analyzing the development of writer identity, specifically expressing the discoursal self of multilingual students. This reveals a self-representation that a writer inscribed in the text for the reader, deliberately or inadvertently (Burgess & Ivanič, 2010). This qualitative study aims to determine the extent to which the reported discoursal self is reflected in the academic writing of selected Grade 11 students in a private school in Pasig City. The researcher asked for their consent to give a copy of their article critique and college application essay in Reading and Writing Skills class, in which these were examined using metadiscoursal analysis (Hyland, 2010). They also underwent a semi-structured interview in order to see their perception on their discoursal self in academic writing, in line with the concept of writer identity by Ivanič (1998) and to see if it reflects with their projected discoursal self. Results showed that most of the students still need to familiarize and utilize the metadiscourse markers effectively in order to express their projected discoursal self well in their essays and that they mostly rely on the expectations of their teachers. However, students still have the awareness in identifying their perceived discoursal self, which mostly reflects the projected discoursal self.

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Multimodal Linguistic Landscapes: A Study of Heytea in Hong Kong

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The research aims to delve into the brand marketing of Heytea, a prominent food and beverage brand in mainland China, in Hong Kong from the perspective of multimodal linguistic landscapes. This qualitative study focuses on analyzing the language of advertising billboards with the geosmiotics theory, as a part of the linguistic landscape defined by Landry and Bourhis in 1997 together with the langauge of public road signs, street names, place names, commercial shop signs, and public signs on government buildings, at four Heytea shops Hong Kong. And the posts released by Heytea on social media platforms, taking Instagram as an example, are also investigated from the perspective of visual grammar. Geosemiotics is a place-based semiotic interpretation that focuses on how these discourses or symbols are indexed in the world, through whose discourses a social world presented in the material world. And visual grammar put forward by Kress and van Leeuwen is rooted in social semiotics and examines the process of interpreting ideas and perspectives through visual analysis. This research aims to address one question: How do multimodal linguistic landscapes facilitate Heytea adapting and operating in Hong Kong?

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The Language Attitudes of Chinese Ethnic Minority Students: A Trilingual Context

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This research examines the language attitudes of ethnic minority students in China within a trilingual context, addressing Mandarin, their ethnic language, and English. Previous studies have often overlooked the complex interplay within multilingual settings, thereby leaving a crucial gap in understanding how these contexts influence language attitudes. To bridge this gap, this study utilized a mixed-methods approach, combining questionnaires and semi-structured interviews, to explore the cognitive, affective, and behavioral dimensions of language attitudes among 95 Hani minority students. The findings reveal a generally positive disposition towards all three languages, with the highest preference for Mandarin, followed by English. Additionally, parental education level was identified as a significant factor influencing these attitudes. The results enhance our understanding of multilingual dynamics in ethnic minority contexts and have implications for both future research and the development of educational practices aimed at supporting multilingual competence. This study not only enriches the existing literature on language attitudes by focusing on ethnic minority groups in a trilingual context but also provides practical insights for improving multilingual education strategies in these communities.

Keywords: Language attitudes, trilingual education, ethnic minorities, Hani minority, multilingual context

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Comparing the Production of Connected Speech Processes by Multilingual Cantonese Learners with Different Learning Environments

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Connected speech processes (CSPs), which refer to modifications to sounds frequently made in natural speech to enhance fluency, have long been considered difficult for English as a second (ESL) or foreign language (EFL) learners to acquire. Existing research is rarely found to focus on the difference of production of CSPs by learners with different language backgrounds and learning environments (e.g., English as a first, ESL or EFL). Given a scarcity of studies on production of CSPs from a longitudinal perspective, this study aims: 1) to investigate the differences of production of CSPs among Guangdong Cantonese EFL speakers, Hong Kong Cantonese ESL speakers and native speakers; 2) to identify key strategies that frequently employed by Cantonese learners to deal with CSPs in their English oral production; and 3) to explore the possible factors affecting the choice of strategies adopted by Cantonese learners for the production at the word boundaries.

In this study, 15 Guangdong (GD) Cantonese EFL and 15 Hong Kong (HK) Cantonese ESL learners, who had intermediate English proficiency according to their results in college entrance examination, read aloud the same passage at two data collection points. Their performance was perceptually and acoustically analyzed adopting the marking scheme developed based on four native speakers' production. The results of statistical analysis showed that there was a significant difference in the use of CSPs between both groups of Cantonese speakers and native speakers, particularly on consonant-vowel (CV) linking, /w, j, r/ linking, /h/ elision and vowel weakening. Furthermore, it is also found that both GD and HK groups tend to apply four strategies including using citation forms, deletion of sounds, unreleasing stops, and pausing to the instances where native speakers commonly use CSPs instead. For example, the final /p/ sound as in an instance of linking 'thought up a' is realized as an unreleased /p̚/, thus breaking up the linkage of 'up' and 'a'. It is worth mentioning that only one GD learner was able to use two consecutive CV linking in 'thought up a'. Subtle differences of the strategies between GD and HK learners can also be observed. For instances of linking that the second word is 'of', interestingly, GD learners were found to either insert a /d/ sound to or substitute a /d/ sound for the final consonant of the first word and link the /d/ sound to the initial sound of 'of' which is commonly mispronounced as the vowel /ɒ/, such as 'fear of' /fɪə.dɒv/ and 'full of' /fuː.dɒv/. It implies, to some extent, that the strategies GD learners adopted to deal with their third language (L3) English CSPs reflect synergy features from their L1 Cantonese and L2 Mandarin, which is different from HK learners. These findings not only offer valuable insights into the recurrent difficulties in CSP production faced by Cantonese ESL and EFL learners, but also point to pedagogical implications for English language teaching in higher education. It is suggested that connected speech can be integrated into regular teaching and practice activities.

Keywords: English connected speech processes, multilingual Cantonese learners, multilingualism, pronunciation

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Date and Time: 11 May 2024, 9:30 am
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Task features and their impact on second language learner engagement: A systematic review and teacher perspective survey study

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This paper reports a substantive and methodological review of 22 empirical studies on L2 learner engagement in task-based contexts. Each study was coded in terms of its substantive features, including research purposes, research context, study setup, components analysed, the theoretical framework, and findings. The methodological practices were also coded as regards to research design, methods of selecting research participants, research instruments, data collection procedures, data analysis methods, reliability estimates, and validity strategies. The analysis revealed a list of task features that have been reported to enhance the engagement of learners with different proficiency levels (e.g. intermediate and advanced learners) and in various contexts (e.g. Japan, China, and US). These features can be categorised to a)task design factors, b)task processing factors, c)task condition factors, and d) learner factors. An analytical framework based on existing task engagement frameworks was also proposed. Whilst most of the reviewed studies focus on learners' perspectives, teachers' voice is rarely heard. In the follow-up survey study, the researcher recruited 74 teacher learners from an English language teaching master's programme to rate their perceived effects of the identified task features on learner engagement in oral task performance across three communication modes: face-to-face, computer-mediated, and virtual reality communication. The survey results revealed that teacher learners underscored the significant positive impact of topic familiarity, task relevance, and interlocutor familiarity on learner engagement in face-to-face communication. They also highlighted the importance of playfulness and a sense of accomplishment in both computer-mediated and virtual reality communication. Interestingly, while most task features were perceived to have a larger impact on learner engagement in face-to-face communication, the provision of audio/visual aids was deemed more essential in the virtual reality mode. By synthesising the findings from the review and the survey, this paper provides a comprehensive understanding of the task features that affect learner engagement in different communication modes, offering valuable insights for both theoretical exploration and pedagogical application in the field of task-based teaching and learning.

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Introducing Critical Thinking as Content to Mixed-Level EFL University Students

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With the advances in AI and the emergence of large language models such ChatGPT, the need to foster critical thinking skills in students in greater than ever. As Dunning and Kruger first reported in 1999, a lack of awareness of one's own limitations can lead to an increase in confidence on one's own abilities. Unfortunately, in many EFL textbooks, these activities are often superficial at best, focusing more on specific language use rather than building meaningful gains in the ability to think critically. In order to develop as critical thinkers, the focus needs to be on helping students understand how they think rather than focusing on output which shows what they think (Behar-Horenstein & Niu, 2011). This paper reports on the author's work in developing and implementing a content course on critical thinking intended for first year university students at a Japanese university. The challenge was to make a course appropriate to the various English language levels of all students, while keeping the content of class both interesting and accessible. Predictably Irrational: The Hidden Forces that Shape Our Decisions (Ariely, 2009) was chosen as the required reading due to its real-world examples and that there were both Japanese and English versions available. To make the best use of class time, students were told to read whichever version of the book they would more easily understand because it was felt that understanding the content from the assigned readings was a critical factor in facilitating class discussions/activities. This paper goes through the 13-week course, explaining how each chapter topic was personalized through examples from the students' own lives. As a final project, student groups were assigned a topic from the text, on which they had to conduct some original research. Student groups then recorded a podcast episode where they summarized their topic and their findings. The paper concludes with the results of a self-reflection survey conducted during the final class period.

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Questionable Research Practices in Applied Linguistics: An Examination of Frequency, Severity, and AI-Related Issues

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The concept of questionable research practices (QRPs) has recently emerged as a significant concern in the field of applied linguistics, a discipline that has traditionally distinguished between macro- and micro-ethics. Despite the critical need for studying QRPs, they have been somewhat overlooked within the applied linguistics community. This mixed-methods study aims to shed light on the prevalence and severity of QRPs among Iranian applied linguists, with a particular focus on issues related to the use of artificial intelligence (AI) tools. A total of 160 Iranian applied linguists participated in the study, completing a 48-item questionnaire adapted from Larsson et al. (2023). Fifteen participants also took part in follow-up scenario-based interviews concerning AI-related QRPs. The most common QRPs identified were the selection of variables for convenience and P-hacking, while the most severe were plagiarism and authorship issues. Our qualitative data analysis led to the emergence of four themes: lack of AI related regulations, excessive use of AI as a threat, AI disclosure dilemma, and AI deficiencies. The study concludes that the primary drivers of QRPs among Iranian applied linguists are a lack of systematic research ethics training, insufficient statistical literacy, and an absence of AI regulations.

Keywords: Artificial intelligence, questionable research practices, microethics, scenarios, AI QRPs.

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"Laying the foundation for a PhD study":
Students' motives for writing a master's thesis in Hong Kong

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A master's thesis in taught postgraduate programs (TPG) allows students to engage in independent learning, conduct original research, and contribute to their field of study (Anderson et al., 2008; Barnes & Cheng, 2018). It is a significant undertaking that requires substantial time, effort, and dedication from graduate students. While it is compulsory in countries like Denmark (Dysthe et al., 2006) and Finland (Ylijoki, 2001), it is optional in other countries like the UK, the USA, and Nepal (Demb & Funk, 1999; Neupane Bastola & Hu, 2021; Whittaker & Greenhalgh, 2022). Although it is the most daunting and demanding unit for students (Anderson et al., 2008; Ylijoki, 2001), it has attracted limited research attention (Hammond, 2019). Therefore, it is not surprising that, except for a few studies (e.g., Anderson et al., 2008; Demb & Funk, 1999; Kaufhold, 2017; Ward, 2009), students' motives for writing a master thesis and the impact of such motives on their learning are undocumented, with no such study conducted in Hong Kong. Since students' motives to write a master's thesis generate foci of attention and provide meaning, they determine the benefits students gain from thesis research. Therefore, there is a clear need for research on students' motives. In this presentation, I would like to share the findings of the research that explored students' motives for writing a master's thesis and the impact of such motives and supervisory support on their growth and development. The data for the study comprised interviews with 20 students selected through snowball sampling from four disciplinary areas (applied linguistics, business and management, computer science, and engineering) from 6 UGC-funded universities in Hong Kong. The data was analysed inductively and thematically with the help of Nvivo using Braun and Clarke's (2006) six- step procedure. First, the interviews were transcribed verbatim to be familiar with the data. Second, the initial codes were produced using keywords and phrases (e.g., PhD, further study, academic writing, literature review, career, profession, communication, confidence) under two broad groups (i.e., motives and learning outcomes). Then, based on their meaning, the initial codes were categorized under three themes under each broad category: academic, professional, and personal aspects. Finally, the final list of themes was defined and discussed after thoroughly revising themes and un- coding and re-coding unfitting codes. The findings show that the students were motivated to write a master's thesis to establish a foundation for an envisioned PhD study and personal and professional development. The synergy of their motives and supervisory support contributed to their academic, professional, and personal growth. The implications of these findings will also be presented.

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Across the water - are Macau students ready for higher education in English? The perspectives of three Macau based lecturers

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The globalization of higher education has opened doors for an increasing number of students to pursue their studies at universities abroad. A significant portion of these students come from Asia, with the majority hailing from China, followed by India, Korea, and Japan. For instance, in Australian and New Zealand universities, Asian students make up 80% and 69% of the total international student body respectively (OECD, 2009).

While some students choose to go abroad, many remain in their native cities. Students in Macau, for example, have the opportunity to pursue their higher education in an English-speaking environment at the University of Saint Joseph (USJ). USJ is one of the few universities in Macau where most subjects are taught in English by international academic staff.

It is observed by the authors that, while Macau students excel in grammar and vocabulary compared to other learning strands, they often lack critical thinking skills and struggle with other learning features, such as open dialogues, active discussions, and problem-solving skills with their peers. Furthermore, many local students tend to socialise only with people from their native language or ethnic background, limiting their exposure to English language practice inside and outside the classroom. This limitation can potentially hamper their motivation and ability to learn English effectively. Several current and former staff members of the USJ ELC (English Learning Centre), with varying levels of international experience and background, examine the deficits of local students and offer remedial suggestions that could potentially benefit the students who wish to pursue their studies abroad or at a Western higher education environment locally, such as USJ.

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Collaborative teaching in Content and Language Integrated Learning (CLIL) classrooms: A qualitative synthesis (2000-2024)

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Co-teaching, also known as collaborative teaching or team teaching, is a teaching approach where two or more instructors share teaching responsibilities within the same classroom. In language education, co-teaching mainly involves native and non-native speaker teachers participating in instructional delivery to create unique learning experiences. This teaching approach has gained increasing recognition in multilingual societies, with a growing number of studies focusing on co-teaching in Content and Language Integrated Learning (CLIL) classrooms. This study aims to present a comprehensive analysis of co-teaching in CLIL education in the international context. A qualitative synthesis approach is adopted to identify peer-reviewed empirical studies published in English from 2000 to 2024. The synthesis revolves around two questions: How is co-teaching implemented by two or more instructors in CLIL education? What are the outcomes of co-teaching in CLIL education? With the two questions, this study investigates the functions and objectives of co-teaching, examines how different co-teaching models are adopted, and how teachers and students perceive this teaching approach.

The data extracted from target studies is synthesized using qualitative analysis to generate key themes. The extracted themes and findings related to each theme are further explained and discussed. Additionally, this study analyzes current research limitations, identifies potential gaps in the existing literature, and provides recommendations for future studies and teaching practices in CLIL education.

Keywords: Collaborative teaching; Team teaching; CLIL; Qualitative synthesis;

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Enhancing Language Education with Customized AI: A Practical Workshop for Teachers

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This workshop offers language educators a pathway for incorporating Generative AI into English Language Teaching, in alignment with UNESCO Guidance for generative AI on education and research. Over the course of this session, participants will explore a three-stage approach to utilizing AI tools to support and enhance language instruction. We begin by examining the art of crafting effective prompts, where educators will engage in developing prompts that leverage AI chatbots for enriched language learning experiences. This includes utilizing chatbots for nuanced assessment and personalized feedback mechanisms, capitalizing on AI's ability to simulate conversational exchanges and evaluate linguistic competencies. The second stage focuses on customizing chatbots using the Poe.com platform. Participants will acquire hands-on experience in tailoring chatbot responses to fit the unique demands of their language classrooms. This approach ensures that the AI's interactivity is finely adjusted to the educational objectives, cultural sensitivities, and proficiency levels of students, thus providing a more relevant and effective learning experience. In the final stage, scaling with API Programming, educators will be introduced to the technical underpinnings that enable the expansion and integration of chatbot technology. This includes an overview of API programming, which allows for the development of customized, scalable chatbot solutions that can be seamlessly implemented across various learning platforms and curriculums. A practical use case will demonstrate the application of AI in automating feedback for student assignments, highlighting the technology's role as a supportive tool in language education. Participants will interact with customized chatbots on Poe.com and receive expert guidance on the development of their chatbot solutions. By the end of the workshop, attendees will be equipped with actionable insights and skills to create and implement their customized AI chatbots, enhancing their teaching methodologies in line with the UNESCO Guidance for generative AI in education and research.

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Creating GPT bot for enhancing English writing: case study of a university teacher

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GenAI has been used to facilitate English writing due to its powerful function of providing instant feedback and constructive suggestions. ChatGPT is the most predominantly used GenAI tool for this purpose. However, ChatGPT cannot provide writing feedback automatically without effective prompt input from the user. Providing an effective prompt for ChatGPT to facilitate a writing task can be challenging for English learners, as their digital literacy and computational thinking skills needed to design prompts and call the functions of ChatGPT vary. To solve this problem, educators can create different GPT bots to facilitate the interaction between the users and ChatGPT for various writing tasks. Although many researchers have reported their experiences in making GPT bots to facilitate student learning, few have focused on the perspective of the GPT bot maker, such as English writing teachers, to understand the thoughts and concerns that designers have when creating digital innovations for users. To fill this gap, this case study investigates the practice of a university teacher in creating and implementing English writing GPT bots. We collected a range of research data, including interviews, GPT bot instructions, lesson plans, student classroom observations and video records, and student GPT records, to triangulate the qualitative data. We used thematic analysis to analyze the data. Our initial study reveals the thoughts and concerns of the English teacher while creating GPT bots to facilitate student writing, and provides insights for future instructors who aim to harness GenAI tools for language education and learning.

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Tertiary English learners' intention to use ChatGPT incorporated with achievement emotions: Scale development and validation

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In recent years, research on learners' achievement emotions in second language learning settings has been growing. However, research about tertiary learners' achievement emotions integrated with their intention to use ChatGPT remains unknown. This current research attempted to develop and validate a tool for tertiary learners' intention of using ChatGPT integrated with achievement emotions (LICAE) to address the research gap that the prior instruments for achievement emotions have not taken into account the features of ChatGPT, a newly appeared artificial intelligence, in language teaching and learning. 347 English learners from mainland China, including undergraduates and postgraduates, voluntarily participated in this research to help explore and confirm the constructs of the LICAE. This questionnaire was guided by the theory of planned behavior and the control-value theory of achievement emotions. Results of exploratory factor analysis (EFA), first-order, second-order confirmatory factor analysis (CFA), convergent validity, and discriminant validity supported an 18-item questionnaire comprising seven dimensions: perceived (PU), perceived behavior control (PBC), subjective norms (SN), attitude (A), intention (I), enjoyment (E), anxiety (A), and boredom (B). The results indicated that the LICAE is valid and reliable, which could be used by educational researchers and educators to understand tertiary learners' intention to use ChatGPT integrated with achievement emotions with domain-specific items.

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Learner prompts in ChatGPT-based learning of logic and their influences on learners' development of logic knowledge and English argumentative writing logic

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ChatGPT-based learning has exhibited potential in various domains and disciplines. In this learning approach, the effectiveness of learner prompts in eliciting ChatGPT responses is crucial, as they shape the nature of GPT's output, which in turn influences the content of ChatGPT-based learning activities, ultimately impacting the learning outcomes. However, research remained limited in learner prompts in ChatGPT-based learning. To fill in this gap and obtain a more in-depth understanding of this learning approach, we created a bot using POE.com. In this research, we utilized it to explore and investigate the nature, frequency, and impact of learner prompts within this context.

Our study involved 40 Chinese university students who engaged in a 60-minute session of ChatGPT-based learning of logic. Their learning outcomes related to logic knowledge were measured via pre- and post-assessments; those related to the logic of English argumentative writing were assessed via writing tasks before and after the session based on Finken and Ennis's Illinois Critical Thinking Essay Scoring Rubric. Semi-structured interviews were also conducted about the participants' perceived nature, frequency, and impact of prompts in ChatGPT-based learning and why.

Our findings showed that in one-session ChatGPT-based learning of logic, learners, on average, produced 35.95 prompts for 12 purposes. The qualitative analysis results revealed factors influencing the frequency and nature of learner prompts in ChatGPT-based learning: learners' perceived quality of ChatGPT-developed instructions, their willingness of active learning, and their emotional attachment with ChatGPT. The results of the quantitative analysis revealed that learner prompts requesting further explanations significantly enhanced ChatGPT-based learning outcomes, particularly in terms of logic knowledge.

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Task-based language learning through generative artificial intelligence: How Image-GAI can be applied in higher education language education courses

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In this era of rapid technological development, artificial intelligence (AI) supported technological tools have brought more space and possibilities for innovation in language education. How to utilize AI-supported tools to develop students' integrated writing skills and creativity is a worthy direction to explore. Existing articles on AI-supported language learning mainly focused on how to provide (1) automatic writing evaluation, (2) automatic error detection, (3) personalized reading and writing suggestions (Huang et al., 2023; Ouyang et al., 2022). These functions will facilitate students in self-assessment, collect feedback, and access more relevant information resources. However, the more advanced skills, such as creativity and critical thinking, are less explored. We need to unlock the potential of AI in facilitating students' development of the highest level of cognition, i.e., creativity (Hwang & Chen, 2023). Furthermore, the ethics of adopting AI while promoting AI to facilitate learning is also an important issue of concern, as we do not expect our learners to be overly reliant on technology and lose their own judgement (Kohnke et al., 2023). In response to the critical need to expand this research area, we conducted an empirical study to explore whether image-generate AI tools (Image-GAI) can be applied in higher education sectors to develop students' creative writing skills while promoting critical thinking.

Specifically, we adopted the task-based approach and instructed students to develop a comic story under the theme of friendship. In the course, students learned the foundational procedures and skills for drafting a storyboard through Image-GAI. Then, students worked individually to develop their comic stories using the AI tool. In class, students introduced their stories to peers in English. In preparing their work, students were encouraged to think creatively and critically. In total, 54 students participated in the study. To understand the impact of the learning experience, students' creative comics (i.e., content, structure, aesthetics, and creativity) and critical thinking questionnaires were collected. The study will provide novel insights into the pedagogical adoption of AI tools in language education courses.

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预期回应语"也行"的用法考察

白凌云

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互动性是语言交际的重要特征，也是会话分析等相关理论所关注的主要内容。但当前有关预期的研究却忽视了该属性，多集中在预期表达维度。因此，本文以"也行"为研究对象，尝试以互动语言学的研究视角，考察它是如何在自然口语中实现预期回应的。结论认为：带有"并存义"的副词"也"与肯定应答词"行"词汇化为回应语，集中应用于偏离预期的回应模式，其中包括反自预期和反他预期两种类型。从交际功能来看，修正自预期的"也行"以积极应对的方式，传递出妥协求同的言者态度。而拒绝修正自预期的"也行"则会使交际双方置于反同盟关系中。最后，本文结合预期表达式，构建了具有互动性的"表达-回应"完整预期模型，并归纳列举了在该模型下的常见预期类型。

关键词 预期回应 词汇化 预期偏离 互动语言学

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The Common Generative Mechanism of Converbal Clause Chain and Chinese Flowing Sentence Based on Yuen Ren Chao's Minor Sentence Theory

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Converb was first proposed by Ramstedt (1903) in his study of Mongolian language. Haspelmath (1995) defined converb from a cross- linguistic perspective as a non-finite verb that constructs adverbial clauses, and it is one of the morphological changes of the verb. Later research indicates that converb and middle verb are often difficult to separate (Genetti 2005), and converb always has the function of constructing clause chain. Clause chain refers to a full sentence with multiple non-final clauses and one final clause, which can theoretically be connected indefinitely. This is very similar to the flowing sentences (流 水 句) in Chinese (Lü 1979), except that Chinese verbs do not have morphological changes.

Minor sentences possess referentiality
Chao(1968) believed that the minor sentence (distinguished from clause), as a primary unit, constitutes the full sentences, with both subject and predicate being considered as minor sentences. At the same time, Chao also consistently advocated that subject and predicate in a Chinese sentence are topic and comment, and that verbal expressions can be types of subjects. This means that a minor sentence with verbal expressions in the topic position also possesses referentiality. In Chinese flowing sentences, the previous minor sentence actually serves as the potential subject for the following minor sentence (Shen 2012), which is an important reason for the development of flowing sentences. This also demonstrates that the verbs in minor sentences have referentiality. Shen's (2016) Chinese Noun-verb inclusion Hypothesis (名 动 包 含) elucidates on the basis of Chao's ideas.

Converbal clause chain develops from nominalization
Through the review of 16 languages with converb structures in Eurasia, South America, and northeastern Africa, we found that the vast majority of converbs originate from nominalization. As reported by Shao (2023) in Tibetan:

sang.phod.lo	dus=su	nags.ma.bya.tshogs.can=du	phyin=nas
next year	time=TERM	peacock=TERM	go.PST=CONV

nga='i	bu	de	ci	byed=kyi	yod=dam	snyam=nas
1SG=GEN	son	DEM	how	do.PRES=GEN	have=Q	think=CONV

spre'u.mo=rnams=dang	dal	rgvags	byas=nas
female monkey=PL=COMIT	free	full.PRES	do.PST=CONV

phru.gu	bzhi.brgya	skyes=nas	'dug=go/.
children	four hundred	birth=CONV	have=DECL

A year passed, and the father came to the peacock forest and thought, "what's my son doing now?" But he found that his son had consorted with female monkeys in the forest and had begotten about four hundred offsprings.

The suffix =nas in Tibetan is the absolutive case, which nominalizes the entire clause by adding a case marker to the final verb of the clause. This way can be found in many other languages as well. The purpose of the morpho-syntactic operation of nominalization on the verb is to grant referentiality to the preceding clause. The method of generating such a clause chain is completely consistent with the intrinsic nature of Chinese flowing sentences, except that Chinese minor sentences inherently possess referentiality without the need for additional verbal morphological changes.

说明性传记语篇的句式与及物性

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Hopper & Thompson（1980）在对语篇中的句式进行考察时，提出了"广义及物性"概念，即在篇章视角下对句子整体特征的考察。本文以"广义及物性"为基础，对说明性传记语篇中的小句句式进行分析，并从及物性的角度对语篇中的句式进行讨论。所谓说明性传记语篇即对传主主要履历不作细致介绍，仅用简洁的语言客观说明传主生平的短篇传记。本文以Hopper & Thompson（1980）提出的10个判断句式及物性强度参数为基础，对该类标准进行精细化处理后，对说明性传记语篇中所有句式的及物性进行了判断。同时本文采用了"及物性值"的概念，对不同句式的及物性进行赋值，从而构建了属于说明性传记语篇的句式及物性连续统。本文进一步结合了说明性传记语篇各结构部分的及物性与交际目的，对语篇在句式及物性选择上的倾向做出分析。

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Research Methods in Dai Zhen's Philosophy of Language from the Perspective of Comparative Philosophy

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Dai Zhen's theorization of philosophy of language is accompanied by a development of his own methods or methodology for doing philosophy of language. Western philosophy of language has done a lot of research around the research methods of philosophy of language, involving such methods as conceptual analysis, mentalism, positivism, and experimental philosophy. From the perspective of comparative philosophy of language, this article starts from three perspectives: research methods of exegesis and textual criticism, synchronic and diachronic research methods, and emotionalist research methods. Supplemented by Frege's research methods in philosophy of language, we explore the specific methods of doing philosophy of language as used in the Dai Zhen's works of linguistic philosophy and we try to reveal Dai Zhen's characteristics and progress in methods and methodology of doing philosophy of language. The main points of Dai Zhen's research methods and methodology are as follows: (1) the research methods of exegesis and textual criticism which involve the main characteristics of "exploring meaning based on sound", seeking "truth in total" and "eruditeness, interrogation, careful thinking, clear differentiating and sincere practice"; (2) synchronic and diachronic research methods characterized by "common identifications in minds" from cognitive and psychological perspectives and emphasis on language changes; (3) Emotionalism research methods characterized by the humanistic theory of "experience emotions and follow desires" and the linguistic development theory of "even if you are stupid, you will be wise by studying" .

Key words: Dai Zhen; Frege; philosophy of language; research methods; methodology

国内外二语习得中外显和内隐研究的回顾、热点和展望——
基于CiteSpace的可视化分析（2004-2023）

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为了更好了解二语习得领域关于"外显"和"内隐"的研究热点问题和发展趋势，了解国内外相关研究的差别，本文选取CNKI 和Web of Science作为数据来源，对国内外2004 - 2023年的文献，通过可视化软件CiteSpace，从年代分布、关键词、研究热点和研究前沿等方面进行统计分析。研究发现，在研究热度方面，国外的研究热度仍处于较高的水平，在研究对象方面，主要集中在成人，对青少年学习者的研究较少。相较国外研究，国内在研究广度和深度上略显不足，理论基础主要是基于西方的经验和理论，理论体系不够完善，缺少相应的测量工具，并且实证研究还不够丰富。拓展二语习得中外显和内隐研究的维度与广度，丰富研究方法，增强实证研究的比重，并将科技和人工智能融入研究中等，可能是未来研究的新热点。

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中等汉语水平学习者对苏州口音普通话的识别与模仿研究

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苏州地区中级汉语学习者在交际中面临识别苏州方言口音普通话的挑战。苏州、北京两组被试识别、模仿、朗读三项任务的比较分析显示："平舌音读如为翘舌音""二合元音简化为单元音""[i]高化"是识别难点，这些特征的识别难度主要源于范畴转类和无法同化。苏州组学习者难以将听到的语音准确对应至标准普通话音系，而北京组学习者在非难点口音特征的识别上表现出较好的适应性。此外，HSK5-6级学习者在模仿方言口音普通话时，获得了母语评定者的较高评分，这说明他们一定程度上能够将听到的语音对应到汉语音系中并察觉二者语音细节上的差异。基于此，建议高校听力教学以标准普通话为基础，逐步融入方言口音普通话材料，以提高教学的地方特色和效率。

赵元任语言学思想与汉语拼音方案的起源

吴石坚

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赵元任是著名语言学家，是汉语拼音方案的先驱。赵元任曾任清华大学教授等职，当年被誉为清华四大导师之一。他发表《国语罗马字的研究》，主持制定国语罗马字方案，即注音字母第二式，成为汉语拼音方案的起源。赵元任发表《中国的语言问题》《语言问题》等论著，提出用字母的中文更容易印刷，打字快，只要有文字能表达的思想，不怕语言表达不出，只是没有来得及想，不是原则上不可以等思想，推动中国语言学的发展。汉语拼音方案的实施，最终解决汉语字母化的问题，为中国文化发展和世界文化交流做出卓越贡献。赵元任主持制定国语罗马字方案，不是权宜之计，而是基于高层次的认识。因为具有这样的远见卓识，所以经得起考验。进而，汉语拼音方案的制定，就经得起历史的考验，特别是适应以电子计算机和互联网为代表的信息革命的要求，促进中国文化的发展和及其在世界的传播。

关键词：赵元任 语言学 汉语拼音 国语罗马字 国语

试析处置式中"把"字的语法化

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把字句（处置式）是汉语句式中备受关注的类别之一。"把"的词类归属问题引起了学者们的讨论，因为"把"的词类划分直接关系该词是否发生虚化这一问题，目前存有动词说（Hashimoto 1971，Fong 2015，Bender 2000）、介词说（史存直 2008，Audrey Li 1990）、副动词说(Ross 1991)、 轻动词说（Lin 2001 ，Sybesma1999，Huang 1997）、标记语说（Hopper＆Thompson 1980，Huang 1982）等。本文以历史回溯的视角，以轻动词说为基础进行把字句的语法化研究。

从生成视野看，"把"字后的宾语是从动词后前移得来，往往可变化。"把"的词类归属问题引起了学者们的讨论，因为"把"的词类划分直接关系该词是否发生虚化这一问题，更甚者，会关系到汉语是SVO还是SOV结构的问题。以生成语法为基础，讨论"把"归于动词、介词的合理性，通过语言事实证明，"把"的虚拟化经历了动词 ＞介词＞ 轻动词，一个从动词到轻动词的过程，由于"把"保留了古代汉语的"致使意"，因此常会被研究者将其划分为介词，实际上这点在某些情况下还有待商榷，可以继续进行研讨。

关键词："把" 把字句 理据探讨 语法化

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An Investigation of Learning Experience among Older Adult Using AI- Based Language-Learning Apps

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The purpose of this study is to investigate the learning experiences of older adults in China using AI-based English-Learning Apps in a counselling teaching environment. A 12-week sequential mixed-methods research is conducted. The 88 participants are aged from 40 to 80 from various social-biographical backgrounds. Weekly field notes and interviews are coded for qualitative analysis. In the meantime, quantitative data is gathered including their English level, depression level, anxiety level, and test score for working memory. Findings show that AI-based learning Apps combined with counselling teaching could largely encourage the elders to participate in a more cognitively-engaging lifestyle. The results also indicate that language learning can significantly reduce anxiety level (t=2.537; p=0.052; ES=1.035) and the self-reported working memory level. Feedback and suggestions for further App design and development are offered from both the drop-outs and those who persist the entire 12 weeks.

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语体视角下复合构词能产性计量研究——以[X+衣]N构词式和[X+云]N构词式为例

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本文属于语体视角下汉语复合词能产性的断代计量研究。首先，我们选取唐宋时期不同语体作为样本语料自建语料库，主要分为俗白和典雅两种，其中典雅语体又进一步根据文学性程度分为诗歌和散文文体。其次，基于构式词法理论，选取修饰关系的[X+衣]N构词式和[X+云]N构词式为典型样例，根据凸显的物性结构进行构词次模式分类。最后，我们通过例频率、类频率、单频率、P值等量化手段，先后比较俗雅语体复合构词能产性，以及不同文学性程度语体中的复合构词能产性表现。结果表明：第一，唐宋复合构词能产性在典雅和俗白语体中存在明显差异。俗白语体复合构词能产性新兴变化更明显，体现为词内成分更替更多、构词式图式性增强及应用范围的扩展。典雅语体中复合构词能产性则更多体现旧有规则的继承和沿袭。第二，唐宋复合构词能产性受典雅语体文学性程度影响。诗歌体中构词式更多被凸显的是形式角色，且多个人创新的非规则现象。散文体中构词式往往遵循一定规则，具有可预测性。综上，我们将传统构词研究与信息手段相结合，验证了语体的词法功能和文学文化功能，是语言研究跨学科方法的一种尝试。

关键词 复合构词 能产性 衣 云 语体 计量语言学

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Are there any switch costs for Chinese-English bilinguals during language comprehension?

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Everyday life involves fluent switching between many different cognitive abilities. Individuals who speak more than a single language commonly switch between their different languages. A substantial literature exists both on 'language switching' and on more general 'task switching' but the relationship between domain-specific and domain-general switching in bilinguals needs to be further understood. The present study explores this issue with a focus on language comprehension. Domain-specific switching abilities in language comprehension are assessed by a size judgement task in which Chinese-English bilingual participants (N=55) recruited online classify words which are visually presented unpredictably either in English or in Chinese into 'large' or 'small' items by pressing one of two keys. We expect to obtain general 'switch costs', as well as a widely reported asymmetry depending on whether switching takes place into the native or the second language. Domain-general cognitive control is captured via the so-called 'Faces task' in which participants make ipsi- or contralateral responses to spatial cues when seeing cartoon faces with green or red eyes gazing at different directions. This task allows to capture various facets of cognitive control, among them switching abilities. Analysis focuses on the exploration of potential correlations between these measures, and particularly, the association between domain-general and -specific switch costs, at the individual level.

The Role of Media Discourse Analysis in Second Language Acquisition：
A case study of interactions in media about English learning in relation to university students' second language acquisition

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English learning ideas emerge in media with relevant English education policy nowadays and students' attitudes about English learning may be affected by these ideas in media, which play a role in the outcome of second language acquisition. While much research focuses on discourse analysis about classroom, multilingual, and positive dimensions of media with SLA, few studies are about the role of media discourse analysis in SLA. This research seeks to examine the impact of media interactions on English learning including language intention, power, and style in the motivation and outcome of SLA.

The mixed method including quantitative and qualitative analysis is employed. "FireAnt" corpus is used to collect Twitter corpus data and the way of screenshots of representative views' data is employed in media software Weibo and Redbook. Besides, semi-structured interviews are purposive-sampled among fifteen university students with representative answers or posts. A longitudinal survey about the interviewee's SLA outcome is also conducted. The five-Likert scale online questionnaire survey is used among 465 university students (234 boys and 231 girls) in four representative universities (normal, international studies, technology, and comprehensive) with systematical random sampling. These subjects' English skills are tested by designed and modified test papers by proficient professionals. The collected corpus data including metadata are stored in a Word file and analysed with MAXQDA software. The software NVivo is used to transcribe the data of interviews and the data from the questionnaire and test paper are analysed in SPSS 29.0.

This research finds that the interactions about English learning in media have an effect on learners' motivation for second language acquisition and further affect their outcome of SLA. Sometimes, the outcome is passive for L2 learners.

For this research, the domain of usage of discourse analysis in SLA can expand to new media. Besides, this paper applies the theory of the field of communication to second language acquisition and tries to achieve the goal of interdisciplinary study of language acquisition. This research has implications for teachers and students to adopt suitable strategies to integrate media discourse analysis with second language acquisition and further develop the outcome of second language acquisition.

keywords: second language acquisition; media discourse analysis; effect; media language; university students

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Comparative Analysis of Corpus-Based Word Frequency and Age-of-Acquisition in Cantonese Vocabulary Norms for Preschoolers

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This paper presents a comprehensive investigation into research findings derived from the scrutiny of corpus linguistic data, generated by two distinct databases of Cantonese-speaking preschool children in Hong Kong. The primary focus of the research detailed in this paper is a comparative analysis of the corpus-based word frequency and the age of acquisition (AoA) for Cantonese vocabularies as demonstrated in a norm-referenced test. The novelty of our research lies in the shift of focus from traditional AoA studies, which have primarily dealt with adult ratings. In contrast, the present study embarks on an in-depth exploration of the performance of corpus-based word frequency in estimating AoA, thus providing a fresh perspective on the topic.

Methods: The methodology employed in this study is centered on the analysis of corpus linguistic data. A comparative approach is applied to the corpus-based word frequency and AoA for Cantonese vocabularies in a norm-referenced test. The study identifies that the performance of word frequency as a measurement tool is influenced by the size of the corpus, elucidating that a larger corpus can lead to more accurate estimations.

Results: The results lend further weight to the growing body of evidence supporting the utilization of corpus-based word frequency in AoA estimation. Interestingly, unlike previous assumptions, we found that the age range of the corpus does not significantly affect the performance of word frequency in estimating AoA. The findings of this research suggest that frequency is a significant factor for assessing AoA in preschool children.

Conclusion and Implication: This research adds to the broader discourse on AoA by investigating the role of corpus-based word frequency. It highlights the need for a comprehensive approach when assessing AoA in preschool children and offers valuable insights for future studies. The findings of this research have important implications for both the academic community and practitioners working in the field of language acquisition and education.

Keywords: Corpus Analysis, Age of Acquisition, Cantonese Vocabulary, Word Frequency.

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Acquiring Reduplicated Adjectives in L1 Mandarin Chinese: Semantic and Age Perspectives

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This study investigated the acquisition of AA-form reduplicated adjectives in Mandarin Chinese from semantic and age perspectives. According to the iconicity principle (Lakoff & Johnson, 1980), increased form implies increased content, but degree interpretations of reduplication are inconsistent. To address this research gap, the study examined how semantic types and age- related factors give rise to varied meanings in Mandarin Chinese adjective reduplication. The participants included first-graders, sixth-graders, and Chinese native adults. A multiple-choice comprehension task was conducted to assess two aspects: (i) whether different semantic categories yield different degree interpretations, and (ii) whether there are age effects. This task consisted of 12 questions, each with 4 sentences featuring reduplicated adjectives from three semantic categories: dimension, physical property, and value (cf.).

1. Xiaoming shuo: nali you yi-duo meimei-de meiguihua.

Ni juede Xiaoming shuo you yi-duo meimei-de meiguihua de yisi shi:

a) hen-mei b) yidiandian-mei c) bu-mei? Xiaoming said, "There is a prettyREDUPL rose."

What do you think Xiaoming meant when he said "a prettyREDUPL rose?" Is it: a) very pretty b) a little bit pretty c) not pretty?

The results are as follows. First, concerning the semantic types of reduplicated adjectives, only dimension, in contrast to physical properties and value, received diminutive readings. This suggests that the concrete nature of dimension led to diminutive effects, while more abstract semantic categories, namely adjectives denoting physical properties and value, were associated with intensified meanings, aligning to the iconicity principle. Second, adults preferred diminutive readings for all reduplicated adjectives, while first-grade and sixth-grade schoolers exhibited variations in relation to different types of adjectives. Despite being aware of the diminutive feature, schoolers did not consistently employ it in reduplicated adjectives denoting physical properties and value, indicating a greater attentiveness to objective and referential characteristics than to subjective and abstract features (Aksu- Koç, 1988). This finding aligns with Piaget's (1964) theory of cognitive development, illustrating that both groups of schoolers, as participants from the preoperational and concrete operational stages, face challenges in applying morphological rules to different degree interpretations. Thus, it is difficult for them to think in an abstract, in-depth manner, such as detecting the diminutive feature.

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語言科學國際研討會:趙元任學術思想與跨學科研究

"I am willing to communicate, but not for my accent":
Attitudes and Perceptions of Chinese EFL Learners' Accents in EAP Environment

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Native-speakerism (Holliday, 2005; Holliday, 2006; Holliday, 2017; Holliday, 2018), a pervasive, chauvinistic language ideology (Liu, 2021), regards native speakers as the supreme models in English language teaching and influences the speaker's perceptions and choices of native and non-native teachers. Regarding native-speakerism, much previous research has explored English as a Foreign Language (EFL) learners' attitudes and perceptions of different accents. Partially studies focus on Chinese students and reveal that most Chinese learners embody the pursuit of the so-called standard accent and expect their accent to be native-like (Huang & Hashim, 2020; Qiao et al., 2022; Shibata, 2021), mainly British or North American accents (Kuang & Wang, 2019). However, little exploration of EFL learners in China's English for Academic Purposes (EAP) environment is conducted. This study unveils how accents influence EFL learners' experiences and attitudes in an EAP environment, with a particular focus on Chinese students. The existing literature reveals a significant gap in existing research concerning the relationship between learners' self-perception of accents and their confidence levels in speaking English within an EAP environment. Notwithstanding the previous studies on the links between accent, identity, and confidence of EFL learners (Kameron, 2014; Sun, 2016; Tamimi Sa'd, 2018), little attempts have been undertaken to explore these connections in the context of EAP. In order to bridge this gap, we employ a mixed method utilizing online questionnaires and individual interviews. Statistics are collected from Chinese students (N=680) involving students from both EAP and non-EAP environments through a researchers-made questionnaire, which presented high reliability in the pilot test among participants (N=50). The survey questions are designed to evaluate Chinese students' attitudes towards accents in the two educational settings and estimate how their self-perception of accents influences their confidence levels and willingness to communicate. Following the quantitative phase, we conduct individual interviews with randomly selected respondents to delve into the extent to which variations in accents impact their academic experiences in an EAP environment. The expected outcome will compare the attitudes and self-perceptions of accents among EFL learners in EAP and non-EAP settings. Researchers hypothesize that the EAP environment suits learners' beliefs towards English accents in a more inclusive way in both accepting non-native accents and their own willingness to communicate. Accent influences the academic experiences of EAP students in ways that will be explored as well. Furthermore, the strategies and pedagogical approaches that can be employed to accommodate their academic experiences toward accents are discussed in two educational settings.

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A Teaching Experiment on Speech Analysis Instruction Using Virtual Simulation Laboratory System

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Background: Modern Chinese is a compulsory course for university students majoring in Chinese Language and Literature. A key component of this course is the analysis of speech properties. However, traditional teaching methods often limit students' understanding of these properties to a superficial level. In recent years, the rapid development of internet technology has led to the maturation and improvement of virtual simulation experimental technology. This technology allows for the creation of virtual simulation laboratory systems that can provide learners with an experimental environment free of time and space constraints, relatively low cost, high security, and a high level of interaction.

Abstract: In this study, we constructed a virtual simulation laboratory to analyze speech properties. This laboratory combines virtual simulation scenarios with real speech phenomena to help learners master the knowledge points related to speech. We first introduce the design and construction process of the virtual simulation learning system, then evaluate its effectiveness through a teaching experiment. The results of the study indicate that the application of virtual simulation technology in the teaching practice of speech analysis can improve the quality and effectiveness of teaching.

Methods: This study compared traditional instruction with virtual simulation teaching through an instructional experiment. Forty students majoring in Chinese Language and Literature in the faculty of humanities participated in this study. They were randomly assigned to either the traditional teaching group (20 students) or the virtual simulation experiment teaching group (20 students). The teaching experiment began with a pre- test to establish the participants' baseline knowledge. Instructional interventions were then conducted separately according to the randomly assigned groups. A post-test was administered immediately after the intervention to assess learning effectiveness. A questionnaire was also completed to subjectively evaluate satisfaction, motivation, and interest in teaching speech analysis. The data from the experimental results were analyzed using SPSS and ANOVA.

Results: The results showed no significant difference between the pre-test and post-test scores in the traditional teaching mode. However, the post- test scores significantly improved compared to the pre-test scores in the virtual simulation laboratory teaching mode. The statistical test indicated that the effect of different teaching modes was significantly different. Additionally, the questionnaire results showed that in terms of teaching satisfaction, learning interest enhancement, and learning willingness, the students in the virtual simulation teaching group scored higher than those in the traditional teaching group. Therefore, the virtual simulation laboratory system used in the practical teaching of speech analysis not only improves the quality and effectiveness of teaching but is also well- received by students.

Some scenes from the virtual laboratory
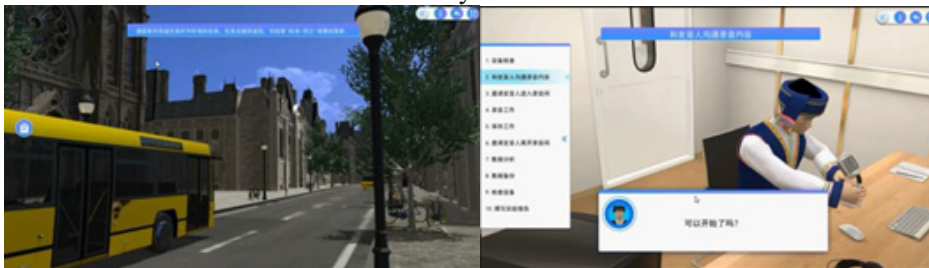
The Influence of Language on Personality Traits:
A Multi-modal Study Among Chinese-English Bilinguals

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Personality is a stable trait, but it may be influenced by the language in use, as bilingual speakers may internalize different experiences and values when acquiring these languages. This study investigated the influence of language on the expression of neuroticism in Chinese-English bilinguals using a multi-method approach that combined self-report questionnaires, behavioral data-based assessments, and electroencephalography (EEG) recordings.

Thirty Chinese-English bilingual students participated in this study. They completed the Big Five Inventory (BFI) in both Chinese and English versions to assess their neuroticism scores. The participants also engaged in a scenario-reading and response task, which consisted of eight trials in each language. In each trial, participants read a scenario question and provided their responses in the same language. Their responses were analyzed using an artificial intelligence (AI) model to predict neuroticism levels. During the task, EEG data were recorded to examine the neural activity patterns associated with neuroticism in different language contexts.

The results showed no significant differences in neuroticism scores between the Chinese and English versions of the BFI. However, the AI-based analysis of participants' responses to scenario questions revealed significantly higher neuroticism scores in Chinese than in English. EEG analysis indicated differences in theta- and alpha-band power between the two languages during the writing phase of the task, suggesting an increased cognitive load and attention demands when using a second language.

These findings suggest that language may have a more pronounced effect on the implicit expression of personality traits, as reflected in language use and neural activity patterns, rather than explicit self-reports. The activation of specific cultural frameworks associated with each language may play a role in shaping implicit expressions of personality. This study highlights the complex relationship between language and personality in bilinguals and contributes to our understanding of the mechanisms underlying language-dependent personality shifts. Future research should explore these findings with larger and more diverse samples and investigate the impact of language on other dimensions of personality.

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High Variability Orthographic Training:
Learning Chinese Words through Training with Multiple Fonts

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Variability is thought to play a key role in how people learn new categories [1, 2]. Chinese has thousands of words (characters) with unique written forms. In this study, I tested whether more or less variability in the font (typeface) used to present Chinese words during training affected short-term learning outcomes.

I recruited 188 participants with no previous Chinese learning experience to learn 24 Chinese words (e.g., 水 – water). The study was conducted over the internet using Labvanced (labvanced.com). Participants were randomly assigned to one of two training groups. In the single font group, they were trained using only one of three different Chinese fonts (Kaiti, Heiti, Songti); in the variable font group, they were trained using all three fonts. The study comprised two training phases, each followed immediately by a testing phase.

Phase 1: Definition Training and Testing
In the Definition Training phase, each word was presented six times across blocks; subjects typed an English meaning, and then saw the correct answer. Immediately after training, participants were tested on their ability to provide definitions for the words. At test, half of the words were presented in a familiar font, and half in a novel font that had not been seen during training. Mixed effects regression analyses indicated a significant interaction between training type and testing font. The single font training group was more accurate than the variable font group for the trained font, but the pattern reversed for the novel font where the variable font group was more accurate than the single font group.

Phase 2: Form Training and Testing
In the Form Training phase, participants were shown two characters, one they had learned during the Definition Training phase, and a visually similar distractor (e.g., 水 vs 永). Their speed/accuracy in choosing the learned words over visually similar distractors were
recorded. There were three training blocks with feedback, followed by a testing block using a familiar font and a novel font (different than the novel font used in the Training Phase). Results again showed a significant interaction based on training: the single font group was faster than the variable font group for familiar font trials, but slower for novel font trials.

Conclusion
This study provides initial evidence that font variability can aid in generalization for Chinese word learning. Future work will consider whether the effects of variability endure beyond an immediate posttest, and whether individual differences (visuo-spatial aptitude, working memory) might impact whether or how strongly variability affects individuals.

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Two worlds in one test: A comparative perspectiveon College English Test Band Four(CET-4)of ethnic and non-ethnic students in China

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This study employs a comparative methodology to examine the impact of ethnicity on language assessment outcomes, with a specific focus on the College English Test Band Four (CET-4) performances of two distinct ethnic groups at a Chinese university. Data were gathered through a CET-4 experience survey and semi-structured interviews involving 152 test participants. The findings indicate that students from ethnic minority backgrounds experienced higher failure rates on the CET-4 compared to their ethnic majority counterparts. Critical factors influencing test performance were identified as vocabulary knowledge, grammatical competence, and test-taking strategies. This research highlights the critical need for inclusive and equitable testing practices to better support ethnic minority students in overcoming challenges associated with language assessments. The outcomes of this study contribute to the broader discourse on educational equity and inclusivity, advocating for more proactive and tailored approaches to language testing.

Keywords: language testing, ethnicity, educational equity, CET-4, test performance

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Language Landscape of Age-Friendly Communities: A Case Study of a Community in Shanghai

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Facing the problems in the aging of the population, China has developed a series of active aging strategies. Language, as an important symbol, tool, and resource, plays an indispensable role in the construction of age-friendly cities. Also, the participation of elderly citizens in society largely depends on effective communication. Thus, language planning is an important perspective that requires high attention in the construction of age- friendly communities and cities. Language landscape is the direct embodiment of a city's culture, and it is also an effective way to understand the linguistic ecology of a space. In the process of constructing an age- friendly community, the planning of the language landscape is a part that cannot be ignored. This study adopted an investigation of field and semi- structured interviews. It explores the characteristics of language landscapes in a national demonstrative age-friendly community in Shanghai based on a three-dimensional analysis model of the language landscape.

With an analysis of different dimensions, this study found that the monolingual language landscape and the official language landscape predominate the community. It means that Chinese as a national lingua franca occupies a dominant position, and the community is well managed, thus the community language landscape is unified and orderly. Secondly, the number of medals of honor and signs of core values is large, which helps to enhance the cohesion of the community and enables the elderly to better integrate into the community. Finally, elderly community residents are generally satisfied with the design and placement of the language landscape.

Overall, the construction of an age-friendly community aims to create an environment adapted to the needs of the elderly and promote their social participation through language planning. In the process of planning language landscapes, language selection, font, color, and design should be taken into account. Designers of language landscapes need to take into account the reading habits of the elderly. The community should consider setting up more language landscapes related to respecting and loving elderly citizens.

Keywords: Language Landscape; Age-friendly Community; Language Planning

Lexical Density of Bilingual Students in the University of Singapore in a Dormitory Context

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Second language acquisition is relatively difficult for Chinese students because they live in a monolingual community with insufficient language input. However, the changes from living in a monolingual environment to a bilingual or multilingual environment may influence the learners' language proficiency. This study investigates the dominant language and lexical density (LD) of bilingual students in Singapore. To this end, the study calculated the Mean Length of Utterance (MLU) in English-only, Chinese-only, and translanguaged utterances respectively to identify the dominant language in a bilingual context. The LD was measured by calculating the type-to-token ratio in a corpus, which referred to dividing the total number of words in the text by the number of different words. The results indicated that living in a bilingual environment positively improved the learners' bilingualism, especially in spoken language, and the LD in Chinese and English varied across topics. The LD in Chinese is more significant when learners talk about things related to their lives as they are Chinese dominant. However, if the topic includes words that originally came from English, there is a high possibility that the bilinguals have a higher LD in the English language rather than in Chinese. The results have implications for the development of balanced bilinguals.

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