

# Educational Linguistics

Volume 31

## **Series Editor**

Francis M. Hult, Lund University, Sweden

## **Editorial Board**

Marilda C. Cavalcanti, Universidade Estadual de Campinas, Brazil

Jasone Cenoz, University of the Basque Country, Spain

Angela Creese, University of Birmingham, United Kingdom

Ingrid Gogolin, Universität Hamburg, Germany

Christine Hélot, Université de Strasbourg, France

Hilary Janks, University of Witwatersrand, South Africa

Claire Kramersch, University of California, Berkeley, U.S.A

Constant Leung, King's College London, United Kingdom

Angel Lin, University of Hong Kong, Hong Kong

Alastair Pennycook, University of Technology, Sydney, Australia

*Educational Linguistics* is dedicated to innovative studies of language use and language learning. The series is based on the idea that there is a need for studies that break barriers. Accordingly, it provides a space for research that crosses traditional disciplinary, theoretical, and/or methodological boundaries in ways that advance knowledge about language (in) education. The series focuses on critical and contextualized work that offers alternatives to current approaches as well as practical, substantive ways forward. Contributions explore the dynamic and multi-layered nature of theory-practice relationships, creative applications of linguistic and symbolic resources, individual and societal considerations, and diverse social spaces related to language learning.

The series publishes in-depth studies of educational innovation in contexts throughout the world: issues of linguistic equity and diversity; educational language policy; revalorization of indigenous languages; socially responsible (additional) language teaching; language assessment; first- and additional language literacy; language teacher education; language development and socialization in non-traditional settings; the integration of language across academic subjects; language and technology; and other relevant topics.

The *Educational Linguistics* series invites authors to contact the general editor with suggestions and/or proposals for new monographs or edited volumes. For more information, please contact the publishing editor: Jolanda Voogd, Senior Publishing Editor, Springer, Van Godewijkstraat 30, 3300 AA Dordrecht, The Netherlands

More information about this series at <http://www.springer.com/series/5894>

Istvan Kecskes

Editor

# Explorations into Chinese as a Second Language

 Springer

*Editor*

Istvan Kecskes  
School of Education, ED 114  
State University of New York  
Albany, NY, USA

ISSN 1572-0292

ISSN 2215-1656 (electronic)

Educational Linguistics

ISBN 978-3-319-54026-9

ISBN 978-3-319-54027-6 (eBook)

DOI 10.1007/978-3-319-54027-6

Library of Congress Control Number: 2017940186

© Springer International Publishing AG 2017

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Printed on acid-free paper

This Springer imprint is published by Springer Nature

The registered company is Springer International Publishing AG

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

# Contents

|   |            |
|---|------------|
| <b>Part I Explorations into the Structure and Use of Chinese<br/>as a Second Language</b>                   |            |
| <b>Acquiring and Teaching Chinese Pronunciation .....</b>   | <b>3</b>   |
| Hana Tříšková   |            |
| <b>The Comparison of Hungarian and Chinese Phonological<br/>Systems: A Pedagogical Perspective .....</b>    | <b>31</b>  |
| Qiuyue Ye and Huba Bartos   |            |
| <b>Analysis of Chinese as Second Language Learners’<br/>Interpretations of Noun-Noun Compounds.....</b>     | <b>65</b>  |
| Shuyi Yang  |            |
| <b>Information Encoding, Mandarin Chinese Word Order<br/>and CSLA: A Cognitive-Functional Account .....</b> | <b>83</b>  |
| Anna Morbiato   |            |
| <b>Part II Explorations into the Learning of Chinese<br/>as a Second Language</b>                           |            |
| <b>Construing CSL Writing as Meaning-Making: A Genre-Based<br/>Approach.....</b>                            | <b>111</b> |
| Fei-Wen Cheng   |            |
| <b>Learners’ and Teachers’ Beliefs About Learning Tones<br/>and Pinyin.....</b>                             | <b>141</b> |
| Juan Yang and Jane Medwell  |            |

|  |     |
|--|-----|
| <b>Toward a Corpus of Chinese Classroom Teacher Language</b> .....                             | 165 |
| Xia Cui  |     |
| <b>Difficulties and Expectations of First Level Chinese Second<br/>Language Learners</b> ..... | 183 |
| Gloria Gabbianelli and Agnese Formica  |     |
| <b>Expressing Necessity in Chinese: A Pilot Study</b> .....                                    | 207 |
| Shu-Yi Eagle   |     |
| <b>Index</b> .....   | 221 |

# Contributors

**Huba Bartos** Department of Theoretical Linguistics, Research Institute for Linguistics, Hungarian Academy of Sciences, Budapest, Hungary

Institute of East Asian Studies, Eotvos Lorand University, Budapest, Hungary

**Fei-Wen Cheng** Foreign Languages Department, National Chiayi University, Chiayi County, Taiwan

**Xia Cui** University of Melbourne, Melbourne, VIC, Australia

**Shu-Yi Eagle** Department of Educational Theory and Practice, University at Albany, State University of New York, Colorado Springs, CO, USA

**Agnese Formica** Department of Foreign Languages Teachers, IIS Savoia Benincasa, Ancona, AN, Italy

**Gloria Gabbianelli** Department of Communication Sciences, Humanities and International Studies, Cultures, Languages, Literatures, Arts, Media (DISCUI), University of Urbino Carlo Bo, Urbino, PU, Italy

**Jane Medwell** School of Education, University of Nottingham, Nottingham, UK

**Anna Morbiato** Department of East Asian and African Studies, Ca' Foscari University of Venice, Venice, Italy

Department of Linguistics, University of Sydney, Sydney, Australia

**Hana Tříšková** Department of East Asia, The Oriental Institute, Czech Academy of Sciences, Praha, Czech Republic

**Juan Yang** Postdoctoral Development Centre, Shanghai International Studies University, Shanghai, China

School of Chinese Studies and Exchange, Shanghai International Studies University, Shanghai, China

**Shuyi Yang** Division of World Languages, Literatures & Cultures, College of Liberal Arts & Sciences, University of Iowa, Iowa City, IA, USA

**Qiuyue Ye** Department of Chinese Studies, Faculty of Humanities, Eötvös Loránd University, Budapest, Hungary

## Author Biography

**Huba Bartos, Ph.D.** is a former Member of the Board (2003–2008) and vice-president (2003–2006) of the European Association of Chinese Linguistics (EACL), and chief organizer for the EACL-4 conference in 2006 in Budapest. He has held various posts, including deputy director at the Research Institute for Linguistics of the Hungarian Academy of Sciences, as well as the School of English and American Studies, the Institute of Oriental Studies, and the Institute of East Asian Studies of Eötvös Loránd University. His main research and publication profile includes the morphosyntax of Hungarian, syntax-semantics interface studies, and the syntax of Mandarin Chinese.

**Fei-Wen Cheng** is Associate Professor in Foreign Languages Department at National Chiayi University, Taiwan where she teaches a variety of writing and advanced literacy courses. Her main areas of research include second language writing and assessment, genre analysis and SFL educational practices.

**Xia Cui, Ph.D.** has over 13 years of language teaching experience, and is an experienced researcher and teacher educator. Her major areas of expertise involve developing innovative pedagogy in teaching Chinese oral skills, developing resources in teaching content knowledge in Chinese, teaching Chinese culture in the language classroom, and increasing the use of Chinese in the classroom.

**Shu-Yi Eagle** has been involved in the field of foreign language education since her sophomore year in college. She had taught kindergartners, elementary, middle, and secondary students, college students, and adults before pursuing her doctoral degree. Shuyi is currently a doctoral student in Curriculum and Instruction at University at Albany, State University of New York. She is working on her proposal and dissertation. Her research interest is teaching Chinese as a foreign language and she had presented her work in different conferences.

**Agnese Formica, Ph.D.** received her Ph.D. in European Intercultural Studies at the University of Urbino after graduating in Eastern Languages and Cultures at the University of Rome. She has been working for some years at the University of Urbino as an adjunct professor of Chinese language. Currently, her working and research interests focus on teaching Chinese as a second language at secondary schools in Italy and on the teaching of Chinese language learning to students with learning disabilities.

**Gloria Gabbianelli, Ph.D.** graduated in Eastern Languages and Cultures at the University of Rome. She received her Ph.D. in European Intercultural Studies at the University of Urbino with a research on the analysis of linguistic difficulties of Chinese students of Italian as a second language. She is currently working as adjunct professor of Chinese language at the University of Urbino. Her research interests include teaching Chinese as a second language.

**Istvan Kecskes, Ph.D.** is Distinguished Professor of the State University of New York, USA. His research interest is in pragmatics, second language acquisition and bilingualism. He is the President of the American Pragmatics Association (AMPRA) and the CASLAR (Chinese as a Second Language Research) Association. His latest books are *Intercultural Pragmatics* (Oxford University Press, 2013), *Research in Chinese as a Second Language* (De Gruyter, 2013) and *Research Trends in Intercultural Pragmatics* (with Romero-Trillo, De Gruyter, 2013).

**Jane Medwell, Ph.D.** is an Associate Professor at the University of Nottingham, UK. She completed her Ph.D. at the University of Exeter, UK. Jane has also worked at the Universities of Warwick, Plymouth, Exeter and Wales. She has an interest in the teaching of languages in elementary education, which has led her to design training programs for Chinese teaching. Much of her teaching and research is centered on China. Current research projects include inquiry learning in schools across four countries and a project to look comparatively at teacher professional development in Shanghai and England.

**Anna Morbiato** is a cotutelle Ph.D. candidate at the department of Linguistics of the University of Sydney and the department of East Asian and African studies of the University of Venice, with a project on Chinese word order and sentence structure. She is currently an adjunct professor at the Department of Foreign Languages of the University of Verona. She has studied and researched in various other universities, including Beijing Language and Culture University and Ludwig Maximilian University, Munich. Her research interests include Chinese word order, argument structure, syntax, discourse and pragmatics, iconicity, and CSLA.

**Hana Tříšková, Ph.D.** is a research fellow at the Oriental Institute of the Czech Academy of Sciences. She graduated from Charles University, Prague. In 1982–1983 she was a postgraduate student at Beijing University (Dept. of Chinese Language and Literature). Her research interests include the phonology and phonet-

ics of Mandarin (especially sentence prosody), and associated teaching methodology. She taught courses in Chinese phonetics at Charles University (1997–2005), the Oriental Institute (2011–2013) and Brno’s Masaryk University (2014–2015).

**Juan Yang, Ph.D.** is currently a Postdoctoral Lecturer at Shanghai International Studies University, teaching and researching in the field of Chinese Language Learning. She completed her Ph.D. at the University of Warwick about the teaching and learning of Chinese in England. Her first degree was in teaching Chinese and she has experience of teaching and researching the teaching and learning of Chinese both within the PRC and overseas.

**Shuyi Yang** received her bachelor degree of Teaching Chinese as a Foreign Language and master degree of Curriculum and Teaching Methods at Beijing Language and Culture University, China. She’s currently pursuing the doctoral degree of Second Language Acquisition at the University of Iowa, U.S. Her research interests include Chinese as a second language reading acquisition and instruction, Chinese as a second language vocabulary acquisition, and the interaction between second language learners and language instruction.

**Qiuyue Ye, Ph.D.** received her B.A. in Chinese at Tianjin Normal University in 1999, her M.A. in pedagogy at Huadong Normal University in 2009, and her Ph.D. degree of linguistics at Eötvös Loránd University, Budapest in 2014. Her research field is Chinese pedagogy, with special reference to the teaching of Chinese as a foreign language. She is currently Director of the Central and East Europe Chinese Teacher Training Center at Eötvös Loránd University, and associate professor in the Institute of East Asian Studies at Eötvös Loránd University, Budapest.

# Introduction

## Rationale of the Book

Recently Chinese language and Chinese culture have been receiving a lot of attention in scholarly circles all over the world. New books (e.g. Han 2014; Kecskes 2013; Jiang 2014) are published and new journals are being established to meet the growing demand in the field. However, there have been less attempts to address the problems of Chinese language acquisition and use from a linguistic perspective and the linguistic and structural issues of Chinese from an educational perspective. This is what this book tries to do by bringing together scholarship that will give a solid, research-based ground to language educators to build on.

Exploration is the act of searching for the purpose of discovery of information or resources. Explorations in this book go in two directions. The 1st Part explores crucial issues about the structure and use of Chinese as a Second Language (CSL) such as word-order, noun-noun compounds, meaning-making in writing, pronunciation and stress and tone. The 2nd Part explores the learning of Chinese by seeking answer to questions about difficulties, expectations, beliefs, use of corpus and learning how to express necessity.

While doing these explorations our authors also demonstrate how existing knowledge has been generated by research, bring together different lines of research, point out tendencies in the field, demonstrate and explain what tools and methods researchers can use to address major issues in the field, and give direction to what future research should focus on.

## Unique Features of the Book

The focus of this book is on linguistics research supporting the understanding of the acquisition, development and use of Chinese as a Second Language. It is not a book about language teaching methodology, it is not a pedagogical guide of how to teach

CSL, and it is not even a handbook of CSL that summarizes accomplishments in the field. This is a book that focuses on research that will help both researchers and practitioners better understand the acquisition, development and use of Chinese as a Second Language and the learners of Chinese.

Another unique feature of the volume is that each paper makes an attempt to bring together theory and practice by focusing on theory-building based on practice or theory application in practice.

It was an important goal to make the book as international as possible. We think that Chinese will become an important language when scholars other than of Chinese origin will investigate and explore the language. In this book we have authors from Australia, Czech Republic, Mainland China, Hungary, Italy, Taiwan, UK, and the USA, among them six authors whose native tongue is not Chinese.

## Chapter Outlines

In Chap. 1, **Třísková** explores the specifics of learning/teaching Chinese pronunciation, its goals and methods, within the broader context of L2 pronunciation learning teaching. She presents an overview of the textbooks and linguistic literature dealing with Standard Chinese (SC) pronunciation. The following topics, among others, are addressed: the SC syllable structure, the third tone, acoustic correlates of stress, and the importance of unstressed function words.

In Chap. 2, **Ye and Bartos** offer an in-depth comparison between the segmental and suprasegmental phonetic systems of Chinese and Hungarian. The contrastive analysis begins with broad, systemic differences and continues with the detailed examination of specific consonants, vowels and suprasegmental features. Ye and Bartos also identify the phonological features of Chinese which are theoretically likely to cause difficulties to Hungarian learners.

In Chap. 3, **Yang** examines Chinese as a second language learners' interpretation of noun-noun compounds of thematic and property relations within the theoretical framework of CARIN theory (Gagné 2000) and dual process theory (Wisniewski 1997). Yang shows that both thematic relation linking and property mapping processes play roles in learners' interpretations, lending support to the dual process theory. The interaction between the two processes was found that thematic relation linking serves as the major interference in the interpretation of property relation compounds while property mapping serves as the major interference in the interpretation of thematic relation compounds.

In Chap. 4, **Morbiato** examines the role of word order in Chinese by looking into the correlation between linguistic information (functions) and Chinese linguistic expressions (forms), in order to identify potential acquisitional difficulties for Chinese L2 learners: she examines some of the major Chinese typological features (such as being isolating, syllable-timed, tonal, and discourse-oriented) and explores the impact of such features on the range of Chinese linguistic devices. Morbiato argues that different word order patterns are used in Chinese to encode a number of

functions pertaining to various domains, including semantics, syntax, discourse, pragmatics, and conceptualization-related process.

In Chap. 5, **Cheng** investigates the effects of a Systemic Functional Linguistics (SFL) approach to genre instruction on the textual quality of Chinese as a Second Language writing. This approach is taken as the instructional framework due to its emphasis on explicit awareness of language as learning to write. This pedagogical approach was implemented in two CSL courses at tertiary level and the primary data consist of 32 essays and 16 students' responses to an evaluation questionnaire on this pedagogical approach.

In Chap. 6, **Yang and Medwell** report a study of the perceptions of English-speaking learners and teachers about the challenges and difficulties of Chinese as a second language learning in England. Their study presents a picture of teachers who are keen for their students to learn to speak and communicate in Chinese, and of students who are keen to take risks in speaking. However, in contrast to earlier findings about learners' views about learning Chinese, the learners in their study claimed to be very tone aware and reported that they found listening and understanding Chinese more difficult than production.

In Chap. 7, **Cui** analyzes a corpus of naturally occurring classroom language in L1 teachers' lessons in subjects across the curriculum in three Sinophone locations: Beijing day schools, a Hong Kong Mandarin-English bilingual school, and a Chinese Community School in Melbourne, Australia. Analyses of these data isolated the language most commonly used in instructing, sequencing lesson stages, organizing activities, managing the learning process, and regulating classroom behavior. The results show that, regardless of the subject matter and the setting of the class, there was a shared set of teacher classroom talk that was finite and recurrent.

In Chap. 8, **Gabbianelli and Formica** highlight the difficulties and expectations of first-level Chinese as a second language learners and investigate the connections between these factors and the learning process. Their study shows that the majority of respondents seemed to be aware that learning Chinese is a long and complex process, while at the same time, students enrolled in long-term language courses declared high achievement expectations.

In Chap. 9, **Eagle** explores how learners of Chinese as a foreign language use modals to express necessity. Eagle shows that the Chinese as a foreign language learners generated more epistemic necessity than the native Chinese speakers, while the native Chinese speakers produced more deontic necessity; travel experience to Chinese-speaking countries does not necessarily have influence on the acquisition of necessity modals; and the amount of time the Chinese as a foreign language learners spent on learning Chinese does not influence the usage of deontic necessities, but affects the usage of 必须 *bìxū* 'have to' and 得 *děi* 'must'.

## References

- Gagné, C. L. (2000). Relation-based combinations versus property-based combinations: A test of the CARIN Theory and Dual-process Theory of conceptual combination. *Journal of Memory and Language*, 42, 365–389.
- Han, Z. H. (Ed.) (2014). *Studies in second language acquisition of Chinese*. Clevedon, UK: Multilingual Matters.
- Jiang, N. (Ed.) (2014). *Advances in Chinese as a second language: Acquisition and procession*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Kecskes, I. (Ed.). (2013) *Research in Chinese as a second language*. Berlin/Boston: De Gruyter Mouton.
- Wisniewski, E. J. (1997). Conceptual compound: Possibilities and esthetics. In T. B. Ward, S. M. Smith & J. Vaid (Eds.), *Creative thought: An investigation of conceptual structures and processes* (pp. 51–81). Washington, DC: APA Books.