

Editorial

Introduction to the Special Issue of the Fourth International Symposium on Chinese Theoretical and Applied Linguistics (ISOCTAL-4)

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This special issue of the “International Journal of Chinese Language Teaching” comprises a selection of papers presented at the Fourth International Symposium on Chinese Theoretical and Applied Linguistics (ISOCTAL-4), held in June 2022 at the University of Leeds in the United Kingdom. This symposium series was established in 2015 and has become an advanced academic platform for cutting-edge research in Chinese theoretical and applied linguistics.

Currently, the field of Chinese language teaching is thriving and growing rapidly around the world as well as in China itself. Chinese language teaching is not an isolated discipline; it is closely related to general linguistics, Chinese linguistics, comparative linguistics, and applied linguistics, informed by theories and research carried out not just in China but around the world, as represented in the range of papers presented here.

As is well known, the practice of Chinese language teaching has a long history, but its development as an academic discipline began in the mid-20th century. Since that time, the increasing importance of teaching Chinese to speakers of other languages has highlighted the need for establishing good practice in Chinese language teaching. Additionally, the continuous development of Chinese linguistics in the international domain has provided a valuable foundation for the deepening of research into the theoretical foundations underlying Chinese language teaching.

Looking at the development of Chinese linguistics, cross-cultural and cross-regional academic exchange has long been one of the prerequisites for the deepening of Chinese language research. In the early 20th century, Western scholars such as Klas Bernhard Johannes Karlgren (瑞典学者高本汉) from Sweden, Henri Maspero (法国学者马伯乐) from France, and James Mellon Menzies (加拿大学者明义士) from Canada made groundbreaking contributions to the fields of Chinese phonology, dialectology, and oracle bone script studies. With the vigorous development of Western structuralist and transformational generative linguistics during the 20th century, academic exchanges between China and the West have

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also led to significant advances in modern Chinese grammar research. Therefore, in this new era, facing a series of new challenges in Chinese language teaching, such as new goals, new concepts, new standards, new content, and new forms, it is crucial for researchers and Chinese language teaching professionals around the world to strengthen communication and engage in academic discussions.

At ISOCTAL-4, representatives from different countries gathered at the conference in person and online to discuss a wide range of topics and approaches in Chinese linguistics and language teaching. The symposium focused on five main areas: Chinese linguistic knowledge based on Chinese linguistic theory, exploring the question of “what to teach”; cognitive psychology-based perspectives on Chinese language acquisition, exploring “how to learn”; educational theories and methods based on pedagogy, looking at “how to teach”; new teaching technologies based on contemporary technological developments, exploring new modes for teaching and learning; and discussions regarding the bridge between language and culture in Chinese language teaching.

This special issue includes eight articles that represent the different aspects explored by scholars. The first six follow standard empirical research investigations of different questions based in linguistic theory, cognitive learning and pedagogical approaches. The final two pieces introduce a different style of focus and format, presenting theoretical and methodological reports on innovations in thinking about Chinese words and grammar.

Here is a brief summary of their main content, following the order in which they appear in the journal.

1. “Local, Intermediate and Long-distance Binding: The Case of the Chinese Reflexive *Ziji* in the Long *Bei*-construction” by Chen YANG & Valentina BRUNETTO. This article discusses the constraints of the Chinese long-distance reflexive pronoun “self” in long *bei*-passive sentences, which are an under-researched structure in the field of Chinese anaphora. Analyzing the behaviour of *ziji* (oneself) in *bei*-passive sentences, the article evaluates the “mixed” approach to explaining long-distance constraints of long-distance anaphor as either a plain anaphor or a logophor subject to logophoricity. Research analysis shows that this “mixed” approach is not enough to fully explain the status of *ziji* in passive sentences; instead they argue that the long-distance reflexive pronoun *ziji* may have a third status: intermediate binding, i.e. neither local nor long-range, but arising indirectly due to the mediation of a null operator. They explore the implications of this novel theoretical argument for wider linguistic and teaching applications.

2. “A Syntactic Analysis of the Verb 呼吸” by Shaoming WANG. In this paper, Wang conducted quantitative and qualitative research on the syntactic characteristics of a type of physical or body verb - *hūxī* (“breathe”). With *hūxī* appearing in the 2021 edition of the “International Chinese Proficiency Level Standard” vocabulary list, the description of the syntactic features of the verb *hūxī* has become increasingly important. Accessing various corpora, the researchers sampled 199 single sentences containing the verb “breathe”, analyzing the syntactic features of *hūxī* from the aspects of dependency relations and syntactic collocation intensity. The most common syntactic dependency relationship for *hūxī* is the verb-object relationship, and the strongest syntactic collocation is the core relationship between *hūxī* and the dominant component. This article expands the research on syntactic features of verbs, to inform how the characteristics of verbs can be presented more comprehensively when compiling dictionaries for learners of Chinese.

3. “The Grammar Teaching of Verbs of Cowering” by Jie ZHOU, Shan WANG, and Shuchi CHEN. Similarly to paper 2, this paper presents detailed research on the syntactic characteristics of body verbs, since existing research mostly explores such verbs from a cognitive perspective in terms of semantic or metaphorical characteristics. Zhou and colleagues selected verbs of cowering, using corpus and grammatical annotation tools to statistically analyze the syntactic features of this type of verb and patterns of frequency of use. The study found that proportion of usage followed a pattern in descending order of proportion, as follows: sentence-head relation, verb-object relation, attribute-head relation,

coordination relation, subject-verb relation, verb-complement relation, preposition-object relation, and fronting object-verb relation. These findings provide a basis for a deeper understanding of the usage of this category of verbs. Additionally, the paper also puts forth suggestions for multimodal grammar teaching of these verbs.

4. “An Investigation of English-Speaking Students’ Acquisition of Chinese Complements: From a Cognitive Linguistic Perspective” by Yinyin PENG and Ying PENG. In teaching Chinese as a foreign language to English-speaking learners, the Chinese verb-complement structure is an important yet challenging linguistic form. Verb-complement structures are widely used in written and spoken Mandarin Chinese; however, it is relatively complex, including different types, and has no equivalent in English. The study collected 280 writing extracts from L1 English learners with lower-intermediate levels of Chinese proficiency. Quantitative and qualitative methods were used to analyze factors impacting on L2 learners’ usage of Chinese verb-complement structures, such as the type of complements, the position of complements, or formal markers. The study found that the difficulty of each category of Chinese complements varied; primarily, syntactic complexity as well as conceptual differences in event description between Chinese and English were the main causes of learners’ errors. Based on these findings, this study provides pedagogical implications for teaching and learning Chinese as a foreign/second language.

5. “L2 Oral Mandarin Development During Study Abroad: Complexity, Accuracy and Fluency” by Rongrong GUO. Complexity, accuracy, and fluency (CAF for short) are often used as a framework to evaluate and assess foreign language learning development. Guo used 14 common indicators used in the CAF framework to conduct an in-depth analysis of the oral development of 10 undergraduate students of Chinese from an Irish university, using speaking tests conducted before and after a period studying abroad in China. The research results showed that the target language environment was conducive to oral language acquisition on most measures, in terms of fluency, syntactic complexity (length and subordination) and lexical complexity; a trade-off effect was also found between different CAF components, particularly between speed and accuracy. The study also provides pedagogical implications for the development of L2 Chinese oral performance in a university teaching setting.

6. “Applying the Zone of Proximal Development (ZPD) to Language Teaching: A Study of the Integration of an Online Assessment Tool into a Chinese Program” by Weiming LIU. Chinese language education has accumulated a lot of experience in online teaching, and different online teaching platforms have also become important tools in the digital or hybrid learning environment. However, there is an urgent need for research on the role of these platforms in language assessment and their impact on promoting learners’ agency. Using Vygotskian constructs of the Zone of Proximal Development and self-agency for guiding learning, Liu studied the value of using online quizzes via the Loop learning platform for formative and summative tests of learning with a group of eight students of Chinese at an Irish university. The study lasted for one academic year. The results of the study showed that the Loop online test format can be used flexibly and efficiently, assisting students in learning language content and skills, while developing greater agency and more responsibility for their own learning process.

7. “The Morpheme Dictionary of the Chinese ‘Treasure Box’” by Rene HE (Xia Quanzhen). In order to overcome the shortcomings in the existing Chinese character digital encoding scheme, He and his team created the “Chinese Treasure Box” – a digital information system centred on semantics at morpheme level, consisting of a new way of encoding lexical Chinese knowledge, using a New Chinese Code. It is composed of three mutually supporting modules together with an intelligent prompt input and output program to provide a smoother and more convenient electronic processing tool for Chinese. On this basis, they designed the Chinese digital dictionary “Treasure Box Morpheme Dictionary”. He’s article further introduces the reasons for building a morpheme dictionary, the characteristics of the dictionary and its construction deployment. There are many kinds of Chinese reference books, but there is no morpheme dictionary; the publication of “Treasure Box Morpheme Dictionary” fills this gap.

8. “Sequential Grammar: A New Exploration of Chinese Grammar” by Liqun SU. We finish this

special collection with a starting point for thinking about grammar. Su has many decades of experience in observing and testing different approaches to teaching Chinese as a foreign language from the perspectives of literature and art, and brings his understanding of these cultural spheres into a new way of conceptualising the Chinese grammar system. The article believes that the current standard ways of presenting the Chinese grammar system is expressed using the concepts and systems of Western grammar. Therefore, there are problems in that many familiar language phenomena in Chinese have not yet been expressed, or have been expressed but not sufficiently explained. This article explores the role of Chinese language philosophy combined with pragmatics to construct a new system of Chinese expression and interpretation - sequential grammar.

With the continuous deepening and development of research and scholarship connecting Chinese linguistics and pedagogy, the field of Chinese language teaching continues to produce many inspiring developments and achievements from scholars around the world. This special issue with selected papers from the Fourth International Symposium on Chinese Theoretical and Applied Linguistics represents some of the directions we can find in current scholarship, showing the rich breadth of work across different focuses, different perspectives, and different methods.

The common wish of the editors and authors of this special issue is to strengthen connections within the international field of Chinese language teaching, to collaborate in exploring new directions and dimensions in language learning, to promote the development of Chinese linguistics, and construct a teaching theory and methodology system that reflects the common features of best practice in second language teaching while also showcasing the uniqueness of Chinese language teaching.

We hope readers feel informed by the insights from theories and methodologies presented here, and will gain encouragement as Chinese second language teachers in developing their professional expertise, personalities and skills in the future.

Yang Lan works at the University of Leeds, supervising PhD students in applied linguistics and translation studies. His research interest is in comparative linguistics, Chinese linguistics, and linguo-stylistic criticism on literature. His monographs include Chinese Fiction of the Cultural Revolution, Research on Dialects of Hubei Province, and A Study of Gong'an County Dialects.

Dr Ying Peng is a lecturer in Chinese at East Asian Studies, University of Leeds. Her research focuses on study abroad, SLA (second language acquisition), Chinese grammar, and teaching Chinese as a foreign language.

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Chen Yang is a PhD student in Linguistics at the University of Leeds. Her primary research interests include psycholinguistics, second language acquisition and Chinese syntax.

Dr Clare Wright is Associate Professor in Linguistics and Language Teaching at the University of Leeds. Her research focuses on the connections between linguistic, pedagogic and cognitive factors in second language acquisition and speech fluency, particularly in relation to L2 Chinese.

第四届理论及应用汉语语言学国际研讨会特刊 (ISOCTAL-4) 导言

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作为《国际汉语教学学报》的一期特刊, 这是一本会议论文集, 选录了一组在第四届理论及应用汉语语言学国际研讨会 (ISOCTAL-4) 上发表的论文。

当前, 国际上汉语的教与学蓬勃发展, 方兴未艾。国际汉语教学不是一个孤立的学科, 它与普通语言学、汉语语言学、比较语言学和应用语言学等密切相关。众所周知, 历史上国际汉语教学的实践源远流长, 但它作为一门学科的研究和发展则起始于上世纪中叶; 其时, 汉语日益为各国各地的语言教学所重视增加了国际汉语教学研究的必要性, 而汉语本体语言学的不断发展为国际汉语教学的深化和研究提供了基础。

纵观汉语语言学的发展历程, 跨国度跨地区的学术互鉴是汉语语言学研究不断深化的前提之一。特别是二十世纪初叶西方对汉语语言文字的研究在一定程度上引领了当时汉语语言学的方向。例如, 瑞典学者高本汉(Klas Bernhard Johannes Karlgren)、法国学者马伯乐(Henri Maspero)等在汉语音韵学和方言学上的研究具有划时代的意义, 加拿大学者明义士(James Mellon Menzies)在甲骨文领域的研究具有方法论的高度。又如, 随着西方结构主义语言学和转换生成语言学的蓬勃发展, 中国国内外学术相呼应, 现代汉语语法研究在中西方也曾蔚为大观。因此, 新的时代, 面临汉语教学的一系列新的挑战, 诸如新目标、新理念、新标准、新内容、新形式等的与时俱进, 国际汉语教学工作加强交流, 切磋学术至关重要。

第四届理论及应用汉语语言学国际研讨会于2022年6月20至21日在英国利兹大学举行。该研讨会系列创立于2015年, 已成为汉语理论和应用语言学前沿研究的高级学术平台之一。当时, 来自不同国家和地区的会议代表相聚一堂, 纵论学术。会议主旨涉及五个层面: 一是以汉语语言学为基础的汉语知识体系, 探讨“教什么”的问题; 二是以认知心理学为基础的中文习得与认知的层面, 探讨“怎样学”的问题; 三是以教育学为基础教学理论和方法的层面, 探讨“如何教”的问题; 四是以当代科技发展为基础的新的教学技术层面, 探讨拓展辅教促学新模式的问题; 五是以中华文化为基础, 探讨汉语及其教学中的文化问题。

本期特刊选录的八篇文章, 代表了学者们探讨的不同侧面, 谨此按照本刊的编排顺序将其

主要内容概述如下。

第一篇,《*近距离、中距与长距约束:以中文反身代词“自己”在长被动句的行为为例*》。Chen YANG & Valentina BRUNETTO的文章探讨了中文长距反身代词“自己”的约束问题。通过分析“自己”在长被动句中有关局部性(locality)和语内传递(logophoricity)的呈现,文章评估了用以解释长距约束的“混合”方法。被动句在中文回指领域是一种研究不足的结构。研究分析显示这种“混合”方法不足以完全解释“自己”在被动句中的状态,而且长距反身代词“自己”可能有第三种情形:中距约束。这种约束关系既不是局部的,也不是远距离的,而是由于一个空操作符的调解而间接产生的。

第二篇,《*动词“呼吸”的句法特征探析*》。王少茗以依存语法为基础,对动词“呼吸”的组句结构特征进行了定量和定性研究。研究者利用大型语料库抽样出199条含动词“呼吸”的单句,使用标注工具对这些单句进行了依存语法标注。统计结果显示了“呼吸”的句法特征:动宾关系是“呼吸”最常见的句法依存关系,句法搭配强度最高的是“呼吸”与支配成分构成的核心关系;“呼吸”作为支配词的整体句法搭配强度是1.37。此研究扩展了动词的句法特征研究,并对完善汉语学习词典、汉语动词的二语教学提供了参照。

第三篇,《*蜷缩类身体动词的语法教学探*》。对于身体动词,现有研究多从认知角度探讨其语义或隐喻特点,而对其句法特征的研究尚待拓展。周洁、王珊和陈姝池选取了蜷缩类身体动词作为研究对象,使用语料库和语法标注工具统计分析了该类动词的句法特征。研究发现,蜷缩类动词作为从属词时,其句法依存关系类型按照所占比例从大到小的顺序排列;在蜷缩类动词作为句子核心时,最常见的句型是“主语+蜷缩类动词”。本研究对深入理解身体动词的语法特性以及在语言教学中的应用具有参考意义。

第四篇,《*从认知语言学视角看英语母语者对中文动补结构的习得*》。补语是汉语语法体系里较复杂的一种成分类型,在其他语言里很少有对应的结构体,在中文本体和国际中文教学方面都具有研究价值。彭银银和彭颖从认知语言学的角度,研究了外国学习者对汉语补语结构的习得和使用。该研究收集了280篇处于中低级汉语水平学习者的写作练习,用定量和定性的方法从句法、语义和语用三个层面分析了学生使用补语的情况,并从认知语言学的角度分析了偏误产生的原因,由此为补语教学提供参考和建议。

第五篇,《*海外学习期间第二语言汉语口语的发展:复杂性、准确性和流利性*》。复杂性(complexity)、准确性(accuracy)以及流利性(fluidity)(简称CAF)在外语的评估框架中占有重要的地位。郭蓉蓉采用CAF的14项指标,深入分析了来自爱尔兰一所大学的10名学习汉语的本科生在留学目的语环境前后两次口语测试中的表现。研究表明,目的语环境在流利性、句法复杂性(长度与从属关系)和词汇复杂性方面有利于口语习得;同时也发现CAF结构之间普遍存在权衡效应,而CAF内部存在同时进步的关系。

第六篇,“*Applying the ZPD to Language Teaching: A Study of the Integration of an Online Assessment Tool into a Chinese Programme*”。国际中文教育已积累了大量线上教学的经验,在线教学平台也已成为数字化学习环境中的重要工具,然而,针对这些平台在语言测试评估中的作用和对学习者主体性影响的研究亟需发展。Weiming LIU研究了作为中介工具的Loop测试(Loop为爱尔兰一所大学的线上学习平台)在进程性测试和总结性测试中的作用,研究为期一学年,研究表明,Loop测试可以灵活高效地辅助学生的课上学习,学生在学习过程中展现出更高的主体性和更多的责任心。

第七篇,《*百宝箱语素字词典*》。这是一篇研究报告。Rene HE(夏詮真)及其团队为克服现有汉字数字化编码方案中存在的缺陷,创立了《汉语百宝箱》——一个以“语义”为中心的信息系统,由汉语知识库、汉语新代码和智能提示输入输出程序三个互相支撑的模块联合组

成，为汉语提供更畅顺简便的电子处理工具。在此基础上，他们设计了汉语数码字词典《百宝箱语素字词典》。Rene HE 的文章进一步介绍了构建语素字词典的理由、词典的特色和构建部署。中文的工具书品种繁多，但是还没有语素字典；《百宝箱语素字词典》的制作填补了这一空缺。

第八篇，《序法：汉语语法新探》。苏立群以文学、艺术的视角来观察、检验对外汉语教学，完成这篇探讨汉语语法体系的研究报告。文章认为现行的汉语语法体系是使用西方语法的理念和体系的概念来表述的，因此，存在着对汉语中很多耳熟能详的语言现象尚未表述或已表述但阐释得不够充分的问题。本文则是以探索汉语的语言哲学根基及语用学两者之结合来构建一套全新的汉语表述和解读的体系——序语法。

随着汉语二语教学的不断深化、发展，国际汉语教学领域成果叠出，绚丽多姿。本刊作为一组第四届理论及应用汉语语言学国际研讨会的论文选编，体现了会议的代表性成果，呈现了不同重点、不同视角、不同方法的学术探讨。本刊的编者和作者，有一个共同的愿望：大家在汉语教学的国际园地里加强联系，携手合作，努力开拓新的方向，新的维度，促进汉语语言学发展，构建既体现二语教学共性又体现汉语二语教学个性的教学理论和方法体系。

作者简介

Lan Yang任教于利兹大学语言文化社会学院，指导应用语言学和文学翻译专业的博士生。他的研究方向是比较语言学、汉语语言学、语言学文学批评。主要学术专著包括《中国文革时代小说研究》（英文）、《湖北省志：方言》、《公安方言研究》等。

Ying Peng，博士，现任教于英国利兹大学东亚系，为中文专业的学生设计及教授多门课程。研究兴趣包括海外留学、二语习得、中文语法、国际中文教育等。

Dongyan Chen，博士，目前在格林尼治大学从事兼职汉语教学并协调中文项目。她的研究兴趣是汉语作为成人和儿童第二语言的发展和教学，特别是多语言背景下汉语形态句法的习得和教学。

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Clare Wright，博士，是利兹大学语言学和语言教学副教授。她的研究重点是二语习得和言语流利度中的语言、教学和认知因素之间的联系，特别是汉语作为第二外语的相关研究。