Article

Exploring the Uses and Pragmatic Functions of 呢 (Ne): Enhancing Chinese Language Teaching

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Abstract

This study aims to enhance the teaching and learning of the Chinese particle 呢 (ne) by providing a comprehensive description of its communicative functions and exploring its pedagogical treatment in materials for adult learners. The methodology is structured in three phases: a literature review of linguistic and pedagogical works; the development of a multi-level theoretical framework based on Relevance Theory, exemplified through authentic conversations from the C-ORAL-CHINA corpus; and an exploratory analysis of the presence and presentation of the particle in a selection of textbooks used in formal adult education programs in Spain, including Spanish Official Language Schools (EOIs) and East Asian Studies degree. The primary contribution of this work is an interpretative model where 呢 (ne) functions simultaneously across three levels: the discourse level (signaling the relevance of previous information), the intentional level (marking a contrast), and the interactional level (prompting listener engagement). On this basis, the article highlights that the teaching of 呢 (ne) can be enhanced by integrating multi-level descriptions into pedagogical practice through guided discovery and authentic materials. In this way, the study shows how linguistic research can contribute to language teaching by providing increasingly precise descriptions of linguistic resources for systematic classroom instruction.

Keywords

Chinese language, 呢 (ne), human communication, multifunctionality, language teaching

1 Introduction

The Common European Framework of Reference for Languages (CEFR) identifies the development of communicative competence as one of its primary goals in language teaching (Council of Europe, 2002, 2020). One of the earliest formulations of this concept is credited to Hymes (1972), although its definition and characterization have not been without controversy (Pérez, 2001; González, 2019, pp. 117–121). For example, the CEFR does not provide a formal definition of the concept but instead identifies and explains its components (linguistic, sociolinguistic, and pragmatic), the linguistic and non-linguistic dimensions it may encompass, and the specific descriptors (scales) that such development entails.

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This model challenges traditional language teaching approaches that prioritize grammar as an end goal rather than a tool, focus on norms over practical usage, and rely on decoding rather than interpretation in communication.

That said, if the aim is to learn how human communication works in a given language, it is essential to begin with a model that closely reflects its actual cognitive processes, such as the one formulated by Sperber and Wilson (1995). According to their theoretical model, communication is a form of cognitive collaboration between speaker and hearer. The speaker's task is to produce an utterance that offers relevant evidence of his/her communicative intentions, thereby guiding the hearer's inferential process. In turn, the hearer must use this evidence, the utterance itself and its context, to infer the speaker's intended meaning. This involves going beyond literal decoding to identify the contextual assumptions the speaker intended to render manifest to the hearer.

The contribution of linguists and philologists to the learning process will include, among other tasks, not only making precise and concrete descriptions of the various constituents of languages, but also explaining the relationship between communicative purposes and the resources available in each language. In accordance with this role, this paper seeks to contribute to the teaching and learning of Chinese by describing the uses and communicative functions of the particle 呢 (ne).

Learning the particle 呢 (ne), along with its counterparts such as 啊 (a) and 吧 (ba), poses a significant challenge for students, such as Spanish speakers, whose native language lacks direct equivalents, thereby hindering language transfer (Badan & Romagnoli, 2020; Chen, 2024; Odlin, 1989; Piccinini, 2022; Xu, 2019; Yang 2013; Yan, 2022). This difficulty may become more salient in non-immersion language teaching and learning contexts as well as non-presential contexts since the prototypical use of these particles occurs in day-to-day conversational interactions. Nevertheless, the particle 呢 (ne), perhaps due to its strong association with conversational contexts (Alleton, 1981, p. 95; Li & Thompson, 1981, p. 304-305, p. 306; Wu, 2009, p.7), or to its limited impact on grammaticality in many of the utterances in which it is used, tends to receive little attention in the teaching of Chinese as a Foreign Language (CFL) (Xu, 2019). However, native speakers are likely to perceive its use as a distinctive feature of their communicative style.

On this basis, the present study seeks to address two research questions regarding the particle 呢 (ne):

a) What is the communicative function of 呢 (ne) in an inferential model of communication?

b) Does its current pedagogical presentation adequately reflect its communicative function, and if not, how might it be improved?

To answer these questions, the study was carried out in the following three stages.

First is a review of the existing literature on the particle 呢 (ne), with particular attention to works that describe or explain its role in communication. This is not an exhaustive review, but rather an illustrative one, drawing on specialized studies (Alleton, 1981; Chu, 2006; Dong, 2019; Fang, 2021; Fang & Hengeveld, 2022; Han, 1988; Lee-Wong, 1998; Lee-Wong, 2001; Li, 2013; Lin, 1984; Meng & Li, 2022; Qin, 2012; Yang, 2013; Wu, 2009), reference grammars (Chao, 1968; Li & Thompson, 1981), and pedagogical grammars (Yip & Rimmington, 2015; Xu & Zhou, 1997; Fisac, 2023).

The second phase involves the development of a multi-level model, grounded in both Relevance Theory and the multifunctionality of certain markers. This model is designed to move beyond regardingthe particle as a mere inventory of isolated uses, providing a unified account of its multifunctionality across discourse, intentional, and interactional levels. The model focuses on these multi-level markers and is illustrated with examples drawn from the C-ORAL-CHINA corpus (Dong, 2011). The selection of examples is organized according to the syntactic structures in which the particle occurs, including truncated and non-truncated interrogative sentences, non-interrogative sentences, and non-sentence-final positions.

The third stage provides an exploratory analysis of a selection of textbooks used in Spanish Official Language Schools (EOIs) and East Asian Studies degree programmes in Spain, aimed at examining

the extent to which descriptions and findings from linguistic research are taken up in the pedagogical presentation of the particle 呢 (ne).

2. 呢 (ne) in Linguistic Theories

According to Meng and Li (2022), particles such as 吧 (ba), 啊 (a), 吗 (ma), and 呢 (ne) acquired their modern form and usage during the Qing dynasty (17th–19th centuries), although their use can be traced much earlier. Specifically, regarding the origin of the particle 呢 (ne), academic research has identified at least two primary lexical sources that contributed to its current uses through a process of grammaticalization and phonetic convergence: the term 尼 (ní) or 那 (nà), meaning 'this/that' and functioning as a deictic marker; and the locative particle 里 (lǐ), meaning 'inside' or 'in'. It is precisely this historical confluence of values that has been used as an argument to attempt to explain the synchronic polysemy of the particle. In particular, it is this historical convergence of li and ni that has led some authors to identify differentiated values in 呢 (ne) (Chang, 2011; Dong, 2019; Fang, 2021; Fang & Hengeveld, 2022).

In addition to its diachronic evolution, two recurring issues arise in the description of particles like 呢 (ne): their designation and the determination of their functions. In Western literature, the particle 呢 (ne) is usually included in a parts of speech such as *mood words*, *sentence particles*, or *modal particles*. However, these terms have been criticized. For instance, 呢 (ne) does not function as a resource specifically marking the mode of verbal action (its internal aspect); it is neither used exclusively at the end of a sentence nor necessarily signals a change in sentence modality (Alleton, 1981; Chu, 2006; Fang & Hengelved, 2022; Li & Thompson, 1981; Lin, 1984; Qin, 2012; Wu, 2009).

2.1. Functional interpretations of 呢 (ne) across sentence types and sentential positions

Regarding its functionality, Chu (2006), Wu (2009), Chang (2011), and, more recently, Fang and Hengeveld (2022) point out that the explanations for its use range from those that establish a list of different functions and denotations, to those that argue for a single common value. Besides, frequently, the functions of 呢 (ne) have been studied according to the sentence mode in which its realization is possible, namely interrogative sentences and non-interrogative sentences (Alleton, 1981; Chao, 1968; Chu, 2006; Fang, 2021; Fang & Hengeveld, 2022; Fisac, 2023; Han, 1988; Lee-Wong, 1998; Li 2013; Li & Thompson, 1981; Lin, 1984; Piccinini, 2022; Yip & Rimmington, 2015; Qin, 2012; Yang, 2013; Wu, 2009). In fact, a clear difference is established between its use in one type of interrogative sentence, called truncated, in which the presence of 呢 (ne) is required in terms of grammaticality, as opposed to its use in another type of interrogative sentence whose omission does not produce agrammatical sentences and, therefore, its use adopts a more strategic orientation.

In truncated interrogative sentences, the interrogative interpretation and grammaticality depend on the presence of 呢 (ne). In these sentences, some elements of the predicate are omitted, and the particle not only ensures that the utterance remains grammatically acceptable but also prompts the receiver to recall the context in order to interpret the message. For example, in (1), 呢 (ne) functions as a discourse particle that marks ellipsis: the predicate 要去 ('is going to [somewhere]') is omitted in the second question, but its interpretation is recoverable from the preceding context.

1) 三要去日本， 李四要去韩国，你呢？ ('Zhang is going to Japan and Li is going to Korea. (What about) you?') (Chu, 2006, p. 10)

In many cases, the reference is in the previous linguistic context, but in others, as Yip and Rimmington note (2015, pp. 246-247), the listener has to draw on other elements of the context to

interpret it. Sometimes, even, a certain degree of lexicalization can be observed in specific constructions. For example, Xu and Zhou (1997, p. 29) or Yip and Rimmington (2015, p. 224) explicitly note in a footnote that "when the context has not been specified before, the noun/pronoun + ne structure will always indicate «Where is/are they…? »" (My translation). This explanation makes it possible to understand examples such as the one given by Alleton (1981, p. 101) (2).

2) 啊呀米呢 ('Oh my! Where's the rice?')

The use of 呢 (ne) is required in certain conditional interrogative sentences, such as those introduced by 要是 ("if"), because 呢 (ne) signals to the listener that they must infer the apodosis (3). However, in this type of construction, a certain degree of lexicalization is also observed, which leads it to be interpreted as "what if…".

3) 要是他长的不好看呢？('What if s/he is not good-looking?') (Lin, 1984, p. 234)

In non-truncated interrogative sentences, the presence or absence of the particle 呢 (ne) does not affect either the grammaticality of the sentence or its interrogative modality, which remains unchanged even if the particle is omitted. Consequently, 呢 (ne) may occur at the end of interrogatives whose sentence type is already marked by an interrogative pronoun, by the particle 吗 (ma), or by the affirmative–negative structure. The function of 呢 (ne) "it is not to reinforce the interrogative force of the sentence, which, instead, is executed by the presence of ma." (Fang & Hengeveld, 2022, p. 16). Example (4) illustrates this.

4) 咱们先走吧，没看见爸爸正忙着呢吗 ('Let's go first. Don't you see Dad is busy right now?') (Fang & Hengeveld, 2022, pp. 15–16)

Similarly, 呢 (ne) may also occur in non-interrogative sentences, in which case its function is determined not by grammatical constraints but by the communicative purpose it fulfills. For instance, in example (5), the particle is used in the son's response when his mother asks how his classmates can see with their long hair covering their eyes.

5) 那个样子，才真帅呢！('That [toss] is really handsome. [Don't you think so]') (Lin, 1984, p. 224)

It should also be noted that 呢 (ne) is not always used at the end of the sentence: it may also be found immediately after a phrase or clause (6), as well as following other types of discourse connectors (7).

6) XC: 就是因为微波炉的话呢，你你要用的时候，你需要它事实上就是吧，那里面的水分都给你蒸干了 ('It is just because for the microwave oven, when you need to use it, you need, in fact it is just [that], The water inside is all vaporized for you.')
HM: 是吧。 ('Yeah/Right.')
XC: 然后这个固体就变热。 ('Then this solid becomes warm.') (Qin, 2012, pp. 31-32)

7) Linguistics: speaker WG is talking with his friend JR about his opinion that it is an advantage for a linguist to study his or her native language. He has several reasons to support his argument.

WG: 首先我觉得是，有话语权。也也就是说［因为］这是你自己的语言。('First, I feel that you have the power of influence. It is also just because this is your own language.')

JR: ［嗯］。('Mm-hmm.')

WG: 第二个呢，是因为。你确实是对你的语言，是更熟悉。就相比较于外语来说。

('The second one, it's because... you are indeed more familiar with your own language, especially when compared to a foreign language.

JR: 嗯。('Mm-hmm.')

WG: 第三个呢，就是说是，呃，已经学了很多关于外语的研究方法。

('The third one, that is to say, uh, you already learned a lot about the research methods on foreign language'). (Qin, 2012, pp.27-29)

2.2. Competing theoretical explanations of 呢 (ne)

Differences in researchers' interpretations are more frequently observed precisely where the particle 呢 (ne) is not grammatically required.

On the one hand, regarding the use of 呢 (ne) in non-truncated interrogatives, some authors describe it as conveying an intensified question mark, a more persuasive or exhortative value, or adding a nuance of impatience or reflection (Chu, 2006; Fisac, 2023; Piccinini, 2022; Qin, 2012). In this context, Fang and Hengeveld (2022, pp. 16-18) characterize a second type of 呢 (ne2) as an illocutionary reinforcer: the particle does not mark the interrogative force of the sentence itself, since the question is already grammatically encoded. It makes the speaker's inquisitive intention more explicit and emphatic. Specifically, in questions introduced by expressions such as 怎么 ('how') or 怎么这么 ('what do you mean by…?'), the pragmatic effect of the particle may approximate meanings such as "How is it possible that…?" or "How on earth…?" (Yip & Rimmington, 2015, pp. 243–244).

However, it is also noted that one of its main functions in this context is softening the question, contributing to its politeness and mitigation (Alleton, 1981, p. 93, 98; Lee-Wong; 1998; Piccinini, 2022; Qin, 2012). However, some of these analyses seem to mistakenly conflate mitigation, which is a pragmatic phenomenon, with politeness, which is a social phenomenon (Caffi, 2005; Fraser, 1980; Briz & Albelda, 2019).

On the other hand, in declarative sentences, and largely following the line established by Chao (1968, pp. 802–803), authors such as Chu (2006), Qin (2012), and Piccinini (2022) enumerate a series of pragmatic values associated with sentence-final 呢 (ne). These include expressing a mild warning, signaling inconclusiveness, indicating a continuous state, providing a sarcastic reply that challenges a prior assumption of the interlocutor, showing interest in additional information, and giving the utterance a softer or more explanatory tone. By contrast, Fisac (2023, p. 281; p. 288) states that, in this type of sentence, 呢 (ne) reinforces the assertion and is characteristic of spoken language.

Finally, when 呢 (ne) occurs in non-final sentence position, it has been described as a deliberate pause or as a device for marking the topic (Chao, 1968, p. 802). It has also been described as an emphatic marker that signals a pause or a discourse topic, functions to affirm or express a choice or alternative and to give greater prominence to the preceding elements (Fisac, 2023, p. 57). However, Chu (2006, p. 13) argues that, although the particle may co-occur with topics, it cannot be regarded exclusively as a topic marker, since it may also ocurr in combination with discourse or logical connectives. Wu (2009, pp. 17–20), adopting Halliday's framework, prefers the term "theme" over "topic" to describe constituents in the pre-verbal position. On this basis, Wu (2009, p. 18) attributes to the particle 呢 (ne) a discourse value that goes beyond topical marking, namely the signalling of the relevance of a new theme to the preceding one: "apart from indicating that the host theme is new, also signals the relevance of the new theme to the previous one."

Some studies aim to identify an underlying value that distinguishes the use of 呢 (ne) beyond its contextual realizations, drawing on theoretical frameworks from Structuralism, Functional Discourse Grammar, Relevance Theory, or Cognitive Linguistics.

For example, Lin (1984) frames the core function of 呢 (ne) around the concept of contrast: "we can extract the semantic feature [+contrastiveness] as the general meaning or relational invariant meaning of ne. That is, when ne is used, what has been guessed, claimed, expected, or believed to be a certain way is pointed out to be another way" (p. 237). Li and Thompson (1981, pp. 301–307) argue that 呢 (ne) functions as a thematic marker, signaling to the listener that the information conveyed constitutes the speaker's response to a prior assertion, expectation, or belief of the interlocutor. Lastly, Alleton (1981) further claims that the various uses of 呢 (ne) share a common function: appealing, in some way, to the listener's active participation.

On the other hand, Lee-Wong (2001, p. 141) argues that 呢 (ne) signals topic shift and focuses on new, contrastive information. The characteristic prosodic pause following 呢 (ne) further emphasizes its role in highlighting semantic contrast and maintaining discursive coherence. Similarly, Chu (2006, p. 14) designates two core properties for ne: it "instruct[s] the hearer to look back at anything at all" and to "find something, implicit or explicit, in the preceding discourse that contrast[s] with the host utterance (or NP) of the ne." Later, Li (2013: 149) examines the 还…呢 (hái…ne) construction to show that the speaker is not negotiating with the listener but engaging in internal reflection on the inconsistency between prior assumptions and observed facts. Li (2013: 162-165) also finds that when 呢 (ne) is omitted, prosodic cues such as pitch and duration are enhanced to convey the same introspective stance.

Finally, Wu (2009) holds that its fundamental function is hearer engagement for Common Ground (CG) negotiation. According to him, the particle acts as an instruction for the listener to pay special attention to a perceived discrepancy in shared knowledge that the speaker considers highly relevant to the current interaction and needs resolution. Wu (2009) explains the diverse interpretations of 呢 (ne) in statements, questions, and thematic structures as natural results of the interplay between its core properties and the surrounding propositional content. However, within the framework of Functional Discourse Grammar (FDG), Fang and Hengeveld (2022) argue that the particle 呢 (ne) is not a single element with a unified meaning, but rather comprises two distinct, homophonous particles, each located in a different layer of the discourse hierarchy:

At communicated Content level (lowest level), 呢 (ne1) functions to correct or cancel a previous assumption. Its value is *"not only indicating that the information being communicated is contrastive with and different from the previous belief, assumption, claim, etc., but also indicating that the information provided or implied is corrected and eliminated."* (Fang & Hengeveld, 2022, p. 16). At speech act level (highest level), 呢 (ne2) is used in questions, but it does not mark the question itself but enhances its inquisitive force.

In sum, despite differences in terminology and theoretical perspective, a critical review of the studies discussed above highlights three recurring functions of 呢 (ne): the anchoring of new information in the preceding discourse, the highlighting of contrastive or corrective information, and the elicitation of some form of engagement or involvement from the hearer. These functions are not mutually exclusive, as they can operate simultaneously at different levels of discourse. Building on this framework, the following section examines how these functions are realized in actual conversational data.

3 Multifunctionality of 呢 (ne)

The aim of this section is to answer the question: What communicative intention does 呢 (ne) convey? To address this question, the perspective adopted draws, on the one hand, on Sperber and Wilson's (1995) Relevance Theory, and on the other, on a feature identified as characteristic of discourse markers: their multifunctionality (Fernández & López, 2022; Schiffrin, 1987).

3.1 Framework for the communicative functions of 呢 (ne)

In this section, an interpretation of the communicative function of 呢 (ne) is offered, which articulates the different nuances identified in the literature within a coherent framework of language functioning, in which a single resource can operate simultaneously at the discourse, intentional, and interactional levels (Figure 1).

At the discourse level, 呢 (ne) signals that the listener should recover information from the immediate context or CG and recognize its relevance for the interaction. At the intentional level, the particle allows the speaker to strategically highlight particular content. Importantly, this interest is not neutral, but signals the presence of a contrast: the listener must attend both to what has been said previously and to what is about to be said, as the particle marks a difference or correction that can reshape the unfolding discourse. This contrast may arise from the thematic progression of the discourse, from information established as shared knowledge, or from the positioning of the content being referred to. At the interactional level, 呢 (ne) functions as a subtle elicitation marker (Clancy et al., 1996), prompting a reaction or response from the interlocutor. However, as Wu (2009) points out, the surrounding propositional content may make some of these values more salient.

Figure 1

Multifunctionality of 呢 (ne)
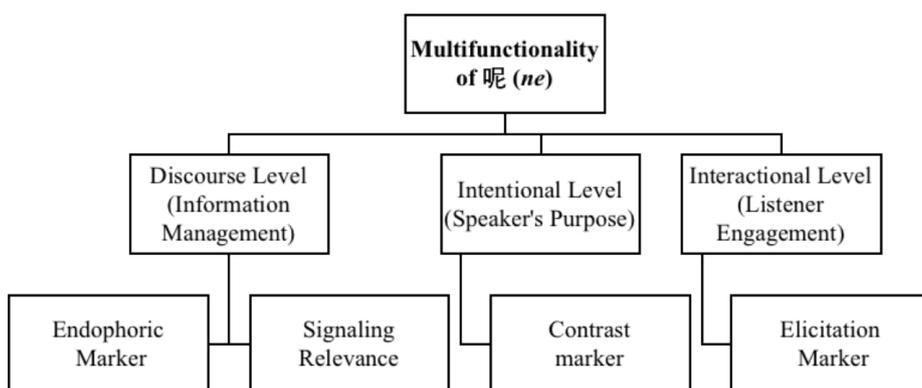
Note. The diagram illustrates the three levels at which 呢 operates: discourse, intentional, and interactional. Source: Author's own work.

Thus, a single used of 呢 (*ne*) in a given context can simultaneously operate across discourse, pragmatic, and interactional levels, providing a coherent and multifunctional mechanism that integrates information management, speaker interest, and listener engagement. Furthermore, it identifies a set of values that distinguish the use of 呢 (*ne*) from other particles of the same group, such as 啊 (a) or 吧 (ba) (Kendrick, 2018; Li, 2013; Querol-Bataller, 2018; Wang, 2013). Lastly, this approach focuses specifically on the linguistic, discourse, and pragmatic domains, without directly addressing its possible implications for social politeness.

In the following sections, this interpretation is illustrated through selected examples drawn from the C-ORAL-CHINA corpus (Dong, 2011). This open-access corpus is available from any computer worldwide, without the need for academic affiliation or prior registration. It comprises a set of texts referred to as informal conversations, a type of peripheral interaction such as semi-directed interviews, from which materials have been specifically designed for teaching CFL (Moreno Sandoval et al., 2015).

The data come from the informal conversation section of the corpus. 25 conversations of variable length involving two interlocutors engaged in spontaneous interaction, with no pre-established turn-taking system. The speakers are male and female, mostly aged between 18 and 40, and are university

students or graduates. Information regarding their geographical origin is not specified in the corpus metadata.

The analysis of 呢 (ne) in this corpus was conducted through a systematic examination of each transcribed utterance. The analysis is qualitative and exploratory in nature, and the examples are intended to illustrate recurrent patterns rather than to offer an exhaustive account of all possible realizations.

This classification follows the conventions outlined in previous studies, as reviewed in the preceding section. When 呢 (ne) is used at the end of a sentence, the utterance was further categorized by sentence type: truncated interrogative, non-truncated interrogative, or non-interrogative. Instances of 呢 (ne) occurring in non-final positions were classified as sentence-internal uses. The results are summarized in Table 1.

Table 1

Syntactic Realization of 呢 (Ne) in Informal Conversations

Position	Number	Percentage
Truncated interrogative sentence ending	12	6.09%
Non-truncated interrogative sentence ending	65	32.99%
Non-interrogative sentence ending	28	14.21%
Non-sentence-final ending	92	46.70%

Note. The data in this table are based on the analysis of informal conversations from the *C-ORAL-CHINA corpus*. Source**:** Author's own work.

Based on the analysis conducted in this study, sentence-internal uses of 呢 (ne) and non-truncated interrogative sentence ending are the most frequent pattern in the data. While these data should be further confirmed in future research through larger corpus studies encompassing a broader range of discourse types and contextual settings, the finding suggests that the occurrence of sentence-internal 呢 (ne) is probably quite common in Chinese communicative style.

A closer analysis of the pragmatic and interactional differences of these internal uses is beyond the scope of this study. Nevertheless, the data allow for the identification of two recurrent structural subtypes: (i) sequences in which 呢 (ne) follows a discourse marker or connector, and (ii) sequences in which 呢 (ne) occurs after a syntagm or a propositional unit. The results are summarized in Table 2.

Table 2

Syntactic Realization of 呢 (ne) in Non-sentence-final Position in Informal Conversations

Position	Number	Percentage
Discourse marker /connector ＋ 呢 (ne)	37	40.21%
Syntagma / proposition ＋ 呢 (ne)	55	59.78%

Note. The data in this table are based on the analysis of informal conversations from the *C-ORAL-CHINA corpus*. Source**:** Author's own work.

The following sections will exemplify the three pragmatic functions attributed to 呢 (ne): its role as an endophoric marker, a contrast marker, and a subtle elicitation marker across the range of syntactic structures attested in this analysis.

3.2 Exemplification

In colloquial conversation it is not uncommon that incomplete and unfinished sentences occur, and that it is the listener who, according to the context, reconstructs them in the communication process (Givón, 1979). However, the uniqueness of the realizations of 呢 (ne) in truncated interrogative sentences is not the elision of predicate elements, but that the interrogative interpretation and grammaticality depend on the presence of 呢 (ne). Furthermore, the use of the particle 呢 (ne) can be analyzed in terms of three complementary values.

As illustrated in (8), the particle 呢 (ne) is realized in the utterance 你呢？ ('What about you?'). It, firstly, displays an endophoric value, since 呢 (ne) anchors the new question to the preceding topic (YUF's explanation that he has been working). Secondly, 呢 (ne) carries a discrepant value, as it implicitly highlights a contrast between YUF's own situation ("I've been working a lot lately") and AZY's situation, which remains to be specified and, in this way, the particle underscores the expectation of potentially differing experiences or perspectives. Finally, it functions as an elicitation marker, inviting AZY to contribute with parallel information, thereby fostering reciprocal exchange.

8) AZY: 是啊 // 你最近忙什么呀？ ('YES! What have you been busy with lately?')

YUF: 我最近一直在工作 /// ('I've been working a lot lately')

AZY: 噢 / 辛苦吗 Z ('Oh, is it tough?')

YUF: 还可以吧 /// 你呢 ('It's okay, I guess. /// What about you?') (C-ORAL-CHINA, chin20)[1] (My translation)

On the other hand, in examples such as (9), the particle 呢 (ne) occurs in non-truncated interrogative sentences, where its use is not grammatically required, highlighting its contribution to the communicative act from a discursive and pragmatic perspective. Its function can again be observed across the three complementary levels identified in the previous example:

At the discourse level, 呢 (ne) directs the listen's (HXL) attention to information already present in the context, specifically HXL's prior affirmation, 我会下国际象棋啊 ('I know how to play Western chess'). At the interactional level, 呢 (ne) functions as a strategy to actively involve the listener in the conversation, prompting HXL to provide more information about the topic just mentioned. At the intentional level, 呢 (ne) highlights a contrast between what has already been established (HXL knows Western chess) and the new dimension being queried (the difference between Western and Chinese chess).

9) JIJ: 听说你会下象棋？那么 // 是国际象棋 / 还是中国象棋？ ('I've heard you know how to play chess. So, is it Western chess or Chinese chess?')

HXL: 我会 [/] 我会下国际象棋啊 /// ('I do [/] I know how to play Western chess')

JIJ: 那国际象棋跟中国象棋有什么区别呢 ('So, what's the difference between Western chess and Chinese chess?') (C-ORAL-CHINA, chin02) (My translation)

The use of 呢 (ne) in the other sentence types is again not constrained by grammatical requirements, but by the conveying of the same connotations described above. For example, in (10), 呢 (ne) is used in a non-interrogative sentence, in a conversation which the speakers are discussing the balance between studying and exercising. At the discourse level, 呢 (ne) links LYM's observation about LYH's activity on the basketball court to the preceding discussion about his focus on exams. At the intentional level, 呢 (ne) is used to highlight or foreground an observed fact (the continuous activity on the court), and it is

the juxtaposition of this fact with LYH's prior statement (priority on exams) that pragmatically creates an implicature of contrast. Thus, 呢 (ne) does not directly express contrast; rather it functions as a resource that prompts the listener to interpret the information as contrastive and to perceive it as a correction or adjustment of prior assumptions. At the interactive level, 呢 (ne) encourages the interlocutor to engage with LYM's evaluation, inviting confirmation or elaboration about how LYH has balanced study and exercise.

10) LYM: 那 / 那你这样整天那么爱运动 // 你还有时间运动吗 ('Then / if you exercise so much every day // do you still have time to work out?')

LYH: 啊 / 当然最近是要以考试为主了 / 啊呀 // 你知道我很爱运动啊？ ('Ah / of course recently I have to focus on exams / ah / you know I really love exercising, right?')

LYM: 那可是 // 整天看你在篮球场上活跃呢 /// ('Exactly // all day I see you active on the basketball court')

LYH: 噢 / 对呀 // 我特别喜欢打篮球 /// ('Oh / yes // I especially like playing basketball.')

LYM: &mm ///

LYH: 而且也是忠实的篮球球迷 /// ('And I am also a loyal basketball fan.') (*C-ORAL-CHINA*, chin09) (My translation)

Finally, 呢 (ne) can also be used in non-sentence-final positions, that is, after a phrase, a proposition, or even after discourse markers and discourse connectives such as 而且 ('also'), 但是 ('but'), 然后 ('then'), or 所以 ('therefore'). In these contexts, its use also reflects the values discussed above.

In (11), the conversation concerns cooking and, more specifically, how to simmer food correctly, including timing and method. 呢 (ne) occurs in two instances: the first follows 但是 ('but') in 但是 呢 / 一般用高压锅还是存在一定危险性的 ('but (ne) / generally using a pressure cooker still carries some risk'), and the second follows 所以 ('therefore') in 所以呢 / 我还是推荐用普通的锅 ('therefore (ne) / I still recommend using a regular pot'). In both cases, 呢 (ne) is not grammatically required, so its presence must be attributed to discursive or pragmatic factors.

At the discourse level, 呢 (ne) draws the listener's attention to information already mentioned, namely the discussion of cooking methods and the risks associated with using a pressure cooker versus a regular pot. At the intentional level, the first instance of 呢, after 但是 ('but') highlights the contrast between what is possible—using a pressure cooker to cook quickly—and what is advisable—safer, slower cooking in a regular pot. The second instance, after 所以 ('so') reinforces this contrast, emphasizing the speaker's evaluative judgment and guiding the listener toward the recommended method.

At the interactional level, 呢 (ne) invites the interlocutor to position themselves with respect to this information, preparing them to evaluate, respond to, or act upon it. In other words, it signals that the listener should attend to the topic and consider the implications of the advice being given.

(11) DOY: 我总是沉不住气 // 然后掌握不好这个 / 时间和火候 /// ('I always get impatient // and cannot control the timing and heat properly.')

XUN: 噢 / 如果用小火炖的话 / 你 / &mm / 起码要炖一小时 /// ('Oh / if you simmer on low heat / you / mm / need at least one hour.')

XUN: 因为 / 用高压锅的话 / 还是很快的 // 但是呢 / 一般用高压锅还是存在一定危险性的 /// ('Because / if you use a pressure cooker / it's still faster // but (ne) / generally using a pressure cooker still carries some risk.')

XUN: 所以呢 / 我还是推荐用普通的锅 /// ('Therefore (ne) / I still recommend using a regular pot.')

XUN: 但是 // 炖的话 / 还是 / &mm 希望你能坚持一小时以后再吃 // ('But // if simmered / still / mm I hope you can wait until it has cooked for at least an hour.') (*C-ORAL-CHINA*, chin07) (My translation)

In (12), 呢 (ne) is used immediately after the propositional phrase 我 感 觉 ('I feel'), before the continuation 还是有帮助的 ('it is still helpful'). At the discourse level, 呢 ('ne') refers back to the topic raised by JIJ's question, 那你觉得学国际象棋对你其他方面有帮助吗 ('So, do you think learning chess has helped you in other ways?'). It draws attention to the speaker's evaluation of the long-term usefulness of learning chess from a young age.

At the intentional level, 呢 (ne) signals a subtle contrast between the temporal focus of the interlocutor's question (on past effects) and the speaker's assertion that the benefits still remain in the present. The phrase 我感觉 ('I feel') frames the statement as a personal perspective, mitigating its force, while 呢 (ne) highlights that the discourse topic itself, the usefulness of learning chess, is relevant both in the past and continues to be advantageous.

At the interactional level, the speaker frames a personal judgment using 我 感 觉 ('I feel') while implicitly inviting the interlocutor to consider or respond to this evaluation.

(12) JIJ: 那你觉得学国际象棋对你其他方面有帮助吗 ('So, do you think learning chess has helped you in other ways?')
HXL: 我感觉呢 // 还是有帮助的 /// ('I feel // it is still helpful.')
HXL: 第一点 // 就是我能比同龄的小孩能坐得住 /// ('The first point // is that I can sit still longer than other kids my age.')
HXL: 就是在小的时候吧 // 毕竟下棋是一个比较静的体育活动 /// ('Especially when I was young // since chess is a rather quiet physical activity.) (*C-ORAL-CHINA,* chin02) (My translation)

4 A Brief Examination of How the Particle 呢 (ne) is Taught in Spain

The institutionalization of Chinese language education in Spain has a relatively recent history, which has been documented in several academic studies (Marco, 2023; Querol-Bataller, 2020; Ramírez et al., 2023; Rovira-Esteva, 2006; Uliana, 2022). Following the establishment of these programs, a growing body of contrastive research has emerged, focusing on the specific difficulties faced by Spanish-speaking learners of Chinese (Chen, 2024; Li, 2014; Marco, 2015; Niu, 2019; Ramírez, 2004; Zhou, 1995; among others). While some works address modal particles in general, the review conducted for these studies does not identify research specifically focusing on the teaching of the particle 呢 (ne). Nevertheless, studies examining this specific particle in other learning contexts have begun to be published (Chang, 2011; Yang 2013; Piccinini, 2022). In the absence of extensive research on 呢 (ne) itself, studies on modal particles more broadly can still provide valuable insights. For example, Xu (2019) analysed the instructional methods applied to commonly used modal particles in CFL in China.

According to Xu (2019), Chinese teachers consider this content important and believe its teaching should be carried out primarily through a) combining text and specific context to explain, and b) explaining with new word notes. Additionally, Xu's (2019) study points out several deficiencies in the current teaching of these particles. For example, after the linguistic particles are introduced, there is no relevant practice after class, which results in students understanding the knowledge theoretically but lacking effective practice. Consequently, the proper use of these language points is not fully grasped. Furthermore, when practicing other language points, unlearned modal particles often appear, creating confusion. Lastly, there are insufficient exercises focused on comparing and distinguishing common modal particles, preventing students from mastering their usage.

Consistent with Xu's (2019) assertion that effective knowledge transmission requires a comprehensive and systematic understanding of the subject matter, this section explores whether the theoretical information provided to Spanish-speaking learners of CFL regarding the modal particle 呢 (ne) is aligned with the content and findings presented in current linguistic research.

4.1 Method and results

To conduct this exploratory study on how this particle is taught in adult education in Spain, a sample of textbooks has been selected for analysis. At present, six Spanish public universities offer either a degree in East Asian Studies or in Modern Languages and Literatures with a major in Chinese (Marco, 2023; Querol-Bataller, 2020; Ramírez et al., 2023), while twenty-two official language schools include Chinese as a foreign language in their programmes (Ulliana, 2022). The course programming or teaching guides made public for the 2025–26 academic year at those centres were consulted to identify, whenever available, the textbooks used as the primary reference for teaching and learning.

The analysis focuses exclusively on general language courses for adult learners; therefore, textbooks specifically designed for examination preparation (e.g., HSK), for the development of individual skills, or for language learning in specific professional contexts have been excluded. The selection of the sample follows two main criteria: first, the inclusion of those textbooks that are widely used in Spanish public institutions, among them *El nuevo libro de chino práctico* (*New Practical Chinese Reader*) (Liu, 2005; Liu, 2008; Liu, 2009; Liu, 2011; Liu, 2013)[2], which is the most frequently used textbook, adopted in eleven of these public centres; in contrast, other institutions tend to use a variety of different textbooks, with no single alternative prevailing across centres. Second, the consideration of materials created specifically for Spanish-speaking learners, such as *Hànyǔ 1: Chino para hispanohablantes* (*Hanyu 1: Chinese for Spanish Speakers*) (Costa & Sun, 2004; Costa & Sun, 2006; Costa & Sun, 2009), although it reaches only B1 (CEFR). Finally, the *Boya* series (Liu, 2012; Liu, 2013a; Liu, 2013b; Liu, 2013c; Liu, 2013d; Liu, 2013e) has been included as a widely circulated international reference with a systematic progression beyond B2, thereby providing a useful point of comparison with the textbooks officially used in Spain.

Specifically, in this analysis, the following issues are observed:

A) Whether the particle is present in the texts that students work with in the different programming units, and if so, in which types of structures.

B) Whether the learning of the particle constitutes a specific learning objective, either in the grammar points or in the explanations on vocabulary units included in the lesson plans.

C) Whether the information that is conveyed to students about this particle corresponds to the information that linguistic theory offers about it.

In what follows, the main conclusions derived from the issues examined are summarized, while the detailed results are provided in Appendices 1 and 2.

The data suggest a noticeable gap between the way the particle 呢 (ne) is presented in CFL textbooks and the descriptions provided by linguistic research, particularly in the extent to which its pragmatic complexity is incorporated into pedagogical explanations. In the materials reviewed, references to 呢 (ne) are found mainly at the initial stages of learning and are most often limited to truncated interrogatives or progressive aspect constructions. It is also noteworthy that the textbook specifically designed for Spanish-speaking learners does not include 呢 (ne) as an explicit learning objective. This may be due, first, to the fact that 呢 (ne) is primarily a feature of spoken Chinese, which has traditionally received less attention in textbook-based instruction. Second, its pragmatic functions, as highlighted in the literature review, have not always been clearly delineated or systematically described, and, furthermore, pragmatic issues are likely introduced at higher proficiency levels.

In addition, some instances of 呢 (ne) in the textbook reading passages occur in syntactic positions whose function has not yet been introduced or explained in the corresponding lesson or in earlier units. For instance, at the level where some textbooks describe the particle only in interrogative contexts, their texts also include examples of 呢 (ne) in non-interrogative sentence-final positions. This use may reflect the perception among native speakers that the particle signals authenticity or naturalness in

communication, but without explicit clarification, learners are left without sufficient tools to interpret such uses effectively.

Furthermore, some of the explanations reproduce interpretations that have been questioned or revised in the academic literature, for example a strict association of 呢 (ne) with verbal aspect. In other cases, the descriptions remain vague, such as suggesting that the particle merely emphasizes interrogative sentences without clarifying its wider pragmatic scope. Finally, although non-sentence-final uses of 呢 (ne) are frequent in authentic discourse, they are only marginally represented in the materials analyzed. This limited representation suggests that certain patterns of authentic use are not yet fully reflected in instructional explanations.

4.2 From linguistic analysis to classroom practice: Teaching 呢 (ne)

Following current principles of language teaching, which advocate the use of authentic materials and a gradual focus on the pragmatic aspects of language use (Richards & Rodgers, 2009; Council of Europe, 2002), the following suggestions are offered for teaching the particle 呢 (ne) from the earliest levels of Chinese learning. These are organized around several complementary approaches.

First, a guided discovery learning approach is adopted, in which students observe usage examples, reflect on their discursive and pragmatic functions, and gradually incorporate them into their own oral production. Rather than providing prescriptive rules, the teacher encourages learners to explore the particle themselves, using systematic heuristic questions. These questions are formulated each time 呢 (ne) is found and help students notice its main functions:

Endophoric Function: What information from the preceding discourse is the speaker referring to? Which elements should the listener recall or keep in mind to understand this utterance?

Contrastive Function: Which information is the speaker highlighting to show a difference from or a correction to what was previously assumed or mentioned?

Elicitation Function: How does the other interlocutor respond to the topic marked by 呢 (ne)? What do they say or do to continue or engage with this topic?

Second, the systematic use of authentic materials is recommended, as their incorporation constitutes a central principle in communicative approaches. In this regard, the use of corpora can be particularly useful (Nie & Rovira-Esteva, 2025), for instance the conversations in the C-ORAL-CHINA corpus, whose texts have been sequenced and prepared for classroom use in Chinese as a Foreign Language (Moreno Sandoval et al., 2015). Additionally, resources such as comics, which reproduce many features of oral exchanges, may be especially suitable at beginner levels due to their limited textual load, structural simplicity, and visual support. These materials facilitate a holistic understanding of communicative exchanges. In these resources, the particle 呢 (ne) may be found in various positions, providing learners with a realistic approximation to its communicative uses in conversational interaction.

At the initial levels, it is suggested, following common practice in CFL, to maintain a more detailed analysis of cases in which 呢 (ne) is found in truncated interrogative sentences, since its use is directly related to the grammaticality of the utterance. This focus does not imply ignoring the particle's other functions, but rather making them perceptible implicitly through text work and repeated exposure to different usage patterns. As a central pedagogical strategy, guided observation through recurring questions is encouraged, formulated systematically each time the particle 呢 (ne) is found.

For more advanced learners, the use of minimal pairs is an essential tool for refining sociopragmatic competence. In these activities, students compare two versions of a sentences, one in which 呢 (ne) is present and one in which it is omitted. The same guiding questions, previously outlined, can help students infer the communicative function of the particle 呢 (ne) and lay the groundwork for the future consolidation of its strategic use in oral interaction.

5 Conclusions

The aim of this study was to contribute to improving the teaching and learning of the Chinese particle 呢 (ne), which often receives limited attention in instructional materials, possibly because of its strong association with spoken language and the fact that its impact on grammatical structure is sometimes minimal. Nevertheless, native speakers may perceive its use as a distinctive feature of communicative style, and learners inevitably encounter it when authentic dialogues are used in the classroom.

The present study aimed to address two main research questions: first, to identify the communicative functions of the particle 呢 (ne) within an inferential model of communication; and second, to evaluate the extent to which its current pedagogical presentation reflects these functions. To this end, the study combined a review of linguistic literature, the development of a multilevel theoretical framework, and an analysis of CFL textbooks used in Spain.

As the literature indicates, and as evidenced by the sample analysed, in most cases the use of 呢 (ne) is not conditioned by grammar. This paper presents a multilevel interpretation of 呢 (ne) that integrates its various syntactic realizations without reducing the analysis to a mere list of isolated cases. This framework points to the interpretation of the particle 呢 (ne) operates across multiple linguistic levels: at the textual level, signaling the relevance of retrieving particular information; at the intentional level, marking a contrast or contradiction regarding what has been said or is shared knowledge; and at the interactional level, prompting listener engagement.

In the second part of the paper, through an exploratory analysis of various teaching materials, an approximation was made to the reality of the teaching of 呢 (ne) in Spain. The results confirm an important gap between linguistic descriptions of the particle and its pedagogical treatment. At early levels, the particle is typically presented in truncated interrogative contexts, reflecting its effect on grammaticality. However, textbook treatments are often incomplete or reproduce interpretations that have been questioned in the literature, leaving learners without tools to understand its broader pragmatic functions.

The multilevel framework presented in this paper may provide explanations that are both accurate and pedagogically coherent across proficiency levels, helping learners interpret authentic language and recognize subtle pragmatic differences. Moreover, an explanation of its use, such as the one presented here, is appropriate not only for early levels, where 呢 (ne) typically is found in truncated interrogative sentences, but also for more advanced levels, where learners, as they work with a wider range of genres and communicative situations. In addition, this framework also may allow learners to distinguish the uses of 呢 (ne) from those of other discourse particles, such as 啊 (a) and 吧 (ba). On the other hand, while this study is exploratory and limited to a selection of textbooks, it opens lines for future research, including empirical investigations into learner comprehension and production, the testing of pedagogical interventions based on this framework, and the extension of the approach to other discourse particles and languages.

Finally, by outlining the relationship between communicative purposes and the resources available in each language, this study aims to illustrate how linguistic research can contribute to improving language education, bridging the gap between linguistic theory and practical teaching strategies.

Notes

1. The conversations in the corpus are numbered, and each is indicated by the label chinX. For example, in C-ORAL-CHINA, chin20 refers to conversation number 20.
2. When a Spanish version is available, it is the one that has been analysed, although the content in the English and Spanish editions is nearly identical.

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Appendix 1

Table 3

呢 *(ne) in CFL Textbooks, According to Their Position and Sentence Type*

Textbook title	Truncated interrogative sentence	Non-Truncated interrogative sentence ending	Non-interrogative sentence ending	Non-final-sentence ending
El nuevo libro de chino práctico ('New Practical Chinese Reader'*)1*	100	0	0	0
El nuevo libro de chino práctico ('New Practical Chinese Reader'*)2*	45	15	40	0
El nuevo libro de chino práctico ('New Practical Chinese Reader'*)3*	2.78	47.22	47.22	2.78
El nuevo libro de chino práctico ('New Practical Chinese Reader'*) 4*	0	92	8	0
New Practical Chinese Reader 5	17.39	65.21	13.05	4.35
Hànyŭ 1: Chino para hispanohablantes ('Hanyu 1: Chinese for Spanish Speaker's')	100	0	0	0
Hànyŭ 2: Chino para hispanohablantes ('Hanyu 2: Chinese for Spanish Speaker's')	82.35	0	17.64	0
Hànyŭ 3: Chino para hispanohablantes ('Hanyu 3: Chinese for Spanish Speaker's')	77.78	11.11	11.11	0
Boya Elementary 1	36	32	32	0
Boya Elementary 2	15.38	50	30.77	3.84
Boya Quasi-Intermediate I	12.5	62.5	12.5	12.5
Boya Quasi-Intermediate II	0	69.23	30.77	0
Boya Intermediate I	33.33	66.67	0	0
Boya Intermediate II	4.17	58.33	33.33	4.17
Total	37.62%	40.66%	19.74%	1.97%

Note**.** Percentages are based on the frequency of 呢 (ne) in different syntactic positions across various CFL textbooks**.** Source: Author's own work.

Appendix 2

Table 4

Description of The Particle 呢 (Ne) in CFL Textbooks

TEXTBOOK TITLE	SPECIFIC LEARNING OBJECTIVE	INFORMATION PROVIDED ABOUT THE PARTICLE
El nuevo libro de chino práctico 1. Libro de texto	Yes	Preguntas abreviadas con " 呢 " se realizan añadiendo " 呢 " directamente al nombre. El significado de la pregunta, sin embargo, está claramente indicado en la oración anterior. (p. 87). ('An abbreviated question with ne is made by adding a noun. The meaning of the question, however, must be clearly indicated in the previous sentence')
El nuevo libro de chino práctico 2. Libro de texto.	Yes	La estructura " 还没 (有)+V+ 呢 " indica que un cierto acontecimiento o situación no ha ocurrido aún, pero sucederá (p. 101) ('The structure « 还没 (有)+V+ 呢 » Indicates that certain event or situation has not happened, yet but It will happen') […] podemos también usarlo para preguntar sobre la localización de una persona o de un objeto, sin dependencia del contexto."). En este caso, "SN + 呢 ?" es equivalente a "SN 在哪儿 " (p. 122) ('can also be used to ask the location of the object, without any dependence on the context. In the case «NP+ 呢 ?» is equivalent to «NP 在哪儿 »') Para indicar una acción en progreso, cualquiera de los adverbios, " 在 " o " 正在 ", antes del verbo o " 呢 " al final de la oración. […] " 在 " o " 正在 " pueden utilizarse junto con " 呢 " (p. 218) ('To indicate an action in progress, one may place either of the adverbs, « 在 » or « 正在 », before the verb or the at the end of the sentence. " 正在 » further emphasizes the progressive aspect of an action at a certain time. « 在 » or « 正在 »" can also be used together with « 呢 » '). 还差得远呢 Aún me falta mucho. Esta es una expresión de modestia que los chinos usan a menudo cuando han sido alabados (p. 251) ('« I'm still not that good yet.» This is an expression of modesty that Chinese people often use when being praised.')

El nuevo libro de chino práctico 3. Libro de texto	Yes	El adverbio " 还 " se usa para indicar "algo inesperado". También significa "incluso". Cuando se usa con " 呢 ", añade una ligera sorpresa y un tono exagerado a la oración. (pp. 25-26) ('The adverb « 还 » is used to indicate "something unexpected". It also means "even". When used with « 呢 », it adds a slightly surprised and exaggerated tone to the sentence')
El nuevo libro de chino práctico 4. Libro de texto	Yes	怎么能这样呢 ? "¿Cómo puede ser?" Se suele utilizar para expresar insatisfacción o presentar una queja. (p. 154) ('«How can it be so». This is often used to express dissatisfaction or to make a complain')
New Practical Chinese Reader 5. Textbook	No	
Hànyǔ 1: Chino para hispanohablantes	No	-
Hànyǔ 2: Chino para hispanohablantes	No	-
Hànyǔ 3: Chino para hispanohablantes	No	-
Boya Elementary I	Yes	Elliptical interrogative sentences with " 呢 " is used at the end of an interrogative sentence, indicating the question mood (p. 19) 呢 Can be used at the end of a specific question to emphasize an interrogative tone. (p. 57)
Boya Elementary II	Yes	Tense and aspect marker (正) 在 ……… 呢 . 进行 (p.140) ('ìn progress`)
Boya Quasi intermediate I	No	
Boya Quasi intermediate II	No	
Boya Intermediate I	No	
Boya Intermediate II	Yes	……, A 才怪呢 ! 在某种条件，出现 A 是奇快的， 意思是出现和 A 相反或相对的情况是正常的 (p. 45) ('It would be strange if A happened! Under certain conditions, the occurrence of A is quite unusual, meaning that the opposite or contrary situation to A is normal.')

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语气词"呢（ne）"的用法与语用功能探析：以促进汉语教学为目标

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摘要

本研究旨在通过对汉语语气助词"呢"的交际功能进行全面描述，并探讨其在成人学习者教材中的处理方式，以促进其教与学。研究方法分为三个阶段：首先，对语言学及教学领域的相关文献进行综述；其次，以关联理论为基础构建多层次理论框架，并借助 C-ORAL-CHINA 语料库中的真实会话进行例证；最后，通过探索性分析，考察该助词在西班牙成人正规教育项目（包括西班牙官方语言学校及东亚研究学位课程）所用教材中的呈现与讲解方式。本研究的主要贡献在于提出一个解释性模型，指出"呢"可同时在三个层面运作：话语层面（标示前述信息的关联性）、互动层面（促发听者参与）及意向层面（标记对比关系）。基于此，本文强调，通过引导式发现与真实语料将多层次描述融入教学实践，能够有效提升"呢"的教学效果。由此可见，语言学研究可通过为系统化课堂讲授提供更为精准的语言资源描述，从而对语言教学作出切实贡献。

关键词

汉语，"呢"，人际交际，多功能性，语言教学

María Querol-Bataller 拥有瓦伦西亚大学（UV）西班牙语语言文学学位和加泰罗尼亚开放大学（UOC）东亚研究学位，并获得瓦伦西亚大学（UV）语言学博士学位。她目前任职于瓦伦西亚大学语言与文学教学系；此前（2008–2023 年）曾在瓦伦西亚天主教大学语言与文学系担任高级讲师。她近期的研究主要聚焦于语言学领域，尤其是汉语及语用现象，并将研究成果应用于语言教学、跨文化交际与调解。其学术成果体现在多项出版物中，并获得多项科研成果认定。此外，她还积极参与推动女性在不同知识领域中的贡献之可见性与传播的相关项目。