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Traces of Malagasy (Austronesian) lexicon in Arabia: the maritime lexicon of Modern South Arabian languages and peninsular colloquial Arabic

Giuliano Castagna
giulianocastagna@uic.edu.cn
Beijing Normal University Zhuhai

Suhail Al-Amri
suhailalamri@gmail.com
Sadh, Dhofar, Oman

Starting from the 1980s, following the development of Modern South Arabian (MSA) studies, a few remarks about its peculiar lexis have appeared in the literature: for example, Kogan (2015: 546) describes MSA vocabulary as having a "peculiar aspect, at times so strikingly 'non-Semitic' that some sort of external influence (substratum or adstratum) might legitimately suggest itself as an explanatory model". Indeed, Modern South Arabian languages, a sub-group of the Semitic languages made up of 6 endangered languages commonly referred to as Mehri, Jibbali/Shahri, Soqotri, Harsusi, Hobyot and Bathari, are spoken in an area that lends itself perfectly to linguistic contact, that is, on the southern shore of the Arabian Peninsula and on the island of Soqotra, within reach of the millennia-old Indian ocean trade. By the same token, the Arabic dialects spoken in the same area, have undergone the same contact processes.

Specifically, it is the maritime terminology, which is particularly prone to lexical borrowing given the mobile nature of the activities it describes, to be at the core of this investigation. The Arabic dialects spoken in this area and the above-mentioned MSA languages exhibit a number of lexemes in the semantic areas of maritime activities (and the goods traded thereby) that must have been borrowed from the language that eventually gave rise to the Austronesian language of Madagascar, called Malagasy. The latter came to the African island through a series of migrations from Borneo starting from the early first millennium CE, and there is consensus on the fact that the speakers of this language stopped over along the way on the coasts of India and Arabia and Africa as proven by the presence of an ancient Malagasy genetic signature in the DNA of some people from southern Arabia (Brucato et al 2019).

Drawing from various grammatical and etymological works in the southern peninsular dialects of Arabic (Agius 2007; Davey 2016; Glidden 1942; al-Hazmi 2016; Hoogervorst 2018; Johnstone & Muir 1964; Reinhardt 1894; Rhodokanakis 1908, 1911 inter alia), and MSA languages (Johnstone 1981, 1987; Leslau 1938; Nakano 2013; al-Maashani 2014) the present study offers an overview of the maritime terms of Austronesian origin in these language varieties. In addition to the above, the study underlines the unique connection of the loanwords in question to the Malagasy language by showing that the former exhibit sound shifts typical of the latter vis-à-vis Proto-Austronesian (PA) and Proto-Malayo-Polynesian (PMP).

A feasibility study for the application of AI-generated conversations in pragmatic analysis

Xi Chen
xchen26@uclan.ac.uk
University of Central Lancashire

This study explores the potential of using AI-generated conversations in pragmatic analysis – a field that has primarily been conducted on human language use. With the rapid growth of large language models and high-performing chatbots, it is foreseeable that AI-generated texts will increasingly permeate and 'contaminate' the language data available for pragmatics research. It is thus crucial to examine whether and to which extent these data mirror the pragmatic patterns that we have found in human speech behaviours and can hence be considered human-like. In this study, we compare 148 ChatGPT-generated conversations with 82 human-written ones as well as 354 human evaluations of these conversations. The data are analysed using various methods, including traditional speech strategy coding, four computational methods developed in NLP, and four statistical tests. The findings reveal that ChatGPT performs equally well as human participants in four out of the five tested pragmalinguistic features and five out of six sociopragmatic features. Additionally, the conversations generated by ChatGPT exhibit higher syntactic diversity and a greater sense of formality compared to those written by humans. As a result of its impressive performance, our participants are unable to distinguish ChatGPT-generated conversations from human-written ones.

The Influence of Tone on the Identification of Cantonese Onset Stops

Ann Wai Huen To
towaihuenann@gmail.com
The Education University of Hong Kong

Mingxing Li
mingxingli@hkbu.edu.hk
Hong Kong Baptist University

The phonology of a listener's native language influences his/her perception of sounds. L1 phonotactics is shown to affect the perceived presence/absence of segments (Dupoux et al. 1999). L1 phonotactics in relation to lexical items may bias a listener's perception of a segment, for example, perceiving an ambiguous onset consonant as a category (e.g., English /b/ vs. /g/) that makes a sequence correspond to an existing lexical item in L1 (Ganong, 1980). Extensive studies in this area have been done on segmental phonotactics, while relatively few have examined L1 phonotactics in the combinations of tone and segments, with a few exceptions such as Fox and Unkefer (1985) and Politzer-Ahles et al. (2022). The former study showed that when listening to Mandarin monosyllabic words, native listeners were biased to judge an ambiguous F_0 contour as Tone 1 (high-level) or Tone 2 (rising) if the resulting tone-segment combination correspond to a Mandarin-legal syllable; in the latter study, Mandarin listeners were not observed to be biased by tones when judging ambiguous onset stops in disyllabic sequences.

The current study investigates if tone influences consonant identification, with regard to the tone-segment phonotactics in one's native language. The tones to examine are Cantonese Tone 2 (mid-rising) and Tone 3 (mid-level); the consonants are onset stops [d] vs. [t], and the relevant phonotactics are their combinations in Cantonese:

doe-Tone2 朵 a classifier   *toe-Tone2
*doe-Tone3   toe-Tone3 唾 'saliva'

Thirty native Cantonese listeners completed an identification task. The stimuli were CV syllables, in which the onsets involved a seven-step VOT continuum from [d] (Step 1) to [t] (Step 7) followed by a rime [oe]. For each of the seven syllables, three F0 contours were superimposed respectively: one corresponding to Tone 2, one to Tone 3, and an ambiguous F0 between Tone 2 and Tone 3. After hearing a syllable (e.g., VOTstep1-[oe]-Tone2), a listener identified the onset as [d] or [t] by pressing buttons on a response pad.

The results, as illustrated below, showed an influence of F0 (Tone 2 vs. Tone 3) on the identification of onset stops (as [d] vs. [t]). More specifically, for onset steps 5 to 7 (i.e., towards the [t] end), the rate of /t/ responses is higher when the tone-segment combinations match the Cantonese-legal combination [toe]-Tone3 (e.g., 唾 'saliva'); the rate is lower when the combinations do not (e.g., *toe-Tone2). While a similar pattern is not obvious towards the [d] end, the results above supported the contention that tones could influence the identification of onset consonants with regard to L1 tone-segment phonotactics. In general, this study suggested that the phonotactics of one's native language may bias a listener's perception of speech sounds with an integration of different aspects.

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doe-T2 ~ *toe-T2
*doe-T3 ~ toe-T3
T2(mid-rising)   T-ambiguous   T3(mid-level)
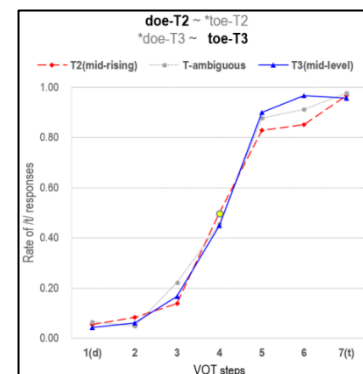
The Syntactic Properties of the Progressive Marker *Haidou*: An Empirical Perspective

Sonia Hui
soniahuiyw@gmail.com
City University of Hong Kong

Cantonese aspect markers, which are typically affixal, are found in the post-verbal position (Matthews and Yip, 1994/2011; Cheung, 1972/2007; Tang, 2015 among others).It was not until Matthews and Yip (1994) that the morpheme *haidou* is described as having an aspectual use comparable to the progressive aspectual suffix *-gan*, such that it serves as "an alternative means of describing an action in progress" (ibid.:202). The grammatical properties of the aspectual *haidou* have been understudied, with Lam (2019) being the major study found in the literature. Significantly, *haidou* occurs in a pre-verbal position, unlike other aspectual elements in Cantonese. Examples of *haidou* are shown below:

(1)喺度 食　　晚飯　　　先　　啦！ (Stubborn Lovers, 1943)
　　hai2dou6　sik6　maan5faan6　sin1　laa1
　　here　　eat　dinner　　　first　SFP
　　'Stay here and have dinner (before you go)'

(2)啊，　你　喺度　　侮辱　　我　　囉　　喎。 (I am the Murderer, 1963)
　　aa1　nei5　hai2dou6　mou5juk6　ngo5　lo3　wo3
　　EXCL 2SG PROG　　insult　　1SG　SFP　SFP
　　'Oh, now you are insulting me?'

(3) 你　兩個　　同　　佢　喺度　　打緊交。 (Eight Murderers, 1965)
　　nei5　loeng5go3　tung4　keoi5　daa2gan2gaau1
　　2SG　two-CL　CONJ　3SG　haidou　fight-PROG
　　'Both of you were fighting with him (here?).'

While the aspectual *haidou* is often believed to arise due to the influence the Mandarin *zai* (Matthews & Yip, 1994), it is conceivable that the development of *haidou* as an aspect marker follows a parallel grammaticalization progress in Cantonese. Given that *haidou* was not commonly taken to be as an aspect marker before the 1990s, it is necessary that the aspectual *haidou* (as in (2)) be properly distinguished from *haidou* solely encodes locative sense (as in (1)). Even for contemporary Cantonese speakers, their linguistic competence still does not eliminate the locative sense carried by *haidou* while performing as an aspect marker in some cases (as in (3)).

This paper further establishes *haidou* as an aspectual marker and examines its syntactic properties with naturalistic data. One limitation of Lam (2009), in fact, is that it primarily focuses on the semantic (rather than syntactic) differences between *-gan* and *haidou*, noting that the two aspectual markers differ in the predicates they select, which can be characterized in terms of situation types. Moreover, while the data involved in this paper were extracted from The Corpus of Mid-20th Century Hong Kong Cantonese Phrase II, the patterns observed with *haidou* are applicable to present-day Cantonese. The current results show that *haidou* observes its own requirements to be used as a progressive marker, some of which have not been previously noted. Accordingly, *haidou* is not merely an "alternative" to the progressive *-gan*, a finding which is thus in line with Lam's (2019) general conclusion.

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The role of L1 and L2 in L3 acquisition: on the acquisition of L3 French present simple and present progressive

Stano Kong
stanokong@thu.edu.tw
Department of Foreign Languages and Literature, Tunghai University

The meaning-form distinction of the present form in relation to habitual and event-in-progress interpretations varies between French, English, and Chinese, but is constrained by the presence/absence of tense and agreement features. In this study, we examine the acquisition of L3 French present form by a group of advanced L2 English learners who are native speakers Chinese. It will be argued that the results provide partial support to the Typological Primacy Model (TPM) of Rothman (2011), which posits that the perceived typological similarity between L3 and the previously acquired languages conditions transfer in L3 initial state. The findings are, instead, more consistent with the Interpretability Hypothesis of Tsimpli and Dimitrakopoulou (2007) which assumes the inaccessibility of uninterpretable syntactic features in subsequent language acquisition. What remain available in adult multilingual acquisition are interpretable syntactic features, computational devices, and other aspects of Universal Grammar (UG).

漢語「併合語」的教學問題——以「雖然」為中心

Yin Hei Kong
yhkong@hkmu.edu.hk
School of Education and Languages, Hong Kong Metropolitan University

　　「併合語」未「併合」前是由兩個詞組成，之後意義出現「吞併」，其中一個詞的意義被侵蝕，出現了強、弱之別，變成為一個詞，即「併合語」。王力將「併合語」分成七類，其中一類是「本係虛詞及其所附著的詞」，包括「雖然」（王力，2002，頁 158-161）。「併合語」涉及古漢語過渡到現代漢語的變化，是漢語語言學教學中一個較常接觸的課題。不過，筆者發現在講解相關概念時，有三個問題需要處理。

　　第一要留意「併合語」與「偏義複詞」的異同。「偏義複詞」指一個複合詞「偏用其一字之義，而他字則連舉而不為義」（黎錦熙，1930，頁 9）。如此看來，「併合語」與「偏義複詞」似乎無甚差異，其實不然。黎錦熙（1930，頁 2）討論「偏義複詞」時，實是針對「並行的複合詞」而言，分「複合詞」中各
「字」的意義為「同義的」、「兩字相反，渾括成義」。以後的學者討論「偏義複詞」，亦多注意各語素之間意義的聯繫（曾志雄，2001，頁 165；趙振鐸，1987，頁 292）。王力（1984，頁 372-377）論「併合語」，有三類涉及「平行的」名詞、形容詞、動詞，與「偏義複詞」有類近之處，但餘下的四類，包括上述「雖然」所屬的一類，卻與「偏義複詞」不同，需要清楚分辨、說明。

　　第二要留意「雖然」作為「併合語」的構成問題。王力（2002，頁 161）認為「雖然」在「併合」之前，是由副詞「雖」加上「本來有『如此』的意思」的「然」兩個詞組成，而「然」的意義被侵蝕後，便變成了副詞「雖然」。王力（1984，頁251）指出漢語「雖」與「西洋的連詞」在句子中所處的位置不同，所以「雖」不是連詞。不過，有些學者如董秀芳（2002，頁 250）、左松超（2003，頁 139）等，卻視「雖」為連詞。論及連詞與副詞的判斷問題，趙元任（1979，頁 66）曾就「從屬連詞還是副詞」作討論，並將
「雖然」判斷為「從屬連詞」；美國賓夕凡尼亞大學（2000，頁 17、31）的漢語詞性標注指引，以「AD
（adverb）or CS（subordinating conjunction）」為「problematic case」之一，而將「雖然」視作「CS（從屬連接詞）」。儘管王力之見有合理之處，但筆者於北京大學現代漢語語料庫、香港政府新聞公報資料庫、台灣中央研究院現代漢語語料庫等所見語料，發現兩岸三地語言使用者使用「雖然」時，有時會受到「西洋連詞」的用法影響，所以視「雖然」為連詞也不能說是沒有理據。因此，筆者相信「雖然」之變為一
「併合語」，其詞性問題，實有需要於教學時解釋清楚，而若單以王力的意見來講授，或有未及全面之嫌。第三要留意「雖然」作為「併合語」的判斷問題。陳寶勤（2011，頁 362-364）提到「雖然」變為一
「轉折連詞」時，出現於「轉折複句前一分句句首」，而「後一分句句首常有轉折連詞或副詞」作「關聯」。筆者相信如能採用語義與語法結合的方式作出判斷，可以更有效減少出現誤解的機會：

（i）第一步從語義入手，觀察句子中「雖然」之「然」是否有「『指代』功能」（石毓智，2000，頁

167），如果沒有，「然」不會是代詞，是語義虛化了的「然」，可知這個「雖然」是一「併合語」。不過，是否「雖然」的「然」在句子中有指代功能，就代表這個「雖然」未經「併合」？要得到較為確切的判斷，便要進入下一步的語法分析。我們要先了解「然」作代詞用通常在「句中作謂語」（向熹，1993，頁 65）；

（ii）我們明白了「然」作代詞用的使用方式，便能夠開始對「雖然」中可以帶有指代涵義的「然」進行語法分析。如果這個「然」在句子中所充當的句法成份是主語而非謂語，便違反了代詞「然」在古代的「使用習慣」而導致「語法、詞匯或語用錯誤出現」（關春園、徐宏亮，2015，頁

86）。可知單憑「然」有指代涵義，便判斷那個「雖然」是一未經「併合」的用例，可能是一個誤解。我們還要考慮其用法是否合乎古代漢語的語法，才能更有把握地判斷句子中的「雖然」是「併合」前還是「併合」後的用法。論者認為「唐代初期」已更多見「然」變成「一個詞綴」而「雖然」變成「一連詞」的情況（何樂士，2006，頁

329），所以本文將會採用以上的分析方法為中古時期文獻「雖然」的用法作更深入的探討。

　　「雖然」在現代漢語中，十分常見、常用，但我們卻不能以為現代漢語的「雖然」與古代漢語的「雖然」完全相同。本文冀能從「併合語」定義的辨析、「雖然」作為「併合語」的構成與判斷方法入手，建議一個更有系統的說明方法，讓學子能更清楚掌握古代漢語與現代漢語相似與相異的地方，提高漢語語言學教與學的成效。

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The relationship of learners' motivation and learning outcome in Chinese secondary ESL classes

Li Junyan
letjyjy@163.com
City University of Hong Kong

ESL learning process is not easy for secondary students as second language learners. Because of this, learners' motivation plays an essential part in their learing outcome. Although there were some previous studies about the role of motivation in learning, there is litter study on seeking relationship between learning motivation and outcome in linguistics. This case study aims to investigate the effect of learners' motivation towards learning outcome in Chinese secondary ESL classes. Data were collected from 522 Chinese secondary students (258 girls and 264 boys) across three different grades in two schools of different levels through a survey questionnaire comprised of five Likert scale, a test measuring their English learning performance and classroom observation. Moreover, a systematic random sampling technique was employed to select the sample size. Besides, this study used SPSS 29.0 to analyze final data. The result shows that students' motivation is divided into extrinsic and intrinsic motivation. ESL extrinsic learning motivation includes learning situation and intrinsic motivation includes intrinsic interest and personal development. For the first-year secondary students, most of them were affected by extrinsic motivation while for the second-year or third-year students, their learning performance in ESL classes was more correlated with intrinsic motivation. Intrinsic interest and personal development motivation has a significantly positive effect on ESL learning outcome. As a result, this paper has implications for English teachers and students to value the relationship between learners' motivation and learning outcome in ESL classes and employ useful strategies to enhance the teaching and learning in similar contexts.

三粒西瓜 vs 三個西瓜: Comparison between Cantonese Classifier Use by Singaporean versus Hong Kong Speakers

Sin Yee Melody Li
symelodyli@u.nus.edu
National University of Singapore

Classifiers (CL) are grammatical morphemes marking the salient features of an object. Chinese languages are known for having numeral classifier constructions, in which a CL is obligatorily required after a numeral, and Cantonese is no exception. Mensural CL, also known as "container noun" or "measure phrase", denotes quantity, while sortal CL denotes intrinsic features of the noun. Previous studies on classifier use by Cantonese heritage speakers in the UK and North America have found overuse of the general classifier 個 *go3* as a substitute for specific sortal CL, using elicitation tasks (e.g. Kan 2019, Nagy & Lo 2019). However, no studies have included perception tasks or involved Cantonese heritage speakers in Southeast Asia.

The current study aims at investigating the factors affecting the use of Cantonese CL by heritage versus majority speakers, as well as the factors leading to better performance in the heritage group. The study compared Cantonese CL use by the heritage speakers in Singapore (n = 22), and the majority speakers in Hong Kong (n = 22), employing both production and perception tasks. For production, participants performed a picture-description task and were required to produce the CL in the numeral constructions, such as 三隻狗 *saam1 zek3 gau2* "three dogs". For perception, participants listened to audio clips of various typical and atypical CL-N combinations, and then rated their acceptability judgement using 1-7 Likert Scale.

Results of the production task showed that sortal classifiers led to more "incorrect" CL use by the Singaporean speakers (p < .0001). The heritage group also tended to overuse 個 *go3* for sortal CL (p < .001), as previously reported for other heritage speakers. Meanwhile, Singaporean speakers were also found to produce some atypical combinations for sortal classifiers, such as 三粒西瓜 *saam1 lap1 sai1 gwaa1* "three watermelons" in the description task, which may sound funny to the majority group. Results of the perception task also showed that the Singaporean speakers were more likely to rate higher in the atypical CL-N combinations (p < .0001), such as the "three watermelons" example mentioned earlier. Additionally, two factors were found to result in better Cantonese performance in the heritage speakers, including the Cantonese interaction with grandparents and/or parents (p < .001), and the consumption of Cantonese media before adulthood (p < .01).

The results of the production and perception tasks suggest that in addition to showing overgeneralization in their classifier usage, Singaporean speakers may have been influenced by other dialects spoken in the region, especially Hokkien, leading to the production and the higher acceptability in the atypical classifier use in Cantonese. Among the two factors causing better Cantonese performance, while the effect of (grand)parental interaction is consistent with other literature, the consumption of Cantonese media could be a special phenomenon in the Southeast Asian region.

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Perceptual Distinctiveness of [n-l] Contrasts in Different Vowel and Tonal Contexts

Pauline Bolin Liu
13397390559@163.com
Hong Kong Baptist University

Mingxing Li
mingxingli@hkbu.edu.hk
Hong Kong Baptist University

With coarticulation between adjacent segments, the phonetic properties of a speech sound usually vary with different neighboring sounds. The perceptual properties of the same segment may differ across phonetic contexts (Liberman et al. 1952, Sereno et al. 1987) and so do the perceptual distinction between two segments (Li & Zhang 2017). For consonant perception in different vowel contexts, experimental studies showed cases where the [_i] context, as compared with other vowel contexts, introduces a lower accuracy in consonant identification (Winitz et al. 1972) or more difficulty in consonant discrimination (Li & Zhang 2017). This echoes the typological pattern that consonant place contrasts may appear less frequently in the [_i] context than in other vowel contexts (Lee-Kim 2014, Li & Zhang 2017).

Typological surveys across Chinese dialects observed that the [n-l] contrast appears (i) more frequently in the [_a] context than in the [_i] context (Li 2023) and (ii) more frequently when the tone of a syllable starts with a H(igh) tone (i.e., HH, HM, HL) than a L(ow) tone (i.e., LH, LM, LL) (Liu & Li 2023). What remains relatively unclear is if these patterns have a phonetic grounding. The current study investigates the psychoacoustic distinction of the [n-l] contrast (i) in different vowel contexts, e.g., [na-la] vs. [ni-li], and (ii) in different tonal contexts, e.g., a [ni-li] contrast with a HH tone vs. a LL tone.

Two speeded AX discrimination experiments were conducted with 36 native Mandarin listeners as participants. In Experiment 1, the audio stimuli were CV pairs [na-la] and [ni-li], which were manipulated from naturally produced syllables, referring to the average values of consonants and vowels in normal speech in terms of durations, intensities, etc. In Experiment 2, the audio stimuli were CV pairs [na-la] and [ni-li] bearing different tones (HH, HL, LH, LL), e.g., both syllables in [ni-li] with a HH tone. In addition to the manipulations as in Experiment 1, the F0 range and intensities of different tones were controlled referring to natural speech. The listeners judged if the two sounds in a pair are the same, by pressing the buttons "same" or "different" on a response pad as quick as possible.

As the results of Experiment 1, the [_a] context introduced a shorter response time than the [_i] context, indicating [na-la] to be perceptually more distinct than [ni-li]. As the results of Experiment 2, H-initial tones (HH, HL) introduced a shorter response time, indicating a larger perceptual distinctiveness, than L-initial tones (LH, LL). These results are consistent with the typology of the [n-l] contrasts across Chinese dialects in the occurrence of the contrast in [_a] more than [_i] and with H-initial tones more than L-initial tones. Overall, the results lent support to a connection between the typological pattern of phonological contrasts and the psychoacoustic distinction of sound pairs, consistent with relevant studies in the literature.

Keywords: perceptual distinctiveness, [n-l] contrast, vowel context, tonal context

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Integrated sentence-level speech perception evokes strengthened language networks and facilitates early language development

Shuo Lu[a], Qinqin Luo[b], Leyan Gao[a], Zhirui Yang[b], Jingwen Yang[a]
lushuo@szu.edu.cn, gaoly@szu.edu.cn, yangjw@szu.edu.cn
[a]Shenzhen University
lorcaluo@link.cuhk.edu.hk, yangzhirui@link.cuhk.edu.hk,
[b]Chinese University of Hong Kong

Natural poetic utterances (i.e., proverbs, nursery rhymes, and commercial ads) with strong prosodic regularities are easily memorized by children and the harmonious acoustic patterns are suggested to facilitate their integrated sentence processing. Do children have specific neural pathways for perceiving such poetic utterances, and does their speech development benefit from it? To address these concerns, we recorded the task-induced hemodynamic changes of 94 Chinese children aged 2 to 12 years using functional near-infrared spectroscopy (fNIRS) while they listened to poetic and non-poetic natural sentences in Chinese Mandarin. The results indicated that poetic sentences perceiving is a highly integrated process featured by lower brain workload but enhanced large-scale transmodal networks, although among young children. Additionally, poetic sentences evoked activation in the phonological encoding regions which decreases with children's ages. The neural responses to poetic speeches were positively linked to children's speech communication performance, especially the fluency and semantic aspects. These results reveal children's neural sensitivity to integrated speech perception which facilitate early language development by strengthening more sophisticated language networks and the perception-production circuit.

Keywords

Sentence-level speech perception; Prosodic regularity; Brain language networks; Language development; Integrated comprehension

Perception of Mandarin Consonants and Tones by Non-Chinese Speaking Primary School Students in Hong Kong

Ying Lu[a], Mosi He[a], Bin Li[a], Fong Chin[b]
ylu257-c@my.cityu.edu.hk, mosihe2-c@my.cityu.edu.hk, binli2@cityu.edu.hk,
fchin@uow.edu.au
[a]City University of Hong Kong, [b]UOW College Hong Kong

Perception and production of Chinese pose challenges for non-Chinese speaking (NCS) students in Hong Kong. Existing research has shown that NCS students often exhibited lower accuracy when discriminating Cantonese tones, primarily attributed to the lack of lexical tones in their first language. Although Mandarin has become a mandatory subject in primary schools in Hong Kong, limited research has been conducted on the perception of Mandarin among NCS students. This study aims to investigate how NCS students perceive Mandarin sounds, with a specific focus on two pairs of Mandarin consonants (/k/ vs. /kh/ and /tɕ/ vs. /tɕh/) and two pairs of Mandarin tones (T55 vs. T51 and T35 vs. T214) along their corresponding 7-step continuum. The acoustic parameters of tokens in each continuum were manipulated with an equal step size between each consecutive token. NCS, Cantonese-speaking (CS), and Putonghua-speaking (PTHS) primary school students participated in an identification task and a discrimination task. Results show that NCS students' identification boundaries largely aligned with the discrimination peaks. However, notable differences were found in identification curves and discrimination curves between NCS students and their CS and PTHS peers. Furthermore, NCS students exhibited different categorical boundaries and discrimination peaks, deviating from the patterns observed in the other two groups. These findings suggest that NCS students have not fully established clear categorical perception of Mandarin consonants and tones, which was influenced by their first language and language attitudes. Moreover, these findings contribute to the development of targeted training programs aimed at enhancing NCS students' perception of Mandarin sounds.

The Impact of Instagram on the Learning and Teaching of Cantonese

Christian Pfordt
christian.pfordt@gmail.com
University of Cambridge

Instagram is the most popular social media platform in Hong Kong, its daily usage can often exceed several hours especially for younger users (Gen Z). There is a wide range of language and language-learning related content, and the app makes it very easy to quickly share images, text, and videos and to follow related content. We can safely assume that many learners of Cantonese use Instagram on a daily basis, and even if they don't, it is very likely that they have been exposed to Instagram content to some extent, as memes and reels are often cross-shared on different platforms such as WhatsApp, Facebook and Youtube.

Given the huge impact of social media on our lives and how we use language and considering Instagram's popularity in particular, it is worth investigating its impact on learning and teaching Cantonese. There are very few studies on Cantonese acquisition and social media and none is covering Instagram so far. This paper is a contribution to the emerging paradigm of Mobile-assisted Language Learning.

I will briefly illustrate the key functions of Instagram and how their potential for language learning has already been studied for other languages. I will also give some background information on social media use in Hong Kong in general. I will then introduce the landscape of Cantonese-related Instagram pages and provide some examples and statistics, looking at around 100 pages (some of the most popular ones are "outcastsfromthe853" with 67k followers and "jyuttoi_cantonese" with more than 100k followers). At first, the pages will be sorted into categories such as studygrams, introducing slang, teaching services, and language communities. The frequency of posts, and average number of engagements (Likes, Shares, and Comments) to the content, as well as the preferred means of presentation (i.e. which combination of video, image and text as well as the preferred romanisation system) will give an idea of the scope and dynamic of the Cantonese learning scene on Instagram. For explicitly educational content, I will check whether it follows a certain study plan and whether there are any references to linguistics or grammar studies.

Popular Cantonese-speaking influencers and HK-based meme pages will be mentioned as well. With their huge reach, these content creators can influence the way Cantonese as a language is perceived. I will review only the content directly related to learning or mastering Cantonese and analyse what kind of sentiments and attitudes it conveys. This includes, for example, using tongue twisters or words that sound very similar (e.g. 星期一 sing1kei4jat1 and 星期日 sing1kei4jat6) which has comedic potential and might show that Cantonese is fun, but also that it is difficult to master.

I will summarise the benefits of using Instagram for Cantonese acquisition, but also shed light on the disadvantages such as the risk of picking up incorrect information or the reduced attention span that can stem from excessively consuming social media. Finally, I will close with some recommendations as to how Instagram can be integrated into a systematic learning schedule as well as ideas for future research.

Tense or Logic: A Study of Future Tense Structure in 'When' Temporal Connective Clauses

Zequan Qu
121030060@link.cuhk.edu.cn
The Chinese University of Hong Kong, Shenzhen

This paper explores an unresolved question within the formal linguistic theory of tense as developed by Norbert Hornstein (1977): in a temporal connective construction P-TC-Pi, with 'when' being the temporal connective (TC) and P and Pi being the matrix and subordinate clause respectively, why does the subordinate clause not take the auxiliary will or shall? Such a restriction has already been pointed out by Geoffrey Leech (1971) in Meaning and English Verb, and has long been regarded as a major issue for Hornstein's tense system, as Hornstein allows will/shall future tense to occur in the when-clause (Hornstein, 1977; Harper & Charniak, 1986). Previous studies have taken different perspectives on this question. For example, Yip (1984) explains the loss of will as the economy of speech, claiming that the future tense in the subordinate clause can be omitted if the matrix is already marked with the future tense. Nieuwint (1986) considers this as a sequence of events and contends that the subordinate is in the present tense and the will future tense has present-time reference. Declerck (1995) also claims that the when-clause is in present tense based on his theory of the Pseudo-t0-System.

This paper intends to address the following three questions:
(1) Does the simple present tense form in temporal subordinate clauses not express a simple present value?
(2) What is the tense structure of the subordinate clause if it does not express a simple present tense value?
(3) What is the relation and distinction between the tenses in the matrix clause and the subordinate clause of P-TC(when)-Pi ?

Three main results are obtained through a semantic analysis of corpora data: (1) Based on the analysis on the Aktionsart of verbs in subordinate clauses, I derive an explanation of why the temporal subordinate clause, although having a form of the simple present, is in fact a special case of future tense called 'programmed future' (e.g. The Yankees play the Red Sox tomorrow.) (Lakoff, 1971; Ogihara, 2007); (2) Based on the presupposition theories of Bas Van Fraassen(1968) and Edwaard L. Keenan (1971) & Robert C. Stalnaker (1970), I show that the special character of 'programmed future' makes the subordinate clause function very much like the presupposition of the entire sentence in terms of truth (i.e. for the whole sentence to have a truth value, the subordinate clause must be true). Because the 'programmed future' is considered as fact at speech time T0, it can play the role of presupposition, which the 'will' auxiliary fails to do at speech time. The finding can also explain why the subordinate cannot take models like 'may' and 'might'(Declerck & Depraetere, 1995). (3) Based on the previous two findings, I conclude that the research question raised is more like a question of logic as opposed to one of the tense system.

The findings of this paper can help demonstrate the effectiveness of the tense system, and provide a different perspective on viewing the temporal connectives and the cognitive representation of tense in human languages.

The hierarchy of modal projections in Chinese vindicated

Xiaoli Sun
xiaolisun2@cityu.edu.hk
City University of Hong Kong

Recent formal studies on Chinese modals focus on the derivational relation between pre- subject and post-subject modal sentences (Hsu 2019, in press; Yip & Lee 2022; Lai & Li in press); at the same time, the domain of inquiry has moved from single-modal to multiple- modal sentences. This paper explores how the latter phenomenon can inform the fundamental question on the hierarchical arrangements of modal projections in Mandarin. Specifically, it is demonstrated that the stacking of modals that express similar semantic meanings is possible, which thus bears on the general assumptions for the analysis of Chinese modals.

The accounts in Tsai (2010:220) and Lin (2012:158) lead to the co-occurrence restrictions in (1) and (2) respectively.

(1) epistemic adverb > epistemic auxiliary > deontic adverb > deontic auxiliary > dynamic auxiliary

(2) necessity > {possibility > deontic | deontic > possibility} > future > deontic > {ability | permission | volition}

Importantly, the above restrictions have different sources in the two accounts: (1) follows from the hierarchy of the set of modal heads that are rigidly ordered, whereas (2) follows from restrictions on the finiteness properties of the clauses that serve as complements of different classes of modals. Notably, the former explanation is cartographic (see Rizzi 1997; Cinque 1999), whereas the latter explanation is independent of it. Accordingly, Tsai's but not Lin's analysis will lead to the expectation that each class of modal heads its unique functional projection in Mandarin. The following multiple-modal data, where (3) exemplifies the stacking of epistemic modals, and (4) that of deontic modals, show that modals of the same semantic class may iterate in the language.

(3) Dagai   keneng ta xiawu   hui qingjia   ba.
    probably probably he afternoon will take_leave SFP 'It
    is probable that he will take a leave this afternoon.'

(4) Ta dei   bixu qu Taidong.
    he must must go Taitung
    'He must go to Taitung.'

The presentation will offer fuller examination of such data, and discuss whether, and if so how, they can be accommodated under Tsai's cartographic account. The conclusion is that the current data offer support for Lin's analysis, whereby the observed ordering restrictions follow from grammatical restrictions on complementation. If the reasoning is correct, then the syntax of Chinese modals does not inform general issues on syntactic cartography. One broader lesson here, then, is that adoption of cartography is not merely a matter of research focus, or whether the issue in question depends on the level of detail that the cartographic program offers. This implication is of interest, given the increasing popularity of the program in the field of Chinese formal syntax (see recent volumes such as Tsai 2015 and Si 2017).

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The Adaption of three British Sign Language Assessment Tools into Hong Kong Sign Language

Felix Yim-Binh Sze[a], Philip Thierfelder[a], Xiao Monica Wai[b], David Lam[b],
Jafi Lee[a], Pollyan Chan[a]
felix_cslds@cuhk.edu.hk, dpthierfelder@cuhk.edu.hk, xxw278@student.bham.ac.uk,
c.f.d.lam@bham.ac.uk, jafi_cslds@cuhk.edu.hk
[a]The Chinese University of Hong Kong, [b]University of Birmingham

This paper describes the adaptation process of three British Sign language (BSL) assessment tools into Hong Kong Sign Language (HKSL). The three tests are the BSL Receptive Skills Test (BSL-RST) (Herman, Holmes & Woll 1999), the Web-based BSL Vocabulary Test (BSL-VT)(Mann 2009), and the BSL Production Test (BSL-PT)(Herman, Grove, Holmes, Morgan, Sutherland & Woll, 2004).

The BSL-RST contains 40 test items to measure the receptive grammatical knowledge of children aged 3-13 years. For each item, the test-taking children watch a video clip showing a signed description, and need to pick the correct picture from a set of four. The BSL-RST has been adapted into several sign languages, including American Sign Language (ASL)(Mann, Roy & Morgan 2016). We examined the test items of the BSL-RST and the ASL-RST to check whether direct adoption in HKSL was suitable. If a target grammatical property had an equivalent counterpart in HKSL, the item was adopted directly. Modifications on the graphic presentation and distractor design were made when deemed necessary. Items with grammatical features not found in HKSL were removed (e.g., headshakes alone cannot negate a sentence in HKSL). Some items were added for features unique to HKSL (e.g., Y-handshape as a classifier handshape for animate beings). Altogether 54 items were developed.

The BSL-VT, which targets children aged 4-15, consists of four tasks, each tapping a different degree of strength of vocabulary knowledge. The tasks are (1) Meaning Recognition, (2) Form Recognition, (3) Meaning Recall, and (4) Form recall. In (1), the children see a BSL sign, and need to select the right picture from a set of four. In (2) they see a picture, followed by four BSL signs, and select the sign that matches the picture meaning. In (3) the children see a picture, and have to produce the corresponding BSL sign. In (4) the children see a BSL sign and have to produce three signs with an associated meaning. We largely followed the guidelines set up by Mann et al. (2016) to adapt this BSL test into HKSL. A sign language panel with hearing and deaf researchers was set up to check whether the 120 BSL target signs had equivalent signs in HKSL and whether they were cultural appropriate in HK. Unsuitable items were removed and replaced by new items. For example, RUBY in BSL was replaced by BADMINTON in HKSL. After confirming the list of vocabularies, we designed the distractor items (phonological, semantic and visual) for task (1) ad (2). In the BSL-PT, the children see a language-free movie, and need to narrative the story plot. Our team re-shot that entire plot with two deaf signers. Several deaf native signers were invited to retell the story, whose signing provided the baseline data for the scoring checklist, i.e., the expected grammatical structures and story contents.

All of the three HKSL assessment adaptations were tested with a small group of fluent signing deaf children in the pilot testing phase. We are not yet able to carry out the norming process with deaf native/fluent signing children as this population is rather small.

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The Distribution and Interpretation of the Free Choice Item Sidaan in Cantonese

Sze Ching Tsang
mikitsang2002@gmail.com
City University of Hong Kong

Tommy Tsz-Ming Lee
tszmlee@cityu.edu.hk
City University of Hong Kong

**Synopsis*:* Syntactic distribution of an under-studied Cantonesefree choice item (FCI), *sidaan*.

(i) Semantically, we show that *sidaan* can be both an existential and universal FCI, unlike *jamho.*

(ii) Syntactically, *sidaan* illustrates both adnominal and adverbial usage, which is less common in other languages, German and Italian discussed by Aloni (2004).

(i) **Sidaan patterns with *jamho* in the universal FC readings, but it can also be used   existentially.**
When *sidaan* and *jamho* are in adnominal usage and subject position, they can both precede number. (2b) and (3b) contains same truth condition (any one of the bottle can be toxic.) *Sidaan* and *jamho* are universal FCIs. The meaning of the sentence varies with and without the universal quantifier *dou*. In (2b) and (3b), it means any one of the bottle is toxic since all of them are toxic. The sentence is false to the context. *Dou* is compulsory for *jamho*. They are all universal

FCIs. (2a) contains the same truth condition with the context. *Sidaan* is an existential FCI.
Context: There are three bottles of   (2) a. 是但一枝水有毒 b. #是但一枝水都有毒
water on the table. One of them is toxic. (3) a. *任何一枝水有毒 b. #任何一枝水都有毒

(ii) **Sidaan can occur in an adverbial position, unlike *jamho*.** *Sidaan* in the adverbial position contains FC reading. The translation of (a) is I read one of the books that the book can be any book in the universe. *Sidaan* modifiers the NP "a book". On the other hand, *sidaan* contains a manner reading of careless when it modifies the VP "read a book". *Sidaan* may be ambiguous between two readings. Typically, *sidaan* must be understood as a FC item in (4a). K*an lik* means hardworking. If *sidaan* also stays with manner reading, there will be controversial that two opposite manner readings exists in the adverbial position.

(3)   a. 我是但睇咗一本書   b.*我任何睇咗一本書
(4)   a. 阿明好勤力咁是但做完一本暑假作業

A syntactic analysis: We propose that *sidaan* head a functional projection that contributes to the existential FC reading. (5) When it appears adnominally, it is a D head selecting an NP; when it appears adverbally, it is a FC head selecting a VP.

(5)   (6)   (7)

One piece of syntactic evidence for the dual status of adverbial *sidaan* comes from right dislocation. A definite noun "The Little Prince" replaces "any one of the book". *Sidaan* can be only in manner reading in this case. Right dislocation can be done in (8b) as *sidaan* is a phrasal adverb. From (6), *sidaan* is an AdvP while "read the Little Prince" is a VP and forming a VP. Right dislocation cannot be done as shown in (9b). If FCI *sidaan* cannot

dislocate, it is not phrasal adverb but a head. The relationship between FC head and VP is close that they cannot be separated *Sidaan* in (6) and (7) differs in semantic meanings and syntactic structure.

(8) a. 我是但睇咗小王子　b. 我睇咗小王子咋是但

(9) a. 我睇咗是但一本書　b. *我睇咗一本書是但

Reference:
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Culture-specific Items in English and Cantonese: A Corpus-based Study of the Translation of Little Shop of Horrors

KailunWang
kailuwang3-c@my.cityu.edu.hk
City University of Hong Kong

Xiu Yan
ctjackie@cityu.edu.hk
City University of Hong Kong

Cultural transference has been a major topic in literary translation studies. Terms with specific connotations and meanings in a language, referred to as culture-specific items (CSIs), can bring about difficulties in translation. Many studies have been conducted on culture-loaded terms in literary works, not much has been done on drama texts. This study examines the translation of CSIs in the Cantonese version of the text of the musical Little Shop of Horrors (1982). Little Shop of Horrors (1982) is an off-off Broadway musical adapted from an American horror comedy film The Little Shop of Horrors (1960). In 2002, the Cantonese version of the musical relocates the background of this musical from an American city to Hong Kong. Based on Halliday's model analyzing the context of situation (Halliday & Hasan, 1989) and a self-built parallel corpus, this study explores the differences of CSIs in the English and Cantonese texts and how the translator attempted to promote local culture by replacing American cultural images with local ones in translation. Quality assessment of the translation is also discussed.

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Context and Cantonese Opera Translation: A Corpus Linguistic Analysis

Shuting Wang
shutiwang5-c@my.cityu.edu.hk
City University of Hong Kong

Xiu Yan
ctjackie@cityu.edu.hk
City University of Hong Kong

Hong Kong Cantonese Opera, one of the major Chinese operatic genres originating in Guangdong province during the Ming and Qing dynasties, holds a significant place in Chinese performing arts. Throughout its history, this distinctive indigenous art form has experienced periods of prosperity, stagnation, and cultural transitions. It has witnessed the evolving culture, history, and folk customs of the Canton region. Hong Kong has served as a prominent hub for Cantonese Opera, which remains well-preserved and thrives within Cantonese-speaking communities worldwide today.

In response to the diverse audience and the "biliterate and trilingual" language policy in Hong Kong, efforts have been made to provide bilingual subtitle/surtitle services and English translations of the libretti. This research aims to examine translators' approach to three types of English translation for Cantonese Opera, namely, the translation of libretto, surtitle, and film subtitle. By analyzing and comparing translations within a self-established corpus, the study seeks to outline the diverse purposes of translation, understand the focal points of readers or audiences in different circumstances, and uncover the coping strategies employed by translators for each text type. Findings of this research are expected to contribute to the understanding of translation in different context, and provide valuable insights for further advancement in the field of Cantonese Opera translation.

漢語族語言量名組合的變遷——以馬來西亞半島為考察中心

Kam Pang Wong

wkpkampang@gmail.com

Department of Chinese Language and Literature, The Chinese University of Hong Kong

摘要

學界現時已對馬來西亞半島上的華語、閩語、客語、粵語等漢語族語言作出不少描述（如陳汶思 2014；陳曉錦 2003；王桂蘭 2017；冼偉國 2005；徐秋蓮 2019；葉千菁 2014；張淑敏 2014；周芷蔚 2021）。對於詞彙系統，學者十分關心當地漢語族語言的借詞現象，有時亦會討論量詞、名詞的組合，如（1）。相關研究顯示馬來西亞半島的漢語族語言詞彙上與現存於語言原鄉者有明顯差異。雖然如此，量詞一般只是作為詞彙描述的一小環節，他們與名詞配搭的描述相當匱乏，專門針對量名組合變遷的分析更是罕有（如彭劍等 2021）。

有見及此，本文冀對馬來西亞半島漢語族語言的量名組合作出詳細描述及比較，然後就量詞語義的變遷提供解釋。筆者於 2023 年 7 至 8 月期間，調查了吉隆坡粵語、吉隆坡華語、怡保粵語、檳城華語的量名組合，如（2）。是次田野調查所得是為本報告的基礎。Lakoff（1987）認為量詞與名詞的面對深受認知模式左右。在此基礎上，本報告嘗試從認知語言學的角度，解釋馬來西亞半島漢語族語言常見量詞「堂」、「粒」、「隻」與名詞的組合，以及這些相關量名組合變遷的可能路徑。

（1）　量名詞組合舉隅（一）（陳曉錦 2003；張淑敏 2014）			
相關名詞	粵語_{吉隆坡}	粵語_{香港}	客語_{梅州大埔}	客語_{吉隆坡}
i. 汽車	堂	架／部	輛	堂／輛
ii. 被	條	張	張	翻

（2）　量名詞組合舉隅（二）（筆者 2023 年 7 月至 8 月部份調查成果）			
相關名詞	粵語_{怡保}	粵語_{吉隆坡}	華語_{吉隆坡}	華語_{檳城}
i. 眼鏡	隻／副／個	副／個	副／對	副
ii. 平板電腦	架／部／粒	架／個	個	粒／個
iii. 小船	堂／架	堂／架／個	隻	架／個
iv. 蛋糕	粒	粒／個	粒／個	粒／塊
v. 糭	粒／隻	粒／隻	粒／顆／個	粒

關鍵詞：馬來西亞半島、漢語族語言、量詞、量名組合、認知語言學**部份**

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Curious Binding occurring in the Zi-Verbs' clausal complements

Sally Wong

wsally05@yahoo.com.hk

College of Professional and Continuing Education, The Hong Kong Polytechnic University

Different from widely adopted that Mandarin *zi-ji* is simplex, it is complex consisting of a verbal prefix *zi-* and a defective pronominal *-ji* (Liu 2016). The anaphor *zi-ji* can be not only locally but also non-locally bound.

The prefix *zi-* is a reflexivizing operator on predicates, bundling their thematic roles (Reinhart&Siloni 2005, Dimitriadis&Everaert 2014). In Mandarin, there is a class of verbs that allow construal with *zi-*, namely verbs taking a clausal complement as in example (1):

(1) Zhangsan zi-jue　　　　　conghui.
　　Zhangsan self-considers　smart

Here I will focus on this type of zi-verbs which allow fully expanded clausal complements containing anaphors and pronominals. Interestingly, an occurrence of *zi- ji*, in the domain of *zi*-verb obligatorily takes the subject of the latter as its antecedent (unless blocking applies). See the contrasts between the following sentences:

(2) a. $Zhangsan_1$ shuo $Lisi_2$ renwei $Lisa_3$ xihuan $ziji_{1/2/3}$.
　　　Zhangsan says Lisi think　Lisa　like　self
　　b. $Zhangsan_1$ shuo $Lisi_2$ zi-ren　　　$Lisa_3$ xihuan $ziji_{*1/2/*3}$
　　　Zhangsan says　Lisi REFL-think　Lisa　like　self

We can see that the anaphor *ziji* in example (2b) must be bound by the subject *Lisi*, while in example (2a) with the complements of non-*zi* verbs lacks such a restriction. A pronominal *ta* in the position of *zi-ji*, also must be bound by the subject of that verb:

(3) $Lisi_1$ zi-ren　　　$Lisa_2$　xihuan　$ta_{1/*2/*3}$. (index 3 represents discourse entity)
　　Lisi　REFL-think Lisa　like　　pron

This pattern can be accounted for by means of the reflexivizing property of *zi* integrated with the approaches to binding in Reuland (2011) and Giblin (2016).

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From 'acquire' to evidentiality: on the development of "得" in Huarong dialect

Penghui Xiang
AlisaXiang123@life.hkbu.edu.hk
Hong Kong Baptist University

This study examines the development of the particle "得" from a full lexical verb indicating "acquire" into an evidential sentence final particle in the Huarong dialect, a variant of Chinese spoken in Hunan province. Through fieldwork and analysis of daily conversational data, it is observed that the usage of "得" in modern Huarong dialect encompasses a more extensive range of grammatical functions compared to its equivalent in Mandarin, as represented below:

Functions	Mandarin	Huarong Dialect
Content verb	√	√
Directional particle		√
Preposition marking a dative object		√
Modal auxiliary	√	√
Complement marker	√	√
Causative morpheme	√	√
Passive morpheme		√
Sentence final particle		√
Exclamatory marker	√	√

While previous studies have focused on examining the grammaticalization of the particle "得" in Mandarin Chinese, both from a diachronic and synchronic perspective, my current study is motivated by the intriguing data found in the Huarong dialect, where the development of "得" seems to have taken a longer path, to evolve from a lexical verb into a grammatical marker serving a number of tense-aspect-mood and interpersonal functions. By adopting a cognitive-pragmatic approach, it is revealed that metaphorical extension and pragmatic strengthening play crucial roles in motivating its development.

From its original meaning of "acquire", the lexical item "得" has evolved to represent a more abstract concept of movement towards a goal through metaphorical extension. This metaphorical shift has motivated "得" to become a directional particle and also a preposition marking a dative object. "得" has further expanded its usage to become a complement marker, as well as a bound morpheme indicating causation and passive, where the recipient or the result of the action is metaphorically seen as the goal. The successful attainment of a goal naturally implies a sense of ability, therefore making "得" further evolve to become a modal auxiliary denoting ability, permission, obligatory and possibility. With frequent use in contexts involving the realization of a goal, "得" further strengthens its epistemic inference function and develops into an evidential sentence final particle indicating that the statement is based on speaker's direct observation or personal experience. It is then further pragmaticalized to be used at the beginning of a sentence as an exclamatory marker expressing reproachful stance of the speaker.

This study's findings contribute to our understanding of evidential sentence final particles and provide insights into the extended functions of the "acquire" verb in Sinitic languages by offering valuable knowledge from a cross-linguistic perspective.

Effect of language dominance on the attrition of Mandarin vowels in Mandarin-Cantonese bilinguals

Yike Yang
yyang@hksyu.edu
Hong Kong Shue Yan
University

Zesong Zhan
232905@hksyu.edu.hk
Hong Kong Shue Yan
University

Sichi Zhang
szhang@hksyu.edu
Hong Kong Shue Yan
University

Purpose: Contact with a second language has been shown to influence the native language (Bergmann et al., 2016), but the role of language dominance in this process is far from clear. This study aimed to fill this gap by investigating the effect of language dominance on the attrition of Mandarin vowels in Mandarin-Cantonese bilinguals.

Methods: A vowel production experiment was conducted with 32 Mandarin-Cantonese bilinguals and 22 Mandarin speakers. The 32 bilinguals were divided into two dominance groups according to their scores on a language background questionnaire (Birdsong et al., 2012): a balanced group and an unbalanced group. Production data of five monophthongs (/a/, /o/, /i/, /u/ and /y/) were collected from the participants. After the segmentation of the vowels, the values of the first two formants (F1 and F2) were extracted over the midpoint of each vowel with a Praat script and were then normalised with Lobanov's approach for each speaker to eliminate individual variations (Lobanov, 1971). Linear mixed-effects modelling was adopted in the analysis of the F1 and F2 values.

Results: For /a/, an effect of group was found only for F2, and both bilingual groups showed higher F2 than the native group. For /o/, there was a marginal effect of group for F2, and only the unbalanced group had lower F2 than the native speakers. For /i/, an effect of group was significant for both F1 and F2, and both bilingual groups had lower F1 and F2 than the native group. For /u/, an effect of group was found for F1 and F2, and the balanced group showed lower F1 and F2 than the native group. For /y/, there was an effect of group for F2, and both bilingual groups had higher F2 than the native group. In addition, Tukey's post-hoc analyses were conducted for pairwise comparisons of the three groups. As shown in Table 1, the bilingual groups revealed differences in F2 of /a/ and /o/ and F1 and F2 of /u/, and the native group and the unbalanced group did not differ in the production of /u/.

Conclusion: The bilinguals showed attrition in their Mandarin vowel production, and the balanced group exhibited more divergence than the balanced group, suggesting the role of language dominance in vowel attrition.

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Table 1. Results from the post-hoc analyses (selected).

Group 1	Group 2	Vowel (F1/F2)	Estimate	P value
Balanced	Native	/a/ (F2)	0.33923	<.001***
Unbalanced	Native	/a/ (F2)	0.17238	<.001***
Unbalanced	Balanced	/a/ (F2)	-0.16685	<.001***
Unbalanced	Native	/o/ (F2)	-0.080764	.043*
Unbalanced	Balanced	/o/ (F2)	-0.085736	.091
Balanced	Native	/u/ (F1)	-0.07716	.023*
Unbalanced	Native	/u/ (F1)	0.03787	.403
Unbalanced	Balanced	/u/ (F1)	0.11503	.002**
Balanced	Native	/u/ (F2)	-0.20526	.013*
Unbalanced	Native	/u/ (F2)	0.02567	.935
Unbalanced	Balanced	/u/ (F2)	0.23093	.026*

A preliminary study of referent denoting in Shanghainese and Mandarin nominals

Yijun Zhang
mickey_0801@qq.com
Hong Kong Metropolitan University

Peppina Po-lun Lee
pllee@hkmu.edu.hk
Hong Kong Metropolitan University

Nominals in Mandarin including bare nouns, numeral phrases, yi-Cl-Ns, bare Cl-Ns and demonstrative noun phrases have been widely studied during the past several decades (Cheng & Sybesma 1999, 2005, Lu 1984, Zhu 1982). Apart from demonstrative NPs, which are inherently definite in that demonstratives are referential in nature, bare NPs, Num-Cl-Ns, yi-Cl-Ns, bare Cl-Ns can be interpreted as definite or indefinite according to the different syntactic positions in which they occur (Chen 1987). As with Mandarin, the above-mentioned NP forms are found in Shanghainese (Xu and Tang 1988, Qian 1997). However, although both Mandarin and Shanghainese are topic-prominent (Liu 2003), the two demonstrate variations in distributions and referential denotations regarding bare NPs, Num-Cl-Ns, yi-Cl-Ns and bare Cl-Ns (Xu and Liu 2007, Zhu 2013). Previous studies on nominals in Mandarin mainly focused on their syntactic distributions and how definiteness and specificity is encoded, but little has been reported with respect to discrepancies and similarities in the choice of nominals in the two with nominal entries of the same type.

In this paper, we investigated the narrative production of a group of Shanghainese speakers (N=26, Mean Age=19.6) in comparison with a control group of Mandarin speakers (N=20, Mean Age=23.4), addressing the following issues:

(a) For nominals of the same forms in Shanghainese and Mandarin, do they occur in the same distributions and refer to same denotations?
(b) For nominals occurring in the same position in two languages, do the nominals in different forms differ in their frequencies?

Our data are taken from the Pear Stories of Chafe (1990) and Erbaugh (2001). The subjects were asked to watch a sounded film with no words, after which they were interviewed individually and were asked to narrate the story in their own words. Their narrations were recorded. The audio records of the speech by each of the subjects were obtained from the website of Pear Stories (Chafe 1990, Erbaugh 2001), and were transcribed and coded for analysis with respect to NP positions and information status. Following Erbaugh & Yang (2006), the positions of the NPs in the original transcriptions were coded in terms of linear word order in our analysis, as NP1 (the first NP in linear order), NP2 (the second NP in linear order), NP3 (the third NP in linear order), in disregard of their underlying structures.

On the basis of the data of Mandarin and Shanghainese obtained from the Pear Stories, it is observed that:
(1)   While bare Cl-Ns in Shanghainese were allowed to occur freely in both pre-verbal post-verbal position, referring to either new or identifiable referents, bare Cl-Ns in Mandarin were restricted to post-verbal positions with limited occurrences for identifiable referents.
(2)   For bare nouns and num-CL-Ns, the ones in Shanghainese occurred almost twice frequently in pre-verbal position than the ones in Mandarin. Specially, yi-CL-Ns in Shanghainese were allowed in pre-verbal position, which was strictly banned in Mandarin.
(3)   Nominals with demonstratives were preferred in Mandarin to denote identifiable referents.

The above observations show the differences of Mandarin and Shanghainese in marking new and identifiable referents. While Shanghainese can use nominals in the form of bare nouns,

bare Cl-Ns, yi-CL-Ns and num-CL-Ns to mark new and identifiable referents in both subject and object positions, nominals in Mandarin may use yi-CL-Ns and num-CL-Ns for new referents in object positions, and demonstratives + NP for identifiable referents in subject positions. Moreover, occurrences of bare nouns and bare Cl-Ns in subject positions are restricted in Mandarin but not in Shanghainese, which may partly be due to their different strength in marking definiteness in subject positions.

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