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University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

School of Asian Studies:
Second Language Acquisition
and Chinese linguistics
SEMINAR SERIES

Developmental Linguistics

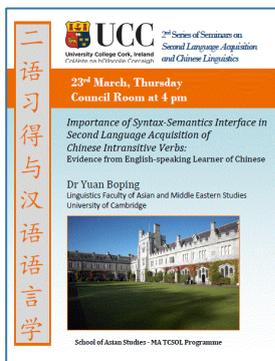
Chinese Syntax and Discourse Structure

Intercultural Pragmatics

Second Language Development

Policy and Benchmarking

Developmental Chinese Linguistics



“Importance of Syntax-Semantics Interface in Second Language Acquisition of Chinese Intransitive Verbs: Evidence from English-speaking Learner of Chinese”

Boping Yuan - Faculty of Asian and Middle Eastern Studies University of Cambridge

Thursday 23rd November 2017 @ 4-6 pm - Council Room

Boping Yuan is Reader in Chinese Language and Linguistics, and Fellow and Director of Studies in Asian & Middle Eastern Studies, Cambridge <http://www.ames.cam.ac.uk/directory/yuanboping>. He teaches Chinese language and linguistics, directs the modern Chinese language program and supervises graduate students in developmental Chinese linguistics. He also provides services for international academic journals and organizations, which include being the vice President (2005-2008) and executive member (2008-present) of the Executive Committee of The International Society for Chinese Language Teaching. Among his research interests are found: Empirical studies of developmental and synchronic aspects of second language acquisition; linguistic approaches to non-native Chinese grammars; second language acquisition theory; formal linguistics; syntax and semantics.

Abstract: In adult second language (L2) acquisition, few learners can acquire native competence in the target language. In this talk, I will discuss this phenomenon on the basis of L2 acquisition of Chinese intransitive verbs. In teaching Chinese as a second language, Chinese intransitive verbs are often considered to be relatively easy for L2 Chinese learners, and few textbooks or grammar books for L2 Chinese learners provide a comprehensive and detailed treatment of this grammatical aspect. In this talk, I will report on an empirical study investigating L2 acquisition of Chinese intransitive verbs by English-speaking learners. The results of the study suggest that English speakers have great difficulties in acquiring the word order involving Chinese intransitive verbs, even at a very advanced level. English-speaking L2 Chinese learners' behaviours are assessed on the basis of the syntax-semantics interface and their performance is analyzed in terms of language processing limitation, inefficient allocation of resources and non-target-like integration and coordination of information from different sources.

Chinese Syntax

二语习得与汉语语言学

UCC 1st Series of Seminars on Second Language Acquisition and Chinese Linguistics
University College Cork, Ireland
Centre for Applied Linguistics

3rd November, Thursday
BOOLE 3 at 3 pm

The so-called "serial verb construction" in Chinese: A tenacious myth and a Gordian knot.

Prof Waltraud Paul
CRLAO, Centre de Recherches Linguistiques sur l'Asie Orientale, CNRS-EHESS-INALCO, Paris, France

School of Asian Studies - MA TESOL Programme

“The so-called ‘serial verb construction’ in Chinese: A tenacious myth and a Gordian knot”

Prof Waltraud Paul - Centre de Recherches Linguistiques sur l'Asie Orientale (CRLAO), CNRS-EHESS–INALCO, Paris, France

Thursday 3rd November 2016 @ 3-5 pm - BOOLE 3

Waltraud PAUL, <http://crlao.ehess.fr/index.php?177>, is a senior researcher at the French National Center for Scientific Research (*Centre national de la recherche*

scientifique, CNRS) and affiliated to the *Centre de recherches linguistiques sur l'Asie orientale* (CRLAO), Paris. Her main interest is the syntax of modern Mandarin, with occasional excursions into the diachronic syntax of Chinese. She has worked extensively on a large variety of subjects in Chinese syntax: topic, focus, clefts, split CP, double object construction, verb gapping, adjectival modification, DP, serial verb construction etc. Her recent book *New perspectives on Chinese syntax* (De Gruyter, 2015) is a summation of her research over the past twenty years and sets out to demystify Chinese; it places controversial issues in the context of current syntactic theories and offers precise analyses based on a large array of representative data.

Abstract: The term “construction” is not a label to be assigned randomly, but presupposes a structural analysis with an associated set of syntactic and semantic properties. Based on this premise, the term “serial verb construction” (SVC) as currently used in Chinese linguistics will be shown to simply refer to any multi-verb surface string and therefore subsumes different constructions. The synchronic consequence of this situation is that SVCs in Chinese linguistics are not commensurate with SVCs in e.g. Niger-Congo languages, whence the futility at this stage to search for a “serialization parameter” deriving the differences between so-called “serializing” and “non-serializing” languages. On the diachronic side, SVCs are invoked as a privileged site for verb-to-preposition reanalysis, but it is left open what structure is referred to under this label. A precise structural analysis of both the input and the output structure is, however, indispensable in order to make meaningful statements about language change.

二语习得与汉语语言学

UCC 1st Series of Seminars on Second Language Acquisition and Chinese Linguistics
University College Cork, Ireland
Centre for Applied Linguistics

26th October, Wednesday
BOOLE 5 at 3 pm

Wh-ex-situ and the Left Periphery in Mandarin Chinese

Prof Victor Junnan Pan
Université Paris Diderot - Paris 7
Laboratoire de Linguistique Formelle, CNRS

School of Asian Studies - MA TESOL Programme

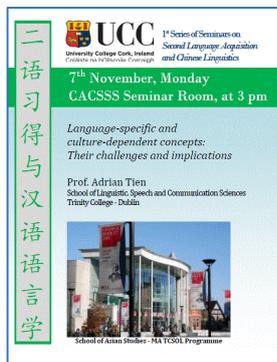
“Wh-ex-situ and the Left Periphery in Mandarin Chinese”

Prof Victor Junnan Pan - Université Paris Diderot - Paris 7, Laboratoire de Linguistique Formelle, CNRS, France

Wednesday 26th October 2016 @ 3-5 pm - BOOLE 5

Victor Junnan Pan, http://www.llf.cnrs.fr/fr/Gens/Junnan_Pan, is an Associate Professor with tenure in theoretical linguistics, head of the department of Chinese studies at the University Paris Diderot-Paris 7 and a research staff member

affiliated to Laboratoire de Linguistique Formelle (LLF-UMR 7110, Centre National de la Recherche Scientifique). He serves currently as an executive committee member of the International Association of Chinese Linguistics (IACL) and of the European Association of Chinese Linguistics (EACL). Specializing in the domain of generative syntax, Chinese syntax, French syntax, comparative syntax, syntax-semantic-discourse interfaces, his research topics cover interrogatives (*wh*-in-situ, *wh*-ex-situ), special questions, quantification in formal linguistics, information structure (topicalization, focalization), left-periphery, cartography, resumptivity and different types of A'-dependencies. He has published journal articles, book chapters and three research monographs both in French and in English. His most recent book *Resumptivity in Mandarin Chinese: A Minimalist Account* (Mouton De Gruyter, 2016) not only gives a thorough description of the distribution of resumptive dependencies in different contexts from a comparative perspective but also offers a theoretical account in the framework of the Minimalist Program, which improves the general understanding of resumptivity crosslinguistically. He also works as a reviewer for the international journals since 2009 such as *Lingua*, *Glossa*, *The Linguistic Review*, *Linguistic Variation*, *International Journal of Chinese Linguistics*, *Natural Language & Linguistic Theory* and for publishers such as *Oxford University Press* (since 2015).



“Language-specific and culture-dependent concepts: Their challenges and implications”

Prof. Adrian Tien - School of Linguistic, Speech and Communication Sciences, Trinity College - Dublin

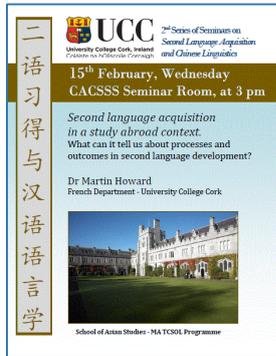
Monday 7th November 2016 @ 3-5 pm - CACSSS Seminar Room

Prof. Adrian Tien, <https://www.tcd.ie/slscs/staff/tien> Sam Lam Associate

Professor in Chinese Studies (Linguistics) Prof. Tien is based in the School of Linguistic, Speech and Communication Sciences. As a linguist focusing on aspects of Chinese linguistics, his teaching and research specialisations include semantics

and cognitive linguistics, language and culture, cross-cultural communication, language acquisition, studies on Chinese-English or English-Chinese translation and aspects of Chinese sociolinguistics. He has appeared widely in international conferences, public lectures and seminar speaking on his research. As he is also a musicologist, a sought-after musician (pianist and carillonneur) and a prize-winner of several international music competitions, Prof. Tien has been investigating the various relationships between language and music, especially at the level of meaning and cognition. Along with numerous journal articles and book chapters he has written, Prof. Tien is the author of two books: *The Semantics of Chinese Music: Analysing selected Chinese musical concepts* (John Benjamins 2015) and *Lexical Semantics of Children's Mandarin Chinese during the First Four Years* (Lincom 2011). Prof. Tien has been bestowed the title QTA ("Queen's Trust Achiever") on Her Majesty Queen Elizabeth II Silver Jubilee as a young Australian achiever. Research interests: Prof. Tien is a linguist who specialises in cognitive linguistics and semantics. Much of his research work adopts a cognitive and semantic framework and has encompasses aspects of Chinese linguistics, including work on Chinese language and culture (especially the identification and analyses of cultural "keywords" in Chinese), cross-cultural communication involving Chinese, language acquisition, studies on Chinese-English or English-Chinese translation, and Chinese sociolinguistics. As Prof. Tien is also a musician and musicologist, he has been investigating the various relationships between language and music, especially at the level of meaning and cognition. Prof. Tien is the author of two books: *The Semantics of Chinese Music: Analysing selected Chinese musical concepts* (John Benjamins 2015) and *Lexical Semantics of Children's Mandarin Chinese during the First Four Years* (Lincom 2011).

Learning or teaching a second language is never as straightforward as meets the eye. Other than the formal aspects of a language, one crucial area which often gets overlooked are the challenges involved in teaching someone to come to grips with the meanings of certain words and phrases etc. in a given language. It seems to go without saying that one needs to be able to explain the meaning of a word or a phrase to oneself, before one could even explain that meaning to the learner of that language. The truth, however, is that people often have difficulty with coming up with explanations (or explanations that make sense). This lecture identifies aspects of this area that need to be addressed and resolved in order for second language acquisition to take place successfully. Among other things, it demonstrates that it is essential that learners of new language attune themselves to a new way of thinking, living and behaving, in particular where words and phrases are language specific and culture-dependent (and most words and phrases are, only to a different extent). Some of the tips offered in this lecture include keeping explanations simple, using semantically “simple” words; making use of actual referents, where this might be helpful; contextualising with examples; avoiding definitional circularity; and, not relying on existing translational attempts (in bilingual dictionaries etc.). Implications for language learning, language teaching and translation are also discussed.



“Second language acquisition in a study abroad context. What it can tell us about processes and outcomes in second language development”

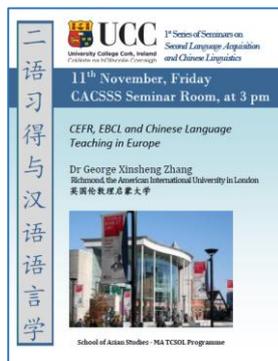
Martin Howard – French Department, University College Cork

Wednesday 15th February 2017 @ 3-5 pm - CACSSS Seminar Room

Martin Howard is Head of the School of Languages, Literatures and Cultures at University College Cork. His research interests lie in the areas of Second Language

Acquisition, Sociolinguistics and Canadian Studies. He leads a European transnational project on the theme of ‘Study Abroad Research in European Perspective’, funded in 2016-2020 by the European funding body, COST (Cooperation in Science and Technology). He is a former Vice-President of the European Second Language Association, and co-convenor of the AILA Research Network on ‘Study Abroad and Language Learning’. Recent publications include: *Tense-Aspect-Modality in a Second Language. Contemporary Perspectives* [Benjamins: Amsterdam / Philadelphia], and a guest-edited special issue of *Language, Interaction and Acquisition* on the theme of *The Morphological Expression of Temporality on the Verb in French as a Second Language*.

Abstract: Study Abroad research has emerged as a burgeoning field within the wider field of Second Language Acquisition, reflecting the ever-increasing number of students engaging in a sojourn abroad in the hope of fulfilling the folk-belief in the language learning benefits that can accrue. In the case of Second Language Acquisition, the extensive body of studies provides wide-ranging insights into a key issue for a theory of second language acquisition, namely the role of learning context. This paper explores that body of research with a view to illuminating how learning context may differentially impact on second language outcomes, as well as the processes underlying such development. We firstly consider the nature of linguistic development in a study abroad context against the background of other research paradigms which take as a premise the universality of the acquisition process. The presentation will focus in particular on different areas of the learner’s linguistic repertoire such as fluency, pronunciation, lexical, grammatical, pragmatic, sociolinguistic and interactional competence where we contrast developmental gains in terms of processes and outcomes. We then propose a number of hypotheses as constraints on such development, which is seen as relative, and far from being a case of ‘all or nothing’. Moreover, some areas of the learner’s linguistic repertoire are seen as more resistant to development than others. The hypotheses relate to learner-internal developmental factors, input and interactional factors, as well as a number of socio-personal, attitudinal, psycholinguistic and socio-contextual factors. Taken together, such factors are seen as highlighting the complexity of second language acquisition in a study abroad context. The paper concludes with a reflection on the contribution of study abroad findings to second language acquisition research as well as potential directions for future research in this area.



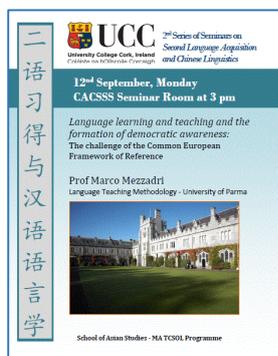
“CEFR, EBCL and Chinese Language Teaching in Europe”

George Xinsheng Zhang - Richmond, the American International University in London

Friday 11th November 2016 @ 3-5 pm - ORB202

Dr Zhang is a Professor of Chinese and Director of the Centre for Modern Languages in Richmond, the American International University in London. He is a vice president of the European Association of Chinese Teaching and an honorary fellow of the Chartered Institute of Linguistics. Dr Zhang has taught languages for many years, during which has also managed projects related to Chinese language learning and teaching, including the first EU co-funded European Benchmarking Chinese Language Project (EBCL), which he coordinated between Nov 2010 and Oct 2011. Professor Zhang previously was the Director of SOAS Language Centre, University of London and the Director of London Confucius Institute, the first CI in the UK, and served as the Chair of British Chinese Language Teaching Association (BCLTS) between 2006 and 2008. Professor Zhang has researched and published on language policy, language learning and teaching, teacher training, intercultural communications and cross cultural business management. He is the author of a number of books, including Chinese language textbooks, of which the **Chinese in Steps** series won the Outstanding International Chinese Teaching Material Award in December 2010.

Abstract: In the last ten years or so, there has been a noticeable rapid growth in the number of people in learning Chinese in Europe, with Chinese teaching being increasingly integrated into the national education system of countries in Europe as a modern foreign language. While there is the Chinese Language Proficiency Scales for the Speakers of Other Languages published in 2007, and the Chinese Language Proficiency Test (HSK), which has been strongly promoted through the network of Confucius Institutes, the absence of a CEFR based Chinese language competence framework clearly hindered the development of CLT in Europe. It was for this purpose that the European Benchmarking Chinese Language project (2010-2012) was conceived. The present talk looks at all three frameworks, and the HSK in comparison to the CEFR based EBCL as well as the CEFR itself, to which the HSK claims to be aligned and discusses the implications of these standards for the learning and teaching of Chinese in Europe.



“Language learning and teaching and the formation of democratic awareness: The challenge of the Common European Framework of Reference”

Prof Marco Mezzadri - Parma University - Italy

Monday 12th September 2016 @3-5 pm CACSSS Seminar Room

Marco Mezzadri is associate professor in Modern Language Teaching Methodology (L-LIN/02) at the University of Parma where he teaches Methodology of Italian Language Teaching and Modern Language Teaching Methodology. He is Delegate of the Rector for Pre- and in-service Teacher Training, Erasmus+ Programme coordinator for his Department and Vice-director of the Centro Universitario per la Cooperazione Internazionale of the University of Parma. Has worked as a teacher trainer for FL teachers in Italy and abroad since 1991 and held lectures, courses and seminars at several institutions and universities. Since 2000, he has collaborated with *Progetto Itals* of Ca' Foscari University where he is responsible for the accreditation system called *Itals Qualità*. He is member of the Centro di Ricerca sulla Didattica delle Lingue of Ca' Foscari University. Marco Mezzadri has written about eighty articles and essays on foreign language teaching and several books of the same disciplinary field, and serves as Referee of several LTM journals.

Abstract: The Common European Framework of Reference (CEFR) reflects the fundamental values on which the European Union is founded; respect for human dignity, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of those belonging to minority groups. These values are common to all Member States, as stated in the preamble of the Treaty establishing a Constitution for Europe. The preamble defines Europe as “united in diversity”, and this lecture discusses this concept as reflected in the process of learning and teaching foreign languages. The CEFR can in fact, be seen as an active guardian angel of the fundamental values in the domain of language teaching.