



New Trends in Chinese as a Second Language Acquisition

14th-15th September 2023

Lancaster University, the United Kingdom

Organiser:

Lancaster University Confucius Institute

Co-organisers:

Department of Linguistics and English Language, Lancaster University

Department of Languages and Cultures, Lancaster University

School of International Education, South China University of Technology

School of Foreign Languages, South China University of Technology

Centre for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies

Conference Schedule

Thursday 14th September 2023

Location: Lecture Theatre 17, Management School, Lancaster University

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| 9.00 | Registration desk opens |
| 9.40 | Opening remarks by Edward Simpson (Dean of Faculty of Arts and Social Sciences) chaired by Prof. Jinghan Zeng (Director of Lancaster University Confucius Institute) |
| Keynote session chaired by Prof. Patrick Rebuschat | |
| 9.50 | Xiaofei Lu (Pennsylvania State University) <i>Recent Advances in L2 Chinese Syntactic Complexity Research</i> |
| 10.50 | Tea break |
| Session 1: New trends in CSLA chaired by Prof. Xiaofei Lu | |
| 11.10 | Yimei Shao, Wei Yi (Beijing University) <i>Embodied Visual Simulation of Shape Information During First and Second Language Sentence Comprehension</i> |
| 11.40 | Feixue Zhao (University Münster) <i>Aspect Markers = Assertion Markers? - A New Perspective of the Functions of Aspect Markers in Mandarin Chinese and Its L2 Acquisition</i> |
| 12.10 | Walk to The Roundhouse for lunch Lunch break |
| 13:45 | Walk to Lecture Theatre 17, Management School |
| Session 2: Speech perception chaired by Dr. Wei Yi | |
| 14.00 | Yanyu Li, Laurence White, Ghada Khattab (Newcastle University) <i>Incremental Training for Lexical Tone Learning: Effects of Tonal Exaggeration and L1 Tonal Experience</i> |
| 14.30 | Xiaomu Ren (the University of Glasgow) <i>Integration of Multiple Cues in Speech Perception: A Visual-World Eye-Tracking Study with Native Mandarin Listeners and English-Mandarin L2 Learner Listeners</i> |
| Session 3: Chinese language education in UK chaired by Prof. Clare Wright | |
| 15.00 | Yanan Lu, Bene Bassetti (the University of Birmingham) <i>The Interrelationship between Foreign Language Enjoyment, Foreign Language Classroom Anxiety and Beliefs about Language Learning: Insights from the UK Chinese as a Foreign Language Context</i> |
| 15.30 | Tea break |
| Keynote session chaired by Dr. Derek Hird | |
| 15.50 | Clare Wright (Leeds University) <i>Where can technology take Chinese language learning and teaching?</i> |
| 16.50 | Closing remarks by Xiaofei Lu and Clare Wright |
| 18.10 | Group photo Conference dinner at Barker House Farm, Lancaster University Please note that pre-registration is required for this dinner |

Friday 15th September 2023

Location: Lecture Theatre 17, Management School, Lancaster University

| Keynote session | |
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| | chaired by Prof. Xiaofei Lu |
| 10.00 | Shaofeng Li (Florida State University) <i>The Timing of Form-Focused Instruction in Task-Based Language Teaching</i> |
| 11.00 | Tea break |
| Session 4: International Chinese language education | |
| | chaired by Prof. Shaofeng Li |
| 11.20 | Derek Hird (Lancaster University) <i>Critical Pedagogies for Modern Languages Education: Third-Person Pronouns in the Chinese Modern Languages Classroom</i> |
| 11.50 | Yun Chen, Tiantian Zou (Xidian University) <i>Out-of-class Language Contact and L2 Learners' Motivation to Learn Chinese in Study Abroad Context</i> |
| 12.20 | Walk to The Roundhouse for lunch Lunch break |
| 13:45 | Walk to Lecture Theatre 17, Management School |
| Session 5: Chinese tone learning | |
| | chaired by Dr. Laurence White |
| 14.00 | Jamie Adams (the University of York) <i>Gradient Acceptability of Mandarin Non-Words in Five Tone Conditions</i> |
| 14.30 | Yumo Ci, Susana Correia (the NOVA University Lisbon) <i>Lexical and Sub-lexical Production of Mandarin Lexical Tones by Portuguese L2 Speakers</i> |
| 15.00 | Tea break |
| Keynote session | |
| | chaired by Prof. Mei Yang |
| 15.20 | Wei Yi (Beijing University) <i>The Processing Advantage of Multiword Sequences during Online Tasks: A Meta-analysis</i> |
| 16.20 | Closing remarks by Shaofeng Li, Wei Yi and Patrick Rebuschat |
| 16.40 | Conference closing |

Keynote speakers



Xiaofei Lu is Professor of Applied Linguistics and Asian Studies at The Pennsylvania State University. His research interests include corpus linguistics, English for Academic Purposes, second language writing, second language acquisition, and computer assisted language learning. He has published over 70 peer-reviewed journal articles in these areas in such journals as *American Educational Research Journal*, *Applied Linguistics*, *Behavior Research Methods*, *Computer Assisted Language Learning*, *Educational Researcher*, *Journal of Second Language Writing*, *Language Learning*, *TESOL Quarterly*, and *The Modern Language Journal*, among others. He is the author of *Corpus Linguistics and Second Language Acquisition: Perspective, Issues, and Findings*, published by Routledge in 2023, and *Computational Methods for Corpus Annotation and Analysis*, published by Springer in 2014. The L2 Syntactic Complexity Analyzer and Lexical Complexity Analyzer he developed have been widely used in second language writing and acquisition research.

Recent advances in L2 Chinese syntactic complexity research

Syntactic complexity has been shown to be significantly indicative of second language (L2) proficiency, development, and production quality. To date, much L2 syntactic complexity research has focused on English. In this talk, I first discuss two recent studies aimed at advancing the conceptualization and operationalization of L2 Chinese syntactic complexity. These studies proposed a set of noun phrase (NP) complexity measures and a set of word-combination-based phraseological complexity measures for L2 Chinese and assessed their relationship to L2 Chinese writing quality and/or proficiency in comparison to a set of topic-comment-unit-based syntactic complexity measures. I then provide an introduction to two new tools for automatically assessing the syntactic complexity of L2 Chinese written texts. I conclude with a discussion of the implications of these research developments for L2 Chinese writing research, assessment, and pedagogy.



Clare Wright is Associate Professor in Linguistics and Language Teaching, and School Director of Taught Postgraduate Education, at the University of Leeds. After graduating from Cambridge University, and teaching English for Academic Purposes, Clare gained her PhD in second language acquisition at Newcastle University, UK, and then moved to Reading where she was a founding member of the Centre for Research in Literacy and Multilingualism. She joined Leeds in 2016 where she is now university lead on research projects investigating the international student experience. Her current research focuses on the connections between linguistic and cognitive factors in second language acquisition and speech fluency in L2 Mandarin and other languages, collaborating on many projects with Prof Wang

Jun, head of the Institute of Chinese Language at Shanghai Jiao Tong University. Her goal is to use theories of language learning to help make teaching more effective in building communicative abilities and interactional skills in real-world contexts. Recent research projects have investigated task effects on L2 Mandarin fluency, and motivational goals among students during Study Abroad in China. Recent publications include articles in *Computer-assisted Language Learning (CALL)*, *the Journal of Second Language Studies*, *the Journal of the European Second Language Association*, and a book on *Second Language Speech Fluency: Research to Practice* (2020) with Cambridge University Press. Clare is a founding member of the International Symposium on Chinese Theoretical and Applied Linguistics (ISOCTAL), and founding Editor of *the International Journal of Chinese Language Teaching*. She also chairs the Year Abroad Research Network, and is currently President of the European Second Language Association (EuroSLA).

Where can technology take Chinese language learning and teaching?

This talk presents a strategic overview on the ways Chinese language learning and teaching faces challenges but also opportunities in incorporating more effective use of technology. Recent decades have shown an exponential growth of global interest in learning Chinese, including an interest in communicative and task-based approaches to teaching and learning (Wright, 2021). Research shows that technology-supported activities can boost motivation and improve individualised learning in and out of the classroom (J. Wang et al., 2016; Wright et al., 2022). During the recent pandemic, language teachers found many emergency ways to turn their classes online, often with great success (D. Wang & Y. Zhao, 2020). Technology-based research and practice also has shed important light on other aspects of language learning, e.g. providing valuable access to real-life language use through corpora such as the Guangwai-Lancaster Chinese Learner Corpus (Xiao, 2013; Xu & Brezina, 2016), investigating mobile-assisted language learning (e.g. Kan et al., 2018), or using eye-tracking methods to gain insights into character learning and reading fluency (Wright & Wang, 2023). Despite the improved wealth of access to language learning experiences via technology, questions remain over the availability and suitable use of digital tools within second language acquisition. During the talk, I will present findings from two current research projects; firstly, exploring whether real-life immersion in the Chinese-speaking context is needed to develop communicative abilities, e.g. during a typical study abroad period. I will present findings from a recent investigation of the “Virtual Year Abroad” experienced by UK Chinese language degree students during the pandemic, where digital teaching and interaction with Chinese hosts was provided, but travel to China was impossible. Using qualitative interview data, we illustrate that, in some ways, the virtual year abroad was less of a problem than predicted in terms of linguistic development, but yet had profound impact on students’ confidence and identity as Chinese speakers, with a range of implications for the future of “real” study abroad. Secondly, I will discuss an ongoing project investigating students’ multilingual use of digital social media in developing linguistic abilities, and the risks of being “permanently on, permanently connected” (Vorderer et al., 2016). I will finish by discussing ways in which research can support future training for teachers to enhance their skills in providing digitally-supported communicative Chinese language learning and teaching.



Shaofeng Li is Professor of Foreign and Second Language Education at Florida State University, where he conducts research and teaches courses on second language acquisition and language pedagogy. He received a Ph.D. in Second Language Studies from Michigan State University. Dr. Li has published on a wide range of topics including task-based language teaching and learning, corrective feedback, second language writing, research methods, meta-analysis, and cognitive and affective individual difference factors such as implicit and explicit language aptitude, working memory, anxiety, and motivation. His publications have appeared in leading journals in the field of applied linguistics, such as *Annual Review of Applied Linguistics*, *Applied Linguistics*, *Language Learning*, *Language Teaching*, *Language Teaching Research*, *Modern Language Journal*, *Studies in Second Language Acquisition*, *TESOL Quarterly*, among others. He is the founding editor and editor-in-chief of *Research Methods in Applied Linguistics*, the first and only journal focusing exclusively on research methods in applied linguistics. He is also the book review editor of *TESOL Quarterly*. His recent book projects include a monograph on language aptitude, a monograph on cognitive assessments in second language research, a co-edited volume on individual difference factors in second language acquisition, and an edited volume on individual differences in task-based language teaching and learning. Dr. Li serves on the editorial boards of a number of journals and has given plenary and keynote speeches at various academic venues. He has held university positions in the U.S., New Zealand, and China.

The Timing of Form-Focused Instruction in Task-Based Language Teaching

Task-based language teaching (TBLT) emphasizes the importance of learning a second language by performing meaning-oriented tasks where learners use language as a tool to fulfill communicative objectives. While researchers and practitioners converge on the necessity of attending to linguistic forms in TBLT, the ideal time to provide form-focused instruction (FFI) has been an issue of controversy. This talk provides a comprehensive, in-depth discussion of the theory, research, and pedagogy pertaining to the timing of FFI in TBLT. The talk starts with a summary of the theoretical perspectives on FFI timing, such as the Interaction Hypothesis, Skill Acquisition Theory, Transfer Appropriate Processing Theory, and so on. It then provides a synthesis of the empirical evidence on the various options that have been examined in the research, such as pre-task, within-task, and post-task FFI; integrated vs. isolated FFI; and immediate vs. delayed corrective feedback. The talk ends with a discussion of the practical relevance of the research findings that have been accumulated to date or implications the research has for classroom teaching.



Wei Yi is Assistant Professor at the School of Chinese as a Second Language, Peking University. With a keen interest in vocabulary acquisition and lexical processing, Wei employs techniques such as eye tracking and EEG in his research. He has published papers on multiword sequences, incidental vocabulary learning and language aptitude in esteemed journals including *Language Learning*, *Studies in Second Language Acquisition*, *Applied Linguistics*, *Applied Psycholinguistics*, and *System*. He also contributes to the editorial board of *Humanities and Social Sciences Communications*.

The Processing Advantage of Multiword Sequences during Online Tasks: A Meta-analysis

This meta-analysis synthesized 35 English studies (130 effect sizes, $N = 1,981$) that employed online tasks to investigate the processing of multiword sequences (MWSs). We examined: 1) to what extent MWSs enjoy a processing advantage over novel word combinations, 2) how such a processing advantage is moderated by statistical regularities (i.e., phrasal frequency, association strength), MWS type, and explicitness of experimental tasks, and 3) whether such moderating patterns differ between L1 speakers and L2 speakers. Results confirmed the processing advantage for most subtypes of MWSs, with effect sizes ranging from small to medium. For L1 speakers and L2 speakers, the processing advantage of MWSs was found across the continuum of phrasal frequency and association strength and varied. Interestingly, task explicitness moderated the processing advantage of MWSs, but only for L2 speakers. Taken together, our results shed light on the understanding of MWSs as well as directions for future research.

Abstracts

1 Yimei Shao, Wei Yi

Embodied Visual Simulation of Shape Information during First and Second Language Sentence Comprehension

Language comprehension entails the reactivation of sensorimotor traces established from past experiences (Barsalou, 2008). Extensive evidence has demonstrated the simulation of action and perceptual information during first language (L1) comprehension. However, the extent to which second language (L2) comprehension involves similar embodied simulations, particularly with respect to shape information, as well as the variations in such simulations among L2 speakers, remain unclear.

To address these issues, this study recruited 84 L1 speakers of Chinese and 80 advanced L2 speakers of Chinese. Participants were asked to perform a sentence-picture verification task, adapted from Stanfield and Zwaan (2001). In this task, 27 pairs of sentences were constructed, all following the same structure (“He- saw- the location-you-object/他-看到-某处-有-某物”). Each sentence pair described the same object (e.g., lemon) in two different locations (e.g., tree vs. cup, as in 他看到树上有柠檬 vs. 他看到杯子里有柠檬), representing two different shapes (e.g., whole lemon vs. lemon slice). Participants read the sentences and then determined whether a depicted object (e.g., whole lemon or sliced lemon) had been mentioned in the preceding sentence.

Statistical analysis revealed that both L1 speakers and advanced L2 speakers of Chinese demonstrated significantly faster responses when the shape of the depicted object in the picture aligned with the implied shape in the sentence. Moreover, this reaction time advantage was more prominent among L2 learners who had an earlier age of onset for learning Chinese and a longer duration of residence in China. Interestingly, we did not observe any significant impact of language proficiency on L2 speakers' performance in the sentence-picture verification task.

Taken together, our results confirmed that L1 and L2 speakers of Chinese do simulate shape information when comprehending sentences in real time. Additionally, our results suggest that L2 learners' embodied simulation of visual information is moderated by maturational constraints as well as their study-abroad experience, rather than L2 proficiency in general. Such findings lend support to the notion that language comprehension involves not only the activation of linguistic representations, but also the activation of non-verbal multimodal embodied experiences (Barsalou, 2008).

Materials used in this study will be publicly available at Open Science Framework (www.osf.org).

2 Feixue Zhao

Feixue Zhao is a PhD student at the Graduate School Empirical and Applied Linguistics at University Münster (Germany). In her PhD project, she works on the form and function of finiteness in German and Mandarin Chinese empirically. As a Chinese-German bilingual and a lecturer at the Department of German Studies, her research interests also include tempus, aspect, pragmatic, second language acquisition and multilingualism.

Aspect Markers = Assertion Markers? - A New Perspective of the Functions of Aspect Markers in Mandarin Chinese and Its L2 Acquisition

The second language acquisition of aspect markers (henceforth AM) in Mandarin Chinese (henceforth Chinese) such as *le* and *zai* has been investigated extensively. Most of the studies focus on the Aspect Hypothesis and show rather mixed results. The present study investigates the functions of Chinese AMs based on the theory of Klein et al. (2000) which claims that AMs assume the function of assertion marking. Whereas the finite verbs in many European languages such as German carry tense and assertion marking, the AMs in Chinese might have similar functions. To my knowledge this is the first empirical study testing the hypothesis from Klein et al. which is solely based on introspective data. In a series of elicitation and picture/utterance selection experiments targeting the production and interpretation of AMs, the study found out that, not only the Chinese L2 learners have difficulties with the production and comprehension of AMs but also the native speakers of Chinese show unexpectedly low frequency of AM usage. The study shed light on the significance of investigating the underlying functions of AM in L1 Chinese while examining the L2 production and comprehension of AM.

3 Yanyu Li, Laurence White, Ghada Khattab

Laurence White is a senior lecturer in Speech and Language Sciences at Newcastle University. With a background in psychology and linguistics, his research explores speech perception, speech production and their relationship, focusing on prosody. He has also published research on infant language development, second language acquisition and the social impact of prosodic variation.

Incremental Training for Lexical Tone Learning: Effects of Tonal Exaggeration and L1 Tonal Experience

Speech perception requires sensitivity to sound features relevant to meaningful distinctions (Kuhl & Iverson, 1995). Speakers of non-tonal languages, e.g., English, appear insensitive to the tonal feature pitch direction in perceptual tasks (e.g., discrimination or identification tasks) (Francis et al., 2008): this would imply difficulty in learning lexical tone in languages such as Mandarin where pitch direction is a key cue to tonal identity. This project tested a novel incremental training method intended to focus listeners' attention on pitch direction. We compared tone learning trajectories between learners with and without tonal first languages.

English (N=80) and Mandarin listeners (N=81) were tested and trained on an unfamiliar tonal system synthesised based on Mandarin, with tones mainly contrasting on pitch direction. Test Blocks 1 and 5 tested discrimination of untrained tonal contrast level vs falling-rising. In Training Blocks 2 to 4, the Incremental group was trained on tonal stimuli (high-rising vs high-falling) where pitch movement relevant to rising/falling was exaggerated at training outset and reduced blockwise. The baseline group was trained on Fixed tonal stimuli of the same tone pair. Each testing/training trial consisted of an ABX task (Instruction:

Is Sound X the same as Sound A or Sound B?), with correct/incorrect feedback in training blocks. For all five blocks, Mandarin listeners had higher accuracy, reflecting advantages with tonal experience. However, training was more effective on English than on Mandarin listeners, as suggested by English listeners' steeper upward learning patterns. Finally, the Incremental stimuli boosted discrimination only for English listeners, but the benefit did not persist to following blocks where pitch exaggeration was reduced.

4 Xiaomu Ren

Xiaomu Ren is a fourth-year PhD candidate in psycholinguistics and speech perception at the University of Glasgow. Her current research delves into the difference in the degree of perceptual flexibility exhibited by native listeners and non-native listeners, with a specific focus on comparing among groups of native speakers and L2 speakers who speak both English and Mandarin.

Integration of Multiple Cues in Speech Perception: A Visual-World Eye-Tracking Study with Native Mandarin Listeners and English-Mandarin L2 Learner Listeners

Speech perception can be broadly divided into two categories, low-level perception and high-level perception. The process of language processing relies on the interplay between fundamental acoustic-phonetic elements and more advanced linguistic-semantic aspects [1]. Low-level perception processes segmental and suprasegmental cues [2], encoding discrete segments, like consonants and vowels [3], along with prosodic information about prominence (stress and pitch accent) [4, 5]. Higher level comprehension processes extract lexical, semantic, and syntactic information, deriving meaning from the incoming speech stream. Listeners must attend to both sources of information, incorporating them in real time [6, 7].

This study uses a visual-world eye-tracking paradigm to examine how native and non-native listeners integrate prosody and verb semantics in online speech perception when presented with repeated and new information in sentences. As a result, a comprehensive exploration of the complex three-way interaction among participants' first language, prosody, and verb semantics is conducted. The study employed Mandarin stimuli and recruited participants who were Mandarin native listeners, as well as English native listeners who were learning Mandarin as L2 at an intermediate level or above. Participants' eye movements are recorded as they listen to Mandarin sentences with variations in three binary variables: prosodic accent location, target object information status, and the semantic match between the verb and the target object. Mandarin native listeners are expected to exhibit greater flexibility in attending to different speech cues, while English native listeners are anticipated to display less flexibility and instead be more drawn to salient speech cues such as verb semantics.

The results suggest that Mandarin native listeners did not consistently assign equal weight to different speech cues. While they demonstrated sensitivity to both prosody and semantics, effectively utilizing and integrating these factors in processing repeated and new information sentences, a stronger influence of prosody was observed in the case of new information sentences. This implies that Mandarin native listeners tended to prioritize prosody over semantics when confronted with a completely unfamiliar noun. Conversely, English native listeners did not consistently prioritize semantics over prosody as initially predicted. While they exhibited insensitivity to both semantics and prosody in old information sentences, they displayed a relatively equal level of sensitivity to both factors when presented with new information sentences. This implies that English native listeners possess the ability to utilize and integrate different speech cues, although they are more inclined to do so when encountering a new noun in sentences. Moreover, both groups of listeners demonstrated that prosodic accentuation enhanced semantic processing, particularly in the case of new information sentences. This suggests that the inclusion of a target accent heightened the attention to semantics for both Mandarin and English native listeners when faced with new nouns. The phenomenon of prosody deepening semantic processing replicates a pattern that was observed in a previous study [8] and further establishes that non-native listeners can also exhibit this phenomenon.

5 Yanan Lu, Bene Bassetti

Yanan Lu is currently in the final year of her doctoral studies at the University of Birmingham. She received a BA in English Literature and an MA in Translation and Interpretation from Nankai University, followed by an MA in Linguistics and Second Language Teaching from the University of Leeds. She is a language teacher with more than 15 years of teaching experience, instructing foreign languages at the tertiary level in both China and the UK.

The Interrelationship Between Foreign Language Enjoyment, Foreign Language Classroom Anxiety and Beliefs about Language Learning: Insights from the UK Chinese as a Foreign Language Context

Emotions are of great importance for second language (L2) learning and achievement (Dewaele & Li 2018). However, past research on L2 learning emotions has traditionally focused on negative emotions, especially language anxiety (Dewaele & Li 2018). The introduction of Positive Psychology in second language acquisition (SLA) research in 2012 (MacIntyre & Gregersen 2012) encouraged researchers to look beyond anxiety for a wide range of diverse L2 emotions. Positive and negative classroom emotions and their complex and dynamic interactions have been examined from various linguistic, educational, and sociocultural contexts (Dewaele & Li 2018). However, little is known about the emotional experiences of the learners who learn Chinese as a foreign language. In addition, the relationship between emotion and cognitive individual differences is largely unaddressed in SLA literature. The present mixed-method study examines whether and to what extent learners' FLE and FLA are linked to their beliefs about language learning as well as a range of learner variables. A group of 107 British university students of Chinese as a Foreign Language completed the Beliefs about Language Learning Inventory (Horwitz 1988) and the short forms of the FLE scale (Botes et al., 2021) and the FLCAS scale (Horwitz et al., 1986), as well as the Self-perceived Linguistic Confidence Scale (SLCS, Pyun et al., 2014). Ten of them later participated in a one-to-one online semi-structured interview. Statistical analyses revealed that higher levels of FLE and lower levels of FLCA were linked to higher scores on learners' beliefs in their ability in learning Chinese well and their self-perceived linguistic confidence. Gender, course levels and study abroad experience had no effect on learners' levels of FLE and FLCA. The qualitative data revealed a more nuanced picture of learners' emotional experiences of learning Chinese. Their FLE mainly came from the sense of achievement, teachers' flexibility in teaching Chinese and peer students' emotional support. Their FLCA originated from the difficulty of Mandarin Chinese, peer pressure and their belief that aptitude is required to learn languages well.

6 Derek Hird

Derek Hird is Senior Lecturer in Chinese Studies at Lancaster University, UK. His research interests focus on critical pedagogies for modern languages, Chinese middle-class masculinities, Chinese male beauty cultures, and happiness in Chinese populations. He is co-editor of the Transnational Asian Masculinities book series (Hong Kong University Press). His book-length publications include the co-authored *Men and Masculinities in Contemporary China* (2013, Brill), the co-edited volumes *Chinese Discourses on Happiness* and *The Cosmopolitan Dream: Transnational Chinese Masculinities in a Global Age* (both 2018, HKUP), and the edited volume *Critical Pedagogies for Modern Languages Education: Criticality, Decolonization and Social Justice* (2023, Bloomsbury).

Critical Pedagogies for Modern Languages Education: Third-Person Pronouns in the Chinese Modern Languages Classroom

This talk posits a simple question: how can languages be taught so that they challenge rather than reinforce social inequalities? Even now, language learning in the language's classroom is mostly taught as a technical process of decoding and encoding. However, as research from critical sociolinguistics has demonstrated, language use is rarely neutral: for example, it can be used to legitimise and perpetuate social inequalities and to marginalise minority groups. This talk draws on my new edited volume, *Critical Pedagogies for Modern Languages Education*, which seeks to transform languages education by putting the politics of language teaching and learning at the centre of pedagogical practice. Informed by critical sociolinguistic theories such as Michelle Lazar's feminist critical discourse analysis and Ryoka Kubota's critical anti-racist pedagogy, this talk discusses a case study of Chinese third person pronouns with specific attention to classroom contexts in languages education.

7 Yun Chen, Tiantian Zou

Yun Chen teaches at the School of Foreign Languages at Xidian University. She received her Ph. D. degree in Foreign Linguistics and Applied Linguistics from Sichuan University, Chengdu, China, in 2019. Her research interests include philosophy of language and second language acquisition. She was a visiting scholar at the Linguistics Research Center of the University of Texas at Austin and serves as an expert member of the Committee of English Translation Test of Business Language (ETTBL).

Tiantian Zou teaches at the School of Foreign Languages at Xidian University. She received her Master's degree in Foreign Linguistics and Applied Linguistics from Sichuan University, Chengdu, China, in 2006, and now is doing her doctor's degree in School of Foreign Languages at Xi'an Jiaotong University, Xi'an, China. She was a Fulbright FLTA at Missouri Western State University in 2011-2012. Her research interests include second language acquisition and discourse analysis.

Out-of-class Language Contact and L2 Learners' Motivation to Learn Chinese in Study Abroad Context

Previous studies have shown that direct contact with target language communities or cultural products can improve language learning motivation. However, only a limited number of studies have investigated how different types or levels of intensity of language contact affect language learning motivation. Taking Dörnyei's L2 motivational self-system, this study explores the relationship between out-of-class language contact and L2 learners' motivation to learn Chinese in a study abroad (SA) context. Out-of-class language contact was measured by the questionnaire adapted from the Language Contact Profile. A total of 168 mixed-L1 SA learners of Chinese adult students participated in the study. The findings indicate that the ideal self was significantly higher than and positively correlated with the ought-to self. Interactive language contact was more frequent than non-interactive contact, while the latter had a significantly weak correlation with the ideal self. The motivation varied among the participants with different levels of language contact intensity. The guidance for learners on how to balance different types of contact for improvement in their learning motivation was suggested to be incorporated into SA curricula.

8 Jamie Adams

Jamie Adams has recently finished the first year of his PhD in Psycholinguistics at the University of York where he also obtained his BA in French and Linguistics and MA in Phonetics and Phonology. His research interests include second language suprasegmental phonology, L2 Mandarin acquisition and orthographic effects on L2 tone perception. His PhD project concerns the effect of zhuyin and pinyin input on the perception of tone by L1 English speakers.

Gradient Acceptability of Mandarin Non-Words in Five Tone Conditions

The use of pseudo-words in psycholinguistic research allows for considerable control over experimental stimuli. However, their use is reliant on the assumption that they reflect the natural language from which they are derived. Eliciting acceptability judgements from L1 speakers of the target language (TL) is one approach to ensuring stimuli are sufficiently TL-like. Aims for this study are two-fold: first, to provide a set of normed Mandarin pseudo-words for use in Chinese as a Second Language (CSL) research. Second, to replicate and extend the work of Gong and Zhang (2021), shedding further light on the gradient acceptability of lexical gap types in Mandarin.

Gong and Zhang (2021) report acceptability patterns for stimuli in three conditions: systematic gaps (non-existent syllables which violate phonotactic constraints e.g., [mwa]); accidental gaps (non-existent syllables which do not violate phonotactic constraints e.g., [fai]); and real words (e.g., [ba]); all stimuli were realised with High tone. This study adds malformed syllables (which do not conform to Mandarin syllable structure e.g., [snai]), so that real words and malformed syllables can serve as maximally / minimally natural stimuli respectively, against which to calibrate judgements on systematic and accidental gaps. Crucially, here each syllable is rated with all four Mandarin tones and the neutral tone.

In an ongoing study, up to 120 L1 Mandarin speakers rate audio recordings of 750 test items (150 tokens x 5 tones) in a between-listener design on a visual analogue scale from 'extremely unnatural' to 'extremely natural'. Listeners will be assigned to one of 10 blocks and will judge 75 items. The experiment was built in the Gorilla Experiment Builder (Anwyl-Irvine et al., 2020) and participants will be recruited online.

Results will be reported as mean response values, used to assign each item a naturalness score. Statistical modelling will determine whether patterns of gradient acceptability by gap type reported in Gong and Zhang (2021) are a) replicated in the High tone data-subset tested here, and b) maintained when syllables are judged across five tone conditions.

It is expected that accidental gaps will be judged more natural than systematic gaps, in line with Gong and Zhang (2021). However, the effect of tone on both gap types is harder to predict. Gong and Zhang (2021) state that "many tonal gaps are the result of historical sound changes" (p. 250). Given that non-existing syllables have not undergone historical change, it is unclear whether scores for naturalness will vary as a function of tone condition. This study offers a novel opportunity to explore whether there is an underlying preference for particular syllable-tone co-occurrences beyond the influence of diachronic change.

A list of all items and their naturalness scores will be published as open access data on OSF for use in CSL and other studies.

9 Yumo Ci, Susana Correia

Yumo Ci is a PhD student in Linguistics at the NOVA University Lisbon. She is interested in second and foreign language speech acquisition, including aspects of segmental and suprasegmental speech acquisition. She plans to study native Portuguese learning Mandarin speech, focusing on the perception and production of tones.

Lexical and Sub-lexical production of Mandarin Lexical Tones by Portuguese L2 Speakers

As a vital area of interest within the domain of second language (L2) acquisition, tonal production is a frequently stated problem for native speakers of a non-tonal language. Recent findings have suggested better performance by L2 speakers of Mandarin in distinguishing Mandarin tone contrasts at sub-lexical level rather than perceiving them at lexical level (e.g. Zou et al., 2022). Crucially, there is a lack of previous research that directly compares the production of L2 Mandarin tones at lexical and sub-lexical levels. Nevertheless, from some studies it is noticeable that L2 speakers demonstrate high tonal production accuracy in tasks that may not require lexical activation, like in a Pinyin reading task. When tasks need L2 speakers to activate lexical knowledge (e.g. picture-naming task), pronunciation is not as accurate as in a reading task (e.g. Liu & Wiener, 2021). This could be mainly attributed to the transparent direct alphabet-phonology conversion in Pinyin reading task and the indirect picture-lexical representation conversion without phonological prompt in the picture-naming task (Cao et al., 2017). Thus, there is a potential desynchronization in mastering L2 tonal production at lexical and sub-lexical levels.

This study seeks to examine Portuguese L2 speakers' Mandarin tonal production abilities at both lexical and sub-lexical levels. Portuguese is an intonational language, whereas Mandarin has a contrastive tonal system. We hypothesize that Portuguese L2 speakers' production at the sub-lexical level will be illustrated by higher accuracy scores than at the lexical level.

Thirty Portuguese L2 intermediate Mandarin speakers will be asked to perform a picture-naming task and a Pinyin reading task to test their production abilities of four tones at lexical and sub-lexical levels. In the picture-naming task, stimuli comprise monosyllabic and disyllabic real words with moderate frequency and high imageability selected from textbooks. In the Pinyin reading task, stimuli consist of non-sense monosyllabic and disyllabic words created from four syllables (/fəŋ/, /xuan/, /lei/ e /wu/). The disyllabic words maintain T4 for the first syllable while the second syllable is T1/T2/T3/T4. The participants are asked to read aloud non-sense words presented on the computer screen. Participants' productions will be transcribed by native Mandarin speakers and acoustically analysed. A control group of thirty adult native speakers of Mandarin will serve as a baseline condition. A linguistic background questionnaire will be presented to the participants at the end of the experimental session to control for the proficiency level in Mandarin. As part of a PhD project, this ongoing research intends to contribute to the understanding of production of Mandarin tones by non-tonal language L2 speakers at lexical and sub-lexical levels.

Organizers



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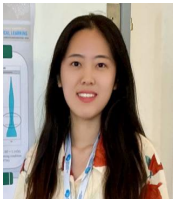
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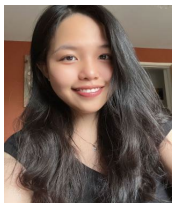
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