Sinologists in Bydgoszcz: The 1st International Conference on Chinese Languages, Literature, and Culture

Bydgoszcz, Poland

May 13-14, 2022

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Conference Program

Poland Time GMT+2	Day 1: May 13, 2022 (Friday)	Day 2: May 14, 2022 (Saturday)
08:30 08:45	**Opening Remarks** Chair: Mr. Eryk HAJNDRYCH Kazimierz Wielki University, Poland Prof. Jarosław BURCZYK (Vice-Rector for Science, Kazimierz Wielki University, Poland)	
08:45 09:00	Short Break	
09:00 10:00	**Invited Talk 1*** Chair: Dr. Li-Chi CHEN Kazimierz Wielki University, Poland Prof. Chinfa LIEN (National Tsing Hua University, Taiwan) Topic: *Pinning Down the Multiple Senses of 'One' in Taiwanese Southern Min*	**Invited Talk 2*** Chair: Dr. Anna SROKA-GRĄDZIEL Kazimierz Wielki University, Poland Dr. Zhengdao YE (The Australian National University, Australia) Topic: *Natural Semantic Metalanguage (NSM) as a Heuristic Tool for Interpreting Invisible Culture: Theory and Application to Teaching and Learning Chinese as an Additional Language*
	* The two invited talks are organized in cooperation with the Center for Chinese Studies, National Central Library, Taiwan.	
10:00 10:20	Short Break	
10:20 11:50	**Session 1: General Linguistics** Chair: Dr. Liching Livy CHIU National Taiwan University, Taiwan 1. Dr. Yi-An LIN (National Taipei University of Business, Taiwan) Topic: *Nominal Appositives in Archaic Chinese: A Split-DP Account*	**Session 4: Language, Ideology, and Society** Chair: Dr. Ting-Ting Christina HSU Chung Yuan Christian University, Taiwan 1. Mr. Chin-Fung NG (Goethe University, Germany) Topic: *The Lexicographical Presentation of Nationalism in Modern China: Definitions of the Headword Rénmín* 人民 *'The People' in Selected Cíhǎi* 辭海 *'Sea of Words' Editions*

	2. Dr. Grace Chen-Hsiu KUO (National Taiwan University, Taiwan) Topic: *Perception of Prosodic Prominence and Boundaries by Nonnative Speakers* 3. Prof. I-Ping WAN (National Chengchi University, Taiwan) Topic: *Interlanguage Patterns in Thai Pre-School Children Learning Mandarin: Evidence from Corpus Phonology*	2. Mr. Prof. Dr. Ralf VOLLMANN and Mrs. Tek Wooi SOON (University of Graz, Austria) Topic: *Lexical and Grammatical Convergence of Chinese Languages and English in Malaysia* 3. Ms. Nastazja STOCH (John Paul II Catholic University, Poland) Topic: *Iconicity of Sequence in Mandarin Revisited*
11:50 12:00	Short Break	
12:00 13:30	**Session 2: Cognitive and Corpus Linguistics** Chair: Dr. Grace Chen-Hsiu KUO National Taiwan University, Taiwan 1. Dr. Wei-Lun LU (Masaryk University, The Czech Republic) Topic: *Lexical Strategies for Encoding Chinese Dish Names: Cross-Linguistic Stability and Variation* 2. Dr. Tiffany Ying-Yu LIN (National Taipei University of Education, Taiwan) Topic: *Exploring Cognitive Discourse Functions in the Context of Bilingual Education in Taiwan* 3. 林逸欣小姐（臺灣-國立政治大學）-中文發表 題目：從語料庫的互見訊息值探究字的語意和句法關係-以「夠」為例	**場次 5：文學思想研究（中文進行）** 場次主持：何儒育博士 臺灣-國立臺北藝術大學 1. 詹秉叡先生（臺灣-國立高雄科技大學） 題目：再探《史記》「究天人之際」：由「天官」立場而來的思考 2. 趙靜雅博士（臺灣-文藻外語大學） 題目：《紅樓夢》人物對話的探索 3. 趙萌釩先生（加拿大-多倫多大學） 題目：情感、距離與創傷的可讀性：以蕭麗紅《白水湖春夢》為例
13:30 14:00	Long Break	
14:00 15:30	**Session 3A: Session for B.A. Students** (14:00-14:30) Chair: Mr. Eryk HAJNDRYCH Kazimierz Wielki University, Poland Commentator: Dr. Man-Ni CHU (Fu Jen Catholic University, Taiwan)	**Session 6: Chinese Language Teaching and Learning** Chair: Dr. Anna SROKA-GRĄDZIEL Kazimierz Wielki University, Poland 1. Ms. Zuzanna WNUK (Adam Mickiewicz University, Poland)

1. Ms. Małgorzata BIENIEK and Ms. Zuzanna YEVTUSHYK (John Paul II Catholic University, Poland) Topic: *A Comparison of Polish and Standard Chinese Phonological Systems in Terms of Articulation* 2. Comments (5 minutes) and Questions (10 minutes)	Topic: *How do Polish Learners of Chinese as Second Language Perceive Chinese Characters? A Qualitative Study* 2. Dr. Ting-Yu LEE (SWPS University of Social Sciences and Humanities, Poland) Topic: *Language as a Reflection of Culture: Chinese Idioms (成語 Chengyu) and Polish Proverbs* 3. Mr. Olgierd UZIEMBŁO (University of Warsaw, Poland) Topic: *Teaching Chinese without Character: Constraints and Allowances*
場次 3B：學士生論文發表（中文進行） (14:30-15:30) 場次主持: 陳力綺博士 波蘭-卡基米日維爾基大學 講評：許婷婷博士（臺灣-中原大學） 3. 宋小虹同學（波蘭-卡基米日維爾基大學） 題目：臺灣驕傲遊行的符碼研究：語言景觀分析視角 4. 羅彤羽同學（波蘭-卡基米日維爾基大學） 題目：當代社群媒體上的抱怨行為研究：以臺灣人在臉書上的抱怨策略為例 5. 講評（10 分鐘）及回答問題（20 分鐘） （口譯協助：林滄海老師）	

Invited Talk – Day 1

Pinning Down the Multiple Senses of 'One' in Taiwanese Southern Min

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Abstract

There is often no one-to-one relationship between form and meaning. The number 'one' is a case in point in that it is a polysemous word featuring a range of related senses. Aside from being the primary counter as a cardinal number it carries many grammatical functions as a semantic extension based on its basic numerical sense. Its main grammatical function is the expression of indefiniteness, distributivity and genericity, as shown in (1), (2) and (3).

(1) *Toh⁴ting² tsit⁸ liap⁸ kam¹* 桌上一粒柑
     'There is a tangerine on the table'

(2) *Tsit⁸ sin¹ kuann⁷* 一身汗
     'sweat all over (the body)'

(3) *Tsit⁸ ki¹ tshau² tsit⁸ tiam² loo⁷* 一枝草, 一點露
     'a spade of grass, a drop of dew'

Tsit⁸ in the three examples functions as an element in determiner phrases. However, its grammatical functions go beyond such uses. For example, it serves as a linker between cause and result in (4):

(4) *Kiann¹ tsit⁸ e⁷ bin⁷sek⁴ tng² peh⁸* 伊驚一下面色轉白
     'His face turned pale as a result of being shocked'

There are more than the senses already touched on that will be treated in this talk.

Bio-statement: Prof. Chinfa Lien is Professor of Linguistics in the Graduate Institute of Linguistics at National Tsing Hua University, Taiwan, who was serving as its director from 1995-1998. In 2004, he was appointed as Chair Professor in Humanities and Social Sciences at the same university. He has been Emeritus Professor since February 2019. His current research interests focus on diachronic change in Southern Min including the detailed syntactic analysis of Ming and Qing dynasty plays, the *Li Jing Ji/Li Zhi Ji*, and the interaction between chronological and dialectal strata in Chinese to which he has applied the theory of lexical diffusion. In particular, he supposes under the supervision of Professor William Wang the thesis of bidirectional diffusion. His recent research roughly falls into two major categories: (1) lexical semantics and (2) functional categories. For lexical semantics, his major concern has been the issues of semantic extension, interface between constructions and fixed expressions. For functional categories, his research ranges over a set of topics such as phase (or rather aktionsart) and aspect, deictic system, directional patterns, interrogative, negative words, mood, copular constructions and adverbials.

連金發教授是臺灣國立清華大學語言學研究所的正教授,曾擔任過所長(1995 年-1998 年)和人文社會科學講座教授(2004 年),並自 2019 年 2 月起為該校的名譽教授。連教授目前的研究興趣主要專注在閩南語的歷時演變,包括明清閩南白話劇本《荔鏡記》的句法學分析及把詞彙擴散理論(lexical diffusion theory)應用到漢語的時間和方言層次互動上,尤其在王士元教授的指導下假定了雙向擴散的論點。連教授的近期研究可約略分成兩個主要範疇,包括詞彙語意學和功能分類;前者關注語意延伸的相關議題,即構式和固定語式的介面研究,後者則涉及一連串主題研究,包括:時相(或源自德語的「動相」)和狀態、指示系統、趨向模式、疑問詞、否定詞、語氣、系動詞結構和狀語。在此次的演講中,連教授將從語意學的角度探討臺灣閩南語「一」($tsit^8$)的多重意涵,以證明語言形式跟語意並非總是一對一的關係。

Invited Talk – Day 2

Natural Semantic Metalanguage (NSM) as a Heuristic Tool for Interpreting Invisible Culture: Theory and Application to Teaching and Learning Chinese as an Additional Language

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Abstract

In second language teaching and learning, many invisible aspects of the target linguaculture, such as the effect of complex social relationships on communicative acts and strategies in interactions, are often difficult for learners to discern and interpret. This is especially so with regard to many linguacultures, such as those of Chinese, in which speakers value implicit ways of communication; speakers' intensions are often not explicitly expressed, and are therefore less accessible to language learners.

In this talk, I argue and illustrate that Natural Semantic Metalanguage (NSM), in particular its offshoot the 'cultural script' approach (e.g. Goddard and Wierzbicka 2004, 2007; Goddard 2006, 2018), can be a useful pedagogical tool for teaching invisible culture. More specially, I will illustrate these points by focusing on a family of cultural scripts relating to Chinese emotion expression and social interaction (e.g. Ye 2004, 2006, 2019; Goddard and Ye 2013). In doing so, I show how cultural scripts can be used as meaning-making resources for learners of Chinese in what Duff and Doherty (2018) call 'Chinese second language socialisation'. I will end the talk by discussing the potential for developing NSM-based education materials in the global context of teaching Chinese as an additional language, based on pilot work that applies NSM in the classroom (e.g. Fernández 2016; Sadow 2018, 2020).

Bio-statement: Dr. Zhengdao Ye is a Senior Lecturer in the School of Literature, Languages and Linguistics at the Australian National University. Her research interests encompass semantics, pragmatics, the language of emotion, and Chinese linguistics. She has lectured and published extensively in these areas. Before moving to Australia in the late 1990, she taught Chinese as a second language in varied settings in Shanghai. That experience inspired her to pursue a meaning-based approach to Chinese language studies.

葉正道博士是澳洲國立大學文學暨語言學院的高級講師（相當於北美體制的副教授），其研究興趣為語意學、語用學、情緒語言及漢語語言學。作為一位旅居澳洲的華人語言學家，葉博士除了出版了許多非常重要的學術論著外，其教授的課程也多和這些學術領域有關。葉博士於 1990 年代後期開始旅居澳洲，在此之前曾在上海從事對外漢語教學的工作，尤其是教導學生漢語在不同語境下的使用模式。這段時間的教學經驗也深深地影響著葉博士後來的研究方向，即在進行漢語研究工作時偏向採取意義導向的研究方法。在此次的演講中，葉博士將透過分析漢語的情緒表現及社會互動來探討「自然語意元語言」（Natural Semantic Metalanguage）中的「文化腳本」（cultural scripts），並說明此文化腳本如何能被應用在教授「隱形」的文化上，而在全球化影響下的對外漢語教學中又該如何繼續發展。

Nominal Appositives in Archaic Chinese: A Split-DP Account

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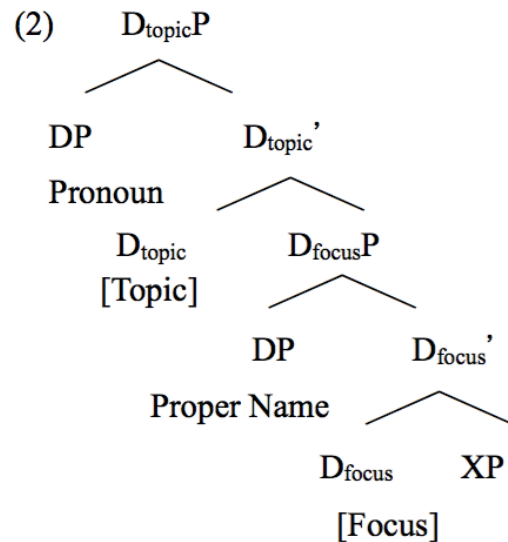National Taipei University of Business, Taiwan
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Abstract
Taking the cartographic approach, this paper aims to investigate the syntactic representation of nominal appositives in Archaic Chinese, which regularly appear without articles, and to propose an analysis for the prenominal co-occurrences of personal pronouns, proper names and/or numerals, as shown in (1), in terms of a more fine-grained architecture of the Determiner Phrase (DP).

(1) a. ěr   Shùbangjūn   尔庶邦君 *Book of Documents* (*Shūjīng*)
　　　 Pronoun   Proper Name
　　　 'you Shùbangjūn'
　　 b. yú/wǒ   yì   rén   余/我一人 Inscription of Mao Gong ding
　　　 Pronoun   one   person
　　　 'me alone'
　　 c. yú   Nǎibì   yì   rén   余乃辟一人 Inscription of Xiao Yu ding
　　　 Pronoun   Proper Name one   person
　　　 'me Nǎibì alone'

　　　Within the Split-DP account, the nominal phrase structure, as illustrated in (2), has left peripheral positions, which host different lexical items (e.g., personal pronouns and proper names) and serve the function of encoding discourse-linked notions, such as Topic-Comment and Focus-Presupposition, comparable to the clausal phrase structure with pragmatically relevant features (e.g., [Topic] and [Focus] features) put forth in the literature (cf. Lin 2010).

(2)

$D_{topic}P$

```
        D_topic P
       /        \
     DP          D_topic'
   Pronoun      /       \
           D_topic      D_focus P
           [Topic]     /        \
                     DP          D_focus'
                Proper Name     /        \
                            D_focus       XP
                            [Focus]
```

Identifying the designated functional heads D_{topic} and D_{focus} within the nominal left periphery not only allows for the explanation of the co-occurrences of personal pronouns and proper names in Archaic Chinese but also provides a new perspective to the controversy concerning whether the structural configuration of nominal expressions in Sinitic languages contains a DP. Such a Split-DP proposal for definiteness of nominal appositives in Archaic Chinese differs from Cheng and Sybesma's (1999, 2005, 2012) and Sio's (2008) framework crucially in two aspects: (i) indefiniteness and definiteness are not encoded by Numeral Phrase (NumP) and Classifier Phrase (ClP) respectively; (ii) [Spec, $D_{topic}P$] and [Spec, $D_{focus}P$], which are associated with definiteness, serve as the merging site for personal pronouns and proper names respectively.

Keywords: appositive, Archaic Chinese, determiner phrase, split-DP hypothesis

Perception of Prosodic Prominence and Boundaries by Nonnative Speakers

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Abstract

This study examines the correlations between the individual difference measures (i.e., autistic traits and working memory) and the nonnative speakers' percentages of identified prominence (realized as pitch accents) and prosodic boundaries (realized as intermediate phrases and intonational phrases). A group of nonnative English speakers in Taiwan (N = 83) completed two questionnaires (i.e., the autism-spectrum quotient questionnaire, and the working memory questionnaire) and participated in a Rapid Prosody Transcription Task where they were required to make speedy identification of the prominent words and the locations of the prosodic junctures. The auditory material was a political speech transcribed previously for prosodic events using the ToBI (Tones and Break Indices) convention. The results demonstrated that for nonnative speakers, working memory seemed to be more useful than autistic traits when it came to prosodic prominence identification. Neither working memory nor autistic traits were predictors of prosodic boundary identification.

Keywords: autistic traits, nonnative, prominence, prosodic boundaries, working memory

Interlanguage Patterns in Thai Pre-School Children Learning Mandarin: Evidence from Corpus Phonology

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Abstract

The aim of this research is to provide a detailed analysis of interlanguage patterns of how Thai pre-school children (aged 4-6) learn Mandarin as their foreign language in Thailand. The novelty of this work is to collect and analyze large-scale phonological patterns through a spoken corpus and to provide Praat acoustic parameters for the assessed pattern distribution by looking at the frequency and the various types involving phonological units.

In the present study, spoken data (N=64,976 tokens) were collected and analyzed from 11 pre-school children (8 boys, 3 girls; M=5.455 age, SD=0.688) who learn Mandarin as their foreign language at Thai-Chinese International School in Bangkok, Thailand. A highly reliable corpus has been constructed in a semi-automatic approach in Praat, including a number of deep-neural-networks (DNNs) in machine learning. Acoustic data to be involved include various linguistic combinations measured by plotting the formant structure, syllable duration and/or F0 in Mandarin. The units to be investigated are classified by segmenting word shapes into monosyllabic, disyllabic or multi-syllabic. The validated hours structured in the phone-aligned Praat system with multiple tiers are 9 hours at the current stage, which includes Question-Answering, picture naming and repetition sessions. In addition, the instructor's entire speech during the class sessions is also collected and well computed for comparison. The phonological data will be further examined by other Mandarin spoken corpora including adults' spontaneous speech (over 300k tokens) and native Taiwan Mandarin children's developmental speech (over 400k tokens).

Data drawn from the Thai pre-school children suggested the following: 1) phonological substitution patterns way outnumber addition/deletion ones (90% vs. 10%); 2) In interlanguage errors, consonant errors are the most common, followed by tone errors and vowel errors; 3) Some phonological errors can be influenced by the learners' own creative manipulations regardless of their native language background.

Different from the traditional analysis on the error patterns, this study has suggested that interlanguage can be viewed as the transitional process between mother tongue and target language, and those interlanguage error patterns are not fully related to their mother tongue, possibly suggesting that Thai children might have constructed an independent linguistic system gradually towards Mandarin.

Keywords: corpus phonology, interlanguage phonology, Mandarin Chinese, Thai pre-school children

Lexical Strategies for Encoding Chinese Dish Names: Cross-Linguistic Stability and Variation

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Abstract

In this study, I address the lexical strategies for encoding Chinese dish names in Chinese and a typologically distant language (which is Czech) from a cognitive semantic point of view, with emphasis on the use of conceptual mechanisms such as metaphor, metonymy and image-schemas. The study will be methodologically based on the use of multiple parallel texts, comparing Chinese with a distant language using different versions of menus from sampled Chinese restaurants in Czechia.

The main findings to be presented include: firstly, some metonymy-based expressions in Chinese (such as 雙冬 *shuāng-dōng* and 羅漢齋 *luóhàn zhāi*) simply cannot get through, or barely gets through, to the Czech language; secondly, some homophony-based Chinese dish names (such as 菩提肉 *pútí ròu*) do not get through to the Czech language at all; thirdly, some figurative Chinese dish names are highly obscure and when they do get across to the Czech menus, they keep their highly abstract and figurative nature (such as 三鮮 *sān-xiān*, 五香 *wǔ-xiāng,* 八寶 *bā-bǎo*, and 全家福 *quán jiā fú*); fourthly, in rare cases, Chinese-specific creativity may get through to the target language (or by accident "leak" to the target language, so to speak) from the source language (such as the case of 什錦魚 *shíjǐn yú*), resulting in a highly poetic (though completely inaccurate) construal of the dish.

With the above findings, I discuss the language-specificity of the Chinese linguistic tool against the framework of Radical Construction Grammar and the methodological advantage of studying renditions of Chinese dish names in various random languages following a Multi-ParT approach, in the backdrop of the socio-cultural turn of Cognitive Linguistics.

Keywords: Chinese lexical semantics, homophony, metaphor, metonymy

Exploring Cognitive Discourse Functions in the Context of Bilingual Education in Taiwan

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Abstract
Content and Language Integrated Learning (CLIL), which is an approach to bilingual education that learning academic content through target language, is growing rapidly throughout the world, and it is no exception for Taiwan. In light of this development, there is a critical need to refine the definition of CLIL in ways that systematically and coherently recognize this diversity of formats (J. Cenoz, F. Genesee, and D. Gorter, 2013); that is, research of integrating the teaching and learning of both content and language is necessary. The 'Cognitive Discourse Function' (CDF), proposed by Dalton-Puffer, helps the CLIL educators integrate content, literacy and language more deeply. Therefore, the main purpose of the study is to apply the CDF model, which involves seven categorization of verbalizations that express acts of thinking about academic content in the classroom, into CLIL science education resources in order to find answers to the questions of whether CDFs actually occur in those resources and to what extent. Therefore, this study would be using the construct of cognitive discourse function (Dalton-Puffer, 2013) as a model of examining local CLIL bilingual education context, hoping to provide a cognitive function-based discourse analysis to contribute to bilingual language use for teachers and students in Taiwan.

Keywords: bilingual education, Cognitive Discourse Function, Content and Language Integrated Learning, discourse analysis

從語料庫的互見訊息值探究字的語意和句法關係-以「夠」為例

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摘要

　　本研究透過中央研究院漢語平衡語料庫的互見訊息值（Mutual Information）統計表檢索「夠」一字，及其搭配詞「夠+形容詞」、「夠+動詞」、「夠+名詞」和「夠+功能詞」的分佈資料。同時仿作張麗麗、陳克建、黃居仁（2000）動詞詞彙語意分析辦法，從意義、語法功能、搭配情形歸納「夠」之語言規律。研究問題：（1）「夠」在語料庫的分佈資料如何？（如「夠+形容詞」、「夠+動詞」等）（2）「夠」的語意與句法關係如何？

　　研究結果歸納出「夠」的語意為主觀地表達說話者最低的標準，主要功能作謂語，常和「不」搭配使用。「夠+形容詞」裡的形容詞無論是積極或消極意義皆可。從「夠+動詞」發現一特殊句式「受事/工具/範圍+（不）夠+（施事格）+雙賓及物動詞+（補語）」。「夠+名詞」和其他搭配詞的相似性最低，組合而成的名詞短語各表不同意義。最後從「夠+功能詞」得出「夠」前接「不」或是和前面的部分成為小句，就能作定語。

關鍵字：互見訊息值（Mutual Information，MI 值），語料庫，夠（Gou）

A Comparison of Polish and Standard Chinese Phonological Systems in Terms of Articulation

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Abstract

There is no comparative analysis of the phonological systems of the Polish language and the Standard Chinese language in literature. By analyzing the IPA transcriptions of the individual sounds of both languages, certain differences can easily be found. It is worth noting that the Slavic transcription is most commonly used in order to write and analyze the phonetics of the Polish language, whereas to transcribe the Standard Chinese language - Hanyu pinyin is most often used. Therefore, it is not confirmed whether the sounds marked the same according to IPA are in fact the same. Additionally, it is emphasized that although the use of IPA to describe Standard Chinese phonetics is possible, it is difficult and requires extensive knowledge of this phonetic alphabet and the phonological system of the Standard Chinese language.

During our speech, we would like to present the results of our analysis of the newest and most scientifically trusted x-ray images of Polish and Chinese sounds. We will indicate the differences and similarities, which we noticed during the comparison of the two. We will also point out previously undescribed differences in the articulation of some sounds. Moreover, we would also like to present what information from our research can be useful in teaching Polish and Chinese, as well as how important X-ray images are in the study and teaching of phonetics.

Keywords: articulation, linguistics, phonetics, phonology

臺灣驕傲遊行的符碼研究:語言景觀分析視角

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摘要

　　本論文採用語言景觀分析（Linguistic Landscape Analysis）的研究方法，旨在探討台灣驕傲遊行中所使用的社會符碼，包括其形式及功能。語言景觀分析是一個多模態研究方法，常被用來分析圖文資料。本論文所研究的圖文資料皆取自 Oliver Wu 在 Flickr 發佈的 249 張照片，並以遊行中使用的標誌、橫布條、旗幟和遊行者的服裝為分析重點。本論文一共分成五個部分，除了緒論和結語外還有三個主要的章節：第一章介紹了語料來源及研究方法；第二章分析了台灣第十七屆同志大遊行中的標語，包括：標語關鍵字、標語形式及標語幽默；第三章討論了遊行中的社會「服」碼，包括：「彩虹飾品及服飾」、「融合本土元素」、「支持同志友善品牌」、「變裝皇后」、「敢曝美學」、「陰柔、偽娘、可愛裝扮」、「面具使用」、「皮革穿戴」與「裸露及身體展示」。雖然本論文缺乏歷時的視野，但試圖從語言學及符號學的角度研究及探討台灣驕傲遊行獨特的語言景觀，為酷兒語言學（Queer Linguistics）做出貢獻。

關鍵字：語言景觀分析、社會符碼、台灣驕傲遊行、台灣同志

當代社群媒體上的抱怨行為研究：以臺灣人在臉 書上的抱怨策略為例

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摘要

　　近年來社群媒體的快速發展使人們開始在網路上尋求關注；更確切地說，許多現代人傾向於透過網路分享他們的個人生活，包括一些讓他們抱怨的事情。然而，社群媒體上的抱怨行為跟日常生活中的抱怨不一樣，因為在社群媒體中人們可能會使用表情符號等多種符碼來使自己的抱怨變得更加有趣，藉此吸引到他人的關注，並得到慰藉。雖然已有許多前人研究探討社群媒體對社會的影響，或分析日常生活中的抱怨行為，但甚少有人會關注社群媒體上的抱怨行為。有鑑於此，本論文從社會語言學的角度研究臉書上的抱怨行為，並分析住在波蘭的台灣人最常使用的抱怨策略，及造成這些抱怨行為的主要原因。本論文使用多模態言談分析的研究方法來分析台灣人在臉書「靠北波蘭」上的 32 則抱怨文的內容及形式，除了探討了波蘭與台灣之間的文化差異，也分析這些差異是如何影響台灣人對波蘭和波蘭人的態度。

　　研究結果顯示，居住在波蘭的台灣人一共使用了 6 種抱怨策略，包括：諷刺、停頓、問句、語碼混合、咒罵與評論。根據質化分析結果，我們發現這些抱怨策略的使用正顯示出語言與文化彼此相互影響。具體而言，抱怨者更願意通過屬於自己文化的特定語言形式進行交流。本論文也對未來研究提出可行的方向，包括更深入分析亞洲與西方國家之間的文化差異，並探索特定文化的語言和規範如何影響我們對周圍現實生活的感知。

關鍵字：社會語言學，抱怨行為，抱怨策略，社群媒體，臉書，多模態言談分析

The Lexicographical Presentation of Nationalism in Modern China:
Definitions of the Headword *Rénmín* 人民 'The People' in Selected *Cíhǎi* 辭海 'Sea of Words' Editions

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Abstract
This paper attempts to examine how Chinese dictionaries present the concept of nationalism in modern China, through examining the definitions of the headword *rénmín* 人民 'the people' in four selected editions of the encyclopaedic dictionary *Cíhǎi* 辭海 'Sea of Words'. The paper analyses how the Nationalist and Communist regimes influenced the expression of nationalist thoughts for suiting their political agendas while they were in governance at different times in modern Chinese history. As the definitions of the *rénmín* entries have undergone varying degrees of changes among different *Cíhǎi* editions, they show that concepts in social and political contexts can be attached to different contested meanings. Particularly, through the means of "linguistic engineering" which involves the inclusion of politically correct meanings in the *rénmín* entries, the Communists shaped the term into a highly political expression for ideological promotion in terms of nationalism in different *Cíhǎi* editions.

Keywords: Chinese dictionaries, *Cíhǎi* 'Sea of Words', linguistic engineering, nationalism in modern China

Lexical and Grammatical Convergence of Chinese Languages and English in Malaysia

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Abstract
Ethnic Chinese Malaysians speak South Chinese varieties and are multilingual. The Sinitic varieties are influenced lexically by the three available standard languages (Mandarin, English, Malay) which in turn developed localised forms (Malaysian English, Malaysian Mandarin, Bahasa Pasar). Spoken language data have been collected in everyday interactions; later, speakers were asked to reproduce sentences in their respective languages. The utterances were compared for variation and convergence lexically and grammatically. In order to assess Malaysian English, it is necessary to consider the local Sinitic vernaculars, not Standard Chinese. The same loanwords are usually taken from the standard languages for all spoken varieties. Chinese words can be adapted to the Sinitic vernaculars and are thus less recognisable as a convergence phenomenon. The spoken Sinitic languages and Malaysian English merge into a complex reservoir of linguistic resources the choice of which can provide socio-pragmatic effects. This creates the unique linguistic practice known as "bahasa rojak" (language mix) through an intricate interaction of linguistic resources.

Keywords: Chinese varieties, convergence, language contact, Malaysia, multilingualism

Iconicity of Sequence in Mandarin Revisited

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Abstract

Diagrammatic iconicity in language is when linguistic structures reflect conceptual structures of the extralinguistic world. One of such diagrams can be formulated within the principle of iconicity of sequence, where syntagmatic order of given linguistic units corresponds to the order in extramental or mental experiences. The stock example for iconicity of sequence is "*veni, vidi, vici*", where the series of events is expressed in a sequence as they chronologically occurred.

Two other principles are associated with the definition of the sequential principle – principle of temporal sequence and the principle of linear iconicity. However, while temporality and linearity always assume some sequence, sequential iconicity does not necessarily have to be neither temporal nor linear. Therefore, the three are not identical.

My paper aims at discovering linguistic patterns and grammatical rules in Mandarin Chinese which would comply to the principle of iconicity of sequence. The most comprehensive work concerning this matter has been done by Tai (1985). Tai (1985) has analyzed Mandarin structures obeying the iconicity of temporal sequence. However, given that temporality comprises only one dimension of sequentiality, I would like to restructure Tai's (1985) findings and include other types of iconic sequences present in Mandarin.

To accomplish this, I adapt Nöth's (1990) typology of syntagmatic diagrams. According to them, iconic sequences can be temporal, spatial and conceptual (causal, linear, or hierarchical). Even though the typology I found is the most exhaustive one, the typology calls for some modifications. I will argue that causal sequence should subdue to the temporal one. Moreover, inspired by Lacková (2015), I would like to propose one more principle belonging to the scope of iconicity of sequence, namely, the iconicity of epistemic sequence. I will argue that it is a sub-principle of iconicity of temporal sequence and cannot be reduced to any other.

Therefore, I have reinterpreted Tai's (1985) proposal of Mandarin iconic structures in accordance with the modified, more comprehensive typology. This not only helped discover more iconic structures in Mandarin than presented by Tai (1985), but also more accurately identify the type of iconic sequence of Mandarin structures provided by Tai (1985).

Keywords: iconicity of linearity, iconicity of sequence, Mandarin Chinese, temporal iconicity, word order

再探《史記》「究天人之際」：由「天官」立場而來的思考

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摘要

　　班固嘗謂《史記》一書「是非頗謬於聖人」，降自王允，更有「昔武帝不殺司馬遷，使作謗書，流於後世」之說。這些論調，皆表明了《史記》具有強烈的「異端」性格。延續此立場，近代論者多能指出史遷撰作《史記》的批判意圖，並作更深入的探析。筆者欲需進一步深究的是：是什麼契機讓司馬遷忽焉效法孔子作《春秋》之志，又上承史官直書的精神，寫下這部「雖萬被戮，豈有悔哉」的鉅著？若依據〈太史公自序〉的說法，太史公的職責原是「掌天官，不治民」；而司馬談授意其子撰作史記，亦言「自上世嘗顯功名於虞夏，典天官事。後世中衰，絕於予乎？汝復為太史，則續吾祖矣」，強調其子必須繼承的仍是太史公「天官」的職分。史遷於〈天官書〉中提及「上下各千歲，然後天人之際續備。」其既欲以史書「究天人之際」，我們便不能忽略「天官」身分對《史記》撰成可能存在的關鍵催化作用。於本文，筆者試圖重拾史遷天官之身分，並以此作為思考起點，對其「究天人之際」之志進行重探，由此窺見中國天人文化思想之一隅。

關鍵字：史記，天官，天人之際，禮樂，轉型正義

《紅樓夢》人物對話的探索

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摘要

    《紅樓夢》的人物對話反映了人物之間錯綜複雜的關係。本文試圖從社會語言學的角度來探討各種社會因素如何影響稱謂詞的使用。在解釋稱謂詞的感情意義 (expressive meaning) 時，適用於某一個人的語意規律在另一個人身上不見得適用，說話者和聽話者的動態互動比靜態的語意規律更重要。

關鍵字：紅樓夢，社會語言學，稱謂詞，權力，認同

情感、距離與創傷的可讀性：以蕭麗紅《白水湖春夢》 為例

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摘要

  蕭麗紅的《白水湖春夢》，一部「母語文學」的作品，透過不同語言和語域的轉換，以獨特的方式講述戒嚴時期偏鄉鮮為人知的生活經歷。儘管文本統一以漢字書寫，但讀者在字裡行間仍可分辨不同語言的語音。對於傷痛的書寫，只有使用母語，才能夠最真切的去傳達心中的苦。因此，每個讀者會因為個人生命的經歷不同，對閩南語的掌握不同，對於閱讀傷痛書寫時會產生不同程度的情感衝擊。藉由呈現出不同族群與白色恐怖之間的距離，讓讀者重新審視自己的定位。文本中臺灣閩南語與官方中文的混搭，不僅是為了確切傳達那些痛苦的感情，也是為了紀錄當時當地人們使用語言的習慣。如此的設計，可以讓讀者回到戒嚴時期的嘉義漁村的生活記憶中。

關鍵字：臺灣文學，母語文學，白色恐怖，戒嚴，創傷

How do Polish Learners of Chinese as a Second Language Perceive Chinese Characters? A Qualitative Study

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Abstract

The Chinese writing system is considered to be the most difficult aspect of learning Chinese as second language by learners coming from alphabetic language. Some studies suggest that writing is considered difficult by students only at the initial stages of learning, however, there are others that show that writing and reading poses a difficulty no matter the proficiency level.

Studies concerning the development of Chinese writing orthographic knowledge have already been conducted, for example, a study of implicit and explicit learning of orthographic structure of Chinese characters. The results of other studies suggest that three different skills, knowledge of elements, perception of elements, and element application skills do not develop simultaneously with gaining Chinese language competence. The research mentioned above was conducted using quantitative methods, and its results were acquired by means of statistical analysis of the data.

While the quantitative research has shown connections between orthographic knowledge and different aspects of language competence, as well as gave insights into the process of development itself, there is still a need to research the way learners of Chinese as second language perceive and conceptualize the characters themselves. Therefore, I conducted a two-part qualitative study on Polish learners of Chinese as second learners. The first part is a semi-structured interview covering the five main topics: conceptualization of Chinese characters; learners' knowledge about Chinese characters; learners views on Chinese characters; ways of learning Chinese characters; changes in character perception over time. The second part is a set of experimental tasks examining learners' knowledge of the general rules of the Chinese writing system, learners' knowledge of semantic and phonetic elements and their correct position, as well as learning habits and preferred learning strategies.

Keywords: Chinese as a second language, Chinese characters, glottodidactics, orthographic awareness, sonograms

Language as a Reflection of Culture: Chinese Idioms (成語 *Chengyu*) and Polish Proverbs

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Abstract
Culture and language are closely intertwined and shape each other. Idioms and proverbs are not only an important element of a language, but also a "window" through which one can observe and understand the culture of another nation. Traditional methods for teaching a foreign language usually emphasize the importance of language structures, pronunciation and vocabulary learning. The American Council on the Teaching of Foreign Languages (ACTFL) defined language goals in terms of the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities). Hence, it is essential to provide language learners with cultural context and awareness, so that they may obtain native-like language proficiency. In addition, teaching Chinese idioms to Polish university students is an essential and fundamental task, because knowing how to apply Chinese idioms into a formal speech or an academic essay could enhance Polish university students' competence in Chinese on the advanced level. This paper attempts to compare and contrast Chinese idioms and Polish proverbs in terms of their cultural sources and cultural implications in order to reveal the similarities and differences between the Chinese idioms and Polish proverbs.

Keywords: Chinese idioms and Polish proverbs, Chinese learning and teaching, cognitive linguistics, intercultural competence and communication

Teaching Chinese without Character: Constraints and Allowances

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Abstract

The presentation is based on 5 year experience of teaching a course of Chinese without graphic component. The course was designed for both Japanese and Chinese, and was cosponsored by FID fund of Warsaw University. I would like to discuss what are the conclusions of such approach to teaching Chinese. Even though this is usually not welcome by Sinologists, since characters are considered to be an important cultural artefact, the course of a few years of teaching shows, that rearranging the teaching plan may have beneficial effect on language acquisition. There are difficulties and demotivation experienced by the language learners, leading to often giving up after a single semester. Teaching with (limited) use of pinyin, at the same time concentrating enough attention on morphemes and pronunciation speeds up the learning process, and at the same time for people finding learning characters too complicated it eases the process. The resulting course can achieve b1 speaking and listening level in much shorter time. I would like also to analyze possibilities of devising complementing writing course, that would allow better and easier mastering of intermediate Chinese for those who after the non-character course wish to enrich their Chinese. Since the course was set up in order to enable disabled people to learn the language, I would also like to discuss limited yet still valuable experiences of a singular student. During the presentation I would also like to discuss basic technicalities of such a course and also the online experience.

Keywords: Chinese language, language teaching, non-character course design

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Man-Ni CHU, Ph.D.	Graduate Institute of Cross-Cultural Studies, Fu Jen Catholic University, Taiwan **Day 1 - Session 3A: Session for B.A. Students** Commentator for Ms. Małgorzata BIENIEK and Ms. Zuzanna YEVTUSHYK (John Paul II Catholic University, Poland) Topic: *A Comparison of Polish and Standard Chinese Phonological Systems in Terms of Articulation*
Ting-Ting Christina HSU, Ph.D.	Department of Applied Linguistics and Language Studies, Chung Yuan Christian University, Taiwan **Day 1 - Session 3B (in Chinese): Session for B.A. Students** Commentator for Ms. Dominika LEDZIŃSKA (Kazimierz Wielki University, Poland) Topic: *Semiotics of Taiwan's Pride Parades: A Linguistic Landscape Analysis* Ms. Justyna STEFAŃSKA (Kazimierz Wielki University, Poland) Topic: *Complaining Behaviors in Modern Social Media: Analyzing Taiwanese Complaining Strategies on Facebook*

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Liching Livy CHIU, Ph.D.	Graduate Program of Teaching Chinese as a Second Language, National Taiwan University, Taiwan **Day 1 - Session 1: General Linguistics**
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Ting-Ting Christina HSU, Ph.D.	Department of Applied Linguistics and Language Studies, Chung Yuan Christian University, Taiwan **Day 2 - Session 4: Language, Ideology, and Society**
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