# WORKSHOP ON LINGUISTIC THEORY AND LANGUAGE ACQUISITION 2024
# 理論語言學與語言獲得研討會

## Programme and Abstracts
## 議程及摘要

### The Chinese University of Hong Kong
### June 20-21, 2024
### 香港中文大學
### 2024年6月20–21日

**Organizer:**

香港中文大學語言獲得實驗室
Language Acquisition Laboratory
The Chinese University of Hong Kong

Department of
Linguistics and Modern Languages
語言學及現代語言系

# Workshop on Linguistic Theory and Language Acquisition 2024
## 理論語言學與語言獲得研討會

# Contents

## About the Workshop

The Workshop on Linguistic Theory and Language Acquisition 理論語言學與語言獲得研討會 2024 (WOLTLA2024) intends to promote the theoretical study of language and empirical work on language acquisition, with a focus on the languages of East Asia. The two-day event, to be held on June 20-21, 2024 at the Chinese University of Hong Kong, includes 14 invited talks to be delivered by fifteen scholars from China (Mainland, Hong Kong, Macau, Taiwan), Japan, The United Kingdom, and The United States of America.

# Organization

**ORGANIZER**

Language Acquisition Laboratory

Department of Linguistics and Modern Languages

The Chinese University of Hong Kong

香港中文大學語言獲得實驗室
Language Acquisition Laboratory
The Chinese University of Hong Kong

**ORGANIZING COMMITTEE**

Haihua Pan (Chair)

Thomas Hun-tak Lee

Margaret Lei

# Acknowledgments

# Workshop on Linguistic Theory and Language Acquisition 2024
## 理論語言學與語言獲得研討會

**Workshop Programme 研討會議程**

**Date:** June 20-21, 2024
**日期:** 2024年6月20-21日
**Venue:** Lecture Theatre 6, 2/F., Yasumoto International Academic Park, CUHK
**地點:** 香港中文大學康本國際學術園二樓六號演講廳

**June 20, 2024 (Thursday)** 2024年6月20日(星期四)

| | |
|---|---|
| 08:30-09:00 | **Registration 註冊** |
| 09:00-09:20 | **Opening Ceremony 開幕式**<br>**Professor Victor PAN,** *Chairperson, Department of Linguistics and Modern Languages, CUHK*<br>香港中文大學語言學及現代語言系系主任潘俊楠教授<br>**Professor Haihua PAN**, *Director, Language Acquisition Laboratory,*<br>*Department of Linguistics and Modern Languages, CUHK*<br>香港中文大學語言學及現代語言系語言獲得實驗室主任潘海華教授<br>**Group Photo Taking 合照** |
| | **Session 1A 場次1A**<br>(Chair: Professor Yan JIANG 蔣嚴教授) |
| 09:20-10:00 | **Invited Speech I 特邀演講 (一)**<br>Developmental Pathways in Mandarin Polysemy Acquisition: The Cases of *Yao* and *Hui*<br>Professor Hin Tat CHEUNG 張顯達教授 (Asia University 亞洲大學) |
| 10:00-10:40 | **Invited Speech II 特邀演講 (二)**<br>Investigating Early Language Acquisition in Mandarin-Learning Toddlers<br>Professor Xiaolu YANG 楊小璐教授 (Tsinghua University 清華大學) |
| 10:40-11:00 | **Tea Break 茶歇** |
| | **Session 1B 場次1B**<br>(Chair: Professor Victor PAN 潘俊楠教授) |
| 11:00-11:40 | **Invited Speech III 特邀演講 (三)**<br>Intervention Structures in L2 Acquisition<br>Professor Noriko YOSHIMURA 吉村紀子教授 (University of Shizuoka 靜岡縣立大學)<br>Professor Atsushi FUJIMORI 藤森敦之教授 (University of Shizuoka 靜岡縣立大學) |
| 11:40-12:20 | **Invited Speech IV 特邀演講 (四)**<br>The Acquisition of Syntactic Structure<br>Professor Keiko MURASUGI 村杉惠子教授 (Nanzan University 南山大學) |
| 12:20-14:30 | **Lunch 午餐** |
| | **Session 1C 場次1C**<br>(Chair: Professor Xuping LI 李旭平教授) |
| 14:30-15:10 | **Invited Speech V 特邀演講 (五)**<br>兒童句法結構的獲得<br>Professor Jianhua HU 胡建華教授 (Guangdong University of Foreign Studies/<br>Chinese Academy of Social Sciences 廣東外語外貿大學/中國社會科學院) |
| 15:10-15:50 | **Invited Speech VI 特邀演講 (六)**<br>韻律特徵和韻律單位的類型學研究<br>Professor Hongming ZHANG 張洪明教授 (Macau University of Science and Technology/<br>University of Wisconsin–Madison 澳門科技大學/美國威斯康辛大學麥迪遜校區) |

| 15:50-16:10 | **Tea Break 茶歇** |
|---|---|
| | **Session 1D 場次1D**<br>(Chair: Professor Atsushi FUJIMORI 藤森敦之教授) |
| 16:10-16:50 | **Invited Speech VII 特邀演講 (七)**<br>The Neurocognitive Characteristics of Sublexical Orthographic Processing among<br>Ethnic Minority Children in Southwest China<br>Professor Shuo LU 陸爍教授 (Shenzhen University 深圳大學) |
| 16:50-17:30 | **Invited Speech VIII 特邀演講 (八)**<br>Grammatical Complexity and Information Structure in the Narratives of Older Mandarin-Speaking Adults<br>Professor Thomas Hun-tak LEE 李行德教授 (The Chinese University of Hong Kong 香港中文大學) |

**June 21, 2024 (Friday)   2024年6月21日(星期五)**

| 08:30-09:00 | **Registration 註冊** |
|---|---|
| | **Session 2A 場次2A**<br>(Chair: Professor Hin Tat CHEUNG 張顯達教授) |
| 09:00-09:40 | **Invited Speech IX 特邀演講 (九)**<br>從格柵理論認識漢語複數結構的語法語義特徵<br>Professor Yan JIANG 蔣嚴教授 (SOAS University of London 倫敦大學亞非學院) |
| 09:40-10:20 | **Invited Speech X 特邀演講 (十)**<br>Deictic Gestures and Definiteness-Encoding in a Language without Articles<br>Professor Xuping LI 李旭平教授 (Zhejiang University 浙江大學) |
| 10:20-10:40 | **Tea Break 茶歇** |
| | **Session 2B 場次2B**<br>(Chair: Professor Xiaolu YANG 楊小璐教授) |
| 10:40-11:20 | **Invited Speech XI 特邀演講 (十一)**<br>The Syntactic Analysis of Cantonese Negative SFP *Mei6* in Yes/No Questions and<br>Its Implications for Language Acquisition<br>Professor Paul LAW 羅振南教授 (The Chinese University of Hong Kong 香港中文大學) |
| 11:20-12:00 | **Invited Speech XII 特邀演講 (十二)**<br>「又」的語氣用法再分析<br>Professor Yuan SHEN 沈園教授 (Fudan University 復旦大學) |
| 12:00-14:00 | **Lunch 午餐** |
| | **Session 2C 場次2C**<br>(Chair: Professor Shuo LU 陸爍教授) |
| 14:00-14:40 | **Invited Speech XIII 特邀演講 (十三)**<br>A Non-Sentential Analysis of *Haoyige* NP Exclamatives in Mandarin Chinese<br>Professor Yingying WANG 王瑩瑩教授 (Hunan University 湖南大學) |
| 14:40-15:20 | **Invited Speech XIV 特邀演講 (十四)**<br>單調性1和單調性2的關係<br>Professor Zhenyu CHEN 陳振宇教授 (Fudan University 復旦大學) |
| 15:20-15:30 | **Closing Remarks 閉幕式**<br>**Professor Thomas Hun-tak LEE**, *Deputy Director, Language Acquisition Laboratory,*<br>*Department of Linguistics and Modern Languages, CUHK*<br>香港中文大學語言學及現代語言系語言獲得實驗室副主任李行德教授 |

# Bio-Sketches of Invited Speakers

**Zhenyu CHEN**  陳振宇

陈振宇，1968 年生于四川省成都市，复旦大学中国语言文学系教授，博士生导师。研究方向为汉语语法学、计算语言学、理论语言学、语义学、语用学。已出版专著 6 部：《时间系统的认知模型与运算》、《疑问系统的认知模型与运算》、《汉语的小句与句子》、《汉语的指称与命题》、《逻辑、概率与地图分析》和《言语行为的逻辑——汉语语义与语用的接口研究》。在《中国语文》《语言科学》《世界汉语教学》《语言教学与研究》《当代语言学》《当代修辞学》《汉语学习》《语言研究集刊》《语法研究和探索》等期刊、集刊及论文集中正式发表学术论文一百一十余篇。广泛吸收中国结构主义、功能学派、认知学派、形式学派、语言类型学、逻辑语义学及语用修辞学的理论和方法，吸纳汉语描写语法、语法化、语体分析、方言语法研究的成果，在汉语语法、语言类型学、汉语计算研究以及语言学理论方面做了大量的工作。研究范围涉及汉语句法的层次结构与类型学地位，信息价值和完句性，命题的语义学结构，以及时间、疑问、否定、情态、指称、量化、感叹、立场、事实、叙实、预期等诸多汉语语义范畴和语用语法范畴的研究。

**Hin Tat CHEUNG**  張顯達

Hin Tat CHEUNG is currently a Chair Professor in the Department of Audiology and Language Pathology at Asia University. He has been conducting research in both first/ second language acquisition and developmental language disorders. Additionally, he has been collaborating with researchers and professionals from different disciplines to investigate the language acquisition process in learners from diverse backgrounds, as well as those with special education needs. Before joining Asia University, he held several leadership roles at the Education University of Hong Kong, where he served as the founding head of the Department of Linguistics and Modern Language Studies. Prior to his tenure at the Education University of Hong Kong, Hin Tat CHEUNG also served as the Director of the Audio-Visual Educational Center and Chair of the Graduate Institute of Linguistics at National Taiwan University. Furthermore, he served the linguistics community in Taiwan as the President of the Linguistics Society of Taiwan from 2007 to 2009.

**Atsushi FUJIMORI  藤森敦之**

Atsushi FUJIMORI received his MA degree in Linguistics from the University of Shizuoka, Japan, in 2001, and his PhD degree in Linguistics from the University of British Columbia, Canada, in 2011. He has been engaged in instructing English to undergraduate students for over ten years while empirically studying second language acquisition in Japan. He joined the Language and Communication Research Center at the University of Shizuoka as an associate professor in 2018, and he became a professor in 2022. He has been serving as the director of the language center since 2019, overseeing the university's English education. His research interests range from L2 acquisition at syntax-interfaces to language pedagogy. He has been engaged in collaborative research with Professors Noriko Yoshimura and Mineharu Nakayama on the syntax-discourse interface. In 2022, their joint research presentation at J-SLA received the Best Oral Presentation Award. He served as the Editor-in-Chief of the Central Japan Linguistic Society from 2016 to 2019.

**Jianhua HU  胡建華**

胡建华，语言学博士，广东外语外贸大学外国语言文学学科建设云山工作室首席专家，中国社会科学院语言研究所二级教授，国务院政府特殊津贴专家，上海外国语大学语言研究院学术委员会主任，澳门科技大学国际学院访问教授，国家社会科学基金重大项目"儿童语言发展的行为学和脑机制研究及临床应用与数据库建设"首席专家。曾任《当代语言学》主编，当代语言学研究室主任，国际中国语言学学会执行秘书长。

研究领域涉及句法语义学、儿童语言获得与认知发展、心理语言学、理论语言学、语用学、跨语言比较句法、上古汉语句法等。论文刊于 *Nature Human Behaviour*、*Linguistics*、*The Linguistic Review*、*Journal of Pragmatics*、*Lingua* 以及《中国语文》《当代语言学》《外语教学与研究》《世界汉语教学》《外国语》《现代外语》《语言教学与研究》《语言研究》《语言科学》《汉语学报》《外语研究》《外国文学》等期刊。最近出版的著作有：《形式句法研究——走向新描写主义》（商务印书馆，2024），*Prominence and Locality in Grammar: The Syntax and Semantics of Wh-Questions and Reflexives* （Routledge, 2019），*Interfaces in Grammar* （Hu Jianhua & Pan Haihua (eds.), John Benjamins, 2019）。

**Yan JIANG　蔣嚴**

Yan JIANG is senior lecturer of Linguistics and the Languages of China, School of Languages, Cultures and Linguistics, SOAS University of London, where he currently teaches modules in general linguistics and English-Chinese translation. He is also admission tutor for doctoral students in linguistics.

**Paul LAW　羅振南**

Paul LAW studied linguistics at UCLA and MIT. He worked as a researcher in University of Quebec at Montreal from 1991 to 1994 and at Zentrum fuer Allegmeine Sprachwissenschaft in Berlin, Germany from 1994-2007. He taught at the City University of Hong Kong from 2008-2020. His interests are syntactic theory, the interfaces between syntax, morphology, semantics and phonology, as well as cognition. He has worked on Romance, Germanic, Austronesian, Naxi, Vietnamese and Chinese languages.

**Thomas Hun-tak LEE 李行德**

Thomas Hun-tak LEE received his Ph.D. in Linguistics from UCLA. His research interests lie in language acquisition and syntax/semantics, with particular reference to issues of learnability and the first language acquisition of Cantonese and Mandarin. His publications have focused on children's understanding and use of logical structures, and their implications for language and cognitive development. He led the construction of the Hong Kong Cantonese Child Language Corpus (CANCORP) and the Chinese Early Language Acquisition (CELA) corpus, and is on the editorial boards of a number of journals, including *Contemporary Linguistics*, *Journal of East Asian Linguistics*, and *Language Acquisition*.

**Xuping LI 李旭平**

Xuping Li holds a Ph.D in theoretical linguistics and currently serves as a professor and doctoral supervisor at the College of Literature, Zhejiang University. He obtained his Ph.D from Bar-Han University, Israel, where he studied from September 2006 to June 2011. Since December 2019, he has been a Professor at the College of Literature, Zhejiang University, after serving as an Associate Professor from December 2013 to November 2019. His research primarily focuses on Theoretical Linguistics, specifically in the areas of semantics and syntax.

**Shuo LU  陸爍**

Shuo LU is currently a professor in the College of International Studies, Shenzhen University, Shenzhen, China. She is also the Head of the Department of English, Shenzhen University and the Director of Neurolinguistics Laboratory, Shenzhen University. Her research interests lie in language acquisition, language disorder, neural development, and brain functional network. She is a leading researcher of a Major Project of the National Social Fund of China, and has published over 40 research papers as first or corresponding author in *NeuroImage*, *Frontiers in Neuroscience*, and *Cerebral Cortex*.

**Keiko MURASUGI  村衫惠子**

Keiko MURASUGI was born in Nagano, Japan and received BA and MA from Tsuda College in Tokyo, where she became interested in language acquisition. She continued her studies at the University of Connecticut, specializing in the acquisition of syntax. After completing her Ph.D. in 1991, she taught at Kinjo Gakuin University in Nagoya, Japan for seven years and then, moved to Nanzan University, also in Nagoya. She is currently a professor of linguistics in the Faculty of Global Liberal Studies there.

She has worked on syntax and the acquisition of syntax, and has recently published papers on mimetics and the syntax of Japanese dialects as well. Her recent publications include "Root Infinitive Analogues in Child Chinese and Japanese" (in *Chinese Syntax in a Cross-Linguistic Perspective*, Oxford University Press, 2014), "Children's 'Erroneous' Intransitives, Transitives and Causatives" (in *Transitivity and Valency Alternations: Studies in Japanese and Beyond*, Mouton de Gruyter, 2016), "The Structure of Mimetic Verbs in Child and Adult Japanese" (in *Ideophones, Mimetics and Expressiveness*, John Benjamins, 2019), "Parameterization in Labeling: Evidence from Child Language" (*The Linguistic Review* 37, 2020), and "Binomial Adjective doublets in Japanese: A Relational Morphology Account" (*Morphology* 32, 2022).

**Yuan SHEN 沈園**

沈園，復旦大学英文系教授，博士生导师。主要研究方向为语义学。论文发表于《中国语文》、《当代语言学》、《现代外语》等期刊；论著有《形式语言学新发展研究》（和程工教授合著）、《句法-语义界面研究》和 *The Semantics and Pragmatics of Bare Noun Phrases in Chinese* 以及《中华汉英大词典》（上）（执行主编）；译著有《语义学》（下）等。入选教育部新世纪优秀人才支持计划、哈佛－燕京学社访问学者项目等。曾获第五届高等学校人文社会科学研究优秀成果著作奖、上海市第九届哲学社会科学优秀成果著作奖、第二十二届浙江省哲学社会科学优秀成果奖（基础理论研究）。语言学课程（团队核心成员）被评为上海市精品课程，获上海市教学成果奖。

**Yingying WANG 王瑩瑩**

Yingying WANG is a professor in the College of Foreign Languages at Hunan University. Before joining Hunan University, she taught in the philosophy department at Sun Yat-sen University and worked as a research fellow in linguistics at City University of Hong Kong. She holds a Ph.D. from Sun Yat-sen University. She has published academic papers in journals such as *Language*, *Natural Language & Linguistic Theory*, *Journal of Semantics*, and *Lingua*. Her primary research interests lie in semantics and pragmatics.

**Xiaolu YANG  楊小璐**

YANG Xiaolu, Professor of linguistics of the Department of Foreign Languages and Literatures of Tsinghua University, and Director of the Language Acquisition Lab. Her primary research interest is syntactic and semantic development of Mandarin-speaking children and her previous work spans acquisition of various forms and structures in Mandarin Chinese, including focus and scalar particles, functional categories, control structures, classifiers, unaccusativity, wh-questions and so on, using naturalistic observations and experimental methods. Taking a linguistic approach to the study of child language, she attempts to explore the interaction of universal grammar and language-specific grammars as well as the relation between linguistic and cognitive development. Currently she is working on early language acquisition of syntax and semantics in Mandarin-learning toddlers. Her work has been published in international journals and journals in China and also in international conferences such as BUCLD and GALA. She has authored two books and is PI of three projects supported by the National Social Science Fund of China.

**Noriko YOSHIMURA  吉村紀子**

Noriko YOSHIMURA obtained her MA and PhD in Linguistics from the University of Southern California, USA. She taught linguistics and conducted English teacher training programs as a full-time professor at the University of Shizuoka. She is currently a visiting professor at the University of Shizuoka in Shizuoka and Kokushikan University in Tokyo. Her research interests include English-Japanese comparative syntax, second language acquisition, and educational linguistics. She serves as the Secretary General for the Central Japan Society of Linguistics and sits on the advisory board for the Japan Second Language Association. She has co-authored numerous journal papers with Mineharu Nakayama and Atsushi Fujimori, one of which received the Oral Presentation Award from the Japan Second Language Association in 2022.

**Hongming ZHANG 張洪明**

張洪明，語言學博士，國家教育部長江學者講座教授，澳門科技大學國際學院院長，兼任教育發展中心總監。張洪明先後在復旦大學和加州大學聖地牙哥分校獲學士、碩士和博士學位；曾先後在復旦大學、聖地牙哥梅莎學院、新加坡國立大學任教，並於 1994 年起執教美國威斯康辛大學麥迪遜分校；2022 年 1 月正式擔任澳門科技大學國際學院院長，兼任教育發展中心總監。

主要研究領域為漢語語言學、音系學、語音與語法的界面關係、歷史語言學、比較詩律學、第二語言教學、國際漢語教育等。

# Abstracts

# 单调性 1 和单调性 2 的关系

陈振宇[1]　刘承峰[2]

*复旦大学[1]，华东师范大学[2]*

单调性 1，指 Schwarzschild（2002）用 monotonic property 和 non-monotonic property 来讨论的问题。王媛、罗琼鹏（2017）进行了介绍，并译为"单调性"和"非单调性"。王、罗说"如果某个体是'三本书'，那么其子部分就不能是'三本书'，其数量要小于 3；……如果某杯水是 60 度的，那么这杯水的每个子部分都是 60 度的"。前者称为单调的数量，后者称为非单调的数量。

单调性 2，指广义量词理论关于命题之间蕴涵关系的论述，包括左/右单调性。

1）单调性 1 的理论存在瑕疵，需要扩展：

①设事件为 E，它的论元（按照事件语义学，也包括事件论元）为集合{A, B, C, ……}，其中每一个为一组论元，因为这一组论元可以有多个取值。

②现在考察其中的两个特定论元，暂时记为"X"和"Y"，它们都是集合{A, B, C, ……}的成员。给予 X 组论元两个取值 X1、X0，且它们有集合关系：X1⊂X0，意为 "X1 是 X0 的真子集" 或者 "X1 是 X0 的部分"，这其实就是说 X1 是从 X0 分割的一个部分，而 X0 是 X1 和其他某个 X 论元加合的产物。

③与 X0 一起参与事件的 Y 组论元取值为 Y0，与 X1 参与事件的 Y 组论元取值为 Y1，形成 "E（X0，Y0）" "E（X1，Y1）" 投射关系。

共有四种关系：

I. Y1⊂Y0。如两杯水一共四升，减少一杯，则一定小于四升（如可能只有三升）。

II. Y1⊃Y0。如在某一机构，任务五个人干，需要 10 天，减少一个人后，4 个人需要 12.5 天。

III. Y1=Y0。如水是六十五度，减少水量，或从中拿出一部分，都依然是六十五度。

IV. Y1 取值不确定，Y1⊂Y0、Y1=Y0、Y1⊃Y0，三种情况都可能。例如求平均值，西太平洋海水的平均水温（某个特定的时候）为 14 度，从中选取一个部分，如台湾岛东部海水的平均水温，可能大于也可能小于也可能等于 14 度。

单调性 1 和单调性 2 的关系：

首先，左单调 2 由算子直接句法管辖，施加语义作用，且仅当该成分是分配解读时，才具有左单调性 2。

其次，右单调 2 受到单调性 1 的控制：仅当事件中所考察的论元之间是上面的 I 或 II 时，才具有右单调 2；如果是上面的 III 或 IV，不具有右单调 2。

I.在买书的事件中，{数学书}⊂{书}，根据第 I 种，{买数学书的三班同学}⊆{买书的三班同学}，由此推出：|买数学书的三班同学|≤|买书的三班同学|。于是有：

三班至少五个同学买了数学书➡三班至少五个同学买了书（单调上升 [2]）

由左边条件得：5≤|买数学书的三班同学|≤|买书的三班同学|

由传递律得到：5≤|买书的三班同学|，得证。

II.在完成任务的事件中，{三组一小组}⊂{三组}，根据第 II 种，{三组一小组完成任务需要时间}⊇{三组完成任务需要时间}，由此推出|三组一小组完成任务需要时间|≥|三组完成任务需要时间|。于是有：

三组要完成任务需要至少 10 天➡三组一小组要完成任务需要至少 10 天（单调下降 [2]）

由左边条件得：|三组一小组完成任务需要时间|≥|三组完成任务需要时间|≥10

由传递律得到：|三组一小组完成任务需要时间|≥10，得证。

可以看到第 II 种的右单调性 2 与第 I 种方向正好相反。

III.在水温的例子中，{水池左边的水}⊂{水池的水}，根据第 III 种，|水池左边的水的温度|=|水池的水的温度|。于是有：

水池的水的温度是六十五度↔水池左边的水的温度是六十五度

IV.在（平均）网速的例子中，{沈阳}⊂{中国}，根据第 IV 种，沈阳的网速与中国的网速可以有大于、等于、小于关系，所以无法确定，故所有蕴涵关系都不成立：

中国的平均网速至少在 110Mb/S 以上/➡沈阳的平均网速至少在 110Mb/S 以上

沈阳的平均网速至少在 110Mb/S 以上/➡中国的平均网速至少在 110Mb/S 以上

## The Relationship between Monotonicity1 and Monotonicity2

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# Developmental Pathways in Mandarin Polysemy Acquisition: The Cases of *Yao* and *Hui*

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This presentation reports on the acquisition of "yao" (要) and "hui" (會), which share three basic meanings: (1) the ability to do something (dynamic), (2) the promise or permission of an act (deontic), and (3) the judgment of the possibility of a future event (epistemic). Analysis of spontaneous language samples from three children aged between 18 months and 42 months shows that children primarily use "yao" to express three functions in sequence: (1) expressing needs or desires (dynamic), (2) describing obligations or the necessity of events (deontic), and (3) inferring the occurrence of an event (epistemic). The acquisition of "hui" follows a similar developmental pathway, with distinct nuances in the structural patterns employed. The acquisition pathways of "yao" and "hui" are closely related to the development of children's control of structural patterns as well as their social cognition. Children expand the use of "yao" and "hui" from one function to another by leveraging already mastered grammatical structures. The progression to express obligations or the necessity of events mirrors the frequency of adults using this function, revealing the role of adult input. In summary, the developmental pathways revealed in the acquisition of the polysemous "yao" and "hui" demonstrate an intriguing interplay between the linguistic domain and social cognition, contributing to the current research framework in first language acquisition by highlighting the integrated roles of linguistic structures and social cognitive development.

# 儿童句法结构的获得

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　　本文根据三名北京普通话儿童 0;11 至 3;1 的自然产出语料，从普遍语法的角度，探究早期儿童句法结构的获得与发展机制。本文的研究发现，儿童在独词阶段时，就开始外显（externalize）其内在的抽象句法结构；实词的产出是 VP 结构的外显，而叹词的产出则是 CP 结构的外显。在双词和多词阶段，儿童内在 CP 层内的成分会比内在 IP 层内的成分更早地外显。前者外显为句末语气词，后者外显为体貌助词或情态助动词。儿童优先外显 CP 层的句末语气词与 VP 层的动词或名词，并以此二者构建所谓的双词句。本文的研究显示，儿童句法结构的外显或浮现，是一个从两端（CP 层和 VP 层）向中间（IP 层）双向生长的过程。这一双向生长过程不仅符合汉语儿童语言发展的特点，也得到德语、西班牙语、意大利语、希腊语等形态丰富语言的儿童产出语料的支持。

## The Growth of Children's Syntax

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This paper investigates the early acquisition of syntactic structures based on longitudinal data from three Beijing Mandarin-speaking children aged between 0;11 and 3;1. It is found that children at the single-word stage could use nouns, verbs and interjections, which may be taken as evidence instantiating their acquisition of VP and CP respectively. It is also found that children at the two-word stage begin to combine sentence-final particles with VP elements, whereas IP elements such as aspect markers and modal auxiliaries appear later at the multi-word stage. These facts show that VP and CP emerge earlier than IP in children's language development, as predicted by the Bidirectional Growth Model of Child language acquisition (Hu, 2016).

# 從格柵理論認識漢語複數結構的語法語義特徵

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　　漢語的語法語義結構呈現出自身的獨特性，尤其體現在其表面上形態和標記的貧乏性、語法標記的可選性和貌似的重疊性。一個突出的案例就是對"都"字句的刻畫，包括"都"的邏輯語義及其與漢語複數語義的關係，以及"都"與"每"的共現現象。對這些問題的研究方興未艾，出現了你方唱罷我登場的熱鬧場景。我們的進路是對漢語語義結構做更形式化的研究，也期望在形式語義方面有新的發現。

　　我們借鑒代數語義學的思路，從布爾代數、有窮偏序、海瑟圖、格柵及相關的並、交關係來刻畫漢語的複數語義。在這個總體研究框架下，我們這次的發言只談一個具體的問題，那就是複數語義為什麼應該如 Link 所說，是一個只有並、沒有交的無底半格（bottomless semi-lattice），這麼說到底有什麼理論依據。然後我們分析一些新近論述，這種新論述試圖用對交–並的編碼來解釋"每"–"都"的共現。我們的結論是：Link 的說法仍是正確的：複數結構並不存在"交"，但是也有辦法借用"交"這個概念來分析某些結構的語義特徵。

## The Syntax and Semantics of Chinese Plurals: A Lattice-Theoretic Analysis

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Chinese exhibits many unique syntactic and semantic features, such as its paucity in inflectional morphology and grammatical markers which, while often optional, are sometimes also allegedly redundant. A case in point concerns the characterization of sentences containing "dou" (all), including its logical meaning, its relationship with Chinese plurals in general, and the co-occurrence of "dou" with "mei" (every). These issues continue to attract attention, resulting in an ever-increasing volume of publications.

Looking at Chinese plurals in terms of algebraic semantics requires us to familiarize ourselves with the notions of Boolean algebra, PO-set, Hasse diagrams, lattices and the related notions of join and meet. Within this framework, we explore a specific issue in this talk: why is plural meaning structurally represented as bottomless semi-lattices with join but no meet? Contrary to some recent studies which propose to resort to the notion of meet to account for the "Mei"…… "dou" co-occurrence, we agree with Link's original proposal that plurals do not involve meet, unless we take meet to mean the sharing of semantic features.

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# The Syntactic Analysis of Cantonese Negative SFP *Mei6* in Yes/No Questions and Its Implications for Language Acquisition

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The paper investigates the syntactic structure of yes/no questions with sfp *mei6* in Cantonese. It systematically compares it with negation *mei6* and supports the majority view that they are coordinate structures with deletion of the predicate in the second conjunct. It thus follows immediately that negative sentences with *mei6* and yes/no questions with sfp *mei6* should share some similarity, e.g., the implication that the event expressed by the sentence without *mei6* is expected to take place. Their differences on the negative sentences but not on the yes/no questions, e.g., aspectual restrictions, some apparent instrumental adjuncts, are not due to the two being different categories as suggested by Tang (2022), but can be resolved by a less stringent condition on deletion than what has heretofore been proposed. The deleted predicate need not be completely identical to the antecedent predicate. All that is required is that the head of the deleted predicate be the same as that of the antecedent predicate. The analysis affords a unified account of *mei6* and requires no assumption specific to yes/no questions or sfp *mei6*.

The implications for language acquisition are that yes/no questions with sfp *mei6* should emerge not later than the mastering of *mei6* in negative sentences, coordinate structures and predicate deletion. This is in sharp contrast with the prediction of the view that the two *mei6*s are different categories, for which they may be developed independently, i.e., negative *mei6* may emerge earlier or later than sfp *mei6*. Whether the prediction is borne out awaits future empirical study, however.

# Grammatical Complexity and Information Structure in the Narratives of Older Mandarin-Speaking Adults

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The language of older adults has been characterized by the use of shorter sentences and simpler syntax in their discourse production (Shadden 1997, Kemper 2015, Kreuz and Roberts 2019), phenomena attributed to limitations of working memory capacity and executive functions (Cheung and Kemper 1992; Kemper 2009). Older adults show lower rates in clause complexity and left-branch embedding (Kemper et al 1989, 1990; Kemper and Sumner 2001; Kemper, Thompson and Marquis 2001). Earlier studies have also produced conflicting findings, with some failing to confirm a clear decrement in syntactic complexity or a vocabulary advantage in older adults (Cooper 1990; Nippold, Cramond and Hayward-Mayhew 2014; Capilouto, Wright and Maddy 2015). The issue whether older and younger adults differ in how information structure is expressed has hitherto been investigated in the context of pronouns (Hendriks et al 2008).

In this exploratory study of language and aging, we examine the narrative production of two groups of Mandarin-speaking adults: a group of older adults (N=33, age range=59-81, mean age=66.7) and a group of university students (N=32, age range=17-26, mean age=19), using the Pear Stories task (Chafe 1980). The following research questions are addressed: (1) Do older adults show a reduced linguistic complexity when compared to younger adults in their use of modals, quantifiers, classifiers, clause embedding structures, and non-canonical word order? (2) Do older adults differ from younger adults in their use of NP form and word order with respect to information status? The narrative production of each subject was examined with respect to use of words (type/token), verbs, quantifiers, modals, and classifiers; use of sentential adjuncts, relative clauses, clausal complements, BA-construction, and passives. The distributions of bare noun phrases and numeral phrases were analyzed with reference to information status (first mention vs. prior mention) and word order (preverbal vs. postverbal).

It was found that older adults differed significantly from younger adults in producing shorter sentences and showing lower rates in their use of quantifiers, classifiers, relative clauses, clausal complements, and non-canonical word orders, reflecting a generally reduced grammatical complexity. The two age groups show similar patterns in how they use bare NPs for anaphoric reference and numeral phrases for referent introduction. However, they show notable differences in how they use bare nouns for referent introduction and numeral phrases for anaphoric reference.

# Deictic Gestures and Definiteness-Encoding in a Language without Articles

Xuping Li

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Mandarin Chinese, which is an articleless language, makes use of demonstratives and bare nouns to make definite references, but it is straightforward to us how these two verbal forms are semantically distinguished from each other. It is argued that the more cognitive salient a referent is, the simpler referential expression is preferred over more complex forms (e.g. it > the NP > demonstrative NP). There is ample evidence showing that deictic gestures (e.g. pointing) are commonly used with demonstratives to construct joint attention to make referents more salient. In this study, we testify whether such hierarchy of referential expressions also holds for Mandarin and how deictic gestures influence referential choices. An experimental study and a follow-up corpus study were conducted on Mandarin bare nouns and demonstrative phrase. The results reveal a more complex picture: deictic gestures can accompany both bare nouns and demonstratives in Mandarin when a referent is not salient enough; bare nouns are preferred when joint attention is achieved on a referent, while demonstratives are used to establish new joint attention. We conclude that definiteness in Mandarin is encoded by a hierarchy of verbal forms that can further be assisted by deictic gestures and joint attention.

## The Neurocognitive Characteristics of Sublexical Orthographic Processing among Ethnic Minority Children in Southwest China

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China is a multi-ethnic nation, where the development of literacy abilities among ethnic minority children typically faces unique challenges, due to factors such as the mismatch between mother tongue and the language of literacy education, the language status, attitudes, and family support in multilingual communities. The Southwest region is one of the most representative areas in China where ethnic minorities reside. This study utilizes behavioral assessments as well as neurocognitive techniques to investigate the characteristics of literacy ability development and the sublexical orthographic processing of Chinese characters of elementary school children in this region.

**The behavioral examination** utilized the "The Literacy Development Test Scale for Chinese School-age Children" to comprehensively assess literacy abilities, including overall literacy skill, Chinese character recognition, text reading, Chinese character writing, text writing, and more fine-grained dimensions. The study included a total of 3096 children from grades 1-6 from Liuzhou and Hechi City, Guangxi province. The findings revealed a significant urban-rural gap, with the rural ethnic minority children lagging behind for at least 2 grades in literacy development. Besides, a gap between ethnic majority and minority children were also found, mostly in rural areas. The detailed analyses further indicated that in the lower grades, Chinese character recognition and writing lagged behind for Zhuang children compared to Han children, while in the fourth and sixth grades, sentence reading were behind for Zhuang children.

These results from behavioral examination underscore the importance of focusing on the Chinese character recognition abilities of ethnic minority children in the lower grades. Thus, we further utilized **eye-tracking and HD-EEG to examine the neurocognitive characteristics** of the most fundamental process in Chinese character recognition, i.e., the sublexical orthographic processing in the two groups. Results revealed the following: 1. In typically developing (TD) children, ethnic minority children displayed a noticeable lag in primary visual processing abilities, tending to utilize lower-level processing strategies in simple tasks. 2. Among ethnic minority children, the differences between children with dyslexia and TD children were less pronounced compared to the differences between Han ethnicity children with and without dyslexia. There were no differences in primary visual processing abilities between minority children with dyslexia and TD children; yet the distinctions were evident in processing strategies. 3. The processing strategies of ethnic minority children with difficulties were less efficient compared to Han ethnicity children with difficulties.

These findings suggest that the reading difficulties of children with challenges are primarily manifested in primary visual processing (basic recognition abilities), indicating a systematic lack of foundational neural sensitivity and less efficient processing strategies. This shed lights on the importance of focusing on the development of basic recognition abilities in minority children in

lower grade levels such as understanding character spatial structures, component recognition, component understanding, and character formation principles.

# The Acquisition of Syntactic Structure

Keiko Murasugi

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How do children acquire syntactic structure? Children at around the age of two produce main declarative in a non-finite form or Root Infinitives, and child grammar around then allows the choice of optionally truncated structures. The Truncation Hypothesis (Rizzi, 1993/1994, Murasugi 2020) naturally explains the bottom-up process in the acquisition of syntactic structure. Murasugi (2014), in "Inquires into Linguistic Theory and Language Acquisition- Paper offered to Adriana Belletti" argues, however, that during the RI stage, very young Japanese-acquiring children produce sentence-final discourse particles (SFDPs) even on the truncated structure, and proposes a possible top-down process found in the acquisition of phrase structure. In this paper, we reanalyze the two processes, bottom-up and top-down, in the acquisition of syntactic structure, under the minimalist programme in generative grammar. Because SFDPs that children employ are independent words and have no selectional restriction and they create head-complement structures, if children are equipped with the universal labeling mechanism for {X, YP} structures at RI stage, it is not surprising that SFDPs are acquired early. I will argue that this is consistent with Murasugi's (2020) conclusion that the difficulty children face at the RI stage is at least in part the labeling of {XP, YP} structures.

# 「又」的语气用法再分析

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　　传统汉语研究一般认为"又"除重复、加合的基本意义外还表达语气，后者又分转折、加强否定、加强反问三种情况。围绕"又"加强语气的用法有不少分歧。关于语气加强的途径是通过否定某个典型或极端条件、否定语境预设还是否定结论成立的前提条件，说法不一（彭小川 1999，马真 2001等）；对语气加强的本质是加强结论语气、增强可信性抑或是"辩驳"（吴中伟 1999，丁声树 1961），看法也不确定。但在加强语气用法和重复、加合义关联这一点上学者们意见比较一致（邵敬敏、饶春红 1985等）。

　　形式语义学界对again的研究一般分重复义、恢复义等（Patel-Grosz and Beck 2019，Zwarts 2019）。"又"显然也具有"恢复义"。汉语"又"是否还有其他解读，语气表达用法是否有可能和"恢复义"或其它解读存在关联，这些问题并未得到探索。

　　本文试图说明，汉语"又"还有一种独特的"撤销义"。测试倾向于支持"又"这一解读的存在。在具体刻画"撤销义"语义的基础上，本文试图阐明"撤销义"对"又"的语义分析尤其是语气用法分析的价值。"撤销义"不仅可以解释辩驳语气的由来，还可以解释与"又"语气用法关联的尚未被讨论的现象。

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# A Non-Sentential Analysis of *Haoyige* NP Exclamatives in Mandarin Chinese

Yingying Wang

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The Mandarin exclamative structure *haoyige* NP is often treated as a construction in Goldberg's (1995) sense (Hei Weiqiang 2014; Lei Dongping 2012; Yin Hailiang 2014; Wang Xiaoling 2008). Recently, some scholars like Yang (2017) and Zhang (2020) have argued that such a structure can be derived in generative grammar. Especially, according to Zhang's (2020) more sophisticated analysis, *haoyige* NP is a predicate of a full sentence with a null subject, i.e. $[_{FP}[_{F}{}^{0[+V]}$ hao+yi+duo$][_{DP}[_{D}{}^{0}$ ~~hao+yi+duo~~$][_{CLP}$ ~~hao+duo~~$[_{NP}[_{DegP}[_{Deg}{}^{0}$ ~~hao~~$][_{AP}$ meili-de$]][_{NP}$ moli-hua$]]]]]$. More specifically, *hao* is an expressive intensifier (EI) base-generated at the head of DegP and undergoes a Deg-to-D head movement, similar to the German External Degree Modification Construction (EDC) such as *total die coole Party* (cf. Gutzmann and Turgay 2015). Moreover, the head cluster *haoyige* moves further out of DP to the position of the null copula, hence possessing the feature [+V], unlike its German counterpart. The null subject is a new type of obligatorily silent subject, parallel to the type of null subject found in imperatives and exhortatives. In this paper, we provide a series of evidence to show that Zhang's analysis is problematic. The main problems are as follows: (i) The Deg-to-D movement of *hao* is not well-motivated, as the indefinite article *yi* lacks the feature "expressivity [+ex]", unlike the German definite articles; (ii) *Hao* is not used as an EI here: for one thing, *hao yige nianqing de bojue xiaojie* 'what a young countess' does not necessarily express the speaker's attitude towards the high degree of the countess's youngness; for another, the adjective associated with the noun in NP can be non-gradable, e.g., *hao yige heiqiqi de yewan* 'what a dark night'. Due to this, we propose that *hao* in such a structure should be treated as an exclamative marker. Moreover, to give a formal analysis of this structure, we adopt Al-Bataineh's (2023) non-sentential analysis of exclamatives, according to which ExclPs are asymmetrical small clauses selected by Excl head. It shows that this analysis accounts for the peculiarities of *haoyige* NP exclamatives.

# Investigating Early Language Acquisition in Mandarin-Learning Toddlers

Xiaolu Yang

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Early language acquisition research raises many intriguing questions such as whether children have abstract knowledge of language early in development and what factors determine the acquisition of abstract knowledge. In this talk, we report findings from experimental studies of early language acquisition by Mandarin-learning toddlers using the Intermodal Preferential Looking Paradigm (IPLP) and the Visual Fixation Paradigm. We will show that toddlers are sensitive to the agreement relation between two elements in the sentence (e.g. the semantic agreement between classifiers and nouns) and this sensitivity facilitates on-line sentence processing. We will also demonstrate that toddlers are aware of the subtle differences between verbs types (e.g. the unaccusative-unergative distinction) and that syntactic as well as semantic cues in the input will lead to successful learning of novel verbs of different types. These findings will be discussed with respect to their implications for the initial state of language acquisition and the role of input in language acquisition.

## Intervention Structures in L2 Acquisition

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In this talk we will discuss L1 Japanese L2 English learners' acquisition of three intervention structures in English: object relative clause (ORC), subject control (SC), and raising *seem* (SR) constructions (1). These constructions exhibit a structural effect of locality on the filler-gap relation or an intervention effect in the framework of featural Relativized Minimality (RM) (Friedmann et al., 2009,). In each construction an anaphoric relation between the matrix subject and its gap (   ) is disrupted by the intervener, *the dog*, *Susan*, or *Mary*. Studies in L1 and L2 acquisition generally find that due to this intervention/RM effect, ORC, SC, and SR are harder to comprehend and produce than its counterparts, SRC (subject relative clause), OC (object control), and SR without an experiencer (2) (Belletti et al. 2012, Hirsch & Wexler 2008, Xia et al. 2022).

(1)  a.  ORC:  <u>The girl</u> that the dog is kissing
     b.  SC:  <u>Hanako</u> promised Susan      to join the tennis team.
     c.  SR:  <u>John</u> seems to Mary      to be happy.
(2)  a.  SRC:  <u>The girl</u> that      is kissing the dog.
     b.  OC:  Hanako told <u>Susan</u>      to join the tennis team.
     c.  SR:  <u>John</u> seems      to be happy.

Our experimental results have revealed that Japanese EFL learners show early understanding of the ORC and the SC constructions, but late understanding of the SR construction (Nakayama & Yoshimura 2020, Yoshimura & Nakayama 2019). To account for this intervention asymmetry in L2 acquisition, we argue that relativization and the control structure in Japanese induce hierarchical structures on par with those in English. Therefore, the learners have acquired a way of avoiding intervention during the process of acquiring the equivalent structures in their native language. L1 grammatical knowledge helps nullify the intervention effect in L2 acquisition (Fujimori et al. 2022, Yoshimura et al. 2023). On the other hand, it takes time for them to overcome the effect in the SR structure with a specific strategy because Japanese does not have a construction similar to it. Cross-linguistic influences, either positive or negative, are critically evident in the acquisition of intervention structures in L2 acquisition.

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## 韻律特徵和韻律單位的類型學研究

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　　韻律特徵的類型學性質與人類語言的韻律層級單位密切相關，其完整的韻律單位清單包括各個不同的層次，諸如韻素、音節、音步/音塊、韻律詞、黏附組，音系短語，語調短語和話語。任何特定語言的韻律單位可以在韻律層級結構的不同層次上找到表達，這是普遍語法的一部分。但特定語言不一定包括韻律層級結構上的所有單位，這是語言類型學的表現。特定語言編碼的韻律單位集取決於該語言是否具有定義這些韻律單位的參數。以"音步"為例，它是一個與二元凸顯節律對比相關的重音語言韻律層級結構單位；與重音相關的參數特徵包括凸顯性、可預測性、節律性、累積性、層級性等。然而，作為一種沒有音系學意義節律二元對立的聲調語言，漢語在詞層面沒有結構性、範疇化的重音。輕聲並不等同於非重音音節。與其他聲調相比，輕聲的音系表現是聲調變化過程，如延展、降階、升階、下浮、浮游、調階、變調、中和等。與重音音節相對，非重音音節是節律運作過程，如抑揚、揚抑、衝突，抵觸、行合併等。詞層面的輕重音也非句層面的輕重讀。語音學中的參數，如音高、音強和音長等，無法在類型學上範疇化地分辨聲調語言、重音語言和音調音高語言之間的差異，因為這是音系學的概念，而非語音學的概念。

　　本演講將通過詳析聲調、輕重音、音調音高、音步、音塊、語音學、音系學、必要條件、充要條件等概念之異同，在類型學框架內證明，聲稱漢語北京話是重音語言這種說法既在概念上是錯誤的，在實驗上也毫無根據。北京話不具備語言類型分類所需的重音語言的任何音系屬性和語音特質。

## Typological Studies of Prosodic Features and Prosodic Units

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The typological nature of prosodic features is closely related to the prosodic hierarchical units of a human language, a complete inventory of which will contain various levels including the mora, the syllable, the foot/phonological chunk, the prosodic word, the clitic group, the phonological phrase, the intonation phrase, and the utterance. The prosodic units of any specific language can find expression on different levels of the prosodic hierarchy, which is part of Universal Grammar, but a specific language may not necessarily include all the units on the prosodic hierarchy. The set of prosodic units a specific language encodes depends on whether this language makes use of the parameter that defines these prosodic units. To take 'foot' for example, one of the prosodic units on the prosodic hierarchy relevant to stress languages with binary-contrast: the features of the parameter relevant to the stress include prominence, predictability, rhythmicity, culminativity, hierarchical structure, etc. However, as a tonal language without binary-contrast, Chinese does not have structural categorized stress on the lexical level. The neutral tone is not equivalent to the unstressed syllable. As opposed to other tones, its phonological demonstration is the tone changing process, such as spreading, downstep, upstep, downdrift, floating, tone terracing, tone sandhi,

neutralization, etc. The unstressed syllable, in contrast to the stressed syllable, is the process of metrical operation, such as iambic, trochee, clash, line conflation, etc. To distinguish tone and stress, we should employ phonological means, rather than phonetic ways. The parameters in phonetics like pitch, intensity, and duration are not workable to distinguish the differences holding among tone, stress and pitch-accent which are concepts in phonology instead of phonetics.

Within the typological framework presented here, I will demonstrate that it would be conceptually misguided and empirically groundless to claim that Mandarin Chinese is a stress language, as the language does not possess any of the phonological properties required of such a phonological classification.

# Directions

**Directions from University MTR station to Yasumoto International Academic Park (YIA)**

Yasumoto International Academic Park (YIA) is within walking distance from the University MTR station. Upon leaving Exit A of the station, turn right and walk along Station Road to the first junction. Cross Station Road at the pedestrian crossing, and you will arrive at YIA. The buildings on both sides of the steps are the two wings of YIA. Proceed to the 2/F via the outdoor escalators.  Enter a glass door on the left and you will find YIA LT6 on that corridor.


(Yasumoto International Academic Park)

**Directions from Yasumoto International Academic Park to University MTR station**

To return to University MTR station from LT6 of Yasumoto International Academic Park, exit from the glass doors leading to the outdoor steps upon leaving the lecture theatre. Go down two flights of steps, cross the road on your left at the pedestrian crossing, and head toward the University MTR station.

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