



Faculty
of Arts

Genius loci ...

Event program

Spreading the Word: Teaching Chinese as a Second Language International Summer School

Date: 22nd May – 24th May 2017

Venue: Department of Asian Studies, Palacký University, Křižkovského 14,
Olomouc, Czech Republic

Day 1, 22nd May 2017

Venue: KC 2.05

8:30 – 9:00 Registration

9:00 - 10:15 Session 1

Tseng Chin-Chin: *Problem-Based L2 Chinese Pronunciation Teaching (1)*

10:15 – 10:45 Coffee break

10:45 - 12:00 Session 2

Hsiao Huichen: *Chinese Pedagogical Grammar (1)*

12:00 – 13:15 Lunch break

13:15 - 14:30 Session 3

Hana Trísková: *The functions of de-stress, de-stressed function words*

Day 2, 23rd May 2017

Venue: KC 2.05

9:00 - 10:15 Session 1

Tseng Chin-Chin: *Problem-Based L2 Chinese Pronunciation Teaching (2)*

10:15 – 10:45 Coffee break

10:45 - 12:00 Session 2

Hsiao Huichen: *Chinese Pedagogical Grammar (2)*

12:00 – 13:15 Lunch break

13:15 - 14:30 Session 3

Chen Yixuan: *Mandarin euphemism in pragmatics and its connection with cognitive linguistics*

Day 3, 24th May 2017

Venue: KC 1.07

9:00 - 10:15 Session 1

Tseng Chin-Chin: *Problem-Based L2 Chinese Pronunciation Teaching (3)*

10:15 – 10:45 Coffee break

10:45 - 12:00 Session 2

Hsiao Huichen: *Chinese Pedagogical Grammar (3)*

12:00 – 13:15 Lunch break

13:15 - 14:30 Session 3

Michaela Zahradníková: *Learning Chinese Characters*

Lecture annotations:

Tseng Chin-Chin: *Problem-Based L2 Chinese Pronunciation Teaching*

This pronunciation course will focus on helping Chinese L2 learners develop speech accuracy and fluency. In this course, students will develop the knowledge and skills needed to be understood by native speakers and the ability to follow spoken language. They will use multimedia design materials for reviewing and practicing Chinese tones, intonation, rhythm, stress, and sounds which are difficult to distinguish or to pronounce. Participants will experience a new way of learning pronunciation, with the ultimate goal of being able to use the knowledge gained to communicate with native speakers easily and effectively.

Hsiao Huichen: *Chinese Pedagogical Grammar*

In this course, we will concentrate on issues and concepts on the overall principles of Chinese Pedagogical Grammar and discuss related examples in the instruction of L2 grammar. Meanwhile, we will examine common L2 interlanguage, and raise the importance of collocation, input frequency, near-synonyms, and error analysis in teaching Chinese grammar. The goal is to give teachers or learners knowledge about a set of principles and re-evaluate issues regarding CPG application.

Hana Třísková: *The functions of de-stress, de-stressed function words*

Stress can only exist in contrast to non-stress. The linguists are mostly concerned with stress. The paper attempts at viewing Chinese stress from a new perspective, offering a “reversed” view of the issue. It will be argued that in Mandarin Chinese, non-stress (‘de-stress’) might be a more important notion than stress.

In NON-TONE LANGUAGES, linguists are mainly concerned with the assignment and acoustic properties of stress. Stress is marked. An essential issue is word stress. Similar approach is generally accepted for Chinese. However, in TONE LANGUAGES the situation is complicated by the presence of tones: all tonal morphemes generally aspire to be fully pronounced, ‘stressed’, otherwise their tones cannot be duly perceived. Tonal morphemes may give up / reduce their inherent

tonal features for the sake of various functions ‘non-stress’ fulfils. Loss of ‘stress’ is marked.

The paper argues that while in non-tone languages it is prosodic enhancement (stress) that fulfills significant linguistic functions, in Mandarin, conversely, it is prosodic weakening, reduction (‘non-stress’, ‘de-stress’) that fulfils significant linguistic functions. The evidence for the phonological importance of prosodic weakening is e.g. existence of lexical neutral tone (e.g. 的, 吗, lexical suffix 子), notoriously inconsistent judgments of native speakers on stress placement, etc. Thus, in Chinese it is worth searching for a mechanism of and rules for NON-STRESS ASSIGNMENT (and phonetic reduction), rather than searching for a mechanism of and rules for STRESS ASSIGNMENT (and phonetic enhancement).

The paper investigates functions of prosodic weakening on various linguistic levels. Pedagogical consequences are taken into account. Importance of proper handling of “weak forms” of tonal function words such as 我, 把, 上, 个 etc. (the cliticoids) is pointed out.

Chen Yixuan: *Mandarin euphemism in pragmatics and its connection with cognitive linguistics*

Euphemism is a common phenomenon in languages used to refer to taboo topics. Though universal, euphemism is culture-specific as it is based on experiences from the environment where the communicator lives. The lecture introduces definition and formation of Mandarin euphemism and discusses how cognitive linguistic theories can be utilized in teaching Mandarin euphemism to second language learners.

Michaela Zahradníková: *Learning Chinese Characters*

Chinese characters are often seen as most difficult part of Chinese language. Researchers often focus on various teaching techniques to facilitate needs of all types of students. However, how much do we know about the learning process? What learning strategies students actually do to memorize new characters? Could understanding the learning process help us teach characters more effectively?