

# **The 5th Workshop on Innovations in Cantonese Linguistics (WICL-5)**

*as a synchronous Zoom Webinar conference*

**18 & 19 April 2020**  
Eastern Daylight Time



<https://u.osu.edu/wicl/wicl-5/>



**THE OHIO STATE UNIVERSITY**

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# **The 5th Workshop on Innovations In Cantonese Linguistics (WICL-5)**

*as a synchronous Zoom Webinar conference*

**Saturday & Sunday, 18-19 April 2020**

**Eastern Daylight Time**

The Ohio State University  
Columbus, Ohio

Program Book

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### **Faculty Co-chairs:**

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### **Organizing Committee Members:**

Yuhong Zhu (Lx), Seo-Jin Yang (DEALL), Qian Wang (DEALL), Wei William Zhou (DEALL), Skylor Gomes (EAS MA Program), and Jingyi Chen (Lx)

### **Zoom Webinar Teams:**

**Team A:** Zhiguo Xie, Jinwei Ye, and Yuhong Zhu

**Team B:** Marjorie Chan, Skylor Gomes (tech leader), and Seojin Yang

**Team C:** Mineharu Nakayama, Wei William Zhou, and Junyu Ruan

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# Program

04.18.2020



THE OHIO STATE UNIVERSITY



**The 5th Workshop on Innovations in Cantonese Linguistics  
(WICL-5)**

**Saturday & Sunday  
18-19 April 2020**

**Venue:** Virtual Conference via 3 Zoom Webinars – Zoom Webinars A, B & C  
**Time Zone:** Eastern Daylight Time (EDT) using the 24-hour & 12-hour clock  
**Registration:** Free and open to the public, but online pre-registration required

**Saturday, 18 April 2020**

17:30-17:40 <i>5:30-5:40 pm</i>	<b>Welcoming Remarks</b> (Zoom Webinar A) WICL-5 Organizing Committee Faculty Co-Chairs
<b>17:40-18:40</b> <i>5:40-6:40 pm</i>	<b>Plenary Session 1: Keynote Speaker</b> (Zoom Webinar A) Chair: Dana Scott Bourgerie (BYU)
	<b>Professor Genevieve Leung, University of San Francisco</b> Cantonese speakerhood in uncertain times: Some reflections on Chinese American Cantonese language and identity

<b>Saturday, Session 1. 18:40-20:10 (6:40-8:10 pm)</b>			
	<b>Session 1-A</b> (Zoom Webinar A) Syntax & Semantics I	<b>Session 1-B</b> (Zoom Webinar B) Phonetics & Phonology I	<b>Session 1-C</b> (Zoom Webinar C) Historical Linguistics
	Chair: Carol Chun Zheng (OSU)	Chair: Björn Köhnlein (OSU)	Chair: Roxana Fung (HK Polytech U)
18:40-19:10 <i>6:40-7:10</i>	<b>Charles Lam &amp; Elaine Francis</b> (Hang Seng U of Hong Kong, Purdue U) Variations in Cantonese relative clauses: An experimental approach	<b>Naomi Nagy, James Stanford &amp; Holman Tse</b> (U of Toronto, Dartmouth College, Saint Catherine U) Tone mergers in spontaneous speech and gaps in the tone inventory	<b>Yuk-man Carine Yiu</b> (Hong Kong U of Science and Technology) The origin and the development of the question particle <i>me</i> in Cantonese
19:10-19:40 <i>7:10-7:40</i>	<b>Cherry Chit-Yu Lam</b> (Open U of Hong Kong) The Chinese negation puzzle revisited: a study of Mandarin and Cantonese varieties	<b>Jiahui Huang</b> (U of Washington) The differential substitution of English voiceless interdental fricative in Mandarin and Cantonese loanwords	<b>Ricky Yiu Ho Sham &amp; Stanley Tan Pang Ho</b> (U of Hong Kong; Hong Kong Baptist U) The Early Cantonese apical rime: Myth or reality?
19:40-20:10 <i>7:40-8:10</i>	<b>Ka-Fai Yip</b> (Chinese U of Hong Kong) The prosodic syntax of right dislocation in Cantonese	<b>Man Yan Priscilla Lam</b> (U of Edinburgh) An investigation into the phonology of Tanka (Shui Lo Wa)	<b>Ricky Yiu Ho Sham</b> (U of Hong Kong) On the typology of Cantonese vowel evolution
20:10-20:40 <i>8:10-8:40</i>	~~ A 30-MINUTE BREAK ~~		




<b>Saturday, Session 2. 20:40 - 22:10 (8:40-10:10 pm)</b>			
	<b>Session 2-A</b> (Zoom Webinar A) Syntax & Semantics II	<b>Session 2-B</b> (Zoom Webinar B) Phonetics & Phonology II	<b>Session 2-C</b> (Zoom Webinar C) Pragmatics & Popular Culture
	Chair: Zhiguo Xie (OSU)	Chair: Charles Lam (Hang Seng U of HK)	Chair: Yuk-man Carine Yiu (HKUST)
20:40-21:10 <i>8:40-9:10</i>	<b>Sheila Shu-Laam Chan, Tommy Tsz-Ming Lee &amp; Ka-Fai Yip</b> (Chinese U of Hong Kong, U of Southern California, Chinese U of Hong Kong;) Zero-coded passives in Cantonese	<b>Regine Lai &amp; Grégoire Winterstein</b> (Chinese U of Hong Kong, U du Québec à Montréal) Phonotactics and tonotactics of Cantonese-speaking adults and children: Evidence from corpora	<b>Raymond Pai &amp; Patricia Duff</b> (U of British Columbia) Pop culture in teaching Cantonese as an additional language
21:10-21:40 <i>9:10-9:40</i>	<b>Tommy Tsz-Ming Lee</b> (U of Southern California) <i>M</i> -zi 'not-know' in Cantonese as an epistemic marker	<b>Holman Tse</b> (St. Catherine U) The om/op ~ am/ap merger in Cantonese: Acoustic evidence of a not quite completed sound change	<b>Ka Fai Gary Law</b> (Brigham Young U) Mirativity: The case of the Cantonese utterance particle lo1
21:40-22:10 <i>9:40-10:10</i>	<b>Carol Chun Zheng</b> (Ohio State U) Cantonese motion event structure	<b>Skylor Gomes, Seojin Yang &amp; Wei William Zhou</b> (Ohio State U) "Zero" onset before high vowels: 1st and 2nd dialect and language acquisition <i>~~~ withdrawn ~~~</i>	<b>Zoe Pei-sui Luk, Grégoire Winterstein &amp; Carmen Tang</b> (Education U of Hong Kong, U du Québec à Montréal, Chinese U of Hong Kong) Interpreting (in)definiteness in Cantonese: A pragmatic account
	<p align="center">~~ Please join Zoom Webinar A at 22:20 (10:20 pm) ~~</p> <p align="center"><b>Special Panel: Addressing Varied Cantonese Learner Backgrounds</b></p>		

<b>22:20-23:50</b> <i>10:20-11:50 pm</i>	<b>Special Panel: Addressing Varied Cantonese Learner Backgrounds</b> (Zoom Webinar A) Chair: Professor Dana Scott Bourgerie (BYU)
	<ul style="list-style-type: none"> <li>• <b>Siu-Lun (Cedric) Lee</b>, The Chinese University of Hong Kong  “Teaching reading skills for Cantonese as a Second Language learner (with no Mandarin background)”</li> <li>• <b>Yutian Tan</b> (Ohio State University alumna), University of California at Davis  “Teaching conversational Cantonese to Mandarin speakers: A performed culture approach”</li> <li>• <b>Raymond Pai</b>, University of British Columbia  “Engaging students in the classroom with authentic Cantonese resources”</li> <li>• <b>Zoe Lam</b>, University of British Columbia  “Teaching literacy skills to heritage Cantonese learners”</li> <li>• <b>Dana S. Bourgerie &amp; Gary Law</b>, Brigham Young University  “Differentiating Cantonese instruction with varied backgrounds—True beginners/heritage learners/former missionaries/Mandarin speakers”</li> </ul>
<b>23:50-23:55</b> <i>11:50-11:55</i>	<p align="center">~~ Day 1 Closing Remarks ~~</p> <p align="center"><i>See you all on Sunday morning for Plenary Session 2, at 9:00 (9:00 am) EDT</i></p>

## Sunday, 19 April 2020

<b>9:00-10:00</b> <i>9:00-10:00 am</i>	<b>Plenary Session 2: Keynote Speaker</b> (Zoom Webinar A) Chair: Marjorie K.M. Chan (OSU)
	<p align="center"><b>Professor Roxana Suk-Yee Fung, Hong Kong Polytechnic University</b></p> <p align="center">“One country, two systems:  The linguistic differences between Hong Kong Cantonese and Guangzhou Cantonese”</p>

<b>Sunday, Session 3. 10:10 - 12:10</b> (10:10 am - 12:10 pm)			
	<b>Session 3-A</b> (Zoom Webinar A) Sociolinguistics	<b>Session 3-B</b> (Zoom Webinar B) Bilingualism & Other Topics	<b>Session 3-C</b> (Zoom Webinar C) Pedagogy & Applied Linguistics
	Chair: Genevieve Leung (USF)	Chair: Yutian Tan (U.C. Davis)	Chair: Mineharu Nakayama (OSU)
10:10-10:40	<b>Siu-lun Lee</b> (Chinese U of Hong Kong) Learning hurdles of Cantonese as a second language learners: From linguistic forms to sociolinguistic reality	<b>Zhangcai Liu, San Duanmu &amp; Hongli Deng</b> (Hangzhou Dianzi U, U of Michigan, Guangxi Science & Technology Normal U) Prosodic Realization of Focus in Bilingual Production of Cantonese and Mandarin	<b>Phung Pho Cuong</b> (Ho Chi Minh City U of Education) On teaching Cantonese existential structure (verb+紧) to Vietnamese students
10:40-11:10	<b>Leah Clatterbuck</b> (U of San Francisco) “I’m allowed to be both American and Asian in the same sentence”: How highly proficient Cantonese bilingual speakers communicate identity	<b>Litong Chen</b> (Wheaton College) Subgrouping of Yue dialects in Guangdong Province: Evidence from Lexical Distance and Network	<b>Feng Liang</b> (U of Cincinnati) The launch of new Cantonese courses: From zero to one
11:10-11:40	<b>Genevieve Leung, Evelyn Ho, Eileen Fung &amp; Nathan Chew</b> (U of San Francisco) “I can’t remember who taught me to cook this but I think it was <i>yinyin</i> ”: Language transmission and negotiation in Cantonese Chinese American	<b>Tsz-Him Tsui</b> (OSU alumnus) & <b>Marjorie K.M. Chan</b> (Ohio State U) Lexical choices in Dr. Sun Yat-Sen’s 1924 Cantonese audiorecording	<b>Zoe Lam</b> (U of British Columbia) Place-based education of Cantonese language and culture in Vancouver Chinatown
11:40-12:10	<b>Jinwei Ye</b> (Ohio State U) Written Cantonese in 21st Century Guangzhou: A Study of <i>Baak6 Waa2 Gwong2 Zau1</i>		
	~~ See you all in Zoom Webinar A at 12:10 for Conference Closing Remarks ~~		

<b>12:10-12:20</b> <i>12:10-12:20 pm</i>	<p align="center"> <b>Conference Closing Remarks</b> (Zoom Webinar A)  WICL-5 Organizing Committee  <b>Thank you for joining us for WICL-5!</b> </p>	
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Plenary Sessions  
&  
Special Panel

# **Cantonese Speakerhood in Uncertain Times: Some Reflections on Chinese American Cantonese Language and Identity**

Genevieve Leung

*University of San Francisco*

This presentation draws on literature on models of personhood and speakerhood, or speaker identity, to reflect upon the ways Chinese Americans of Cantonese heritage can provide insights on reconfiguring research on language and identity. Identifying models of personhood and speakerhood involves drawing on certain cultural stereotypes, recognizable traits, figures, and speakers (e.g., “a Cantonese speaker is someone who speaks like and/or does X”). These mappings are also linked to judgements of a speaker’s linguistic competency, (in)authenticity, and (il)legitimacy (Wortham & Reyes, 2015). At the same time, language users can also decide whether they want to calibrate (or not) towards recognizable models of personhood. I argue that these current uncertain times – from the political to the local and personal – provide us with particularly fruitful opportunities to examine the ways emblems of Cantonese speakerhood are evolving and branching outward in the global imaginary. This presentation first explores how current sociopolitical situations have necessitated a shift in the imaginary and in the ways certain speakers are viewed and recognized. Next, I highlight some data from the U.S. context, which is not always at the center of current conversations on Cantonese language research. I bring in data from dual language immersion (English-Cantonese) classrooms, Cantonese-heritage intergenerational family conversations, and posts on social media by Hoisan-heritage people to illustrate how certain existing models of Cantonese personhood and speakerhood fall apart. I offer some thoughts and reflections on how this data and voices from “the periphery” can inform the ways we think about contemporary Cantonese-ness and Chinese American identities.

## **References**

Wortham, Stanton, & Reyes, Angela. 2015. *Discourse Analysis beyond the Speech Event*. New York: Routledge.

# **One Country, Two Systems: The Linguistic Differences between Hong Kong Cantonese and Guangzhou Cantonese**

Roxana S.Y. Fung

*The Hong Kong Polytechnic University*

Guangzhou Cantonese (GZC) and Hong Kong Cantonese (HKC) are two prestige variants of Yue dialects. They share the same phonological system without significant phonetic differences between their vowels and consonants. The only noticeable difference in the sound system lies in one of its tone. The high level tone in Cantonese may be produced as high falling among the older population of GZC. However, this free variant is not found among the HKC speakers. There are two puzzles commonly held among native speakers:

Puzzle 1: Which one is more conservative?

GZC has long been considered the standard of Yue dialects. However, it has recently been argued that HKC should replace GZC because of the ‘Mandarinization’ of GZC. Based on the data collected from the internet radio programmes and studies on tone merging phenomenon, I attempt to answer this question by examining different aspects of the grammars of the two variants including pronunciation, lexicon and syntax.

Puzzle 2: How can native speakers distinguish the two accents?

Most native speakers have no difficulty in distinguishing these two accents even without the hint of the high falling contour. What are the phonetic features that cue the distinction between the two accents? This question has perplexed many minds. I will deal with it by exploring the different settings in voice quality including pitch, rhythm and phonation.

## Special Panel: Addressing Varied Cantonese Learner Backgrounds

### **Addressing Varied Cantonese Learner Backgrounds**

Dana Scott Bourgerie, Panel Chair

*Brigham Young University*

With more than 75 million speakers world-wide, Cantonese is the second most taught Chinese variety—but it is in a distant second position. Most prominently taught in Hong Kong, there are also active programs in Australia, Guangzhou, Europe, Canada, and the U.S. However, various programs need to serve distinctly different populations, including heritage, native Mandarin speakers, non-native Mandarin speakers, and true beginners. With mostly low enrollments outside of Hong Kong, programs frequently must accommodate widely varied backgrounds—often within a single class—and differentiate instruction accordingly. This panel outlines approaches to meeting different aims in Cantonese language instruction, including issues of literacy and appropriate use of authentic materials.

- **Siu-Lun (Cedric) Lee**, The Chinese University of Hong Kong  
“Teaching reading skills for Cantonese as a Second Language learner (with no Mandarin background)”
- **Yutian Tan** (Ohio State University alumna), University of California at Davis  
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“Differentiating Cantonese instruction with varied backgrounds—True beginners/heritage learners/former missionaries/Mandarin speakers”



Abstracts  
Main Sessions

## Zero-coded passives in Cantonese

Sheila Shu-Laam Chan<sup>1</sup>; Tommy Tsz-Ming Lee<sup>2</sup>; Ka-Fai Yip<sup>3</sup>

<sup>1,3</sup>*The Chinese University of Hong Kong*; <sup>2</sup>*University of Southern California*

This paper reports a construction concerning attitude verbs in Cantonese that fulfils almost all criteria for being called a passive, except the presence of the periphrastic marking *bei-* before the verb phrase. We suggest zero-coded passives are attested, though restricted, in Cantonese.

Some attitude verbs cannot be passivized with *bei-jan*, as in (1)/(2). Yet, only (1) is acceptable without the passive marking *bei-*. The surface subject in (1) is associated with the embedded clause, same as (2); and it would not be a left-dislocated topic, which require a topic marker or a pause after *coeng-jyu* ‘the rain’. (1) is also different from complex predicates with a resultative reading, similar to an unaccusative verb. The latter is compatible with the *bei*-passive marking.

- (1) *coeng-jyu<sub>i</sub>* (\**bei-jan*)    *gamgok*/*tengman*    *waa*    *t<sub>i</sub>*    *m*    *wui*    *ting*  
 CL-rain    by-somebody    feel.like    hear.say    C    NEG    will    stop  
 ‘It is felt (like)/ heard that the rain will not stop.’
- (2) *coeng-yu<sub>i</sub>* (\**bei-jan*)    *jingwai*/*gokdak*    *waa*    *t<sub>i</sub>*    *m*    *wui*    *ting*  
 CL-rain    by-somebody    think    feel    C    NEG    will    stop  
 ‘It is thought/ felt that the rain will not stop.’
- (3) a. *tiu-kiu* (*bei-jan*) *hei-hou*    *laa3*    b. *fuk-waa*    (*bei-jan*) *wak-jyun*    *laa3*  
 CL-bridge by-sb. build-complete SFP    CL-picture by-sb. draw-finish SFP  
 ‘The bridge is built (by someone).’    ‘The picture is drawn (by someone).’

We suggest besides *bei-jan* ‘by someone’, zero-coded passives are also available in Cantonese. The attitude verbs in (1) are passivized by zero-coded passives, which is unavailable to those in (2). To explain why zero-coded passives are so restricted, we suggest a morphological blocking mechanism in the morphological component, following Aronoff (1976): When passivized, the component only adopts zero-coded passives if the *bei*-marking is not possible.

The movement involved in (1) is an instance of A-movement (not A’-movement), as it privileges subjects over objects, which follows from standard locality condition in the generative tradition: the subject is a closer NP to the matrix Spec TP. Zero-coded passives are attested in Old Chinese (Chou 1993) and also many African languages (Cobbinah & Lüpke 2007). If we compare *bei*-passives to *get*-passives and zero-coded passives to *be*-passives in English, there is a similar asymmetry in English, except that *be*-passives enjoy wider distribution of *get*-passives.

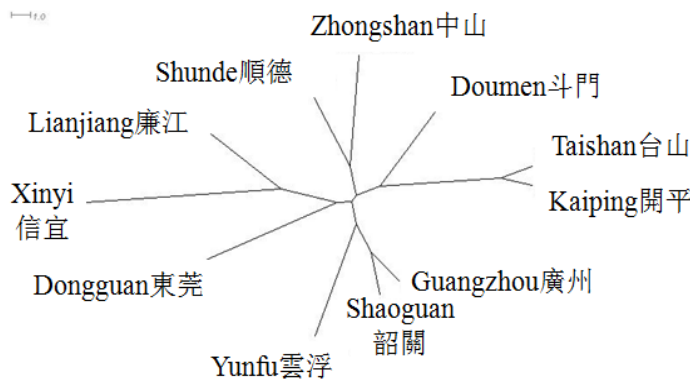
- (4) a. *hou<sup>do</sup>*    *syu<sub>subj</sub>*    *gamgok*    [<sub>CP</sub> *t<sub>subj</sub>* *saang-zo cong*]  
 many    tree    feel.like    grow-PFV.    bug  
 ‘Many trees, (I) feel, have been bored by bugs.’  
 b. \**hou<sup>do</sup>*    *syu<sub>obj</sub>*    *gamgok*    [<sub>CP</sub> *go-toifung wui*    *ceoilam t<sub>obj</sub>*]  
 many    tree    feel.like.    CL-hurricane will    blow.down  
 ‘Many trees, (I) feel, the hurricane will blow down.’
- (5) He was/got thought to be dead too early.    (Sly Cooper Fan Fiction Wiki, Dec 10, 2013)
- (6) He was/\*got felt to be dead too early.

# Subgrouping of Yue dialects in Guangdong Province: Evidence from Lexical Distance and Network

Litong Chen  
Wheaton College (IL)

**Introduction:** The subgrouping of Yue dialects in Guangdong Province has been controversial (Wurm 1987, Xiong 1987, Li 1989, Zhan 2002, Xiong and Zhang 2008). This paper reconsidered the subgrouping issue of Yue dialects from a quantitative perspective based on lexical evidence. Results were also compared with previous subgrouping proposals.

**Data and methods:** This study compared 11 Yue dialects in Guangdong based on lexical data in Zhan (2002) and examined basic words from the Swadesh 200 wordlist, 73 lexical items out of which were found in Zhan (2002). These lexical items were encoded and analyzed using SplitsTree4. This program generated an unrooted distance-based network (as shown below), which quantified and visualized lexical distance among Yue dialects.



Current subgrouping proposal	
Level 1	Level 2
Guangzhou, Shaoguan, Yunfu	Guangzhou, Shaoguan
	Yunfu
Kaiping, Taishan, Doumen	Kaiping, Taishan
	Doumen
Shunde, Zhongshan	Shunde, Zhongshan
Xinyi, Lianjiang, Dongguan	Xinyi, Lianjiang
	Dongguan

**Results and discussion:** The network above shows that trees spread towards four directions from the center, which suggest four subgroups at the first level of subgrouping. To reveal more intra-subgroup differences, at the second level, the network suggests a further split of Yunfu 雲浮, Doumen 斗門, and Dongguan 東莞 from their respective subgroups, as shown in the table above. While previous proposals, Shunde 順德 is grouped together with Guangzhou 廣州, Yunfu, and Shaoguan 韶關, the current study puts it into a separate subgroup with Zhongshan 中山. Besides, Dongguan is grouped with Xinyi 信宜 and Lianjiang 廉江, rather than with Guangzhou.

## Selected references

- Bryant, David and Vincent Moulton. 2004. Neighbor-Net: an agglomerative algorithm for the construction of phylogenetic networks. *Molecular Biology and Evolution* 21(2), 255–65.
- Xiong, Zhenghui. (熊正輝). 1987. Guangdong fangyan de fenqu (廣東方言的分區) (Subgrouping of the Yue dialect). *Fangyan*, Vol 3, 161-5.
- Zhan, Bohui (詹伯慧). 2002. *Guangdong Yue fangyan gaiyao* (廣東粵方言概要) (An outline of Yue dialects in Guangdong). Guangzhou: Jinan University Press.

# **“I’m allowed to be both American and Asian in the same sentence”: How Highly Proficient Cantonese Bilingual Speakers Communicate Identity**

Leah Clatterbuck

*University of San Francisco*

When discussing Cantonese in an American context, the surrounding discourse is often centered on language loss and attrition. Due to the longstanding history of Cantonese in the US, generational language attrition is a reality. However, what is often overlooked is how speakers of Cantonese engage in maintenance strategies and metalinguistic aspirations for language use as an effort to reinforce and maintain their Cantonese identity. This paper explores how highly proficient bilingual Cantonese speakers communicate about identity and the reasons for their language choice, as well as how bilingualism is tied to sociocultural identity. Literature on the topic shows how bilingualism is tied to social flexibility and cultural identity (Ikizer, 2018; Nuñez & Palmer, 2017; Thompson, 2011), and that the surrounding environment has a large impact on a bilingual speaker’s language choice. In the context of San Francisco specifically, Cantonese is widely spoken with many Asian Americans growing up speaking the language (Lee, 2015). In reviewing the literature, little research has been conducted on how bilingual speakers communicate identity, and the factors that determine language choice and communicative patterns, especially amongst Cantonese speakers. This paper investigates the dynamic of intra- and inter-cultural communication between bilingual speakers and how they use communicative patterns, such as code-switching, to construct and communicate identity to one another.

Ten semi-structured interviews with self-identifying highly proficient Cantonese bilingual university students were conducted on how they communicate to other bilingual speakers, situations in which they code-switch, and how their language use is tied to identity. I used a thematic analysis framework (Braun & Clarke, 2019) and open coding to understand how bilingual speakers make the decision of language choice and that relates to cultural contexts. The study found that the largest factors that influence language choice were the context in which the communication occurs, the ability to express certain thoughts in one language over another, and the desire to maintain fluency to maintain cultural identity, especially in the context of being in an English-dominant setting. Many participants reported that being bilingual enabled them to reaffirm their cultural identity, while also having the social flexibility to adapt to intercultural situations. The implications of the research highlight the need for promoting linguistic diversity in academic and other institutional environments, giving bilingual Cantonese speakers the ability to maintain their linguistic identity, and by extension, their cultural and self identity.

## **References**

- A Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic analysis. *Handbook of Research Methods in Health Social Sciences*, 843-860.
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- Thompson, G. L. (2011). Coding-switching as style-shifting. *International Journal of Language Studies*, 5(4), 1–18.

**“Zero” Onset Before High Vowels:  
1st and 2nd Dialect and Language Acquisition**

Skylor Gomes, Seojiin Yang and Wei William Zhou  
*The Ohio State University*

**~~ Withdrawn ~~~**

# The differential substitution of English voiceless interdental fricative in Mandarin and Cantonese loanwords

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Adaptation of English /θ/, a segmental adaptation process in loanword phonology, has received intensive investigation due to the differential substitution phenomena of /θ/ across languages (e.g., [s], [t]). However, previous analyses have left the languages using [f] unexplained. Furthermore, the extent to which that the phonetic or phonological factors are involved in segmental adaptation remains an open question. In this study, based on more than 100 transliterated loanwords collected from newspaper publications based in Mainland China and Hong Kong, I present data of /θ/ substitution between the two languages where /θ/ is adapted as either [s] or [ɕ] in Mandarin but as [f] in Cantonese, see (1-6). This study firstly demonstrates that neither a purely phonological approach nor a phonetic approach can explain the preferred candidates for both languages. Second, this study presents that both L1 phonology and acoustic information in the foreign input are involved in /θ/ adaptation, supporting a symbiosis approach of segmental adaptations (Kenstowicz, 2007; Yip, 2006), within the Optimality Theory framework.

Table 1: The differential substitution of /θ/ between Mandarin and Cantonese

English		Mandarin	Cantonese
(1) Ethan ['iθən]	(2) Thornton ['θɔːntən]	[i.sən], [suo.tuən]	[i.fən], [fo.tən]
(3) McCarthy [mə'karθi]	(4) Dorothy ['dɒrɪθi]	[mai.k <sup>h</sup> a.ɕi], [t <sup>h</sup> aw.lɿ.ɕi]	[mæk.k <sup>h</sup> a.feɪ],[tou.lɿi.feɪ]
(5) Edith ['idɪθ]	(6) Portsmouth ['pɔːtsmauθ]	[i.ti.sɿ][p <sup>h</sup> u.tsɿ.mau.sɿ]	[i.dɪk.fu],[p <sup>h</sup> ok.tsi.mau.fu]

Phonologically, [s]/[ɕ] substitution in Mandarin shown in (1-6) can be explained by arguing that a place faithfulness constraint (i.e. Ident [place]) is the decisive factor. Conversely, the [f] substitution in Cantonese can be explained by arguing that the faithfulness to the acoustic property of the input, proposed by Wester, Gilbers and Lowie (2007) as acoustic correspondence (AC), determines [f] as the output since [f] and /θ/ are acoustically similar (i.e. lower intensity). However, either approach alone predicts that both languages could have the same substitutes, contrary to the preferred candidates in (1-6), [s] for Mandarin, but [f] for Cantonese.

Instead, I propose that a symbiosis approach involving both constraints can better capture the differential substitution patterns of /θ/. Specifically, the differential substitution ([s] vs. [f]) is the result of the different rankings between Ident [place] and AC in the two languages, which is in turn determined by the native phonological phonotactics in each of the recipient languages. The fact that /θ/ is adapted as [s] and [ɕ] in Mandarin is related to the fact that for Mandarin fricatives, high front vowels cannot co-occur with alveolars but alveolo-palatals ((1-2) vs. (3-4)), which enables Ident [place] to be ranked higher than AC. Whereas the absence of this phonotactic in Cantonese provides a possibility to rank AC higher than Ident [place], yielding [f] as the output<sup>1</sup>.

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<sup>1</sup> Both languages ban the non-native /θ/ and adapt it with continuants. I propose that constraints \*θ and IDENT [+cont] are higher ranked than IDENT [place] and ACOUSTIC CORRESPONDENCE.

# Phonotactics and Tonotactics of Cantonese-Speaking Adults and Children: Evidence from Corpora

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Numerous experimental studies have shown that infants are capable of using phonotactic probabilities (PP) as statistical cues to learn phonotactic constraints and use them to segment words in their native languages (e.g., Jusczyk et al., 1994, Saffran et al, 1996). However, certain PP could be more useful than others in Cantonese. The PPs of Cs and Vs potentially contain more information on word boundaries than those of tones as there are no known tonotactic restrictions on the co-occurrences of lexical tones in Cantonese, whereas, the restrictions on segmental co-occurrences (for a well-formed syllable at least) are clear. In this study, we investigated the relationship between children's and adults' PP. We also explored the types of *n*-grams that are restricted in Cantonese based on corpus data. The PP of children's and adults' productions were compared to investigate whether phonotactic probabilities in children's production were correlated with their input. The PP were measured using the phonemic transcriptions of several Cantonese corpora (Fletcher, Leung, Stokes & Weizman, 2000; Lee, Wong & Leung, 1994; Luke & Wong, 2015). The *n*-gram probabilities of adults' productions were extracted from the adult tiers of both the children and adult corpora. The frequencies of mono-, bi-, tri- and quadri-grams of the segmental tier (sequences of C and V) and tonal tier (sequences of tones) were then calculated. A Pearson correlation test was conducted for the twenty most frequent segmental and tonal *n*-gram frequencies in adults' and children's productions. We found that the mono-, bi- and tri-gram frequencies between these two groups are significant. The tonal mono- and bi-grams are significantly correlated between the adults' and children's production. In sum, children's and adults' shorter *n*-grams in segmental and tonal sequences are highly correlated, but for trigrams, only segmental sequences are shown to be significantly correlated.

We also found that the co-occurrences of tones were not restricted in monograms and bigrams, i.e., all possible combinations of tones were attested, but were more restricted in trigrams and quadrigrams. One possible reason is that the choice of words is limited in the corpora and the words used are only a subset of what is in Cantonese. Consequently, we conducted another analysis on the *n*-gram statistics for the words in a Cantonese dictionary and the possibility is ruled out because the restricted trigrams and quadrigrams were also not found in the dictionary. The absence of these tri- and quadri-grams are possibly accidental gaps or are possible restrictions in Cantonese phonology, and whether native speakers (adults and children) are sensitive to their absence needs to be further investigated.

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## Variations in Cantonese Relative Clauses: an Experimental Approach

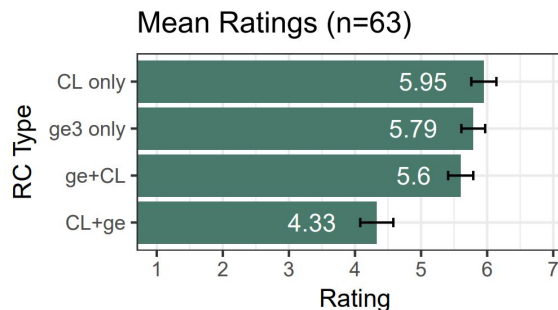
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This study reports corpus and experimental data pertaining to four relative marking strategies in Cantonese. While the *ge3* and D+CL strategies in (1) are widely attested, the co-occurrence of *ge3* and D+CL, as in (2) and (3), is infrequent, and the conditions for using these ‘hybrid’ structures are poorly understood. Yu (2006) assumed that both orderings as in (2) and (3) are acceptable. However, to our knowledge, no other previous studies have investigated hybrid RCs, and the current study is the first to do so using experimental and corpus data.

- |     |                     |                                  |             |   |
|-----|---------------------|----------------------------------|-------------|---|
| (1) | <i>ngo5 mai5</i>    | { <i>ge3</i>   <i>go2 bun2</i> } | <i>syu1</i> |   |
|     | 1sg buy             | GE D CL                          | book        | → <i>ge3</i> and D+CL are both possible |
| (2) | <i>ngo5 mai5</i>    | <i>ge3 go2 bun2</i>              | <i>syu1</i> |   |
|     | 1sg buy             | GE D CL                          | book        | → hybrid RC with <i>ge3</i> first       |
| (3) | <i>ngo5 mai5</i>    | <i>go2 bun2 ge3</i>              | <i>syu1</i> |   |
|     | 1sg buy             | D CL GE                          | book        | → hybrid RC with D+CL first             |
|     | ‘the book I bought’ |                                  |             |   |

63 native speakers of Cantonese (age: 18-23) participated in a judgment task that tests the acceptability of the four RC types: CL only (i.e. with *go2* and CL); *ge3* only; *ge3*+CL; and CL+*ge3*. Each condition has two lexicalizations. On a 7-point Likert scale, participants showed a preference for RCs like examples (1) and (2) over (3). The first three conditions “CL only” (Mean=5.95, SD=1.50), “*ge3* only” (Mean=5.79, SD=1.43) and *ge3*+CL: (Mean=5.60, SD=1.53) are all acceptable. The differences between these three conditions are not statistically significant, indicating that participants do not treat them as different in acceptability. However, these three conditions are all significantly different (with  $p < 0.01$  in all three cases) from the CL+*ge3* condition (Mean=4.33, SD=1.98). The results are consistent with corpus data based on WiseNews and Cantonese Wikipedia (<https://zh-yue.wikipedia.org/>). The data set consists of a variety of texts, such as news reports and less formal entertainment news, which show various contexts of these hybrid RCs. Our WiseNews data show 56 tokens of *ge3*+CL relatives but no result for CL-*ge3* type. Similarly, the Cantonese Wikipedia data show 137 tokens of *ge3*+CL relatives but only one token for CL-*ge3*.



Results of an acceptability judgment task showed that *ge3*+CL hybrid RCs were as acceptable to native speakers as the more commonly used *ge3* and CL RCs, while corpus data confirmed that these hybrids were attested in a variety of RC types. In contrast, CL+*ge3* RCs were judged as only marginally acceptable, and were practically unattested in the corpus. These data therefore challenge previous formal analyses based on linguists’ informal judgments that treat the two orderings on par (Yu 2006), and point to further investigation of possible discourse conditions or processing factors that might encourage the use of CL+*ge3* in limited cases.

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# The Chinese negation puzzle revisited: A study of Mandarin and Cantonese varieties

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This paper presents original data from Gaozhou Cantonese and argues that there is only one standard negator in the variety and yet the incompatibility between negation and aspect marking strongly resembles the well-known pattern in Mandarin *méiyǒu*. Gaozhou Cantonese is an under-documented and un(der)-studied variety spoken in Gaozhou, Maoming, a county situated in the southwestern part of the Guangdong Province. Based on the official county chronicle, there are two standard negators recorded in the variety – *mau5* ‘not’ and *mau5 jau5* ‘not have’ – which are suggested to be interchangeable. Natural data from the field, however, shows that *mau5* ‘not’ is the only standard negator, with *jau5* ‘have’ only used in negative existential or possessive constructions as a verbal predicate meaning ‘to exist’ or ‘to possess’.

Moreover, *mau5* as the only standard negator in Gaozhou Cantonese, displays an incompatibility with all aspectual marking except the experiential aspect – a resembling pattern to Mandarin standard negation with *méiyǒu* ‘not-have’ and Hong Kong Cantonese *mou5* ‘not.have’. Typologically, an affirmative-negative asymmetry in the aspectual categories expressed is no novelty. But where Chinese is concerned, the aspectual incompatibility in Gaozhou Cantonese negation shows that the aspectual sensitivity in Chinese varieties may not be attributed to a need for division of labour between the standard negators in the system, nor the fact that negators like Mandarin *méiyǒu* or Hong Kong Cantonese *mou5* are inherently perfective as many have suggested in the literature. I argue that the negation-aspect incompatibility observed in Gaozhou Cantonese (and other Chinese varieties) is generated by general principles of presupposition.

In this paper, I propose that aspect in Chinese encodes definiteness (cf. Ramchand’s 2008 analysis of Russian aspect). Precisely, aspect encodes definiteness of the Assertion Time within the event time frame the same way determiners encode definiteness of nominal reference. And just as definite nominal expressions presuppose the existence of the denoted entities, a definite aspect presupposes the existence of the situation it modifies; such presupposition is not cancellable under negation. Therefore, standard negation in Gaozhou Cantonese, as well as Mandarin *méiyǒu* and Hong Kong Cantonese *mou5*, are only compatible with indefinite aspects, i.e. experiential aspect and at times with imperfective aspects. When a sentence is marked by a definite aspect, such as, perfective, the situation concerned is presupposed to exist and asserted to exist at a unique time moment within the time frame of the event. The negation of such sentence thus anomalously expresses that ‘there is a unique reference time for the event which is one of the time moments in the temporal trace function of the event, but the event does not exist’.

In sum, this paper introduces new empirical data from a previously un(der)-studied variety of Cantonese to show that the Mandarin-style aspectual incompatibility is attested in a system with only one standard negator. The new observation points to a re-understanding of the nature of the negators, and prompts for a more general explanation for such incompatibilities based on presupposition effect in definite expressions, which in turn extends the concept of definiteness to the verbal domain.

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## An Investigation Into the Phonology of Tanka (Shui Lo Wa)

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Tanka is a dialect of Yue (Cantonese) spoken by the Tanka people, who are traditionally boat dwellers. It is commonly referred to as Shui Lo Wa by its speakers in Hong Kong. Zhuang (2009) outlines a set of its phonological features in comparison to Standard Cantonese, including:

- 1) Coda merger
  - a. Bilabial nasal [m] in Std. Cantonese corresponds to alveolar/velar nasal [n, ŋ] in Tanka
  - b. Bilabial stop [p] in Std. Cantonese corresponds to alveolar/velar stop [t, k] in Tanka
- 2) Absence of the vowels [y, oe]; [y, oe] in Std. Cantonese correspond to [i, ɔ] in Tanka
- 3) Onset change: delabialization of the (aspirated) velar stop /k<sup>(h)</sup><sub>w</sub>/

However, Zhuang (2009) does not provide extensive evidence for these phenomena. Moreover, the demise of the fishing industry in Hong Kong since the 1970s has resulted in a decline of Tanka-speaking population and an increase in average speaker age. As argued in Himmelmann (1998) and Woodbury (2003), accountability is key in the context of endangered languages. Thus, the lack of evidence in relation to Tanka phonology is a matter of concern.

In this study, I present new findings on Tanka phonology based on a corpus study. I collected this corpus from nine Tanka speakers in Hong Kong, aged 60-85. Each interview consists of two parts: (1) spontaneous speech or conversation in Tanka; (2) elicitation task. The list of stimuli consists of 184 tokens presented in text and picture form. Tokens were selected based on the target features listed above. Recordings of the elicitation task formed the main corpus of this study. Transcriptions were then produced based on auditory and acoustic analysis using PRAAT.

Preliminary analysis of the data reveals complex findings. Among the target features, (3) k<sup>w</sup>~k onset change confirms most strongly with the claim postulated by Zhuang (2009); this alternation is shown in >70% of the relevant utterances. As for the other features, only 40-60% of their relevant utterances confirm with the literature. Interestingly, these alternations tend to be sporadically realized – both across speakers and across words. There is also evidence of the expected coda merger in (1a) and vowel alternation in (2) occurring in the opposite direction.

The complex results of the three target features do not uniformly confirm with Zhuang's postulations (2009). The results provide evidence for not only dialectal convergence with Std. Cantonese, but also divergence. These preliminary results therefore point to the possibility of both language-external and language-internal phonological phenomena occurring in Tanka.

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## Place-based education of Cantonese language and culture in Vancouver Chinatown

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This paper illustrates how Chinatowns can serve as an effective venue to bridge the gap between linguistic and cultural spaces in the education of Cantonese language and culture. Culture learning has been regarded as “the fifth dimension” in the language classroom (Damen 1987). Learning outcomes of language classes should not only present language as an instrument of communication, but also a carrier of culture. In other words, learners should be taught how to understand and accept interlocutors from the target culture as individuals with different perspectives, values, and behaviours (Byram, Gribkova, & Starkey, 2002).

Traditional language teaching in countries where the target language is not the dominant language of the community often takes place in cultural vacuums due to the following reasons. First, learners in the classroom spend contact hours on interacting with objects like the textbook, audio CDs or videos; in many cases the only native speaker that they interact with is the instructor. Second, not everyone has the financial capacity to travel to the relevant country for cultural immersion. Liddicoat (2008) points out that a cultural vacuum as such may be filled by uninformed and unanalyzed assumptions based on the learners’ first culture, which fails to help learners build competence in the target culture.

As a response to this gap, a Cantonese community course in Vancouver Chinatown focuses on place-based learning to highlight the fact that a language does not exist without its speakers and culture. For each session, the first hour is spent on language instruction (e.g. vocabulary of fruits), and the second hour is for field trips (e.g. visiting a grocery store in Chinatown) so that learners can interact with native speakers directly and earn hands-on experience of Cantonese culture (e.g. oranges are appropriate gifts when visiting seniors). This case study has implications for how Cantonese educators in multicultural societies can facilitate culture learning by making use of places like Chinatown, where linguistic and cultural spaces intersect.

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## Mirativity: The case of the Cantonese utterance particle *lo1*

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This study aims to investigate the pragmatic meanings of the utterance particle *lo1* in Cantonese. I propose that *lo1* conveys three types of mirative meanings—unprepared mind, sudden realization, and counterexpectation.

Approximately thirty utterance particles in Cantonese were identified in previous accounts (Kwok 1984). Close studies on a small set of the utterance particles are rare (Bourgerie 1987 and Chan 1996). Furthermore, mirativity has been a heated subject in recent years (Delancy 1997 and Alkhenvald 2012). Mirativity refers to the marking of a speaker's unprepared mind toward new information. Studies of mirativity in Cantonese utterance particles are relatively rare. Only the utterance particle *wo3* is claimed to convey mirativity (Matthews 1998). For the utterance particle *lo1*, linguists have proposed that *lo1* conveys obviousness (Matthews and Yip 2011), expectedness (Hara and McCready 2015) and assumes a high level of knowledge from a hearer (Fung 200). While I agree with their suggested meanings, I propose that *lo1* also conveys mirativity, which have not been discussed in the previous studies.

This study uses two sets of data: The Hong Kong Cantonese Corpus and three hours of transcriptions of Cantonese YouTube videos to investigate the mirative meanings of *lo1*. This study also examines the context of conversations to identify the mirative values of *lo1*.

As a result, my research reveals that *lo1* embeds mirative values of unprepared mind, sudden realization, and counterexpectation. These mirative meanings are embedded in *lo1* when a speaker is under an unprepared psychological state, has a sudden realization, or is unexpected. The findings prove that, except *wo3*, the utterance particle *lo1* also conveys mirativity.

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# Learning Hurdles of Cantonese as a Second Language Learners:

## From Linguistic Forms to Sociolinguistic Reality

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History of teaching and learning Cantonese as a Second language can be traced back to 19th century (Lee 2005). Learners' dictionaries and teaching guidebooks were produced and published since then. Starting from 19th century, teaching and learning Cantonese as a second language started to develop in Southern China. Learners included missionaries, diplomats and traders. Learners of Cantonese as an L2 in the 19th to mid-20th Century learnt the language mainly for practical reasons, such as for doing business, for doing clinical work, for working in government and diplomatic services or in the educational field.

Nowadays motivation of learners of Cantonese as a L2 becomes more complex. Cantonese is the major language variety use by people in daily life in Hong Kong, In recent years, some learners are motivated by practical needs and learn the language for work-related reasons. There are also heritage links, which motivate overseas Cantonese descendants as well as expatriates with Cantonese speaking spouse and family to learn. More importantly, there are cultural reasons for admirers of the Hong Kong culture to learn the language (Lee 2018).

This presentation demonstrates an empirical study researching learning needs, language attitudes and learning hurdles of Adult CanSL learners. CanSL learners think, on one hand, that Cantonese is important and useful to learn because Cantonese is a language of solidarity in Hong Kong (Lee 2018); on the other hand, that it is a difficult language to learn (Lee 2019). This presentation demonstrates a research based on questionnaire survey (300 subjects) and focused group discussions (22 subjects). 3 major learning hurdles are discussed in the research. They are "linguistic hurdle", "psychological hurdle" and "sociocultural hurdle". The first hurdle comes from the difficulties encountered while learning the linguistic forms, such as pronunciation, grammatical structure and differences between Standard Written Chinese and spoken Cantonese (Li et al 2016), etc. The second hurdle relates to the psychological pressure experienced while learning the language. The third hurdle appears when CanSL learners tried to use the target language in actual social environments. These hurdles throw some lights future development on teaching materials preparation, curriculum and teaching-learning activities design. Implications to CanSL methodologies and approaches will also be discussed in this presentation.

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## *M-zí* ‘not-know’ in Cantonese as an epistemic marker

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**Background.** A broad theme of this study is to investigate how the speaker’s knowledge is encoded in natural languages. In addition to the widely studied area of (epistemic) modal auxiliaries, studies reveal that a family of indefinites systematically encodes speakers’ ignorance (a.k.a. epistemic indefinites, following Alonso-Ovalle & Menéndez-Benito 2015).

**Proposal.** (i) The negated predicate *m-zí* ‘not-know’ develops into an epistemic marker that serves as an overt binder of a *wh*-indeterminate (Kuroda 1965, Cheng 1991). Precisely, a *m-zí-wh* string denotes a specific indefinite encoding the speaker’s ignorance. (ii) *M-zí-wh* represents a special member in the family of epistemic indefinites that contrasts with Spanish *algún* w.r.t. the anti-singleton constraint (Alonso-Ovalle & Menéndez-Benito 2010), and with French *un ... quelcoque* ‘a(n) ... or other’ w.r.t. free choice interpretation (Jayez & Tovená 2006).

**Arg. for (i).** In (1a), *m-zí* appears in a post-verbal but pre-nominal position, one that is unavailable to any other predicates. (1b) suggests that the *m-zí* forms a constituent with the *wh*-element, as it can be replaced by a ‘one-cl-NP’ nominal. Crucially, (1a), unlike (1b), cannot be felicitously continued by a follow-up utterance that encodes speaker’s knowledge, as in (2a)/(b).

**Arg. for (ii).** (3) shows that the domain of quantification of *m-zí* can be a singleton set, as indicated by *zeoi* ‘most’ in the relative clause. It further suggests that the referent, while being unique, cannot be identified in a relevant way (i.e. only the property but not the title of the book is identified, cf. Aloni & Port 2015). (4) suggests it is not a definite nominal, which would otherwise be contradictory (cf. Dawson 2018). (5a) suggests that a *m-zí-wh* nominal is compatible with episodic contexts, unlike a free choice item *jamho* ‘any’ in (5b). As such, a *m-zí-wh* nominal is best characterized as a specific indefinite that requires the speaker’s failure of identification of the referent in a discourse-relevant way.

**“I can’t remember who taught me to cook this but I think it was *yinyin*”:  
Language transmission and negotiation in Cantonese Chinese American  
intergenerational soup-making talk**

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For Chinese Americans, who represent one of the largest Asian ethnic populations in the U.S., food and food-related rituals operate as public and private forums through which identity, lifestyle and environment are negotiated. Food and food practices are symbolic, ontological tools rooted in gendered, political, economic, and ideological contexts. The fear of contagion and dangers of interacting with Chinese (and other Asian) Americans can be seen throughout U.S. history, tied generally to colonial interests in Asia. The U.S. war in the Philippines, internment of Japanese Americans in WWII, anti-miscegenation laws for marriage, and portrayals in mass media all demonstrate how Yellow Peril ideologies have operated in public discourse and everyday life. Legally, immigration was not opened to Chinese and other Asians until the 1965 Immigration and Nationality Act when large numbers of Chinese increased immigrant numbers dramatically. It is within this backdrop that we analyze the intergenerational talk in everyday soup-making. We examine how soup-making by Cantonese Chinese/Chinese Americans serves as a site of (in)tangible cultural heritage (Lum, 2014), where intergenerational discourses can connect Cantonese language transmission with intergenerational immigrant subjectivities.

Data come from a larger project with 20 video and audio recordings totaling 14 hours of Chinese Americans learning how to cook a family soup from an elder (grandparent, parent, aunt/uncle) in a home setting. Data were later transcribed and translated by bilingual/bicultural research assistants and analyzed through a discourse analytic lens. Specifically, we coded all instances of code-switching in Cantonese (and Cantonese varieties). Some of these code-switches served the purpose of passing down linguistic and cultural knowledge to the next generation, and some were code-switched because they were deemed “untranslatable” in English. While many of these examples were single Cantonese lexical or phrasal items in nature, we argue these were not merely arbitrary linguistic crutches; rather, these moments are part of a larger register of linguistic resources that demonstrate multicompetence and symbolic competence, or knowledge stemming from “embodied experiences, emotional resonances, and moral imaginings” (Kramsch, 2006, p. 251). It is through this register and the commentary and negotiation that followed that opened up implementational spaces (Hornberger, 2005) and discussions for language use and language teaching through the platform of food. The discussions also centered around whether and how these practices can be understood to be markers of (Cantonese) Chineseness, thus, an issue of authenticity to imagined positions of American or (Cantonese) Chinese. Findings from this study demonstrate how everyday family talk and interactions can have deep implications for meaningful and relevant Chinese American language maintenance, bicultural negotiation, and reconciliation.

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## **The Launch of New Cantonese Courses: From Zero to One**

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There are only eight universities or colleges in the United States, and three in Canada, which offer Cantonese courses by 2018-2019 academic year, through personal observation and calculation. It is a big decline compared to 14 institutions in the United States by 2014 summer. Such a predicament should be addressed if we want to maintain and develop Cantonese at the post-secondary level. This presentation introduces the process and experience of the development of the Cantonese course at a midwestern University in the United States, including how it is initiated, sustained, and the challenges it faced. Teaching materials, pictures of class activities, and samples of student work will be shown to demonstrate how I as the instructor organize and teach the courses. Personal experience of improving the popularity of Cantonese language courses will be shared and discussed with the attendees. One purpose of this presentation is to capture the attention from academia the necessity of, and find ways to, the development of more Cantonese course(s) or even program, under the endeavor of pursuing cultural inclusion and diversity. The other goal is to draw on the attendees' views and discussion on how to better resolve the challenges and issues to serve the needs of the Cantonese learners and contribute to the preservation and development of Cantonese.

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## Realization of Focus in Bilingual Production of Cantonese and Mandarin

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Post-focus compression (PFC), the reduction of pitch range in post-focus components, has been reported in many languages, such as Beijing Mandarin (Wang & Xu, 2006; Xu, 2011; Wang et al., 2012), Japanese (Lee & Xu, 2018), Arabic (Alzaidi, Xu, & Xu, 2019), Amdo Tibetan (Wang, Wang, & Xu, 2012), Wu dialects of Chinese (Wang, Zhang, Xu, & Ding, 2017), and Lan-Yin Mandarin (Shen & Xu, 2016). However, some languages do not exhibit PFC in pitch, such as Hong Kong Cantonese (HKC, Wu & Xu, 2010). Instead, HKC expresses focus in terms of duration and intensity. In addition, perception experiments on focus identification show that the success rate is often higher in HKC than in Beijing Mandarin, Taiwanese, and Taiwan Mandarin.

This paper investigates the realization of focus by bilinguals of Cantonese L1 and Mandarin L2. We also compare the focus recognition rates of bilinguals who differ in L1 (Cantonese L1 Mandarin L2 vs Mandarin L1 Cantonese L2). Moreover, we examine whether there is a correlation between the focus recognition rate and the presence or absence of PFC. Finally, in order to find out whether the lack of PFC is restricted to HKC, we examine Standard Cantonese (also called Guangfu Cantonese 广府粤语).

Our study includes two acoustic experiments, with 10 participants, gender-balanced. All the participants are college students and all are bilinguals, with Cantonese L1 and Mandarin L2. They can use Mandarin fluently in daily life, but they always use Cantonese at home. The first acoustic experiment examines whether PFC is present in their Cantonese production (C1 production) and the second examines whether PFC is present in their Mandarin production (M2 production).

Our study also includes four perception experiments, with 32 participants. Half the participants have Cantonese L1 and Mandarin L2 (group 1) and the other half have Mandarin L1 and Cantonese L2 (group 2). Each group is balanced by the speaker's gender. The perception experiments are: (i) The focus identification rate of C1 production by group 1, (ii) The focus identification rate of M2 production by group 1, (iii) The focus identification rate of M1 production by group 2, and (iv) The focus identification rate of C2 production by group 2.

Experiments have been conducted and measurements have started. At the time of the conference, we shall be able to report the full results and discuss their theoretical implications.

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## Interpreting (in)definiteness in Cantonese: A pragmatic account

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This paper discusses the interpretation of the classifier + noun construction ([CI+N]) in Cantonese. As shown in (1), [CI+N] phrases allow for both definite and indefinite readings.

- (1) *ngo5 maa6 zo2 gaa3 ce1 aa3*  
“I sold a/the car.”

Previous accounts of the [CI+N] construction argue in favor of syntax-driven treatments, either by assuming that the classifier can function as a definite article (after movement) (Cheng, 2011; Cheng & Sybesma, 1999; Wu & Bodomo, 2009), or that Cantonese has a null lexical definite determiner (Jenks, 2018). Here, we develop a pragmatic account of the process leading to the (in)definite interpretation of [CI+N]. Our motivation is that syntactic accounts prove to be problematic on both empirical and theoretical grounds. First, Cheng and Sybesma (1999) claim that indefinite [CI+N] phrases must be nonspecific. This, however, is empirically incorrect. Second, the preferred reading of [CI+N] varies with other elements in an utterance, which syntactic accounts cannot readily explain. Third, syntactic accounts are undermined by the fact that an indefinite NP and a definite one can be coordinated. Typically, coordination enforces a structural similarity between conjuncts, which cannot be the case under a syntactic account in (2).

- (2) *ngo5 zing2 laan6 zo2 go3 lok1 tung4 tai5pun4*  
“I broke a wheel and the steering wheel” (in an accident)

Our proposal rests on the observation that definite [CI+N] are only possible if their N denotes a non-singleton set, while singleton denoting Ns, i.e. Ns that unrestrictedly refer to only one referent, only appear as bare nouns (contra Jenks, 2018):

- (3) a. *John hai6 baan1 jap6min6 (#go3) zoi3 cung1ming4 ge3 hok6saang1*  
“John is the smartest student of the class.”  
b. *(#go3) tai3 joeng4 hai2 tai3 jeong4 hai6 ge3 zung1 sam1*  
“The sun is at the center of the solar system.”

We take that “singleton constraint” to be a presupposition of definite bare nouns. The interpretation of [CI+N] is thus derived based on (i) the semantics of classifiers and (ii) the competition between possible nominal forms. We follow Croft (1994) in assuming that classifiers individualize units. When combined with numeral, this yields an indefinite reading. In the absence of a numeral, we assume that the *Maximize Presupposition!* (MP) Principle (Heim, 1991) applies to select between a bare noun and [CI+N]. If N is singleton-denoting, obeying MP entails using a bare noun. If [CI+N] is used instead, a hearer is entitled to infer that N is not singleton-denoting and that the speaker wishes to individuate an element in that set. By itself, this does not entail definiteness, and is thus compatible with both readings. Formally, this is similar to the way nominals are treated in DRT (Kamp & Reyle, 1993): [CI+N] introduces a referent, along with a description, in the universe of discourse referents. The referent is either bound to an already existing referent that matches its description or is accommodated at the global level, resembling existential closure. Given its pragmatic nature, the account also explains the effect of aspectual and final particles, and the negative connotation of using classifiers with singleton denoting Ns.

## Tone mergers in spontaneous speech and gaps in the tone inventory

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We investigate the status of three ongoing tone mergers, comparing Heritage Cantonese in Toronto and Homeland Cantonese in Hong Kong, using conversational recordings from the Heritage Language Variation and Change (HLVC) Corpus (Nagy 2009). The mergers, which have been reported from experimental tasks in several Cantonese dialects (*cf.* Bauer et al. 2003, Mok et al. 2013, Zhang 2018) are: **T2/T5** 忍 *jən35* / 引 *jən23*; **T3/T6** 印 *jən33* / 孕 *jən22*; and **T4/T6** 仁 *jən11* / 孕 *jən22*. In connected speech, many contextual variables influence the acoustic value of a tone in a given syllable (*cf.* Stanford 2016), so each token extracted from Labovian sociolinguistic interviews is coded for the segmental value of its onset, nucleus and coda, its position in the utterance, whether it is in a compound word, and the tones of the adjacent syllables. We have 7,495 tokens from 32 speakers (12 Generation 1, 12 Generation 2, 8 Homeland), but our most robust analysis moves forward with 2,400 tokens, excluding tokens that appear only in contexts where the other tone of the pair is not found. After normalization of syllable duration and speaker mean pitch, and conversion to semitones to account for differences in speaker pitch ranges (Zhu 1999, Edmondson et al. 2004), we find that two measures best represent the extent of each merger: (a) pitch at the 90% duration mark of each token and (b) the slope of the pitch track from 10% to 90% duration. Mixed Effects Models are fit to the data with, e.g., T2 vs. T5 as a binary dependent variable, the pitch measurements and the above-mentioned contextual factors as fixed effects, and word and speaker as random effects. If pitch emerges as significantly distinct for the two tones when contextual factors are thus controlled for, there is no merger. Comparing models fit to the data from each generation group, we determine whether the same social and/or linguistic factors condition the tone merger and measure how merged each tone-pair is. Preliminary analysis shows the merger to be more advanced in the two heritage generations (which do not differ from each other) than the homeland group for T2/T5 and T4/T6. We are eager to discuss possible connections between gaps in the tone inventory (e.g., no T4 with /d/ onset, no T6 with /t/ onset) and mergers in progress. Are the previously reported mergers, based only on minimal pairs where both tones occur with the same onsets over- or under-stating the status of the merger? Do the gaps indicate mergers completed long ago?

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## Pop culture in teaching Cantonese as an additional language

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There is a growing amount of theory, research and practice related to the use of popular culture in education generally as well as in the teaching of European languages such as English and Spanish, more specifically, as well as in teacher education (Benson & Chik, 2014). Interest in the incorporation of pop culture in the teaching of Asian languages (Chinese, Japanese, and Korean) has also expanded steadily over the past two decades due to the popularity and global reach of TV dramas, pop music, variety shows and other performative genres, and movies from East Asia.

In this paper, we review and extend the theoretical foundations for the educational uses of pop culture (see, e.g., Duff, 2002; Duff & Zappa, 2012a, 2012b; Fang & Duff, 2018), and consider applications to the teaching and learning of Cantonese. We review research trends and then describe some promising teaching principles and practices (whether implemented inside or outside of class) based on our recent experiences at a Canadian university. We emphasize the importance of critical engagement with pop culture(s) and media (Rawnsley & Rawnsley, 2015), student *prosumption* and not just *consumption* of pop culture resources and practices, the importance of student motivation, and relevance of media to students and their educational and personal contexts. This paper concludes with a set of criteria for optimally leveraging pop culture for pedagogical purposes with and beyond language classrooms.

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# On Teaching Cantonese Existential Structure (Locative Phrase+Verb+紧 to Vietnamese Students)

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Existential structure is one of the most important and difficult concepts of teaching as well as learning Cantonese. As a result, Vietnamese students will be encountered some problems in learning this grammar point. This paper is the tiny result of the author's adoption of teaching Vietnamese students, who learned 6 months in class in SHZ language school located in Ho Chi Minh city, and written after collecting, analyzing and summarizing the specific reasons of those mistakes for the misunderstanding of them, whose mother tongue is Vietnamese in the study of Cantonese existential sentences through biased mistakes, in order to make better teaching suggestions. Basically, these mistakes come from two sources, including the language source interference (mother tongue, target language) and the learning source interference (internal, external environment).

To overcome these interferences, in this report the author will offer several suggestions to restrain learners' mistakes in learning as well as using this structure in communication :

1. In-depth focus on existential structure (locative noun + verb + 紧) (越南学生学习粤语存现句“处所词语+动词+紧”的教学重点)
2. Strategies for teachers (针对教师教学策略的建议)
3. Strategies for students (针对学生学习策略的建议)
4. Taking "locative phrase + verb + 紧" as an example to implement teaching design (以“处所词语+动词+紧”为例实行教学之设计)

Hopefully, these teaching suggestions are not only helpful for the teachers to identify their own teaching ideas, determine the scope of teaching, but also to grasp the learning psychology of the learners, thereby improving teaching efficiency.

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## EXAMPLES

### \* Teaching materials

- (1) It has been raining since you left me.  
( 自从你离开咗我, 天都一直落紧雨)

	前段	中段	后段段
(2)	水里边	游紧	好多鱼
(3)	天上	飞紧	好多飞机
(4)	墙上	挂紧	一幅画
(5)	手中	揸紧	一支笔
(6)	前面	嚟紧	一个靓女

### \*Errors from students

	前段	中段	后段段
(7)	电脑	放紧	喺台上
(8)	喺台上	有	一部电脑
(9)	喺墙上	挂紧	一幅画
(10)	喺墙上	挂	一幅画
(11)	喺台上	有	一部电脑
(12)	墙上	有	一幅画

## *A Chinese Phonetic Vocabulary (1855) and its Significance*

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In *A Chinese Phonetic Vocabulary* (初學粵音切要; 1855) attributed to the Reverend John Chalmers (1825—1899), there is a five-way rime distinction “靴 ≠ ü 於語去 ≠ üy 須取序 ≠ oey 垂水稅 ≠ ooey 回每罪,” wherein “靴” and “虛” share the same *fanqie* 反切 (“可於”), but not without a note stating the two actually “differ slightly” (小別). Considered alongside two other sets of rime distinctions “e 希始至 ≠ ěy 非彼利” and “oo 烏苦父 ≠ oe 刀老路,” and in contrast with the diphthongization processes found in *Zhengyin Juhua* (正音咀華; 1853) by Suo Yizun (莎彝尊), we can conclude that Chalmers’s *Vocabulary* records a phonology that shares striking similarities with the Cantonese dialect of Gaoming (高明), a county about seventy kilometres southwest of Guangzhou (廣州) proper. Moreover, the work’s conservative retention of a three-way initial distinction “y 英由 ≠ j 言 ≠ ng 岸” as well as other non-phonemic peculiarities hark back to the Cantonese of *Fenyun Cuoyao* (分韻撮要; c. 1700s), bearing witness to one rural dialect’s diachronic development from and relation to a close antecedent. And while Chalmers’s *English and Chinese Pocket Dictionary* (1859) retains a hint of the Gaoming dialect, its phonology is on the whole more aligned with the perceived Guangzhou standard of the time, making his slightly earlier *Vocabulary* all the more significant as a testament to the linguistic diversity that existed throughout the Pearl River delta then as it still does to this day.

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## The Early Cantonese apical rime \*ɿ: Myth or reality?

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Most linguistic sources of Cantonese up to the early twentieth century record a vowel that is neither [i] nor [y], first described by Western missionary-sinologists as “a buzzing sound,” one in perfect alignment with the mid-Qing Cantonese rime book, *Fenyun Cuoyao*’s (分韻撮要) 16<sup>th</sup> rime (師史四). Yet, by the time studies of Wong (1941/2001) and Chao (1947) emerge, the apical rime \*ɿ disappears entirely, almost without a trace. By far the most common criticism against the veracity of a Cantonese apical rime \*ɿ is that it is either a product of vanity (promulgated by Wong) or (possibly) a result of dialect influence (hinted at by Chao, who in any event describes it as a feature of a mere speaking minority). In uncovering audio(-visual) sources such as *nanyin* (南音) recordings and prewar Hong Kong films featuring speakers born between 1860 and 1900, Sham (2019; in press) has documented remnants of the apical rime /ɿ/ in speech that is otherwise categorically modern Cantonese. Through these findings, one can see its demise spanning a period of roughly one or two generations that saw first lexical diffusion and free variation, then hypercorrection leading to an ultimate merger into the high front vowel /i/. In this paper, we delve deeper into two of the sources cited, Jones and Woo’s *Cantonese Phonetic Reader* (1912) and two radio recordings of Wang Jingwei (汪精衛). As both Wang and the Cantonese informant for the *Reader*, Woo Kwing Tong (胡炯堂), both hail from Sanshui (三水), we re-examine how “pure” their Cantonese really is and conclude that both endeavour to present themselves in standard Cantonese, one still with lingering traces of the apical rime /ɿ/ but devoid of any distinct Sanshui features. In re-analyzing Jones & Woo’s phonetic description with a modern approach to acoustics and perception of speech, we re-position the apical rime /ɿ/ as one of the crucial links in the phonological paradigm shift from early to modern Cantonese.

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## The om/op ~ am/ap merger in Cantonese: Acoustic evidence of an incomplete sound change

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According to Bauer & Benedict (1997: 419-420), descriptions of Cantonese published before the 1940s describe a contrast between the om/op and am/ap rime groups (ex: gom2, ‘thus, so’, 噉 vs. gam2, ‘embroidered’, 錦). They say that “one presumes that these earlier scholars were making a distinction that actually existed in the Cantonese language of their time; nonetheless, it was one which eventually disappeared from standard Cantonese” (1997: 420). This presentation addresses two questions about this purported contrast by analyzing sociolinguistic interviews (spontaneous speech samples) from speakers born between 1922 and 1998:

- (1) Is there acoustic evidence of this contrast among Cantonese speakers born before 1940?
- (2) Does this distinction persist among any speakers born after 1940?

Acoustic evidence comes from Lobanov normalized (Thomas & Kendall 2007) midpoint F1 and F2 measurements of 32 speakers (including 24 from Toronto and 8 from Hong Kong), recorded as part of the Heritage Language Variation and Change in Toronto Project (Nagy 2011). Words identifiable in Eitel’s (1877) dictionary as containing either om/op or am/ap were analyzed. This amounted to a grand total of 1321 usable vowel tokens (510 tokens of om/op and 811 tokens of am/ap). Pillai Scores (Nycz & Hall-Lew 2015) were calculated for each individual speaker. Speakers with a score of 0.300 and below are considered merged while speakers above 0.300 are considered not merged in vowel production (following a rough guideline set in Hall-Lew 2009).

Results show speakers born before 1940 (n=4) with scores ranging from 0.444 to 0.783. Thus, the oldest speakers examined all produce a distinction. 15 of the remaining 28 speakers born after 1940 have scores above 0.300 and thus also produce a distinction. In fact, the speaker with the highest Pillai Score (0.855) was born in 1969. Nevertheless, results from a Pearson Correlation Test show a significant inverse correlation ( $r = -0.493$ ,  $p < 0.01$ ,  $n = 32$ ) between Year of Birth and Pillai Score. Thus, there is still a gradual trend towards merger of the two rime groups.

To conclude, this talk presents acoustic evidence of the am/ap ~ om/op merger in Cantonese spontaneous speech. The merger appears to have developed some time after 1940 and has since become a sound change still in progress (affecting both Hong Kong and Toronto Cantonese).

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## Lexical Choices in Dr Sun Yat-Sen's 1924 Cantonese Audiorecording

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Previous studies on Dr. Sun Yat-sen's 1924 Cantonese speech focused on the phonetics of his speech, regarding the then-ongoing sound changes (Cheng 2011) and the influence from various Cantonese varieties therein (Chan 2019). The current study investigated the lexical variations in Sun's 1924 speech, and concluded that Sun's speech reflected influences from both Cantonese and Standard Written Chinese, as well as Sun's personal innovation.

We first segmented Sun's speech into words. Their expected frequencies were compared against the Hong Kong Cantonese Corpus (HKCanCor, Luke & Wong 2015, Lee 2015). Words that have higher relative frequencies in Sun's speech than in HKCanCor were identified. These "more-than-expected" words were categorized into four groups:

- (1) Political-themed words, reflecting the theme in Sun's speech:  
我哋      中國人      政府      人民      三民主義  
"we"      "Chinese"      "Government"      "People"      "Three Principles of the People"
- (2) Older Cantonese words (cf. Ball 1888):  
曉得 (contra 識得/知道)      裡頭 (contra 入面)  
"to know"      "inside"
- (3) Standard Written Chinese words:  
現在 (contra 而家)      欺負 (contra 蝦)      諸君 (contra 你哋)      想想 (contra 諗)  
"now"      "to bully"      "you folks"      "to think (dim.)"
- (4) Sun's own literary innovation, resembling four-character idioms:  
頂富頂強      民窮財盡  
"wealthiest and strongest"      "destitute people and depleted finance"

All in all, while Sun's choices of words were very similar to contemporary Cantonese, older Cantonese lexical items were also found, reflecting the spoken variety at the time. Sun's speech also contained words from Standard Written Chinese, signaling the formality of the topics. Finally, Sun's innovations of words and phrases may have an effect in retaining the audience attention and emotions during the speech.

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## Written Cantonese in 21<sup>st</sup> Century Guangzhou: A Study of *Baak6 Waa2 Gwong2 Zau1*

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Since the establishment of the PRC, written Cantonese has been largely discouraged due to language policies in mainland China. As a result, studies on written Cantonese have shifted their focus to the Hong Kong variety, and Cantonese writing in the mainland is largely marginalized or dead (Snow 2004). However, the advent of *baak6 waa2 gwong2 zau1* 白话广州, a supplementary page in *Nanfang Dushibao* 南方都市报, has brought back confidence in maintaining the Cantonese writing tradition in Guangzhou.

*Baak6 waa2 gwong2 zau1* made its public appearance on October 10, 2006, and was discontinued on March 27, 2015. In 10 years' time, it has covered various aspects of the local culture. In addition, it has revived indigenous written Cantonese in publication to some degree. The present study will look into this special page, and inform about the status quo of written Cantonese in Guangzhou.

This study investigates lexical items and communicative messages in *baak6 waa2 gwong2 zau1*, using 56 selected texts from the year 2015. In terms of lexical items, it is found that 30.89% of all tokens are Cantonese-specific ones and 67.61% are Cantonese-Mandarin shared tokens, similar to Ouyang's (1993) finding. As the linguistic register changes from a classical one to an informal one, the proportion of Cantonese-specific lexical items increases from 0 to 55%, which partially agrees with Snow's (2004) observation. In terms of communicative messages, *baak6 waa2 gwong2 zau1* is a platform for promoting local culture, expressing thoughts and exhibiting an authentic Guangzhou lifestyle, with materials in the form of Cantonese writing (prose, poems and dialog transcriptions), paintings and cartoons.

To conclude, *baak6 waa2 gwong2 zau1* is meaningful in introducing Guangzhou written Cantonese back to publishing. Its discontinuation is surely a great loss. Faced with an uncertain future, it is hoped that innovative attempts will help preserve the Cantonese writing tradition in Guangzhou.

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# The prosodic syntax of right dislocation in Cantonese

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**Two syntactic puzzles:** Right dislocation (RD) is a construction where the sentence-final particles (SFPs) occur at an abnormal sentence-medial position, as in (1).

- (1) *Loeng go zungtau laa3, keoi zau-zo* (Cheung 1997)  
two CL hour SFP he leave-PFV 'He has left for two hours.'

The first puzzle is how to derive the sentence-medial positions for SFPs. There are two major competing approaches: one is movement approach with mono-clausal structure (Cheung 2009, =(2)a), another is deletion of parallel bi-clausal structures (Shi 1992, =(2)b).

- (2) a. Movement approach (one CP) b. Deletion approach (two CPs)  
[CP (for) 2hrs [laa3, [he left *t* ]]] [[CP he left (for) 2hrs laa3], [CP he left (for) 2hrs laa3]]

Another puzzle arises with a novel observation: Cantonese RD requires an overt SFP to occur. It is unnatural to have a RD without any SFP (=(3)). To be more specific, outer SFPs, which have root phenomenon (Tang 1998, a.m.o.), are required. Inner SFPs whose positions are below C, such as *sin1* 'first', cannot occur alone in RDs, as in (4). The above two approaches do not seem to capture the obligatory occurrence of outer SFPs, since they both allow SFPs to be covert.

- (3) *m-lai \*(lo1), keoi.* (4) *Sik sin1 \*(aa3), keoi.*  
NEG-come SFP 3SG 'He will not come.' eat SFP SFP 3SG 'He eats first.'

**Goal:** Providing prosodic evidence from a phonetic experiment, this paper argues that Cantonese RDs have one CP, and the SFPs requirement is the result of syntax-prosody interactions.

**Phonetic experiment:** One trichotomy and two dichotomies are involved:

- |  |                                     |
|--|-------------------------------------|
| (i) [1]non-RD (one sentence) [S-V-O-SFP].          | (ii) [4] SFPs (non-RD) [S-V-O-SFP]? |
| [2]non-RD (two sentences) [S-V-O-SFP] [S-V-O-SFP]. | [5] SFPs (RD) [V-O-SFP-S]?          |
| [3]RD [V-O-SFP-S].                                 | [6] Intonation (non-RD) [S-V-O]?    |
|  | [7] Intonation (RD) [V-O-S]?        |

There are in total 7 configurations x 3 lexical sets x 10 subjects x 3 trials=630 tokens. The results reveal that, for (i), there is overall declining in pitch and no pitch reset for the RD-ed subject in RDs, on a par with non-RDs with one sentence, but not two sentences. That means, RDs have just one intonational phrase (=1), which favors the mono-clausal approach. For (ii), the results are that rising intonation H% for questions cannot occur in Cantonese RDs. The subjects simply cannot pronounce RDs with sentence-medial intonations. Note that Cantonese intonations are boundary tones (Xu & Mok 2011), which must occur at the right boundary of 1. Their non-occurrence in RDs naturally follows from the result of (i) that RDs have one 1 only.

**Proposal:** This paper suggests that Cantonese RDs have one CP only and have one 1 only. In other words, prosody maps with syntax (Feng 2015). Movement approach is thus adopted.

- (5) [FocP YP [CP outer-SFP [TP XP *t*<sub>YP</sub> ]]] (one CP)  
( )% (one 1)

Assumes that C must realize as intonations or SFPs. As it is not possible to have sentence-medial boundary tones, C can only realize as SFPs, deriving the obligatory occurrence of outer SFPs.

- (6) [FocP ... [CP C-(\*)/\*(outer-SFP) [TP ... ]]] (% = intonations/ boundary tones)

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## The origin and the development of the question particle *me* in Cantonese

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The Cantonese particle *me* is attached to the end of a statement to turn it into a yes-no question. Scholars point out that a *me*-question is not neutral and is used by a speaker to query the truth of something which appears to contradict his/her belief (cf. Kwok 1984, Leung 2005, Matthews & Yip 2011). An answer may or may not be expected from the speaker ((1)-(2)).

- (1) Loeng maa bun m gau me?  
Two yard half not enough ME  
'Are two and a half yards not enough?' (Kwok 1984: 88)
- (2) Keoi hou lek me?  
S/he very clever ME  
'As if he was so clever!' (Matthews & Yip 2011: 400)

In the Cantonese texts compiled in the 19th and early 20th centuries, in addition to the rhetorical usage ((3)), it is found that *me* can also be used in a neutral question ((4)).

- (3) Nei ngo dou hai lousoengjyu. Mtung zung tam nei me.  
You I all be acquaintance not still impose on you ME  
'You and I are old acquaintances; surely you cannot suppose that I would impose on you.' (Bridgman 1841)
- (4) A: Keoi hai mat jan? Keoi sik jin me? B: M zi dak sat lo.  
He be what man? He eat cigarette ME? Not know DAK certain SFP  
'A: Who is he? Does he smoke? B: I don't know certainly. (Ball 1883)

To highlight that something contradicts a speaker's belief, a negative marker can be used in a *me*-question. It is observed that the use of a negative marker in a *me*-question ((1)) and the use of *hai me* as a marker of response ((5)) have increased significantly since the early 20th century, phenomena which show both subjectification and intersubjectification of *me*. Last, based on the data in the Cantonese historical texts, this paper suggests the following evolutionary path for *me*: a negative marker (*m/mei/mou*) + the sentence-final particle *ni53* > *mi53* > *me53/me55* > *me55*, which attests to the strong tendency of unidirectionality.

- (5) A: Hou noi m gin nei. B: Ngo heoi Soenghoi. A: O, hai me. Hou saigaai aa.  
Very long not see you I go Shanghai O, be ME. Good world SFP  
A: 'I have not seen you for a long time.' B: I have been to Shanghai.' A: You have had a good time of it, eh? (Ball 1902)

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## An Analysis on Motion Events in Cantonese

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Ramchand (2008) proposed that event interpretation of a predicate is systemically built upon three functional projections: Initiation Phrase, Process Phrase, and Result Phrase.

This study makes two proposals: (i) Motion predicates in Cantonese (CAN) display transparent composition of Initiation Phrase, Process Phrase and Result Phrase, supporting Ramchand's (2008) proposal. (ii) Decomposition of an event takes place at the syntactic level for Cantonese. Firstly, motion predicates in CAN are represented by serial verb constructions (SVCs), as SVCs in CAN allow only one aspectual marker in the predicate (1), as opposed to the ungrammatical example (2) with two aspectual markers, and these SVCs are mono-eventive, adding a connective causes an SVC to be ungrammatical, as in (3).

- |     |   |      |             |            |       |                        |
|-----|---|------|-------------|------------|-------|------------------------|
| (1) | go2-go3-hok6saang1  | lo4  | <b>zo2</b>  | bun2-syu1  | hoei4 | saam1lau4-Ø            |
|     | The student   | take | <b>Asp</b>  | the book   | go    | the 3rd-fl             |
|     | 'The student has taken the book to the third floor.'                        |      |             |            |       |                        |
| (2) | *go2-go3-hok6saang1   | lo4  | <b>zo2</b>  | bun2-syu1  | hoei4 | *saam1lau4-Ø           |
|     | The student   | take | <b>Asp.</b> | the book   | go    | <b>Asp.</b> the 3rd-fl |
|     | 'The student has taken the book, and the book has gone to the third floor.' |      |             |            |       |                        |
| (3) | *go2-go3-hok6saang1   | lo4  | bun2-syu1   | <b>wo4</b> | hoei4 | saam1lau4-Ø            |
|     | The student   | take | the book    | <b>AND</b> | go    | the 3rd-fl             |
|     | 'The student took the book, and he has gone the third floor.'               |      |             |            |       |                        |

Secondly, four main types of motion expressions constructed by various combinations of the three functional phrases can be identified in CAN. Type 1: The Process sub-event denotes a change of state. The Path component is embedded as the complement in the structure, which provides details about the trajectory of the movement with more than one path verb, as in (4).

- |     |                          |         |       |
|-----|--------------------------|---------|-------|
| (4) | go2-go3-hok6saang1       | lok6    | hoei4 |
|     | the student              | go-down | go    |
|     | 'The student went down.' |         |       |

Type 2: Adding the Initiation sub-event on top of the Process Phrase gives rise to another type of motion predicate: Initiation-Process, as in (5). This predicate conflates the two sub-events and derives the interpretation that an Initiator acts upon (or causes) another entity to change location. The Initiate Phrase is headed by transitive verbs such as 'push'.

- |     |                                     |       |          |         |       |
|-----|-------------------------------------|-------|----------|---------|-------|
| (5) | go2-go3-hok6saang1                  | teoi1 | gaa2-ce1 | lok6    | hoei4 |
|     | The student                         | push  | the cart | go-down | go    |
|     | 'The student pushed the cart down.' |       |          |         |       |

Type 3 & 4: There is a distinction between Result Phrase and Endpoint Phrase. The Endpoint Phrase is selected by an Initiation-Process Phrase that is non-punctual, as in (6), such that subparts of a scale are noticeable in the event: a beginning, middle and end (Beavers, 2008). This scale is represented by the Path Phrase.

- |      |   |       |          |         |       |                    |             |
|------|---|-------|----------|---------|-------|--------------------|-------------|
| (6a) | go2-go3-hok6saang1  | teoi1 | gaa2-ce1 | lok6    | hoei4 | dou3               | saam1lau4-Ø |
|      | the student   | push  | the cart | go-down | go    | arrive (end-point) | the 3rd-fl  |
|      | 'The student pushed the cart down to the third floor (and he arrived there).' |       |          |         |       |                    |             |

Result Phrase merges with a punctual sub-event that only has two subparts: a beginning and an end. In this case, the Path Phrase is absent in the event structure, as in (7).

- |     |   |       |           |                |                     |
|-----|---|-------|-----------|----------------|---------------------|
| (7) | go2-go3-hok6saang1                                  | baai2 | bun2-syu1 | haai           | syu1gaa2-soeng5min6 |
|     | the student   | put   | the book  | be at (result) | bookshelf-localizer |
|     | 'The student put the book on top of the bookshelf.' |       |           |                |                     |



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