「第九屆兩岸華語文教師研討會」暨
「第十二屆世界華語文研究生研討會」

第一號通知

一、 研討會宗旨

　　世界處於百年未有之大變局，傳統華文教育的生存環境與發展模式都面臨著新形勢下的諸多重大轉變與挑戰。由西北師範大學、世界華語文教育學會和華僑大學主辦的「第九屆兩岸華語文教師研討會暨第十二屆世界華語文研究生研討會」旨在搭建海內外華語文教育的交流和研究平台，積極探討「新形勢」背景下的華文教育理論發展與實踐探索，從而提升華文教育的學術發展，增進國際學術文化交流。

　　兩岸華語文教師研討會和世界華語文研究生研討會是世界華語文教學領域的著名學術系列活動。本次兩大研討會的舉行喜逢西北師範大學建校 120 周年和世界華語文教育學會成立 50 周年，研討會籌備會熱烈歡迎世界華文教育學界的專家、學者與師生參會並發表原創性研究成果。

二、 研討會主題

新形勢下世界華文教育的理論發展與實踐探索

三、 會議議題
(一) 新形勢下的華文教學、傳播理論研究；
(二) 華文教育的國別區域化研究；
(三) 重大疫情影響下在線華文教學的挑戰與對策；
(四) 世界各地華文教學的多樣性及其比較研究；
(五) 華語測試與評估研究；
(六) 華語習得研究；
(七) 華語教學的教學技術與資源開發研究；
(八) 華語教學的華語本體研究；
(九) 華語教師、教材、教學法研究；
(十) 其他相關主題。

四、 會議形式

(一)因應國際疫情，本次會議採取「**實體與線上混成**」方式為之。

(二)專題演講、個人論文口頭發表等。

(三)其他主辦單位安排之學術活動。

五、 參加辦法

投稿論文請於 **2022 年 7 月 5 日(星期二)以前**，至本研討會網頁（https://reurl.cc/02A6xY）進行投稿。

論文投稿須知如下:

1. 投稿之論文應為未正式發表之論文。

2. 請以中文或英文撰寫論文摘要，中文的字數以 600-1,000 字為原則，英文以 400 詞以內為原則，檔案格式限定為 docx、doc 或 odf（開放文件格式）。

3. 摘要內容應包括但不限於下面內容：議題、研究方法、研究結果、討論，及 3 至 5 個中文或英文的關鍵詞。

4. 摘要格式:

   標 　題: 16 字體，中文新細明體，英文 Times New Romans，粗體，居中。

   作者名:12 字體，中文標楷體，英文 Times New Romans，右對齊。

   摘 　要:10.5 字體，中文新細明體，英文 Times New Romans，「摘要」兩字加粗體。

   關鍵詞: 10.5 字體，中文新細明體，英文 Times New Romans，「關鍵詞」三字加粗體，以分號間隔。

5. 全文格式:請參考附件。(附件一、中文格式範例。附件二、英文格式範例)

6. 主辦單位將邀請相關學者組成學術審議小組，以匿名方式審查論文摘要或全文，並於 **2022 年 7 月 22 日（星期五）前**公告並以電子郵件個別通知審查結果。

7. 本次將評選研究生組傑出論文並頒發「研究生優秀論文獎」，欲參加者請於 **2022 年 7 月 5 日(星期二)以前**，繳交全文。

8. 大會所發表的論文，歡迎投稿至世界華語文教育學會出版之國際性學術季刊《華語文教學研究》（為 THCI 及 ACI 收錄期刊）或《華文世界》半年刊；北京語言大學出版之國際學術季刊刊《世界漢語教學》。

六、 會議費用

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學者、一般人士	1,000	1,600	視五月底疫情規定公告之	
研究生與大學生	600	1,000		

1. 與會者往返旅費、住宿費等自理。住宿飯店將由主辦方統一安排。
2. 非世華會會員若於報名會議時同時申請加入會員，得立即享有會員身分優惠。入會申請書請逕自世華會網站下載：www.wcla.org.tw 。

七、 會議時間

2022 年 8 月 15 日—18 日
（會期暫定 8 月 15 日報到、18 日離會；如受疫情影響將提前另行通知）

八、 會議地點

甘肅.敦煌
如受疫情影響，需嚴格遵守兩岸及當地的防疫政策。

九、 主辦單位

西北師範大學、世界華語文教育學會、華僑大學

十、 聯繫方式

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【世界華語文教育學會】

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http://www.wcla.org.tw　　　E-mail：wclahd@gmail.com
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附件一、中文格式範例

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華語文教學與研究[*]

李馬克
世界華語文教育學會

摘要

《華語文教學研究》為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

關鍵詞：華語文、教學、語言習得、理論、結構

1. 前言

華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登（作者 1988）華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登[1]。華語文教學研究為研究華語文教學之專業學術期刊。

表 1：統計分類表

	項目 1	項目 2	項目 3	項目 4	項目 5
類 1					
類 2					

2. 研究方法

華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

2.1 歷史回顧

華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

（1）刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。
   a. 華語文教學研究為研究華語文教學之專業學術期刊。
   (a) 華語文教學研究為研究華語文教學之專業學術期刊。
   b.刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

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[1] （註腳，10 級字，單行行距，不貼齊格線，凸排 0.9 字元。）

2.2.1 方法

華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

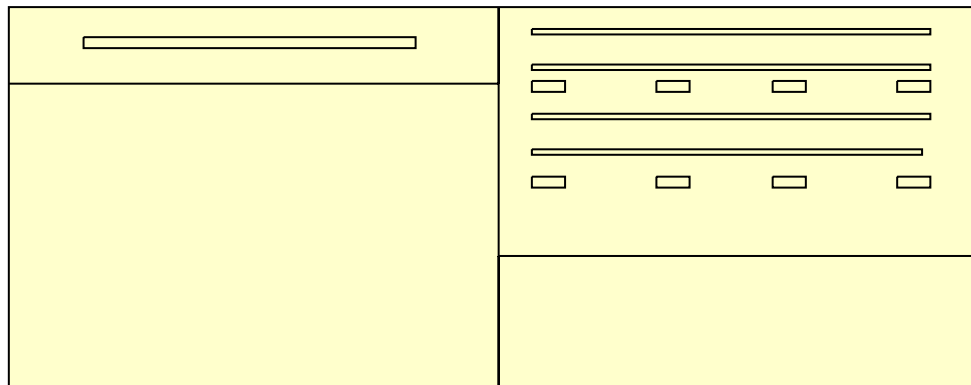

圖 1：使用流程圖

華語文教學研究為研究華語文教學之專業學術期刊，刊登有關語言習得、教學理論、教學方法及語言結構等領域之論文，相關書評與導讀亦接受刊登。

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Acquiring Double Object Verbs in Mandarin Chinese*

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Abstract

The present study aims to investigate Chinese children's acquisition of double object verbs with *gei*. These verbs were classified into three types, *gei*-required, *gei*-forbidden, and *gei*-optional. The following issues were examined, i.e. the difficulty levels, unmarked/marked patterns, and development of untargeted patterns. Two tasks were employed, a grammaticality task and a sentence elicitation task. Forty-five children aged from three to five and fifteen adults participated in the experiment, who were further divided into four groups, i.e. Group 1 (three-year-olds), Group 2 (four-year-olds), Group 3 (five-year-olds), and Group 4 (native controls).

Keywords: double Object Construction, L1 acquisition, Markedness, Chinese

1. Introduction

In Chinese double object constructions, one of the most crucial elements in determining the order of the direct and the indirect objects, however, is *gei*.　*Gei* is a word with multiple functions and thus can be treated as belonging to different syntactic categories based on its meanings. As a verb, for instance, *gei* can be used in a double object structure like (1), meaning 'give.' Interestingly, *gei* can also combine with other verbs such as *song* 'give' in the same structure, as exemplified in (2).

(1) Wo   gei   le   Zhangsan   yi   ben shu.   (Yang 1991:11)
    I   GEI ASP Zhangsan   one CL   book
    'I gave Zhangsan a book.'

(2) Wo   song   gei le   Zhangsan   yi   ben shu.
    I   give   GEI ASP Zhangsan   one CL   book
    'I gave Zhangsan a book.'

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2. Linguistic Properties and Literature Review of Double Object Verbs

2.1 Linguistic Properties of Double Object Verbs

Verbs of the same type as *dai* in (4)a usually imply physical transfer of objects and they do not involve the full meaning of 'giving,' i.e. [−Giving]. Therefore, when a Goal is added, the following *Gei*-insertion Rule applies to enhance the giving feature of the verb.

2.2.1 *Gei*-required Verbs (GRV)

The present study consisted of three experimental groups and one control group. The experimental groups were made up of 45 preschoolers aged from three to five from a private Catholic kindergarten in southern Taiwan. The control group was composed of 15 native Mandarin-speaking adults whose mean age was 20.

Osgood and Zehler (1981) examined the effects of prototypicality and sentence complexity on children's acquisition of English double object constructions. Their subjects consisted of sixteen children in each age group, three-, four-, and five-year-olds. Thirty-two sentences were examined, sixteen of which were dative and the other sixteen ditransitive. Four levels of prototypicality along with four levels of complexity were employed. The children were asked to perform two tasks; the first was an act out task, and the second, a production task.

Table 2: Basic Information of the Subjects

Group	Age	Mean	Gender		Number
1 (3-year-olds)	3;5~3:11	3;6	Male	9	15
			Female	6	
2 (4-year-olds)	4;5~4:11	4;6	Male	6	15
			Female	9	
3 (5-year-olds)	5;5~5:11	5;6	Male	6	15
			Female	9	
4 (control group)	18;4~22;4	20;4	Male	7	15

As can be seen in Figure 1, the three types of verbs demonstrated a developmental trend for each age group.
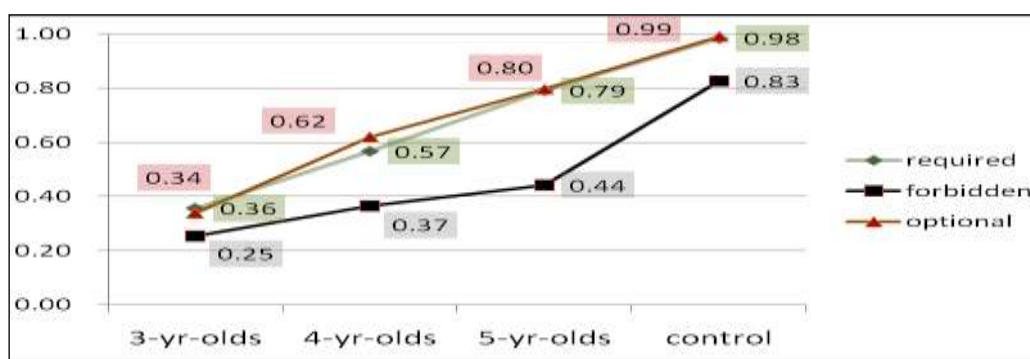

Figure 1: Subjects' Mean Scores of the Three Types of Double Object Verbs

For *gei*-required verbs, the mean scores for the three-, four-, and the five-year-olds were .36, .57, and .79, respectively[2]. The same trend was found in response to *gei*-forbidden and *gei*-optional verbs. As the subjects' age increased, their performance improved. The results of one-way ANOVA also revealed that the different mean scores between groups reached a significant level for all the three types of verbs ($F(3, 56)=52.785$, $p=.000$ for *gei*-required verbs; $F(3,$

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[2] The mean score for each age group was derived by the correct responses divided by the four items for each verb type.

56)=52.926, *p*=.000 for *gei*-forbidden verbs; and F(3, 56)=58.441, *p*=.000 for *gei*-optional verbs).

3. Conclusion

Last but not least, our subjects' preference for the relative order of the DO and IO contradicted what Givón (2001) has found concerning his Thematic Hierarchy[3].　Therefore, to have a complete picture of the use of the alternative patterns of double object verbs, it would be necessary to also investigate children's daily use of these verbs. That is, a corpus study can be conducted to see whether their preferences for certain pattern are consistent with the results we obtained or the Thematic Hierarchy proposed by Givón (2001).

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[3] As pointed out by one of the reviewers, our findings seem to support Pinker's (1989) claim of associating thematic hierarchy with the linking rule.

International Conference on Chinese Language Teaching, December 2011. Taipei.]

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