Abstracts

Chinese Transcription of Foreign Words Prior to the 19th Century

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Abstract
Chinese languages have, since their emergence, been in contact with the languages of non-Sinitic peoples. The resultant language contact has meant both representation and borrowing of non-Chinese lexical items in Chinese languages. This article provides a number of vignettes showing how non- Chinese languages have either represented or borrowed from non-Chinese languages over the last 2,000 years. The influences of Indic, Persian, Arab, and Mongol languages on Chinese and the way new lexical items were represented are addressed in a chronological format. This is followed by a brief examination of the attempts to formalize Chinese knowledge of foreign languages, culminating in the emergence of various vocabularies of foreign languages represented phonetically in Chinese characters. This was the format adopted when the Chinese began representing the English language, as discussed further throughout this volume.

Two 19th Century Missionaries' Contributions to Historical Cantonese Phonology

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Abstract
Foreign missionaries to China in the 19th century accepted that in order to spread The Word and make converts among the folk they had to learn to speak the local Chinese dialects. As a result, some turned their hand to linguistics and lexicography, thus making important contributions to Chinese dialectology. In compiling the first Cantonese-English dictionary, Robert Morrison recognized that the romanization of Cantonese was an indispensable tool for transcribing the dialect, and he devised a relatively accurate although incomplete system for his dictionary that was publishedin 1828. In comparing his romanization with the one in S. Wells Williams'dictionary of 1856, we can identify concrete, progressive improvements in the representation of the sound segments and tones of Cantonese. By having fossilized the phonological system of 19th century Cantonese, these two old dictionaries can now serve us as invaluable references in the historical study of Cantonese. This paper traces the development of several phonetic features that have been conveniently captured and preserved in the romanization systems of Morrison and Williams to their modern-day reflexes.

Chitqua's English Adventure: An Eighteenth Century Source for the Study of China Coast Pidgin and Early Chinese Use of English.

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Abstract

A very early example of Chinese writing in English not previously discussed in the literature on China Coast Pidgin is introduced, and its implications for our understanding of eighteenth century China Coast Pidgin usage and early Chinese use of English is analyzed. An historical approach is taken, and caution is suggested concerning reliance on contemporary citations of spoken Pidgin as a source for its reconstruction. Some attempt to broaden our understanding of the context of Pidgin use is made by means of a discussion of aspects of the life of Chitqua, a portrait sculptor working in Canton who made a trip to England between 1769 and 1772, and who was the author of the sample of writing discussed.

The origins of Chinese Pidgin English: evidence from Colin Campell's diary

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Abstract

This paper describes some intimate details of the trade interactions between European traders and Chinese merchants and officials in the 1730s. Although it might be thought that the "linguist" or interpreter would mediate such interactions, the role of the linguist was complex, and he was often specifically excluded from negotiations. The data lend support to the theory that CPE arose out of direct trade negotiations between Chinese merchants and English-speaking traders around this time.

Pidgin English texts from the Chinese English Instructor

Michelle Li, Stephen Matthews and Geoff P. Smith

Abstract

Tong King-sing's Chinese-English Instructor (1862) was an ambitious attempt by an exceptional Chinese linguist to make the complete English language available to Chinese learners. At some time during the production of this six-volume work, marginalia were added giving the pidgin English equivalent to some of the entries, especially the extended dialogues in volumes 4 and 6. This body of texts is the biggest single collection of CPE in existence, and so it is a valuable source of data for comparative work, especially in conjunction with the records made by English-speaking observers. Here a full record of the pidgin data from the Chinese-English Instructor is presented, with some preliminary comments on items of special interest pending a comprehensive analysis.

Stereotyped Chinese Pidgin English as an Interlude in Linguistic Sources: Three Early 20th Century Instances

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Abstract

Presented here are a number of short examples of what appear to be Chinese Pidgin English appearing in unexpected places. An analysis of the texts shows that CPE is prone to sterotyping by even otherwise careful observers and analysts of language.

Abstracts

Inferring word meaning in second language listening

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Abstract
This paper investigates the knowledge sources that L2 learners use to infer word meaning in listening comprehension, and how language proficiency affects their use of the knowledge sources. The verbal reporting method was used to collect the data. The subjects were English learners with Chinese as their first language. The results reveal that the most frequently used knowledge source was the local co-text. The subjects also used co-text combined with world knowledge to infer word meaning. Morphology was used to some extent as well. The importance of the interaction of the knowledge sources at different levels immerged. Language proficiency is an important factor determining the use of the knowledge sources. The low proficiency subjects resorted to general world knowledge more frequently as a result of their weak linguistic processing abilities. In contrast, the high proficiency subjects were more able to use their linguistic knowledge (morphological knowledge) and combine relevant knowledge sources to infer word meaning. The current study also informs the use of the verbal reporting method: verbal report offers researchers a database on the basis of which to reconstruct the thought processes, but not the exact reproduction of the processes, which requires an informed analysis of the data.

A qualitative study on the acquisition of listening comprehension strategies

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Abstract
This study investigates the process of acquiring listening comprehension strategies that non-native English language learners experience during a strategy training program. The purpose is to find any patterns regarding strategy learning and how the affective/psychological aspects impact on the learning process. Data were collected based on learners' working journals and individual interviews. Qualitative data analysis was adopted. The results show the emergence of three learning phases, each of which is characterized by distinct learning patterns. They are labeled as "recognition," "experiential," and "repertorial" phase respectively. The terms reflect the status of learning in the sense that learners recognize the target strategies, experiment with the strategies in listening tasks, or eventually integrate strategies into the repertoire of their language skills. The implications include the

justifications of cognitive learning theories in strategy research, the recursive nature of the acquiring phases, and the importance of affective aspects of strategy acquisition.

Gender and academic reading strategies: A survey of adult EFL learners in Mainland China

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Abstract
The current study had two objectives: (1) to investigate the types of academic reading strategies used by mainland Chinese EFL learners; and (2) to see whether or not males and females significantly differed in their reading strategy use. The participants consisted of 328 (Male=111; Female=217) university students who completed a 30-item reading strategies inventory called the Survey of Reading Strategies (SORS) (Mokhtari and Sheorey, 2002). The results showed that learners used a variety of reading strategies and that overall strategy use was moderate. In addition, females' overall use of strategies was significantly higher than males', as was their average use of more than half of all individual strategies. The study concludes by offering recommendations for future research.

Adapting the SILL (Strategy Inventory for Language Learning) to suit EFL students in a Chinese Context

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Abstract
This study attempted to adapt the SILL (Strategy Inventory for Language Learning) to suit EFL students in the Chinese context. Using diaries and interviews, the researcher investigated the language learning strategies (LLS) used by a group of EFL students in a Chinese university and discovered a mismatch between strategies that the students really employed and strategies that were included in the SILL. Of the 80 items in the SILL, 17 had been reported as used infrequently by these students, and therefore replaced by their preferred learning strategies. The findings revealed that the Chinese EFL students' use of LLS might be related to some factors in their cultural and educational background: high motivation in EFL learning, self-encouragement, teacher authority, detailed analysis, repetition and reviewing. Though there exist some limitations in the present study, the findings from this study shed light for future research on LLS and provide some practical implications for EFL teaching and learning in China as well as in other countries with a similar situation worldwide.