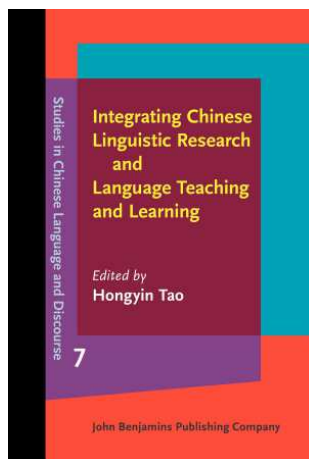


Třísková, Hana. De-stressed words in Mandarin: drawing parallel with English. In: Hongyin Tao ed. *Integrating Chinese Linguistics Research and Language Teaching and Learning*. Amsterdam / Philadelphia: John Benjamins, 2016. pp. 121–144.

Abstract: In colloquial Standard Mandarin, **monosyllabic tonal function words** (such as classifiers, monosyllabic personal pronouns, prepositions, etc.), are regularly pronounced as unstressed and phonetically reduced (e.g. *tā* 他 [t^hə]). They are fully pronounced (*tā* 他 [t^ha:]) only if they are emphasized or uttered in isolation. Their unstressed forms play an important role in speech rhythm. The article investigates this particular group of words. First, the general issue of stress in Mandarin is addressed. The author argues that in Chinese (a tone language), an essential notion might be **de-stress and phonetic reduction** (instead of stress and phonetic enhancement). Next, **English words with weak forms**, displaying two distinct forms in speech (strong/full, and weak/reduced) are introduced (articles, prepositions, auxiliary verbs etc.). A very similar group of words is established in Chinese, while a new term is coined for them: **the cliticoids**. The strong resemblance between both groups is pointed out. Finally, pedagogical implications of the findings are proposed: the proper handling of the cliticoids may help L2 learners to improve their oral performance.



Tao, Hongyin ed. *Integrating Chinese Linguistics Research and Language Teaching and Learning*. Amsterdam / Philadelphia: John Benjamins, 2016.

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Description of the volume *Integrating Chinese Linguistics Research and Language Teaching and Learning*: Linguistic research and language teaching have generally been viewed as two separate types of academic endeavor. While linguists have been preoccupied with pattern finding and theory building, language teachers often encounter issues that are not readily addressed by theoretical linguistic research. This collection, with eleven papers touching upon a wide range of issues, stands out as one of the rare concerted efforts toward a meaningful integration of the two endeavors. Subject matters include tone, stress, word structure, grammatical categories (e.g. classifiers), syntactic structures (including argument structure), discourse particles, implicit and explicit knowledge, conversational repair, and learner corpus. With a diverse range of theoretical orientations, this collection serves to showcase some of the productive ways to create synergy between Chinese linguistic research and language education.