

**Acquiring the polysemous adverb HAI in Chinese by
English-speaking, Japanese-speaking, and Korean-speaking
CSL learners**

[英日韓二語學習者對於漢語多義詞「還」之習得]

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Abstract

Using corpus analysis and error analysis, this study investigates English-speaking, Japanese-speaking, and Korean-speaking Chinese learners' acquisition of various meanings of *hai* in Mandarin Chinese, including its temporal meaning 'still, yet' as well as its abundant atemporal meanings involving addition, comparison and counter-expectation. We found a preponderance of misselection errors across the three groups of learners. The next most common error type for the Japanese-speaking and Korean-speaking learners was omission, while omission and over-inclusion were equally challenging for the English-speaking learners. Further analysis of errors in misselection shows that many learners failed to distinguish the temporal *hai* from the atemporal *haishi* required in a concessive sentence for the counter-expectation meaning.

Keywords: Chinese adverb *hai*, Chinese as a second language, learner corpus, error analysis, second language acquisition

關鍵詞：漢語副詞「還」、對外漢語、中介語語料庫、錯誤分析、二語習得

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