A RE-EXAMINATION OF THE VALIDITY OF THE TYPOLOGICAL VIEW OF MANDARIN AS A TOPIC-PROMINENT LANGUAGE

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A RE-EXAMINATION OF THE VALIDITY OF THE TYPOLOGICAL VIEW OF MANDARIN AS A TOPIC-PROMINENT LANGUAGE

ABSTRACT

The typological view of Mandarin being a Topic-prominent language (henceforward TP language) as proposed by Li and Thompson in the 1980s has been exerting great influence on Mandarin-related studies ever since. Even until present, Mandarin is still chosen as benchmark to investigate whether a certain language falls under the Topic-prominent language category.

The typological view on Mandarin is generally considered to be valid. However, the challenging doubts on the validity of the typological view on Mandarin have existed since 1984. Although quite a few studies have questioned the validity of the typological view of Mandarin as a TP language, there is only the one quantitative study by Chen and Gao based on written data in 2000 to prove that the typological view on Mandarin cannot hold true.

In the line of extended quantitative research, the current study purports to re-examine whether the typological view of Mandarin as a TP language can still hold true. In order to achieve this objective, the current study draws upon 50 spontaneous interviews as its corpus from a talk show entitled *Date with Luyu*. By drawing on theories from Systemic Functional Linguistics, the quantitative findings suggest that in 34,458 clauses generated from 50 transcribed interviews, the occurrence and the portion of Topic-Comment sentences (henceforward TCS) used as evidence to show that Mandarin is a TP language is 956 and 2.77%. The qualitative findings suggest that to

consider Topic as a syntactic notion in the so-called TCS is problematic. Both quantitative and qualitative findings of the current study, therefore, cannot support the typological view on Mandarin. Significantly, the findings of the the current study shed light on languge typology and Mandarin-related studies in general.

Keywords: Mandarin, Topic-prominent language, typological view, Systemic Functional Linguistics

SEBUAH PEMERIKSAAN SEMULA TERHADAP KESAHAN

PANDANGAN TIPOLOGI BAHAWA MANDARIN ADALAH BAHASA

KETARA-TOPIK

ABSTRAK

Pandangan tipologi bahawa Bahasa Mandarin ialah Bahasa ketara-topik (Mulai sekarang bahasa KT) seperti yang dicadangkan oleh Li dan Thompson pada tahun 1980an telah memberikan pengaruh besar terhadap pengajian berkaitan Bahasa Mandarin semenjak itu. Sehingga kini, Bahasa Mandarin masih dipilih sebagai penanda aras untuk menyiasat sekiranya sesebuah bahasa terletak di bawah kategori bahasa ketara-topik.

Secara amnya, pandangan tipologi terhadap Bahasa Mandarin ini dianggap sebagai sah. Walaubagaimanapun, percanggahan pandangan kepada kesahan pandangan tipologi terhadap Bahasa Mandarin ini telah wujud semenjak tahun 1984. Walaupun terdapat beberapa kajian telah mempersoalkan kesahan pandangan tipologi bahawa Mandarin adalah bahasa KT, hanya terdapat satu kajian kuantitatif sahaja yang telah dijalankan oleh Chen dan Gao pada tahun 2000 untuk membuktikan bahawa pandangan tipologi tersebut adalah tidak benar.

Selari dengan kajian kuantitatif menyeluruh, kajian ini dijalankan dengan niat untuk mengenal pasti jika pandangan tipologi bahawa Bahasa Mandarin sebagai bahasa KT adalah benar. Untuk mencapai objektif ini, kajian ini telah memilih 50 temuramah secara spontan dari rancangan bual bicara bertajuk Date with Luyu sebagai data. Dengan mengambil teori-teori daripada Systemic Functional Linguistics, dapatan kuantitatif mencadangkan bahawa dalam 34, 458 klausa yang dijana dari 50 temubual

ditranskripsi, kejadian dan bahagian dari ayat-ayat Topik-Komen (mulai sekarang ATK) yang digunakan sebagai bukti untuk menunjukkan bahawa Mandarin adalah bahasa KT ialah 956 dan 2.77%. Dapatan kualitatif mencadangkan bahawa untuk menimbangkan topik sebagai fahaman sintaktik di dalam ATK adalah bermasalah. Kedua-dua hasil kuantitatif dan kualitatif dari kajian ini tidak dapat menyokong pandangan tipologi terhadap Mandarin. Paling bermakna, hasil dapatan kajian ini menerangkan tentang tipologi bahasa dan pengajian berkaitan Mandarin secara amnya.

Kata Kunci: Mandarin; bahasa ketara-Topik; pandangan tipologi; Systemic Functional Linguistics

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my lovely daughter---何乐而不为---何乐为.

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LIST OF SYMBOLS AND ABBREVIATIONS

ASP   : Aspect

CRS   : Currently relevant state (le)

CSTCS   : Chinese-style Topic-Comment Sentence

Disp   : Disposal form (ba)

EXP   : Experiential aspect(guo)

GEN   : genitive (-de)

GM   : Grammatical Metaphor

MEAS   : Measure

Ng   : Nominal group

NOM   : Nominalizer(de)

OPS   : Object-preposed sentence

PFV   : Perfective aspect (-le)

Q   : Question (ma)

RF   : Reduce Forcefulness (a/ya)

SFL   : Systemic Functional Linguistics

SP language : Subject Prominent language

SUB   : Subordinating Particle

TCS   : Topic-Comment Sentence

TP language : Topic Prominent language

Vg   : Verbal group

VPART   : Verb Particle

CHAPTER 1: INTRODUCTION

1.1 Introduction

Chapter 1 introduces the background information for the current study inclusive of the problem statement followed by explanations of the key terminology used. To raise awareness for the topical issue of the thesis, the research objective and the three research questions are then presented and followed by their justifications.

1.2 Background Information for the Current Study

It is an influential typological view that Mandarin is a ―topic-prominent language" (Li & Thompson, 1976, p. 460; 1981, p. 15) (henceforward TP language). Its influence has had an impact on various studies, which range from translation (Jin, 1992; Li & Wang, 1992; Song & Li, 2006; Xu, 2009) to language teaching and language learning (Wen, 1995; Wu, 2000; Korpi, 2005; Li, 2010; Lu, 2010). The influence of this typological view on Mandarin still keeps producing studies about typologically classified languages oher than Mandarin that were carried out from 1980s until the present (e.g., Kimmelman, 2015; Sze, 2015). Chinese, one of the most populous languages in the world (Chen & Tzeng, 1992; Halliday & McDonald, 2004) and the so-called TP language, was always chosen as the benchmark for deciding whether a language under investigation is a TP language or not (e.g., Kimmelman, 2015; Sze, 2015). Mandarin, the representative of the so-called TP language, was always compared to other languages in Topic-related studies (e.g., Xu, 2006; Paul, 2015).

The typological view on Mandarin is generally considered to be valid. However, the validity of the typological view on Mandarin has been challenged by some studies (e.g., Breivik, 1984; Schlobinski and Schütze-Coburn, 1992; Sasse, 1995; Chen & Gao, 2000; Paul, 2002; Kimmelman, 2015; Sze, 2015). But up to this date little has been published with direct challenges of this typological view on Mandarin, especially when drawing from spoken language corpora to conduct both quantitative and qualitative studies.

As indicated above, the typological view on Mandarin also matters to other studies which are related to this typological view. It means that the validity of the typological view on Mandarin not only matters to the validity of the typological classification of Mandarin, but also matters to the validity of the previous studies and the futility of future studies which are directly or indirectly related to this typological view on Mandarin. Furthermore, the validity of the typological view on Mandarin also matters to the Subject-prominent and Topic-prominent typological classification of languages in the world (Sasse, 1995). Therefore, to find out whether Mandarin is a TP language is crucial for an understanding of the Chinese language, the typological classifications of languages in the world and various studies which are related to Mandarin.

1.3 Problem Statement

Compared to the quantity of the studies with the typological view on Mandarin as shown above, studies about challenges of this typological view are rather rare: Breivik (1984), Sasse (1995), Paul (2002), Sze (2015) and Kimmelman (2015) questioned Li and Thompson's (1981) typological classification of languages and their typological

view on Mandarin. Significantly, two Chinese scholars Chen and Gao (2000) have carried out a quantitative study based on written data for finding out whether Mandarin is a TP language. The result is that the portion of the so-called TCS is just 3.44%. In other words, in total 3708 sentences, the portion of the so-called TCS is less than 4% according to Chen and Gao (2000). With such as small portion, Chen and Gao (2000) refuted Li and Thompson's claim that Mandarin is a TP language.

Interestingly, the influence of the typological view on Mandarin is still not shaken although the challenging views have existed since 1984 and although the portion of TCS is so small. Even though the portion of the so-called TCS is small according to Chen and Gao (2000), the constructions labeled as TCS do exist in the Chinese language. These TCS were the important evidence used to show that Mandarin is a TP language. Thus qualitative structural analysis on the so-called TCS is of high significance.

Due to the influence of this typological view on Mandarin, ―Topic" in a topic-prominent language (henceforward TP language) and topic-comment sentences (henceforward TCS) are always important topics in the discussion of Chinese grammar. The structural analysis on the so-called TCS has attracted many scholars' attentions (Huang, 1982; Xu & Langendoen, 1985; Shi, 1989, 1998, 2000a; Huang & Ting, 2006; Yue, 2007; Mei & Han, 2009; Pan & Hu, 2008; Han & Mei, 2011).

Previous studies have shed light on understanding the structures of the so-called TCS. Moreover, many of these previous studies mainly focused on isolated and decontextualized sentences by drawing on theories from Transformational-Generative Grammar (henceforward TG). Hopper (1986, p. 125) argued that

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isolated and decontextualized sentences […] have only a limited validity in typological studies.

One way to solve this problem is to draw on authentic discourse data to investigate the so-called TCS in a context where these so-called TCS are actually used. To recapitulate: a qualitative study that draws on data from authentic discourse with the support of quantifying evidence would contribute a lot to the validity of the study on Mandarin. Compared to TG, a theory is needed which takes context into consideration and aims to find out each individual language's feature, such as theories from Systemic Functional Linguistics (Halliday & Matthiessen, 2014) (henceforward SFL).

In 2004, *Language Typology: A Functional Perspective* (Caffarel et al., 2004) was published, which fulfilled two purposes. Firstly, it is the first book that focuses on SFL and typology. Secondly, the book not only focused on typological generalizations but it also provided accounts of particular languages. Unlike the Chomskyan tradition where the universals of languages are highlighted, SFL aims to bring out each language's own uniqueness in order to benefit

multilingual research concerns such as comparative studies and translation studies in linguistics and multilinguality in computational linguistics, etc. (Caffarel et al., 2004, p. 8).

The reason that SFL can bring out each language's own feature is because of its applicability and feasibility in the analysis of many languages other than English (cf. Caffarel et. al., 2004). The feasibility and the applicability of SFL is based on the basic and abstract organizing categories, like the ‗system' (Halliday & McDonald, 2004). This point can also be supported by a lot of studies about Mandarin that were carried out by drawing on SFL (Halliday, 1959; Tam, 1979; McDonald, 1992; Halliday &

Matthiessen, 1999; Halliday & McDonald, 2004; Li, 2007; Sun & Zhao, 2012; Y. Yang, 2015).

But there is no reported studythat is directly applying SFL to investigate whether Mandarin is a TP language. To accomplish this aim and to respond to this recent call for research to find out whether Mandarin is a TP language, a study that draws on SFL to investigate whether Mandarin is a TP language is an urgent must.

The typological view on Mandarin claimed by Li and Thompson (1976, 1981) is based on three factors, namely the notion of Topic, the claim about the insignificance of Subject in Mandarin based on the comparison of Subject in English and in Mandarin and based on the comparison of Subject and Topic in Mandarin, and the evidences of the so-called TCS. This is how Mandarin was labelled as a TP language, whereas English was labeled as a Subject-prominent language (henceforward SP language). The three factors will be discussed in detail in Chapter 3.

By citing Lazlo Antal's view on language as ―objective social reality" (Paikeday, 1985, p. 59), both linguists' and topologists' task is to analyze and explicate this reality (Lehmann, 1986). The analysis and explication of the reality of a certain language need to be done for that language's own sake. It is neither academic nor scientific to simply compare language A to language B or overlook the special linguistic features residing in language A just because it is not available in language B. Other scholars have also shared the same view. For example, Caffarel et al. (2004) maintained that any individual language's analysis should not be anglo-centric. Halliday and McDonald (2004) also cautioned not to regard English as a norm. Chau (2015) metaphorically expressed that one study apples is not according to the norm of oranges.

By deploying theories from SFL (Halliday & Matthiessen, 2014) and drawing on a spoken corpus, the current study directly challenges the validity of the typological view that Mandarin is a TP language. Structural analysis will be consistently carried out on the so-called TCS in order to find out whether there is Topic as a syntactic category in the so-called TCS. Furthermore, the structural analysis on the so-called TCS provided by the current study will help assess the validity of the typological view on Mandarin, which was formed by taking these TCS as evidence of the first order (c.f. Li & Thompson, 1976, 1981).

Methodologically, the findings of the current study contribute to the application of SFL to language typological studies. Typologically, the findings of the current study contribute partly to the re-examination of the entire typological classifications based on Subject and Topic prominence. Practically, the findings on the functions of some of the so-called TCS will facilitate smooth communication in Mandarin.

The key terms, Topic, Theme-Rheme and Subject in the current study will be considered below.

1.4 Notions of Topic, Theme-Rheme and Subject in the Current Study

As mentioned above, one of the factors of the formation of the typological view on Mandarin is the notion of Topic introduced by Li and Thompson (1976, 1981). However, as original their contribution was, Li and Thompson (1976, 1981) failed to provide consistent and accurate notions about this important term Topic, which will be discussed in Chapter 3.

The current study considers Topic as a pragmatic notion. The criterion for identifying Topic in the current study is the sentence-initial position. Halliday and Matthiessen (2014) argued that Topic as described in Li and Thompson (1976, 1981) actually covers one type of Theme in SFL, which is the topical Theme. The current study will follow the term from SFL, namely topical Theme. Topical Theme means that the element functioning as topical Theme is also an experiential element in the system of Transitivity (Halliday & Matthiessen, 2014). The definitions of Theme-Rheme in SFL are provided below:

> the Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. […] The remainder of the message, the part in which the Theme is developed, is called in Prague school terminology the Rheme. (Halliday & Matthiessen, 2014, p. 89)

The grammatical category of Subject in Mandarin always attracts scholars' attention. However, still no agreement has been reached on what Subject is in Mandarin. As Halliday (1984) has argued, this is because the grammatical category of Subject cannot be glossed well in natural languages. But it does not mean that Subject is less of significance than other categories, such as Theme or Actor. When Halliday and McDonald (2004) argued that the Chinese language has the grammatical category of Subject, they pointed out that it functions differently from Subject in English. But since English is not meant to be taken as a normative language, it suffices for this study that

> functionally the Subject is the element that is semantically bonded with the Predicator to form an arguable proposition. (Halliday & McDonald, 2004, p. 332)

The full length discussion on research literature that focuses on Subject in Mandarin will be reviewed in Chapter 2.

The term Topic has also been used in other various studies by different other scholars. For example, Topic and Comment were taken as semantic notions by Chao (1968). Whereas Topic was consistently taken as pragmatic notions in Tsao (1979, 1987a, 1987b), and in Lapolla (1993, 1995, 2009, 2017b), it was seen as a syntactic notion in Shi (1989, 1998, 2000a), Paul (2002, 2015) and in Huang & Ting (2006). At this point, it should be mentioned that the typological view of Mandarin as a TP language was proposed by Li and Thompson (1976, 1981). This typological view on Mandarin was based on the notion of Topic introduced by Li and Thompson (1976, 1981). When examining whether Mandarin is a TP language or not, Li and Thompson's (1976, 1981) notion will be re-visited.

1.5 Research Objective and Research Questions

The present study is motivated by the need to find out whether the typological classification of Mandarin being a TP language, as proposed by Li and Thompson (1976, 1981), is valid or not. In order to achieve this objective, the next three research questions will have to be considered:

(1). What are the functional roles of the nominal groups in the constructions with syntagm nominal group + verbal group and nominal group + nominal group + verbal group with or without *dou* (all)"?

(2). What are the pragmatic factors that cause Object to be pre-posed in Object pre-posed sentences?

(3). How are the so-called Chinese-style topic-comment sentences formed in discourse?

Li and Thompson's (1981) work covers many others constructions in the Mandarin language. The scope of the so-called TCS differs from study to study, which will be discussed in Chapter 3. The current study mainly focuses on Li and Thompson's (1981) constructions which were taken as evidence to show that Mandarin is a TP language. The three research questions raised in the current study therefore challenge the typological view that Mandarin is a TP language.

The three factors of the formation of the typological view on Mandarin, which have been introduced above, are the notion of Topic, the claim of the insignificance of Subject in Mandarin compared to Topic and compared to Subject in English, and the analysis on TCS which were taken as the evidences to show Mandarin is a TP language.

The notion of the term Topic was considered either syntactic, non-syntactic or dangling at the same time by (Li &Thompson, 1976, 1981). The detailed discussion on this inconsistency will be presented in Chapter 3. Consequently, the current study could only assume some possibilities when justifying why the research questions of the current study can help reach the research objective. The justification is presented below.

Research question 1 is related to the construction with syntagm Ng + Vg like Example 1 shows below.

Example 1
Nei   ben   shu   chuban   le
That   MEAS   book   publish   PFV/CRS
(That book (someone) has published it.)   (Li & Thompson, 1981, p. 88)

Li and Thompson (1981) claim that the sentence structure of Example 1 is decided by semantic factors but not grammatical relations. Consequently, the sentence-initial position Ng in the construction like Example 1 was analyzed as Topic but not Subject by Li and Thompson (1981). If Topic is taken as a pragmatic factor and the criterion of identifying Topic is the sentence-initial position, the sentence-initial position Ng in the construction like Example 1 can be a Topic. If so, the typological classifications proposed by Li and Thompson (1976, 1981) would not exist because Subject is clearly a syntactic notion (c.f. Her, 1991). Besides, if Topic is taken as a pragmatic notion, Li and Thompson (1981) failed to identify the syntactic role of the sentence-initial position Ng in the construction like in Example 1. But Li and Thompson (1976) argued that the typological view on Mandarin is proposed on the scrutiny of syntactic structure. Therefore, in order to find out whether Mandarin is a TP language, the analysis on the syntactic structure of the construction like in Example 1 is necessary. If Topic is taken as a syntactic notion, the current study would assume that the sentence-initial position Ng in the construction like in Example 1 is not Topic. If so, the typological view on Mandarin based on taking the construction with syntagm Ng + Vg like in Example 1 cannot hold true.

Research question 1 is also related to the construction with sytagm Ng + Ng + Vg in Examples 2 to 4 below.

Example 2
Wo   shu   mai   le
I   book   buy   PFV/CRS
(I bought the book)   (Li & Thompson, 1981, p. 21)

Li and Thompson (1981) analyzed the sentence-initial position Ng in the construction like in Example 2 as Subject and Topic at the same time. The inconsistency of analysis on Topic and Subject will be shown in detail in Chapter 3. The preverbal and post-subject Ng was analyzed as Object by Li and Thompson (1981). Meanwhile, Li and Thompson (1981) analyzed the sentence-initial position Ng as Topic and the second pronoun ―*shei* (who)" in the following construction as Subject and the sentence.

Example 3
Tamen   shei   dou   bu   lai
They   anyone all   not   come
(They (topic), none of them are coming)   (Li & Thompson, 1976, p. 481)

Li and Thompson (1981) failed to provide any argument for why the sentence-initial position Ng functions as Subject in Example 2 and Topic in Example 3. Li and Thompson also did not distinguish constructions like in Example 2, Example 3 and Example 4 below.

Example 4
跑车对我的SUV，我一点机会都没有
Pao-che   dui   wode   SUV   wo   yidian   jihui   dou   mei   you
Sport car to   my   SUV   I   a little chance   even   NEG   have
(In the competition between sport car my SUV, I don't even have a little chance.)
                                    (Ren, 2013, p. 170)

As Li and Thompson (1981, p. 470) maintained,

> in order to establish topic-prominence, a careful investigation of the syntactic structures of a language is necessary.

Nevertheless, the analysis on the constructions with syntagm Ng + Ng + Vg provided by Li and Thompson is neither valid nor strong. As the construction with syntagm Ng + Ng + Vg is the construction taken as the evidence to show that Mandarin

is a TP language, the scrutiny of the construction with syntagm Ng + Ng + Vg like in Examples 2 to 4 is a must. Still, if Topic is taken as a pragmatic notion, the typological classification would not exist in the first place (c.f. Her, 1991). Meanwhile, syntactic analysis on the construction like Examples 2 to 4 is missing from Li and Thompson's (1981) work. If Topic is taken as a syntactic notion, the syntactic analysis on the construction with syntagm Ng + Ng + Vg will help to see whether there is an element as Topic in this construction. If not, the typological view on Mandarin by taking the construction with syntagm Ng + Ng + Vg like Examples 2 to 4 cannot be supported by the current study.

In order to identify the construction with syntagm Ng + Vg like in Example 1 and the construction with syntagm Ng + Ng + Vg like in Examples 2 to 4, the descriptions are provided. The construction like in Example 1 is described as ―this type of construction is with syntagm Ng+ Vg. Semantically, the sentence-initial position Ng could have a meaning of patient to the Vg. But this type of construction is not in the passive voice". The description of the construction with syntagm Ng + Ng + Vg like in Examples 2 to 4 is that ―this type of construction is with syntagm Ng + Ng + Vg. It can be in the form of with and without ―dou (all)". Semantically, the middle-position Ng could have a meaning of patient to the Vg. This type of construction is not in the passive voice."

Research question 2 is related to the construction like in Example 5 below.

Example 5
Zhangsan   wo   yijing   jian   guo   le
Zhangsan   I   already   see   Exp   CRS
(Zhangsan, I've already seen (him))   (Li & Thompson, 1981, p. 15)

The sentence-initial position Ng in construction like in Example 5 is either labelled as pre-posed Object (Mei & Han, 2009) in Mandarin, or ―thematic object" (Downing & Locke, 2006, p. 224) in English or ―the most marked" type of Theme in English (Halliday & Matthiessen, 2014, p. 99). Li and Thompson analyzed ―Zhangsan" in Example 5 as Object and Topic.

In the current study, the construction like in Example 5 is temporarily called Object pre-posed sentence (henceforward, OPS). Even though the construction like Example 4 can also be called OPS, it will be referred by syntam Ng + Ng + Vg and OPS is saved for the construction that the Object is at the sentence-initial position.

Since the sentence-initial position Ng in the construction like in Example 5 is Object which is not after Predicator in Mandarin, there must be a good reason for the Object being pre-posed, thematized or highly marked in Mandarin. To put it another way, there could be some pragmatic factors which cause the Object to be pre-posed in conversations. Downing and Locke (2006) mentioned that the sentence-initial position Ng in construction like in Example 5 in English denotes contrast. The similar idea has been shown in Light's work in Mandarin in 1979. Other than this pragmatic factor, what other factors that cause Object to be pre-posed in Mandarin is the main concern of the current study.

If pre-transferring Object is due to the communication needs fulfilled by the construction like Example 5 temporarily, OPS will not shake the Chinese language system as Halliday and Matthiessen (1999, p. 538) have cautioned to distinguish ―sheer scale" between ―massive scale". Therefore, it is not valid to label Mandarin as a TP language by taking OPS as the evidence.

In addition, OPS is not limited to Chinese only. It is also available in English (c.f. Halliday & Matthiessen, 2014), the so-called SP language. If the portion of OPS is small and if it is the pragmatic factors that cause the Object to be pre-posed in order to perform functions in communication, such as saving the information focus to Circumstance other than Participant, the typological view on Mandarin which is based on OPS cannot be supported by the current study. In this way, the findings on OPS will not only shed light on the understanding of Chinese sentence structure but will also provide a better interpretation on how OPS is used by Chinese native speakers in communication.

Research question 3 is related to the construction as used in the Example 6 below:

Example 6
Nei kuai   tian   women jia   fei
That piece   field   we   add   fertilizer
(That filed (topic), we fertilize)   (Li & Thompson, 1981, p. 15)

As mentioned above, there is no definite scope to describe what TCS is. There is also no definite scope about Chinese-style topic-comment sentence (henceforward CSTCS), which will also be introduced in Chapter 3. The current study will only label the construction like Example 6 as CSTCS. The description of this CSTCS is a sentence-initial position Ng followed by a fully-fledged sentence.

Li and Thompson (1981) regarded the sentence-initial position Ng as Topic. The current study assumes that Topic was taken as a syntactic notion by Li and Thompson (1981) when CSTCS was analyzed. If so, finding out what the sentence-initial position Ng is in the so-called CSTCS is crucial for assessing whether the typological view on Mandarin by taking CSTCS as unique evidence is valid or not. If the sentence-initial

position Ng is not Topic in CSTCS, which is taken as a syntactic notion, the typological view provided by Li and Thompson (1981) cannot be supported by the current study.

Studies on the structures of CSTCS have been ongoing, especially the ones on dangling topic or non-dangling topics in CSTCS (Shi, 1998, 2000a; Pan and Hu, 2008; Huang & Ting, 2006). But none of them has so far made it clear whether this CSTCS is a clause simplex or rather a clause complex. Based on the analyses of previous studies, CSTCS was all treated as clause simplex by default. Furthermore, the analyses on CSTCS in previous studies were always carried out on each individual isolated and decontextualized sentence without ever considering the wider context of the CSTCS. The detachment of individual sentences from their actual usage brought limitations to the findings on CSTCS in those previous studies.

It is, therefore, suggested that the findings on CSTCS would be different if analysed in the environment of is given discourse (c.f. Shi, 2000a). If the focus is shifted on discourse, it would help the observer identify where the actual sentence-initial position Ng originates from. For example, the sentence-initial position Ng could result from the ellipsis of Vgs or from other elements. For example, the CSTCS could also be complex clauses and due to some reason only it may look like a simple clause with an Ng at the sentence-initial position. If, however, CSTCS turns out to be a complex clause, it will be impossible for the sentence-initial position Ng to play any syntactic role in the remaining full-fledged sentence in terms of syntax. To sum up, exploring the formation of CSTCS in context will help find out whether the sentence-initial position Ng is a Topic or not, considering the premises that Topic is to be understood as a syntactic notion.

If CSTCS is clause complex or if the sentence-initial position Ng has some other functional roles, the typological view on Mandarin which was created on the basis of CSTCS cannot be supported by the current study because in Li and Thompson's (1981) study, CSTCS was analyzed as simple clauses.

In summary, the three research questions focus on constructions used as evidence to show that Mandarin is a TP language. The answers to these research questions will guide this study to a proven decision for the current dilemma if Mandarin is a TP language or not; the final judgement in this matter will constitue the research objective.

1.6 Outline of the Thesis

Chapter 1 is the introduction to the current study. Chapter 2 and Chapter 3 each contain literature reviews from two different perspectives that are both meant to show gaps in respectively previous studies. Chapter 4 presents the theoretical framework for SFL theories. Chapter 5 explains research methodology where data selection and data transcription quatitative and qualitative approaches will be introduced. Additionally, quantified evidence about the number of simple clause, complex clause and the number of TCS will also be integrated into Chapter 5. Chapters 6 to 8 report the findings of the current study together with the analyses on the constructions taken as evidence to show that Mandarin is a TP language. Chapter 9 is used for discussing the results. Chapter 10 presents the conclusion where the expected contributions and implications for future studies will be pre-viewed.

In this study, there are two types of examples. One type of examples is taken from the data of the current study. Then the original Chinese characters will be provided.

Another type of examples is taken from previous studies. Then the convention in previous studies will be followed. For example, if there are no Chinese characters in examples in previous studies, no Chinese characters will be shown in these examples when these examples are borrowed and used.

1.7 Conclusion

Chapter 1 illustrated the background information behind the current study. The problem statement was provided to show the novelty and necessity of this research study. Along the way, the operational definitions of key terms in the current study have been provided and introduced. The research questions and research objective were discussed in their relation to the general problem statement.

Chapter 2 will briefly review the development of the theories of SFL. The studies focusing on glossing Subject in Mandarin will be presented. The textual analysis on the so-called TCS will be discussed in detail.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In Chapter 2, the development of the theory of Systemic Functional Linguistics and the conscious efforts in interpreting and applying SFL to Mandarin by previous studies will be briefly reviewed. To facilitate the lay out the theoretical framework for the current study, the system of Transitivity, as outlined in previous studies, is to be presented because until now there has never been a far reaching agreement on the process types in the Mandarin language. As introduced in Chapter 1, one of the three factors resulting in the typological view on Mandarin is the claim that Subject in Mandarin is not significant. To gain a better understanding on the syntactic category Subject in Mandarin, discussions of glossing and defining Subject in Mandarin is provided. Another factor leading to the typological classification of Mandarin is the analysis of TCS. The analysis of TCS by drawing on SFL will therefore also be introduced.

2.2 The Development of SFL and the Interpretation of SFL Contributed by Previous Studies

Lu (1993) maintained that since the 1940s, among many other linguistic theories especially the Systemic Functional variant which was founded by Halliday have exerted a great influence on Chinese studies. This influence has been comprehensively reflected in various studies on the retrospection and prospection of the development of SFL (Fang, 1996, 2010; Hu, 1998; Zhang, 2004; Xin & Huang, 2011; Li & Lu, 2012; Xin, 2012).

Halliday's theory was built up on the foundation of ―Firth's system-structure theory"

and ―Prague School functionalism" (Matthiessen, 2014, p. 11). In addition, Sapir-Whorf's anthropological linguistic view and Malinowski's ―emphasis on text in context" (ibid) also influenced the development of SFL. The first study that Halliday published was on the Chinese language and part of a project that was supervised by Wang Li around the late 1940s (Caffarel et al., 2004). In the 1960s, Halliday focused his attention on English (Matthiessen, 2015, p. 9). *Notes on Transitivity and Theme* is Halliday's (1967-1968) ―first systematic overview" (Matthiessen, 2015, p. 9).

Matthiessen (2014, p. 56) maintains that since the 1950s other fields ―have become more conductive to Halliday's idea", such as the areas of cognition, cognitive psychology and philosophy. In China, Chinese scholars devoted themselves to interpreting the influences from other fields on SFL, such as the influence of Bernstein's ―theory of Pedagogic Sociology" (Zhu, 2011a, p. 6) on SFL, the cognitive views on SFL (Wei, et.al, 2008; Hu, 2013,2014), the typological views on SFL (Xin & Huang, 2010a; Wang & Xu, 2011), the Marxist linguistic philosophical views on SFL (Wu & Zhang, 2009; Hu & Zeng, 2014), and also the relationship between pragmatics and SFL (Qin et al., 2007).

The spread of SFL in China and the application of SFL to studies of the Chinese language also rely on comprehensive and accurate interpretations contributed by many previous studies (Hu et al., 1989; Yang & Qin, 2001; Huang, 2007; Martin & Wang, 2008; Yang, 2010; Zhang, 2011; Gao, 2013). In the meantime, important concepts and views in SFL have been further discussed, such as the methodology in SFL (Xin & Huang, 2010b), the Halliday's view on complementarity in language (P. Wang, 2010) or the integration of ideas in SFL (Huang, 2009). Scholars have also investigated SFL

views on markedness (Gong & Chang, 2011), ontogenesis (Zhu, 2011b) and semogenesis (Xiao & Liu, 2014), individuation (Zhu, 2012), and modality (Feng, 2011; Yang & Chang, 2011). Additionally, some studies focused on the comparison between Halliday's SFL and Fawcett's Cardiff grammar (Zhang, 2012) or on providing reviews of Cardiff grammar (He & Zhang, 2010).

Halliday's linguistics helps researchers —engage with language holistically as a resource, in both theory and application" (Matthiessen, 2014, p. 49). Based on the wide-spread influence of SFL in China and many scholars' efforts to interpret and introduce SFL, numerous solid studies about Mandarin have been carried out. This point vividly demonstrates the feasibility and applicability of SFL in the Chinese language in various fields, ranging from translation studies (Yang, 1998; Shu, 2003; Si, 2007; Lv, 2010; Li & Li, 2011; Si, 2011; Yang, 2012), discourse analysis (Wang, 2004, 2006; Yang, 2012; Zhao & Yang, 2012; Xin & Huang, 2013) and code switching in SLA (Wang, 2011).

2.3 The Process Types in Mandarin Outlined in Previous Studies

Six types of processes have been outlined for English by Halliday and Matthiessen (2014), namely material, mental, relational, verbal, behavioural and existential process, whereas no agreement has been reached on the types of processes in Mandarin yet (e.g., Tam, 1979; Halliday & McDonald, 2004; Li, 2007; Fang, 2008; Sun & Zhao, 2012; Yang, 2015). Some process types like the existential and behavioural processes are either considered as an individual process types or a sub-categorie of other processes.

2.3.1 Existential Process and Relational Process

As early as 1979, long before the publication of the first edition of Halliday's *An Introduction to Functional Grammar* (1985), Tam (1979) has provided grammatical descriptions of four types of processes for Mandarin, namely material, mental, relational and verbal processes. They were based on the dramatic text entitled 雷雨 *(Lei Yu) (The Thunderstorm)* and drawing on the theories from *Notes on Transitivity and Theme 1-3* (Halliday, 1967-1968).

Tam (1979) realized the arbitrariness of the existential process in Mandarin as an individual process. On the one hand, existential process can be regarded as a sub-category of relational process as the verb 一有*(you)* (have/has/exist)" is involved in both, relational and existential processes in Mandarin (Tam, 1979). On the other hand, as existential clauses and relational clauses function differently, existential process can also be categorized as an individual process (ibid). Tam (1979) chose the first option.

By drawing on written data of a text book, McDonald (1992) likewise outlined action process, relational process and state process. Action process includes material, mental and verbal processes which were based on the senses as described in Halliday (1985). Relational process covers subtypes of equating, attributing and locating. Existing process was subcategorized in relational process for Chinese by McDonald (1992). State process in McDonald (1992) covers a similar sense of the attributing mode as relational process in SFL (Halliday & Matthiessen, 2014). McDonald (1992) argued that other future studies may be conducted by using other functional frameworks, and then the relationship between all of these processes might be re-organized, such as in the study conducted by Halliday and McDonald (2004).

Four types of processes in Mandarin were outlined in this common study by Halliday and McDonald (2004), namely material, mental, verbal and relational processes. Probably still due to the charater of the verb ―有 *(you)* (have/has)‖ in Mandarin, existential process was also organized as a sub-category of relational process in Mandarin (Halliday & McDonald, 2004). The interpretation to existential and relational processes provided by Halliday and McDonald (2004) is illustrated with the following examples:

Example 1
Ta   you   liang   ge   haizi
s/he   have   two   MEAS   child
(She has two children.)   (Halliday & McDonald, 2004, p. 355)

Example 2
Baozhi   shang   you   guanggao
Newspaper   on   exist   advertisement
(There's an advertisement in the paper.)   (Halliday & McDonald, 2004, p. 355)

Halliday and McDonald (2004, p. 355) interpreted the difference between Example 1 and   Example 2 in such a way that the personalized Subject ―*ta*‖ denotes the meaning of possession, and the Existent ―*guanggao*‖ is ―qualified circumstantially‖.

Two of the five meanings of the verb ―有 *(you)* (have/has/exist)‖ are possessing and existing (Liu & Pan, 2004), which allows the same verb ―有 *(you)* (have/has/exit)‖ to realize both, relational and existential processes. Taking the ―trinocular view‖ from Halliday (2008, p. 6) into consideration, Yang (2015) proposed that existential process is treated as an individual process type in Mandarin because the relational clause of the possessive type denotes ownership and the existential clauses function to present existents (c.f. Halliday & Matthiessen, 2014).

2.3.2 Existential Process and Material Process

In addition to the copula —有 *(you)* (have/exist)", some other Vgs in Mandarin can also realize two types of processes, such as —*fasheng* (happen)", —*chuxian* (appear)" and —*lai* (come)" in the following examples (c.f. Halliday & McDonald, 2004; Yang, 2015):

Example 3
Fasheng *le* *yi* *jian* *yuliaozhidwai* *de* *shi*
Happen ASP:pf one MEAS expectation outside SUB matter
(There occurred something unexpected)   (Halliday & McDonald, 2004, p. 355)

Example 4
Zheme *huai* *de* *shi* *conglai* *mei* ***fasheng***
Such bad SUB matter never NEG: pf happen
(Such a bad thing has never before occurred.)   (Halliday & McDonald, 2004, p. 355)

It might be argued that the word order has changed from VO to OV from Example 4 to Example 3. It is in fact the word order that functions as the primary means to realize different process types in Mandarin, such as existential process and material process in terms of Examples 3 and 4. Halliday (2008, p. 8) arged,

> grammatical systems can be realized in a variety of different ways, not only in different languages but also within one and the same language. The classical European languages, Ancient Greek and Latin, depended mainly on morphological processes: inflections of the lexical base of verbs, adjectives and nouns; so in the tradition of linguistics that evolved in European scholarship it was at first assumed that all grammatical paradigms were realized morphologically, and that languages like Chinese, which use other resources, —had no grammar".

Even though both, English and Chinese were traditionally considered to have no grammar when it comes to their lack of cases in nouns, it is the word order of the elements in a construction helps realize different meanings, such as can be shown in the following clauses.

Example 5
dog bites man   *gou yao ren*   狗咬人

and

man bites dog   *ren yao gou* 人咬狗   (Halliday, 2008, p. 8)

Example 5 shows that the different meanings in Mandarin can be construed with the same Ng and Vg. The only key factor to realize different meanings with the same words in Mandarin is the word order. In terms of Examples 3 and 4, the word order realizes different process types in Mandarin so that different choices of clause types could be made in communication.

Similar to the arbitrariness of how to categorize existential process realized by 有 *(you)* (have/has/exist)" in Mandarin, the opinions towards grouping existential process realized by other Vgs are also various. Fang (2008) argued that clauses like the following examples belong to the sub-category of material process in Mandarin,

Example 6
主席台上坐着个老人
Zhu xi tai   shang   zuo   zhe   ge   lao ren
Platform   upon   sit   PROG MEAS old man
(On the platform sits an old man)   (Fang, 2008, p. 101)

Example 7
羊群里跑出骆驼来了
Yang   qun   li   pao chu   luotuo   lai   le
Goat   MEAS   in   run out   camel   come   ASP
(Among the herds of goats ran out a camel)   (Fang, 2008, p. 101)

But some other scholars (Li, 2007; Deng, 2015) hold the view that clauses like in Examples 6 and 7 are existential clauses and that existential process is an independent category in Mandarin. Different from presenting a thing, clauses like in Examples 6 and 7 present an event. In consequence, Wang and Zhou (2014, p. 71) proposed a term ―event-existentials" to explain the construction like Examples 6 and 7.

The above discussions show that the same construction might be coded differently in terms of process. This phenomenon is not just confined to Mandarin. For example, in a survey study, O'Donnell et al. (2008, p. 47) maintained the classification of processes types relies on the clause under examination and different coding strategies used by different coders (O'Donnell et al, 2008) because ―SFL does not provide a single process type classification of any clause". This point can be seen from the interpretation on the following English sentence.

Example 8
I laughed at that.   (O' Donnell et al., 2008, p. 50)

O' Donnell et al. (2008) summarized that 63 coders analyzed Example 8 as a behavioural clause; 3 coders as a mental clause; 2 coders as a material clause. The coders who analyzed this clause as a mental clause are more semantic-driven because these 3 coders believed that a mental reaction was expressed (O' Donnell et al., 2008). The other 2 coders who analyzed this clause as a material clause argued that behavioural process is not in their process types model and they tended to sub-categorize the behavioural process under the material processe. Halliday (1964, 2008) explained that different studies will provide different descriptions based on different purposes of their studies. As a result, different scholars with different focus will interpret even the same clause differently. The same holds true in the interpretation of Chinese clauses.

2.3.3 Behavioural Process and Mental Process in Mandarin

Halliday & Matthiessen (2014) maintained all of the types of processes in a language system form a continuum with fuzzy boundaries with each other, such as the

material process and the behavioural process. Among these process types, the behavioural process is the least distinct type of process (Halliday & Matthiessen, 2014). Probably due to this reason, behavioural process was either not recognized (e.g., Tam, 1979) or was sub-categorized into the material process in Mandarin (e.g., Halliday & McDonald, 2004).

The behavioural process which functions to ―express physiological and psychological behviour‖ is realized with specific lexicogrammatical resources in Mandarin, such as ―哭 *(ku)* (cry) ‖, ―笑 *(xiao)* (laugh)‖, ―看 *(kan)* (look)‖ and ―听 *(ting)* (listen)‖ (Yang, 2015, p. 56). Behavioural clauses construed in Mandarin can be seen from the following examples.

Example 9
Ta (Behaver) *kan   zhe   tiankong* (Behaviour)
He   look at   ASP   sky
(He is looking at the sky.)   (Yang, 2015, p. 56)

Example 10
(a) Behavioural: *Wo   zixide   kan   le*
                            I   carefully watch   ASP
                            (I watched carefully.)
(b)   Mental: *wo kan   dao   le   he*
                            I   see   arrive   ASP   river
                             (I saw the river.)   (Yang, 2015, p. 56)

Example 9 denotes the meaning of ―human physiological and conscious behaviour‖ (Yang, 2015, p. 56) even though the Vg ―*kan*‖ can also realize mental process like Example 10 (b) shows. With the use of the postverb ―*dao*‖ in Example 10 (b), the Vg ―*kan-dao*‖ shares the similar meaning with ―see‖ in English. In other words, construction (a) and construction (b) in Example 10 may be seen as similar. However, construction (a) means someone behaves and construction (b) means someone gets

some information through ―perceiving". Due to this distinction between behavourial and mental processes, Yang (2015) proposed that the behavioural process is regarded as an independent category in Mandarin.

The discussion above about the behavioural process, existential process and other related process types in Mandarin is not just about the number of process types in the Chinese language system. It actually is about the recognition of the choices that the Chinese language system possesses, such as denoting possession or presenting an element. Obviously, there is no clear cut between these process types. But six process types are all available in the Chinese language system. It can be accurately reflected when each of these six process types is treated independently (c.f., Yang, 2015).

2.3.4 Circumstances Outlined in Previous Studies

The system of Transitivity comprises not only Process and Participants but also Circumstances. The previous studies have outlined Time, Place, Reason and Comparison in Circumstance in Mandarin (Tam, 1979; Halliday & McDonald, 2004; Li, 2007; Yang, 2015), but Circumstance of Concession and Circumstance of Condition in Mandarin have not been mentioned in these previous studies. This may be due to the fact that the written data used by these previous studies do not contain these two categories or that this category was misinterpreted or overlooked. The current study is assuming that the system of Transitivity in Mandarin should also contain Circumstance of Concession and of Condition.

2.4 The Subject in Mandarin

As early as in the late 19th century, the Subject was defined as an element which is predicated by Ma Jianzhong in his masterpiece *Ma Shi Wen Tong*. Since then, the discussion of Subject in Mandaarin has attracted much scholarly attention. Lapolla (2017a) presented three lines of views about Subject in Mandarin. One view is that the Subject is defined as agent (e.g., Wang, 1956; Tang, 1988). The second type of view is that Subject is Topic and always comes first (Chao, 1968, Lv, 1979). The third type of view agrees to the first two views (Li, 1985). Li and Thompson (1981) are the representatives on the view that the Subject does not play an important role in the Chinese grammar. As Shi (1998) summarized, Lapolla (1990, 1993, 1995) did not believe that there is Subject or Predicate in Mandarin because there is no necessity to have such grammatical categories (Lapolla, 2009, 2017b).

To gloss and define what Subject is in Mandarin, many terminologies were invented, such as ―Topicalized Subject‖ (Yue, 2007, p. 18), ―Initial‖ (Wang, 2011, p. 8), instrument Subject, Agent Subject, Location Subject or Neutral Subject (Liu, 1963; Qi, 2005; Huang & Liao, 2011; Wang, 2011). But Zhu (1985) pointed out that it is redundant to conflate syntactic terms with semantic terms together in defining the Subject in Mandarin. The glossing of Subjects by grouping concepts from different dimensions – even if only metaphorically used, such as ―agent-like‖ or ―actor like‖ and Object as ―theme-like‖ or ―patient-like‖ - is ―a common misconception‖ (Her, 1991, p. 3).

Among all of the studies on glossing Subjects in Mandarin, an influential discussion of Subject and Predicate in Mandarin was initiated by Chao Yuanren in *A*

Grammar of Spoken Chinese in 1968, republished in 2004, which is still considered to be the best grammar book in Chinese (Lapolla, 2017b). The proposal introduced by Chao (1968, p. 299; 2004, p. 93) is presented below:

> the grammatical meaning of Subject and Predicate in a Chinese sentence is Topic and Comment, rather than actor and action in Chinese Mandarin.

As the terms Topic and Comment were used by Chao (1968, 2004), some studies (Fang et al., 1995; Shi, 2001; Yang, 2015, Lapolla, 2017a, 2017b) compared these terms of Topic and Comment in Chao (1968, 2004) to the terms of Topic-Comment in Li and Thompson (1976, 1981) by saying that Chao (1968, 2004) believed Topic is a Subject in Mandarin, whereas Li and Thompson (1976, 1981) believed Subject and Topic have different grammatical natures and both are available in Mandarin.

Both Chao (1968, 2004) and Li and Thompson (1976, 1981) used the same exact terminology, namely Topic and Comment, when Subject was discussed in Mandarin. However, Topic and Comment only share the same look on the outside but have different notions inside as in Chao (1968, 2004) and Li and Thompson (1981). Topic and Comment were used as semantic notions as emphasized in a footnote in Chao (1968, 2004). Halliday (2002) pointed out that what Chao (1968) really meant to express with his famous proposal was to gloss the Subject in Chinese. But Topic and Comment in Li and Thompson (1976, 1981) were simultaneously defined as syntactic notions, non-syntactic notions and being syntactically independent.

The same two terms Topic and Comment were also used to gloss and define the Subject and the Predicate in Mandarin by Zhu (1982). Zhu (1982) defined that the Subject structurally precedes the Predicate. There can be pause and/or particles between

Subject and Predicate. Semantically, a Subject can be mapped onto an agent, a patient, a recipient or onto time, etc. From the perspective of message or content, the Subject is chosen as a topic and ―the Predicate is then a statement about the topic chosen" (Zhu, 1982, p. 96).

The term Topic in Zhu (1982) and in Chao (1968) represents the domain of message and the domain of meaning respectively. Both Chao (1968) and Zhu (1982) did not subscribe to the notions of Topic given by Li and Thompson (1976, 1981). Li and Thompson (1976, 1981) did not subscribe to eiher notion of Topic suggested by Chao (1968) or Zhu (1981). The same terms of Topic and Comment happened to be used by different scholars at that time. But still the term Topic has differnet notions in different studies.

Conscious efforts have been devoted to gloss and define the Subject in Mandarin. However, no agreement has been reached, which shows that Subject in Mandarin is not easy to be glossed. As Chu (1984, p. 137) maintained,

> When talking about subject and object, one has to make sure what subject and object are. While it may be easy to define ―semantic subject" and ―semantic object", it is rather difficult to define ―syntactic subject" and ―syntactic object" (translated by Her, 1991).

But it does not mean that Subject has less meaning than other functional roles, such as Theme or Actor (Halliday, 2002). What Chao (1968) and Zhu (1982) defined by using the term Topic and Comment implicated that

> whatever it is that is functioning as Subject in any instance has meaning as actor, or has meaning as topic; but as Subject it has none-the category of Subject has no meaning in itself. In this view, Subject is a grammatical function whose only function is to be a grammatical function. (Halliday, 2002, p. 299)

Halliday (2002, p. 297) interpreted the uneasiness of glossing Subject by maintaining that ―one hypothesis might be that natural languages are not good things for glossing with". Natural languages include the English language as well (c.f. Halliday, 2002).

Halliday and Matthiessen (2014, p. 78) maintained that some commonness of Subject can be observed, such as its status in a clause and the way it is labelled. However, ―it is not easy to say exactly what this is". Therefore, the notion of Subject in English was also defined in a broad sense, which embraces different functions. These different functions embraced in one single term Subject in English are defined as follows:

    (i)   that which is the concern of the message
    (ii)   that of which something is being predicated (i.e. on which rests
           the truth of the argument)
    (iii)   the doer of the action
           (Halliday & Matthiessen, 2014, p. 78)

However, Halliday and Matthiessen (2014) questioned whether a single category of Subject could embrace all of these different functions.

The term Subject which embraced all of these different functions at the same time in English was still used for a very long time until the terms Psychological Subject, Grammatical Subject and Logical Subject were brought up (c.f. Halliday & Matthiessen, 2014). But Halliday and Matthiessen (2014, p. 80) argued that

there is no such thing as a general concept of ‗Subject‘ of which these are different varieties. They are not three kinds of anything; they are three quite different things.

The ―three quite different things" are labelled with separate terms with separate notions. The notions specifically relate to the different functions. So, in SFL, the three old terms are replaced by Theme, Subject and Actor, which is shown below:

> Psychological Subject: Theme
> Grammatical Subject: Subject
> Logical Subject: Actor
> (Halliday & Matthiessen, 2014, p. 80)

In echoing the definition of Subject in Mandarin in Chapter 1, the current study still follows the definitions of Theme, Subject and Actor in SFL introduced by Halliday and Matthiessen (2014, p. 83), which are presented below:

> (i) The theme functions in the structure of the clause as a message. A clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for ‗grounding' what he is going on to say.
>
> (ii) The Subject functions in the structure of the clause as an exchange. A clause has meaning as an exchange, a transaction between speaker and listener; the Subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying.
> (iii) The actor functions in the structure of the clause as representation. A clause has meaning as a representation of some process in ongoing human experience; the Actor is the active participant in that process. It is the element the speaker portrays as the one that does the deed.

The problem regarding Subject in Mandarin cannot be avoided when the Chinese grammar is studied. Besides, as shown in Chapter 1, the influential typological view on Mandarin proposed by Li and Thompson (1976, 1981) is based on the comparison between Subject and Topic in Mandarin and Subject in English and Mandarin. The

arguments provided by Li and Thompson (1976, 1981) regarding Subject and Topic and the typological view on Mandarin are introduced in Chapter 3.

2.5 The Textual Analysis on Chinese Clauses

2.5.1 Topical Theme and the So-called OPS

Unlike studies on outlining the system of Transitivity in Mandarin where only the uncontroversial clauses were focused on, some studies (McDonald, 1992; Fang, 2002, 2008; Li, 2007) have contributed the Theme-Rheme analysis to the controversial clauses in Mandarin. The notion of ―controversial clauses‖ refers to the constructions which were used as evidence to show that Mandarin is a TP language.

Based on the agreement that the word order in Mandarin is SVO (McDonald, 1992; Halliday & McDonald, 2004; Yang, 2015), the sentence-initial position Ng in Examples 11 was analyzed as a marked topical Theme, which means the element which functions as topical Theme also has a functional role in the experiential meaning.

Example 11

Topic			Comment		
Goal			Actor	Process	
Nayang	*de*	*ren*	*wo*	*zhen*	*taoyan*
That kind	SUB	person	I	really	disgust

(I really hate those kinds of people.)   (McDonald, 1992, p. 453)

McDonald (1992) stated that Goal in Example 11 is topicalized by being moved to the sentence-initial position. Due to the influential typological view on Mandarin (c.f. Li & Thompson, 1976, 1981), and without further distinction between the notions of Topic and Theme, the term Topic instead of Theme was used to replace the Theme.

Concurring with the analysis of the construction as in Example 11 above (McDonald, 1992), some studies (e.g. Li, 2007; Fang, 2008) argued that ‗‗zhe jian shi (this thing)" in Example 12 below is a marked Theme in the textual structure and Goal in the experiential structure.

Example 12
这件事我已经知道
Zhe   jian   shi   wo   yijing   zhidao
This   MEAS   matter   I   ASP   know
(This matter I already know)   (Fang, 2008, p. 100)

Fang (2008) further explained that the Ng ‗‗zhe jian shi (this thing)" has been pre-posed due to some pragmatic reasons. However, the pragmatic reason was not further elaborated in Fang (2008).

2.5.2 Absolute Theme or Contextual Theme and the So-called CSTCS

In addition to the textual analysis of the construction like in Examples 11 and 12 above, textual analysis was also conducted on CSTCS (e.g. Fang, 2008), which is shown in the following examples:

Example 13
(a) *那　块　田　　稻子　　　　　长　得　很　大。*
  Na   kuai tian   daozi   zhang   de   hen   da
  that MEAS field   rice   grow   VADV   ADV big
Contextual Theme   Experiential Theme   ------ Rheme --------
***   Subject/Actor***
(In that piece of field, rice grows in big size.)
(b) *那　场　火，*幸亏*消防员　来的快。*
  na   chang   huo,   xingkui xiaofangyuan   lai de   kuai
  That fire, fortunately   fire-fighter   come VADV quickly.
  Contextual Theme   Experiential Theme   Rheme
  ***   Subject/Actor***
[As for that fire, it was fortunate that (as) the fire-fighters came quickly (it was put off.)]

Fang (2008) argued that the sentence-initial position Ng in CSTCS functions as a contextual Theme, which provides the setting of the clause. Fang (2008) noted that this contextual Theme is what Matthiessen (1995) called absolute Theme. Absolute Theme denotes that the element functioning as an absolute Theme has no functional role in the experiential structure. This means that Fang (2008) regarded the sentence-initial position Ng as a dangling topic (c.f. Pan & Hu, 2008) in CSTCS. However, Shi (1998, 2000a), and Huang and Ting (2006) argued that there is no dangling Topic in Chinese clauses. The analysis of CSTCS regarding dangling and non-danglig Topic will be introduced in Chapter 3.

By comparing the contextual Theme and Topic in Li and Thompson (1981), Fang (2008) claimed that both the contextual Theme and Topic in Li and Thompson (1981) are similar because both of these two terms denote that the element in the sentence-initial position and the setting was provided. But an important point must be considered. The definition or the notion or the criteria of Topic introduced by Li and Thompson (1981) in classifying Mandarin as a TP language are more than just the two points mentioned in Fang (2008). Besides, the notions of Topic introduced by Li and Thompson (1976, 1981) in the typological studies on Mandarin are not consistent. The inconsistency of the notions of Topic introduced by Li and Thompson (1976, 1981) is discussed in Chapter 3.

2.5.3 Absolute Theme or Dangling Topic in the Chinese Puzzle

Chinese puzzle is the name that Chao (1968, 1976, 2004) gave to the following

construction:

Example 14
(a)   Topic   Comment
      Given   New
                    Carrier   Process
      Daxiang   ***bizi***   *hen chang*
      Elephant   nose   very long   (McDonald, 1992, p. 440)

(b)   Theme   Rheme
                   Carrier   Process/Attribute
       Wo   ***tou***   *teng*
      (I have a headache/as for me, the head aches)   (Halliday & McDonald, 2004, p. 321)

*(c) **Na ge dai tai yang yan jing shen shang   tan ben xiao shuo de nv ren***
      That wear sunglasses on the body   spread a novel woman
      yi fu ji si wen jiang jiu
      clothing very elegant
      (That women who wears sunglasses and spreads a novel on the body, her clothing is very
      elegant)   (E. Li, 2007, p. 256)

The construction above is also called Subject-Predicate Predicate construction as

the predicate is realized by a Subject-Predicate phrase (Chao, 1968) or double subject

construction (Teng, 1974; Li & Thompson, 1976, 1981).

Li and Thompson (1981) claimed that the double subject construction is a

characteristic of a TP language. Li and Thompson (1981) also compared their analysis

in the following Example 15 and Chao's (1968) analysis on the Chinese puzzle in the

following Example 16.

Example 15

Xiang   <u>*bizi*</u>   *chang*

<u>Elephant</u>   <u>nose</u>   long

(Elephants' noses are long/Elephants have long noses.)   (Li & Thompson, 1981, p. 92)

 Topic   Subject

Example 16

Xiang   *bizi*   *chang*

Elephant   nose   long

           ——   ——

         Subject   Predicate

——————   ————————

Subject   Predicate   (Li & Thompson, 1981, p. 92)

Li and Thompson (1981, p. 94) claimed that the problem in Chao's (1968) analysis

is

> if the first noun phrase in the sentence is the subject, which has the
> meaning or function of topic, there can be no distinction between topic
> and subject.

Li and Thompson (1981) claimed that Topic and Subject are grammatically distinct.

Based on this reason, the sentence-initial position Ng in Example 15 was analyzed as

Topic and the second Ng was analyzed as Subject by Li and Thompson (1981). It means

that Li and Thompson (1981) took Topic as a syntactic notion in Mandarin at least when

this construction like Example 15 above was analyzed. But, as discussed above, Topic

and Comment were consistently used as semantic notions in Chao (1968) to gloss and

define the Subject and the Predicate in Mandarin. Without further distinction, Li and

Thompson (1981) misinterpreted Chao's (1968) analysis through the lens of taking

Topic-Comment as syntactic notions.

By following SFL terms, some studies (McDonald, 1992; Halliday & McDonald, 2005; Li, 2007) analyzed the sentence-initial position Ng in the Chinese puzzle as absolute Theme. It means that the sentence-initial position Ng in the construction labelled as Chinese puzzle (c.f. Chao, 1976) was analyzed as a dangling Topic. However, concurring with Chao (1976, 1968, 2004) and many scholars (e.g., Shi, 1998, 2000a; Huang & Ting, 2006, Huang & Liao, 2011; Xiong, 2015), the current study also analyzes the sentence-initial position Ng in the construction named Chinese puzzle as Subject and the Subject-Predicate form phrase functions as Predicate. In other words, the sentence-initial position Ng in the construction called Chinese puzzle is neither a dangling Topic nor an absolute Theme. It has its grammatical role, namely that of Subject.

2.6 Conclusion

The development of SFL and the applications of SFL in Mandarin have been briefly introduced. For a better understanding of the system of Transitivity outlined in Mandarin, major related studies have been discussed. As the typological view on Mandarin is related to the comparison between Subject and Topic, conscious efforts for glossing and defining the grammatical category Subject in Mandarin made by previous studies have been reviewed. The textual analysis on the so-called TCS has also been shown in the current chapter.

The next chapter discusses the formation of the typological view on Mandarin. The analysis on the so-called TCS in previous studies will also be provided.

CHAPTER 3: LITERATURE REVIEW (CONTINUED)

3.1 Introduction

In Chapter 2, previous studies on glossing and defining the Subject in Mandarin and the textual analysis of TCS have been reviewed.

In this chapter, the formation of the typological view on Mandarin is first re-visited in order to gain an understanding on how Mandarin was classified as a TP language. As there is no definition about TCS, and also, since different types of TCS were focused on by different studies, the scope of TCS will be discussed in this thesis. What follows next is the influence of the typological view on Mandarin and various challenging views on the typological view on Mandarin. The analysis of TCS as presented in previous studies will finally be reviewed in this Chapter 3.

3.2 The Formation of the Typological View on Mandarin

Mandarin was typologically classified as a TP language by Li and Thompson in the 1980s. Since then, this typological view has been exerting great influence on various Mandarin-related studies (Jin, 1992; Li & Wang, 1992; Wen, 1995; Wu, 2000; Korpi, 2005; Song & Li, 2006; Xu, 2009; Li, 2010; Lu, 2010). While this typological view is generally considered to be valid, its validity has still been questioned by some studies (e.g., Breivik, 1984; Sasse, 1995; Chen & Gao, 2000; Paul 2002; Sze 2015; Kimmelman, 2015). To respond to this recent call, the current study aims to find out whether Mandarin, as Li and Thompson (1976, 1981) claimed, is a TP language. To reach this aim, the typological view on Mandarin needs to be re-visited first.

As briefly discussed in Chapter 1, there are three factors which led to the formation of this typological view on Mandarin. The three factors are

(1) the criteria and notion of the identification of Topic in Mandarin

(2) the claim of insignificance of Subject compared to Topic in Mandarin and compared to Subject in English

(3) and the Topic-Comment analysis of the so-called TCS

As the typological label ―Topic-prominent language" indicates, the typological view on Mandarin is highly related to the term ―Topic". The notion of Topic is essential to the formation of the typological view on Mandarin as the notion of Topic guides the identification of Topic in Topic-Comment analysis of Chinese clauses. This gives the priority to re-examine the notion of Topic as introduced by Li and Thompson (1976, 1981) firstly because

> only by recognizing the role of topic in Mandarin sentences can we appreciate Mandarin as a topic-prominent language and the importance of topic prominence as a typological criterion for classifying languages according to their differences and similarities. (Li & Thompson, 1981, p. 94)

3.2.1 The Criteria for the Identification of Topic in Mandarin

Li and Thompson (1981, p. 15) stated that

> topic of a sentence is what the sentence is about. It always comes first in the sentence, and it always refers to something about which the speaker assumes the person listening to the utterance has some knowledge.

Then Li and Thompson (1981, p. 87) added

> a topic, then, is typically a noun phrase (or a verb phrase) that names what the sentence is about, is definite or generic, occurs in sentence-initial position, and may be followed by a pause or a pause particle.

These two statements above reveal that one single term Topic covers several notions or criteria at the same time, namely aboutness, sentence-initial position, old information, definiteness or genericity and pause or pause particle. But some criterion is too vague to be used to identify Topic, such as aboutness. Some criteria combined together cause difficulty in identifying Topic in Mandarin, such as sentence initial position, definiteness and old information. Some criterion can only be regarded as a feature of Topic, such as pause or pause particle. The discussion on these criteria is shown below.

Different scholars have different interpretation of "aboutness". For example, Li and Thompson (1976, 1981) believed that the construction – as is seen in Example 1 below - was about the sentence-initial position Ngs. That is why these sentence-initial position Ngs were identified as Topic.

Example 1
Nei-xie   shumu   shu-shen   da
Those   tree   tree-trunk   big   (Chafe, 1976, p. 50; Li & Thompson, 1976, p. 462)
As for those trees, the trunks are big

Example 2
Zhei   ke   shu   yezi   hen   da
This   CL   tree   leaf   very   big
(This tree, (its) leaves are very big.)   (Li & Thompson, 1981, p. 15)

Example 3

Nei **ke** **shu** *yezi* *hen* *da*

That CL tree leaves very bid

(That tree (topic) the leaves are very big)   (Li & Thompson, 1976, p. 482)

Example 4

Xiang *bizi* *chang*

Elephant nose long

(Elephants have long noses)   (Li & Thompson, 1976, p. 480)

However, Chafe (1976) argued the second Ng is what the sentence is about, such as ―shu-shen‖ in terms of Example 1. Additionally, the notion of aboutness could also go beyond a clause. It could refer to what a whole passage is about. This is why Van Dijk (1977) and Shi (1993, 2000a) argued that the notion of aboutness is too vague to identify a Topic.

Among all of these criteria of the identification of Topic in Chinese clauses, only the criterion of sentence-initial position has been consistently used by Li and Thompson (1976, 1981). This point can be perceived from Examples 1 to 4 above and also from Example 5 below.

Example 5

Zhangsan *wo* *yijing* *jian* *guo* *le*   (Topic+ Comment)

Zhangsan I already see Exp CRS

(Zhangsan, I've already seen (him))   (Li & Thompson, 1981, p. 15)

Example 6

John appears to be angry. (Li & Thompson, 1976, p. 463)   (Subject + Predicate)

But in addition to the criterion of sentence-initial position, Li and Thompson (1976, p. 464) also argued that ―the topic must be definite‖. Nevertheless, Li and Thompson (1976, 1981) did not provide any argument about why the sentence-initial position Ng ―Zhangsan‖ in Example 5 was analyzed as Topic, while the sentence-initial position Ng ―John‖ in Example 6 was analyzed as Subject but not Topic.

Or it could be argued that ―John" is also definite. But the justification for why the Chinese clause in Example 5 was analyzed as a Topic-Comment structure and why the English clause in Example 6 was analyzed as a Subject-Predicate structure was not provided by Li and Thompson (1976). If a construction like Example 6 in English is also a Topic-Comment structure, it is also possible that English, the so-called SP language (c.f. Li & Thompson, 1976, 1981), is also a TP language. Nevertheless, no further discussion about this issue has been provided by Li and Thompson (1976, 1981).

Light (1979) argued that the sentence-initial position does not always denote definiteness, such as the sentence-initial position Ngs in bold in the following examples.

Example 7
***Zhi**, wo you. **Bi**, wo meiyou*
Paper I   have   pen   I   neg-have
(I have some paper, but no pen.)   (Light, 1979, p. 151)

Example 8
***Shu, bi, zhi**, women dou mai*
Book   pen   paper   we   all   sell
(We sell books, paper, and pens.)   (Light, 1979, p. 151)

These sentence-initial position Ngs in bold in Examples 7 and 8 above may be perceived as generic. But Li and Thompson (1976) interpreted generic as definite because the generic NPs are the name of the class of items.

As sentence-initial position and definiteness were both covered under the same term Topic, if the situation happens like in Examples 7 and 8, it will be hard to decide whether the Ngs in bold should be analyzed as Topic. By taking the sentence-initial position as criterion, all of the Ngs in bold in Examples 7 and 8 can be considered as Topic, while by taking definiteness as criterion, all of the Ngs in bold in Examples 7 and 8 cannot be regarded as Topic. If both of the criteria of sentence-initial position and

definiteness are taken into consideration, these two criteria will be hardly operated together. If the identification of Topic only needs to fulfill any one criterion, it will be pointless for Li and Thompson (1976, 1981) to have listed both, let alone Li and Thompson (1976) referred to definiteness of Topic as a must. However, Li and Thompson (1975, p. 170) also contradicted themselves by stating that it must ―refer to preverbal definiteness as a tendency". Similarly, Lapolla (1995) also noted that there is a tendency that the sentence-initial position is definite.

Old information was also listed as a criterion to identify Topic in Chinese clauses. The oldness or the newness of a piece of information can be accurately assessed in a context. However, all the examples provided by Li and Thompson (1976, 1981) are all isolated and de-contextualized clauses. Without context, it is hard to identify whether an element is a piece of old or new information.

Similar to the discussion of the criterion of definiteness, new information can also be at the sentence-initial position. If this situation happens, the criteria of sentence-initial position and old information will hardly be operated together. If the identification of Topic only needs to fulfill anyone of these two criteria, it is also pointless for Li and Thompson (1976, 1981) to introduce the criteria of sentence-initial position and old information together.

Halliday and Matthiessen (2014, p. 89) have pointed out that the term Topic in Li and Thompson (1981)

> tends to be used as a cover term for two concepts that are functionally distinct, one being that of Theme and the other being that of given.

Halliday and Matthiessen (2014, p. 116) maintained that Given and New is the structure of the system of information, which is ―the tension between what is already known or predictable and what is new or unpredictable". Theme and Rheme are defined as

> the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. […] The remainder of the message, the part in which the Theme is developed, is called in Prague school terminology the Rheme. (Halliday & Matthiessen, 2014, p. 89)

Therefore, similar to the criterion of definiteness, the oldness of the sentence-initial position Ng is also better to be referred to as a tendency.

Due to the vagueness, to the inconsistency, and to the hard operation of these criteria of the identification of Topic, liberty was taken for the specific notion or criteria of Topic. Some studies took either old information (Wu, 2001; Wu & Shi, 2005; Mei & Han, 2009) or definiteness (Huang & Ting, 2006) as the criterion to decide what topic is. Some studies even interchangeably used Topic and Theme in SFL without distinguishing the notions of these two terms (McDonald, 1992; Dai, 2007). Xu and Langendoen (1985) argued that everyone has the right to choose the definition. But this liberty led to the difficulties in comparing the findings from previous studies.

As discussed above, only the criterion of sentence-initial position has been consistently used by Li and Thompson (1976, 1981) in order to identify Topic in Chinese clauses. But this criterion is not without problem since there can be more than one Ng before Vg in Chinese clauses. But Li and Thompson (1976, 1981) did not draw a line between Topic and Comment. This blurriness of the criterion of sentence-initial position (Gao, 1998) led some scholars to hold the view that there could be multiple

Topics in one clause (Xu, 1986; Tsao, 1987a, 1987b, 1990; Yuan, 1996; Liu & Xu, 1998; Xu & Liu, 1998, Paul, 2002, 2015). But Gao (1998) insisted that there is only one Topic in a clause in Mandarin. The analysis from some other studies (Shi, 1998, 2000a; Huang & Ting, 2006) also displayed that there is only one Topic in a Chinese clause. In Li and Thompson's (1976, 1981) studies, no multiple Topics have been identified either.

Some other scholars regarded word order, pause, particle, anaphora and prepositions as topic markers (e.g., Hu, 1982; Lu, 1986; Zhang, 1987; Jin, 1995; Shi, 2001). However, these can only be seen as features of Topic but not the criteria to identify whether an element is Topic or not. For example, Tsao (1979) has argued that Particles cannot be taken as topic markers as these Particles can appear everywhere in sentences.

Li and Thompson (1981) also claimed that Topic can also be Vgs, such as the following examples illustrate.

Example 9
Tiantian   mai   cai, *wo   zhen   bu   zhidao gai mai   shenme hao*
Every:day   buy   food   I   really   not   know   should buy   what   good
(Buying food everyday, I really don' know what to buy that is good.)
(Li & Thompson, 1981, p. 98)

Example 10
Chu   qu   he   cha *wo   qing   ni*
Exit   go   drink   tea   I   invite   you
(Going out for tea, I'll invite (treat) you.)   (Li & Thompson, 1981, p. 98)

Example 11
Lishi   xi   kai- hui *wo   keyi   gen   Lisi   ti-yi-ti*
History department   hold –meeting I   can   with   Lisi   menton-one-mention
((When) the history department has its meeting, I can mention (it) to Lisi.)
(Li & Thompson, 1981, p. 99)

All of the elements in bold in Examples 9 to 11 are Vgs in Mandarin. They were analyzed as Topic and the remaining parts as Comment by Li and Thompson (1981). If Topic is taken as a pragmatic notion and sentence-initial position is the criterion to identify a Topic, this Topic-Comment analysis could be valid. But if Topic is taken as a syntactic notion, the analysis in Examples 9 to 11 provided by Li and Thompson (1981) was done on the wrong premise that these clauses are simple clauses in Mandarin. But Examples 9 to 11 are complex clauses the semantic-logico analysis of which is provided below:

Example 9
Tiantian   mai   cai, wo   zhen   bu   zhidao   gai   mai   shenme   hao
   1   x2

Example 10
Chu   qu   he   cha   wo   qing   ni
   1   +2

Example 11
Lishi   xi   kai- hui   wo   keyi   gen   Lisi   ti-yi-ti
   1   x2

The discussion about Topic being a syntactic notion or a non-syntactic notion in Li and Thompson (1976, 1981) will be presented in the following sub-section.

This typological classification of Mandarin should have been done based on accurately and consistently defined term ―Topic" since the typological view on Mandarin is highly related to the term ―Topic". Moreover, Li and Thompson (1976, 1981) failed to do so when TP language was assigned to Mandarin. Li and Thompson (1976, p. 466) have justified that ―these criteria are not intended to constitute a definition or either notion". But Li and Thompson (1976, 1981) did not introduce other

ways to identify Topic in Chinese clauses when Mandarin was classified as a TP language. The typological view on Mandarin was formed just on the basis of this loosely defined term Topic.

As early as 1992, Schlobinski and Schütze-Coburn have already recognized the phenomenon of this loosely defined linguistic term ―Topic". In addition to the suggestion of abandoning this term Topic as this loosely defined term ―Topic", Schlobinski and Schütze-Coburn (1992) also questioned the validity of the typological view on Mandarin which is just based on this loosely defined term Topic.

3.2.2 Topic as a Syntactic notion, a Non-syntactic notion, or Being Syntactically Independent

Apart from the inconsistency, inaccuracy and hard operation of the notions that identify Topic in Chinese clauses as discussed above, it seems confusing and controversial, when it was asked which category a Topic would belong if Mandarin was labelled as a TP language.

As Her (1991) argued, since the typological view on Mandarin about Topic prominence was set up on the comparison to the syntactic category of Subject, Topic must also belong to the syntactic category. Otherwise, this typological classification of languages and the typological view on Mandarin would not exist in the first place (Her, 1991). A similar argument was also be stated by Li and Thompson (1981, p. 15) when they claimed that

one of the most striking features of Mandarin sentence structure, and one that sets Mandarin apart from many other languages, is that in addition to the grammatical relations of ―subject‖ and ―direct object‖, the description of Mandarin must also include the element ―topic‖. Because of the importance of ―topic‖ in the grammar of Mandarin, it can be termed a topic-prominence language.

This means that in the Chinese syntactic analysis, there are Subject, Object, Predicator and Topic as well.

However, Li and Thompson (1976, p. 466) also claimed at the same time that

the topic is a discourse notion, whereas the subject is to a greater extent a sentence-internal notion. The former can be understood best in terms of the discourse and extra-sentential considerations; the latter in terms its functions within the sentence structure.

This argument above shows that Topic was not considered as a syntactic notion but a non-syntactic notion. If Topic was taken as a non-syntactic notion, it shows that Li and Thompson (1976, 1981) failed to provide syntactic analysis on Chinese clauses when Mandarin was typologically classified as a TP language. But Li and Thompson (1976, p. 460) strongly pointed out ―a careful investigation of the syntactic structures of a language is necessary‖ for typologically classifying languages. Besides, as Her (1991) argued, the typological classification based on Topic prominence and Subject prominence would not exist in the first place if Topic is not a syntactic notion.

What made the case even more confusing is that Topic was also regarded as being dangling in Chinese clauses. This point can be observed from Li and Thompson‗s (1976, p. 466) statement that ―the topic is syntactically independent‖. Dangling or being syntactically independent means, however, that the element which was labelled as Topic has no syntactic role in the clause.

To sum up, Li and Thompson (1976, 1981) defined a Topic as a syntactic notion, a non-syntactic notion and as being syntactically independent – all at the same time when Mandarin was typologically classified as a TP language. The controversy and inconsistency of how Topic could be categorized directly led to the inaccuracy and hard to perform interpretation of Topic-Comment analysis on Chinese clauses as provided by Li and Thompson (1976, 1981). And yet, it is important to note that the Chinese clauses with Topic-Comment analysis are just as well the hard evidence taken by Li and Thompson (1976, 1981) in order to show that Mandarin is a TP language. Before presenting Li and Thompson's (1976, 1981) Topic-Comment analysis on Chinese clauses, the comparison between Subject and Topic made by Li and Thompson (1976, 1981) is briefly discussed first below.

3.2.3 The Comparison between Subject and Topic in Mandarin and between Subject in Mandarin and in English

The claim that Subject is not as important in Mandarin as it is in English resulted from the ellipsis of Subject in Mandarin (Li & Thompson, 1981). The Subject in the following two examples have been left out the context. Instead of interpreting the ellipsis of the Subject as a way to realize coherence in Mandarin, Li and Thompson (1981) used the following two examples to show that a Subject is not important in Mandarin.

Example 12

Zuotian	*nian*	*le*	*liang*	*ge*	*zhongtou*	*de*	*shu*
Yesterday	read	PFV	two	CL	hour	GEN	book

(Yesterday, (I) read for two hours)   (Li & Thompson, 1981, p. 16)

Example 13
Hao   leng   a
Very   cold   RF
(It's) very cold.   (Li & Thompson, 1981, p. 16)

Clearly, the Subject in both these two examples has been left out and so was the Topic. If ellipsis is the standard to assess the importance of an element in Mandarin, Examples 12 and 13 above also show that Topic is likewise not important in Mandarin.

In contrast, instead of taking English as a norm (c.f. Halliday & McDonald, 2004) or imposing this anglo-centric view on Mandarin, Halliday (2007) argued that English prefers anaphora, whereas Mandarin prefers ellipsis to realize cohesion. The left-out Subject can be understood and traced back in conversations (Halliday & McDonald, 2004).

The ellipsis of the Subject in Mandarin was interpreted as the insignificance of Subject (Li & Thompson, 1981), whereas the ellipsis of Topic in Mandarin was interpreted as it can be understood in context (Li & Thompson, 1981), such as ―*juzi*‖ which is left out in in clause (2) in the following example.

Example 14
(1) ***juzi***   *huai*   *le*   *ma*
    Orange   spoiled   CRS   Q
    (Are the oranges spoiled?)

(2) *Huai*   *le*
    Spoiled   CRS
    ((They) are spoiled)   (Li & Thompson, 1981, p. 90)

But ―*juzi*‖ is also the Subject of clause (2) in Example 14. Then the ellipsis of Subject in clause (2) in Example 14 can also be understood within the context. As discussed above, Li and Thompson (1981), in fact, adopted double standards to interpret

the ellipsis of Subject and the ellipsis of Topic in Mandarin. This double standard led to the misinterpretation of Subject in Mandarin. This misinterpretation of Subject in Mandarin caused the mis-concept that Topic is significant in Mandarin, which set up a misleading base to the typological view on Mandarin.

What is more problematic is the claim that Topic and Subject can be identical in Mandarin (c.f. Li & Thompson, 1981), such as Example 15 below:

Example 15
Wo   *xihuan*   *chi*   *pingguo*
I   like   eat   apple
(I like to eat apples.)   (Li & Thompson, 1981, p. 88)

Still taking the sentence-initial position as the criterion for the identification of Topic, ―*wo* (I)" in Example 15 was analyzed as Topic and Subject at the same time by Li and Thompson (1981). This analysis could only be sound only if Topic was taken as a non-syntactic notion since the same element in the same clause cannot be both Subject and Topic at the same time if Topic was taken as a syntactic notion. But if so, the typological view on Mandarin would not exist in the first place (Her, 1991). Nevertheless, as shown above, Topic was also defined as a syntactic notion and as being syntactically independent at the same time by Li and Thompson (1976, 1981). But no further arguments from Li and Thompson (1976, 1981) have addressed this problem.

To sum up, by imposing the anglo-centric view on the interpretation of the ellipsis of Subject in Mandarin and by taking English as a norm, Subject in Mandarin was misinterpreted as insignificant (Li & Thompson, 1976, 1981). By adopting a double standard to interpret the ellipsis of Subject and the ellipsis of Topic in Mandarin, the Subject was considered to less significant than Topic (ibid). With the inconsistent

notions of Topic, the distinction between Topic and Subject made by Li and Thompson (1976, 1981) is also contradictory. The validity of the typological view on Mandarin, which is highly related to the distinction between Subject and Topic, and the notion of Topic, is thereby compromised.

3.3 The Evidence of Chinese Clauses with Topic-Comment Analysis

Broadly speaking, the evidence taken by Li and Thompson (1976, 1981) to show that Mandarin is a TP language is based on the construction with syntagm Ng + Vg, the construction with syntagm Ng + Ng + Vg with or without *dou* (all/even)", OPS, and CSTCS. The descriptions on these four types of constructions have been provided in Chapter 1 already. By carrying out Topic-Comment analysis on these four types of constructions, Li and Thompson (1976, 1981) argued the basic structure of Chinese clauses is Topic-Comment rather than Subject-Predicate. Following this Topic-Comment analysis on these four types of constructions in Mandarin, the Mandarin language was typologically classified as a TP language.

The analysis on each of these four types of constructions provided by Li and Thompson (1976, 1981) is discussed below with the intention to highlight the inconsistency, inaccuracy and controversy in their analysis.

3.3.1 Topic-Comment Analysis of the Construction with syntagm Ng + Vg

The Ng + Vg construction focused on by Li and Thompson (1981) to prove that Mandarin is a TP language is shown below:

Example 16

Nei   **_ben_**   **_shu_**   _chuban_   _le_   (syntagm Ng + Vg)

That   MEAS   book   publish   PFV/CRS

(That book (someone) has published it.)   (Li & Thompson, 1981, p. 88)

Topic +Comment

Example 17

Fangzi   _zao_   _hao_   _le_   (syntagm Ng + Vg)

House   build   finish   PFV/CRS

(The house, (someone) has finished building it.)   (Li & Thompson, 1981, p. 89)

Topic + Comment

Example 18

Yifu   _tang_   _wan_   _le_   (syntagm Ng + Vg)

Cloth   iron   finish   PFV/CRS

(The clothing, (someone) has finished ironing it.)   (Li & Thompson, 1981, p. 89)

Topic+ Comment

Example 19

Fan   _zhu_   _jiao_   _le_   _yidian_   (syntagm Ng + Vg)

Rice   cook   burn   PFV   a:bit

(The rice, (we) burned it a little bit.)   (Li & Thompson, 1981, p. 89)

Topic+ Comment

As discussed above, despite that several criteria were provided by Li and Thompson (1976, 1981) for the identification of Topic in Mandarin, only the criterion of sentence-initial position was consistently used by them. Based on the criterion of sentence-initial position, all the Ngs in bold in Examples 16 to 19 were analyzed as Topic and not as Subject. Li and Thompson (1981, p. 89) argued that the sentence structure of the Ng + Vg construction is Topic + Comment rather than Subject + Predicate as there is no ―doing" relationship between the sentence-initial position Ng and its following Vg.

This ―doing" relationship between the sentence-initial position Ng and its following Vg is a semantic interpretation, whereas Li and Thompson (1976, 1981) claimed that the typological view on Mandarin is based on careful syntactic analysis. In

other words, the claimed syntactic analysis on the Ng + Vg construction was done through the lens of semantic analysis by Li and Thompson (1976, 1981). Based on this semantic interpretation between the Ng and its following Vg in the Ng + Vg construction, Li and Thompson (1981) did not consider the sentence-initial position Ng as a Subject. This interpretation led to the analysis of the sentence structure of the Ng + Vg construction not as Subject+ Predicate but as Topic + Comment.

A clause can be interpreted semantically, syntactically and pragmatically. It is not problematic to conduct semantic, syntactic and pragmatic analysis on one construction at the same time. But it is problematic and inaccurate to carry out the syntactic analysis on one construction by mixing it up with the semantic analysis or by looking at it through the lens of semantic interpretation.

According to Halliday and Matthiessen (2014), a clause has three linear structures mapped together at the same time. The three linear structures belong to experiential, interpersonal and textual zones respectively. The linear structural analysis on a clause in each of the three zones should be carried out independently. For example, an element may function as Goal in the experiential zone. But this is not the reason to decide whether this same element is or is not a Subject in the interpersonal meaning. This is not the reason to decide whether the same element is or is not a Theme in the textual meaning either.

The discussion above shows that the typological view on Mandarin was based on the inaccurate analysis of the sentence structure of the Ng + Vg construction. To find out whether Mandarin is a TP language, the accurate and consistent analysis on the Ng + Vg construction is a must.

3.3.2 Topic-Comment analysis of the Construction with syntagm Ng + Ng + Vg

The construction with syntagm Ng + Ng + Vg that was used as evidence to show that Mandarin is a TP language by Li and Thompson (1976, 1981) includes two types of constructions. One type is the construction with syntagm Ng + Ng + Vg without ~~dou~~ (all/even)". The other type is with syntagm Ng + Ng + Vg with ~~dou~~ (all/even)". The analysis of the Ng + Ng + Vg with or without ~~dou~~ (all/even)" construction provided by Li and Thompson (1976, 1981) will be re-visited one by one.

3.3.2.1 Topic-Comment Analysis of the Construction with syntagm Ng + Ng + Vg without "*dou* (all/even)"

By largely hinging on the semantic relationship between the second Ng and its following Vg, the second Ng in the Ng + Ng + Vg without ~~dou~~" construction was analyzed as an Object which has been pre-posed (Li & Thompson, 1981). The Ng + Ng + Vg without ~~dou~~" construction is shown in Example 20 below:

Example 20
Wo	*shu*	*mai*	*le*	(syntagm Ng + Ng + Vg without ~~dou~~")
I	book	buy	PFV/CRS	
(I bought the book)				(Li & Thompson, 1981, p. 21)
Subject/Topic	Object			

Firstly, Li and Thompson (1981) argued that the second Ng in a construction like in Example 20 is pre-posed in order to denote contrast. The problem is all examples favored by Li and Thompson (1976, 1981) are isolated and de-contextualized clauses. Without context, the explanation of denoting contrast is mainly resulting from assumption rather than hard evidence.

Second, in the discussion of the Ng + Ng + Vg without "dou" construction, Li and Thompson (1981) appeared to selectively provide a particular example where the Vg could take an Object. But it must be mentioned here that it is not always the case.

Thirdly, the sentence-initial position Ng in the Ng + Ng + Vg without "dou" construction like in Example 20 was analyzed as Subject and Topic (Li & Thompson, 1981). This analysis is very confusing since Topic was inconsistently defined by Li and Thompson (1976, 1981) as a syntactic notion, a non-syntactic notion and as being syntactically independent. This inconsistency of the definition of Topic raised problems on the Topic-Comment analysis on the Ng + Ng + Vg without "dou" construction. If Topic is a syntactic notion, why is the sentence-initial position Ng is both – and at the same time – a Subject and a Topic in the construction that is used in Example 20? If Topic is not a syntactic notion, it means that Li and Thompson (1981) failed to provide syntactic analysis. But syntactic analysis is the base of the typological view on Mandarin. Besides, if Topic is not a syntactic notion, the typological classifications on languages and the typological view on Mandarin would not exist in the first place (c.f. Her, 1991). If Topic is syntactically independent, it means that the sentence-initial position Ng in the Ng + Ng + Vg without "dou" construction has no syntactic role. If so, why was it also analyzed as a Subject?

3.3.2.2 Topic-Comment Analysis of the Construction with syntagm Ng + Ng + Vg with "*dou* (all/even)"

The construction, like the following examples show, looks similar to the construction discussed in the last sub-section.

Example 21

Wo   *shui-dou*   *xihuan*   (syntagm Ng + Ng + Vg with "*dou*")

I   everyone   like

(I like everyone)   (Li & Thompson, 1981, p. 529)

Subject/Topic   Object

Example 22

Wo   *tian*   *de*   *dou*   *bu*   *xihuan*   (syntagm Ng + Ng + Vg with "*dou*")

 I   sweet   NOM   all   not   like

(I don't like sweet things)   (Li & Thompson, 1981, p. 162)

Subject/Topic   Object

   As observed before, Examples 21 and 22 seem to structurally resemble Example

20. But the presence and the absence of the adverb "*dou*" indicate that these are two

different constructions. However, Li and Thompson (1981) mis-interpreted these two

different types of constructions as the same construction by overlooking and neglecting

the adverb "*dou*". As a result, the very two different constructions were mis-interpreted

as having the same structre.

   Still largely hinging on the semantic reason of the "doing" relationship between the

second Ng and its following Vg in the Ng + Ng + Vg with "*dou*" construction, the

second Ng was also analyzed as Object which has been pre-posed (Li & Thompson,

1981). But, firstly, the second Ng in the Ng + Ng + Vg with "*dou*" construction cannot

always move back, such as the following example illustrates:

Example 23

Tamen   *shei*   *dou*   *bu*   *lai*   (syntagm Ng + Ng + Vg with "*dou*")

They   anyone   all   not   come

(They (topic), none of them are coming)   (Li & Thompson, 1976, p. 481)

Topic   Subject

   Secondly, if the second Ng in the Examples 21 and 22 is moved after its following

Vg, the propositional meaning of the sentences will be changed. Additionally, the

sentences will sound uncommon in Mandarin. Hence, the question boils down to what the sentence structure of the construction like in Examples 21 to 23 is like and what the syntactic role of the second Ng plays. Thirdly, the Examples 21 and 22 structurally resemble Example 23. But why was the analysis of these three examples different?

Fourthly, if Topic was taken as a syntactic notion or as being syntactically independent, why can the sentence-initial position Ng in Examples 21and 22 be both a Subject and a Topic at the same time? If Topic was taken as a non-syntactic notion, what then is the syntactic role of the sentence-initial position Ng in Example 23?

Fifthly, as it happens, the following example is also a construction with syntagm Ng + Ng + Vg with ―dou".

Example 24
我一点机会都没有
Wo   yidian   jihui   dou   mei   you
I   a little   chance   even   NEG   have
(I don't even have a little chance.)   (Ren, 2013, p. 170)

But no distinction has been made by Li and Thompson (1976, 1981) between the construction like in Example 24 and Examples 21 to 23 even though the construction with syntagm Ng + Ng + Vg with ―dou" was used as evidence to show that Mandarin is a TP language.

3.3.3 Topic-Comment Analysis of the Temporarily Labelled OPS

The construction in the Examples 25 and 26 below that was temporarily labelled as OPS was also taken as evidence to show that Mandarin is a TP language by Li and Thompson (1981).

Example 25

Zhangsan *wo* *yijing* *jian* *guo* *le*

Zhangsan I already see EXP CRS

(Zhangsan, I've already seen (him))   (Li & Thompson, 1981, p. 15)

Example 26

Nei ***zhi*** ***gou*** *wo* *yijing* *kan* *guo* *le*

That CL dog I already see EXP CRS

(That dog I have already seen.)   (Li & Thompson, 1981, p. 88)

Consistenly, when taking sentence-initial position as the criterion to identify Topic in Chinese clauses, Ngs in bold in Examples 25 and 26 were analyzed as a Topic and an Object which has been pre-posed (Li & Thompson, 1981).

This analysis could only hold true when Topic is not a syntactic notion. But if Topic is not a syntactic notion, the typological view on Mandarin would not exist in the first place (c.f. Her, 1991). If Topic is regarded as syntactically independent, no explanation could be found in Li and Thompson (1976, 1981) as to why the sentence-initial position Ngs in OPS could be Object and Topic at the same time. Similar to the conclusion made on the Ng + Ng + Vg construction in the last sub-section, the problem boils down to the question what the sentence structure of OPS is like and whether there is Topic as a syntactic category in OPS.

3.3.4 Topic-Comment Analysis of the Temporarily labelled CSTCS

The construction temporarily labelled as CSTCS is shown in the following examples.

Example 27

Nei ***kuai*** ***tian*** *women* *jia* *fei*

That piece field we add fertilizer

(That filed (topic), we fertilize)   (Li & Thompson, 1981, p. 15)

Example 28

Nei-chang **huo** *xingkui* *xiaofang-dui* *lai* *de* *kuai*

That-classifier fire   fortunate   fire-brigade   come adv. Particle quick

(That fire (topic), fortunately the fire-brigade came quickly.)   (Li & Thompson, 1981, p. 462)

The sentence-initial position Ngs highlighted in bold in Examples 27 and 28 were analyzed as Topic (Li & Thompson, 1981). The problem of such analysis is still related to the category that Topic belongs to. If Topic is a syntactic notion, the analysis on CSTCS as provided by Li and Thompson (1981) might make sense as some studies also agree that there is a syntactic category Topic in the Chinese language system (e.g., Shi, 1998, 2000a; Paul, 2002, 2015; Huang & Ting, 2006). To find out whether the typological view on Mandarin can be supported by CSTCS, it is of importance to also find out whether the sentence-initial position Ng in CSTCS is a Topic. It could possibly play other syntactic roles. If so, the typological view on Mandarin cannot be supported by CSTCS. But other than syntactic notion, Topic was also defined as a non-syntactic notion by Li and Thompson (1976, 1981). If Topic is a non-syntactic notion, the analysis on CSTCS provided by Li and Thompson (1981) also makes sense. But if this is so, Li and Thompson (1981) failed to provide syntactic analysis of CSTCS. Without syntactic analysis of Chinese clause, the typological view on Mandarin could not be formed, especially since Li and Thompson (1976) argued that the typological view on Mandarin was based on careful syntactic analysis. To find out whether Mandarin is a TP language, the analysis of the sentence structure of CSTCS is a must. If Topic is regarded as syntactically independent, it means that Li and Thompson (1981) believed that there is a dangling Topic in Mandarin. Leaving aside that some studies do not agree that there is a dangling Topic in Mandarin (e.g., Shi, 1998, 2000a; Huang & Ting, 2006), no argument has been provided to justify why the same element in the same clause can be

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both Topic and another syntactic role at the same, such as Examples 21 and 22.

In summary, in order to show that Mandarin is a TP language, the Ng + Vg, Ng + Ng + Vg construction, OPS and CSTCS with Topic-Comment analysis were taken as the evidence. All these constructions do exist in the Chinese language system. But as observed above, the Topic-Comment analysis of these constructions conducted by Li and Thompson (1981) have raised many questions. These questions are by no means trivial for the validity of the typological view on Mandarin, the understanding of the Chinese language, and the teaching and learning the Chinese language. A consistent and accurate analysis of the sentence structure in these constructions, which were used as evidence to show that Mandarin is a TP language can help assess the validity of the typological view on Mandarin, facilitate the understanding of the Chinese language system, and smoothen Chinese teaching and learning processes.

3.4 The Scope of TCS in Mandarin

There is no clear definition of TCS in Li and Thompson (1976, 1981). There is no agreement on the scope of TCS in previous studies either. By consistently taking Topic as a discourse notion, Lapolla (2009, 2017b) named all Chinese clauses as topic-comment sentences, whereas Tsao (1979, 1987a, 1987b, 1990) mainly showed interest in Ba construction, verb-copying construction and Topic chain in the Subject-Predicate Predicate sentences. The so-called OPS was exclusively focused on in Mei and Han (2009). Some other studies showed interest in the CSTCS (Shi, 1998, 2000a; Huang & Ting, 2006; Pan & Hu, 2008; Hu & Pan, 2009). Similar to TCS, there is no clear definition of CSTCS either. It could only refer to the Chinese puzzle (Chafe,

1976), which has been discussed in Chapter 2. CSTCS could also be seen in a broader

sense and it then covers all of the following constructions in the following table:

Table 3.1 Three views on status of sentence-initial NPs adapted from Huang and Ting (2006, p. 143)

	Six types	Pan and Hu	Shi	Huang and Ting
1	[*Tamen*] *da-yu chi xiao-yu.*	Dg. topic	Subject	Subject
2	[*Tamen*] *shei dou bu lai.*	Dg. topic	Subject	Subject
3	[*Na-chang huo*], *xingkui xiaofang-dui lai-de-kuai.*	Dg. topic	NP topic	NP adverbials
	[*Na-chang huo*] *xiaofang-dui lai-de-kuai.*	Dg. topic	NP adverbials	NP adverbials
4	[*Zhe-jian shiqing*] *ni bu neng guang mafan yi-ge ren.*	Dg. topic	PP-reduced form	NP topic
	[*Shengwu-lunlixue*] *wo shi men-wai-han.*	Dg. topic	PP-reduced form	PP-reduced form
	[*Xihongshi*] *wo chao le ji-dan.*	Dg. topic	Not mentioned	NP topic
5	[*Na-zhong douzi*] *yi-jin san-shi-kuai qian.*	Dg. topic	Subject	Subject
6	[*Wu-jia*] *Niuyue zui gui.*	Dg. topic	Subject	Subject

The constructions listed in Table 3.1 were regarded as CSTCS in Shi (2000a),

Huang & Ting (2006), and Pan and Hu (2008). But CSTCS is a temporary label to refer

to the construction in category 3 to 6 in Table 3.1 in the current study. The construction

in category 2 in Table 3.1 is referred to as the construction with syntagm Ng + Ng + Vg

with or without ‑dou (all)" in the current study. A construction like the one in category 1

of Table 3.1 is the Subject-Predicate Predicate sentence, which is what Chao (1976, p.

245) called Chinese puzzle.

The typological view that Mandarin is a TP language was proposed by Li and

Thompson (1976, 1981). They introduced notions and criteria for the identification of

Topic. They compared Topic and Subject in Mandarin and in English and took Chinese

clauses with Topic-Comment analysis as evidence. The research objective of the current study is to find out whether the typological view proposed by Li and Thompson can hold true, namely to find out whether Mandarin is a TP language. To reach this objective, the current study focuses on the constructions which were taken as the evidence by Li and Thompson (1981) to show that Mandarin is a TP language. These constructions are OPS, CSTCS and constructions with syntagm Ng + Vg and Ng + Ng + Vg with or without *"dou* (all)*"*, which have been discussed in the last section.

The current study is triggered by the great influence of the typological classification on Mandarin proposed by Li and Thompson (1976, 1981) and by the challenging views to the Topic vs Subject prominence syntactic typology. The great influences of the typological view on Mandarin and on Mandarin-related studies highly demand the validity of the typological view. But the validity of this typological view of Mandarin as a TP language was questioned by some studies. In the following two sections, both the influences of the typological view on Mandarin and the challenging views on the validity of this typological view will be presented.

3.5 The Influence of Li and Thompson's Studies

The typological classifications on languages and the typological view on Mandarin (c.f. Li & Thompson, 1976, 1981) have exerted great influence on various academic fields liks translation studies (e.g., Jin, 1992; Li & Wang, 1992; Song & Li, 2006; Xu, 2009), language teaching and language learning (e.g., Wen, 1995; Wu, 2000; Korpi, 2005; Li, 2010; Lu, 2010), language comparison (e.g., Xu, 2006; Paul & Whitman, 2015), and language typology (e.g., Kimmelman, 2015; Sze, 2015).

In ―aproliferation of studies" (Sze, 2015, p. 811) on language typology, Chinese was chosen as the benchmark to investigate whether a certain languag is a TP language or not (e.g., Kimmelman, 2015; Sze, 2015). Leaving aside whether this is a sound method or not, the fundamental question is whether Mandarin is a TP language. If Mandarin is indeed a TP language, the comparison between any given language and Mandarin would shed some light on a better understanding of that particular language. But if Mandarin is not a TP language, all of the findings in those previous studies which were all done on the basis of comparions with Mandarin might be questionable. If future studies still follow this same method by taking Mandarin as a TP language, their validity may be compromised.

3.6 The Challenging Views on Li and Thompson's Typological View on Mandarin

Compared to the proliferation of studies (Sze, 2015) which agreed with this typological view on Mandarin, the number of studies which question the validity of the typological view on Mandarin and the typological classifications on languages (c.f. Li & Thompson, 1976, 1981) is not as abundant.

Breivik's (1984) synopsis of the criticism on Li and Thompson's (1976, 1981) typological studies is mainly pointing at the irrelevance between the claim that the word order of Mandarin has shifted from SVO to SOV and to the typological view of Mandarin as a TP language. In their foundational work *Mandarin Chinese: A functional reference grammar*, Li and Thompson (1981) claimed that word order changes in Mandarin. Li and Thompson (1981) further proposed that Mandarin is a TP language. But as Breivik (1984) pointed out, no justification has been provided by Li and Thompson (1975, 1976, 1981) about why the word order in Mandarin has any relevance

to the Topic vs Subject prominence typology.

As shown above, Topic was inconsistently and only loosely defined by Li and Thompson (1976, 1981) when they proposed that Mandarin is a TP language. In fact, Schlobinski and Schütze-Coburn (1992, p. 89) have already pointed out this problem by stating that the notions of Topic are so various and "widely used without proper justification". Schlobinski and Schütze-Coburn (1992) quotes the following main notions on Topic, as "given" or "known" information, "point of departure", "what the sentence is about" or "communicative dynamism". Schlobinski and Schütze-Coburn (1992, p. 101) challenged the validity of the Subject vs Topic prominence typology by maintaining that

> while the typology is useful in that it demonstrates that languages
> structure their sentences differently, it requires that the definition of
> topic be universally—in addition to reliably—applicable. If the notion
> of topic prominence is built upon an unsound definition of topic, then
> we would have reason to question the typological distinction itself.

As pointed out by Schlobinski and Schütze-Coburn (1992), the typological view of Mandarin as being a TP language is undoubtedly closely and highly related to the notion of Topic. Nevertheless, the notion and criteria of the identification of Topic in Chinese clauses is neither accurate nor consistent. The inaccuracy and inconsistency of the notion of Topic led to the inaccuracy in Topic-Comment analysis of Chinese clauses. Furthermore, the inaccurate Topic-Comment analysis on Chinese clauses compromised the validity of the typological view on Mandarin.

Similarly, Sasse (1995) has also questioned the validity of the proposal of this topic-prominent vs subject-prominent typology. This doubt has been reinforced by later studies, such as two typological studies on sign languages carried out by Kimmelman

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(2015) and Sze (2015).

Comparing to the characteristics of Mandarin listed by Li and Thompson (1976, 1981), Sze (2015) argued that the Hong Kong Sign Language (henceforward HKSL) is not a TP language. Sze (2015) also assumed that HKSL is not likely a SP language either. Furthermore, Sze (2015) suggested a future crosslinguistic comparison between HKSL and Tagalog and Illocano which were labelled as neither Topic nor Subject prominent languages. If HKSL is different from Tagalog and Illocano, the typological classifications proposed by Li and Thompson (1976, 1981) would fail to cover all languages. If so,

> this would constitute evidence for the claim that languages actually cannot be categorized neatly into classes by the parameters of subject-prominence or topic-prominence alone and the validity of Li and Thompson's typological proposal should be called into question. (Sze, 2015, p. 859)

Other than the explicit challenges to Li and Thompson's typological view, Paul (2002, p. 711) even questioned the description about Mandarin introduced by Li and Thompson (1976).

> In any case, it seems more than evident that Li and Thompson's (1976) conception of topic prominence is inappropriate. In particular, it is not the case that a topic prominent language lacks some of the properties displayed by a so-called SUBJECT PROMINENT language. Quite the contrary: it is topic prominent languages that possess additional properties not found in subject prominent languages.

The challenging views on the Topic vs Subject syntactic typology have emerged for a long time. Yet, very few studies have been conducted to directly challenge the validity of the typological view on Mandarin, except a quantitative study that was carried out in 2000 by Chen and Gao.

Chen and Gao (2000) selected 60 novels that were published between 1919 and 1948, between 1949 and1978 and also between 1979 and 1996 in order to generate the quantitative evidence of the portion of TCS in Mandarin. The TCS focused on in Chen and Gao (2000) are Subject-Predicator Predicator sentence, OPS, the construction with left dislocation, the construction with ―*lian…dou/ye*" and the construction with the preposition ―关于 *(guanyu)*" or ―对 *(dui)*" being left out. As a result of their investigation, Chen and Gao (2000) found 3.44% of TCS. The detailed percentages of TCS in each of the three periods are 3.34%, 3.42% and 3.55% respectively (ibid). Based on the small portion of 3.44%, Chen and Gao (2000) argued that Mandarin is not a TP language.

Compared to the adjectives used by Li and Thompson (1976, 1981), such as basic, common and frequent, the quantitative evidence generated from Chen and Gao's (2000) quantitative study who drew their results from written data is more convincing. So far, however, no study has examined spoken data to directly challenge the validity of this typological view on Mandarin. But it must be noticed that written and spoken data are equally important (Halliday, 2008). Thus both types of data deserve the same amount of attention. In complementing previous studies, a quantitative study by drawing on spoken data is of significance.

Despite the inconsistent and inaccurate notion and criteria of the identification of the very important term Topic, in spite of all of these challenging views, the influence of the typological view on Mandarin has not been shaken. The fundamental reason for this phenomenon is that the so-called TCS do exist in the Chinese language, although the portion of the so-called TCS is not large according to Chen and Gao (2000). Due to the

controversial structures of the so-called TCS, TCS has been attracting ample scholarly

attentions. The analysis of TCS in previous studies will be presented below.

3.7 The Analysis of the So-called TCS in Mandarin

3.7.1 The Analysis of the So-called OPS

The construction shown below is temporarily labelled as OPS in the current study.

Example 29
这件事我已经知道了

Zhe	*jian*	*shi*	*wo*	*yijing*	*zhidao*	*le*
This	MEAS	thing	I	already	know	ASP

(This thing I have already known/ I have already known this thing.)   (Li, 1985, p. 70)

Example 30
这件事我没听说过

Zhe	*jian*	*shi*	*wo*	*mei*	*ting-shuo*	*guo*
This	MEAS	thing	I	NEG	hear-say	ASP

(This thing I haven't heard/ I have heard about this thing.)   (Xiong, 2015, p. 12)

Example 31
烈性酒，我从来不喝

Liexingjiu	*wo*	*conglai*	*bu*	*he*
Spirits	I	never	NEG	drink

(Spirits, I have never drunken.)   (Xu & Liu, 1998, p. 61)

The sentence-initial position Ng in OPS was either regarded as Subject (e.g., Li,

1985; Huang & Liao, 2011; Xiong, 2015) or as main Topic (Xu & Liu, 1998) which was

taken as a syntactic notion. Besides, some other studies analyzed the sentence-initial

position Ng in the construction like Examples 29 to 31 as a pre-posed Object (Mei &

Han, 2009) or a thematized Object (Downing & Locke, 2006). In other words, the

sentence-initial position Ng in OPS is still Object. It is pre-posed due to some pragmatic

reasons. Light in 1979 argued that the reason for Object being pre-posed is to denote

contrast. In other words, OPS must convey both propositional and pragmatic meanings

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(Light, 1979).

Many other studies hold the similar view that pragmatic factors caused Object to be pre-posed for making the information salient (Fan, 2001; Mei & Han, 2009) or for showing contrast (McDonald, 1992; Fan, 2001; Downing & Locke, 2006). Nevertheless, far too little attention has been paid to the further exploration of other pragmatic factors which cause Object to be pre-posed in Mandarin. This is probably because previous studies favoured isolated and de-contextualized clauses as data of analysis. This point can be seen from examples listed above and presented below.

Example 32
你送来的东西我收到了

Ni   song-lai   de   dongxi   wo shou-dao   le

You   send-come   SUB   thing   I   receive-arrive Particle

(The thing you sent I have received./ I have received the thing you sent.)   (Fan, 2001, p. 9)

Example 33
这事阿 Q 后来才知道

Zhe   shi   A Q   houlai   cai   zhidao

This   thing   AQ   later   just   know

(This thing A Q later just knew./ Later A Q just knew about this thing.)   (Fan, 2001, p. 9)

Example 34
我**这本书**读过了，**那本书**还没读呢

Wo zhe ben   shu du   guo le,   na ben   shu   hai mei du ne

I   this MEAS   book read   ASP Particle,   that MEAS   book   yet NEG read Particle

(I have read this book, (I) haven't read that book.)   (Fan, 2001, p. 9)

Example 35
豆子**我**吃了，他没吃

Douzi   wo chi le,   ta   mei   chi

Bean   I   eat Particle, he   NEG   eat

(Beans I have eaten, he did not eat. /I have eaten beans. He has not.)   (Mei & Han, 2009, p. 32)

Example 36
我**豆子**吃了，**茄子**没吃

Wo   douzi   chi le,   qiezi   mei   chi

I   bean   eat Particle, egg-plant   NEG   eat

(I have eaten beans. I haven't eaten the egg-plant.)   (Mei & Han, 2009, p. 32)

Without context, the further exploration on pragmatic factors which cause Object to be pre-posed is hardly conducted. The only way to solve this problem is to draw on spontaneous discourse so that the pragmatic factors can be possibly identified in context.

3.7.2 The Analysis of the So-called CSTCS

The construction temporarily labelled as CSTCS in the current study is shown in following examples.

Example 37
[Xihongshi] wo   chao   le   ji-dan.
Tomato   I   fry   ASP   chicken-egg
(I fried eggs with tomatoes.)   (Huang & Ting, 2006, p. 143)

Example 38
[Zhe-jian shiqing]   ni   bu   neng guang   mafan   yi-ge ren.
This-CL   matter   you   not   can only   bother   one-CL   person
(This matter (topic), you can't just bother one person.)   (Huang & Ting, 2006, p. 143)

Example 39
[Na-chang huo],   xingkui   xiaofang-du   i lai-de-kuai.
That-CL   fire   fortunately   fire-brigade   come-DE-fast
(As for that fire, fortunately the fire brigade came quickly; (otherwise)…)
                                                    (Huang & Ting, 2006, p. 143)

Pan and Hu (2008) argued that the sentence-initial position Ng in CSTCS can be semantic licensed. It means that the sentence-initial position Ng in CSTCS has no syntactic role. In contrast, the findings from Shi (2000a), and Huang and Ting (2006) show that there is no dangling Topic in Chinese clauses.

Huang and Ting (2006) pointed out that Example 37 was not mentioned in Shi's (2000a) work. Huang and Ting (2006) analyzed the sentence initial position Ng in the construction like in Example 37 as a Noun Phrase Topic through the movement by

drawing on TG. The sentence-initial position Ng in Example 38 was analyzed as a prepositional phrase with the preposition being left out in Shi (2000a), and as a NP topic in Huang and Ting (2006). The sentence-initial position Ng in Example 39 was analyzed as NP topic in Shi (2000a) but NP adverbials in Huang and Ting (2006).

In the analysis of the construction like Example 39, which is a famous example in Mandarin, Shi (2000a) provided a very interesting outcome. Similar analysis can also be observed in Shi (1992) and Yuan (1996). Shi (2000a) argued that the construction like in Example 39 is not completed. Shi (2000a) completed Example 39 above into Example 40 below and argued that the sentence-initial position Ng in the construction like in Example 39 above can be a part of a discourse.

Example 40
Na-chang   huo, xingkui   xiaofang-du   i lai-de-kuai,
that-CL   fire fortunately fire-brigade   come-DE-fast

buran Ø   jiu   hui shao-si   bu-shao ren.
otherwise   really will   burn-die   not-few person
‗As for that fire, fortunately the fire brigade came quickly, or (it) would have killed many people.'   (Shi, 2000a, p. 393)

In the completed Example 40, Shi (2000a) argued that the sentence-initial position Ng actually belongs to a piece of discourse. In other words, the formation of the so-called CSTCS like Example 40 is due to discourse. However, this completion method based on the researcher‗s own language knowledge was challenged by some other studies (Xu & Liu, 1998; Huang & Ting, 2006; Xu, 2006). But Shi (2000a) implicitly pointed out the importance of taking spontaneous data for studying CSTCS. In this way, the findings on CSTCS would be more convincing if examples are cited from the data of spontaneous conversations rather than being invented for the purpose

of study.

By taking spontaneous conversations as data, it could be assumed that there might be some other reasons for the formation of CSTCS, for example CSTCS could be complex clauses. No reported existing study has so far defined and confirmed whether CSTCS is a simple clause or a complex clause. But the typological view on Mandarin proposed by Li and Thompson (1976, 1981) is based on the analysis of simple clauses. If CSTCS is a complex clause, the analysis on CSTCS provided by Li and Thompson (1976, 1981) under the premise that CSTCS is a simple clause cannot hold true. Furthermore, the typological view on Mandarin proposed by Li and Thompson (1976, 1981) by taking this CSTCS as evidence cannot hold true either.

3.7.3 The Analysis of the Construction with syntagm Ng + Ng + Vg

The construction with syntagm Ng + Ng + Vg is shown in the following examples.

Example 41
他什么酒都尝过。

Ta	*shenme*	*jiu*	*dou*	*chang*	*guo*
He	what	wine	all	taste	ASP

(Whatever the wine it is, he has tasted them all.)   (Xiong, 2015, p. 12)

Example 42
我羊肉不喜欢吃，喜欢吃牛肉

Wo	*yangrou*	*bu*	*xihuan*	*chi*	*xihuan*	*chi*	*niurou*
I	mutton	NEG	like	eat	like	eat	beef

(I don't like eating mutton. I like eating beef.)   (Xiong, 2015, p. 13)

Example 43
他白酒早不喝了，香烟还抽

Ta	*baijiu*	*zao*	*bu*	*he*	*le,*	*xiangyan*	*hai*	*chou*
He	alcohol	early	NEG	drink	Particle,	cigarette	still	smoke

(He didn't drink alcohol a long ago. He is still smoking.)   (Xiong, 2015, p. 14)

Previous studies hold the same view that the sentence-initial position Ng in the Ng + Ng + Vg construction like in Examples 41 to 43 is a Subject (Li, 1985; Huang & Liao, 2011; Ren, 2013; Xiong, 2015). With the neglection of ―dou‖, the second Ng and its following Vg were analyzed as Predicate (Li, 1985; Huang & Liao, 2011; Xiong, 2015). With misinterpretation, ―dou‖ was analyzed as showing the scope of the second Ng in the construction with syntagm Ng + Ng + Vg and the second Ng was interpreted as Object (Ren, 2013).

Rejecting the analysis from previous studies, Shi (1998, 2000a) argued that the preverbal and post-Subject Ng in the Ng + Ng + Vg with ―dou‖ construction like in Example 44 below as a ―universal quantifier‖ (Shi, 1998, p. 47)

Example 44
他们谁都没来
Tamen   shui   dou   mei   lai
They   who   all   NEG   come
(None of them has come.)   (Shi, 1998, p. 47)

Shi (1998, 2000a) maintained that the post-subject and preverbal interrogative pronoun in the construction like in Example 44 is interchangeable with the adverb ―全 *(quan)* (all)‖ in Chinese. The interrogative pronoun here is not for seeking for information.

However, Shi‗s analysis was challenged by Pan and Hu (2008) who provided the following example.

Example 45
Tamen,   shei   hui   lai
They   which person   will   come
(Who of them will come?)   (Pan & Hu, 2008, p. 1975)

In order to show that the interrogative pronoun in a structurally similar construction is meant to seek for information, Pan and Hu (2008) provided a counterpart construction as in Example 45. But if these two examples, namely Example 44 and Example 45, were perceived as structurally similar, it means that the adverb ―都 *(dou)* (all)‖ in Example 44 has been neglected and overlooked again. The meaning of the construction like in Example 44 is ―Whoever it is, none of them has come‖, while the meaning of the construction like in Example 45 is ―Among them, who of them will come?‖.

Shi‗s (1998, 2000a) analysis on the post-subject and preverbal Ng in the construction like in Example 44 sheds light on the understanding of the construction with syntag Ng + Ng + Vg. But Shi‗s (1998, 2000a) interpretation cannot explain the construction like in Example 41 above in which the post-subject and pre-verbal element is not only an interrogative pronoun but an interrogative pronoun with an Ng.

In Li and Thompson (1976, 1981), the construction like Examples 41 to 45 was not distinguished from the construction like the following example.

Example 46
跑车对我的 SUV，我一点机会都没有
Pao-che   dui wode   SUV   wo yidian jihui   dou   mei   you
Sport car   to   my   SUV   I   a little   chance   even   NEG   have
(In the competition between sport car my SUV, I don‗t even have a little chance.)
(Ren, 2013, p. 170)

As observed, the construction like Example 46 is also in the syntagm Ng + Ng + Vg with ―dou‖. Ren (2013) argued that the preposition ―lian (with)‖ has been left out in the construction of Example 46. The second Ng ―一点机会 *(yidian jihui)* (a little chance)‖ was analyzed as Object (Ren, 2013).

By taking Topic as a syntactic notion, Liu and Xu (1998) analyzed the Ng with

"*lian*" as Topic focus. Liu and Xu (1998) argued that the Ng with "*lian*" is Topic and

also reflect the focus, such as "*tuoniao-rou* (ostrich-meat)" in the following example.

Example 47
我连鸵鸟肉都吃过
Wo   lian   tuoniao-rou   dou   chi   guo
I   with   ostrich-meat   even   eat   ASP
(I even have eaten the ostrich meat)   (Liu & Xu, 1998, p. 250)

Fan (2001) also argued that Object which has been pre-posed has been assigned a

focus position, such as "*zhege shuxue ti* (this mathematic question)" in the following

construction.

Example 48
他连这个数学题都不会做。
Ta   lian   zhe ge   shuxue   ti   dou   bu   hui   zuo
He   even   this MEAS   mathematic   question   even   NEG   can   do
(He even cannot do this mathematic question.)   (Fan, 2001, p. 9)

With the use of the preposition "*lian* (with)", the Object was pre-posed. Then the

entire prepositional phrase functions as adverbial (Fan, 2001).

In addition to identify the syntactic role of the construction like in Examples 46 to

48, the function of the Ng + Ng + Vg with "*lian…dou/ye*" construction also caught

scholars' attention. Tsao (1990) considered "*lian*" with its following Ng as secondary

Topic, which has been consistently used as discourse notion. Zhang & Fang (1996)

believed that the Ng with "*lian*" shows contrast. Some studies focused on the difference

between the construction with syntagm Ng + Ng + Vg with "*lian…dou*" and the

construction with syntagm Ng + Ng + Vg with "*lian...ye*" (Han, 2003; Ba, 2012).

The phenomenon that "lian (with)" can be left out has also been noticed by some studies. While some studies hold the view that the ellipsis of "lian" is quite free (e.g., Luo, 2002; Du, 2004; Li, 2012; Ren, 2013), some studies maintained that the ellipsis of the preposition "lian (with)" shows the flexibility of the Chinese grammar (c.f. Lv, 1986; Shi, 2000b). In addition to these interpretations, the question about the different meanings that can be conveyed when "lian (with)" is in presence and when it is in absence has not been given much attention.

To sum up, conscious efforts have been devoted to the structural analysis of the construction with syntagm Ng + Ng + Vg, OPS and CSTCS. However, there are still many questions about these constructions without answers. These questions need to be solved as these constructions were taken to show that Mandarin is a TP language. With consistent and accurate structural analysis of these constructions, the findings could help answer whether Mandarin, as Li and Thompson (1976, 1981) claimed, is a TP language or not.

3.8 Conclusion

The typological view that Mandarin is a TP language (Li & Thompson, 1976, 1981) has exerted great influence on various Mandarin-related studies. Nevertheless, the validity of this typological view and the Topic vs Subject prominence syntactic typology has been questioned (e.g., Light, 1984) for a long time. In order to find out whether Mandarin is a TP language, the formation of the typological view introduced by Li and Thompson (1976, 1981) has been re-visited first. In showing Mandarin is a TP language, Li and Thompson (1976, 1981) carried out Topic-Comment analysis on Chinese clauses,

which were used as evidence to support the typological view on Mandarin. These Chinese clauses used as evidence by Li and Thompson (1976, 1981) are considered the scope of TCS in the current study. The analysis conducted by previous studies on these TCS has also been reviewed in the current chapter.

CHAPTER 4: THEORETICAL FRAMEWORK

4. 1 Introduction

This chapter introduces the theoretical framework for the current study. The theoretical framework for the current study mainly draws on the theories outlined by Halliday and Matthiessen (2014), Halliday and Matthiessen (1999), Halliday and McDonald (2004), Thompson (2014) and Yang (2015). The three metafunctions, namely ideational (experiential and logical), interpersonal and textual metafunctions, and grammatical metaphor are presented below.

4.2 Clause as Representation: the Ideational Meaning

Clause is a grammatical terminology. In the system of Transitivity, clause is a ―configuration of a process, participants involved in it" (Halliday & Matthiessen, 2014, p. 212), while circumstance is regarded as ―attendant" (ibid) elements in a configuration. By concurring with Yang (2015), the current study also considers six types of processes in Mandarin, namely Material, Mental, Relational, Verbal, Behavioural and Existential process. The Material and Behavioural processes with their participants will be introduced first together with examples borrowed from the data of the current study.

4.2.1 Material and Behavioural Process

Material clauses present either ―a happening" (Halliday & Matthiessen, 2014, p. 225) or ―a doing" (ibid p. 226). Doing and happening are realized by transitive and intransitive verbs respectively. The Actor is the inherent participant that always appears in both transitive and intransitive clauses. Goal only appears in transitive clauses. The

examples below show material clauses construed with a transitive and intransitive verb respectively in Mandarin.

Example 1
你先给大家做一个自我介绍
Ni   xian   gei   dajia   zuo   yi   ge   ziwo-jieshao
You   first   to   everyone   make   one   MEAS   self-introduction
(You first make a self-introduction to everyone)   (HBF29-3)

Table 4.1 the analysis of clause HBF29-3

Romanized	*ni*	*xian*	*gei*	*dajia*	*zuo*	*yi*	*ge*	*ziwo*	*jieshao*
Transitivity	Actor		Beneficiary		Material process	Goal			

Example 2
我就给他放上去了
Wo   jiu   gei   ta   fang   shang   qu   le
I   just   giveto   him   put   on   go   Particle
(I just put him on the internet)   (MKK12-535)

Table 4.2 the analysis of clause MKK2-535

Romanized	*wo*	*jiu*	*gei*	*ta*	*fang*	*shang*	*qu*	*le*
Transitivity	Actor		Goal		Material process			

Example 3
我妈妈没有**来**
*wo   mama   mei you   **lai***
My   mom   NEG   come
(My mom didn't come)   (HG1-380)

Table 4.3 the analysis of clause HG1-380

Romanized	*wo*	*mama*	*meiyou*	*lai*
Transitivity	Actor		Material process	

Example 4

就什么风往哪边刮呀

Jiu	*shenme*	*feng*	*wang*	*na*	*bian*	*gua*	*ya*
Well	what	wind	towards	which	side	blow	Particle

(Well, like which side the wind blows towards)   (MKK12-492)

Table 4.4 the analysis of clause MKK12-492

Transitivity	*jiu*	*shenme*	*feng*	*wang*	*na*	*bian*	*gua*	*ya*
Romanized			Actor	Place			Material Process	

Additionally, material clauses can also be categorized into creative type and the transformative type. In transformative clauses, the Actor or the Goal exists before the process unfolds, which is different from the creative clause. In the transformative type, there is a separate element to show the outcome which can be labelled as an ―elaboration‖, an ―extension‖ or an ―enhancement‖ (Halliday & Matthiessen, 2014, p. 232). The elaboration does not bring new elements but ―gives more information about what is already there‖ (Thompson, 2014, p. 194). By extension, it means a figure becomes bigger by ―the addition of another figure‖ (Halliday & Matthiessen, 2014, p. 117). By enhancement, it shows a ―circumstantial or qualifying relation between figures‖ (ibid). The clauses below are used to show material clauses in the transformative type with their outcomes in bold.

Example 5

然后我就把我的电脑

Ranhou	*wo*	*jiu*	*ba*	*wode*	*diannao*
Then	I	just	Disp	my	computer

放到这个破桌子上

fang-dao	***zhe***	***ge***	***po***	***zhuozi***	***shang***	(enhancement)
put-arrive	this	MEAS	old	desk	on	

(Then I just put my computer on the old desk.)   (MKK12-446)

Example 6

我还捧在手里

Wo   hai   peng   **zai   shou   li**   (enhancement)

I   still   hold   in   hand   inside

(I was still hold it in my hand)   (HH3-811)

Example 7

他们减成了六十几个字

*Tamen   jian-cheng   le   **liushi   ji   ge   zi**   (elaboration)

They   reduce-become   ASP   sixty   several   MEAS   word   (HH3-197)

Example 8

它会把你压成馅饼的

*Ta   hui   ba   ni   ya-cheng   **xianbing**   de*   (elaboration)

It   will   Disp   you   press-become   pie   Paritcle   (YY7-184)

Example 9

*第二天他就给了**我**一百万*

*di-er   tian   ta   jiu   gei   le   **wo**   yi-bai-wan*   (extension)

second   day   he   then   give   ASP   me   one million

(On the second day, he then gave me one million.)   (MMK12-640)

Example 10

然后呢你还给自己买了什么东西

*Ranhou   ne   ni   hai   **gei   ziji**   mai   le   shenme   dongxi*   (extension)

Then   Particle   you   also   to   self   buy   ASP   what   thing

(Then what else have you bought to yourself?)   (HH3-1052)

In the creative type of material clauses, either the Actor in the intransitive clause or the Goal in the transitive clause do not exist before the material process unfolds through time. This point is shown with the following examples.

Example 11

他就给我开了一个名单

Ta   jiu   gei   wo   kai   le   yi   ge   ming-dan

He   then   to   me   prescribe   ASP   one   MEAS   name-list

(He then prescribed a name-list to me)   (ZYQ8-235)

Table 4.5 the analysis of clause ZYQ8-235

Romanized	*ta*	*jiu*	*gei*	*wo*	*kai*	*le*	*yi*	*ge*	*ming-dan*
Transitivity	Actor		Beneficiary		Material process		Goal		

Example 12

真的，对于我们来说，

Zhende   duiyu   women   lai   shuo
Really   to   us   come   say

你做了一件挺了不起的事

Ni   zuo   le   yi   jian   ting   liaobuqide   shi
You   do   ASP   one   MEAS   pretty   amazing   thing
(Really, to us, you have done a pretty amazing thing.)   (LL7-171)

Table 4.6 the analysis of clause LL7-171

Romanized	*ni*	*zuo*	*le*	*yi*	*jian*	*ting*	*liaobuqide*	*shi*
Transitivity	Actor	Material process		Goal				

Example 13

因为那时候可能事情刚刚发生嘛

Yin wei   na shi hou   keneng   shiqing   ganggang   fasheng   ma
Because   at that time   probably   thing   just   happen   Particle
(Because probably at that time the thing just happened.)   (HG1-543)

Table 4.7 the analysis of clause HG1-543

Romanized	*yinwei*	*na*	*shihou*	*keneng*	*shiqing*	*ganggang*	*fasheng*	*ma*
Transitivity		Time			Actor	Time	Material process	

Example 14

但这种幸福感从来没有出现过

Dan   zhe zhong   xingfu-gan   conglai   meiyou   chuxian   guo
But   this MEAS   joyfulness-sense   never   NEG   appear   ASP
(But the sense of joyfulness has never appeared.)   (ZYQ8-125)

Table 4.8 the analysis of clause ZYQ8-125

Romanized	*dan*	*zhe*	*zhong*	*Xingfu-gan*	*conglai*	*meiyou*	*chuxian*	*guo*
Transitivity		Actor				Material process		

Example 15

愤怒的时候有

Fennu	*de*	*shihou*	*you*
Angry	SUB	time	have/exist

(Angry time exists)   (ZYQ8-509)

Table 4.9 the analysis of clause ZYQ8-509

Romanized	*fennu*	*de*	*shihou*	*you*
Transitivity	Actor			Material process

One particular point needs to be considered: the verbs used in the creative type of material clauses, such as ―有*(you)* (have/exist)‖, ―出现 *(chuxian)* (appear)‖ and ―发生 *(fasheng)* (happen)‖ can also be used to construe existential clauses in Mandarin. Existential process will be introduced later.

In addition to Actor and Goal, other participants involved in the material process are Scope, Recipient, Client and Attribute. Attribute is a marginal one which lies between Participant and Circumstance. Recipient and Client may look similar or even the same, but ―the Recipient is one that goods are given to; the Client is one that services are done for.‖ (Halliday & Matthiessen, 2014, p. 237) Compared to Goal, Recipient and Client, Scope is not affected by the Process. The Scope either shows the ―domain‖ where the process unfolds or ―maybe another name for the process‖ (Halliday & Matthiessen, 2014, p. 240). The following examples will show clauses construed with Scope, Client and Beneficiary which are in bold.

Example 16

在戛纳你穿得非常漂亮，惊艳

Zai	*gana*	*ni*	*chuan*	*de*	*feichang*	*piaoliang*	*jinagyan*
In	Cannes	you	wear	VADV	very	pretty	stunning

还有很给中国人长脸

Haiyou	*hen*	***gei***	***zhongguoren***	*zhang-liang*	(Client)
And	very	for	Chinese	earn-grace	

(In Cannes, you wore so pretty and stunning. And you have earned enough graces for Chinese.)

(FBB11-592)

Example 17

她说: "孩子我知道你为孩子收书"

*Ta shuo haizi wo zhidao **ni wei haizi** shou shu* (Client)

She say kid I know you for kids recycle book

(She said: ―kid, I know you are recycling these books for kids.") (LL6-76)

Example 18

*像北京，我今年才去过**颐和园***

*xiang Beiing wo jinnian cai qu guo **Yiheyuan*** (Scope)

like Beijing I this year just go ASP Summer Palace

(Like Beijing, I have just been to the Summer Palace this year.) (FBB1-571)

Example 19

所以只有干这一行了

*Suoyi zhiyou gan **zhe yi hang** le* (Scope)

So only do this one field Particle

(So I could only work in this field) (HH3-1029)

Example 20

我长大要给老师买一件衣服

*Wo zhangda yao **gei laoshi** mai yi jian yifu* (Beneficiary)

I grow up will to teacher buy one MEAS cloth

(After I grow up, I will buy a cloth to my teacher.) (LL6-643)

Example 21

他们卖给我们一个样品

*Tamen mai gei **women** yi ge yangpin* (Beneficiary)

They sell to us one MEAS sample

(They sold us a sample) (DD5-188)

As Halliday and Matthiessen (2014) maintained, the Behavioural process is the least distinct process in the language system. Behavioural process express ―physilogical and psychological behaviours" (Halliday & Matthiessen, 2014, p. 301). The Participant behaving is the Behaver and the Participant which ―si analogous to the Scope of a material clause" (Halliday & Matthiessen, 2014, p. 301) is called the Behaviour. Yang (2015) maintained that the system of postverb in Mandarin can help distinguish the Behavioural process and other processes, such as the Mental process. For example, the verb ―看(kan) (wathcsee)" can realized a Behavioural process and the

Vg formed with verb "看(*kan*) (watch/see)" and postverb "到 *(dao)* (arrive)" can be used to construe a Mental process. The clauses below show Behavioural clauses in Mandarin.

Example 22
你说, 弹一弹,
Ni shuo tan yi tan
You say play one shot

总往下看什么呀!
Zong wang xia kan shenme ya
Always towards down look what Particle
(See, you play a bit but how come you always looked downwards!) (Lang47-542-453)

Table 4.10 the analysis of clause Lang47-542

Romanized	*ni*	*shuo*	*tan*		*yi*	*tan*
Transitivity			Behavioural process		Duration	

Table 4.10 the analysis of clause Lang47-542 (continued)

Romanized	*zong*	*wang*	*xia*	*kan*	*shenme*	*ya*
Transitivity		Place		Behavioural process	Behaviour	

Example 23
我基本上没睡觉
Wo ji ben shang mei shui jiao
I basically NEG sleep
(I basically didn't sleep) (MKK12-421)

Table 4.11 the analysis of clause MKK12-421

Romanized	*wo*	*jibenshang*	*mei*	*shuijiao*
Transitivity	Behaver		Behavioural process	

Example 24

我跟我爸爸两人就站在那里

Wo	*gen*	*wo baba*	*liang*	*ren*	*jiu*	*zhan*	*zai*	*nali*
I	with	my dad	two	people	just	stand	at	there

(My father and I stood there)   (HH3-982)

Table 4.12 the analysis of clause HH3-982

Romanized	*wo*	*gen*	*Wo baba*	*Liang-ren*	*jiu*	*zhan*		*zai*	*nali*
Transitivity	Behaver					Behavioral process		Place	

4.2.2 Relational and Existential Process

The Relational process mainly expresses functions of characterizing and identifying. The change in the Relational process unfolds ―typically as a uniform flow without distinct phases of unfolding" (Halliday & Matthiessen, 2014, p. 260). Hence, ―static location", ―static possession" and ―static quality" are construed in relational clauses, which are correspondent to circumstantial, possessive and intensive clauses respectively. One important aspect about relational clauses is that the process of ―being" (Halliday & Matthiessen, 2014, p.262) is ―merely a highly generalized link between these two participants" (ibid). The two inherent participants in relational clauses are ―Carrier" (Halliday & Matthiessen, 2014, p. 267) and ―Attribute" (ibid), ―Identified" (Halliday & Matthiessen, 2014, p. 276) and ―Identifier" (ibid) based on the two modes of relational clauses, Attributive and Identifying. The difference between the two modes is that only Identifying clauses are ―reversible" (Halliday & Matthiessen, 2014, p. 263).   There are three sub-categories in the Relational process in Mandarin, namely, the intensive, circumstantial and possessive type. The intensive type is further sub-categorized as ascriptive type and categorizing type. The examples below show Relational clauses of the intensive type in Mandarin.

Example 25

他们还小嘛

Tamen hai   xiao   ma

They   still   young   Particle

(They are still young.)   (XHBF4-453)

Table 4.13 the analysis of clause XHBF4-453

Romanized	*Ta men*	*hai*	*xiao*	*ma*
Transitivity	Carrier		Attribute	

Example 26

比如她妈妈是学校的厨师

Biru   ta   mama shi   xuexiao de   chushi

For example   her mom be   school   SUB   chef

(For example, her mom is the school's chef.)   (LL6-182)

Table 4.14 the analysis of clause LL6-182

Romanized	*bi ru*	*Ta mama*	*shi*	*xue xiao de chu shi*
Transitivity		Carrier	Relational process	Attribute

Example 27

你是你们这个团体的负责人现在?

Ni   shi   nimen zhe ge   tuanti   de   fuze-ren   xianzai

You be   your   this MEAS team   SUB person-in-charge now

(You are the person in charge of this team now?)   (XHBF4-19)

Table 4.15 the analysis of clause XHBF4-19

Romanized	*ni*	*shi*	*nimen*	*zhege*	*tuandui-de*	*fuzeren*	*xianzai*
Transitivity	Identified (Token)	Relational Process	Identifier (Value)				Time

Relational process also involves other Participants, such as Assigner and Attributor. Both Assigner and Attributor represent ―the entity assigning the relationship of identify of attribution" (Halliday & Matthiessen, 2014, p. 288). Relational clauses in Mandarin construed with Assigners and Attributors are shown below.

Example 28

我管他妈叫姨

Wo	*guan*	*ta*	*ma*	*jiao*	*yi*
I	to	his	mom	call	aunt

(I call her mom aunt)   (XHBF4-570)

Table 4.16 the analysis of clause XHBF4-570

Romanized	*wo*	*guan*	*ta ma*	*jiao*	*yi*
Transitivity	Assigner	Identified (Token)		Relational Process	Identifier (Value)

Example 29

他说:

Ta	*shuo*
He	say

"妈妈，我想把我的籍贯变成蒙古籍"

Mama	*wo*	*xiang*	*ba*	*wode*	*jiguan*	*bian-cheng*	*menggu-ji*
Mom	I	want	Disp	my	native place	change-become	Mongolia-native place

(He said ―mom, I want to change my native place as Mongolia".)   (XMR42-307-308)

Table 4.17 the analysis of clause XMR42-308

Romanized	*wo*	*xiang*	*ba*	*wodejiguan*	*bian-cheng*	*menggu-ji*
Transitivity	Assigner		Identified			Identifier
		Relational process				

The Assigners in the two examples above is realized by pronoun ―我 *(wo)* (I)". The Relational process is not realized by the typical ―是 *(shi)* (be)" but with a lexical verb ―叫 *(jiao)* (call)" and ―变成 *(bian-cheng)*, (change-become)" in Mandarin.

In the Circumstantial type of Relational clause, one participant manifests the notion of ―time, place, manner, cause, accompaniment, role, matter or angle" (Halliday & Matthiessen, 2014, p. 290). In both Attributive and Identifying modes, the circumstantial elements can be construed as participant or as process (Halliday & Matthiessen, 2014). The clauses below show Relational clauses of the circumstantial type in the attributive and identifying mode.

Example 30

那场的 时候，

na	chang	de	shihou
that	scene	SUB	time

然后我们在一个大操场上

ranhou	women	zai	yi	ge	da	caochang	shang
then	we	on	a	MEAS	big	playground	on

(During the time of that scene, then we were on a big playground)   (XHBF4-663)

Table 4.18 the analysis of clause XHBF4-663

Romanized	*na chang*	*de*	*shihou*	*ranhou*	*women*	*zai*	*yige da caochang*	*shang*
Transitivity	Time				Carrier	Attribute		

Example 31

从第一到第三就算退步啊

Cong	*diyi*	*dao*	*disan*	*jiu*	*suan*	*tuibu*	*a*
From	first	to	third	just	count	regress	Particle

(From the first to the third is counted as regress)   (LL6-434)

Table 4.19 the analysis of clause LL6-434

Romanize	*cong*	*diyi*	*dao*	*disan*	*jiu*	*suan*	*tuibu*	*a*
Transitivit	Identified					Relational Process	Identifier	

Example 32

就这样持续了大概一个星期

Jiu	*zheyang*	*chixu*	*le*	*dagai*	*yi*	*ge*	*xingqi*
Just	like this	last	ASP	almost	one	MEAS	week

(Just like this, it lasted almost one week.)   (HBF29-555)

Table 4.20 the analysis of clause HBF29-555

Romanized	*jiu*	*zheyang*	*chixu*	*le*	*dagai*	*yige xingqi*
Transitivity			Relational Process			Attribute

The last type of Relational process is the possessive type, where one participant belongs to another participant. Similar to the circumstantial and intensive types of Relational process, there are two modes in the possessive type. One is the identifying mode and the other is attributive type. The clauses below show the relational clauses in

the possessive type in Mandarin.

Example 33
这是我的吗?
Zhe   shi   wode   ma
This   be   my   Particle
(This is mine?)   (LYC9-145)

Table 4.21 the analysis of clause LYC9-145

Romanized	*zhe*	*shi*	*wode*	*ma*
Transitivity	Possessed	Relational Process	Possessor	

Example 34
对，因为你的生活是你的嘛
Dui   yinwei   nide   shenghuo   shi   nide   ma
Right   because   your   life   be   your   Particle
(Right, because your life is yours.)   (YZQ26-617)

Table 4.22 the analysis of clause YZQ26-617

Romanized	*dui*	*yinwei*	*nide*	*shenghuo*	*shi*	*nide*	*ma*
Transitivity			Possessed		Relational Process	Possessor	

Example 35
那我就没办法
Na   wo   jiu   mei   banfa
Then   I   just   NEG   way
(Well, I then did not have any way)   (HG1-304)

Table 4.23 the analysis of clause HG1-304

Romanized	*na*	*wo*	*jiu*	*mei*	*ban fa*
Transitivity		Possessor		Relational process	Possessed

According to Liu and Pan (2004), there are five meanings of "有*(you)* (have)" in Mandarin. The word "有*(you)* (have)" could mean "possess" and "exist", which makes the same word "有*(you)* (have)" able to realize the Relational process, the Existential process and the Material process in Mandarin.

It is quite common that —i Chinese, different meanings are often expressed by the words with the same morphological form" (Yang, 2015, p. 53). As t has been shown in the Material process, verbs like —出现 *(chuxian)* (appear)", —发生 *(fasheng)* (happen)" and —存在 *(cunzai)* (exist)" can also realize the Existential process.

Existential processes demonstrate —something exists or happens" (Halliday & Matthiessen, 2014, p. 307). There is no dummy Subject in Mandarin. Normally, circumstantial elements showing time or place will precede the Existential process in Mandarin (Halliday & McDonald, 2004). The examples below show the structure of existential clauses in Mandarin.

Example 36
肯定有我认识的人是吧
kending   you   wo   ren shi   de   ren   shi   ba
Definitely   have   I   know   SUB   person   be   Particle
(There definitely is someone that I know, right.)   (ZYQ8-571)

Table 4.24 the analysis of clause ZYQ8-571

Romanized	*kending*	*you*		*wo*	*renshi*	*de*	*ren*	*shiba*
Transitivity		Existential Process		Existent				

Example 37
差点出事情
Chadian   chu   shiqing
Almost   appear   thing
(There were something that almost happened /Something almost happened)   (DD5-193)

Table 4.25 the analysis of clause DD5-193

Romanized	*chadian*	*chu*	*shiqing*
Transitivity		Existential Process	Existent

Example 38

其实在菜市场还不光是卖不出去

Qishi   zai   cai-shichang   hai bu guan shi mai bu chu qu
actually   in   vegetable -market yet NEG   just be   sell NEG exit go
(Actually, it is not just about we cannot sell our products in the market.)   (DD5-518)

Table 4.26 the analysis of clause DD5-518

Romanized	*qishi*	*zai cai-shichang*	*hai*	*bu*	*guang*	*shi*	*mai*	*bu*	*chu-qu*
Transitivity		Place				Existential process	Existent		

4.2.3 Mental and Verbal Process

Mental clauses ―construe a quantum of change in the flow of events taking place in our own consciousness" (Halliday & Matthiessen, 2014, p. 245). Mental process in Mandarin also contains four sub-types, namely cognitive, affective, desiderative and perceptive types (Halliday & McDonald, 2004; Yang, 2015). The Sensor taking part in a Mental process should be a human being or ―a nominal group that denotes some kind of ‗potent entity' " (Halliday & Matthiessen, 2014, p. 250) except that some particular rhetorical effects need to be achieved. Compared to the requirements of a Sensor, a Phenomenon can be a "thing", an "act" or a ―fact" (ibid: p. 251). A Phenomenon can be construed as an act in ―macrophenomenal" (Halliday & Matthiessen, 2014, p. 251) clauses or a fact in ―metaphenomenal" clauses (ibid). The following clauses are used to show the four sub-types of mental clauses in Mandarin, namely perceptive, cognitive, affective and desiderative types respectively.

Example 39

我把他所有的电影看了几十遍

Wo	*ba*	*ta*	*suoyoude*	*dian ying*	*kan*	*le*	*ji*	*shi*	*bian*
I	Disp	his	all	movie	watch	ASP	several	ten	time

(I have watched all of his movies dozens of times)   (XHBF4-141)

Table 4.27 the analysis of clause XHBF4-141

Romanized	*wo*	*ba*	*ta*	*suo you de*	*dian ying*	*kan*	*le*	*shi ji bian*
Transitivity	Senser	Phenomenon				Mental Process		Frequency

Example 40

因为我可能了解她比较多一点

Yinwei	*wo*	*keneng*	*liaojie*	*ta*	*bijiao*	*duo*	*yidian*
Because	I	probably	know	her	relatively	much	a little

(Because probably I know about her a little more.)   (LYC9-421)

Table 4.28 the analysis of clause LYC9-421

Romanized	*yinwei*	*wo*	*keneng*	*liaojie*	*ta*	*bijiao*	*duo*	*yiidan*
Transitivity		Senser		Mental process	Phenomenon	Degree		

Example 41

因为他就喜欢两个东西

Yinwei	*ta*	*jiu*	*xihuan*	*liang*	*ge*	*dongxi*
Because	he	just	like	two	MEAS	thing

(Because he just likes two things.)   (ZYQ8-302)

Table 4.29 the analysis of clause ZYQ8-302

Romanized	*yinwei*	*ta*	*jiu*	*xihuan*	*liang*	*ge*	*dongxi*
Transitivity		Senser		Mental process	Phenomenon		

Example 42

如果有一个别的工作的话，

Ruguo	*you*	*yi*	*ge*	*biede*	*gonzuo*	*de*	*hua*
If	have	one	MEAS	another	job	SUB	utterance

(If there is another job)   (YY7-344)

我不希望王刚去做这个，是吧

Wo	*bu*	*xiwang*	*Wang Gang*	*qu*	*zuo*	*zhe*	*ge,*	*shi*	*ba*
I	NEG	hope	Wang Gang	go	do	this	MEAS	be	Particle

(I don't hope that Wang Gang would do this job, right.)   (YY7-344-345)

Table 4.30 the analysis of clause YY7-344-345

Romanized	*wo*	*bu*	*xiwang*	*Wang GAng*	*qu*	*zuo*	*zhege*	*shiba*
Taxis	α			_β				
Transitivity	Senser		Mental Process	Projected: idea clause				

The first three clauses are simple mental clauses, whereas the last mental clause on the desiderative type is a complex clause. According to Halliday and Matthiessen (2014), projection appears in Mental and Verbal processes. In projection, the ―liguistic content" (Halliday & Matthiessen, 2014, p. 509) functioning as what is said in verbal clauses is named ―dcution" (ibid) or what is sensed is named as ―dea" (Halliday & Matthiessen, 2014, p. 509) that is brought into existence through the Metal or Verbal processes. The projected clause can either be directly quoted or indirectly reported. If it is directly quoted, the projecting clause and the projected clause are in a paratactic relationship. Otherwise, they are in a hypotactic relationship. In traditional grammar, the projected clause would be analyzed as Object as Thompson (2014) has pointed out in English. However, in SFL, the projecting clause and the projected clauses are seen as logically connected with each other. The next examples show projection realized in mental and verbal clauses respectively.

Example 43
说实话，
Shuo   shi   hua
Say   honest   words

比如我们都觉得你长得很漂亮

Biru	*women*	*dou juede*	*ni*	*zhang*	*de*	*hen*	*piaoliang*
for example	we	all feel	you	grow	VADV	very	pretty

(Honestly speaking, for example, we all feel that you are very pretty.)   (FBB11-666-667)

Table 4.31 the analysis of clause FBB11-666-667

Romanized	*shuo shi hua*	*women*	*dou*	*jue de*	*ni*	*zhang*	*de*	*hen*	*piaoliang*
Transitivity		Senser		Mental Process	Projected clause (idea clause)				
Taxis	α				_β				

Example 44

回家以后我会觉得

Hui   jia   yihou   wo   hui   juede

Return home after I would feel

"今天不错感觉很好"

Jintian   bu   cuo   ganjue   hen   hao

Today NEG bad feeling very good

(After coming back home, I would feel ~~to~~today was good. Feelings were very good")

(Lang47-144-145)

Table 4.32 the analysis of clause Lang47-144-145

Romanized	*hui*	*jia*	*yihou*	*wo*	*hui*	*juede*
Transitivity	Time			Senser		Mental Process
Taxis	1					

Table 4.32 the analysis of clause Lang47-144-145 (continued)

Romanized	*jintian*	*bu*	*cuo*
Transitivity	Carrier	Attribute	
Taxis	_21		

Table 4.32 the analysis of clause Lang47-144-145 (continued)

Romanized	*ganjue*	*hen*	*hao*
Transitivity	Carrier	Attribute	
Taxis	_2+2		

The two projected clauses in the two mental clauses above are indirectly reported and directly quoted respectively. The next examples show the indirect report and direct quote being construed in verbal clauses of Mandarin.

Example 45

我还问他"你够了吗?"

Wo	*hai*	*wen*	*ta*	*" ni*	*gou*	*le*	*ma?"*
I	still	ask	him	you	enough	ASP	Particle

(I also asked him that ─Are you enough?")   (DD5-395-396)

Table 4.33 the analysis of clause DD5-395-396

Romanized	*wo*	*hai*	*wen*	*ta*	*ni*	*gou*	*le*	*ma*
Transitivity	Sayer		Verbal Process	Projected clause: quoted: direct speech				
Taxis	1			─2				

Example 46

你的师哥说你真的打游戏很有天分

Ni de	*shi ge*		*shuo*	*ni*	*zhen de*	*da*	*youxi*	*hen*	*you*	*tian fen*
Your	senior fellow student		say	you	really	play	game	very	have	talent

(Your senior fellow student said that you are really talented in playing games)   (LYC9-359)

Table 4.34 the analysis of clause LYC9-359

Romanized	*ni de*	*shi ge*	*shuo*
Transitivity	Sayer		Verbal Process
Taxis	α		

Table 4.34 the analysis of clause LYC9-359 (continued)

Romanized	*ni*	*zhen de*	*da*	*you xi*	*hen*	*you*	*tian fen*
Taxis	Projected: Reported: indirect speech						
Transitivity	─β						

The Verbal process also involves other Participants, such as Verbiage, Receiver and Target. The Receiver is the ─the one to whom the saying is directed" (Halliday & Matthiessen, 2014, p. 306); the Verbiage is ─what is said" (ibid) and the Target which is what is ─targeted by the process of saying" (Halliday & Matthiessen, 2014, p. 307). The following clauses are construed with functional roles of Receiver, Target and Verbiage (in bold) in Mandarin.

Example 47

我讲四川话

*Wo   jiang   **Si Chuan   hua***   (Verbiage)

 I   say   Si Chuan   dialect

(I speak Si Chuan dialect.)   (LYC9-338)

Example 48

我不骂女员工

*wo   bu   ma   **nvyuangong***   (Target)

I   NEG   scold   female staff

(I don't scold female staff.)   (MKK12-325)

Example 49

你得告诉我一声

*Ni   dei   gaosu   **wo**   yi   sheng*   (Receiver)

You   have to   tell   me   one   voice

(You have to tell me a little bit.)   (YY7-308)

4.2.4 Interdependency Relations and Logico-Semantic Relations in Mandarin

Yang (2015) has stated that Mandarin has its own features in terms of interdependency and logico-semantic relations. Firstly, conjunctions are not compulsory in the paratactic extending relation. Secondly, it is typically the dependent clause comes first and is followed by the dominant clause. Thirdly, Halliday and Matthiessen (1999, p. 302) found that the logico-semantic relation is ―obligatorily in the primary clause and optionally in the dependent one". This interdependency relation and logico-semantic relation are also found in Mandarin, which is shown in the figure below (Fang et al., 1995, p. 246):

A. Interdependency relations

Parataxis: 1(primary)   2(secondary)

Hypotaxis: α(primary)   β(secondary)

B. Logico-semantic relations

I: Expansion

  Elaboration   =   (primary equals secondary)

  Extension   +   (primary is added to secondary)

  Enhancement   ×   (primary is multiplied by secondary)

II: Projection

  Locution   ⸺(primary projects secondary as wording)

  Idea   ‟(primary projects secondary as meaning)

Figure 4.1 the logico-semantic and interdependency relations in Chinese

In logico-semantic relations, projection appears in the Mental and the Verbal processes as shown above, while the expansion type in the logico-semantic relations can be further sub-categorized into extension, elaboration and enhancement. Clauses can be expanded either hypotactically or paratactically. Ouyang (1986) maintained that hypotactic elaborating clauses do not exist in Chinese as there are no non-defining relative clauses in Mandarin. The logico-semantic relation and interdependency relation are shown in the following examples.

Example 50
那感觉肯定是不一样的啊跟平常
Na ganjue kending shi bu   yiyangde a   gen   pingchang
That feeling definitely be NEG   same   Particle with   usual
(That feeling is definitely different from usual)   (WZ10-27)
1
很多词都是你写的
Henduo ci   shi ni   xie   de
Many   line   be   you write   SUB
(Many lines were what you wrote.)   (WZ10-28)
×2

Example 51

幸亏我后来都没参加上

Xingkui   wo   houlai   dou   mei   canjia   shang

Luckly   I   later   all   NEG   participate   up

(Luckly I did not participate later)   (ZXG50-259)

1

我所有的作品都被拒绝

Wo   suoyoude   zuopin   dou   bei   jujue

My   all   work   all   Passive   refuse

(All of my works were refused)   (ZXG50-260)

×2

Example 52

一部戏的成功肯定不是靠一个人

Yi   bu   xi   de   chenggong   kending   bu   shi   kao   yi   ge   ren

One MEAS film   SUB   success   definitely   NEG   be   on   one   MEAS   person

(The success of one film is definitely only on one person)   (WZ10-33)

1

团队很重要

Tuandui   hen   zhongyao

Team work   very   important

(Team work is very important)   (WZ10-34)

+2

Example 53

而那样的声音会不会影响到你,

Er   nayang   de   shengyin   hui   bu   hui   yingxiang-dao   ni

But   that   SUB   voice   will   NEG   will   affect-arrive   you

(But whether that kind of voice will affect you or not)   (Lang47-338)

1

有没有曾经影响到过你

You   mei   you   cengjing   yingxiang-dao   guo   ni

Have   NEG   have   before   affect-arrive   ASP   you

(Have it affected you before?)   (Lang47-339)

+2

Example 54

我藏不了太久的,

Wo   cang-bu-liao   tai   jiu   de

I   hide-NEG-can   too   long   Particle

(I couldn't hide too long)   (GZL44-156)

1

就是一阵子我就要讲出去

Jiushi   yizhenzi   wo   jiu   yao   jinag-chu-qu

Well   a while   I   just   will   speak-out-go

(well after a while I would just speak it out)   (GZL44-157)

=2

Example 55

但是有一点,

Danshi   you   yi   dian

But   have   one   point

(But there is one point)   (Lang47-488)

1

一个一直一直胜利,

Yi   ge   yizhi   yizhi   shengli

One   MEAS   always   always   win

(you win all the way)   (Lang47-489)

=2αα

哪怕胜利过程很艰难,

napa   shengli   guocheng   hen   jiannan

even if   win   process   very   hard

(even if the process of winning is very hard)   (Lang47-490)

=2α×β

但是你是一直赢的一个人

Danshi   ni   shi   yizhi   yingde   yi   ge   ren

But   you   be   always   winning   one   MEAS person

(But you are the person who always wins)   (Lang47-491)

=2+β

Example 56

因为我不是真的太享受拍戏的过程

Yinwei   wo   bu   shi   zhende   tai   xiangshou   pai-xi   de   guocheng

Because   I   NEG   be   really   too   enjoy   shoot-movie   SUB   process

(Because I truly do not enjoy tht much the process of shooting films)   (GZL44-331)

α

而且我不知道拍戏是怎么样的

Erqie   wo   bu   zhidao   pai-xi   shi   zenmeyang   de

Also   I   NEG   know   shoot-film   be   how   SUB

(I also didn't know how it is like of shooting films.)   (GZL44-332)

+β

对，一直后来想洗掉

Dui   yizhi   houlai   xiang   xi-diao

Right   always   later   want   wash-off

(Right, later I always wanted to wash it off)   (MKK12-41)

α

但是后来发现

Danshi   houlai   faxian

But   later   find

后来随着大家都知道我了，也不用洗了

houlai suizhe dajia zhidao wo le   ye bu yong xi le

 later with people know me Particle also NEG need wash Particle

(but later I found that there was no need to wash it off since people have already known me.)

(MKK12-42)

+β

Example 57

他一进入这个状态，

Ta yi jin-ru zhe ge zhuangtai

He once enter-in this MEAS state

(Once he is in the state)   (HBF29-311)

×β

他就会安静下来

Ta jiu hui anqing-xia-lai

He then will quite-down-come

(He will be quie)   (HBF29-312)

α

Example 58

你想，如果是你要在音乐厅里弹，

Ni xiang ruguo shi ni yao zai yinyueting li   tan

You imagine if be you will in concert hall inside play

(Imagine, if you will play in a concer hall,)   (Lang47-313)

×β

也就那些人永远都是听音乐会的那些人，对吧。

Ye jiu naxie ren yongyuan dou shi ting yinyuehui de naxie ren

Also just those people always all be listen concert SUB those person

(Those people are always those people who listen to the concert)   (Lang47-314)

α

4.2.5 Ergativity

The transitive model is complemented by an ergative model in the system of Transitivity in SFL. The transitive model provides a ―linear interpretation‖ (Halliday & Matthiessen, 2014, p. 347), while the ergative model presents a ―nucleus‖ (Halliday & Matthiessen, 2014, p. 341) interpretation. In the transitive model, clauses are categorized into six different processes. But from the perspective of ergativity, the six

different processes all have a ―generalizedrepresentational structure" (Halliday & Matthiessen, 2014, p. 333) structure by which the Process is ―atualized" (ibid) through a ―Meium" (Halliday & Matthiessen, 2014, p. 336). In cases where the nucleus consists of a Process and a Medium, there are three other Participants in the ergative model, which are Agent, Beneficiary and Range. Different from the ―keyfigure" (Halliday & Matthiessen, 2014, p. 341) which is formed with Process and Medium, the Agent is an ―exrnal cause" (ibid, p. 336) to the Process. The ergative model and the transitive model are realized in the following clauses below; they are meant to show that both models are complementary models in Mandarin.

Example 59
因为这种新闻出现得太频繁了
Yinwei   zhe   zhong   xinwen   chuxian   de   tai   pinfan   le
Because   this   MEAS   news   appear   Particle   too   often   Particle
(Because this type of news appears too often)   (WZ10-194)

Table 4.35 the analysis of clause WZ10-194

Romanized	*yin wei*	*zhe*	*zhong*	*xin wen*	*chu xian*	*de*	*tai*	*pin fan*	*le*
Ergative		Medium			Material Process	Degree			
Transitive		Actor			Mateiral Process	Degree			

Example 60
作文失误
zuowen   shiwu
Essay   fail
(My essay failed)   (HH3-279)

Table 4.36 the analysis of clause HH3-279

Romanized	*zuowen*	*shiwu*
Ergative Model	Medium	Material process
Transitive Model	Actor	Material process

Example 61

因为开始音乐会很难弄

Yinwei   kaishi   yinyuehui   hen   nan   nong

Because   beginning   concert   very   hard   do

(Because at the beginning, concerts were hard to do)   (Lang48-222)

Table 4.37 the analysis of clause Lang48-222

Romanized	*yinwei*	*kaishi*	*yinyueui*	*hen*	*nan*	*nong*
Ergative Model		Time	Medium	Manner		Material process
Transitive Model		Time	Goal	Manner		Material process

Example 62

一天的饭就可以解决了

Yi   tian   de   fan   jiu   keyi   jiejue   le

One day   SUB   meal   then   can   solve   Particle

(Then the meal for the whole day could be solved)   (ZR17-237)

Table 4.38 the analysis of clause ZR17-237

Romanized	*yi*	*tian*	*de*	*fan*	*jiu*	*keyi*	*jiejue*	*le*
Ergative Model	Medium						Material process	
Transitive Model	Goal						Material process	

To sum up, this section is mainly about the introduction to the ideational meaning in SFL, including both experiential meaning and logical meaning. The complementarity between the transitive model and the ergative model in transitivity has also been introduced. Circumstance of Transitivity will be outlined below.

4.2.6 Circumstance in Transitivity

Compared to Participants which are the most central element in the configuration, Circumstances are not obligatory and are ―more peripheral" (Halliday & Matthiessen, 2014, p. 221). Almost every language has to deal with distinguishing Participant and Circumstances. The differences lie in that the distinction in some languages is much clearer while in others it much more ambiguous (Halliday & Matthiessen, 2014).

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Circumstances can also be seen as processes. Instead of standing alone, these circumstantial elements depend on other processes (Halliday & Matthiessen, 2014, p. 312).

4.2.6.1 Location

The element of Location in Mandarin indicates the time and the place. Location can also be static or directional. Yang (2015) has outlined prepositions which are frequently used in Location in Chinese clauses. These prepositions are borrowed from Yang (2015, p. 62) and shown below.

Table 4.39 prepositions in Chinese used to realize Location

	Static	Directional
Time	Zai (in/at)	Cong (from)
		Dao (by)
		Dengdao (by, by the time of)
Place	Zai (in/at)	Cong (from)
		Dao (to)
		Shang (up)
		Xia (down)
		Xiang (towards)
		Wang (towards)

The following clauses are used to show configurations construed with Time, Place and Duration (in bold).

Example 63

一个高中的小孩**在舞台上**

*Yi   ge   gao zhong   de   xiao hai **zai wutai   shang** (Place)*

A   MEAS   high-school   SUB   child   on   stage   up

就已经表现得...

Jiu   yijing   biaoxian de   ...

Just   already   show   Particle

(A high-school child on the platform just already showed herself…(so perfectly))   (LYC9-224)

Example 64

*因为我**第二天**也要上班*

*yin wei   wo   **diertian**   ye   yao   shangban   (Time)*

Because   I   the seond day   also   need   work

(Because I the next day also need to work)   (YY7-598)

In Mandarin, Ngs can realize Time and duration as well, which is shown in the following clause.

Example 65

*因为她这事已经干了差不多**八年**了*

*Yinwei   ta   zhe shi   yijing   gan le   chabuduo **ba   nian**   le   (Duration)*

Because   she   this thing   already   do   ASP almost   eight   years   Particle

(Because she has done this thing for almost 8 years.)   (LL6-173)

4.2.6.2 Comparison

Circumstance of Comparison can denote similarity and difference. In similarity, the construction ―跟... 一样 *(gen...yiyang)* (with…same)" will be used. Difference then can be realized by ―比 *(bi)* (than)" ―比较 *(bijiao)* (compare)". Constructions in Mandarin construed with Comparison in bold are shown below.

Example 66

跟**我**一样

Gen**   wo   **yiyang   (Similarity)

With   me   same

(You are the same with me.)   (HH3-143)

Example 67

*我的文字一读起来是**比别人读的**要好听*

Wode	*wenzi*	*yi*	*du*	*qi-lai*	*shi*	***bi***	***bieren***	***du***	***de***	*yao*	*hao-ting*	(Difference)
My	words	once	read	get-up	be	than	other	read	SUB	will	good-listen	

(My writing sounds nicer than others' when it is read.)   (HH3-178)

4.2.6.3 Instrument

The Circumstance of Instrument is typically realized with the help of prepositions of "用 *(yong)* (use)". A construction construed with Instrument in bold is shown below.

Example 68

*老师在上面讲课**用上海话**讲*

Laoshi	*zai*	*shangmian*	*jiang-ke*	***yong***	***shanghai-hua***	*jiang*	(Instrument)
Teacher	on	upwards	talk-class	use/with	Shanghai dialect	talk	

(When the teacher taught on the platform, he/she taught with Shanghai dialect.)   (HH3-349)

4.2.6.4 Cause

Circumstance of Cause in Chinese can be realized by "为*(wei)* (for)", "为了*(weile)* (for)" or "因为*(yinwei)* (because of)". Constructions construed with Cause in bold are shown below.

Example 69

*开始我妈都**因为新闻**哭啊，什么的*

Kaishi	*wo ma*	*dou*	***yin wei***	***xinwen***	*ku*	*a*	*shenmede*	(Cause)
Beginning	my mom	all	because	news	cry	Particle	something else	

(At the beginning, my mom would cry for news, or something else.)   (HH3-516)

Example 70

为了这个理想 ，

wei le zhe ge li xiang (Cause)

For this MEAS ideal

你应该用你一辈子的心力 ，

Ni ying gai **yong ni yi bei zi de xin li** (Instrument)

you should use your whole life SUB effort

用你一辈子的激情去追求

Yong ni yi bei zi de ji qing *qu zhui qiu* (Instrument)

use your whole life SUB passion to pursue

(For this ideal, you should pursue it with your whole life's effort and passion) (MKK12-870)

4.2.6.5 Accompaniment

Circumstance of Accompaniment shows an element accompanies the Actor in a Process. Prepositions, such as ―跟 *(gen)* (with)", ―同 *(tong)* (with)" and ―和 *(he)* (with)" are typically used to realize Accompaniment in Chinese clauses. A constructions construed with Accompaniment in bold is shown below.

Example 71

然后我可能正好

ranhou wo keneng zhenghao

Then I probably just

跟另外一 个男的的女朋友*打羽毛球* (Accompaniment)

Gen lingwai yi ge nan de de nv peng you *da yumaoqiu*

with another one MEAS boy SUB girlfriend play badminton

(Then I probably just play badminton with another boy's girlfriend) (HH3-803)

4.2.6.6 Manner

Circumstance of Manner shows how a Process unfolds through time. Typically, adverbial groups are used to realize Manner. Constructions with Manner in bold are shown below.

Example 72
*然后一直在门口**默默地**流泪*

Ranhou   *yizhi*   *zai*   *menkou*   ***momode***   *liu*   *lei*   (Manner)

Then   constantly   at   door   silently   shed   tears

(Then (she) constantly silently shed tears at the door)   (YY7-207)

Example 73
*你**仔细**再看看*

Ni   ***zixi***   *zai*   *kankan*   (Manner)

You   carefully   again   look

(You carefully look again.)   (ZYQ8-567)

4.2.6.7 Matter

Prepositions in Chinese denoting the meaning of ―about‖, ―regarding‖ or ―concerning‖ are frequently used to introduce Matter, such as ―*对于(duiyu)* (about)‖, ―*关于 (guanyu)* (about)‖ or ―*说到(shuo dao)* (speaking of)‖, ―*讲到 (jiangdao)* (speaking of)‖. A construction construed with Matter in bold is shown below.

Example 74
***讲到亚旗，**亚旗八岁 1983 年的*

Jiangdao   ***Yaqi***,   *Yaqi*   *ba*   *sui*   *1983*   *nian*   *de*   (Matter)

Speaking of   Yaqi   Yaqi   eight   year   1983   year   SUB

(Speaking of Yaqi, Yaqi was born in 1983.) (ZYQ8-535)

4.2.6.8 Viewpoint

The Circumstance of Viewpoint shows someone‗s opinion. In Mandarin, ―*对...来讲 (dui…laijiang)* (to sb)‖ or ―*按照 (anzhao)* (according to)‖ can be used to realize Viewpoint. Constructions construed with Viewpoint in bold are shown below.

Example 75

因为**对一个人来讲** ，

yin wei ***dui yi ge ren lai jiang*** (Viewpoint)

Because to a MEAS person come speak

最珍贵的 东西 是 和 别人 不一样的 东西

zui zhen gui de dong xi shi he bieren buyiyangde dong xi

the most precious thing is with other different thing

(Because to a person, the most precious thing is the thing which is different from others')

(ZYQ8-58)

Example 76

我觉得有点可怕**对我来说。**

Wo juede youdian kepa ***dui wo lai shuo*** (Viewpoint)

I feel a little scary to me come speak

(I feel a little scary to me) (FBB11-491)

4.2.6.9 Source

The Circumstance of Source indicates the source of information. It can be realized

by prepositions ―按照 *(anzhao)* (according to)" or ―根据*(genju)* (according to)".

Cosntructions with Source in bold are shown below.

Example 77

那照您这么说，

Na zhao nin zheme shuo (Source)

Well according to you this say

我最后一名的话我就不要活着了

Wo zuihou yi ming de hua wo jiu bu-yao huo zhe le

I last one rank SUB words I then NEG-need live ASP Particle

(According to what you said, if I am the last in the rank, I don't need to live at all.) (CZZ14-828)

Example 78

回去，**按**小朋友的建议，把号改一下 (Source)

Hui-qu an xiaopengyou de jianyi ba hao gai yixia

Back-go according to friend SUB suggestion Disp number change one bit

(When you go back, change the number according to this little friend's suggestion.)

(HBF29-163-164)

4.2.6.10 Role

According to Halliday and Matthiessen (2014), Role can be sub-categorized as

Guise and Product. The Circumstance of Guise answers ―what as", while the

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Circumstance of Product answers ―what into‖. Examples construed with Role in bold are shown below.

Example 79
作为爷爷你同意吗?

Zuowei	***yeye***	*ni*	*tongyi*	*ma*	(Role)
As	grandpa	you	agree	Particle	

(As grandpa, you agree?)   (ZYQ8-416)

Example 80
作为卧虎藏龙的中方制片

Zuowei	***Wo Hu Cang Long***	***de***	***Zhong***	***fang***	***zhipian***	(Role)
As	Crouching Tiger, Hidden Dragon	SUB	Chinese	party	producer	

和李安一块儿走的奥斯卡红地毯

He	*Li An*	*yikuaier*	*zou*	*de*	*hong*	*ditan*
With	Li An	together	walk	SUB	red	carpet

(As the producer of the Chinese party in Crouching Tiger, Hidden Dragon, he walked down the red carpet with Li An.)   (ZBG27-36)

Example 81
它会把你压成馅饼的

Ta	*hui*	*ba*	*ni*	*ya-cheng*	***xianbing***	*de*	(Product)
It	will	Disp	you	press-become	pie		Paritcle

(It will crush you into a pie)   (YY7-184)

4.3 Clause as Exchange: the Interpersonal Meaning

4.3.1 Mood in Chinese Sentences

The interpersonal clause systems in Mandarin include the basic systems of Mood and Polarity and the elective systems of Modality and Assessment (Halliday & McDonald, 2004). The Polarity system consists of the unmarked positive polarity and the marked negative polarity which is realized by particles ―不 *(bu)* (not)‖ indicating neutral or imperfective aspect, ―没 *(mei)* (not)‖ indicating perfective aspect and ―别 *(bie)* (not)‖ being used in imperative clauses (Halliday & McDonald, 2004).

The Mood system involves choices of indicative clauses (propositions) and

imperative clauses (commands). The elements of clause structure in the interpersonal systems mainly are the Subject, Finite, Predicator, Complement, Adjuncts and Mood particles. Unlike English, the Subject in Mandarin only has one function that ―it takes responsibility for the proposition‖ (Halliday, 2003, p. 205) but does not indicate the mood choice. This is also one of the reasons that Subject can be left out in Mandarin (c.f. Halliday & McDonald, 2004). This is also the reason that no dummy Subject is needed in existential clauses in Mandarin. Halliday and McDonald (2004) pointed out that the impression that Subject is often left out in Mandarin results from comparing the Chinese language system to the English language system by regarding English as the norm.

The Predicator is realized by Vgs, which can involve a main verb that show Events, postverbs that function as Phase and verbal particles that realize Aspects. Complements that are also realized by Ngs are the element which can be chosen as Subjects. The examples below are used to show the structure of indicative clauses in the line of the interpersonal meaning.

Example 82
你爸很棒的诗人
Ni   ba   hen   banged   shiren
Your   father   very   great   poet
(Your father is a very great poet)   (PCX22-318)

Table 4.40 the analysis of PCX22-318

Romanized	*ni*	*ba*	*hen*	*bangde*	*shiren*
Interpersonal	Subject		Complement		

Example 83

我还在**想**徐涛老师刚才说的话

Wo hai zai xiang Xu Tao laoshi gangcai shuo de hua

I still ASP think Xu Tao teacher just now say SUB words

(I am still thinking about teacher Xu Tao's words./ I am still thinking about what teacher Xu Tao has said just now.) (PCX22-329)

Table 4.41 the analysis of PCX22-329

Romanized	*wo*	*hai*	*zai*	*xiang*	*Xu Tao laoshi*	*gangcia*	*shuo*	*de*	*hua*
Interpersonal	Subject	Adjunct	ASP	Predicator	Complement				

The two examples above were construed in the basic word order of SVO (Halliday, 2002; Halliday & Matthiessen, 1999; Halliday & McDonald, 2004). The basic word order of indicative clauses will help identify the Theme-Rheme structure in the system of Theme.

Adjuncts can be sub-categorized into Circumstantial, Conjunctive and Modal Adjunct. Normally, the Adjunct in Mandarin is realized by adverbial group or prepositional phrase (Yang, 2015, p. 80), but Ngs can also be used to realize Adjunct in Mandarin. The clauses below are construed with Adjunct which is marked in bold.

Example 84

在这之前下过跪吗?

Zai zhe zhiqian *xia guo gui ma* (Circumstantial Adjunct)

In/at this before down ASP kneel Particle

(Before this, have you ever kneeled?) (MJJ39-708)

Example 85

然后天天都想妈妈 (Conjunctive Adjunct + Circumstantial Adjunct)

Ranhou tiantian dou *xiang mama*

Then everyday all miss mom

(Then I miss my mom everyday.) (LL6-441)

Example 86

可能有一些血缘上的一些相通

Keneng *you* *yixie* *xueyuan* *shang* *de* *yixie* *xiangtong*   (Modal Adjunct)

Probably have some blood on SUB some connection

(Probably we have some connections by blood)   (HH3-871)

The elements that are closely related to the choice of Mood in Chinese are the Mood particles, which are always put at the end of the sentence to indicate the mood. The four frequently used Mood particles are ma for interrogative Mood, *ne* for both declarative and interrogative Mood, *ba* and *aya* for both the imperative and interrogative Mood (Yang, 2015). These four particles are also used to realize Assessment in Mandarin (Halliday & McDonald, 2004). The usage of particles in Mandarin is shown in the following examples.

Example 87

还没上学呢吧

Hai *mei* *shangxue* *ne* *ba* (Indicative)

Yet NEG go to school Particle Particle

(I haven't started to go to school yet.)   (MKK12-222)

Table 4.42 the analysis of clause MKK12-222

Romanized	*hai*	*mei*	*shangxue*	*ne*	*ba*
Interpersonal	Adjunct	NEG	Predicator	Particle	Particle
Interpersonal	Residue				Mood

Example 88

你当时高中成绩好吗?

ni *dangshi* *gaozhong* *chengji* *hao* *ma* (Interrogative)

you at that time senior-high mark good Particle

(At that time in senior-high, did you have a good mark?)   (MKK12-248)

Table 4.43 the analysis of clause MKK12-248

Romanized	*ni*	*dangshi*	*gaozhong*	*chengji*	*hao*	*ma*
Interpersonal	Subject	Adjunct	Predicator			
Interpersonal	Residue					Mood

Example 89

这样，佳佳，你简单地介绍一下自己

Zheyang Jia Jia ni jiandande jieshao yixia ziji (Imperative)

Well Jia Jia you simply introduce once self

(Well, Jia Jia, please make a brief self-introduction to yourself.)   (MJJ39-1)

Table 4.44 the analysis of clause MJJ39-1

Romanized	*zheyang*	*Jia Jia*	*ni*	*jiandande*	*jieshao*	*yixia*	*ziji*
Interpersonal	Adjunct	Adjunct	Subject	Adjunct	Predicator	Adjunct	Complement
Interpersonal	Residue						

The examples above show that the mood choice in Mandarin does not involve the reversed word order between Subject and Finite.

4.3.2 Aspects in Mandarin

There is no tense in Mandarin. Temporal adverbs and aspects indicate the function time. Four aspectual markers are available in the Chinese language system, namely, *le* (indicating the perfective), *zhe* (the durative), *guo* (the experiential) and *A-yi-A* (the delimitation), with the neutral term unmarked (Halliday & McDonald, 2004).

4.3.3 The System of Phase

Whether a process is complete or not in Mandarin cannot be revealed by the verb itself. The completion of a process is realized by phasal postmodifiers. Phasal postmodifiers are realized by postverbs to indicate the neutral (non-completive) phase or the completive phase. The completive phase has two subtypes, namely directional and resultative (Halliday & McDonald, 2004). The examples below show constructions with the system of phase. The processes and phases realized by Vgs and postverbs are marked in bold.

Example 90

要不然我就**回不来**

*Yaoburan   wo   jiu   **hui-bu-lai***   (directional: verb *hui* + postverb *bulai*)

Otherwise   I   then   return-NEG-come

(Otherwise, I could not come back)   (MJJ39-474)

Example 91

对，**闹不太清楚**怎么回事   (resultative: verb *nao* + postverb *buqingchu*)

*Dui,   **nao   bu   tai   qingchu***   *zenme   hui   shi*

Yes,   understand   NEG   too   clear   how   MEAS   thing

(Yes, I did not quite understand what that was about.)   (MKK12-496)

Example 92

他还得继续**做下去**

*Ta   hai   dei   jixu   **zuo-xia –qu***   (directional: verb *zuo* + postverb *xia-qu*)

He   still   have to   continue   do-down-go

(He still has to continue doing it.)   (YY7-634)

4.4 Clause as Message: the Textual Meaning

4.4.1 Topical Theme, Unmarked Theme and Marked Theme

Following the tradition of the Prague School, Halliday and Matthiessen (2014, p. 89) defined Theme —"the point of departure of the message" for locating and orienting clauses in their context. The remaining part is the Rheme (Halliday & Matthiessen, 2014) for interpreting the message.

Theme can be categorized as topical Theme which is either realized by Participant or Process or Circumstance in transitivity, interpersonal theme and textual theme.

A topical Theme is either marked or unmarked. The unmarked topical Theme in Mandarin is mapped onto the Subject in declarative clauses, interrogative clauses and even imperative clauses since the choice of mood does not involve a change of word order in Mandarin. The following clauses are used to show the Theme-Rheme structure in Chinese.

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Example 93

李想先说

Li Xiang *Xian* *Shuo* (Imperative)

Li Xiang first speak

(Li Xiang speaks first) (MKK12-847)

Table 4.45 the analysis of MKK12-847

Romanized	*Li Xiang*	*xian*	*shuo*
Theme-Rheme	Topical Theme	Rheme	

Example 94

你当时高中成绩好**吗**?

ni *dangshi* *gaozhong* *chengji* *hao* *ma* (Interrogative)

you at that time senior-high mark good Particle

(At that time in senior-high, did you have a good mark?) (MKK12-248)

Table 4.46 the analysis of MKK12-248

Romanized	*ni*	*dangshi*	*gaozhong*	*chengji*	*hao*	*ma*
Theme-Rheme	Topical Theme	Rheme				

Example 95

我讲四川话

Wo *jiang* *Sichuan* *hua* (Indicative)

I speak Sichuan dialect

(I speak Sichuan dialect.) (LYC9-338)

Table 4.47 the analysis of LYC9-338

Romanized	*wo*	*jiang*	*Sichuan hua*
Theme-Rheme	Topical Theme	Rheme	

Example 96

把她吓坏了

Ba *ta* *xia-huai* *le*

Disp her scare-bad Particle

((That time) scared her.) (LYC9-476)

Table 4.48 the analysis of LYC9-476

Romanized	*ba*	*ta*	*xia-huai*	*le*
Theme-Rheme	Rheme			

In conversations, the Theme can be left out. Then, only the Rheme part will be shown explicitly.

When Complement functions as Theme but not Subject at the same time, this kind of Theme is the ―most marked‖ Theme (Halliday & Matthiessen, 2014, p. 99), for even though it has the potential to hold the responsibility of a Subject but it does not. This type of Theme is available in English as well as in Mandarin. The clauses below show the constructions with the most marked Theme in Mandarin.

Example 97
男装我也有
Nan   Zhuang   wo   ye   you
Male   cloth   I   also   have
(Male cloth I also have)   (GZL44-32)

Table 4.49 the analysis of GZL44-32

Romanized	*nan*	*zhuang*	*wo*	*ye*	*you*
Theme-Rheme	Marked Topical Theme		Rheme		

Example 98
这个人的样子我喜欢
Zhe   ge   ren   de   yangzi   wo   xihuan
This   MEAS   person   SUB   looking   I   like
(This person‘s looking I like.)   (XMR41-578)

Table 4.50 the analysis of XMR41-578

Romanized	*zhe*	*ge*	*ren*	*de*	*yangzi*	*wo*	*xihuan*
Theme-Rheme	Marked Topical Theme					Rheme	

As discussed in the interpersonal meaning, the basic word order of indicative clauses in Mandarin is SVO. When the Complement is at the sentence-intial position but does not function as the Subject, the Complement just realizes the most highly marked topical Theme. The construction with the most highly marked Topical Theme is not just

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confined to Mandarin. It is also available in English.

4.4.2 Interpersonal Theme and Textual Theme

Elements from interpersonal meaning and textual meaning can play roles in the thematic structure with the topical Theme to realize ―interpersonal and textual Theme" (Halliday & Matthiessen, 2014, p. 107). If there is only one topical Theme in the thematic structure, this is called a simple Theme. If either the interpersonal or the textual Themes or both of them appear in the thematic structure with the topical Theme, ―multiple Themes" (ibid) will be formed. Table 4.41 below shows the Interpersonal and Textual Themes categorized by Halliday and Matthiessen, (2014, p. 107) in English.

Table 4.51 textual and interpersonal Themes in English

	Continuative
Textual:	Conjunction [_structural Theme']
	Conjunctive Adjunct
	Modal comment Adjunct [_modal Theme']
Interpersonal:	Vocative
	Finite verbal operator [in yes no interrogative]

Textual Theme can be realized by Continuative, Conjunction and Conjunctive Adjunct. A Continuative shows ―a new move to the next point" (Halliday & Matthiessen, 2014, p. 107), such as ―well", "oh", etc. (ibid). In Mandarin, ―来 *(lai)* (come)", ―那 *(na)* (well)", ―就是 *(jiu shi)* (well)" are used to function as Continuative. The clauses with textual Themes realized by Continuative are shown below.

Example 99

来,大家请坐

lai,	*dajia*	*qing*	*zuo*
Come	everyone	please	sit

(Well, everybody sits please)   (FBB11-15)

Table 4.52 the analysis of clause FBB11-15

Romanized	*lai*	*dajia*	*qing*	*zuo*
Theme-Rheme	Textual Theme	Topical Theme	Rheme	

Example 100

这样，佳佳，你简单地介绍一下自己

Zheyang	*Jiajia*	*ni*	*jiandande*	*jieshao*	*yixia*	*ziji*	(Imperative)
Well	Jiajia	you	briefly	introduce	a bit	self	

(Well, Jia Jia, please make a brief self-introduction to yourself.)   (MJJ39-1)

Table 4.53 the analysis of clause MJJ39-1

Romanized	zheyang	Jia Jia	ni	jiandande	jieshao	yixia	ziji
Theme-Rheme	Textual Theme	Interpersonal Theme	Topical Theme	Rheme			

Textual Themes realized by Conjunctions are also called structural Themes. They are used to link or bind clauses paratactically or hypotactically respectively, such as "and", "or" or ―when‖ ―while‖, etc. (Halliday & Matthiessen, 2014, p. 108). Conjunctions in Mandarin are shown in the following table.

Table 4.54 conjunctions and conjunctive Adjuncts in Mandarin
adapted from Li（2007, pp. 98-99）

For elaborating	*Huanyanzhi; huanjuhuashuo; fanguolaishuo; bifang; haobi; xiang; biru; liru; piru;pirushuo; zheng hoaxing shuo; yejiushishuo; jiush; jishi; he; zongzhi; zongyanzhi*
For extending	*Jiushi; jiulian; shener; shenzhi (yu); naizhi; bing (qie); er (qie); qie; yiji; zaishuo; ciwai; zaiyou/haiyou; danshi; er, zhishi; keshi; buguo; Xiangfan; fanzhi; faner; fandao; haishi; huozhe; huoze; (zai) buran*
	Qidan/budan…ye/bignqie;jie…ye/you; budan/bujin…erqie/bingqie/ye/jiushi; buguang…haishi;buzhi/feidan…bingqie; manshuo/bieshuo…jiushi/jiulian; shangqie…hekuang; ye/dou…(geng) hekuang; jifei… youfei; feidanbu…faner/fandao; ningke…erbu; ningken/ningke/ningyuan…yebu; bushi…jiushi; ciwai…zaiyou/haiyou; chule…(zhiwai)…(liangwai) haiyou; chule…(zhiwai)…yedou
For enhancing	*Conger, jiner; genzhe; cihhou; jiezhe;congci;cong;touguo; you; tongyan(de); (hao xiang), buxiang, suoyi; yinci; yiner, yizhi; gu;jieguo;kejian; yi (bian); miande; shengde; yimina; ze; (na) jiu; zhiyao; ren; (ren) ping; wanyi; chufei; (you)buran; burandehua; yaobu; fouze; ruofei/yaobushi; dnshi; keshi;que*
	Xian…zai; zuichu…jiezhe…zuihou/zhong; yijing…jiushi/bian; weiyou/zhiyou…cai; yao…chufei; ruofei…bianshi; anshuo…danshi/buguokeshi; guoran…danshi.
	(cong)…yizhidao/yizhido; yin (wei)…(suoyi/jiu/cai); weile…(shenzhi (yu)); danfan…(jiu); wulun/bulun/buguan/bieguan…(haishi); suiran/suishuo (shi)/suize…(danshi/que/rengran/keshi/(ran)er/hai); jinguan… (keshi/que/raner); ji (huo/bian/ling)/jiushi… (ye/hai); zong (ran/ling/shi)…(ye); biekan… (danshi/keshi);

Textual Theme realized by conjunctions in Mandarin is demonstrated in the following examples.

Example 101

所以之前 我们就找剧组的一个人试了一下

suo yi *zhi qian* *women* *jiu* *zhao* *ju zu* *de* *yi* *ge* *ren* *shi* *le* *yi xia*
So   earlier   we   just find crew SUB one MEAS person tried ASP a bit
(So earlier, we found a person from the crew to have a try)   (FBB11-56)

Table 4.55 the analysis of clause FBB11-56

Romanized	*suoyi*	*zhiqian*
Theme-Rheme	Structural Theme	Topical Theme

Table 4.55 the analysis of clause FBB11-56 (continued)

Romanized	*women*	*jiu*	*zhao*	*juzu*	*de*	*yigeren*	*shi*	*le*	*yixia*
Theme-Rheme	Rheme								

Example 102

因为他没有负担啊

Yinwei   *ta*   *mei*   *you*   *fudan*   *a*
Because   he   NEG   have   burden   Particle
(Because he did not have any burden.)   (RZM36-145)

Table 4.56 the analysis of clause RZM36-145

Romanized	*yinwei*	*ta*	*mei*	*you*	*fudan*	*a*
Theme-Rheme	Structural Theme	Topical Theme	Rheme			

Conjunctive Adjuncts are realized by adverbial groups or prepositional phrases. They ―elate the clause to the preceding text" (Halliday & Matthiessen, 2014, p. 108). Similar to English, prepositional phrases, adverbs, adverbial phrases or even clauses can function as conjunctives (Halliday, 2007, p. 360). Halliday (2007, p. 360 has outlined three types of conjunctive Adjuncts in Mandarin, which are shown in the following table.

<h3 style="text-align:center">Table 4.57 conjunctive Adjuncts in Mandarin</h3>

Elaborating	那就是说(na jiu shi shuo)，换一句话说(huan yi ju hua shuo)， 总而言之(zong er yan zhi)，譬如(pi ru)
Extending	还有(hai you)，而且(er qie)，或者(huo zhe)，不过(bu guo) 不然的话(bu ran de hua)
Enhancing	同时(tong shi)，这样以来(zhe yang yi lai)，结果(jie guo)， 原来(yuan lai)， 无论如何(wu lun ru he)

Following clauses show the Textual Theme realized by Conjunctive Adjuncts in Mandarin.

Example 103

*结果*她说那你给我写在这个书上吧

Jieguo   *ta*   *shuo*   *na*   *ni*   *gei*   *wo*
Result   she   say   then   you   to   me
xie   *zai*   *zhe*   *ge*   *shu*   *shang*   *ba*
write   on   this   MEAS   book   up   Particle

(Finally, she said that you wrote this on my book)   (ZYQ8-776-777)

<h3 style="text-align:center">Table 4.58 the analysis of clause ZYQ8-776-777</h3>

Romanized	*jieguo*	*ta*	*shuo*	*na*	*ni*	*gei*	*wo*
Theme-Rheme	Textual Theme	Topical Theme	Rheme				

<h3 style="text-align:center">Table 4.58 the analysis of clause ZYQ8-776-777 (continued)</h3>

Romanized	*xie*	*zai*	*zhe*	*ge*	*shu*	*shang*	*ba*
Theme-Rheme	Rheme						

Example 104

*就是说*弄得好像什么时间都没有到最后

Jiu-shi-shuo *nong-de* *hoaxing* *shenme* *shijian* *dou*   *mei* *you* *dao* *zuihou*
In other words do-get   seemingly   what   time   even   NEG   have   to   end

(In other words, it seemed like that I didn't have any time to the end)   (Lang46-324)

<h3 style="text-align:center">Table 4.59 the analysis of clause Lang46-324</h3>

Romanized	*jiushishuo*	*nong-de*	*haoxiang*	*shenme*	*shijian*	*dou*	*meiyou*	*dao*	*zuihou*
Theme-Rheme	Textual Theme	Rheme							

In interpersonal Themes, the vocative is used to address someone. The finite verbal operator consists of ―fiite auxiliary verbs and modality" (Halliday & Matthiessen, 2014, p. 108). The constructions below contain an interpersonal Theme realized by a vocative.

Example 105

志康，你觉得自个哪最帅

Zhi Kang   ni   juede   zige   na   zui shuai

Zhi Kang   you   feel   yourself   where   the most handsome

(Zhi Kang, where do you think is the most handsome about yourself)   (MKK12-157-158)

Table 4.60 the analysis of clause MKK12-157-158

Romanized	*Zhi Kang*	*ni*	*juede*	*zige*	*na*	*Zuishuai*
Theme-Rheme	Interpersonal Theme	Topical Theme	Rheme			

Modal or comment Adjunct are used to ―express the speaker writer's judgment on or attitude to the content of the message" (Halliday & Matthiessen, 2014, p. 108). In Mandarin, the Modal Adjuncts can also function as the Interpersonal Theme, such as ―*可能 (keneng)*(possible)", ―*肯定 (kending)*(certain)", ―*会(hui)* (tend to)", ―*应该 (yinggai)*(must)", ―*说不准 (shuo bu zhun)* (not sure)" ―*不用说 (bu yong shuo)*(needless to say)" (Fang, 2008, p. 94). The clauses below are used to show Interpersonal Theme realized by Modal Adjunct in Mandarin.

Example 106

其实女孩子的想象力还是比较丰富嘛

Qi shi   nv hai zi de   xiang xiangli   hai shi bi jiao   feng fu   ma

Actually   girl   SUB   imagination   still   relatively   abundant   Particle

(Actually, girls' imagination is still relatively abundant)   (YY7-595)

Table 4.61 the analysis of clause YY7-595

Romanized	*qishi*	*nvhaizi*	*de*	*xiangxiangli*	*hai*	*shi*	*bijiao*	*fengfu*	*ma*
Theme-Rheme	Interpersonal Theme	Topical Theme			Rheme				

Example 107

好像这些东西我都没想过以前

Hoaxing   zhexie   dongxi   wo   dou   mei   xiang   guo   yiqian
Seemingly   these   thing   I   even   NEG   think   ASP   before
(Seemingly, these things I haven't thought about before.)   (ZXQ2-373)

Table 4.62 the analysis of clause ZXQ2-373

Romanized	*haoxiang*	*zhexie*	*dongxi*	*wo*	*dou*	*mei*	*xiang*	*guo*	*yiqian*
Theme-Rheme	Interpersonal Theme	Marked Topical Theme		Rheme					

Halliday and McDonald (2004, p. 322) argued that

> unlike English, there is no direct link between the theme structure and
> the mood structure, since the realization of different mood choices
> does not involve change in the word order of the clause.

Therefore, finite verbal operators do not realize interpersonal Theme in Mandarin as they do in English.

4.5 Grammatical Metaphor

Halliday and Matthiessen (1999) proposed that the congruent realizations of sequences, figures and elements in Chinese are the same as in English, which is shown in the following figure (Halliday & Matthiessen, 1999, p. 301).

Sequence   clause complex
Figure   clause
Element   element of clause structure

Figure 4.2 the congruent realization in Chinese

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The congruent realizations of ideational meaning in Mandarin are represented along two lines: rank and element. In the case of rank, the semantic units of sequence, figure and element are congruently realized in the Chinese grammatical system by clause complex, clauses and groups

Corresponding to the congruent realizations of semantic units, the elements making up a figure or a sequence are respectively construed by different kinds of words, groups and phrases in Mandarin. There are four basic semantic elements in the ideational system in Mandarin, namely Process, Participant, Circumstance and Relator. Since the element of Participant is further divided into quality and thing, the congruent realizations of different elements can be presented in the following figure.

Element	process	verbal group
	Participant	nominal group
	Quality	adjective
	Thing	noun
	Circumstance	prepositional phrase and adverbial group
	Relator	conjunction

**Figure 4.3 the congruent realizations of different elements
in Chinese (Yang, 2015, p. 109)**

Halliday and Matthiessen (1999) maintanined that the semantic and lexicogrammatical strata in a language are related by the means of realization. In the development of human languages, this realizational relationship evolves first as the patterns in which semantic units are congruently mapped onto lexicogrammatical ones. But once the congruent form between meaning and wording existed, the realignment, the re-setting, the recombination between meanings and wordings evolved (Halliday & Matthiessen, 1999; Halliday & Matthiessen, 2014; Thompson, 2014). This key resource

for the expansion of meaning potential is called grammatical metaphor (GM) (Thompson, 2014).

The two prominent features of GM in the ideational strand of meaning are nominalization and downranking (Halliday & Matthiessen, 1999; Halliday & Matthiessen, 2014; Thompson, 2014; Yang, 2015). For example, a sequence is congruently realized by a clause complex, whereas a sequence will be metaphorically realized by a clause or an Ng. A figure is congruently realized by a clause, while it is metaphorically realized by an Ng. This realizational relationship in the ideational meaning in Mandarin has been summarized by Yang (2015, p. 110), which is shown below.

Rank	sequence	clause, group
	Figure	group
	Element	word in group

Figure 4.4 the metaphorical realization in Mandarin

Thompson (2014, p. 240) maintains ―transitivity analysis provides one rule of thumb for the recognition of grammatical metaphor". If a transitivity analysis cannot adequately capture ―the state of affairs" (Thompson, 2014, p. 240), ―a parallel analysis" (ibid) will be needed as meaning has been metaphorically construed. The following clauses together with the parallel analysis will show the ideational meaning is metaphorically construed in Mandarin.

Example 108

我刚才做的几样，

Wo   gangcai   zuo   de   ji   yang

I   just now   do   SUB   several   MEAS

(What I have did just now)

刚开始去建立 no 的时候，其实一般小狗是听不懂

(When I started to build up the sign of "no", actually the dog could not understand it.)

(YFX34-130)

In clause YFX34-130, the sentence-initial Ng "我刚才做的几样 *(wo gangcai zuo de jiyang)* (several gestures I have just made)" has been nominalized. Right before the speaker said this sentence-initial Ng, the speaker made some gestures. One of the congruent forms of this sentence-initial position Ng which has been metaphorically nominalized could be like the following one.

Example 109

我刚才做了几样（动作）

Wo   gangcai   zuo   le   ji   yang   dongzuo

I   just now   make   ASP   several   MEAS   gesture

(I made several gestures just now)

Table 4.63 the analysis of the congruent form of clause YFX34-130

Romanized	*wo*	*gangcai*	*zuo*	*le*	*ji*	*yang*
Transitivity	Actor	Time	Material Process		Goal	

In the process of nominalization, the Process in the congruent form is nominalized as an Epithet in the metaphorical form to classify the Ng "几样 *（jiyang）*(several gestures)". In the metaphorical form, the nominalization is helped with the Subordinating Particle "的*(de)*". Finally, the Ng "我刚才做的几样 *(wo gangcai zuo de jiyang)* (several gestures I have just made)" is gained.

GM in the strand of ideational meaning in Mandarin is demonstrated in the following example again.

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Example 110

LY：*那个机器漏电*呐

Na	*ge*	*jiqi*	*lou-dian*	*na*
That	MEAS	machine	leak-electricity	Particle

(That machine has electricy leakage.)   (DD5-196)

......

LY：你不是还学理工，

(*Aren't you a student in science and engineering?*)

怎么连个漏电的机器你都买呢？

Zenme	*lian*	*ge*	*lou-dian*	*de*	*jiqi*	*ni*	*dou*	*mai*	*ne*
How come	even	MEAS	leak-electricity	SUB	machine	you	even	buy	Particle

(How come you even bought a machine which has electricity leakage?)   (DD5-201-202)

Clause DD5-196 is congruently construed. Its metaphorically construed form is the nominalized element in bold in clause DD5-202. The transitivity analysis of clause DD5-196 is shown below.

Table 4.64 the analysis of clause DD5-196

Romanized	*nage*	*jiqi*	*loudian*	*na*
Transitivity	Actor		Material process	

The Vg "*漏电 (loudian)* (leak-electricity)" in the congruent form functions as Process. It is nominalized with the Subordinating Particle "*的(de)*" and functions as Modifier to the headnoun "*机器 (jiqi)* (machine)". This headnoun functions as the Participant in the congruent form. The formal distance between this congruent form and its metaphorical form is shown below.

Congruent form	*Nage*	*jiqi*	*loudian*	*na*
	That	machine	leak-electricity	Particle
		Actor	Process	

Metaphorical form	*Loudian*	*de*	*jiqi*
	Electricity-leakage	SUB	machine
	Modifier		Headnoun
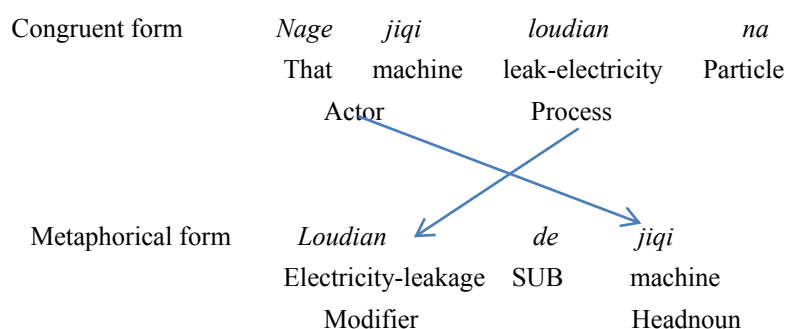
Figure 4.5 the formal distance of the congruent and metaphorical form of clause DD5-196

4.6 Conclusion

This chapter has outlined the theoretical framework for the current study by drawing on theories from Halliday and Matthiessen (1999), Halliday and McDonald (2004), Li (2007), Halliday and Matthiessen (2014) and Yang (2015). The theoretical framework introduced in this chapter will be applied to the qualitative and quantitative analysis in the Research Methodology of Chapter 5.

CHAPTER 5: RESEARCH METHODOLOGY

5.1 Introduction

As discussed in Chapter 1, the research objective of the current study is to find out whether Mandarin, as Li and Thompson (1976, 1981) have claimed, is a TP language. In order to reach this research objective, the following three research questions are considered:

(1). What are the functional roles of the nominal groups in the constructions with syntagm nominal group + verbal group and nominal group + nominal group +verbal group with or without *dou* (all)"?

(2). What are the pragmatic factors that cause Object to be pre-posed in the Object pre-posed sentences?

(3). How are the so-called Chinese-style topic-comment sentences formed in discourse?

In order to answer these three research questions, the transcription of the talking data of the current study is first introduced and then followed by notions of sentence and clause. The current study involves both quantitative and qualitative studies. To generate the quantitative evidence, the decision made for counting both simple and complex clauses will be introduced. In terms of the qualitative studies related to the three research questions given above, one example selected from the data of the current study is used to illustrate the qualitative analysis conducted by the current study.

5.2 Data Description and Data Transcription

5.2.1 Data Description

The current study has randomly selected fifty interviews aired between 2007 and 2017 from a famous talk show entitled *Date with Luyu* in China. *Date with Luyu* has benn aired since 1998 in China. Each conversation lasts around forty-two to forty-three minutes. The host of *Date with Luyu* is *Chen Luyu*, who is hailed as the ―Chinese Opera" in China. The broadcasting channel for *Date with Luyu* is similar to *The Oprah Winfrey Show* or *Ellen Show* in the United States. All the guests are either famous people in various fields or ordinary people with special life experiences in China. Mandarin is the only language used during the interviews (Wang, 2015). The entire communication process of each conversation consists of questions from the host and answers from the guests. Both questions from the host and answers from the guests appear spontaneously.

Compared to other talk shows in China, such as *Top Talk* and *Yang Lan One to One* where the conversations are too serious and political, conversations in *Date with Luyu* are mainly about sharing personal stories. In this way, the conversations in *Date with Luyu* are casual and life like in terms of its spontaneity and the contents of the conversations between the host and guests. According to Halliday and Hasan (1989, p. 11), this is the type of text which is considered as ―the kind of text where people exploit to the full the resources of language that they have".

Table 5.1 below shows the date, the guests and the subjects of the 50 interviews selected for the current study from *Date with Luyu.* The coding of each interview is in the last column of Table 5.1.

Table 5.1 the fifty interviews selected from *Date with Luyu*

No.	Date	Guest	Title	Coding
1	July 12th, 2007	胡歌 *Hu Ge*	祸后重生，依然王子(reborn after accident, still prince)	HG1
2	October 3rd, 2007	郑小琼 *Zheng Xiaoqiong*	非常女孩：我的文学路(A unusual girl: my path to literature)	ZXQ2
3	September, 27th, 2008	韩寒，郭敬明，*Han Han，Guo Jingming*	80 后人气王（Popular King born in the 1980s）	HH3
4	March 26, 2009	嘻哈包袱铺 *Xi Ha Bao Fu Group*	80 后嘻哈包袱铺 (Xi Ha Bao Fu Pu with members born in the 1980s)	XHBF4
5	January 12, 2010	李庆文，董栋 *Li Qingwen, Dong Dong*	大学毕业买豆腐(Selling tofu after graduating from university)	DD5
6	January 20th, 2010	李灵 *Li Ling*	最美乡村女教师 (The most beautiful schoolmaster in the country)	LL6
7	October 6th,2010	王刚, 杨阳，*Wang Gang，Yang Yang*	80 后梦想与选择(Dream and Choice for the 1980s)	YY7
8	May 6th, 2011	郑亚琪 郑渊洁 *Zheng Yaqi，Zheng Yuanjie*	孩子王的孩子，皮皮鲁的哥哥(Child of the King of children, Pi Pi Lu's brother)	ZYQ8
9	June 29th, 2011	李宇春 *Li Yuchun*	女大十八变(Great changes as growing up)	LYC9
10	July 13th, 2011	文章 *Wen Zhang*	中国第一小男人(The first younger man in China)	WZ10
11	September 9th,2011	范冰冰 *Fan Bingbing*	爷是豪门范 (I'm rich style)	FBB11
12	August 27, 2013	李想，高燃，戴志康，茅侃侃 *Li Xiang, Gao Ran, Dai Zhikang, Mao Kankan*	80 后创业精英（Entrepreneurial elites born in the 1980s）	MKK12
13	August, 27, 2015	伊能静 *Yi Nengjing*	为爱做自己 (Be yourself for love)	YNJ13
14	October 19, 2016	蔡志忠 *Cai Zhizhong*	蔡志忠的自由世界 (Cai Zhizhong's free land)	CZZ14
15	October 27, 2016	周鸿祎 *Zhou Hongyi*	互联网的江湖情仇录 (Love and hatred in the world of internet)	ZHY15
16	October 28, 2016	周鸿祎 *Zhou Hongyi*	坚守理想的十年创士记 (The story of growing up as a soldier in the persistence of dream)	ZHY16

Table 5.1 the fifty interviews selected from *Date with Luyu* (continued)

No.	Date	Guest	Title	Coding
17	November, 2, 2016	郑荣, 刘江，蓝天野, *Zheng Rong, Liu Jiang, Lan Tianye*	老戏骨的艺术人生 (The art life of brilliant actors and actresses)	ZR17
18	November, 8, 2016	朱明瑛，成方圆，郑绪岚 *Zhu Mingying, Cheng Fangyuan, Zheng Xulan*	"东方"之声 (The voice of the Oriental)	ZMY18
19	November 16, 2016	许戈辉，窦文涛，李辉，吴小莉 *Xu Gehui, Dou Wentao, Li Hui, Wu Xiaoli*	凤凰情缘 (The fate with Phoenix)	XGH19
20	November 17, 2016	李安 *Li An*	"安"与"不安" (―Calm" and ―uncalm")	LiAn20
21	November, 18, 2016	李安 *Li An*	电影就是我的反抗 (Movie is my fight)	LiAn21
22	November 22, 2016	徐涛,刘江,于丹，濮存昕，陈建斌, *Xu Tao, Liu Jiang, Yu Dan, Pu Cunxin, Chen Jianbin*	诗意人生 (Poetic life)	PCX22
23	November 23, 2016	韩庚，吴尊，明道, *Han Geng, Wu Zun, Ming Dao*	偶像背后的故事 (The stories behind idols)	MD23
24	November 24, 2016	许巍 *Xu Wei*	曾经苍老现在风华正茂 (It was old before but it is now in the prime)	XW24
25	November 25, 2016	许巍 *Xu Wei*	依旧爱如少年 (Still love as a teenager)	XW25
26	November 29, 2016	杨紫琼 *Yang Ziqiong*	打出来的快意人生 (The joyful life from action movies)	YZQ26
27	November, 30, 2016	郑晓龙，赵宝刚，胡枚, *Zheng Xiaolong, Zhao Baogang, Hu Mei*	金牌导演的电视剧之路 (The path of TV series of the top directors)	ZBG27

Table 5.1 the fifty interviews selected from *Date with Luyu* (continued)

No.	Date	Guest	Title	Coding
28	December 1, 2016	才旦卓玛，克里木，德德玛， *Cai Dan Zhuoma,* *Ke Li Mu,* *De De Ma*	民族之声 (The voice of the nation)	DDM28
29	December 6, 2016	菜子青，陶燕，阙建宇，赖有姬，阙忠光，何不凡，郭梅玲， *Ye Ziqing,* *Tao Yan,* *Que Jianyu,* *Lai Youji,* *Que Zhongguang,* *He Bufan,* *Guo Mieling*	天才儿童的别样成长故事 (Special stories of young genius)	HBF29
30	December 7, 2016	任伯儒，柏邦妮，崔永平， *Ren Boru,* *Bo Bangni,* *Cui Yongping*	逃离北上广 (Escape from Beijing, Shanghai and Guangzhou)	BBN30
31	December 15, 2016	叶童 *Ye Tong*	我不是许仙 (I am not Xu Xian)	YT31
32	December 16, 2016	叶童 *Ye Tong*	云淡风轻 (Light clouds and gentle breeze)	YT32
33	December 20, 2016	吕中，焦晃，归亚蕾， *Lv Zhong,* *Jiao Huang,* *Gui Yalei*	戏比天大 (The play is bigger than the sky)	LZ33
34	December 21, 2016	吴起，闫福兴， *Wu Qi,* *Yan Fuxing*	宠物情缘 (The fate with pets)	YFX34
35	December 22, 2016	王熙涵，高静，宁舒婷， *Wang Xuhan,* *Gao Jing,* *Ning Shuting*	都市大女寻爱记 (Stories of love-seeking from the aged city girls)	NST35
36	December 23, 2016	祁连景，许宝蘅，任志明， *Qi Lianjing,* *Xu Baoheng,* *Ren Zhiming*	空巢老人 (Empty nester)	RZM36

Table 5.1 the fifty interviews selected from *Date with Luyu* (continued)

No.	Date	Guest	Title	Coding
37	December, 27, 2016	林志炫 *Lin Zhixuan*	深情歌者的冷暖故事 （Affectionate singers' cold and warm stories）	LZX37
38	December 28, 2016	冯远征，丁志诚，王刚，吴刚，高冬平， *Feng Yuanzheng, Ding Zhicheng, Wang Gang, Wu Gang, Gao Dongping*	北京人艺：老友记 (Beijing People's Art Theater: friends)	FYZ38
39	December 29, 2016	马佳佳，春妍，崔金，冯莹，海斌， *Ma Jiajia, Chun Yan, Cui Jin, Feng Ying, Hai Bin*	我是90后 (I am the 1990s)	MJJ39
40	January 12, 2017	席慕蓉 *Xi Murong*	思乡如诗岁月如画 (Nostalgia as poetry, time as paintings)	XMR40
41	January 17, 2017	席慕蓉 *Xi Murong*	时光河流 (Time flow)	XMR41
42	January 26, 2017	席慕蓉 *Xi Murong*	绝世爱情 (Peerless love)	XMR42
43	February 22, 2017	关之琳 *Guan Zhilin*	本无岁月需回头 (No need to go back time)	GZL43
44	February, 28, 2017	关之琳 *Guan Zhilin*	美人正当年 (The gorgeous is just in her prime)	GZL44
45	March 1, 2017	关之琳 *Guan Zhilin*	女神生涯原是梦 (The life of the goddess turns out to be a dream)	GZL45
46	March 8, 2017	郎朗 *Lang Lang*	游弋黑白的快意人生 (A joyful life of cruising in the dark and the bright)	Lang46
47	March, 7, 2017	郎朗 *Lang Lang*	我也有被骂到绝望的时候 (I also have the time when I was scolded to be desperated)	Lang47
48	March, 9, 2017	郎朗 *Lang Lang*	爱乐男孩 (Music-loving boy in Philharmonic)	Lang48
49	March, 15, 2017	张晓刚，毛旭辉，叶永青， *Zhang Xiaogang, Mao Xuhui, Ye Yongqing*	荷尔蒙：年少轻狂 (Hormone: Young and restless)	ZXG49
50	March, 16, 2017	张晓刚，毛旭辉，叶永青， *Zhang Xiaogang, Mao Xuhui, Ye Yongqing*	荷尔蒙：大师的时代 (Hormone: The master's time)	ZXG50

The fifty interviews have been arranged chronologically and in numeral sequence. The fifty intervies were coded with initials of a guest's name and the number. For example, MKK30 is the thirtieth interview with one of the four guests Mao Kankan.

5.2.2 Data Transcription

Talking data of fifty interviews has all been transcribed for the preparation of quantitative and qualitative studies. Halliday (1989) emphasized that it is impossible to transcribe each detail in written form and some unrelated features can be left out. Since the current study focuses on the sentence structures, extralinguistic features, such as hesitations, coughs and sneezes, laughter, etc. (Du Bois et.al, 1993; Halliday, 1970; Kuckartz, 2014;) were not transcribed. Following the suggestion that transcribers can ―use‖ or develop a transcription system" (Dornyei, 2007, p. 248) for their own study, the current study has borrowed and revised some notations from the Jefferson Notation System (1984), which is shown in Table 5.2 below.

Table 5.2 notations borrowed and revised from
the Jefferson Notation System (1984)

Notation	Meaning
=	Indicating continuation between wrong utterances and corrected utterances
…	Indicating incompletion of a sentence
[ ]	Indicating simultaneous utterances
( )	Indicating what the utter is doing in the conversation, such as singing, imitating, etc.

According to the Jefferson Notation System (1984), the equal sign "=" indicates the break and subsequent continuation of a single utterance. Unlike written text, there will be mistakes, hesitations and silence in spontaneous talks (Halliday, 1989). The

equal sign "=" in the current study will be used as a continuation between the wrong words and corrected words uttered by the speaker. The usage of the equal sign "=" is interpreted with the following example.

Example 1
你是不能够写太多的内容 =在博客上写太多的东西了
Ni shi bu neng gou xie tai duo de nei rong =zai bo ke shang xie tai duo de dong xi le
You　be　cannot　write　too many　contents =on the blog　write　too many　things
　(You cannot write too many things on the blog)　　　(HH3-1098)

It can be seen that after the utter said "*ni shi bu neng gou xie tai duo de nei rong* (you cannot write too many contents)", the utter realized he said it wrong and immediately uttered the correct one after the wrong utterance. Since the wrong utterance was uttered, the only correction the utter could do is to go on uttering what he/she intended to utter right after the wrong utterance. The equal sign is used right after the wrong utterance to indicate the correct one is going to follow. In clause HH3-1098 in Example 1, the correct utterance is "*zai bo ke shang xie tai duo de dong xi le* (on the blog write too many things)". What the speaker actually attempted to say is shown below.

Example 2
你是不能够在博客上写太多的东西了
Ni　shi　bu-neng　　zai　boke　　shang　xie　　tai　duode　　dongxi　le
You　be　cannot　　　on　blog　　on　　　write　too　many　　things　Particles
　(You cannot write too many things on the blog)　　　　(HH3-1098)

In the analysis, only the construction like in Example 2 but not in Example 1 is taken into consideration.

In Jefferson Notation System (1984), the sign "::" indicates a sound is prolonged. The sign "…" is used in the transcription of the current study to indicate an incomplete utterance. The usage of the sign "…" is shown in the following example.

Example 3

晓攀呢那会儿天天忙到 ...

Xiao Pan   ne   nahuier   tiantian   mang   dao…

Xiao Pan   Particle   at that time   everyday   busy   until…

(Back then everyday Xiao Pan was busy until…)   (XHBF4-923)

Clause XHBF4-923 in Example 3 shows an incomplete sentence after the transcription. Uncompleted utterances have been transcribed in the running data but are not counted and analyzed.

Utterances simultaneously uttered by two speakers are put into brackets. The sets of brackets agree with the number of speakers and each set of brackets indicates one speaker's utterance. This is shown in the following example.

Example 4

ZY: *我说 "以后你下了班以后不管你是出去玩也好，[你玩到几点也好]"*

   I said: ―later after you get off work, no matter what you are going to do, such as hanging out with your friends or[no matter how late you are going back home."]   (YY7-306-307)

LY: [*你得告诉我一声*]

   [You have to inform me.]   (YY7-308)

Brackets used in clause YY7-307 and clause YY7-308 in Example 4 show that the two utterances were uttered simultaneously in the conversations.

Some guests may perform a talent show during the talk, such as singing or action. Then the word ―sig" or "act" are put into brackets to show what the guests did in the interviews. This is illustrated with the following example.

Example 5

唱了个=当时我唱了一个《牡丹汗》，（sing）

Chang   le   ge=   dangshi   wo   chang   le   yi   ge   Mudanjiang

Sing   ASP   MEAS= at that time I   sing   ASP one   MEAS Mudanjinag

(At that time, I was singing Mudanjiang)   (DDM28-374)

The transcript shows that after the guest KLM said what he sang at that time, the guest KLM was immediately singing in the talk show. The sign ―(sing)‖ is used in clause DDM28-74 in Example 5 to indicate the singing.

Only the spontaneous conversations between the host and the guest were transcribed and analyzed in the current study. Off-stage background information and guests' talent shows were not transcribed and are excluded from the current study. A piece of transcript is presented below to show what the raw data look like in the current study.

Table 5.3 a piece of transcripts for the current study (DDM28)

Utter	Transcribed Utterance
LY	我们想象藏族那的朋友都是=每个人都是能歌善舞的，是不是?
CDZM	对
LY	那您从小就是能唱歌?
CDZM	从小喜欢唱歌。
LY	您还记得您从几岁就开始唱歌吗?
CDZM	唱歌吧，我们要在西藏，我们经常就劳动的时候，放羊啊，割草啊，还有割麦子呀什么，这个时候大家都喜欢唱歌。有的时候一面劳动一面唱歌，也是这个时候啊，反正自己也跟着大人吧跟他们一起就哼就跟他们一起在唱。
LY	我们在想啊不管多大的歌唱家，他都有第一次上舞台唱歌的那个经历。

The raw data include the utter, which is represented by the initials of the utter. The utterance was transcribed next beside the utter.

5.3 Notions of Sentence and Clause

The necessity for the discussion of the notion of sentence and clause is from the English-Chinese translation that 句子 *(juzi)* in Mandarin can broadly be refer to sentence and clause in English. It is also a cover term in Mandarin for simple clause

and complex clause in SFL terms. To generate accurate quantitative evidence for the current study, the notions of sentence, clause, and 句子 *(juzi)* are distinguished. The following is the notion of sentence introduced by Chao (2004, p. 83):

> Sentences may be classified, form the point of view of structure, into full and minor sentences. A full sentence consists of two parts, a subject and a predicate, and is the commonest type in connected discourse. It is in this sense the favorite sentence type in Chinese, as it is in many other languages. A minor sentence is not in the subject-predicate form. […] Most minor sentences are either verbal expressions or nominal expressions.

The term full sentence in the quote from Chao (2004) above refers to a simple clause the structure of which is Subject + Predicate.

The notion of complex clause given by Chao (2004, p. 127) is as follows:

> two or more sentences may come into close combination to form a composite sentence. A composite sentence may be compound or complex according as the component sentences are in coordinate or noncoordinate relation.

A composite sentence in Chao (2004) is a complex clause in SFL terms. Based on the logico-semantic relation, a compound sentence in Chao's (2004) notion is a paratactic complex clause in SFL terms. A complex sentence in Chao's (2004) notion is a hypotactic complex clause in SFL terms.

Halliday (1956, p. 182) in his study on Chinese defined

> sentence is the name given to the largest unit about which grammatical statements are to be made. […] A sentence then consists either of one free clause or of a free clause preceded by many number (in the description of a text this number would be finite) of clauses, free or subordinate; furthermore any clause, free or subordinate, may have a subordinate clause internal to it.

Halliday (1956) maintained that a Chinese sentence can consist of only one clause. This clause is a free clause as it has no logical-dependent relation with any other clauses. In this sense, a sentence can refer to either clause simplex or clause complex in Mandarin. In other words, a sentence can be a paratactic complex clause which comprises a free clause and any number of other free clauses or a sentence can be a hypotactic complex clause which involves a free clause and any number of subordinate clauses.

The definition of clause in Mandarin provided by Halliday and McDonald (2004, p. 313) is presented below:

> The functional demesne of the clause in Chinese is very similar to that in English. It can be defined as the locus of the mapping of the experiential, interpersonal and textual stands of meaning on to one another; the principal systems involved are those of TRANSITIVITY, MOOD, and THEME…

Similar to English clauses, a Chinese clause has the experiential structure, the interpersonal structure and the textual structure. In Chao's term, a simple sentence, namely a simple clause, consists of Subject and Predicate as discussed above.

The term Topic-Comment sentence (TCS for short) has been and will be frequently used in the entire thesis. As discussed in Chapters 1 and 3, no reported study has addressed whether TCS is a simple clause or a complex clause in Mandarin. But based on previous studies (Lapolla, 1993, 1995, 2009; Shi 1998, 2000a; Huang & Ting, 2006) and Li and Thompson's (1976, 1981) studies, TCS refers to a simple free full clause.

Following the tradition of SFL (Fang et al., 1995; Halliday & McDonald, 2004), the clause structure in the current study is also multifuntionally viewed, namely, clause as message; clause as exchange and clause as representation. Thus, in quantifying and

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analyzing, only full clauses will be taken into consideration in the current study.   In order to maintain the consistency in term usage, the term of major clause in SFL is used in the current study instead of full clause.

According to the examples used by previous studies, the term sentence in TCS consists of a major free clause which is the locus that the three lines of meaning in SFL are mapped onto. During analysis in the current study, the term clause will be used, which refers to a major clause. It can be either free or subordinate. In referring a composite sentence in Chao's (2004) term or a sentence consisting of a free clause followed by any number of free or subordinate clauses in Halliday's (1959) term, the term complex clause will be used in the current study together with modification of hypotactic or paratactic for indicating the logico-dependency relationship. In order to distinguish the counterpart of sentence and clause in the Chinese translation, Lv (1984) and Tsao (2005) refer to sentence in English as 句子 *(juzi)*" and respectively to clause as 子句（*zi ju*）" (Tsao, 2005) or 小句 *(xiao ju)*" (Lv, 1984).

5.4 Research Design

The current study comprises of sub-quantitative and sub-qualitative studies. The decisions made for the sub-quantitative study are introduced below followed by the illustration of the qualitative analysis of TCS selected from the data of the current study.

5.4.1 Decisions for the quantification

Both simple clauses and complex clauses in the data of the current study are analyzed and counted in order to generate the numbers for the percentage of the

constructions used as evidence to show that Mandarin is a TP language. The procedures

of quantification are shown with the data borrowed from the current study in Table 5.4

below.

Table 5.4 a piece of conversation extracted from the data of the current study (DDM28)

Utter	No.	Transcribed Utterance	Process	Logico-Semantic relation	Other Features
LY	1	*我们想象* We imagine that	me	projection	i
	2	*藏族那的朋友都是=每个人都是能歌善舞的,是不是?* Tibetans, each people is good at singing and dancing, is he?	r		
CDZM	3	*对* right			
LY	4	*那您从小就是能唱歌?* Well you could sing since your childhood?	b	s	
CDZM	5	*从小喜欢唱歌。* I liked singing since my childhood.	b	s	
LY	6	*您还记得* Do you still remember	me	projection	i
	7	*您从几岁就开始唱歌吗?* When you started to sing?	b		
CDZM	8	*唱歌吧,* Well I sang	b	p	
	9	*我们要在西藏,* We were in Tibet,	r	extension	
	10	*我们经常就劳动的时候，放羊啊，* While we were working, we herded the sheep,	ma		
	11	*割草啊,* cut grass,	ma		
	12	*还有割麦子呀什么,* and reaped wheat, etc	ma		

Utter	No.	Transcribed Utterance	Process	Logico-Semantic relation	Other Features
	13	这个时候大家都喜欢唱歌。 During this moment, people would love singing	b		
CDZM	14	有的时候一面劳动, Sometimes as we were working	b	p	
	15	一面唱歌, We were singing	b	extension	
CDZM	16	也是这个时候啊, Just at this moment,	e		
	17	反正自己也跟着大人吧跟他们一起就哼, Anyway I also sang along with them.	b		
	18	就跟他们一起在唱. Well just sang along with them	b		
LY	19	我们在想啊, We are wondering	me	projection	i
	20	不管多大的歌唱家，他都有第一次上舞台唱歌的那个经历。 Regardless of how famous this singer is, he must have the first experience of singing on a stage.	r		

As shown in Table 5.4 above, the first column shows the initials of utters'. The

second column is the number of each clause to facilitate reference. The third column

contains clauses from the transcription. Each clause is referred to in a way that the

coding of the interview plus hyphen and the number of the clause is given. For example,

DDM28-18 refers to the eighteenth clause in the DDM28 interview, which is ―就跟他

们一起唱 (*jiu gen tamen yiqi chang*)". The fourth column is the identification of

process types, which is for the quantification of simple and complex clauses. In

identifying process types, "m" refers to the material process; "me" refers to the mental

process; "r" refers to the relational process; "v" refers to the verbal process; "e" refers to

the existential process and "b" refers to the behavioural process. The fifth column is the

logico-semantic analysis. According to SFL, a logico-semantic relation in a complex

clause involves expansion and projection. In identifying expansion, "h" and "p" which

refer to hypotactic and paratactic clauses are used to indicate the dependency relations

of clauses. The dependence relations in verbal and mental processes are labelled as "i"

or "d" in the sixth column. The letter "i" represents indirect reports and "d" represents

direct quotes. The letter "s" representing simple is filled into the fifth column.

After the complete analysis is done, the number of simple clauses and complex

clauses can be generated and reported. Regarding Table 5.4 above, for example, there

are two simple clauses and five complex clauses. Three out of the five complex clauses

are expanded in the way of projection and two out of the five in expansion, which are

paratactic clauses in the extension type.

Thompson (2014, p. 187) pointed out that coordination causes hardly resolved

difficulties in spoken discourse as coordinating conjunctions are "at all the points where

a division could be made". This is, however, better treated as a distinctive feature of the

spoken discourse because

> the speaker chooses to signal the continuity of what she is saying
> rather than to divide it into explicitly marked separate chunks.
> (Thompson, 2014, p. 187)

Utterances in coordinating relationship in the interviews that are chosen as the data

of the current study are transcribed as clause complex other than the the separate clause

simplex and counted as ONE sentence comprising a certain number of coordinating

clauses. Since there are several clauses in the same sentence, the number of process types will be more than ONE. In Table 5.4, for example, there are three mental clauses, three relational clauses, nine behavioural clauses, one existential clause and three material clauses. The total number of clauses is nineteen, whereas the sentence number, including clause simplex and clause complex, is seven.

There could be layers of dependency in a complex clause, such as in the following example:

Example 6
比如说有一个男生
riru   shuo   you   yi   ge   nansheng
For example   say   exist   one   MEAS   boy
(For example, there was a boy)   (GZL43-183)
α1
//比我小
bi   wo   xiao
Than   me   young
(He was younger than me)   (GZL43-184)
α+2
//其实小两年
Qishi   xiao   liang   nian
Acutually   young   two   year
(Actually he was two years younger than me)   (GZL43-185)
α+3
/但是他们可以夸张
Danshi   tamen   keyi   kuazhang
But   they   could   exaggerate
(But they could exaggerated)   (GZL43-186)
+βα
/我比他大八年
Wo   bi   ta   da   ba   nian
I   than   him   old   eight   year
I was eight years older than him   (GZL43-187)
+β—β

In counting the number of paratactic and hypotactic clauses, only the first layer of dependency is taken into account. In terms of Example 6 above, the first layer of

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dependency shows that this is ONE complex hypotactic clause. Hence, only the first layer's dependency relation is labelled in the fifth column, which is the label of ―h".

Conjunction is regarded as the marker of complex clauses. But if there is no logical relationship between the two sentences, the two sentences will not be counted as a complex clause but as two simple clauses even if a conjunction is used. This point is shown with the example in Table 5.5 below.

Table 5.5 a piece of transcribed conversation to show that conjunction does not denote logical relationship in spontaneous conversations (LiAn20)

Utter	No.	Transcribed utterance	Process	Logico-semantic relation
LY	142	那比如说,比如说,你妈妈对你说的那句话：不如将来你拍一部特别好看的外国片。 Well such as the words your mom said to you: how about you shoot a very awesome move in the future.	ma	s
LY	143	那个场景那个画面是什么样子的? What is it like, that moment, that picture?	r	s
LiAn	144	那是在家里面。 It was at home.	r	s
LiAn	145	因为那时候国片跟西洋片的水准是差了很多。 Because the quality of local movies was a lot worse than the western movies.	r	s
LiAn	146	我们家是两个都看, It was the situation that my family watched both,	r	h
	147	可是西片看得多。 but we watched the western movies a lot.	r	extension

In clause LiAn20-145, even though the conjunction ―因为 *(yinwei)* (because)" is used, there is no logical cause and effect relation between either clause LiAn20-144 and clause LiAn20-145 or between clause LiAn20-145 and clause LiAn20-146. Therefore, clause LiAn20-145 is counted as a simple clause. Clause LiAn20-146 and clause LiAn20-147 is a hypotactic complex clause in the extension type.

The data of the current study shows that the direct quote can stand alone without the projecting clause. However, this direct quote is still counted as ONE complex clause of the paratactic relationship. This point is shown in the example in Table 5.6 below and Table 5.7 below.

Table 5.6 a piece of raw data extracted from the data of the current study (ZR17)

Utter	Transcribed utterance
ZR	*后来说每班里头都要演戏，每年演两次同乐会。* Later, teachers said that each class was supposed to perform. And each class was supposed to perform twice in parties.
ZR	*"你来演个话剧吧，听你说话还是北京话"* ~~Y~~ou should perform a modern drama. I heard your speaking. You speak Beijing dialect"

Table 5.7 the analysis on the raw data in Table 5.6 above (ZR17)

Utter	No.	Transcribed utterance	Process	Logico-semantic relation	Other features
ZR	126	*后来说* Later, teachers said	v	projection	i
	127	*每班里头都要演戏，* each class was supposed to perform.	b		
	128	*每年演两次同乐会。* And each class was supposed to perform twice in parties.	ma		
ZR	129	*"你来演个话剧吧，* You should perform a modern drama.	ma	projection	d
	130	*听你说话* I heard your speaking.	me		
	131	*还是北京话"* You speak Beijing dialect	r		

Clauses ZR17-129-131 in Table 5.7 are projected paratactic quotes. Based on the

context, it can be understood that ZR's teacher said ―you can play this opera. From your accent, you speak the northern dialect." Clauses ZR17-129-131 are counted as ONE complex paratactic clause. Additionally, there are three types of processes in clauses ZR17-129-131, which are realized by Vgs ―来演 *(lai-yan)* (come-play)", ―听 *(ting)* (hear)" and ―是 *(shi)* (be)" respectively. These three projected clauses from ZR17-129 -131 are in a paratactic relation. Based on the first layer of dependency relationship, the label ―projection" is filled into the logico-semantic relation column. Hence, in this text in Table 5.7, there are two complex clauses which are expanded in the type of projection. In terms of clauses, there are one verbal clause, one mental clause, two material clauses, one behavioural clause and one relational clause.

Following the procedures and decisions introduced above, the number of clauses, simple sentences and complex sentences of each interview selected for the current study has been generated and reported in Table 5.8 below.

Table 5.8 the quantification of clauses of the fifty interviews

Interviews	clause	simple sentence	complex sentence
HG1	844	201	226
ZXQ2	353	107	82
HH3	1037	283	266
XHBF4	882	238	212
DD5	706	253	164
LL6	557	181	129
YY7	571	145	142
ZYQ8	749	172	180
LYC9	459	127	118
WZ10	482	121	131
FBB11	665	144	176
MKK12	795	196	196
YNJ13	893	90	235
CZZ14	829	190	205
ZHY15	921	321	192

Table 5.8 the quantification of clauses of the fifty interviews (continued)

Interviews	clause	simple sentence	complex sentence
ZHY16	721	188	154
ZR17	591	160	141
ZMY18	888	141	185
XGH19	801	291	169
LiAn20	610	137	160
LiAn21	586	104	165
PCX22	329	102	79
MD23	629	146	146
XW24	1000	177	249
XW25	994	282	257
YZQ26	658	188	156
ZBG27	818	272	190
DDM28	750	181	211
HBF29	503	224	100
BBN30	914	215	224
YT31	686	187	171
YT32	734	125	181
LZ33	629	168	151
YFX34	618	213	149
NST35	713	218	182
RZM36	722	351	143
LZX37	603	124	156
FYZ38	1008	336	266
MJJ39	909	158	194
XMR40	516	122	116
XMR41	564	74	129
XMR42	693	115	180
GZL43	709	165	178
GZL44	486	84	121
GZL45	690	128	176
Lang46	388	97	91
Lang47	565	130	143
Lang48	501	151	127
ZXG49	594	96	159
ZXG50	595	149	152
Total	**34,458**	**8,768**	**8,405**

As shown in Table 5.8 above, the total number of clauses is 34,458 and the total

number of both simple and complex sentences is 17,173. After the quantification of the

clauses and sentences is completed, TCS will be identified based on the definitions and

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decriptions provided in Chapter 1. As discussed in Chapter 2, Chinese clauses could undergo ellipsis. For example, the sentence-initial position Ng in the Ng + Vg construction may be left out in conversations. In this situation, the clause which has undergone ellipsis will still be taken into consideration.

5.4.3 Descriptions of the Three Sub-Qualitative Studies

To answer the three research questions, three qualitative sub-studies are considered in the current study. These three sub-studies are broadly related to four types of constructions as introduced in Chapters 1 and 3. Research question 1 focuses on finding out whether there is Topic as a syntactic category in the Ng + Vg, and Ng + Ng + Vg with or without ―dou (all)" construction (Chapter 6). Out of 34,458 clauses generated from 50 transcribed data, the total number of the Ng + Vg construction, and the Ng + Ng + Vg with or without ―dou (all)" construction is 497. One example was taken from these 497 clauses as representative to show the analysis conducted by the current study.

Example 7
作文失误
Zuowen   shiwu
Essay-writing   fail
(Essay-writing failed)   (HH3-79)

Table 5.9 the analysis of clause HH3-79

Romanized	*zuowen*	*shiwu*
Transitive	Actor	Material process
Ergative	Medium	Material process
Interpersonal	Subject	Predicator
Textual	Topical Theme	Rheme

Following Matthiessen‘s (2004) suggestion that the structure of each clause should be examined in the experiential, interpersonal and textual zones respectively, the

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functional role of each element of each construction related to research question 1 is examined in the three zones. The analysis of clause HH3-79 (Table 5.9) shows that the sentence-initial position Ng functions as Actor and Medium in the experiential meaning, Subject in the interpersonal meaning and Topical Theme in the textual meaning. The sentence-initial position Ng in the Ng + Vg construction like in Example 7 can be labelled as Topic only when Topic is taken as a non-syntactic category. But if so, the typological view on Mandarin, as Li and Thompson (1976, 1981) have claimed, would not exist in the first place (c.f. Her, 1991).

The detailed analysis of the Ng + Vg construction and the Ng + Ng + Vg with or without "dou" construction is reported in Chapter 6.

Research question 2 seeks to find out the pragmatic factors which cause Objects to be pre-posed in Mandarin. If an Object is pre-posed due to pragmatic factors, it means that this temporary word-order change will not affect the syntactic role of the sentence-initial position Ng in OPS. In this case, the sentence-intial position Ng in OPS is still Object but not main Topic or Topic as syntactic category. If the sentence-initial position Ng in OPS is not Topic, OPS cannot be used as evidence to support the typological view on Mandarin proposed by Li and Thompson (1976, 1981).

Out of 34,458 clauses in total, 256 OPS have been identified. One example was taken from these 256 OPS as representative to show the analysis conducted by the current study.

Example 8
LY: *一般女孩儿，很年轻的女孩儿，＜当然男孩儿也这样＞，喜欢追明星啊，偶像啊。你喜欢什么呢？你喜欢什么明星呢？*

    (Normally, girls, young girls, of course including boys, like pursuing starts, idols. What do you like? You like any stars?)   (ZXQ2-369-372)

ZXQ：*好像这些东西我都没想过以前。*

Hoaxing	*zhexie*	*dongxi*	*wo*	*dou*	*mei*	*xiang*	*guo*	*Yiqian*
Seemingly	these	thing	I	even	NEG	think	ASP	before

(Seemingly these things I haven't even thought about before/ It seemed that I haven't thought about these things before.)   (ZXQ2-373)

Table 5.10 the analysis of clause ZXQ2-373

Romanized	*haoxiang*	*zhexie*	*dongxi*	*wo*	*dou*	*mei*	*xiang*	*guo*	*yiqian*
Transitivity		Phenomenon		Senser			Mental Process		Time
Interpersonal	Adjunct	Complement		Subject	Adjunct	NEG	Predicator	ASP	Adjunct
Theme-Rheme	Interpersonal Theme	Topical Theme		Rheme					

The text in Example 8 above shows that the host LY has listed several things that young people like doing. Then the host asked the guest ZXQ whether she has these hobbies. In order to realize theme progression, the Ng "这些东西 *(zhexie dongxi)* (these things)" is chosen as the departure of the clause ZXQ2-373 to summarize all of the things listed by the host. Hence, instead of being placed after Vg "想 *(xiang)* (think)", the Object realized by "这些东西 *(zhexie dongxi)* (these things)" is pre-posed. In other words, due to the pragamatic factor of realizing thematic progression, the Object is pre-posed temporarily to fulfill the communicative needs in this context. This temporary word-order change does not affect the syntactic role of the sentence-intiial position Ng in OPS, which is Object or Complement in SFL terms. It is Phenomenon in the experiential meaning and a highly marked Topical Theme in the textual meaning. As the sentence-initial position Ng functions as Object, it is not Topic as a syntactic category or syntactically independent. It can be analyzed as Topic only when Topic is a non-syntactic category. But if so, the typological view on Mandarin would not eixst in the first place (c.f. Her, 1991).

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The detailed discussion of the pragmatic factors which cause Object to be pre-posed in Mandarin explored by the current study is reported in chapter 7.

Research question 3 aims for finding out the formation of CSTCS in discourse. For example, due to the ellipsis of Process realized by Vgs in discourse, CSTCS can be formed, such as in the following example:

Example 9

ZHY: *原来想**练**瑜伽。*

    Yuanlai   *xiang*   *lian*   *yujia*

    Originally   want   practice   yoga

    (Originally, I wanted to practice yoga.)   (ZHY15-144)

LY：*这好奇怪,*

  (This is weird.)   (ZHY15-145)

瑜伽*, 为什么需要把杆呢?*

Yujia   *weishenme*   *xuyao*   *bagan*   *ne*

Yoga   why   need   barre   Particle

(Yoga, why do you need a barre?)   (ZHY15-146-147)

Table 5.11 the analysis of clause ZHY15-146-147

Romanized	*yujia*	*weishenme*	*xuyao*	*bagan*	*ne*
Transitivity	Scope	Reason	Mental Process	Phenomenon	
Interpersonal	Complement	Adjunct	Predicator	Complement	Particle
Theme-Rheme	Topical Theme	Rheme			
Taxis	1	+2			

In the text given above, it can be seen that the Predicator in clause ZHY15-144 is realized by the Vg 练 *(lian)* (practice)". In the flow of conversation, the same Vg is left out in clauses ZHY15-146-147 (Table 5.11), which gives clauses ZHY15-146-147 (Table 5.11) the form of CSTCS where an Ng is at the sentence-initial position followed by a fully-fledged clause. The analysis of Example 9 shows that one type of formation of CSTCS is due to the ellipsis of Process realized by Vgs in discourse. In this case, the sentence-initial position Ng in CSTCS like in clause ZHY15-146-147 (Table 5.11)

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cannot be regarded as dangling Topic or syntactically independent as it is a Participant in a clause where the Process is left out. The sentence-initial position Ng is not Topic as a syntactic category either. It can be analyzed as Topic only when Topic is a non-syntactic category. But if so, the Topic vs Subject prominence syntactic typology would not exist in the first place (c.f. Her, 1991).

Out of 34,458 clauses in total, 204 CSTCS have been identified. Example 9 is taken from the 204 CSTCS as representative to show the analysis conducted by the current study. The detailed analysis of CSTCS is reported in Chapter 8.

5.5 Conclusion

The current chapter has introduced the transcription of the fifty interviews selected as the data for the current study. Notions of sentence and clause have been distinguished in order to facilitate the analysis of the current study. Each decision made for the quantitative study has been demonstrated and justified with examples. The qualitative analysis related to the three research questions have been briefly illustrated with examples. Detailed analysis related to the three research questions is reported in Chapters 6 to 8.

CHAPTER 6: THE STUDY OF THE CONSTRUCTION NG + VG, NG + NG + VG WITH AND WITHOUT "*DOU*"

6.1 Introduction

As discussed in Chapter 3, the typological view on Mandarin was based on the claim of the insignificance of Subject and the significance of Topic in Mandarin (Li & Thompson, 1976, 1981). This Subject-Topic comparison led to the emergence of the notion and criteria of identifying Topic. Based on this notion and criteria of Topic, Topic-Comment analysis of Chinese clauses was conducted by Li and Thompson (1976, 1981), and Mandarin was classified as a TP language (Li & Thompson, 1976, 1981). These Chinese clauses are temporarily labelled as constructions with syntagm Ng + Vg, and Ng + Ng + Vg with or without ―*dou*", OPS and CSTCS in this thesis. The analysis of the construction Ng + Vg, and Ng + Ng + Vg with or without ―*dou*" is focused on in the current chapter. The analysis of OPS and CSTCS are reported in Chapters 7 and 8 respectively.

This chapter begins with a brief background on the analysis of the construction Ng + Vg, and Ng + Ng + Vg with or without ―*dou*" by Li and Thompson (1976, 1981). The quantitative findings from the study on these constructions are reported next followed by the qualitative analysis in order to assess the validity of the typological view on Mandarin claimed by Li and Thompson (1976, 1981).

6.2 Background

This background discussion first deals with the Ng + Vg construction. Li and Thompson (1976, 1981) argued that Subject is not as important as Topic in Mandarin because a clause in Mandarin can be without Subject but Topic is always present. As has been discussed in Chapter 3, sentence-initial position, definiteness, old information, and pause or pause particle are all the criteria introduced by Li and Thompson (1976, 1981) to identify Topic in Chinese clauses. However, these criteria do not seem to be of equal significance. The criteria of definiteness and old information are only regarded as tendency of Topic, while the criterion of pause or pause particle is only considered as a feature of Topic. Only the criterion of sentence-initial position was consistently used by Li and Thompson (1976, 1981) to identify Topic in Chinese clauses. This is the main argument that Li and Thompson used to claim that Mandarin is a TP language. This point can be seen from the following examples provided by Li and Thompson (1981):

Example 1

Nei	*ben*	*shu*	*chuban*	*le*	(syntagm Ng + Vg)
That	MEAS	book	publish	PFV/CRS	

(That book (someone) has published it.)   (Li & Thompson, 1981, p. 88)
Topic +Comment

Example 2

Fangzi	*zao*	*hao*	*le*	(syntagm Ng + Vg)
House	build	finish	PFV/CRS	

(The house, (someone) has finished building it.)   (Li & Thompson, 1981, p. 89)
Topic + Comment

Example 3

Yifu	*tang*	*wan*	*le*	(syntagm Ng + Vg)
Cloth	iron	finish	PFV/CRS	

(The clothing, (someone) has finished ironing it.)   (Li & Thompson, 1981, p. 89)
Topic+ Comment

Example 4

Fan	*zhu*	*jiao*	*le*	*yidian*	(syntagm Ng + Vg)
Rice	cook	burn	PFV	a:bit	

(The rice, (we) burned it a little bit.)   (Li & Thompson, 1981, p. 89)

Topic+ Comment

As can be seen from the examples above, regardless of whether the Ngs (in bold) are definite or old information, they were all analyzed as Topic as all the Ngs are at the sentence-initial position. Li and Thompson (1981) further claimed that the sentence-initial position Ngs in the Ng + Vg construction such as those in the examples above are only Topic and not Subject, the reason being that there is no ―doing" relationship between the sentence-initial position Ng and its following Vg (Li & Thompson, 1981, p. 89). This ―doing" relationship between the sentence-initial position Ng and its following Vg is a semantic interpretation which is at odds with Li and Thompson's (1976, 1981) claim that the typological view on Mandarin is based on careful syntactic analysis. In other words, the syntactic analysis on the Ng + Vg construction was done through the lens of semantic analysis by Li and Thompson (1976, 1981), and based on this semantic analysis, they did not consider the sentence-initial position Ng as Subject.

It is important to note that a clause can be interpreted semantically, syntactically and pragmatically. It is not problematic to conduct separate semantic, syntactic and pragmatic analysis of one construction, but it is problematic and inaccurate to carry out syntactic analysis by confusing with semantic analysis. According to Halliday and Matthiessen (2014), a clause has three linear structures mapped together at the same time. The three linear structures belong to the experiential, interpersonal and textual zones respectively and linear structural analysis of a clause in each of the three zones

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should be carried out independently. For example, an element may function as Goal in the experiential meaning. But this is not the basis to decide whether this same element is or is not Subject in the interpersonal meaning. Nor is this the reason to decide whether the same element is or is not Theme in the textual meaning.

Moving from the Ng + Vg construction to the Ng + Ng + Vg construction, largely hinging on the semantic relationship between the second Ng and its following Vg, Li and Thompson (1981) analyzed the second Ng in the construction with syntagm Ng + Ng + Vg without "dou" as Object which has been pre-posed, as illustrated in the following example:

Example 5
Wo   *shu*   *mai*   *le*   (syntagm Ng + Ng + Vg without "dou")
I   book   buy   PFV/CRS
(I bought the book)   (Li & Thompson, 1981, p. 21)
Subject/Topic   Object

Two issues cast some doubt on this analysis. First, it is not always the case that the second Ng in the construction with syntagm Ng + Ng + Vg can be placed after the Vg, such as the following example:

Example 6
你作文会失误啊
Ni   *zuowen*   *hui*   *shiwu*   *a*
You   essay   will   fail   Particle
(You failed on essay?)   (HH3-280)

But Li and Thompson (1976, 1981) appear to have selectively provided analysis of this particular construction in Example 5 as definitive evidence to show that Mandarin is a TP language. Second, the sentence-initial position Ng was analyzed as Subject and Topic. This dual label adds further confusion to the already inconsistent definition of

Topic by Li and Thompson (1976, 1981).

As discussed in Chapter 3, Topic has been variously and inconsistently defined by Li and Thompson (1976, 1981) as a syntactic notion, a non-syntactic notion and as being syntactically independent. This inconsistency of the definition of Topic has raised problems on the Topic-Comment analysis of the construction with syntagm Ng + Ng + Vg. For example, if Topic is a syntactic notion or if it is syntactically independent (i.e. the element labelled as Topic has no syntactic role), why is the sentence-initial position Ng both Subject and Topic in the construction at the same time? Conversely, if Topic is not a syntactic notion, it means that Li and Thompson (1981) have failed to provide syntactic analysis, despite the fact that syntactic analysis is the supposed basis for the typological view on Mandarin. In addition, if Topic is not a syntactic notion, the typological classifications on languages and the typological view on Mandarin would not exist in the first place (c.f. Her, 1991).

Similarly, with the construction Ng + Ng + Vg with ~dou~", Li and Thompson (1981) analyzed the second Ng as Object which has been pre-posed, appearing to have overlooked and neglected the adverb ~dou~" in the clause. Examples 7 and 8 illustrate this.

Example 7
Wo   *shui-dou*   *xihuan*   (syntagm Ng + Ng + Vg with ~dou~")
I   everyone   like
(I like everyone)   (Li & Thompson, 1981, p. 529)
Subject/Topic   Object

Example 8
Wo   *tian*   *de*   *dou bu   xihuan*   (syntagm Ng + Ng + Vg with ~dou~")
 I   sweet   NOM   all   not   like
(I don't like sweet things)   (Li & Thompson, 1981, p.162)
Subject/Topic   Object

Examples 7 and 8 seem to structurally resemble Examples 5 and 6. But the presence and absence of the adverb ―dou‖ in these examples as well as in Example 8 below indicates that these are in fact two different types of constructions. Li and Thompson (1981) appear to have misinterpreted these two different types of constructions as the same.

Similarly, the sentence-initial position Ngs (with the adverb ―dou‖) in Examples 7 and 8 were also analyzed as both Topic and Subject as was the sentence-initial Ng (without the adverb ―dou‖) in Example 6. Yet, the sentence-initial position Ng (with the adverb ―dou‖) in Example 9 below was analyzed as only Topic (similar to the analysis of Examples 1-4 which have no adverb ―dou‖).

Example 9

Tamen	*shei*	*dou*	*bu*	*lai*	(syntagm Ng + Ng + Vg with ―dou‖)
They	anyone	all	not	come	
(They (topic), none of them are coming)				(Li & Thompson, 1976, p. 481)	
Topic	Subject				

In addition, because of the misinterpretation of the adverb ―dou‖, the second Ng was either analyzed as Object, such as in Examples 7 and 8, or as Subject, such as in Example 9.

It can be seen that although Examples 7 to 9 are all the same construction with syntagm Ng + Ng + Vg with ―dou‖, the analysis differed and this was due to the semantic reason of the ―doing‖ relationship between the Ng and its following Vg.

To sum up, Li and Thompson (1976, 1981) claimed to provide Topic-Comment analysis of the constructions shown above in order to prove that Mandarin is a TP language. However, the Topic-Comment analysis of these TCS is inconsistent, inaccurate, controversial and confusing. To find out whether the typological view on

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Mandarin can be supported by the construction with syntagm Ng + Vg, Ng + Ng + Vg, Ng + Ng + Vg with ‒dou", these sentence structures need to be re-visited as the typological view on Mandarin is based on ‒a careful investigation of the syntactic structures of a language" (1976, p. 460).

Following the suggestion that the linear structure within a clause should be described in its interpersonal, textual and experiential zones (Matthiessen, 2004), the functional roles of the elements in all the constructions mentioned above will be examined accordingly in the three zones in this thesis. This approach will help to throw light on whether there is Topic or Comment in these constructions. Furthermore, the analysis provided by the current study will help assess whether the constructions listed above can support the typological view on Mandarin.

The occurrence and porition of the constructions focused on in this chapter is reported below.

6.3 The Occurrence and Portion the Constructions Focused on in This Chapter

As discussed in Chapter 5, the total number of clauses from the 50 transcribed data is 34,458. The total number of both simple sentences and complex sentences from the data of the current study is 17,173. The total number and the portion of the construction with syntagm Ng + Vg, Ng + Ng + Vg, and Ng + Ng + Vg with ‒dou" generated from the data of the current study is shown in the following table.

Table 6.1 the occurrence of each one of the three constructions and their portions

Construction with syntagm	Occurrence	portion (in 34,458 clauses)	portion (in 17,171 sentences)
Ng + Vg	325	0.94%	1.89%
Ng + Ng + Vg	35	0.1%	0.2%
Ng + Ng + Vg with "dou"	137	0.39%	0.79%
Total	**497**	**1.44%**	**2.89%**

By conducting the Topic-Comment analysis of the constructions with syntagm Ng + Vg, Ng + Ng + Vg, and Ng + Ng + Vg with "dou", the claim that Topic-Comment rather than Subject-Predicate is the basic structure of Chinese clauses was made. Based on that, Mandarin was labelled as a TP language (Li & Thompson, 1976, 1981). These constructions focused on in this chapter are temporarily labelled as TCS.

As shown in Table 6.1, the occurrence of TCS is 497. It means that 33,961 are non-TCS in 34,458 clauses and 16,674 non-TCS in 17,171 sentences. The portion of TCS is 1.44% and 2.89% against 34.458 clauses and 17,171 sentences. It means the portion of non-TCS is more than 95% against 34.458 clauses and 17,171 sentences.

A typological view on a language should be made based on a large portion of that language. Nevertheless, the typological view on Mandarin as claimed by Li and Thompson (1976, 1981) was just based on such a small portion of TCS. So, according to the quantitative findings on the constructions focused on in the current chapter, the current study cannot support the typological view on Mandarin by taking the constructions with syntagm Ng + Vg, Ng + Ng + Vg, and Ng + Ng + Vg with "dou" as evidence by Li and Thompson (1976, 1981).

In addition to the quantitative analysis, the qualitative analysis of each of these constructions is reported in the following sections. The support of the qualitative analysis of these constructions will further help assess whether it is valid to classify

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Mandarin as a TP language.

6.4 The Analysis of the Construction with Syntagm Ng + Vg

As introduced in Chapter 1, the description of the construction with syntagm Ng + Vg is that the sentence-initial position Ng is not animate. The construction is also not in a passive voice. Out of the 34,458 clauses in the data of the current study, there are 325 clauses matching this description. The following clauses (shown in Tables 6.2-6.4 below) were extracted from these 325 clauses as the representatives of the analysis of the construction with syntagm Ng + Vg conducted by the current study.

Example 10

那个棺木怎么摆放

Na   ge   guanmu   zenme   bai-fang
That   MEAS   coffin   how   arrange-put
(How should that coffin put)   (MJJ39-339)

Table 6.2 the analysis of clause MJJ39-339

Romanized	*na*		*guanmu*	*zenme*	*baifang*
Transitive	Goal			Manner	Material process
Ergative	Medium			Manner	Material process
Interpersonal	Subject			Adjunct	Predicator
Textual	Topical Theme			Rheme	

Example 11

教科书乱写

Jiaokeshu   luan -xie
Textbook   messy-write/make up
(The textbook was made up)   (CZZ14-780)

Table 6.3 the analysis of clause CZZ14-780

Romanized	*jiaokeshu*	*luan*	*xie*
Transitive	Goal	Manner	Material process
Ergative	Medium	Manner	Material process
Interpersonal	Subject	Adjunct	Predicator
Textual	Topical Theme	Rheme	

Example 12

报纸乱写

Baozhi   *luan-xie*

Newspaper   messy-write/make up

(The newspaper was made up)   (CZZ14-781)

Table 6.4 the analysis of clause CZZ14-781

Romanized	*baozhi*	*luan*	*xie*
Transitive	Goal	Manner	Material process
Ergative	Medium	Manner	Material process
Interpersonal	Subject	Adjunct	Predicator
Textual	Topical Theme	Rheme	

Semantically, it is "*jiaokeshu* (text book)" and "*baozhi* (newspaper)" in Examples 11 and 12 (Tables 6.3 and 6.4) that are written. It is *"guanmu* (coffin)" in Example 10 (Tables 6.2) that is arranged. These sentence-initial position Ngs function as Goal in the transitive model. From the perspective of the ergative model, the Process "*xie* (write)" and "*baifang* (put)" in Examples 10 to 12 (Tables 6.2 to 6.4) have been actualized through the Medium realized by these Ngs. Both the functional role Goal and Medium are conflated onto Subject in the line of the interpersonal meaning. It is "*jiaokeshu* (text book)", "*baozhi* (newspaper)", and *"guanmu* (coffin)" that are predicated. It is these sentence-initial position Ngs that hold the subjecthood.

But it is not necessary that Goal and Subject are mapped onto the sentence-initial position Ng in the Ng + Vg construction. Actor and Subject could also map onto the same element at the sentence-initial position. This point is illustrated in the following examples (Tables 6.5-6.7) which are taken as the representative from the data of the current study to show the analysis.

Example 13

最后你的制造业也起不来了

Zuihou	*nide*	*zhizaoye*	*ye*	*qi-bu-lai*	*le*
In the end	your	manufacturing	either	up-NEG-come	Particle

(In the end, your manufacturing cannot develop either.)   (ZHY15-864)

Table 6.5 the analysis of clause ZMY15-864

Romanized	*zuihou*	*nide*	*zhizaoye*	*ye*	*qi-bu-lai*	*le*
Transitive		Actor			Material process	
Ergative		Medium			Material process	
Interpersonal	Adjunct	Subject		Adjunct	Predicator	Particle
Textual	Textual Theme	Topical Theme			Rheme	

Example 14

那个眼泪就自己掉下来了

Na	*ge*	*yanlei*	*jiu*	*ziji*	*diao-xia-lai*	*le*
That	MEAS	tear	then	self	drop-down-come	Particle

(The tear itself dropped down)   (XMR42-213)

Table 6.6 the analysis of clause XMR42-213

Romanized	*na*	*ge*	*yanlei*	*jiu*	*ziji*	*diao-xia-lai*	*le*
Transitive	Actor				Manner	Material process	
Ergative	Medium				Manner	Material process	
Interpersonal	Subject			Adjunct	Adjunct	Predicator	Particle
Textual	Topical Theme			Rheme			

Example 15

可是眼泪就自己一直流一直流

Keshi	*yanlei*	*jiu*	*ziji*	*yizhi*	*liu*	*yizhi*	*liu*
But	tear	just	self	constantly	flow	constantly	flow

(But the tear itself constantly flow and constantly flow)   (XMR42-264)

Table 6.7 the analysis of clause XMR42-264

Romanized	*keshi*	*yanlei*	*jiu*	*ziji*	*yizhi*	*liu*	*yizhi*	*liu*
Transitive		Actor		Manner		Material process		Material process
Ergative		Medium		Manner		Material process		Material process
Interpersonal	Conjunction	Subject	Adjunct	Adjunct	Adjunct	Predicator	Adjunct	Predicator
Textual	Textual Theme	Topical Theme	Rheme					

Semantically, the sentence-initial position Ngs "zhizaoye (manufacturing)" in Example 13 (Table 6.5), and "yanlei (tear)" in Examples 14 and 15 (Tables 6.6 and 6.7) perform an action. They are the Actor from the perspective of the transitive model. From the perspective of the ergative model, the Vgs "qi-bu-lai (cannot come up/develop)" and "liu (flow)" in Examples 13 to 15 are actualized through the Medium realized by these sentence-initial position Ngs without any external force. The Medium realized by these sentence-initial position Ngs and the Process realized by Vgs form the "nucleus" (Halliday & Matthiessen, 2014, p. 341). In the line of the interpersonal meaning, these sentence-initial position Ngs hold the subjecthood and are predicated.

Due to the semantic relation between the sentence-initial position Ng and the Vg in the Ng + Vg construcion, the sentence-initial position Ng could be either Actor or Goal. But the functional role identified in the line of the experiential meaning does not affect the functional role examined in the interpersonal meaning. In other words, in the Ng + Vg construction focused on in the current section, the sentence-initial position Ng could be Actor or Goal in the system of Transitivity. But the sentence-initial position Ng is what is predicated. It is the Subject. Similarly, the sentence-initial position Ng could be either Actor or Goal in the experiential meaning. It would not affect the sentence-initial position Ng being the Topical Theme if there is no other circumstantial element right in front of it.

The absence of "doing" relationship between the sentence-initial position Ng and the Vg in the Ng + Vg construction is a semantic interpretation. This semantic reason could only support that the sentence-initial position Ng in the Ng + Vg construction is either Actor or Goal. But the semantic reason cannot guide the syntactic analysis. To put

it another way, whether the sentence-initial position Ng in the Ng + Vg construction is Subject or not depends on whether it is predicated but does not depend on whether the sentence-initial position Ng is Actor or Goal. There is a tendency that Actor and Subject are mapped onto the same element. There is also a tendency that Goal and Subject are mapped onto the same element. To sum up, according to the analysis provided by the current study, the sentence structure of the construction with syntagm Ng + Vg is Subject + Predicate.

Because of the inconsistent notion of Topic introduced by Li and Thompson (1976, 1981), which has been discussed in Chapter 3, the current study needs to consider some possibilities. If Topic is not a syntactic notion, it is possible that the sentence-initial position Ng was analyzed as Topic and the remaining part is Comment. But first, the syntactic analysis of the Ng + Vg construction was not provided by Li and Thompson (1981). However, Li and Thompson (1976) emphasized that the typological view on Mandarin was based on careful syntactic analysis. The analysis provided by the current study just shows that the sentence-initial position Ng is Subject and the sentence structure of the Ng + Vg construction is Subject + Predicate. Second, if Topic is not a syntactic notion, the typological view on Mandarin would not exist in the first place. Her (1991) argued that as Subject is clearly a syntactic notion, Topic should also be a syntactic notion. Otherwise, the typological view on Mandarin would not exist as the typological view on Mandarin and the typological classifications on languages introduced by Li and Thompson (1976, 1981) were on the basis of the comparison between Topic and Subject.

If Topic was taken as a syntactic notion, the analysis demonstrated in the examples above shows that there is no Topic in the Ng + Vg construction. Thus the sentence structure of the Ng + Vg construction is Subject-Predicate and not Topic-Comment. Furthermore, the Ng + Vg construction cannot support the typological view that Mandarin is a TP language.

Topic in Mandarin was also regarded as syntactically independent (Li & Thompson, 1976). It means the sentence-initial position Ng in the Ng + Vg construction is a dangling Topic. Concurring with Shi (1998, 2000a), and Huang and Ting (2006), the analysis from the current study also suggests that there is no dangling Topic in the Ng + Vg construction. The sentence-initial position Ng is Subject. It is neither a dangling Topic nor an absolute Theme in SFL terms (Matthiessen, 1995). The typological view on Mandarin claimed by Li and Thompson (1976, 1981) by taking the Ng + Vg construction, therefore, cannot be supported by the current study.

The Ng + Vg construction is also the construction used to show that Subject is not as significant as Topic in Chinese clauses. The sentence-initial position Ng which was misinterpreted as Topic but not Subject is only based on there being no ―doing" relationship between the Ng and the Vg (Li &Thompson, 1981). As has been argued above, this semantic reason led the semantic and syntactic analysis to be mixed together. The result from this mixed analysis of the Ng + Vg construction is neither valid nor sound. The claim that Subject is not as significant as Topic, which was generated from this invalid and unsound analysis, is not true.

6.5 The Analysis of the Construction with Syntagm Ng + Ng + Vg

As discussed above, the second Ng in the construction with syntagm Ng + Ng + Vg was considered as Object (Li & Thompson, 1981). On the one hand, Li and Thompson (1981) argued that the Object has been pre-posed to denote contrast. However, only with isolated and decontextualized clauses as examples, it is hard to interpret this contrast. On the other hand, if the preverbal and post-Subject Ng is transferred in front of the Vg due to the pragmatic factor of denoting contrast, the pre-posed Object should be able to be back to its original slot, which is after the Vg. But it is not always the case. Most importantly, the sentence-initial position Ng in the Ng + Ng + Vg construction was considered to be both Subject and Topic. This analysis is quite confusing because it invites some possibilities to interpret the phenomenon that Subject and Topic are mapped onto the same element. The analysis of this construction is also very important because it directly relate to the validity of the typological view on Mandarin.

In the current sub-section, 35 clauses with sytagm Ng + Ng + Vg have been identified in the 34,458 clauses in the current study. Some examples were taken from these 35 clauses as the representative to show the analysis carried out. The following three examples (Tables 6.8-6.10) show that the preverbal and post-Subject Ng can be after the Vg and the clauses still make sense.

Example 16
但有时候我歌一换

Dan	*youshihou*	*wo*	*ge*	*yi*	*huan*
But	sometimes	I	song	one	change

(But sometimes the moment my song was changed)   (HH3-1191)

Table 6.8 the analysis of clause HH3-1191

Romanized	*dan*	*youshihou*	*wo*	*ge*	*yi*	*huan*
Ergative		Time	Agent	Medium		Material process
Transitive		Time	Actor	Goal		Material process
Interpersonal	Conjunction	Adjunct	Subject	Predicator (S-P form)		
Textual	Textual Theme	Marked Topical Theme	Rheme			

Example 17

我都是脾气上来了

Wo   doushi   piqi   shang-lai   le

I   well   temper   up-come   Particle

(I well got my temper to come up/ Well I started to get mad)   (LL6-294)

Table 6.9 the analysis of clause LL6-294

Romanized	*wo*	*doushi*	*piqi*	*shang-lai*	*le*
Ergative	Agent		Medium	Material process	
Transitive	Actor		Actor	Material Process	
Interpersonal	Subject	Adjunct	Predicator (S-P form)		Particle
Textual	Topical Theme	Rheme			

Example 18

我们蛋糕送了

Women   dangao   song   le

We   cake   send   ASP

(We have sent the cake.)   (WZ10-559)

Table 6.10 the analysis of clause WZ10-559

Romanized	*women*	*dangao*	*song*	*le*
Ergative	Agent	Medium	Material process	
Transitive	Actor	Goal	Material process	
Interpersonal	Subject	Predicator (S-P form)		Particle
Textual	Topical Theme	Rheme		

The next following examples (Tables 6.11-6.13) show that the preverbal and post-Subject Ng cannot be moved after the Vg.

Example 19

你作文会失误啊

Ni   zuowen   hui   shiwu   a

You   essay   will   fail   Particle

(You failed on essay?)   (HH3-280)

Table 6.11 the analysis of clause HH3-280

Romanized	*ni*	*zuo wen*	*hui*	*shi wu*	*a*
Ergative	Agent	Medium		Material process	
Transitive	Actor	Actor		Material process	
Interpersonal	Subject	Predicator (S-P form)			Particle
Textual	Topical Theme	Rheme			

Example 20

比如说我产品做得不好

Biru-shuo   wo   chanpin   zuo-de-bu-hao

For example-say   I   product   do-VPART-NEG-good

(For example, I am not the person who made the product well.)   (ZHY16-232)

Table 6.12 the analysis of clause ZHY16-232

Romanized	*biru-shuo*	*wo*	*chanpin*	*zuo-de-bu-hao*
Ergative		Agent	Medium	Material Process
Transitive		Actor	Goal	Material Process
Interpersonal	Adjunct	Subject	Predicator (S-P form)	
Textual	Textual Theme	Topical Theme	Rheme	

Example 21

所以我每个公式都走一遍

Suoyi   wo   mei   ge   gongshi   dou   zou   yi   bian

So   I   every   MEAS   formula   all   go   one   time

(So I went through each formula one time. /So I studied the formula from the first to the last.)

(CZZ14-502)

Table 6.13 the analysis of clause CZZ14-502

Romanized	*suoyi*	*wo*	*mei ge gongshi*	*dou*	*zou*	*yibian*
Ergative		Agent	Medium		Material Process	Frequency
Transitive		Actor	Scope		Material Process	Frequency
Interpersonal	Conjunction	Subject	Predicator	Adjunct		Adjunct
Textual	Textual Theme	Topical Theme	Rheme			

The analysis of the Ng + Ng + Vg construction above shows that the sentence-initial position Ng functions as Actor in the transitive model and Agent in the ergative model. The sentence-initial position Ng is what is predicated. It is Subject in the interpersonal zone. From the perspective of the ergative model, the second Ng functioning as Medium and its following Vg functioning as Process form the nucleus (Halliday & Matthiessen, 2014). Due to the reason of Vg being transitive or intransitive, Medium realized by the second Ng is mapped onto either Goal or Actor. For example, Vg 一失误 *(shiwu)* (fail)" is an intransitive verb in Mandarin, the functional role of Actor and Medium are mapped onto the same element, such as the following example (Table 6.14):

Example 22
作文　失误
Zuowen　shiwu
Essay　　fail
(Essay fails)　　(HH3-279)

Table 6.14 the analysis of clause HH3-279

Romanized	*zuowen*	*shiwu*
Ergative	Medium	Material process
Transitive	Actor	Material process
Interpersonal	Subject	Predicator
Textual	Topical Theme	Rheme

Davise (1992, p. 110) maintained that the ergative model is ―Medium-centred",
which ―is opened up to the left to incorporate the Instigator". In Mandarin, once the
nucleus (Halliday & Matthiessen, 2014), Medium + Process, is realized, the Agent, if
needed, is placed on the left of the nucleus, such as clause HH3-280 in Example 19
(Table 6.11) above.

When Process is realized by a transitive verb, such as ―送 *(song)* (send)" in clause
WZ 10-559 in Example 18 (Table 6.10), the functional role of Goal and Medium are
mapped onto the same element. Similarly, if Agent is needed, it is placed on the left of
the nucleus.

In the last section, the analysis of Ng + Vg construction shows that either Actor and
Medium or Goal and Medium are mapped onto the sentence-initial position Ng when
Process is realized by an intransitive verb or a transitive verb. Compared to the Ng + Vg
construction, Agent involves in the Ng + Ng + Vg construction focused on in the current
section. Correspondingly, in the Ng + Ng + Vg construction, Medium and Goal can be
mapped onto the second Ng, such as clause HH3-1191 (Table 6.8), and WZ10-559
(Table 6.10). Medium and Actor can also be mapped onto the second Ng, such as clause
LL6-294 (Table 6.9), and clause HH3-280 (Table 6.11).

In the Chinese language system, the form of Subject- Predicator or the S-P form can be in the word rank, in the phrase rank and in the clause rank (c.f. Fan, 1998; Xing, 2017), which is shown in the following figure.

主谓式　　　词------　　　心疼/眼热/地震
Zhu wei shi　　ci　　　　　xinteng/yanre/dizhen
S-P form　　word　　　heart-pain/eye-hot/ground-shake (earthquake)

　　　　　短语------　　手痛/眼睛大/地动
　　　　　Duanyu　　　shou-teng/yanjing-da/di-dong
　　　　　Phrase　　　hand-pain/eye-big/ground-move

　　　　　句子------身体很好。/大地震动了。/他来吗?
　　　　　Juzi　　　shenti hen hao/ da-di zhendong le/ta lai ma?
　　　　　Clause　　　The health is very good/ The earth shakes/He comes?

Figure 6.1 S-P form in each rank in Chinese (Fan, 1998, p. 73)

By taking the point of view from lexicon, Chao (1976, 1968) analyzed the second Ng and Vg in the construction with syntagm Ng + Ng + Vg as a S-P form phrase. This S-P form phrase functions as Predicator. The sentence-initial position Ng functions as Subject. Because of this unique feature that S-P form phrase can function as Predicator in Mandarin, Chao (1976) called this type of construction the ―Chinese puzzle".

The analysis from Chao (1968, 1976, 2004) shows Chao (1968, 1976, 2004) adopted the view of lexicon to observe the Chinese puzzle. Concurring with the analysis from Chao (1968, 1976, 2004), the current study provided the analysis from the perspective of grammar. This does not show the contradiction of these two types of analysis. On the contrary, it shows the complementarity of lexicon and grammar in the Chinese language system. As Halliday and Matthiessen (2014) emphasized, lexis and grammar are the two poles of the same single line. The boundary between lexis and grammar is fuzzy. It is just a matter of degree of whether an analysis is taken from the

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end of lexis point of view or from the end of grammar point of view (ibid).

By conducting Topic-Comment analysis, the sentence structure of the construction with syntagm Ng + Ng + Vg was regarded as Topic-Comment rather than Subject-Predicate. Consequently, this type of construction was taken as evidence to show that Mandarin is a TP language.

This Topic-Comment analysis, in fact, opens up to two possibilities. The first possibility is that Topic-Comment analysis was deliberately chosen over Subject-Predicate analysis of this Chinese construction. Then this Topic-Comment analysis of this Chinese construction led to the typological view on Mandarin. The prerequisite for this deliberately biased choice of analysis is that Topic and Comment are not in the same category with Subject and Predicate, such as Lapolla's (2009) work. But if Topic and Comment are not in the same category with Subject and Predicate, the typological classifications on languages based on Subject prominence and Topic prominence would not exist (c.f. Her, 1991).

The second possibility is that Topic and Comment are in the same category with Subject and Predicate. Then the typological classifications on languages based on Subject prominence and Topic prominence exist. But the typological view on Mandarin by taking the Ng + Ng + Vg construction as evidence was formed on the wrong structural analysis. As can be seen from the analysis above, there is no Topic or Comment in the Ng + Ng + Vg construction in Mandarin. The structure of the Ng + Ng + Vg construction is Subject-Predicate, and Agent + nuclear. Thus the typological view on Mandarin cannot be supported by the Ng + Ng + Vg construction.

As the analysis shows above, the sentence-initial position Ng in the Ng + Ng + Vg construction functions as Subject and Agent. If there is no other circumstantial element, the sentence-initial position Ng functions as Topical Theme but not absolute Theme. The sentence-initial position Ng in the Ng + Ng + Vg construction, therefore, is not syntactically independent.

In a word, the typological view on Mandarin by taking the Ng + Ng + Vg construction as evidence cannot be supported by the current study.

6.6 The Analysis of the Construction with Syntagm Ng + Ng + Vg with *"wulun…dou/ye"*

The construction focused on in the current sub-section structurally resembles with the construction considered in the previous sub-section except that the adverb ―*dou* (all)" in the construction with syntagm Ng + Ng + Vg plays an important part in the analysis. Misinterpretation on the structure of this construction was caused by overlooking and misinterpreting the adverb ―*dou* (all)".

There are 137 clauses with the construction with syntagm Ng + Ng + Vg with ―*dou* (all)" out of the 34,458 clauses in total in the current study. Among these 137 clauses, 74 are the construction with syntagm Ng + Ng + Vg with ―*wulun…dou/ye*" and 63 are the construction with syntagm Ng + Ng + Vg with ―*lian…dou/ye*". In this sub-section, the qualitative analysis of the construction with syntagm Ng + Ng + Vg with ―*wulun…dou/ye*" is reported followed by the qualitative analysis of the construction with syntagm Ng + Ng + Vg with ―*lian…dou/ye*" in the next sub-section.

The following examples (Tables 6.15-6.17) are taken from these 74 clauses with syntagm Ng + Ng + Vg with "wulun...dou/ye" as the representative to show the analysis carried out in the current study. The analysis aims to show whether this type of construction can provide the evidence to support the typological view on Mandarin.

Example 23
YZQ: 他说: "我第一眼看到你呢就知道这一个是我的对方，是 my dream girl。"
   (He said ―for the first sight, I knew you are my partner. You are my dream girl. ")
                                                        (YZQ26-288)
LY：我知道了，
   (I see)   (YZQ26-289)

但他当时就**什么**都没有做吗？
Dan   ta   dangshi   jiu   shenme   dou meiyou   zuo   ma
But   he   at that time   well   what   all   NEG   do   Particle
(but he didn‗t do anything at that time?)   (YZQ26-290)

Table 6.15 the analysis of clause YZQ26-290

Romanized	*dan*	*ta*	*dangshi*	*jiu*	*shenme*	*dou*	*meiyou*	*zuo*	*ma*
Transitivity		Actor	Time		Concession			Material Process	
Interpersonal	Conjunction	Subject	Adjunct	Adjunct	Adjunct	Adjunct	NEG	Predicator	Particle
Textual	Textual Theme	Topical Theme	Rheme						

Example 24
XW: 就是这个事它后续对你影响太大了,
   (Well this thing had great effects on me.)   (XW24-365)

你**什么**都干不了
Ni   shenme   dou   gan-bu-liao
You   what   all   do-NEG-finish
(Regardless what it was, you couldn‗t do it./ You couldn‗t do anything.)   (XW24-366)

Table 6.16 the analysis of clause XW24-366

Romanized	*ni*	*shenme*	*dou*	*gan-bu-liao*
Transitivity	Actor	Concession		Material Process
Interpersonal	Subject	Adjunct	Adjunct	Predicator
Textual	Topical Theme	Rheme		

Example 25

我跟我妈就像无话不谈的朋友，然后就像姐妹一样在相处,

(My mom and I are like friends who are completely open to each other.

We get along just like two sisters.)   (NST35-495-496)

*就从小到大我**什么**都跟我妈说*

Jiu   cong   xiao   dao   da   wo   shenme   dou   gen   wo   ma   shuo

Well   from   young   to   old   I   what   all   to   my   mom   tell

(Well from being young to old, no matter what it is, I tell my mom all of it/Well from a young kid

to a grown-up adult, I tell my mom everything.)   (NST35-497)

Table 6.17 the analysis of clause NST35-497

Romanized	*jiu*	*cong*	*xiao*	*dao*	*da*
Transitivity		Time			
Interpersonal	Adjunct	Adjunct			
Textual	Textual Theme	Marked Topical Theme			

Table 6.17 the analysis of clause NST35-497 (continued)

Romanized	*wo*	*shenme*	*dou*	*gen*	*wo*	*ma*	*shuo*
Transitivity	Sayer	Concession		Receiver			Verbal Process
Interpersonal	Subject	Adjunct	Adjunct	Adjunct			Predicator
Textual	Rheme						

The second Ng in the Ng + Ng + Vg with 都 *(dou)* (all)" construction is realized

by interrogative pronouns. This adverb 都 *(dou)* (even/all)" is, in fact, the second part

of wulun…dou/ye", which is called correlative conjunction in SFL terms (Halliday &

Matthiessen, 2014) or complex conjunctions" (Lin, 2001, p. 117). The correlative

conjunction wulun…dou/ye" can bind elements in simple clauses, such as in Examples

23 to 25. The correlative conjunction wulun…dou/ye" can also bind clauses to form

complex clauses in Mandarin, such as in the following examples:

Example 26
你给我多少钱，

Ni	*gei*	*wo*	*duoshao*	*qian*
You	give	me	how much	money	(LZ33-501)

×β

我也不会拍

Wo	*ye*	*bu*	*hui*	*pai*
I	either	NEG	will	film

(Well I can say that no matter how much money you give me, I won't film.) (LZ33-502)

α

Example 27
然后呢老太监想要什么，

Ranhou	*ne*	*lao taijian*	*xiang*	*yao*	*shenme*
Then	Particle	old eunuch	think	want	what	(LZ33-196)

×β

我都摸透了

Wo	*dou*	*mo-tou*	*le*
I	all	touch-through	Particle

(Then what the old eunuch wanted, I have already completely got it.)   (LZ33-197)

α

Example 28
我应该做什么

Wo	*yinggai*	*zuo*	*shenm*
I	suppose	do	what	(CZZ14-172)

×β

都达成

dou	*da-cheng*
all	arrive-succeed

(No matter what I do, I am supposed to accomplish and succeed./I am supposed to accomplish no matter what I do.)   (CZZ14-173)

α

The first part ―*wulun*" in ―*wulun…dou/ye*" can be left out in the complex clauses above.

But the semantic-logico and dependency relationship between the primary and

secondary clauses still remains the same. Similarly, the ellipsis of the first part of the

correlative conjunction will not affect the functional role of the second Ng or its

equivalence in the Ng + Ng + Vg with ―*dou* (all)" construction. Its functional role is

Circumstance of Concession in the experiential meaning and Adjunct in the interpersonal meaning.

It can also be observed from the examples above that there is an empty spot after the Vg. It could be argued that the second Ng in the Ng + Ng + Vg with "wulun…dou/ye" construction is a pre-posed Object (Li & Thompson, 1981, Ren, 2013), especially when the second Ng is not just realized by an interrogative pronoun but by an interrogative pronoun and an Ng, as shown in the following examples:

Example 29
WXL: *所以我们两个是很早的搭档，最早的搭档*
        (So we are way back as partners. We are the earliest partners.)   (XGH19-516)

DWT: *我们**什么节目**都做过*
    Women   shenme jiemu   dou zuo guo
    We   what   program all do ASP
    (Regardless what the program was, we have done them all.)   (XGH19-517)

Table 6.18 the analysis of clause XGH19-517

Romanized	*women*	*shenme*	*jiemu*	*dou*	*zuo*	*guo*
Transitivity	Actor	Concession			Material Process	
Interpersonal	Subject	Adjunct		Adjunct	Predicator	
Textual	Topical Theme	Rheme				

Example 30
一开始我都不愿意听我跟我太太之间的这个爱情故事，也有很多特别特别难听的话，
(At the beginning, I did not even want to hear the love story between my wife and me. There are a lot of harsh words out there.)   (WZ10-545-546)

*但目前现状我**什么声音**都允许*
Dan   muqian   xianzhuang   wo shenme   shengyin   dou   yunxu
But   current   present-situation   I   what   voice   even/all   allow
(But in the current situation, I allow whatever the voice is.)   (WZ10-547)

Table 6.19 the analysis of clause WZ10-547

Romanized	dan	muqian xianzhuang	wo	shenme	shengyin	dou	yunxu
Transitivity		Time	Actor	Concession			Material Process
Interpersonal	Conjunction	Adjunct	Subject	Adjunct		Adjunct	Predicator
Textual	Textual Theme	Marked Topical Theme	Rheme				

Example 31

他说：＂小戴，我们已经决定要投资你了。＂

(He said ―Xiao Dai, we have already decided to invest on you.")   (MKK12-779-780)

我说：＂你**什么问题**都没有问＂

Wo	shuo	ni	shenme	wenti	dou	mei-you	wen
I	say	you	what	question	all/even	NEG-have	ask

(I said ―you have not even asked any questions.")   (MKK12-781-782)

Table 6.20 the analysis of clause MKK12-782

Romanized	ni	shenme	wenti	dou	mei-you	wen
Transitivity	Sayer	Concession				Verbal Process
Interpersonal	Subject	Adjunct		Adjunct	NEG	Predicator
Textual	Topical Theme	Rheme				

The second Ng in the construction with syntagm Ng + Ng + Vg with ―*wulun…dou/ye*"
can be moved after the Vg in Examples 29 to 31. But the propositional meanings of the
original clauses will be changed. For example, clause XGH19-517 (Table 6.18) means
―no matter what kind of program it was, we have done them all". If the second Ng ―什
么节目 *(shenme jiemu)* (what program)" is moved after the Vg ―做过 *(zuo-guo)* (have
done)", the propositional meaning will be ―what kind of program have we done?".
Therefore, it is neither accurate nor sound to analyze the preverbal and post-Subject Ng
in the construction with syntagm Ng + Ng + Vg with ―*wulun…dou/ye*" as Object just

because of the empty spot after the Vg. In addition, not all of the second Ngs in the Ng + Ng + Vg —wulun…dou/ye" construction can be move after the Vg, such as the following examples show:

Example 32
那奶奶我们谁都见过

| *Na* | *nainai* | *women* | *shui* | *dou* | *jian* | *guo* |
| That | grandma | we | who | all | meet | ASP |

(That grandma we have all met before.)   (XHBF4-379)

Table 6.21 the analysis of clause XHBF4-379

Romanized	*nan nainai*	*women*	*shui*	*dou*	*jian*	*guo*
Transitivity	Phenomenon	Senser	Concession		Mental Process	
Interpersonal	Complement	Subject	Adjunct	Adjunct	Predicator	ASP
Textual	Topical Theme	Rheme				

Example 33
不管什么戏都要下去体验生活

| *Buguan* | *shenme* | *xi* | *dou* | *yao* | *xia-qu* | *tiyan* | *shenghuo* |
| Regardless | what | play | all | need | down-go | experience | life |

(Regardless what kind of play it was, we all needed to go down to experience life.)   (ZR17-34)

Table 6.22 the analysis of clause ZR17-34

Romanized	*buguan shenme xi*	*dou*	*yao*	*xiaqu*	*tiyan*	*shenghuo*
Transitivity	Concession			Material Process		Scope
Interpersonal	Adjunct	Adjunct	Finite	Predicator		Complement
Textual	Topical Theme	Rheme				

Example 34
但是你们**谁**也别想改变我

| *Danshi* | *nimen* | *shei* | *ye* | *bie* | *xiang* | *gaibian* | *wo* |
| But | you | who | also | NEG | want | change | me |

(But there is no way for anyone of you to tend to change me.)   (XW25-338)

Table 6.23 the analysis of clause XW25-338

Romanized	*danshi*	*nimen*	*shui*	*ye*	*bie*	*xiang*	*gaibian*	*wo*
Transitivity		Actor	Concession			Material Process		Goal
Interpersonal	Conjunction	Subject	Adjunct	Adjunct	NEG	Predicator		Complement
Textual	Textual Theme	Topical Theme	Rheme					

There is an empty slot in clause XHBF4-379 (Table 6.21) after the Vg. However, this empty slot is not for the interrogative pronoun "谁 *(shui)* (who)" but for the sentence-initial position Ng "那奶奶 *(na nainai)* (that grandma)". Similarly, "我 *(wo)* (me/I)" in clause XW25-338 (Table 6.23) is the Complement of the Predicator.

In clause ZR17-34 (Table 6.22), there is no empty slot after the Vg for the interrogative pronoun and its following Ng to move back to. Instead of "*wulun*", "*buguan*" was used. The conjunction "不管 *(buguan)* (regardless)" is not left out in clause ZR17-34 (Table 6.22), which makes the functional role realized by this conjunction and its following interrogative pronoun "什么*(shenme)* (what)"and the Ng "戏 *(xi)* (play)" easier to be identified. Even without "不管 *(buguan)* (regardless)", the functional role of "什么戏 *(shenme xi)* (what play)" as Concession still remains the same.

Because these interrogative pronouns in the Ng + Ng + Vg with "*wulun…dou/ye*" construction function as Circumstance, its position is not restricted to the position which is after the first Ng and before the Vg. It can be at the sentence-initial position as well, such as clause ZR17-34 (Table 6.22). The Subject is left out in clause ZR17-34 (Table 6.22). If the Subject is traced back to clause ZR17-34 (Table 6.22), the Subject can be before or after "不管什么戏 *(buguan shenme xi)* (regardless what kind of play it was)". This situation is similar to the secondary clause in complex clauses, which are shown below.

Example 35

然后皮肤<很长时间都已经不化黑人了>还是黑的

Ranhou   pifu   <hen chang shijian dou yijing bu hua hei ren le> hai shi heide
Then   skin   very long time   even already NEG draw black person Particle still be   black
(Then the skin was still black even though it has been a long time that I didn't paint myself as a black
people.)   (ZMY18-42-43)
            1   +2

Example 36

那词<到了美国>就不能用

Na   ci   <dao le   meiguo> jiu   bu   neng yong
That   word   arrive ASP America then NEG   can   use
(After I arrived in America, that word could not be used.)   (ZMY18-192)
        1   x2

Example 37

就是那个那个镜头吧<不知道为什么>每一次都不对

Jiushi na ge   na ge   jingtou <bu zhidao weishenme> mei yi   ci dou bu dui
Well   that MEAS that MEAS shot   NEG know   why   every one time all NEG right
(Well, that shot <I don't know why> was not right every time.)   (YT31-46-47)
        1   +2

A clause can be augmented either by another clause or by Circumstance (Halliday
& Matthiessen, 2014). The function of the "*wulun…dou/ye*" shows that it can expand a
clause through logico-semantic and dependency relationship. It can also help expand a
clause circumstantially. As a secondary clause in Mandarin, it can be right in front of the
primary clause, such as in clauses LZ33-501-502 (Example 26), or it can be in the
middle of the primary clause, such as the three complex clauses (Examples 35-37) just
shown above. In terms of the Ng + Ng + Vg with "*wulun…dou/ye*" construction, the
preverbal and post-Subject Ng can also be in the middle of the construction or at the
sentence-initial position. But its functional role remains the same, which is
Circumstance of Concession.

The analysis of the Ng + Ng + Vg with "wulun…dou/ye" construction in the current study suggests that there is no element functioning as Topic if Topic is taken as a syntactic notion. The sentence-initial position Ng functions as Subject. Besides, it is impossible for the sentence-initial position Ng to function as both Subject and Topic at the same time in the same clause. The second Ng functions as Circumstance of Concession, which is Adjunct in the interpersonal meaning. Therefore, the Ng + Ng + Vg with "wulun…dou/ye" construction cannot support Li and Thompson's (1976, 1981) typological view that Mandarin is a TP language. If Topic is taken as a non-syntactic notion, it is possible that the sentence-initial position Ng in the Ng + Ng + Vg with "dou (all)" construction functions as both Subject and Topic at the same time. But the typological classification about Mandarin would not exist in the first place (c.f. Her, 1991).

If Topic is regarded as syntactically independent (Li & Thompson, 1976), it means that the sentence-initial position Ng does not have any syntactic role in the clause. However, the current study has already shown that the sentence-initial position Ng in the Ng + Ng + Vg with "dou (all)" construction is Subject, which means it is not a dangling Topic. Therefore, the Ng + Ng + Vg with "wulun…dou/ye" construction cannot support the typological view on Mandarin.

6.7 The Analysis of the Construction with Syntagm Ng + Ng + Vg with "lian…dou/ye (all/also)"

As mentioned above, the construction with syntagm Ng + Ng + Vg with "dou (all)" was not further distinguished in Li and Thompson (1976, 1981). The current study has

shown that the adverb "*dou* (all)" in the construction with syntagm Ng + Ng + Vg with "*dou* (all)" could refer to "*wulun…dou/ye*" or "*lian…dou/ye*". The construction with syntagm Ng + Ng + Vg with "*wulun…dou/ye*" has been examined in the previous sub-section. In this sub-section, the analysis of the construction with syntagm Ng + Ng + Vg with "*lian…dou/ye*" is presented below in order to show whether there is a syntactic category as Topic in this type of construction. The analysis will help to assess whether it is valid to categorize Mandarin as a TP language by taking the construction with syntagm Ng + Ng + Vg with "*dou*" as evidence.

As discussed in the last sub-section, 63 clauses with syntagm Ng + Ng + Vg with "*lian…dou/ye* (all/also)" were found among the 34,458 clauses in the data. The following examples are selected as the representative to show the analysis conducted.

In Ng + Ng + Vg with "*lian...dou/ye* (all/also)" construction, the preposition "*lian*" can be at present, such as the following examples:

Example 38
这一天五月节放羊回家的时候，看到一个是老两口子，耍魔术的…
(One day, on a holiday in May, after I came back from herding sheep,
I saw an old couple. They were performing magic show…)   (YFX34-278)

我就连饭不吃，
Wo   jiu   lian   fan   bu   chi
I   then   with   meal   NEG   eat
(I did not even eat meal)   (YFX34-281)
我就瞅
(I just watched.)   (YFX34-282)

Table 6.24 the analysis of clause YFX34-281

Romanized	*wo*	*jiu*	*lian*	*fan*	*dou*	*bu*	*chi*
Transitivity	Actor			Goal			Material process
Interpersonal	Subject	Adjunct	Prep	Complement	Adjunct	NEG	Predicator
Textual	Topical Theme	Rheme					

Example 39

因为我是太没有运动了,

(Because I am the person who does not work out at all)   (YZQ26-69)

我每天连路都走得很少很少

Wo	*meitian*	*lian*	*lu*	*zou*	*de*	*hen*	*shao*	*hen*	*shao*
I	everyday	with	road	walk	VPART	very	little	very	little

(Everyday I walked the road even very little very little./Everyday I do not even walk too much)

(YZQ26-70)

Table 6.25 the analysis of clause YZQ26-70

Romanized	*wo*	*meitian*	*lian*	*lu*	*dou*	*zou*	*de*	*henshao*	*Henshao*
Transitivity	Actor	Time		Scope		Material process	Degree		
Interpersonal	Subject	Adjunct	Prep	Complement	Adjunct	Predicator	Adjunct		
Textual	Topical Theme	Rheme							

Example 40

因为张晓刚是英雄出少年, 大学还没有毕业, 作品就登了美术杂志什么的, 那时候就很火的, 就很多粉丝写信的,

(Because Zhang Xiaogang can be counted as a young hero. Even before he graduated, his painting had already published on some magazines. He was very hot at that time. A lot of fans wrote to him.)

(ZXG50-4-8)

然后一下回到昆明连工作都没有

Ranhou	*yi*	*xia*	*hui-dao*	*Kunming*	*lian*	*gongzuo*	*dou*	*mei*	*you*
Then	one	bit	return-arrive	Kunming	with	job	even	NEG	have

(However, after he came back to Kunming, he did not even have a job.)   (ZXG50-9-10)

Table 6.26 the analysis of clause ZXG50-10

Romanized	*lian*	*gongzuo*	*dou*	*mei*	*you*
Transitivity		Possessed			Relational process
Interpersonal	Prep	Complement	Adjunct	NEG	Predicator
Textual	Rheme				

The preposition ―lian‖ can also be left out, such as the following examples:

Example 41

为啥这种诱惑我都能放弃呢

Weisha	*zhe*	*zhong*	*youhuo*	*wo*	*dou*	*neng*	*fangqi*	*ne*
Why	this	MEAS	tempt	I	even	can	give up	Particle

(But later I just thought why I could even give up this kind of tempt.)   (ZHY16-449)

Table 6.27 the analysis of clause ZHY16-449

Romanized	*weisha*	*zhe*	*zhong*	*youhuo*	*wo*	*dou*	*neng*	*fnagqi*	*ne*
Transitivity	Reason	Goal			Actor			Material Process	
Interpersonal	Adjunct	Complement			Subject	Adjunct	Finite	Predicator	Particle
Textual	Marked Topical Theme	Rheme							

Example 42

他一年一场都不演,

Ta	*yi*	*nian*	*yi*	*chang*	*yanchu*	*dou*	*bu*	*yan*
He	one	year	one	MEAS	performance	even	NEG	perform

(He does not give even one performance a year)   (Lang48-441)

Table 6.28 the analysis of clause Lang 48-441

Romanized	*ta*	*yinian*	*yichang*	*yanchu*	*dou*	*bu*	*yan*
Transitivity	Actor	Time	Scope				Material process
Interpersonal	Subject	Adjunct	Complement		Adjunct	NEG	Predicator
Textual	Topical Theme	Rheme					

Example 43

我刀都拿在手上了,

Wo	*dao*	*dou*	*na*	*zai*	*shou*	*shang*	*le*
I	knife	even	hold	in	hand	on	Particle

(I had already even put the knife in my hand)   (NST35-56)

Table 6.29 the analysis of clause NST35-56

Romanized	*wo*	*dao*	*dou*	*na*	*zai*	*shou*	*shang*	*le*
Transitivity	Actor	Goal		Material Process	Place			
Interpersonal	Subject	Complement	Adjunct	Predicator	Adjunct			Particle
Textual	Topical Theme	Rheme						

The analysis provided above shows that the sentence-initial position Ng in the Ng + Ng + Vg with "*lian…dou/ye*" construction functions as Subject. Based on different process types, Actor, Senser, or Possessor can be conflated with Subject. The second Ng in the construction with syntagm Ng + Ng + Vg with "*lian…dou/ye*" is Object or Complement in SFL terms. It has been pre-posed with the use of the preposition "*lian*" (Ren, 2013). Similar to the ellipsis of "*wulun*" in "*wulun…dou/ye*", the ellipsis of the preposition "*lian*" in "*lian…dou/ye*" does not affect the functional role of the preverbal and post-Subject Ng in the Ng + Ng + Vg with "*lian…dou/ye*" construction. But the presence or absence of "*lian*" in the Ng + Ng + Vg with "*lian…dou/ye*" construction denotes different pragmatic meanings.

Broadly speaking, with the absence of "*lian*", the Ng + Ng + Vg with "*lian…dou/ye*" construction illustrates objective description, whereas with the presence of "*lian*", the Ng + Ng + Vg with "*lian…dou/ye*" construction conveys the subjective assessment. For example, clause ZHY16-449 in Example 41 (Table 6.27) revealed why the speaker could give up the temptations and resign. Clause Lang48-441 in Example 42 (Table 6.28) conveyed that not a single performance was held in one year. Clause NST35-56 in Example 43 (Table 6.29) conveyed that the knife was held in the speaker's hand.

Subjective assessment means that the Ng with the preposition "*lian*" reveals the last possibility or the most fundamental need in the speaker's mind. This last possibility or the most fundamental need uttered is used to show a contrast to another entity. In this way, the pragmatic meaning that something should have been done but was not, or the meaning of "let alone", can be conveyed. The interpretation of this point is illustrated in

detail with Examples 38 to 40 given above.

The text in Example 38 shows that the last possibility or the most fundamental need in the speaker's mind is ―饭 *(fan)* (meal)". The Ng ―饭 *(fan)* (meal)" with the preposition ―连 *(lian)* (with)" in clause YFX34-281 (Table 6.24) is to show the contrast to ―watching the magic show". By using the construction with ―*lian*", the speaker conveyed the meaning that in order to enjoy the show, the meal was skipped, although the meal is the most fundamental need for human beings.

The context for Example 39 above is that walking can be considered as the easiest and most common form exercise. In order to show that it is impossible to work out, the speaker used walking as the last possibility of exercise in clause YZQ26-70 (Table 6.25) in order to drive home the point that she barely walks everyday let alone work out.

In the context of Example 40, the Subject referring to Zhang Xiaogang has been left out in clauses ZXG50-9-10 (Table 6.26) which aimed to show the hardship faced by Zhang Xiaogang. In order to achieve this purpose, the speaker first provided background information about Zhang Xiaogang's achievements before he graduated. Ordinarily, one would expect that the possible prospects open to a person after graduation would be better than those before graduation. However, what happened to Zhang Xiaogang is exactly the opposite. In order to show the suffering that Zhang Xiaogang went through after graduation and to enable listeners to understand what he had endure, the speaker used the preposition ―连 *(lian)* (with)" with the Ng ―工作 *(gongzuo)* (job)" to convey the last possibility. The construction with syntagm Ng + Ng + Vg with ―*lian…dou/ye*" in this text emphasizes that Zhang Xiaogang did not even have a job after he graduated let alone the better prospects we expect would be open to

him based on his achievements before graduation.

Conversely, since the denotation of the last possibility does not reside in the construction without *"lian"*, there can be more possibilities being conveyed at the same time with no contrastive background being created, such as the following examples:

Example 44
然后就每天起来
Ranhou   jiu   meitian   qi-lai
Then   well   everyday   get-up
(Then I just got up everyday)   (XW25-73)

就是脸也不洗,
Jiushi   lian   ye   bu   xi
Well   face   also   NEG   wash
(Well I didn't wash my face)   (XW25-74)

Table 6.30 the analysis of clause XW25-74

Romanized	*jiushi*	*lian*	*ye*	*bu*	*xi*
Transitivity		Goal			Material process
Interpersonal	Adjunct	Complement	Adjunct	NEG	Predicator
Textual	Interpersonal Theme	Rheme			

牙也不刷 ,
Ya   ye   bu   shua
Tooth   also   NEG   brush
(I didn't brush my teeth either)   (XW25-75)

Table 6.31 the analysis of clause XW25-75

Romanized	*ya*	*ye*	*bu*	*shua*
Transitivity	Goal			Material process
Interpersonal	Complement	Adjunct	NEG	Predicator
Textual	Rheme			

醒来，
Xing-lai
Wake-up
(I woke up)   (XW25-76)
就直接往公园跑
Jiu   zhijie   wang   gongyuan   pao
Then   directly   towards   park   run
(Then I directly run towards to the park)   (XW25-77)

Example 45
艺人一点权力都没有,
Yiren   yidian   quanlian   dou   mei   you
Singer   a little   right   even   NEG   have
(A singer/a start did not have even a little right.)   (MD23-182)

Table 6.32 the analysis of clause MD23-182

Romanized	*yiren*	*yidian*	*quanli*	*dou*	*mei*	*you*
Transitivity	Possessor	Possessed				Relational process
Interpersonal	Subject	Complement		Adjunct	NEG	Predicator
Textual	Topical Theme	Rheme				

一点想法都没有,
Yidian   xiangfa   dou   mei   you
A little   idea   even   NEG   have
(A signer/a star did not have even a little idea) (MD23-183)

Table 6.33 the analysis of clause MD23-183

Romanized	*yidian*	*xiangfa*	*dou*	*mei*	*you*
Transitivity	Possessed				Relational process
Interpersonal	Complement		Adjunct	NEG	Predicator
Textual	Rheme				

一点尊重都没有
Yidian   zunzhong   dou   mei   you
A little   respect   even   NEG   have
(A signer/a start did not have even a little respect)   (MD23-184)

Table 6.34 the analysis of clause MD23-184

Romanized	*yidian*	*zunzhong*	*dou*	*mei*	*You*
Transitivity	Possessed				Relational process
Interpersonal	Complement		Adjunct	NEG	Predicator
Textual	Rheme				

As can be seen from examples above, more possibilities are conveyed through clauses XW25-74-75 (Tables 30-31) in Example 44, and clauses MD23-182-184 (Tables 32-34) in Example 45.

The analysis of the construction with syntagm Ng + Ng + Vg with "*lian…dou/ye*" thus far shows that there is no syntactic category as Topic. The sentence-initial position Ng functions as Subject. It is also impossible for the sentence-initial position Ng to be both Subject and Topic at the same time if Topic is taken as a syntactic category or as being syntactically independent. The second Ng in the construction with syntagm Ng + Ng + Vg with "*lian…dou/ye*" is Object which has been pre-posed with the use of "*lian*". The ellipsis of the preposition "*lian*" only shows different pragmatic meanings but do not affect the functional role of the second Ng. Therefore, it is also not accurate to regard the second Ng as an internal Topic (Paul, 2002).

If Topic is taken as a pragmatic category, it is possible that the sentence-initial position Ng is both Subject and Topic. But the typological view on Mandarin would then not exist (c.f. Her, 1991).

In a word, as there is no Topic as a syntactic category in the construction with syntagm Ng + Ng + Vg with "*lian…dou/ye*", the current study cannot support the typological view that Mandarin is a TP langauge, as Li and Thompson (1976, 1981) claimed, by taking this construction as evidence.

6.8 Conclusion

In summary, the quantitative study shows that the total number of the constructions, the so-called TCS, which were focused on in the current chapter, is 497. The portion of these TCS is less than 3% against 34,458 clauses and 17,171 sentences identified in the data of the current study. With such as small portion of TCS, the current study cannot support the typological view that Mandarin is a TP language (Li & Thompson, 1976, 1981) by taking constructions with syntagm Ng + Vg, Ng + Ng + Vg with or without ―*dou*".

The qualitative analysis of the Ng + Vg construction shows that the sentence-initial position Ng is Subject, and the sentence structure of Ng + Vg is Subject + Predicate. There is no Topic as a syntactic category in the Ng + Vg construction.

The qualitative analysis of the Ng + Ng + Vg construction shows that there is also no Topic as a syntactic category in this construction. The sentence-initial position Ng functions as Subject. The predicator is realized by an S-P form phrase of Ng + Vg.

The qualitative analysis of the construction with syntagm Ng + Ng + Vg with ―*wulun…dou/ye*" shows that the sentence-initial position Ng functions as Subject. The functional role of the second Ng is Circumstance of Concession in the experiential zone and Adjunct in the interpersonal zone.

The qualitative analysis of the construction with syntagm Ng + Ng + Vg with ―*lian…dou/ye*" shows that the sentence-initial position Ng is Subject. The pre-verbal and post-Subject Ng is Object which is pre-posed with the use of the preposition ―*lian*". The ellipsis and presence of the preposition ―*lian*" would not change the syntactic role of the pre-verbal and post-Subject Ng but conveys different pragmatic meanings of

objective description and subjective assessment respectively in context.

In summary, qualitative analysis of these constructions focused on in the current chapter cannot support the typological view on Mandarin proposed by Li and Thompson (1976, 1981) either.

The next chapter reports the pragmatic factors which cause Object to be pre-posed in OPS to provide further the findings to show whether Mandarin is a TP language.

CHAPTER 7: THE STUDY OF THE OBJECT PRE-POSED SENTENCE

7.1 Introduction

As discussed in Chapters 1 and 3, the typological view on Mandarin resulted from the Topic-Comment analysis on Chinese clauses. These Chinese clauses analyzed by taking the sentence-initial position as the criterion to identify Topic were taken as the evidence to show that Mandarin is a TP language. Among these constructions, the Object pre-posed sentence temporarily labelled as OPS is focused on in this chapter.

This chapter begins with a brief background on the analysis of OPS by Li and Thompson (1981), followed by the findings of the current study.

7.2 Background

The OPS construction focused on in the current chapter is shown in the the following examples:

Example 1
Zhangsan	*wo*	*yijing*	*jian*	*guo*	*le*
Zhangsan	I	already	see	EXP	CRS

(Zhangsan, I've already seen (him))   (Li & Thompson, 1981, p. 15)

Example 2
Nei	***zhi***	***gou***	*wo*	*yijing*	*kan*	*guo*	*le*
That	CL	dog	I	already	see	EXP	CRS

(That dog I have already seen.)   (Li & Thompson, 1981, p. 88)

As discussed in Chapter 3, the criteria of sentence-initial position, definiteness, old information, and pause or pause particle for the identification of Topic in Mandarin introduced by Li and Thompson (1976, 1981) do not seem to be of equal significance. As the criteria of definiteness and old information are only regarded as tendency of

Topic, the criterion of pause or pause particle as a feature of Topic and aboutness too vague to identify Topic, only the criterion of sentence-initial position has been consistently used for the identification of Topic. This can be seen from Examples 1 and 2 above.

The sentence-initial position Ng in OPS, such as in Examples 1 and 2, was analyzed as Object which has been pre-posed and Topic at the same time (Li & Thompson, 1981). This dual label invites some possibilities for the interpretation of this Topic-Comment analysis as Topic has been variously and inconsistently defined by Li and Thompson (1976, 1981) as a syntactic notion, a non-syntactic notion and as being syntactically independent. For example, if Topic is a syntactic notion or if it is syntactically independent (i.e. the element labeled as Topic has no syntactic role), why is the sentence-initial position Ng both Object and Topic in the construction at the same time? Conversely, if Topic is not a syntactic notion, it means that Li and Thompson (1981) have failed to provide syntactic analysis, despite the fact that syntactic analysis is the supposed basis for the typological view on Mandarin. In addition, if Topic is not a syntactic notion, the typological classifications on languages and the typological view on Mandarin would not exist in the first place (c.f. Her, 1991).

To find out whether the typological view on Mandarin can be supported by the so-called OPS, the current chapter attempts to answer what the functional role of the sentence-initial position Ng of OPS is if it is not Topic which is a syntactic category? As justified in Chapter 1, if it is Object and is pre-posed due to pragmatic reasons, what are these pragmatic reasons? If there are some pragmatic factors which cause Object to be pre-posed, it means the Object is just moved to the sentence-initial position temporarily

to fulfill some communicative purposes. In this case, the sentence-initial position Ng in OPS is still Object but has no other syntactic role, including Topic. If there is no Topic as a syntactic category in the temporarily labelled OPS, this construction cannot be the evidence to show that Mandarin is a TP language.

Following the suggestion that the linear structure within a clause should be described in its interpersonal, textual and experiential zones (Matthiessen, 2004), the functional roles of the elements in OPS are examined accordingly in the three zones in this thesis. Before presenting the structural analysis of OPS that is focused on in the current chapter, the occurrence and portion of OPS is reported below.

7.3 The Occurrence and Portion of OPS

As discussed in Chapter 5, the total number of clauses from the 50 transcribed data is 34,458. The total number of both simple sentences and complex sentences from the data of the current study is 17,173. The total number of OPS identified from the data of the current study is 256.

The portion of OPS is 0.74% in 34,458 clauses and 1.49% in 17,173 sentences. These figures show that that the so-called OPS does not occur frequently. On the contrary, at least 90% of the clauses in the data of the current study are not OPS. Instead of typologically categorizing Mandarin based on a significant feature of the Chinese language, the typological view on Mandarin was just made on a feature with such as small portion. With such a small portion of OPS, the claim that Mandarin is a TP language by taking OPS as evidence cannot be supported by the quantitative evidence found in the current study.

Concurring with some previous studies (McDonald, 1992; Fan, 2001; Mei & Han, 2009), the current chapter argues that the sentence-initial position Ng in OPS is Object and due to the following pragmatic factors identified by the current study, Object is temporarily pre-posed:

1. To realize the thematic progression

2. To save the focus position for other elements

3. To indicate more than one choice

4. To indicate expectation or unexpectation

5. To indicate the internal contrast

6. To indicate the hidden Relational relation to what has been said before

The occurrence and the portion of OPS due to each of the six pragmatic factors identified by the current study above are shown in the following table.

Table 7.1 the portion of each of the six pragmatic factors identified in the current study

Pragmatic factors	Occurrence	portion
thematic progression	126	49.21%
information focus	26	10.15%
choice	40	15.62%
expectation/unexpectation	9	3.51%
internal contrast	6	2.34%
hidden relation	49	19.14%
Total	**256**	**100%**

The figures in Table 7.1 above show that the Object which is pre-posed is mainly caused by the pragmatic factor of realizing thematic progression. The portion of the

pragmatic factors of indicating the expectation or the unexpectation and realizing the internal contrast is quite small. The pragmatic factors of saving information focus to other elements, of denoting more than one choice, and of indicating a hidden Relational process together almost take up as much of the portion as the pragmatic factor of thematic progression.

The detailed structural analysis of OPS and the interpretation of the pragmatic factors are reported in the following section.

7.4 The Analysis of OPS

As discussed above, six pragmatic factors which cause Object to be pre-posed have been identified by the current study. Examples are taken from the data of the current study as the representative to show the structural analysis OPS and the interpretation of the six pragmatic factors below.

7.4.1 To Realize the Thematic Progression

In spontaneous conversations, a speaker may provide detailed descriptions about one situation. In order to guide the information flow, what has been described could be summarized with some abstract Ngs, such as "感觉 *(guanjue)* (feeling)" or "状态 *(zhuangtai)* (state)". These abstract Ngs would be chosen as the departure of the clause and are followed by the Rheme part. The Rheme part conveys new information. This point is illustrated with the following examples:

Example 3

LY: *有时候可能辛苦是好忍受的，我吃苦是不怕的，*

(Sometimes, hardship is probably bearable. I am not of afraid of going through hardship)

(BBN30-68-69)

但那种屈辱的不平等的感觉你经历过吗？

| *Dan* | *na* | *zhong* | *qurude* | *bupingdengde* | *ganjue* | *ni* | *jingli* | *guo* | *ma* |
| But | that | kind | humiliating | unfair | feeling | you | experience | ASP | Particle |

(But that kind of humiliating unfair feeling you have experienced?/Have you ever experienced that kind of humiliating unfair feeling?) (BBN30-70)

Table 7.2 the analysis of clause BBN30-70

Romanized	*dan*	*nazhong*	*qurude*	*bupingdengde*	*ganjue*	*ni*	*jingli*	*guo*	*ma*
Transitivity		Scope				Actor	Material process		
Interpersonal	Conjunction	Complement				Subject	Predicator	ASP	Particle
Theme-Rheme	Textual Theme	Marked Topical Theme				Rheme			

Example 4

LY: *小孩儿会有一种本能的生存跟适应环境的能力。*

(A child has the instinct to get used to the environment to survive.)   (XMR40-523)

XMR: *对*

(Right)   (XMR40-524)

LY: *然后就那一瞬间，你可能就长大了，有点悲哀有点好奇。*

(Then just at that moment, you probably grew up and you were a little sad and a little curious.)

(XMR40-525-526)

XMR: *对，对*

(Right, right.)   (XMR40-527)

LY: *我想，那种感觉您从小到大就是在不同阶段都经历过？*

| *Wo* | *xiang* | *na* | *zhong* | *ganjue* | *nin* | *cong* | *xiao* | *dao* | *da* | *jiushi* |
| I | think | that | kind | feeling | you | from | young | to | old | well |

| *zai* | *butongde* | *jieduan* | *dou* | *jingli* | *guo* |
| in | difference | stage | all | experience | ASP |

(I think, that kind of feeling you have experienced at different stages growin up. /In my opinion, you have experienced that kind of feeling from young to old at different stages.)

(XMR40-528)

Table 7.3 the analysis of clause XMR40-528

Romanized	*Wo xiang*	*nazhong*	*ganjue*
Transitivity		Scope	
Interpersonal	Adjunct	Complement	
Theme-Rheme	Interpersonal Theme	Marked Topical Theme	

Table 7.3 the analysis of clause XMR40-528 (continued)

Romanized	*nin*	*cong xiao dao da*	*jiushi*	*zai butong jieduan*	*dou*	*jingli*	*guo*
Transitivity	Actor	Time		Time		Material Process	
Interpersonal	Subject	Adjunct	Adjunct	Adjunct	Adjunct	Predicator	ASP
Theme-Rheme	Rheme						

Example 5

LY: 爸妈一般不会当面地夸你说儿子你做得真棒，

(Parents normally won't say you are really great to you)

(HH3-560-561)

但**内心那种骄傲的感觉**你能体会到吗?

Dan nei xin na zhong jiaoaode ganjue ni neng tihui-dao ma
But inside heart that kind proud feeling you can appreciate-reach Particle
(But that kind of proud feeling in their heart you can appreciate/ But you can appreciate that kind of proud feeling in their heart?) (HH3-562)

Table 7.4 the analysis of clause HH3-562

Romanized	*dan*	*neixin*	*nazhong*	*jiaoaode*	*ganjue*	*ni*	*neng*	*tihui-dao*	*ma*
Transitivity		Phenomenon				Senser		Mental Process	
Interpersonal	Conjunction	Complement				Subject	Finite	Predicator	Particle
Theme-Rheme	Textual Theme	Marked Topical Theme				Rheme			

The sentence-initial position Ngs in bold in Examples 3 to 5 (Tables 7.2-7.4) above function as Complement in the interpersonal meaning and Participants in the experiential meaning. As the word order of Mandarin is SVO, these sentence-initial position Ngs are supposed to be after Vgs. However, in order to realize thematic progression, the Ng "感觉 *(ganjue)* (feeling)" in Examples 3 to 5 was chosen as the

departure of clauses BBN30-70 (Table 7.2), XMR40-528 (Table 7.3), and HH3-562 (7.4) to summarize what had been said earlier. The Rheme part of the so-called OPS not only conveys new information but could also seek for the guests' story. This is shown in the following example:

Example 6

LY:*作为一个新人，我赚的第一笔工资，很大一笔钱拿到手，*
（As a newcomer, the first salary, a lot of money was in hand,）(BBN30-364)

那种成就感*你还记得吗?*

Na	*zhong*	*chengjiugan*	*ni*	*hai*	*jide*	*ma*
That	kind	sense of achievement	you	still	remember	Particle

(That kind of sense of achievement you still remembered/ Do you still remember that kind of sense of achievement?)   (BBN30-365)

Table 7.5 the analysis of clause BBN30-365

Romanized	*nazhong*	*chengjiugan*	*ni*	*hai*	*jide*	*ma*
Transitivity	Phenomenon		Senser		Mental Process	
Interpersonal	Complement		Subject	Adjunct	Predicator	Particle
Theme-Rheme	Marked Topical Theme		Rheme			

BBN: *当然，当然。就是我老师推荐我写那个戏，然后因为写得很苦，然后那个制片人也很好，叫张颖老师。张颖老师，感谢你。然后她就给我=给了当时十万块钱。然后第一笔的预付费是两万块钱。那时候我 21 岁，然后我记得特别清楚。那时候上大三......然后存完了钱以后，那张汇款单，就打给我妈妈的那个汇款单我还放在我的钱包了，放了很多年。*

(Of course, of course. Well, my teacher recommended me to write that play. Then because writing it was very hard, that producer was also very nice. Her name is Zhang Ying. Thank you very much, teacher Zhang Ying. Then she gave me one hundred thousand at that moment. The first pre-paid sum was twenty thousand. I was twenty-one back then. And I remember very clearly. At that time, I was a junior……Then after banking in the money, I even put that banking receipt in my purse and left it there for many years.)   (BBN30-366-390)

The host (LY) showed her interest in the sense of achievement of the guest's (BNN) by using the so-called OPS as in clause BBN30-365 (Table 7.5). The guest told the story in a very detailed manner as had been shown above. If the guest failed to meet the host's expectation by only answering "yes" or "no", the host would start a second or a third

round of questions to guide the guest to tell the story in a detailed way. This is shown in the following example:

Example 7
LY: *有时候可能辛苦是好忍受的，我吃苦是不怕的，*
 但那种屈辱的不平等的感觉你经历过吗？
 (Sometimes, hardship is probably bearable. I am not afraid of going through some hardship, but have you experienced that kind of humiliating unfair feeling?)

 (BBN30-68-70)

RBR: *经历过。*
 (Yes, I have)　　(BBN30-71)

LY: *是唱歌的时候吗还是什么时候?*
 (When did that happen, during your singing or when?)　　(BBN30-72-73)

RBR: *是我刚来北京那一年。然后我去拿着吉他去酒吧去找工作。当时是在=我记得在三里屯附近有一个小酒吧。然后我就进里面去问，我说"你们用不用歌手"。当时那个里 面的一个店员就很不耐烦地说去去去，怎么怎么样的，我们不用，态度就不是特别的那种......*
 (It was the first year when I got Beijing. Then I went to a bar to find a job with my guitar. I remembered there was a small Bar near San Li Tun. Then I went in and asked. I said ―do you need a singer?".　One waiter impatiently said ―get out, get out, get out, blah, blah. We didn't need any.". That tone was not that….)　　(BBN30-74-84)

The host (LY) had already indicated what she expected to hear from the guest in the first turn by using the OPS as in clause BBN30-70 (Table 7.2). However, the guest just only answered ―yes" by repeating the Vg ―*经历过 (jingli guo)* (have experienced)". Since this is not what the host expected by using OPS, the host started another turn by uttering clauses BBN30-72-73.

The pragmatic factor of the realization of thematic progression can also be perceived in answers to questions, which is shown in the following examples:

Example 8

LY: *一般女孩儿，很年轻的女孩儿，<当然男孩儿也这样>，喜欢追明星啊，偶像啊。你喜欢什么呢？你喜欢什么明星呢？*

(Normally, girls, young girls, of course including boys, like pursuing stars, idols. What do you like? You like any stars?)   (ZXQ2-369-372)

ZXQ：*好像**这些东西**我都没想过以前。*

  Hoaxing   zhexie   dongxi   wo   dou   mei   xiang   guo   yiqian
  Seemingly   these   thing   I   even   NEG   think   ASP   before

(Seemingly these things I haven't even thought about before/ It seems that I haven't thought about these things before.)   (ZXQ2-373)

Table 7.6 the analysis of the clause ZXQ2-373

Romanized	*haoxiang*	*zhexie*	*dongxi*	*wo*	*dou*	*mei*	*xiang*	*guo*	*yiqian*
Transitivity		Phenomenon		Senser			Mental Process		Time
Interpersonal	Adjunct	Complement		Subject	Adjunct	NEG	Predicator	ASP	Adjunct
Theme-Rheme	Interpersonal Theme	Marked Topical Theme		Rheme					

The host (LY) listed several hobbies in clauses ZXQ2-369-370. In order to realize the thematic progression, the Ng 一*这些东西 (zhexie dongxi)* (these things)" was chosen as the departure of clause ZXQ2-373 (Table 7.6) to summarize what had been listed in clauses ZXQ2-369-370.

During the process of conversations between the host and guests, some videos would be played on the screen before the conversations started. In this case, what had been played on the screen would be chosen as the departure in the utterance said by the utter after the video is finished in order to realize the thematic progression.This is shown in the following examples:

Example 9

LY：*这个过程*你一直在拍？

    Zhe   ge   guocheng   ni   yizhi   zai   pai

    This   MEAS process   you constantly ASP   shoot

    (This process you had been shooting?/You had been shooting the whole process?)   (HG1-838)

Karen: 嗯

    Yes   (HG1-839)

Table 7.7 the analysis of clause HG1-838

Romanized	*zhege*	*guocheng*	*ni*	*yizhi*	*zai*	*pai*
Transitivity	Goal		Actor			Material Process
Interpersonal	Complement		Subject	Adjunct	ASP	Predicator
Theme-Rheme	Marked Topical Theme		Rheme			

Example 10

LY: *刚才那一组照片*我想可能很多人在网上都看到了。

    Gangcai na yi zu zhaopian wo xiang   keneng   hen   duo   ren

    Just now that one set picture I   think   probably very   many   people

    Zai wang   shang   dou kan-dao   le

    At   line   on   all see-reach   Particle

    (Just now that set of pictures I think probably many people have seen online./ I think many people probably have seen that set of pictures played just now online.)   (LL6-1)

    看过以后真的特别感动。

    (It was really moving when we saw them.)   (LL6-2)

Table 7.8 the analysis of clause LL6-1

Romanized	*gangcia*	*na*	*yizu*	*zhaopian*
Transitivity	Phenomenon			
Interpersonal	Complement			
Theme-Rheme	Marked Topical Theme			

Table 7.8 the analysis of clause LL6-1 (continued)

Romanized	*wo*	*xiang*	*keneng*	*henduo*	*ren*	*zai wangshang*	*dou*	*kan-dao*	*le*
Transitivity				Senser		Place		Mental Process	
Interpersonal	Adjunct		Adjunct	Subject		Adjunct	Adjunct	Predicator	Particle
Theme-Rheme	Rheme								

Before clauses HG1-838 (Table 7.7) and LL6-1 (Table 7.8) were uttered, some videos were played on the screen. After the videos were finished, in order to realize the thematic progression, the speaker chose Ng ―这个过程 *(zhege guocheng)* (this process)" and ―这些照片*(zhexie zhaopian)* (these pictures)" to summarize what had been played just now and to lead to the Rheme part which carries the new information.

7.4.2 To Save the Focus Position for Other Elements

According to Halliday (2007), Mandarin is a SVO language and the information focus in Mandarin is unmarkedly mapped onto the Rheme part. Unmarkedly, the Rheme part and Object are mapped onto the same element. Theoretically speaking, Participants are more inherent to the Process and Circumstance is more peripheral (Halliday & Matthiessen, 2014). In casual conversations and in certain contexts, other elements, other than Participant, would compete for the information focus, such as Circumstance or Phase. Due to the pragmatic factor of saving the information focus to other elements, Object would be pre-posed temporarily and save the Rheme part for other elements. This point is shown in the following examples:

Example 11
然后第二天我去银行存钱，我一大早就去了
两万块钱揣在手里，，"丢了怎么办"，
然后我就特别特别激动。
(On the second day, I went to the bank to deposit the money. I started out early in the morning. Twenty thousand Yuan was in my hand. I thought: ―what if it is lost?" Then I felt very very excited.)
(BBN30-384-388)

那张汇款单，就打给我妈妈的那个汇款单

Na   zhang   huikuandan   jiu   da   gei   wo   mama   de   na   ge   huikuandan

That   MEAS   receipt   well   beat   to   my   mom   SUB   that   MEAS   receipt

(BBN30-389)

我还放在我的钱包了，

Wo   hai   fang   zai   wode   qianbao   le

I   also   put   in   my   purse   Particle   (BBN30-389)

放了很多年。

Fang   le   hen   duo   nian

Put   ASP   very   many   year

(That receipt, the receipt that I got when I banked money to my mom I put in my purse and put it there for many years.)   (BBN30-390)

Table 7.9 the analysis of clause BBN30-389

Romanized	*Na zhang*	*huikuandan*	*jiu*	*da*	*gei*	*wo mama*	*de*	*nage*	*huikuandan*
Transitivity	Goal								
Interpersonal	Complement								
Theme-Rheme	Marked Topical Theme								

Table 7.9 the analysis of clause BBN30-389 (continued)

Romanized	*wo*	*hai*	*fang*	*zai*	*wode*	*qianbao*	*le*
Transitivity	Actor		Material Process (enhance type)	Place			
Interpersonal	Subject	Adjunct	Predicator	Adjunct			Particle
Theme-Rheme	Rheme						

Table 7.10 the analysis of clause BBN30-390

Romanized	*fang*		*le*	*hen*	*duo*	*nian*
Transitivity	Material Process (enhancing type)			Duration		
Interpersonal	Predicator		ASP	Adjunct		
Theme-Rheme	Rheme					

It is normal to receive a receipt after finishing some business at a bank, which makes the information value of "那张汇款单*(na zhang huikuandan)* (that receipt)" in clauses BNN30-389-390 (Tables 7.9-7.10) not as strong as the informative question about where and how long it has been saved by the guest in this context. In order to save

the information focus to Place and Duration, which are realized by the prepositional phrase ―在我的钱包 *(zai wode qianbao)* (in my purse)" and Ng ―很多年 *(hen duo nian)* (many years)", the Goal realized by ―那张汇款单*(na zhang huikuandan)* (that receipt)" is moved from its original slot after the Vg and pre-posed to the sentence-initial position.

When a piece of information was mentioned earlier, that piece of information has already become old. In this case, the information focus will be saved for new information. This new information could be construed as Circumstance. This point is shown in the following Example.

Example 12
*我去把我的**proposal** 去跟他= 就是**商业计划**去跟他详细地讲。然后呢我原本以为呢他会问多很多的问题，说问的你这个头昏脑涨了，你都解答不出来，但是他随便问了两个问题，都能够对答如流，*
(I went to discuss with his about my proposal. Then at first I thought he would ask me a lot of questions, which made you totally lost. And you couldn't answer. But he just simply asked two questions and I could answer all of them smoothly.)   (MKK12-756-762)

因为这个商业计划我已经在脑海里想了七八个月了。
Yinwei   zhe   ge   shangye-jihuashu
Because this   MEAS   commercial- proposal
Wo yijing   zai nao-hai li   xiang   le   qi   ba   ge   yue   le
I   already in head-sea inside think   ASP seven eight MEAS month Particle
(Because that proposal I have thought in my head for seven or eight months./Because I have thought about that proposal for seven or eight months.)   (MKK12-763)

Table 7.11 the analysis of clause MKK12-763

Romanized	*yinwei*	*zhe*	*ge*	*shangyejihua*
Transitivity		Phenomenon		
Interpersonal	Conjunction	Complement		
Theme-Rheme	Textual Theme	Marked Topical Theme		

Table 7.11 the analysis of clause MKK12-763 (continued)

Romanized	*wo*	*yijing*	*zai naohai li*	*xiang*	*le*	*qi ba ge yue*	*le*
Transitivity	Senser		Place	Mental Process		Duration	
Interpersonal	Subject	Adjunct	Adjunct	Predicator	ASP	Adjunct	Particle
Theme-Rheme	Rheme						

The Ng "商业计划书 *(shangye jihuashu)* (proposal)" has been mentioned in clause MKK12-756-762. In the flow of conversation where the same information needs to be referred to again, the same information becomes old. Compared to the newly introduced information, the Duration in Example 12, the Ng "商业计划书 *(shangye jihuashu)* (proposal)" does not carry as much information value as the Duration realized by the Ng "七，八个月*(qi ba ge yue)* (seven, eight months)". In order to save the information focus to Duration, Phenomenon or Complement realized by the Ng "商业计划书 *(shangye jihuashu)* (proposal)" is temporarily transferred to the sentence-initial position.

The following examples show that due to the pragmatic factor of saving the information focus to Phase, Object is pre-posed.

Example 13
LY：*你就有一门课，第一次没考过，第二次又没考过。*
　　(You had one subject which you failed both the first and second time.)　(MKK12-482-484)

MKK：*我就后九个都没考过，就第一个就倒下了。*
　　（I didn't even take the last nine subjects exams. I has already failed on the first one.）
　　　　　　　　　　　　　　　　　　　　　　　　　　(MKK12-485-486)

LY:*地理你怎么能考不过呢？*

Dili	*ni*	*zenme*	*ne*	*kao-bu-guo*	*ne*
Geography	you	how	can	exam-NEG- pass	Particle

(Geography how come you could not pass/ How come you could not pass Geography?)
　　　　　　　　　　　　　　　　　　　　　　　　　(MKK12-487)

MKK: *那我背不住啊。它背倒不怕什么，它老有这个(gesture)，就什么风往哪边刮呀。*

(I couldn't memorize it. Memorizing in itself was ok. But it always had gestures like this, which meant the direction of the wind.)   (MKK12-488-492)

Table 7.12 the analysis of clause MKK12-487

Romanized	*dili*	*ni*	*zenme*	*neng*	*kao-bu-guo*	*ne*
Transitivity	Scope	Actor	Reason		Material Process	
Interpersonal	Complement	Subject	Adjunct	Finite	Predicator	Particle
Theme-Rheme	Marked Topical Theme	Rheme				

In the text given in Example 13, the guest Mao Kankan shared his story that he failed in the geography examination. The host (LY) felt surprised and could not believe that someone would fail in a geography examination. In order to pass the information focus to the lack of success in the geography test, Object realized by Ng —地理 *(dili)* (geography)" is temporarily moved to the sentence-initial position (Table 7.12) so that the Phase realized by the postverb —过 *(guo)* (pass)" with negation —(not)" is at the final position of the clause.

Example 14
其实拍完那部片子以后，在飞机落地前，要填那个移民局那个报表嘛，都要填职业这一栏，对不对。
 (Actually after finishing that movie, before the plane landed, we all needed to fill in the immigration form. And we all needed to fill in the column for occupation, right.)
                                                                    (LiAn21-296-297)

电影*我都填不下去了 。*

dianying	*wo*	*dou*	*tian-bu-xia-qu*	*le*
movie	I	even	fill-NEG-down-go	Particle

(Well, movie I could not fill it in./ Well, I could not fill in that column with movie)
                                                                    (LiAn21-298)

我拍前三部片，我觉得好像在玩一样，我也没办法面对我的父亲那个时候，一直到理性与感性，我第一次感觉说我有一个职业。
(I felt like I didn't take things seriously when I shot the first three movies. And back then I also could not face my father. I didn't feel that I had an occupation until I shot Sense and Sensibility.)
                                                                    (LiAn21-299-304)

Table 7.13 the analysis of clause LiAn21-298

Romanized	*dianying*	*wo*	*dou*	*tian*	*bu*	*xia*	*qu*	*le*
Transitivity	Goal	Actor		Material Process (Process+Completive)				
Interpersonal	Complement	Subject	Adjunct	Predicator				Particle
Theme-Rheme	Marked Topical Theme	Rheme						

The Material process of clause LiAn21-298 (Table 7.13) is realized by the Vg ―填 *(tian)* (fill)" and the postverb ―下去 *(xiaqu)* (down-go)" and the negation of ―不 *(bu)* (not)". The postverb is used to realize the Phase of Completive. The speaker saved the focus for the Completive to show that even though he was also a director at that time, he did not want to be called a director. The guest Li An was always burdened by a guilt feeling towards his father until he was internationally well-known because of the movie *Sense and Sensibility.* This is the reason that although the occupation should be filled in with ―director", the process of ―filling" was not completed.

7.4.3 To Indicate More Than One Choice

Another pragmatic factor which causes the Object to be pre-posed is to indicate more than one choice in Mandarin. This is shown in the following examples:

Example 15
因为我怕它会不会是炒我的那个信。就是，你看到那种程度，因为我很＝我觉得很知足那时候。
(Because I was afraid that was a letter to fire me. Well, you saw that, I felt satisfied at that time.)
(XGH19-441-444)
所以文涛那个时候他什么都干。在我们的眼里看，你是挺有野心的。
(So Wen Tao did everything at that time. In our eyes, you were very ambitious.)
(XGH19-445-446)

撰稿他也抢着去写，

Zhuangao　　*ta*　　*ye*　　*qiang*　　*zhe*　　*qu*　　*xie*

Copywriting　he　　also　　compete　ASP　　go　　write

(Copywriting he also competed to write. He also competed to do the copywriting.)

<div align="right">(XGH19-447)</div>

公司的各种管理呀，***创作会***他也参加 。

Gongsi　　***de***　　　***ge***　　***zhong***　　***guanli***　　　　　*ya*

Company　　SUB　　　each　　kind　　　management　Particle

chuangzuo　　**hui**　　*ta*　*ye*　　*canjia*

creation　　　　meeting　he　also　　join

(Each kind of company's management and creation meeting he also joined/ He also joined all kinds of company management and brainstorming meetings.)　　(XGH19-448)

Table 7.14 the analysis of clause XGH19-447

Romanized	*zhuangao*	*ta*	*ye*	*qiang*	*zhe*	*qu*	*xie*
Transitivity	Goal	Actor		Material Process			
Interpersonal	Complement	Subject	Adjunct	Adjunct			
Theme-Rheme	Marked　Topical Theme	Rheme					

Table 7.15 the analysis of clause XGH19-448

Romanized	*gongsi*	*de*	*gezhong*	*guanli*	*ya*	*chuangzuohui*	*ta*	*ye*	*canjia*
Transitivity	Scope					Scope	Actor		Material Process
Interpersonal	Complement				Particle	Complement	Subject	Adjunct	Predicator
Theme-Rheme	Marked Topical Theme						Rheme		

The text above depicts the impression that the other colleagues' had on Dou Wentao (DWT). The guest Xu Gehui (XGH) used this so-called OPS, clauses XGH19-447-448 (Tables 7.14-7.15), to support what she said. The propositional meaning of clauses XGH19-447 (Table 7.14) and XGH19-448 (Table 7.15) is that DWT had done some things before. However, the pragmatic meaning of these two clauses in this context conveys that DWT was very active by doing a lot of things, which made other colleagues think he was ambitious. This impression from his colleagues is highlighted

by pre-posing all the different activities DWT did, such as Ngs ―撰稿 *(zhungao)* (copywriting)", ―管理 *(guanli)* (management)" and ―创作会 *(chuangzuohui)* (creation meeting)". The pragmatic factor of indicating more than one choice can also be observed from the next example:

Example 16
电视一开开,
(I switch on the TV,)   (ZBG27-410)

没好节目,
(There is no good program,)   (ZBG27-411)

游戏*我也不玩,*
Youxi   wo   ye   bu   wan
Game   I   also   NEG   play
(Games I don't play)   (ZBG27-412)

电脑*我也不上。*
Diannao wo   ye   bu   shang
Laptop   I   also   NEG   play
(The laptop I also don't play)   (ZBG27-413)

Table 7.16 the analysis of clause ZBG27-412

Romanized	*youxi*	*wo*	*ye*	*bu*	*wan*
Transitivity	Scope	Actor			Material Process
Interpersonal	Complement	Subject	Adjunct	NEG	Predicator
Theme-Rheme	Marked Topical Theme	Rheme			

Table 7.17 the analysis of clause ZBG27-413

Romanized	*diannao*	*wo*	*ye*	*bu*	*shang*
Transitivity	Scope	Actor			Material Process
Interpersonal	Complement	Subject	Adjunct	NEG	Predicator
Theme-Rheme	Marked Topical Theme	Rheme			

Example 16 intends to elaborate on the fact that the guest sometimes did not do anything at home. In order to highlight that although the guest had many choices to do things, he still chose to do nothing, the Object or Complement in SFL terms realized by

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Ngs ─游戏 *(youxi)* (game)" and ─电脑 *(diannao)* (computer)" are pre-posed in clauses
ZBG27-412 (Table 7.16) and ZBG27-413(Table 7.17).

7.4.4 To Indicate Unexpectation or Expectation

Another pragmatic factor which causes the Object to be pre-posed is to indicate
unexpectation or expectation. The unexpectation conveys the meaning that it is a pity
that something should have been done but was not, such as in the following examples:

Example 17
他们以为我不懂艺术，也不会跳也不会唱歌，也不会打手鼓。"你进来干什么呀？就干脆你就家里养着。"。那个就...那政委不同意。我们政委当时一个汉族人，姓胡，胡政委，完了以后就在那...爸爸妈妈通过了考试。我没通过。不要。但是我也觉得...
(They thought I didn't know art or I could not dance or sing or play tambourine. ─What is the point of you joining? You just go back home and hang out". Well….that commissar didn't agree. Our commissar was Han nationality. His family name is Hu, commissar Hu. Then well… my parents passed the exam. I did not. They didn't want me. But I felt…)   (DDM28-352-367)

歌曲*我也没唱 ，*

| *Gequ* | *wo* | *ye* | *mei* | *chang* |
| Song | I | either | NEG | sing |

(Song I didn't sing/I didn't even sing a song.)   (DDM28-368)

跳舞*也没跳 。*

| *Tiaowu* | *ye* | *mei* | *tiao* |
| Dance | either | NEG | dance |

(Dance I didn't dance either/I didn't even dance.)   (DDM28-369)

Table 7.18 the analysis of clause DDM28-368

Romanized	*gequ*	*wo*	*ye*	*mei*	*chang*
Transitivity	Scope	Actor			Material Process
Interpersonal	Complement	Subject	Adjunct	NEG	Predicator
Theme-Rheme	Marked Topical Theme	Rheme			

Table 7.19 the analysis of clause DDM28-369

Romanized	*tiaowu*	*ye*	*mei*	*tiao*
Transitivity	Scope			Material Process
Interpersonal	Complement	Adjunct	NEG	Predicator
Theme-Rheme	Marked Topical Theme	Rheme		

In the entrance examination introduced in this text in Example 17, both dancing and singing should have been tested before a decision was made. Unfortunately, the dancing should have been tested but it did not happen; the singing should have been tested too but it did not happen either. With the Object being pre-posed, both the propositional meaning that ―I did not sing and I did not dance‖ and the pragmatic meaning that ―a dance should have been danced but was not and a song should have been sung but was not‖ are conveyed in clauses DDM28-368 (Table 7.18) and DDM28-369 (Table 7.19). The pragmatic factor of indicating unexpectation is further illustrated in the following example:

Example 18
LY: *这是你太太送给你的礼物，还有你女儿送的。这是我们送给你的蛋糕。*
　　(This is the gift from your wife, as well as your daughter's. This is the cake from us.)
　　　　　　　　　　　　　　　　　　　　　　　(WZ10-447-449)

WZ：*谢谢，谢谢，谢谢。*
　　(Thank you, thank you, thank you.)　　　　　(WZ10-450)

LY：*什么馅的我也不知道。*

Shenme	*xian*	*de*	*wo*	*ye*	*bu*	*zhidao*
What	filling	SUB	I	also	NEG	know

(What filling I also don't know/ I also don't know about the filling.)
　　　　　　　　　　　　　　　　　　　　(WZ10-451)

Table 7.20 the analysis on clause WZ10-451

Romanized	*shenme*	*xian*	*de*	*wo*	*ye*	*bu*	*zhidao*
Transitivity	Phenomenon			Senser			Mental Process
Interpersonal	Complement			Subject	Adjunct	NEG	Predicator
Theme-Rheme	Marked Topical Theme			Rheme			

The text in Example 18 above describes the host (LY) giving a birthday cake to the guest on behalf of the whole team of *Date with Luyu*. Object realized by 一什么馅的 *(shenme xian de)* (what filling)" of clause WZ10-451 (Table 7.20) has been pre-posed so that both, the propositional meaning and the pragmatic meaning could be conveyed. The propositional meaning is such that I don't know the filling of the cake. The pragmatic meaning is that although I am supposed to know what the filling of the cake is, I do not. The pragmatic factor of indicating the expectation is illustrated in the following example.

Example 19

LY: *你有过这样的日子吗，带着父母，比如说不一定去香山看红叶，比如说我们去趟颐和园。*
(Do you have days like that, such as taking parents to the Fragrance Hill to see red leaves or going to the Summer Palace together?)   (FBB11-568-570)

FBB：*像北京，我今年才去过颐和园，然后今年我才去过长城，过去从来没去过。我到现在故宫我都没去过。*
(Like Beijing, I just went to the Summer Palace this year. Then I also just went to the Great Wall this year. I had never been there before. I haven't been to the Imperial Palace even until now.)   (FBB11-571-574)

LY：*天安门你去过吗?*

| *Tian An Men* | *ni* | *qu* | *guo* | *ma* |
| Tian An Men | you | go | ASP | Particle |

(Tian An Men have you been to?/ Have you been to Tian An Men?)   (FBB11-575)

Table 7.21 the analysis of clause FBB11-575

Romanized	*Tian An Men*	*ni*	*qu*	*guo*	*ma*
Transitivity	Scope	Actor	Material Process		
Interpersonal	Complement	Subject	Predicator	ASP	Particle
Theme-Rheme	Marked Topical Theme	Rheme			

In this text in Example 19 above, in order to show how busy the guest's job was, the guest (FBB) said that she just visited *Fragrance Hill, Greet Wall,* and *the Imperial Palace*. The host (LY) expressed her feeling of surprise about what she had heard from

the guest by asking clause FBB11-575 (Table 7.21), the so-called OPS. Beijing is the capital city of China and *Tian An Men Square* is the center of Beijing. In the host's eyes, as a famous actress, finance should not be a problem. Besides, the actress lives in *Beijing*. Many Chinese who do not live in Beijing have visited *Tian An Men Square*, let alone a rich local resident. To help audiences understand how crazy the guest's job is and to convey a weak sarcastic tone, the Object ―*Tian An Men Square*" is pre-posed. This expression is not for making the guest lose face but for reflecting the degree of craziness of the guest's busy job.

The pragmatic factor of indicating expectation can also convey the meaning ―of course". This point is shown in the following example:

Example 20
小琼一直在东莞打工，生活其实很简单，甚至有些单调，
 (Xiao Qiong has been working in Dong Guan. Her life is very simple and even a little dull.)
(ZXQ2-98-100)

因为打工妹的生活我们可以想象 ，
Yinwei   dagong-mei   de   shenghuo   women   keyi   xiangxiang
Because   working girl SUB life   we   can   imagine
(There is no doubt that we could imagine a working girl's life.)   (ZXQ2-101)

非常艰苦。她把她所有的有关她的工作，她的生活，她的一些心情全部都放在自己的诗里面。她的诗读起来很能够打动人。
(It is very hard. She put everything about her life, her work and her feelings into her poem. Her poem is touching when you read it.)   (ZXQ2-102-104)

Table 7.22 the analysis of clause ZXQ2-101

Romanized	*yinwei*	*dagongmei*	*de*	*shenghuo*	*women*	*keyi*	*xiangxiang*
Transitivity		Phenomenon			Senser		Mental Process
Interpersonal	Conjunction	Complement			Subject	Finite	Predicator
Theme-Rheme	Textual Theme	Marked Topical Theme			Rheme		

The host (LY) described to everyone what a working girl's life is like by using adjectives, such as simple and dull. In order to support what she has just described, the so-called OPS clause ZXQ2-101 (Table 7.22) was used. In this context, clause ZXQ2-101 (Table 7.22) not only means that we can imagine a working girl's life, but also denotes the host's mood that ―it is just a working girl's life. It is supposed to be simple and dull, which is the reality". In this way, the host supported her description about the working girl's life by conveying the message that ―of course, a working girl's life is just like what I said. You do not even need to bother yourself to imagine". Hence, because of what the guest had experienced, the guest's poem is very moving and touching because the guest had woven all of the difficulties and hardships of a working girl's life into her poem.

7.4.5 To Indicate the Internal Contrast

The pragmatic factor focused on in the current sub-section is indicating the internal contrast. This internal contrast could be realized by the pronoun ―我(wo) (I)" and ―别人 (bieren) (other people)", or by ―男 (nan) (male)" and ―女 (nv) (female)". The pragmatic factor which causes Object to be pre-posed for indicating the internal contrast is shown in the following examples.

Example 21

比如说我很独立，所以我习惯金钱也很独立。可是他的观念里面，家人是一起的，所以他就会觉得说你也可以花我的钱，对不对。

(For example, I am very independent. So I am used to being financially independent. But in his conception, we are family. So he would say that you can also spend my money, right.)

(YNJ13-617-621)

我的司机你也可以用，什么什么的

| *Wode* | *siji* | *ni* | *ye* | *keyi* | *yong* | *shenme* | *shenme* | *de* |
| My | chauffeur | you | also | can | use | what | what | SUB |

(My chauffeur you can also use, etc./You can also use my chauffeur.)   (YNJ13-622)

Table 7.23 the analysis of clause YNJ13-622

Romanized	*wode*	*siji*	*ni*	*ye*	*keyi*	*yong*	*shenme*	*shenme*	*de*
Transitivity	Goal		Actor			Material Process			
Interpersonal	Complement		Subject	Adjunct	Finite	Predicator	Adjunct		
Theme-Rheme	Marked Topical Theme		Rheme						

The internal contrast is shown between ―我的 *(wode)* (my)‖ and ―你 *(ni)* (you)‖ in clause YNJ13-622 (Table 7.23). This internal contrast realized by pre-posing the Object ―我的司机 *(wode siji)* (my chauffeur)‖ is for conveying the information that ―we are a family. What is mine is yours‖. The following example shows that in order to depict a good friendship, Object is pre-posed to realize the internal contrast.

Example 22

GZL：*他们结婚那天，他们一进场我已经哭了……没办法,可能认识太多年了大家。*
(On the day they got married, I was already crying the moment they entered….. I couldn‗t help it. We have probably we have known each other for many years.)   (GZL43-573-588)

ZZT：*我经过的他们都知道。*

| *Wo* | *jingguo* | *de* | *tamen* | *dou* | *zhidao* |
| I | experience | SUB | they | all | know |

(What I have experienced they all know/ They know about everything I have experienced.)
(GZL43-589)

Table 7.24 the analysis of clause GZL43-589

Romanized	*wo*	*jingguo*	*de*	*tamen*	*dou*	*zhidao*
Transitivity	Phenomenon			Senser		Mental Process
Interpersonal	Complement			Subject	Adjunct	Predicator
Theme-Rheme	Marked Topical Theme			Rheme		

Normally, what others have experienced is only confined to themselves. But in order to show that what the guest had gone through was also known to his friends, the Object or the complement "我经过的 *(wo jinguo de)* (what I had experienced)" is pre-posed to show the internal contrast "wo" and "tamen" in clause GZL43-589 (Table 7.24). The good friendship is displayed by this internal contrast. Therefore, having witnessed all of the sufferings the guest had gone through, friends were moved to tears when the guest married again.

The internal contrast in the following example is reflected in "female" and "male".

Example 23
DZC：*跟武打片似的*
     (It was like action movies.)   (FYZ38-492)
LY：*翻过 20 米的墙*
     (He climbed over a 20-meter-high wall)   (FYZ38-493)
DZC：*嗖，就上去了*
     (He just jumped up)   (FYZ38-494)
FYZ：*房顶*
     (The roof)   (FYZ38-495)
WaG：*房顶，对*
     (The roof, right.)   (FYZ38-496)
FYZ：*关键他还穿着军大衣呢。*
     (The important thing is he was wearing an overcoat.)   (FYZ38-497)
WaG：*对*
     (Right)   (FYZ38-498)
FYZ：*他能上三米高的房顶，你想想。然后底下为了好多人。*
     (He could jump onto the 3-meter-high roof. Think about that. Then there were a lot of people on the ground.)   (FYZ38-499-501)
WG：*这军大衣呢是岳秀清的*
     (That overcoat was Yue Xiuqing's)   (FYZ38-502)
WaG：*对*
     (Right)   (FYZ38-503)
LY：**女士**大衣**他**能穿。
     Nvshi   dayi   ta   neng   chuan
     Female   overcoat   he   could   wear
     (Female overcoat he could wear/ He could wear a female coat.)   (FYZ38-504)

Table 7.25 the analysis of clause FYZ38-504

Romanized	*nvshi*	*dayi*	*ta*	*neng*	*chuan*
Transitivity	Goal		Actor		Material Process
Interpersonal	Complement		Subject	Finite	Subject
Theme-Rheme	Marked Topical Theme		Rheme		

After the guests had told a funny story, the host (LY) showed her interest in a man wearing a female coat. The Object or the Complement realized by 女士大衣 *(nvshi dayi)* (female coat)" is pre-posed to show the internal contrast between male and female in clause FYZ38-504 (Table 7.25). Through this internal contrast, the host expressed her interest in this unusual behavior.

7.4.6 Due to the Hidden Relational Relation to What Has Been Said Before

The last factor which causes Object to be pre-posed in Mandarin is the hidden relation between the pre-posed Object and its former clause. When a speaker finishes an utterance, the meaning of that utterance is in the listener's mind temporarily retained. When the listener picks up the turn to start to talk, the meaning of the last utterance would be in the speaker's mind first. Drawing on the meaning of the last utterance, the speaker makes his/her own utterance where the Theme part and what was just said before has a hidden Relational relation. This point is shown in the following examples.

Example 24
LY：*那你在这个城市,你会渴望爱情吗？*
   (Well you are in this city and do you yearn for love?)   (BBN30-313)

BBN：*当然，永远渴望爱情。*

Dangran	*yongyuan*	*kewang*	*aiqing*
Of course	always	yearn for	love

   (Of course, I always yearn for love.)   (BBN30-314)

LY：*难吗你觉得爱情？*

Nan	*ma*	*ni*	*juede*	*aiqing*
Hard	Particle	you	feel	love

(Hard you feel love/ Do you feel love is hard?)　　　(BBN30-315-316)

BBN：*我觉得爱情不难。*

(I don't feel love is hard.)　　　(BBN30-317-318)

Table 7.26 the analysis of clause BBN30-314

Romanized	*dangran*	*yongyuan*	*kewang*	*aiqing*
Transitivity			Mental Process	Phenomenon
Interpersonal	Adjunct	Adjunct	Predicator	Complement
Theme-Rheme	Interpersonal Theme	Rheme		

Table 7.27 the analysis of clause BBN30-315-316

Romanized	*nan*	*ma*	*ni*	*juede*	*Aiqing*
Transitivity			Senser	Mental Process	
Transitivity of Projection	Attribute				Carrier
Taxis			α		
	β				
Interpersonal	Complement	Particle	Subject	Predicator	Subject
Theme-Rheme	Marked Topical Theme		Rheme		

LY：*那你在这个城市,你会渴望爱情吗？*

(Well, you are in this city. Do you yearn for love?)　　(BBN30-313)

BBN：*当然，永远渴望**爱情**。*

Dangran	*yongyuan*	*kewang*	***aiqing***
Of course	always	yearn for	**love**

(Of course, always yearn for love.)　　　(BBN30-314)

Carrier

Attribute

LY：***难吗**你觉得爱情？*

Nan	***ma***	*ni*	*juede*	*aiqing*
Hard	**Particle**	you	feel	love

(Hard you feel love/ Do you feel love is hard?)　　　(BBN30-315-316)

Figure 7.1 the hidden relation between the Rheme part in clause BBN30-314
and the Theme part in clauses BBN30-315-316

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The Rheme part in clause BBN30-314 (Table 7.26) is the Ng "爱情 *(aiqing)* (love)". With the Ng "爱情 *(aiqing)* (love)" in mind and due to the hidden Relational relation, the host (host) picked up the turn and chose "难吗 *(nan ma)* (difficult?)" as the departure of the clause BBN30-315-316 (Table 7.27). As Complement, "难吗 *(nan ma)* (difficult?)" is supposed to follow after Subject which is also realized by "爱情 *(aiqing)* (love)". Due to the hidden Relational relation, "难吗 *(nan ma)* (difficult?)" is pre-posed.

Another two examples are shown below to further display the function of this pragmatic factor.

Example 25
ZY: *而且我会一辈子珍惜他。*

Erqi	*wo*	*hui*	*yi-beizi*	*zhenxi*	*ta*
And	I	will	whole life	cherish	him

(And I will cherish him for my whole life) (YY7-350)

WG：*谢谢。**挺感动的我其实**。*

Xiexie	*ting*	*gandongde*	*wo*	*qishi*
Thanks	very	moved	I	actually

(Thanks. Very much moved I am actually/ Thanks. I am very much moved actually.)
(YY77-351-352)

Table 7.28 the analysis of clause YY7-350

Romanized	*erqie*	*wo*	*hui*	*yibiezi*	*zhenxi*	*Ta*
Transitivity		Senser		Duration	Mental Process	Phenomenon
Interpersonal	Conjunction	Subject	Modal	Adjunct	Predicator	Complement
Theme-Rheme	Textual Theme	Topical Theme	Rheme			

Table 7.29 the analysis of clause YY7-352

Romanized	*ting*	*gandongde*	*wo*	*qishi*
Transitivity	Attribute		Carrier	
Interpersonal	Complement		Subject	Adjunct
Theme-Rheme	Marked Topical Theme		Rheme	

ZY: *而且我会一辈子珍惜他。*

Erqi	*wo*	*hui*	*yi-beizi*	*zhenxi*	*ta*
And	I	will	whole life	cherish	him

(And I will cherish him for my whole life)　　　(YY7-350)

Carrier

↕

Attribute

WG：*谢谢。**挺感动的**我其实。*

Xiexie	***ting***	***gandongde***	*wo*	*qishi*
Thanks	**very**	**moved**	I	actually

(Thanks. Very much moved I am actually/ Thanks. I am very much moved actually.)

(YY7-351-352)

Figure 7.2 the hidden relation between clause YY7-350 and the Theme part of clauses YY7351-352

The hidden Relational relation is between the entire clause YY7-350 (Table 7.28) and the Adjective ―*挺感动的 (ting gandongde)* (very moving/moved)‖ in clause YY7-352 (Table 7.29). With the meaning of clause YY7-350 (Table 7.28) in mind, the speaker chose the Adjective ―*挺感动的 (ting gandongde)* (very moved)‖ as the departure of clause YY7-352 (Table 7.29). This hidden Relational relation means what has been said in clause YY7-350 (Table 7.28) is very moving.

The hidden Relational relation is not confined to the attributing mode. It can also be reflected in the identifying mode, which is shown below:

Example 26

LH：*今天的节目变了，因为那个时候这儿凤凰卫视啊不是凭空有的，它是当年跟一个叫卫视 中文台这么一个频道这个合作改变，变成了一个凤凰卫视，在之前是卫视中文台，小莉 是其实比我们更老的，*

(Today‗s program has changed because Feng Huang TV Station did not come out of nowhere. It was changed in cooperation with a Chinese TV Station. Then it turned into Feng Huang TV Station. Before Feng Huang TV Station existed, the previous TV station was the Chinese TV Station. Actually, Xiao Li was a senior to us.)　　(XGH19-247-252)

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*她等于是在**前身***，

Ta   dengyu shi zai   qianshen

She   equal   be   at   former

(She was actually at the former TV station)   (XGH19-253)

***卫视中文台**她就在。*

Weishi-zhongwen-tai   ta   jiu zai

Chinese TV Station   she   just at

(She was just at the Chinese TV Station/ She had already been working at the Chinese TV Station.)

(XGH19-254)

Table 7.30 the analysis of clause XGH19-253

Romanized	*ta*	*dengyu*	*shi*	*zai*	*qianshen*
Transitivity	Carrier	Relational process		Attribute	
Interpersonal	Subject	Predicator		Complement	
Theme-Rheme	Topical Theme	Rheme			

Table 7.31 the analysis of clause XGH19-254

Romanized	*Weishi zhongwen tai*	*ta*	*jiu*	*zai*
Transitivity	Attribute	Carrier		Relational Process
Interpersonal	Complement	Subject	Adjunct	Predicator
Theme-Rheme	Marked Topical Theme	Rheme		

LH：   *她等于是在**前身***

*Ta   dengyu   shi   zai   **qianshen***

She   equal   be   at   **former**

(She was actually at the former TV station)   (XGH19-253)

                Identified

Identifier

***卫视中文台**她就在。*

Weishi-zhongwen-tai   *ta   jiu   zai*

Chinese TV Station   she   just   at

(She was just at the Chinese TV Station/ She had already been working at the Chinese TV Station.)

(XGH19-254)

Figure 7.3 the hidden relation between the Rheme part of clause XGH19-253 and the Theme part of clause XGH19-254

The analysis above shows that a hidden Relational relation is formed between "前身 *(qianshen)* (former)" of the Rheme part in clause XGH19-253 (Table 7.30) and the Theme "卫视中文台 *(weishi zhongwen tai)* (Chinese TV station)" in clause XGH19-254 (Table 7.31).

The hidden relation can also be realized as a parallel relation between the Rheme part of the last clause and the Theme part of the next clause. The examples and the analysis are shown below.

Example 27
ZBG: *其实我那时候是115斤。*

Qishi   wo   na shihou   shi 115 jin
Actually   I   that time   be   115 gram
(Actually, at that time I was 115 grams.)   (ZBG27-227)

LY: *可你多高啊问题是。*

Ke   ni   duo   gao   a   wenti   shi
But you much tall Particle problem be
(But how tall you are the problem is/ But the problem is that you are so tall.)
                                                       (ZBG27-228)

Table 7.32 the analysis of clause ZBG27-227

Romanized	*qishi*	*wo*	*nashihou*	*shi*	*115jin*
Transitivity		Carrier	Time	Relational Process	Attribute
Interpersonal	Adjunct	Subject	Adjunct	Predicator	Complement
Theme-Rheme	Interpersonal Theme	Topical Theme	Rheme		

Table 7.33 the analysis of clause ZBG27-228

Romanized	*ke*	*ni*	*duo*	*gao*	*a*	*wenti*	*shi*
Transitivity		Identifier				Identified	Relational Process
Interpersonal	Conjunction	Complement				Subject	Predicator
Theme-Rheme	Textual Theme	Marked Topical Theme				Rheme	

ZBG: *其实我那时候是**115斤**。*

*Qishi wo na shihou shi **115 jin***

Actually I that time be **115 gram**

(Actually, at that time I was *115 grams.*) (ZBG27-227)

LY: *可你多**高**啊问题是。*

*Ke ni duo **gao** a wenti shi*

But you much **tall** Particle problem be

(But how tall you are the problem is/ But the problem is that you are so tall.)

(ZBG27-228)

Figure 7.4 the hidden relation between the Rheme part of clause ZBG27-227 and the Theme part of clause ZBG27-228

Both weight and height are the two common ways of measuring human beings. Due to this parallel relation, ―你多高 *(gao)* (height/high)‖ was chosen as the departure in clause ZBG27-228 (Table 7.33) to realize the hidden parallel relation with the Rheme part *"115 斤 (115 jin)*" (115 grams)‖ in clause ZBG27-227 (Table 7.32).

Example 28

LY：*好，这是他性格中**可爱的那种魅力**。*

*Hao zhe shi ta xingge zhong **keaide na zhong meili***

Ok this is his character inside **cute that kind charm**

(Ok, this is the cute charm in his character.) (FBB1-633)

***性感的魅力**刘德华是吗？*

***Xinggande meili** Liu Dehua shi ma*

Sexy charm Liu Dehua be Particle

(Sexy charm Liu Dehua is?/So Liu Dehua has sexy charm?) (FBB1-634)

Table 7.34 the analysis of clause FBB1-623
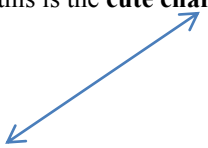
Romanized	*zhe*	*shi*	*Ta xinggezhong keaide nazhong meili*
Transitivity	Identified	Relational Process	Identifier
Interpersonal	Subject	Predicator	Complement
Theme-Rheme	Topical Theme	Rheme	

Table 7.35 the analysis of clause ZBG27-228

Romanized	*xinggande*	*weili*		*Liu Dehua*	*shi*	*ma*
Transitivity	Attribute			Carrier	Relational Process	
Interpersonal	Complement			Subject	Predicator	Particle
Theme-Rheme	Marked Topical Theme			Rheme		

LY：*好，这是他性格中**可爱的那种魅力**。*

Hao zhe shi ta xingge zhong **keaide na zhong meili**

Ok this is his character inside **cute that kind charm**

(Ok, this is the **cute charm** in his characters.)　　　　　(FBB1-633)

性感的魅力刘德华是吗？

Xinggande meili *Liu Dehua shi ma*

Sexy charm Liu Dehua be Particle

(Sexy charm Liu Dehua is?/So Liu Dehua has sexy charm?)　　(FBB1-634)

Figure 7.5 the hidden relation between the Rheme part of clause FBB1-633 and the Theme part of clause FBB1-634

The text in Example 28 above names two types of charms. The parallel relation resides in the Ng —可爱的魅力 *(keiaide meili)* (cute charm)" and the Ng —性感的魅力 *(xinggede meili)* (sexy charm) ". Due to this hidden parallel relation, the Complement —性感的魅力 *(xinggede meili)* (sexy charm)" is chosen as the departure of the clause. Due to this pragmatic factor, the SVO word order of the Chinese clause is temporarily changed to OSV word order.

As shown from the analysis and interpretation, Object in Mandarin can be temporarily pre-posed at the sentence-intial position for fulfilling some communication needs. This temporary word-order change caused by pragmatic factors in communication does not affect the syntactic role of the sentence-intial position Ng in OPS. It is still an Object. This temporary word-order change only affects the functional role of the sentence-initial position Ng in OPS in the textual meaning. It is a highly

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marked Topical Theme if there is no other circumstantial element in front of it.

As the sentence-initial position Ng in the temporarily labelled OPS is an Object, there is no possibility for the same element in the same clause to function at the same time in another syntactic role or as being syntactically independent, such as a Topic. The structural analysis of OPS shows that there is no Topic or Comment. The typological view on Mandarin formed by taking OPS as evidence cannot be supported by the current study.

If Topic is taken as a pragmatic notion, the sentence-initial position Ng in the temporarily labelled OPS could be analyzed as Topic. But the typological view on Mandarin and the typological classifications would not exist at the very beginning (c.f. Her, 1991). In SFL terms, the sentence-initial position Ng in OPS functions as highly marked Topical Theme, which means that it is not a dangling Topic. In one word, the analysis of OPS conducted by the current study cannot support the typological view on Mandarin proposed by Li and Thompson (1976, 1981).

7.5 Conclusion

In summary, the quantitative study of OPS found out that out of 34,458 clauses, only 256 OPS were identified. With such low frequency, the portion of OPS is correspondingly as small as 0.74%. According to this low frequency and small portion of OPS, the current study cannot support the typological view on Mandarin by taking OPS as evidence.

Complementarily, the qualitative analysis of OPS showed that pragmatic factors identified by the current study causes the Object to be temporarily pre-posed in order to fulfill some communicative needs. This temporary word-order change due to pragmatic factors in communications does not affect the syntactic role of the sentence-initial position Ng in OPS. It is Object or Complement in SFL terms in the interpersonal meaning. It is chosen as the departure of the clause by functioning as a highly marked Topical Theme. As there is no Topic as a syntactic category in OPS, the current study does no support the typological view on Mandarin by taking OPS as evidence.

The next chapter reports the three types of formations of CSTCS to provide further the findings to show whether Mandarin is a TP language or not.

CHAPTER 8: THE STUDY OF THE CHINESE-STYLE TOPIC-COMMENT

SENTENCES

8.1 Introduction

As discussed in Chapters 1 and 3, the typological view that Mandarin is a TP language (Li & Thompson, 1976, 1981) is based on the evidence of the Topic-Comment analysis of TCS. The Topic-Comment analysis on Chinese clauses was guided by the notions and criteria for the identification of Topic in Mandarin. These constructions used as evidence to support the typological view on Mandarin are the Ng + Vg construction, Ng + Ng + Vg construction (Chapter 6), OPS (Chapter 7) and CSTCS. CSTCS is focused on in this chapter.

This chapter begins with a brief background on the analysis of CSTCS, followed by the findings.

8.2 Background

The form of CSTCS is realized as a sentence-initial position Ng (in bold) followed by a fully-fledged clause, such as in the following examples:

Example 1
Nei-chang huo *xingkui xiaofang-dui lai de kuai*
That-classifier fire fortunate fire-brigade come adv. Particle quick
(That fire (topic), fortunately the fire-brigade came quickly.)   (Li & Thompson, 1981, p. 462)

Example 2
台南，*我就更保守，更不敢讲话。*
Tainan, wo jiu geng baoshou, geng bu gan shuohua
Southern part of Taiwan I then more conservative more Negation dare speak
(Southern part of Taiwan, then I am more conservative and dare not speak)   (LiAn20-60-62)

As discussed in Chapter 3, among the criteria for the identification of Topic, only the sentence-initial position was consistently used by Li and Thompson (1976, 1981) to carry out the Topic-Comment analysis on Chinese clauses. Based on the criterion of sentence-initial position, "na chang huo (that fire)", such as in Example 1, was labelled as Topic.

Still as noted in Chapter 3, Topic was variously and inconsistently defined as a syntactic notion, a non-syntactic notion and as being syntactically independent. This inconsistency of the definition of Topic invites some possibilities on this Topic-Comment analysis of CSTCS. Firstly, if Topic is taken as a non-syntactic notion, it means Li and Thompson (1981) failed to provide syntactic analysis on CSTCS despite the fact that syntactic analysis is the supposed basis for the typological view on Mandarin (Li & Thompson, 1976). Besides, if Topic is taken as a non-syntactic notion or as being syntactically independent, the typological classifications based on Subject vs Topic prominence would not exist in the first place (c.f. Her, 1991). Secondly, if Topic is taken as a syntactic notion, it means that in addition to the syntactic roles, such as Subject, Predicator, Object and Adverbial, the syntactic structure of Chinese clauses also includes a syntactic role of Topic. In this case, whether the sentence-initial position Ng in CSTCS is Topic plays a critical role in assessing the validity of the typological view on Mandarin by taking CSTCS as evidence. In other words, if the sentence-initial position Ng in CSTCS is not Topic, the typological view on Mandarin by taking CSTCS as evidence will not be valid. Then what is its syntactic role?

Previous studies focused more on isolated and decontextualized CSTCS, while the current study will give CSTCS a discoursal look by taking context into consideration. This way it will help find out how CSTCS is formed in conversations. The formation of CSTCS will guide the structural analysis of CSTCS so that it will find out whether there is Topic as a syntactic category in CSTCS. For example, the formation of CSTCS could be due to the ellipsis of some element in discourses. If so, with the left-out element being traced back, the sentence-initial position Ng may have another functional role.

Before presenting the structural analysis on CSTCS, the occurrence and portion of CSTCS is reported below.

8.2 The Occurrence and Portion of CSTCS

As discussed in Chapter 5, the total number of clauses from the 50 transcribed data is 34,458. The total number of both simple sentences and complex sentences from the data of the current study is 17,173. The total number and the portion of CSTCS is 204 and 0.59% against 34,458 clauses and 1.87% against 17,173 sentences. In other words, the portion of the non-TCS is more than 90% based on the data of the current study.

A typological view on a language should be made based on a large portion of that language. Nevertheless, the typological view on Mandarin as claimed by Li and Thompson (1976, 1981) was just based on a small portion of CSTCS. According to the quantitative findings on CSTCS, the current study, therefore, cannot support the typological view claimed by Li and Thompson (1976, 1981) by taking CSTCS as evidence.

In order to find out the syntactic role of the sentence-initial position Ng in CSTCS, three types of formation of CSTCS have been identified. The three types of formations of CSTCS are:

a. due to the ellipsis of some element in discourse (e.g. Process, preposition or conjunction)

b. due to repetition

c. due to GM

The portion of each type of formation is shown in the following table.

Table 8.1 the portion of each type of the formation of CSTCS

The formation of CSTCS	Occurrence	Percentage
due to ellipsis of some element	121	59.31%
due to repetition	41	20.09%
due to GM	42	20.58%
Total	**204**	**100%**

As observed and shown in Table 8.1 above, half of the formation of CSTCS is due to the ellipsis of some element in discourse. This shows that in this register, namely daily life-like talks, speakers draw more on the context to convey and to understand messages. In a rich context, therefore, what has just been mentioned before could be left out, but it will not affect the transmission and the interpretation of information in communication. Similarly, because conversations spontaneously took place in *Date with Luyu*, speakers may repeat what he/she has just said before. What was repeated by speakers could be any element in the utterances said earlier, including Ngs. The last type of formation of CSTCS identified by the current study is due to the force of GM. The current study argues that GM partly happens on a complex clause so that the

logico-semantic relation between the sentence-initial position Ng and its following fully-fledged clause still remains.

The detailed qualitative analysis on CSTCS is presented below.

8.3 The Formation of CSTCS due to the Ellipsis of Some Element in Discourse

The current study has identified that due to the ellipsis of Process realized by Vg, prepositions and conjunctions in discourse, some clauses are formed in a way that a sentence-initial position Ng is followed by a fully-fledged clause. Out of 204 CSTCS, 121 clauses are formed due to the ellipsis of some element. Out of 121 CSTCS, 101 clauses are formed as CSTCS due to the ellipsis of preposition; 15 due to the ellipsis of Vgs; 5 due to the ellipsis of conjunction. CSTCS is chosen from the data of the current study as the representative to show the analysis in detail below.

8.3.1 The Formation of CSTCS due to the Ellipsis of Process Realized by Vgs.

The following examples taken from the data of the current study as the representative to show that due to the ellipsis of Process realized by Vgs, CSTCS is formed.

Example 3
LY: *您现在**回到**台湾还会紧张吗？*

 Nin xianzai hui-dao Taiwan hai hui jinzhang ma

 You now return-arrive Taiwan still will nervous Particle

 (Will you still be nervous when you return Taiwan now?)

                  (LiAn20-45-46)

LiAn: *近乡情怯，会。*

 (The closer I approach my hometown, the more nervous I am, yes.) (LiAn20-47)

LY: 现在还会吗?

  (You will still be nervous now?)   (LiAn20-48)

LiAn: 还会有一点。我讲中文就比较严肃。讲英文就比较轻松。

  (There is another point. I am more serious when I speak Chinese. I would feel ease when I speak English.)   (LiAn20-49-52)

LY: 为什么?

  (why)   (LiAn20-54)

LiAn: 跟生长环境有关。

  (It has something to do with the growth environment.)   (LiAn20-55)

LY: 但我觉得

  Dan   wo   juede
  But   I   think

  这次**回到**台湾

  Zhe   ci   hui-dao   Taiwan
  This   time   return-arrive   Taiwan

  带着这个电影,

  Dai   zhe   zhe ge   dianying
  Take   ASP   this MEAS   movie

  应该跟之前比起来心情还是会很放松。

  Yinggai   gen zhiqian   bi-qi-lai   xinqing   haishi   hui   hen fangsong
  Suppose   with before   than-up-come   mood   still   will very relaxed
  (But I think this time you came back to Taiwan with this movie, you would feel more relaxed.)
                (LiAn20-56-59)

LiAn: **台南**,我就更保守,更不敢讲话。

  Tainan,   wo jiu geng   baoshou,   geng   bu gan   shuohua
  Southern part of Taiwan I then more   conservative more   NEG dare   speak
  (Southern part of Taiwan, then I am more conservative and dare not speak)
                (LiAn20-60-62)

  台北,我就活泼一点。

  T*aibei,   wo   jiu   huopo   yidian*
  Northern part of Taiwan I   then   lively   a little
  (Northern part of Taiwan, then I am a little more lively.)   (LiAn20-63-64)

The text given above is about the host Lu Yu asking the guest Li An whether he still felt nervous when he came back to Taiwan now. In the first turn, the host LY started with the clause LiAn20-45 where the Process is realized by the Vg 一回*(hui)* (go

back/return)" and the postverb "到 *(dao)* (arrive)". In the second turn, the host LY asked the same question. Skipping the turn about why the guest answered like he did in the second turn, the host LY started a new fourth turn by stating her own opinion in clauses LiAn20-56-59. The Process in clause LiAn20-57 is still realized by the same Vg "回到 *(hui-dao)* (return-arrive)". But the same Process realized by the same Vg "回到 *(hui-dao)* (return-arrive)" is left out from the guest's answers in clauses LiAn20-60-64. When the same Vg "回到 *(hui-dao)* (return-arrive)" is traced back, the original clauses LiAn20-60-64 are re-written as followings:

回到台南，/我就更保守，//更不敢讲话
Hui-dao   Tainan,
Return-arrive   Southern part of Taiwan

Wo jiu   geng   baoshou,   geng   bu   gan shuohua
I   then   more   conservative   more   NEG   dare speak
(If I return to the southern part of Taiwan, then I am more conservative and dare not speak)

回到台北，/我就活泼一点
Hui-dao   Taibei,   *wo jiu   huopo   yidian*
Return-arrive   Northern part of Taiwan   I   then   lively   a little
(If I return to the northern part of Taiwan, then I am a little more lively.)

By taking context into consideration, it can be observed that the sentence-initial position Ng in fact belongs to the secondary clause where the Process is left out in discourse. The analysis of clauses LiAn20-60-64 is shown below.

Table 8.2 the analysis of clauses LiAn20-60-62

Romanized	*tainan*
Transitivity	Scope
Interpersonal	Complement
Textual	Theme
Taxis	xβ

Table 8.2 the analysis of clauses LiAn20-60-62 (continued)

Romanized	*wo*	*jiu*	*geng*	*baoshou*
Transitivity	Carrier		Attribute	
Interpersonal	Subject	Adjunct	Complement	
Theme-Rheme	Rheme			
Taxis	α1			

Table 8.2 the analysis of clauses LiAn20-60-62 (continued)

Romanized	*geng*	*bu*	*gan*	*jianghua*
Transitivity			Verbal Process	
Interpersonal	Adjunct	NEG	Predicator	
Theme-Rheme	Rheme			
Taxis	α+2			

Table 8.3 the analysis of clause LiAn20-63-64

Romanized	*taibei*	*wo*	*jiu*	*huopo*	*yiidan*
Transitivity	Scope	Carrier		Attribute	Degree
Interpersonal	Complement	Subject	Adjunct	Complement	Adjunct
Theme-Rheme	Theme	Rheme			
Taxis	xβ	α			

The ellipsis of Process realized by Vgs in discourse which causes the formation of CSTCS is further illustrated in the following examples again.

Example 4

HG: *我好像**遇到**大事，会比较坚强，*

    *Wo   hoaxing   **yu-dao**   da shi   hui bijiao   jianqiang*

    I   seemingly   **meet-arrive** big thing   will than   strong

    (It seems like that I am much stronger when I meet something big.)   (HG1-461-462)

    ***遇到**小事，会比较脆弱。*

    ***Yu-dao**   xiao   shi   hui   bijiao   cuiruo*

    Meet-arrive small   thing   will   than   fragile

    (I am more fragile when I meet something small.)   (HG1-463-464)

LY: *什么样小事，你会脆弱?*

    Shenme   yang   xiao   shi   ni   hui   cuiruo

    What   kind   small   thing   you   will   fragile

    (When you meet what kind of small thing, you will be more fragile?)   (HG1-465-466)

Table 8.4 the analysis on clause HG1-463-464

Romanized	*shenmeyang*	*xiaoshi*	*ni*	*hui*	*cuiruo*
Transitivity	Phenomenon		Carrier		Attribute
Interpersonal	Complement		Subject	Finite	Complement
Theme-Rheme	Theme		Rheme		
Taxis	x2		1		

The Process in clauses HG1-461-464 is realized by the Vg 遇到 *(yu-dao)* (meet-arrive)". Due to the ellipsis of this Vg 遇到 *(yu-dao)* (meet-arrive)" in discourse, clause HG1-465-466 (Table 8.4) is in a form of a sentence-initial position Ng followed by a fully-fledged clause. But by taking context into consideration, it can be seen that the sentence-initial position Ng is Participant in the secondary clause where Process realized by Vg is left out.

Example 5

ZHY: 原来想**练瑜伽**。

    Yuanlai   xiang   lian   yujia
    Originally   want   practice   yoga
    (Originally, I wanted to practice yoga.)   (ZHY15-144)

LY：这好奇怪,

    (This is weird.)   (ZHY15-145)

瑜伽, 为什么需要把杆呢?

Yujia   weishenme   xuyao   bagan   ne
Yoga   why   need   barre   Particle
(Yoga, why do you need a barre?)   (ZHY15-146-147)

Table 8.5 the analysis on clause ZHY15-146-147

Romanized	*yujia*	*weishenme*	*xuyao*	*bagan*	*ne*
Transitivity	Scope	Reason	Mental Process	Phenomenon	
Interpersonal	Complement	Adjunct	Predicator	Complement	Particle
Theme-Rheme	Topical Theme	Rheme			
Taxis	1	+2			

Similar to the analysis of Examples 3 and 4 above, Process realized by the Vg 练

(lian) (practice)" in clause ZHY15-145 has been left out in clauses ZHY15-146-147

(Table 8.5) in discourse.

The analysis above shows that the so-called CSTCS formed due to the ellipsis of

Process is in fact a complex clause. As CSTCS is a complex clause, the sentence-initial

position Ng cannot be Topic if Topic is taken as a syntactic category or being

syntactically independent. The sentence-initial position Ng in this type of CSTCS can

be analyzed a Topic only when Topic is taken as a non-syntactic category. But if so, the

typological view on Mandarin claimed by Li and Thompson (1976, 1981) would not

exist in the first place (c.f. Her, 1991). Therefore, the typological view on Mandarin by

taking CSTCS formed due to the ellipsis of Process cannot be supported by the current

study.

In the following sub-section, the analysis of CSTCS formed due to the ellipsis of

prepositions is presented.

8.3.2 The Formation of CSTCS due to the Ellipsis of Prepositions

As discussed above, out of 204 CSTCS, 101 CSTCS are formed due to the ellipsis

of prepositions. But the sentence-initial position Ng still functions as Circumstance,

such as Accompaniment, Matter, Means, Time, or Place. In addition, the sentence-initial

position Ng in CSTCS due to the ellipsis of prepositions could also be a conjunctive

Adjunct or Beneficiary. The following examples are selected from the data of the

current study as representative to show the analysis.

Example 6

DDM: *所以我那第三首歌这么一唱(sing)，*

Suoyi	*wo*	*na*	*di-san*	*shou*	*ge*	*zheme*	*yi*	*chang*
So	my	that	third	MEAS	song	like this	one	sing

(So that song (was) sang like this)　　　(DDM28-569)

<div align="center">1</div>

// *那热烈的掌声，这拍子就这么地打呀，*

Na	*reliede*	*zhangsheng,*	*zhe*	*paizi*	*jiu*	*zhemede*	*da*	*ya*
That	warm	applause ,	this	time	just	like this	beat	Particle

((With) that warm applause, the time was beaten like this)　　(DDM28-570)

<div align="center">+2</div>

// *我简直幸福得不得了。*

Wo	*jianzhi*	*xingfu*	*de*	*budeliao*
I	absolutely	happy	VADV	to the hell

(I was absolutely happy to the hell)　　　　　(DDM28-571)

<div align="center">+3</div>

Table 8.6 the analysis on clause DDM28-570

Romanized	*na*	*reliede*	*zhangsheng*	*zhe*	*paizi*	*zhemede*	*da*	*ya*
Transitivity	Accompaniment			Scope		Manner	Material Process	
Interpersonal	Adjunct			Subject		Adjunct	Predicator	Particle
Theme-Rheme	Marked Topical Theme			Rheme				

The sentence-initial position Ng with the preposition ―随着 *(suizhe)* (with)" being

left out functions as Accompaniment.

Example 7

他说"你不如签我们电视台吧"

(He said ―you could sign a contract with our TV station".)　　(GZL45-485-486)

我就没有想过

(I have never thought about this.)　　(GZL45-487).

….

那个电视台签了一年的合约

Na	*ge*	*dianshitai*	*qian*	*le*	*yi*	*nian*	*de*	*heyue*
That	MEAS	TV station	sign	ASP	one	year	SUB	contract

(I signed a one-year contract with that TV station.)　　(GZL45-493)

Table 8.7 the analysis on clause GZL45-492

Romanized	*nage dianshi tai*	*qian*	*le*	*yi*	*nian*	*de*	*heyue*
Transitivity	Accompaniment	Material Process		Scope			
Interpersonal	Adjunct	Predicator	ASP	Complement			
Theme-Rheme	Marked Topical Theme	Rheme					

The sentence-initial position Ng with the preposition "跟 *(gen)* (with)" being left out also functions as Accompaniment.

The following examples show that sentence-initial position Ngs function as Matter although prepositions are left out.

Example 8
这一点我还行

Zhe	*yi*	*dian*	*wo*	*hai*	*xing*
This	one	point	I	still	ok

(On this point, I am still ok)　　　　(HH3-558)

Table 8.8 the analysis of clause HH3-558

Romanized	*zhe*	*yidian*	*wo*	*hai*	*xing*
Transitivity	Matter		Carrier		Attribute
Interpersonal	Adjunct		Subject	Adjunct	Complement
Theme-Rheme	Marked Topical Theme		Rheme		

Example 9
后来**这一点上**，我现在已经战胜了。

Houlai	*zhe*	*yi*	*dian*	*shang,*	*wo*	*xianzai*	*yijing*	*zhansheng*	*le*
Later	this	one	point	on	I	now	already	overcome	Particle

(Later, on this point, I have already overcome it)　　　(DDM28-708)

Table 8.9 the analysis of clause DDM28-708

Romanized	*houlai*	*zhe*	*yidian*	*shang*	*wo*	*xianzai*	*yijing*	*zhansheng*	*le*
Transitivity	Time	Matter			Actor	Time		Material Process	
Interpersonal	Adjunct	Adjunct			Subject	Adjunct	Adjunct	Predicator	Particle
Theme-Rheme	Marked Topical Theme	Rheme							

The full prepositional phrase, regarding clause HH3-558 in Example 8 (Table 8.8) and clause DDM28-708 in Example 9 (Table 8.9), is supposed to be "在这一点上 *(zai zhe yi dian shang)* (on this point)". In clause HH3-558 (Table 8.8), the prepositional frame "在...上 *(zai...shang)* (at…on)" is all left out, whereas in clause DDM28-708 (Table 8.9), only "上 *(shang)* (on)" remains. But the functional role of "这一点 *(zhe yi dian)* (this one point)" in clause HH3-558 and "这一点上 *(zhe yi dian shang)* (on this point)" in clause DDM28-708 are still Matter in the experiential meaning and circumstantial Adjunct in the interpersonal meaning.

The following examples show that sentence-initial position Ngs in CSTCS also function as Matter although the preposition "对 *(dui)* (to)" is left out.

Example 10
这些孩子每个人家里面情况*你都特别清楚*

Zhexie	*haizi*	*mei*	*ge*	*ren*	*jia*	*limian*	*qingkuang*
These	children	every	MEAS	person	family	inside	situation

nii	*dou*	*tebie*	*qingchu*
you	all	very	clear

(You are very clear about the family situation of each of the children.)　(LL6-534)

Table 8.10 the analysis on clause LL6-534

Romanized	*zhexie*	*haizi*	*meigeren*	*jialimian*	*qingkuang*	*ni*	*dou*	*tebie*	*qingchu*
Transitivity	Matter					Carrier		Attribute	
Interpersonal	Adjunct					Subject	Adjunct	Complement	
Theme-Rheme	Marked Topical Theme					Rheme			

Example 11
这个答案*您满意了吗？*

Zhe	*ge*	*daan*	*nin*	*manyi*	*le*	*ma*
This	MEAS	answer	you	satisfy	ASP	Particle

(Are you satisfied with this answer?)　　(XGH19-775)

Table 8.11 the analysis on clause XGH19-775

Romanized	*Zhege daan*	*nin*	*manyi*	*le*	*ma*
Transitivity	Matter	Carrier	Attribute		
Interpersonal	Adjunct	Subject	Complement	ASP	Particle
Theme-Rheme	Marked Topical Theme	Rheme			

Example 12

特蕾莎修女她会说的话，我也印象特别深

Te lei sha xiunv   ta hui shuo   de   hua   wo ye yinxiang tebie shen
Mother Teresa   she will say   SUB   words   I   also impression very   deep
(I also have a very deep impression on what Mother Teresa has said.)   (XW24-801)

Table 8.12 the analysis on clause XW24-801

Romanized	*Te Lei Sha xiu nv ta hui shuo de hua*	*wo*	*ye*	*yinxiang*	*tebie*	*shen*
Transitivity	Matter	Carrier		Attribute		
Interpersonal	Adjunct	Subject	Adjunct	Predicator		
Theme-Rheme	Marked Topical Theme	Rheme				

The following examples show that sentence-initial position Ngs functions as Time.

Example 13

第一堂课，

Diyi   tang   ke
First   MEAS   class
(In the first class)

当时我们班那个形体老师是修宗迪的爱人。

Dangshi   women   ban   na   ge   xingti   laoshi   shi   Xiong Zongdi   de   airen
At that time   our   class   that MEAS physique teacher   be   Xiong Zongdi   SUB wife
(At that time, our physique training teacher was Xiong Zongdi's wife)   (FYZ38-219)

Table 8.13 the analysis of clause FYZ38-219

Romanized	*diyi*	*tang*	*ke*
Transitivity	Time		
Interpersonal	Adjunct		
Textual	Marked Topical Theme		

Table 8.13 the analysis of clause FYZ38-219 (continued)

Romanized	*dangshi*	*women*	*ban*	*na*	*ge*	*xingti*	*laoshi*	*shi*	*Xiong Zongdi's airen*
Transitivity	Time	Identified						Relational Process	Identifier
Interpersonal	Adjunct	Subject						Predicator	Complement
Theme-Rheme	Rheme								

Example 14

LY: *然后当年**出国潮**,*

    Ranhou   dang-nian   chu-guo-chao

    Then   that year   go abroad-upsurge

   就是最热的那个时候，

   Jiu   shi   zui-rede na   ge   shihou

   Just be   hottest that   MEAS   time

   也算是第一批出国去留学的。

   ye   suan   shi diyi   pi   chu-guo   liu-xue   de

   also   count   be   first   MEAS   go abroad   study abroad   SUB

(Then in that year of going-abroad upsurge, which is the hottest period of time when a lot of people went abroad, (she) was also counted as the first batch to go and study abroad) (ZMY18-160)

Table 8.14 the analysis of clause ZMY18-160

Romanized	*ranhou*	*dangnian*	*chuguochao*	*jiushi*	*zuirede*	*na*	*ge*	*shihou*
Transitivity		Time	Time		Time			
Interpersonal	Adjunct	Adjunct	Adjunct	Adjunct	Adjunct			
Textual	Textual Theme	Marked Topical Theme	Rheme					

Table 8.14 the analysis of clause ZMY18-160 (continued)

Romanized	*ye*	*suan*	*shi*	*diyi*	*pi*	*chuguo*	*qu*	*liuxue*	*de*
Transitivity		Relational Process		Attribute					
Interpersonal	Adjunct	Predicator		Complement					
Textual	Rheme								

The circumstantial element of Time in clause ZMY18-160 (Table 8.14) is realized by the Ng ―出国潮*(chu guo chao)* (going-abroad upsurge)". The explanation of the Ng ―出国潮*(chu guo chao)* (going-abroad upsurge)" is right after it, which is ―*就是最热的那个时候 (jiushi zuirede nage shihou)* (well, when it was the hottest period of going abroad)".

The following examples show that the sentence-initial position Ngs in CSTCS function as Duration without prepositions.

Example 15

LY：*受伤以后做手术，*

(After he was injured, he was under an operation.)

手术之后的恢复， 他都表现得非常地坚强

| *Shoushu zhihou de huifu* | *ta* | *dou* | *biaoxian* | *de* | *feichangde* | *jianqiang* |
| Operation after | SUB | recover | he | all | behave | VPART | very | strong |

(HG1-496)

Table 8.15 the analysis of clause HG1-496

Romanized	*shoushu zhihou de huifu*	*ta*	*dou*	*biaoxian*	*de*	*feichangde*	*jianqiang*
Transitivity	Duration	Behaver		Behavioural Process		Manner	
Interpersonal	Adjunct	Subject	Adjunct	Predicator	VPART	Adjunct	
Theme-Rheme	Marked Topical Theme	Rheme					

Example 16

我开始学不像的时候，我一学就把大鸟吓跑了。

(At the beginning, I did not imitate well. The moment I started to imitate the bird's singing, my imitation would scare the bird away.) (YFX34-309-310)

后来学学学，时间长了以后...年年我这么...

(Later on, I kept learning. After a long period of time, I like this every year…)

(YFX34-311-312)

*八**年**羊*我就天天在那学。

| *Ba* | *nian* | *yang* | *wo* | *jiu* | *tiantian* | *zai* | *na* | *xue* |
| Eight | year | sheep | I | then | everyday | at | there | learn |

(During the eight years of herding sheep, I learnt to imitate everyday.)   (YFX34-313)

Table 8.16 the analysis of clause YFX34-313

Romanized	*banian*	*yang*	*wo*	*jiu*	*tiantian*	*zai*	*ma*	*xue*
Transitivity	Duration		Senser		Frequency	Place		Mental Process
Interpersonal	Adjunct		Subject	Adjunct	Adjunct	Adjunct		Predicator
Theme-Rheme	Marked Topical Theme		Rheme					

With the prepositional frame *"在...期间 (zai...qijian)* (during)" being left out, the sentence-initial position Ng —*手术之后的康复 (shoushu zhihou de kangfu)* (the recovery after the operation)" and —*八年羊 (ba nian yang)* (eight year sheep)" still denote Processes unfold in the Duration.

The following example shows that the sentence-initial position Ng functions as Frequency although prepositions are left out.

Example 17

大概*一**个**星**期**的**频**率*就会换掉一个手机

| *Dagai* | *yi* | *ge* | *xingqi* | *de* | *pinlv* |
| Probably | one | MEAS | week | SUB | frequency |

| *jiu* | *hui* | *huan-diao* | *yi* | *ge* | *shoji* |
| then | will | change-drop | one | MEANS | phone |

(Probably they would change a new phone by week.)   (HH3-354)

Table 8.17 the analysis of clause HH3-354

Romanized	*dagai*	*yige xingqi de pinlv*	*jiu*	*hui*	*huandiao*	*yi*	*ge*	*shshouji*
Transitivity		Frequency			Material Process	Goal		
Interpersonal	Adjunct	Frequency	Adjunct	Finite	Predicator	Complement		
Theme-Rheme	Interpersonal Theme	Marked Topical Theme	Rheme					

The preposition 以 (yi) (by)" is left out. But the functional role of the sentence-initial position in clause HH3-354 (Table 8.17) is not hard to identify as the Ng 频率 *(pinlv)* (frequency)" has already indicated Frequency.

The following examples show that the sentence-initial position Ngs in CSTCS function as Means although prepositions are left out.

Example 18
她们这个状态， 她们受不了的
Tamen   zhe   ge   zhuangtai   tamen   shou-bu-liao   de
Their   this   MEAS   state   they   take-NEG-finish   Particle
(They could not take it with their state.)   (XHBF4-1017)

Table 8.18 the analysis of clause XHBF4-1017

Romanized	*tamen zhe ge zhuangtai*	*tamen*	*shou-bu-liao*	*de*
Transitivity	Means	Actor	Material Process	
Interpersonal	Adjunct	Subject	Predicator	Particle
Theme-Rheme	Marked Topical Theme	Rheme		

Example 19
但是**白纸黑字**这么一写，
Danshi   bai   zhi   hei   zi   zheme   yi   xie
But   white   paper   black   word   like this one   write
(I wrote (the words) with black words on a piece of a blank sheet.)   (ZYQ8-787)

就这么几秒钟，很快就全班第一了。
(Just several seconds, this girl's study became the first in her class.)   (ZYQ8-788)

Table 8.19 the analysis of clause ZYQ8-787

Romanized	*danshi*	*baizhiheizi*	*zheme*	*yi*	*xie*
Transitivity		Means		Duration	Material Process
Interpersonal	Conjunction	Adjunct	Adjunct	Adjunct	Predicator
Theme-Rheme	Textual Theme	Marked Topical Theme	Rheme		

The preposition 一以 *(yi)* (with)" is left out in Example 18 (Table 8.18) and Example 19 (Table 8.19). The sentence-initial position Ngs denote in Examples 18 and 19 in what way the Process unfolds.

The following examples show that the sentence-initial position Ngs function as Place.

Example 20

现在**我们嘻哈包袱铺**只有李林是曲剧团的演员

Xianzai women Xi Ha Bao Fu-pu zhiyou Li Lin shi quju-tuan de yanyuan

Now our Xi Ha Bao Fu-group only Li Lin be music-group SUB actor

(Now in our Xi Ha Bao Fu group, only Li Lin is an actor in a music group.) (XHBF4-125)

Table 8.20 the analysis of clause XHBF4-125

Romanized	*xianzai*	*women xihabaofu-pu*	*zhiyou*	*Li Lin*	*shi*	*quju-tuan*	*de*	*yanyuan*
Transitivity	Time	Place		Identified	Relational Process	Identifier		
Interpersonal	Adjunct	Adjunct	Adjunct	Subject	Predicator	Complement		
Theme-Rheme	Marked Topical Theme	Rheme						

Example 21

因为**香港话**那叫做灯胆

Yinwei xianggang-hua na jiao-zuo deng-dan

Because Hong Kong-dialect that call-do light-bulb

(Because in the Hong Kong dialect, that is called light bulb.) (XGH19-234)

Table 8.21 the analysis of clause XGH19-234

Romanized	*yinwei*	*xianggang-hua*	*na*	*jiao-zuo*	*deng-dan*
Transitivity		Place	Identified	Relational Process	Identifier
Interpersonal	Conjunction	Adjunct	Subject	Predicator	Complement
Theme-Rheme	Textual Theme	Marked Topical Theme	Rheme		

Example 22

LH:*这一张照片特别可爱。但是小莉终于有一次机会跳舞，你知道嘛。*

(This picture is very cute. Finally, Xiao Li had a chance to dance, you know.)　(XGH19-75-76)

WXL：*没错，没错*

　　(Right, right)　　　　　　　　　(XGH19-77)

XGH: **这张**_我到哪去了呀。_

　　　Zhe　　zhang　　wo　　dao　　na　　qu　　le　　ya

　　　This　　MEAS　　I　　arrive　where　go　ASP　Particle

　　(Where was I in this picture?)　　(XGH19-78)

Table 8.22 the analysis of clause XGH19-78

Romanized	*zhezhang*	*wo*	*dao*	*na*	*qu*	*le*	*ya*
Transitivity	Place	Actor	Material	Place Process			
Interpersonal	Adjunct	Subject	Predicator	Adjunct		ASP	Particle
Theme-Rheme	Marked Topical Theme	Rheme					

The prepositional frame "在...中 *(zai...zhong)* (in)" is left out in Examples 20 to 22 (Tables 8.20-8.22) above. The sentence-initial position Ngs function as Place in an abstract sense.

The following examples show that sentence-initial position Ngs without "像 *(xiang)* (like, such as)" function as conjunctive Adjuncts, which are used to "relate the clause to the preceding text" (Halliday & Matthiessen, 2014, p. 108).

Example 23

XMR: *我必须要说明这一点。就是说我知道，那个爱情本身的干净纯粹我得到了。我三十多岁的时候是可以这么说的。我知道我得到了。但是**那个爱情背后的牺牲，照顾和默默地承受所有的，就是不被了解的那个**，我现在才知道了我先生所做的，给我的*

(I must make this point clear. I know that I have got the purity of love. I could say this when I was thirty years old. I knew I got it. But **such as all of the sacrifices, taking care of the family, putting everything on his show, and those things that may not be even understood**, I now just knew what my husband had done for me and what my husband had given to me.)

(XMR42-480-487)

LY: *疯狂，甜蜜，痛苦*您没有

Fengkuang   tianmi   tongku   nin   mei   you

Craziness   sweetness   sadness   you   NEG   have

(Such as craziness, sweetness, and sadness, you don't have (those feelings).)   (XMR42-488)

Table 8.23 the analysis on clause XMR42-488

Romanized	*fengkuang*	*tianmi*	*tongku*	*nin*	*mei*	*you*
Transitivity				Possessor		Relational Process
Interpersonal	Conjunctive Adjuncts			Subject	NEG	Predicator
Theme-Rheme	Textual Theme			Topical Theme	Rheme	

The text given above shows that after what the guest XMR had said what she had gained from her husband's love, the host LY provided examples of what the guest had not experienced. The examples are supposed to be realized as —像 *(xiang)* (such as/like)" and Ngs —疯狂 *(fengkuang)* (craziness)", —甜蜜 *(tianmi)* (sweetness)" and —痛苦 *(tongku)* (pain)" in clause XMR42-488 (Table 8.23). But in spontaneous daily-life-like conversations, —像 *(xiang)* (such as/like)" is left out.

Example 24

LY: *将来长大可能功课会紧张的话，你们希望他怎么来分配这个呢?*

(When he grows up later, his schedule will be tight. How do you hope that he could allocate his time on these hobbies?)   (HBF29-333-334)

学校，魔方那些兴趣，怎么样来分配时间最好

Xuexiao   mofang   naxie   xingqu   zenmeyang   lai   fenpei   shijian   zui   hao

School   magic square   those   interests   how   come   allocate   time   best   good

(Such as school, magic square and those other interests, which is the best way to allocate time?)

(HBF29-335)

Table 8.24 the analysis on clause HBF29-335

Romanized	*xuexiao*	*mofang*	*naxie xingqu*	*zenmeyang*	*lai*	*fenpei*	*shijian*	*zui*	*hao*
Transitivity				Carrier				Attribute	
Interpersonal	Conjunctive Adjunct			Subject				Complement	
Theme-Rheme	Textual Theme			Topical Theme				Rheme	

In order to make the question clear, the host LY gave examples of what the guest would be busy with in the future, such as ―学校 *(xuexiao)* (school)", ―魔方 *(mofang)* (magic square)" and ―那些兴趣 *(naxie xingqu)* (those interests)". But ―像 *(xiang)* (such as/like)" is also left out in this text in Example 24.

Example 25
ZMY: *就是我有相当长一段时间里泡在学校里面。外面发生的什么事，什么那个他们发射的卫星当时爆炸，一上天，就爆炸了，什么选总统，我一概都不关心了。*
(Well, there had been a long time that I just stayed in the university. No matter what happened outside, for example their satellite was exploded the moment it was launched, or such as their presidential election, I did not care about any of these at all.)   (ZMY18-393-398)

这样厚的英文书， *一个学期发你12 本*

zheyang   houde   yingwen-shu   yi   ge   xueqi   fa   ni   12   ben

Like this   thick   English-book   one   MEAS   semester   send   you   12   MEAS

(Such as an English book like this thick, they would give you 12 a semester.)   (ZMY18-399)

你光就是挑那些生词,去查字典，然后再去预习, 然后再去翻译，然后第二天再去提前听，你已经就焦头烂额了。
(Your life was already no bed for roses just for finding out new vocabularies, looking them up into dictionaries, previewing the texts, translating, and then going to classes the next day.)

(ZMY18-400-405)

Table 8.25 the analysis on clause ZMY18-399

Romanized	*zheyang*	*houde*	*yingwen-shu*	*yige*	*xueqi*	*fa*	*ni*	*12*	*ben*
Transitivity				Time		Material Process	Beneficiary	Goal	
Interpersonal	Conjunctive Adjunct			Adjunct		Predicator	Complement	Complement	
Theme-Rheme	Textual Theme			Marked Topical Theme		Rheme			

To describe how busy the study life was back then, the guest ZMY provided the example ―such as an English book which is thick like this" in clause ZMY18-399 (Table 8.25). But ―像 *(xiang)* (such as/like)" is left out.   With this piece of background, the guest ZMY explained that she had to deal with 12 thick English books a semester.

Consequently, the guest ZMY had not time to care about other things.

The following examples show that sentence-initial position Ngs function as Beneficiary with the preposition 给 *(gei)* (to)" being left out.

Example 26

你这个校园演唱会，*你妈妈投了 2000 块钱*

Ni   zhe   ge   xiaoyuan yanchanghui   ni   mama   tou   le   2000 kuai   qian
You   this   MEAS campus   concert   your mom   invest ASP 2000 Kuai   money
(Your mom invested 2000 Yuan to your campus concert.)   (LYC9-241)

Table 8.26 the analysis on clause LYC-241

Romanized	*ni zhege xiaoyuan yanchanghui*	*ni mama*	*tou*	*le*	*2000 kuaiqian*
Transitivity	Beneficiary	Actor	Material Process		Goal
Interpersonal	Adjunct	Subject	Predicator	ASP	Complement
Theme-Rheme	Marked Topical Theme	Rheme			

Example 27

这个豆腐我们定价两块

Zhe   ge   doufu   women   dingjia   liang   kuai
This   MEAS tofu   we   price   two   Kuai
(This tofu is priced at two Yuan.)   (DD5-42)

Table 8.27 the analysis on clause DD5-42

Romanized	*Zhege doufu*	*women*	*dingjia*	*liang*	*kuai*
Transitivity	Beneficiary	Actor	Material Process	Scope	
Interpersonal	Adjunct	Subject	Predicator	Complement	
Theme-Rheme	Marked Topical Theme	Rheme			

The analysis above shows that despite of prepositions being left out in spontaneous conversations, the sentence-initial position Ngs still function either as Circumstance, Beneficiary or realize conjunctive Adjunct. As the sentence-initial position Ng in CSTCS which is formed due to the ellipsis of prepositions functions as Adjunct, it is not accurate for it to be another syntactic role, such as Topic, or to be syntactically independent. The sentence-initial position Ng in CSTCS formed due to the

ellipsis of prepositions can be analyzed as Topic only when Topic is taken as a non-syntactic notion. But if so, the typological view on Mandarin based on Subject vs Topic prominence proposed by Li and Thompson (1976, 1981) would not exist in the first place (c.f. Her, 1991). In summary, according to the analysis in this sub-section, the typological view on Mandarin by taking CSTCS formed due to the ellipsis of prepositions cannot be supported by the current study.

8.3.3 The Formation of CSTCS due to the Ellipsis of Conjunction

The current study also found out that the so-called CSTCS can also be formed due to the ellipsis of conjunction, such as in the following examples:

Example 28

一头烟我就会疯掉

Yi	*tou*	*yan*	*wo*	*jiu*	*hui*	*feng-diao*
One	MEAS	smoke	I	then	will	crazy-drop

(The smoke (from cooking) will drive me crazy.)   (GZL43-675)

Table 8.28 the analysis on clause GZL43-675

Romanized	*yi*	*tou*	*yan*	*wo*	*jiu*	*hui*	*feng-diao*
Transitive	Condition			Carrier			Attribute
Interpersonal	Adjunct			Subject	Adjunct	Finite	Complement
Theme-Rheme	Marked Topical Theme			Rheme			

Example 29

跟生活有关的你都有可能做是吗

Gen	*shenghuo*	*youguande*	*ni*	*dou*	*youkeneng*	*zuo*	*shi*	*ma*
To	life	relevant	you	all	probably	do	be	Particle

(As long as it is related to life, you could probably do (it), couldn't you?)   (GZL44-441)

Table 8.29 the analysis on clause GZL44-441

Romanized	*gen*	*shenghuo*	*youguande*	*ni*	*dou*	*youkeneng*	*zuo*	*shi*	*ma*
Transitivity	Condition			Actor			Material Process		
Interpersonal	Adjunct			Subject	Adjunct	Adjunct	Predicator	Mood	
Theme-Rheme	Marked Topical Theme			Rheme					

As discussed in Chapter 6, correlative conjunctions can bind clauses to realize complex clauses, and can also bind elements in the same clause, such as ―*wulun…dou/ye*‖. In Mandarin, one part of the correlative conjunctions can be left out, such as ―*wulun*‖ in ―*wulun…dou/ye*‖. But the ellipsis of the first part of the correlative conjunctions does not affect the logico-semantic meaning and the functional role of the element in a clause. In Examples 28 and 29 (Tables 8.28-8.29), the first part ―只要 *(zhiyao)* (as long as)‖ in ―只要…就/都 *(zhiyao…jiu/dou)* (as long as…then/all)‖ has been left out, but the second part ―就/都 *(jiu/dou)* (then/all)‖ remains. With or without the first part ―只要 *(zhiyao)* (as long as)‖, the sentence-initial position Ngs play the same functional role as Circumstance of Condition.

The sentence-initial position Ng in the following example also functions as Circumstance of Condition although the conjunction is left out.

Example 30

你喜欢唱的歌你才唱

Ni	*xihuan*	*chang*	*de*	*ge*	*ni*	*cai*	*chang*
You	like	sing	SUB	song	you	only	sing

(You only sing the song you like.)　　　(LZX37-211)

Table 8.30 the analysis on clause LZX37-211

Romanized	*ni*	*xihuan*	*chang*	*de*	*ge*	*ni*	*cai*	*chang*
Transitive	Condition					Behaver		Behavioural Process
Interpersonal	Adjunct					Subject	Conjunction	Predicator
Theme-Rheme	Marked Topical Theme					Rheme		

The only difference between Example 30 (Table 8.30) and Examples 28 and 29 (Tables 8.28-8.29) is that the Circumstance of Condition is realized with the use of "只有...才 *(zhiyou...cai)* (only…then)" with the first part "只有*(zhiyou)* (only)" being left out.

The sentence-initial position Ng can also function as Reason with the conjunction "因为 *(yinwei)* (because/because of)" being left out, such as in the following examples:

Example 31

我一下去第一天,

(In the first day, the moment I went down)　　(YY7-71)

那味道呀我都没法呼吸

Na	*weidao*	*ya*	*wo*	*dou*	*mei*	*fa*	*huxi*
That	smell	Particle	I	even	NEG	way	breathe

(Because of that smell, I could not even breathe.)　　(YY7-72)

Table 8.31 the analysis on clause YY7-72

Romanized	*na weidao*	*ya*	*wo*	*dou*	*mei*	*fa*	*huxi*
Transitivity	Reason		Behaver			Behavioural Process	
Interpersonal	Adjunct	Particle	Subject	Adjunct	NEG	Predicator	
Theme-Rheme	Marked Topical Theme		Rheme				

Example 32

然后**哪一句话**，高兴了,

Ranhou	na	yi	ju	hua	gaoxing	le
Then	which	one	MEAS	words	happy	ASP

他会给我直接抱起来转几圈。

Ta	hui	gei	wo	zhijie	bao-qi-lai	zhuan	ji	quan
He	will	to	me	directly	hold-up-come	turn	several	round

(Then because of a certain words, he would feel happy. Then he would hold me up to turn several rounds.)   (MJJ39-837-838)

Table 8.32 the analysis on clause MJJ39-837-838

Romanized	*ranhou*	*na yi ju hua*		*gaoxing*	*le*
Transitivity		Reason		Attribute	
Interpersonal	Adjunct	Adjunct		Complement	ASP
Theme-Rheme	Textual Theme	Marked Topical Theme		Rheme	
Taxis	1				

Table 8.32 the analysis on clause MJJ39-837-838 (continued)

Romanized	*ta*	*hui*	*gei*	*wo*	*zhijie*	*bao-qi-lai*	*zhuan*	*ji*	*quan*
Transitivity	Actor		Beneficiary		Manner	Material Process		Scope	
Interpersonal	Subject	Finite	Adjunct		Adjunct	Predicator		Complement	
Theme-Rheme	Topical Theme	Rheme							
Taxis	+2								

The analysis of Examples 28 to 32 (Tables 8.28 to 8.32) shows that as a result of the ellipsis of conjunction, the formation of the so-called CSTCS is realized. But the ellipsis of conjunction in Mandarin does not affect the functional role realized by the sentence-initial position Ng, namely Circumstance in the experiential meaning and Adjunct in the interpersonal meaning. Therefore, the current study cannot support the Topic-Comment analysis of CSTCS provided by Li and Thompson (1981) if Topic is taken as a syntactic notion or as being syntactically independent. If Topic is taken as a non-syntactic notion, the sentence-initial position Ng can be labelled as Topic, but the typological view on Mandarin would not exist in the first place (c.f. Her, 1991). To

recapitulate, the typological view on Mandarin, as Li and Thompson (1976, 1981) have claimed, by taking CSTCS formed due to the ellipsis of conjunction cannot be supported by the current study.

The analysis of CSTCS formed due to the repetition of Ng is presented below.

8.4 The Formation of CSTCS due to the Repetition of Ng

In spontaneous conversations, any part of an utterance could be repeated, such as repetition of Vgs, repetition of adjective or repetition of Ngs. This point is shown in the following examples:

Example 33

LY: *高帅富吗那时候属于?*

  Gao   fu   shuai   ma   na shihou   shuyu
  Tall   rich   handsome   Particle   that time   belong
  (Tall, rich, handsome did he belong to at that time?/ Was he tall, rich and handsome at that time?)

                                                                         (FYZ38-142)

FYZ: *高帅富*

   Gao   fu   shuai
   Tall   rich   handsome
   (Tall, rich ,handsome/Yes)   (FYZ38-143)

Example 34

LY: *当年你喜欢过岳秀清是吧，丁志诚?*

   Dang   nian   ni xihuan   guo Yue Xiuqing   shi ba   Ding Zhicheng
   That   year   you like   ASP Yue Xiuqing   be Particle Ding Zhicheng
   (That year you liked Yue Xiuqing, right, Ding Zhicheng/ You had liked Yue Xiuqing back then, right, Ding Zhicheng?)   (FYZ38-1154)

DZC: *啊，喜欢啊!*

   A，xihuan   a
   Ah like   Particle
   (Ah, like/ Yes.)   (FYZ38-1155)

Example 35

有一天，过了十四五天前，

(One day, it has passed fourteen or fifteen days,)   (YFX34-252-253)

*我就在树底下就**睡着了**。*

wo	*jiu*	*zai*	*shu*	*dixia*	*jiu*	*shuizhao*	*le*
I	then	at	tree	under	then	asleep	Particle

(I then fell asleep under a tree)   (YFX34-254)

睡着了，

Shui-zhao   le

Asleep   Particle

(I fell asleep)   (YFX34-255)

这两只鸟又叫的非常急

(Those two birds were anxiously chirping.)   (YFX34-256)

我就很气愤

(I was very angry.)   (YFX34-257)

The repetition of Vgs or adjectives (in bold) can perform functions in discourses, such as functioning as an answer to a question in Examples 33 and 34, or functioning as buying some time to think about what is going to be said next, such as in Example 35. As speakers have every right to repeat any part in spontaneous conversations, repetition can also happen to Ng, such as in the following examples.

Example 36

ZXP: *我们给她的小游戏是*

Women	*gei*	*tade*	*xiaoyouxi*	*shi*
We	give	her	game	be

*我们给她**四个礼物**，*

Women	*gei*	*ta*	*si*	*ge*	*liwu*
We	give	her	four	MEAS	gift

(The game that we give her is that we give her four gifts)   (NST35-432)

*然后**四个礼物**，*

Ranhou	*si*	*ge*	*liwu*
Then	four	MEAS	gift

(then four gift)

看看她分别对这四个人送什么样的礼物

(then we will see how she is going to send these four gifts to thee four persons.)

(NST35-433-434)

The Ng —四个礼物 *(si ge liwu)* (four presents)" has been repeated to buy the utter some time to think about what was going to be said next. The formation of CSTCS due to the repetition of Ng is further illustrated with the following examples.

Example 37

GDP: *招的时候是招了 15 个， 要了 15 个还是 18 个。*

    (In enrollment, it was enrolled 15. It was 15 or 18?)   (FYZ38-119-120)

DZC: *16 个*

    Shi liu   ge

    Sixteen   MEAS   (FYZ38-121)

FYZ: *16 个,*

    Shi liu   ge

    Sixteen   MEAS

    然后有一个一入学就退学。

    (Then there was a student. That student quitted righter after he/she registered.)

                                           (FYZ38-122-124)

Example 38

LY: *这么多年唯一真正全部都合作过就你们毕业大戏很做过那一次是不是?*

    (In these years, only one play where all of you have worked together is the play for your graduation, isn't it?)   (FYZ38-911)

FYZ: *没有，天下第一楼*

    Mei   you   tian xia   diyi   lou

    NEG   have   world   first   building

    (No, also *The First Building of the World*.)   (FYZ38-912)

WaG: *天下第一楼，巴黎人*

    Tianxia   diyi   lou   baliren

    World   first   building   Parisian

    (*The First Building of the World*, *Parisian*)   (FYZ38-913)

GDP: *天下第一楼* [nodding]，*但是我们那都是属于跑龙套。*

    Tianxia diyi lou danshi women na dou shi shuyu pao-longtao

    World   first buiding but we   well all   be belong play an insignificant role

    (The First Building of the World, but we just played insignificant roles.)   (FYZ38-914)

The repeated Ngs 一6 个 *(16 ge)* (16 MEAS)" in Example 37 and 一天下第一楼

(tian xia di yi lou) (the first building of the world)" in Example 38 function to take over

the turn and start the next conversation.

The analysis above shows that the sentence-initial position Ng which is caused by

repetition actually belongs to discourse. In other words, the repetition of Ng is a

discourse behavior, which is beyond the scope of grammar. It is better to be regarded as

a feature of spontaneous conversations in Mandarin rather than arguing over the

syntactic role of the sentence-initial position Ng due to repetition. Therefore, CSTCS

formed due to the repetition of Ng cannot be used as evidence to show that Mandarin is

a TP language.

8.5 The Formation of CSTCS due to GM

The third type of formation of CSTCS identified from the current study is due to

the force of GM. With the force of GM, the temporarily labelled CSTCS is

metaphorically construed in a simple-clause look with the logico-semantic and

dependency relation remaining. This point is shown in the following examples.

Example 39
LY: *各个年龄段的人，有这样不同的看法问问他们。*
      (People at different age have different opinions. Let' s ask them.) (MKK12-65-66)

同样的问题每个人都回答。

Tongyangde	*wenti*	*mei*	*ge*	*ren*	*dou*	*huida*
Same	question	every	MEAS	people	all	answer

(The same question, everyone is going to answer)   (MKK12-67-68)

从李想这样顺着这样过来回答。
(Let' start from Li Xiang)   (MKK12-69)

Example 40

LY: *我不知道您的记忆力好还是不好。*

(I don't know whether your memory is good?)   (LiAn20-118-119)

已经发生的，您都会清晰地记得吗？

Yijing	*fasheng*	*de*	*nin*	*dou*	*hui*	*qingxide*	*jide*	*ma*
Already	happen	SUB	you	all	can	clearly	remember	Particle

(As long as it has happened before, can you remember them all?)   (LiAn20-120-121)

Example 41

LY: *以后您有孙子了"就是说以后郑亚旗有孩子了，"还会采取这样的方式吗？"。*

(After you have your grandson, in other words, after YaQi has his son, will you adopt the same way to educate that child?)   (ZYQ8-384-393)

ZYQ: *那得问我了*

(Well, you should ask me)   (ZYQ8-394)

LY: *就先问你会对你儿子采取这样的方式吗？*

(Well, will you use the same way to your child?)   (ZYQ8-395-396)

ZYQ: *因为我的孩子，他就管不了了。*

Yinwei	*wode*	*haizi*	*ta*	*jiu*	*guan-bu liao*	*le*
Because	my	child	he	then	control-NEG-finish	Particle

(Because the child is mine, he has no right to make decisions.)   (ZYQ8-397-398)

Clauses MKK12-67-68, LiAn20-120-121, and ZYQ8-397-398 in Examples 39 to 41above are all in a form of a sentence-initial position Ng followed by a fully-fledged clause.

Although there is an empty slot after the Vgs in clauses MKK12-67-68, LiAn20-120-121, and ZYQ8-397-398, it cannot be argued that the sentence-initial position Ngs are Object which has been pre-posed because the propositional meaning of these clauses will be changed if the sentence-initial position Ngs are placed after the Vgs. As analyzed in Chapter 7, OPS denotes different pragmatic meanings but the prepositional meaning of OPS remains the same when the Object is either at the sentence-initial position or is after the Predicator.

In terms of clause MKK12-67-68, the propositional meaning is ―the following questions are all the same and each one of you will answer them". If the sentence-initial position Ng is placed after the Vg ―回答 *(huida)* (answer)", the prepositional meaning is changed to ―each of you answer the same question".

Regarding clause LiAn20-120-121, the propositional meaning is ―there are many things that happened before, you could clearly remember all of them?". If the sentence-initial position Ng is placed after the Vg ―记得 *(jide)* (remember)", the propositional meaning is changed to ―You could clearly remember what all happened before?".

Turning to clause ZYQ8-397-398, the propositional meaning is ―because it is my child, he has no right to discipline it". If the sentence-initial position Ng is place after the Vg ―管 *(guan)* (control)", the propositional meaning is changed to ―he is not able to discipline my child".

Although the empty slot after the Vg may share the same meaning with the sentence-initial position Ng, such as in clauses MKK12-67-68, LiAn20-120-121, and ZYQ8-397-398, the sentence-initial position Ng cannot be regarded as a pre-posed Object as it is mandatory for the Ngs to remain at the sentence-initial position (c.f. Zeng, 2002). The current study argues that the reason for the Ngs, such as in clauses MKK12-67-68, LiAn20-120-121, and ZYQ8-397-398, to be mandatorily at the sentence-initial position is because this simple-clause CSTCS appearance is actually a partially metaphorically construed complex clause. In other words, there is a logico-semantic and dependency relation between the sentence-initial position Ng and its remaining clause. The ―parallel analysis" or the ―double analysis" (Thompson, 2014,

pp. 240-241) of clauses MKK12-67-68 (Table 8.33), LiAn20-120-121 (Table 8.34), and

ZYQ8-397-398 (Table 8.35) is shown below to illustrate this point with the use of their

congruent forms.

问题是同样的，每个人都回答

Wenti   shi tongyangde,   mei-ge-ren   dou huida

Question   be   same,   everyone   all   answer

(The questions are going to be the same, and everyone of you is going to answer them.)

(the congruent form of MKK12-67-68)

Table 8.33 the analysis on clause MKK12-67-68

Metaphorical form	*tongyangde*	*wenti*		*meigeren*	*dou*	*huida*
Transitivity	Existent			Sayer		Verbal Process
Taxis	1			+2		
Congruent form	*wenti*	*shi*	*tongyangde*	*meigren*	*dou*	*huida*
Transitivity	Carrier	Relational Process	Attribute	Sayer		Verbal Process
Taxis	1			+2		

一些事情曾经发生过，您都会记得清楚吗?

Yixie   shiqing   cengjing fasheng guo, nin dou hui   jide   qingchu   ma?

Some   thing   before   happen   ASP, you all can   remember   clearly   Particle

(Some things have happened before, you can remember (them) all clearly?)

(the congruent of LiAn20-120-121)

Table 8.34 the analysis on clause LiAn20-120-121

Metaphorical form	*Yijng fashengde*			*nin*	*dou*	*hui*	*jide*	*qingchu*	*ma*
Transitivity	Existent			Senser			Mental Process	Manner	
Taxis	xβ			α					
Congruent form	*yixie shiqing*	*cengjing*	*fasheng-guo*	*nin*	*dou*	*hui*	*jide*	*qingchu*	*ma*
Transitivity	Actor	Time	Material Process	Senser			Mental Process	Manner	
Taxis	xβ			α					

因为孩子是我的，他就管不了了。

Yinwei	*haizi*	*shi*	*wode,*	*ta*	*jiu*	*guan-bu-liao*	*le*
Because	child	be	mine	he	then	control-not-finish	Particle

(Because the child is mine, he cannot make decisions.)

(the congruent form of ZYQ8-397-398)

Table 8.35 the analysis on clause ZYQ8-397-398

Metaphorical form	*Yinwei wode haizi*				*ta*	*jiu*	*guanbuliao*	*le*
Transitivity	Existent				Actor		Material Process	
Taxis	xβ				α			
Congruent form	*yinwei*	*haizi*	*shi*	*wode*	*ta*	*jiu*	*guanbuliao*	*le*
Transitivity		Possessed	Relational Process	Possessor	Actor		Material Process	
Taxis	xβ				α			

Normally, a congruently construed complex clause can be metaphorically construed as a simple clause (c.f. Halliday & Matthiessen, 2014; Thompson, 2014; Yang, 2015). But what has been found out by the current study is that only one clause in this complex clause is nominalized due to the force of GM, while another clause and the logico-semantic and dependency relation remain the same.

The analysis above shows that GM partly happens to a hypotactic or paratactic clause in a complex clause, which means that this hypotactic or paratactic clause in this complex clause has been nominalized as a Thing, such as "*同样的问题 (tongyangde wenti)* (the same question)" in clause MKK12-67-68, "*已经发生的 (yijing fasheng de)* (what happened) " in clause LiAn20-120-121, and "*我的孩子 (wode haizi)* (my child)" in clause ZYQ8-397-398. But the following clause after the metaphorically construed Ng remains the same. So does the logico-semantic and dependency relation between the sentence-initial position Ng and its following clause.

Fawcett (1980) argued from the perspective of cognition that the most congruent realization of presenting a Thing is to just put the name of the Thing there. Since a congruently construed figure has been metaphorically construed as a Thing, which is presented there, the current study labels it as Existent.

Fawcett (1980) also maintained that the most congruent way to present a thing is to directly use an Ng, while one of the most significant features of GM is also nominalization, the Thingness. This may be the reason that the first interpretation of an Ng is a congruently construed Ng but not a metaphorically construed Ng. In other words, the appearance of an Ng would trigger a congruent interpretation first. Due to this reason, the actually metaphorically construed sentence-initial position Ng in CSTCS focused on in the current section may be regarded as an element belonging to the remaining clause or as being syntactically independent.

The double analysis (Tables 8.33-8.35) above shows that the formal distance between the congruent form and the metaphorical form in Mandarin is shorter than it is in English as there is no morphological inflection in Mandarin Chinese (c.f. Yang, 2015). The formal distance between the metaphorical and the congruent counterpart of clauses MKK12-67-68 (Table 8.33), LiAn20-120-121 (Table 8.34), and ZYQ8-397-398 (Table 8.35) is shown below.

问题是同样的，每个人都回答 (the congruent form of clause MKK12-67-68)
Wenti shi tongyangde, mei-ge-ren dou huida
Carrier + Attribute

同样的问题， 每个人都回答 (MKK12-67-68)
Tongyangde wenti, mei-ge-ren dou huida
Epithet + Head Noun

Figure 8.1 the formal distance between the congruent and metaphoric form of clause MKK12-67-68

因为孩子是我的，他就管不了了 (the congruent form of clause ZYQ8-397-398)
Yinwei haizi shi wode , ta jiu guanbuliao le
Possessed + Possessor

因为我的孩子，他就管不了了 (ZYQ8-397-398)
Yinwei wode haizi, ta jiu guanbuliao le
Possessive Determinative + Head Noun

Figure 8.2 the formal distance between the congruent and metaphoric form of clause ZYQ8-397-398

一些事情曾经发生过，您都会记得清楚吗？ (the congruent form of clause LiAn20-120-121)
Yixie shiqing cengjing fasheng guo, nin dou hui ji-de qingchu ma?
Actor + Material Process

已经发生的， 您都会清晰地记得吗？ (LiAn20-120-121)
Yijing fashengde, nin dou hui ji-de qingchu ma?

Figure 8.3 the formal distance between the congruent and metaphoric form of clause LiAn20-120-121

The analysis of the third type of formation of CSTCS due to GM shows that CSTCS can be complex clauses. The sentence-initial position Ng has been metaphorically construed, which makes CSTCS looks like simple clauses. The logico-semanic and dependency relations, however, still remain between the sentence-initial position Ng and the following fully-fledged clause. The semantic role of

the sentence-initial position Ng in this type of CSTCS is Existent as discussed above. As the sentence-initial position Ng is metaphorically construed as a "mono-word clause" (Xing, 2017, p. 30), its syntactical role cannot be further analyzed. As the Ng in CSTCS formed due to GM, it is the departure of the complex clause and it serves as Theme (c.f. Thompson, 2014).

According to the analysis of CSTCS formed due to GM as shown above, the current study does not support that the sentence-initial position Ng was analyzed as Topic by Li and Thompson (1981) when Topic is taken as either a syntactic category or as being syntactically independent. As discussed above, by taking sentence-initial position as the criterion, the sentence-initial position Ng in CSTCS formed due to GM can be analyzed as Topic or Theme in SFL terms only when Topic is taken as a non-syntactic notion. But if so, the typological view that Mandarin is a TP language would not exist in the first place (c.f. Her, 1991). In one word, there is no syntactic category of Topic in CSTCS formed due to GM. The current study, therefore, cannot support the typological view on Mandarin (Li & Thompson, 1976, 1981) by taking CSTCS as evidence.

8.6 Conclusion

In the present chapter, the quantitative evidence shows that the portion of CSTCS identified from 50 transcribed interviews is less than 2 %. With such a small portion, the current study cannot support the typological view that Mandarin is a TP language claimed by Li and Thompson (1976, 1981) by taking CSTCS as evidence.

In the qualitative study of CSTCS, three types of formation of CSTCS have been identified, which are

1. Due to the ellipsis of Process, preposition or conjunction

2. Due to repetition

3. Due to GM

The qualitative analysis of CSTCS against the context shows that the so-called CSTCS can be either complex clauses or simple clauses. The sentence-initial position Ng in CSTCS could be conjunctive Adjunct, Circumstance, or Participant. But there is no syntactic category Topic in CSTCS. Therefore, the typological view on Mandarin claimed by Li and Thompson (1976, 1981) by taking CSTCS as evidence cannot hold true.

CHAPTER 9: DISCUSSION

9.1 Introduction

The current chapter addresses three research questions raised in Chapter 1. The three research questions are:

(1). What are the functional roles of the nominal groups in the constructions with syntagm nominal group + verbal group and nominal group + nominal group + verbal group with or without *dou* (all)"?

(2). What are the pragmatic factors that cause Object to be pre-posed in Object pre-posed sentences?

(3). How are the so-called Chinese-style topic-comment sentences formed in discourse?

Each research question will be answered and followed by implications.

9.2 The Findings Obtained from the Quantitative Study of TCS

As discussed in Chapters 1 to 3, the formation of the typological view that Mandarin is a TP language has resulted from three factors (c.f. Li & Thompson, 1976, 1981), which are the claim of the insignificance of Subject and significance of Topic in Mandarin and the insignificance of Subject in Mandarin and significance of Subject in English, the notion and criteria of the identification of Topic in Mandarin, and the evidences of Topic-Comment analysis on the so-called TCS.

Leaving aside the misinterpretation of Subject in Mandarin caused by taking the anglo-centric view and by taking English as a norm, the evidence that Li and Thompson (1976, 1981) used to support their typological view on Mandarin is the Topic-Comment

analysis on the so-called TCS.

As argued in Chapters 1 and 3, TCS is a temporary label for the constructions used as evidence by Li and Thompson (1976, 1981) to show that Mandarin is a TP language in the current study. The TCS focused on in the current study are the four types of constructions: the construction with syntagm Ng + Vg, Ng + Ng + Vg with ―*dou*", Ng + Ng + Vg without ―*dou*", temporarily labelled OPS, and temporarily labelled CSTCS.

Temporarily putting the qualitative findings on hold, the current study found out that the occurrence of the so-called TCS is not frequent in the 50 transcribed data. Accordingly, the portion of TCS is very small.

As discussed in Chapter 5, the total number of clauses generated from the 50 transcribed data is 34,458. The total number of both simple sentences and complex sentences is 17,173. The total occurrence of TCS is 956. The occurrence and the portion of each type of TCS are shown in the following table:

Table 9.1 the occurrence of each one of the five constructions and their portions

TCS	occurrence	portion (34,458 clause)	portion (17,173 sentences)
Ng + Vg	325	0.94%	1.89%
Ng + Ng + Vg	35	0.10%	0.20%
Ng + Ng + Vg with ―*dou*"	137	0.39%	0.79%
OPS	256	0.74%	1.49%
CSTCS	203	0.58%	1.18%
Total	**956**	**2.77%**	**5.56%**

In 34,458 clauses in total, 956 clauses are TCS. It means that 33,502 clauses are not TCS. In 17,173 sentences in total, 956 clauses are TCS. It means that 16,217 sentence are not TCS. Compared to the 33,502 and 16,217 non-TCS, 956 TCS is quite a small number.

Accordingly, the portion of TCS is 2.77 % and 5.56 % by taking 34,458 clauses and 17,173 sentences as bases respectively. It means that the portion of non-TCS is 97.8% and 94.44% respectively. Compared to the large portion 97.8% and 94.44% of non-TCS, the portion 2.77% and 5.56% of TCS is surprisingly low.

A typological view on a language should reflect a large portion of that language. But both of the occurrence and portion of the non-TCS is far higher and larger than those of TCS. The typological label that Mandarin is a TP language by taking TCS as evidence cannot reflect the large portion of the Chinese language. On the contrary, the high occurrence and the large portion of non-TCS just show that Mandarin is not a TP language. To sum up, the quantitative findings of the current study cannot support Li and Thompson's (1976, 1981) claim that Mandarin is a TP language.

As early as 2000, a quantitative study has been conducted by two scholars Chen and Gao by drawing on 60 novels in total selected from each of the three periods of time, from 1919 to 1948, from 1949 to 1978 and from 1979 to 1996.The occurrence and the percentage of TCS in each of the three periods are shown in the following table:

**Table 9.2 the total number of sentences, TCS and
portions of TCS (Chen & Gao, 2000, p. 13)**

Period of Time	total number of sentences	total number of TCS	percentage
1919-1948	5,856	196	3.34%
1949-1978	6,641	227	3.42%
1979-1996	6,257	222	3.55%
Total	**18,754**	**645**	**3.44%**

According to Chen and Gao (2000), the total number of sentences gained from 60 novels is 18,754. The total number of TCS from 18,754 sentences is 645. The portion of TCS is 3.44%. With the small portion of TCS, Chen and Gao (2000) refuted the typological view that Mandarin is a TP language proposed by Li and Thompson (1976, 1981).

The quantitative findings from Chen and Gao (2000) and from the current study are slightly different. This difference is probably due to three reasons. The first reason is that the different modes of spoken and written data were used by the current study and by Chen and Gao (2000) respectively.

The second reason is that a different scope of TCS is focused on in Chen and Gao (2000) and in the current study. As discussed in Chapter 3, there is no definition of TCS. The recognition of TCS is also different from studies to studies. The current study focused on the constructions used by Li and Thompson (1976, 1981) to show that Mandarin is a TP language, which are the constructions with syntagm Ng + Vg, Ng + Ng + Vg, Ng + Ng + Vg with "lian…dou/ye", Ng + Ng + Vg with "wulun…dou/ye", OPS, and CSTCS. TCS focused on in Chen and Gao (2000) is Subject-Predicate Predicate sentence, OPS, the construction with left dislocation, the construction with "lian…dou/ye" and the construction with the preposition "关于(guanyu)" or "对(dui)" being left out.

The Subject-Predicate Predicate sentence that Chen and Gao (2000) focused on is the construction in the Relational process, such as the following example:

Example 1

衣裳每件一毛钱

Yishang   mei   jian   yi   mao   qian

Cloth   every   MEAS   one   MEAS   money

(The cloth is one Mao one piece)   (Chen & Gao, 2000, p. 13)

As discussed in Chapter 2, various studies have confirmed that the sentence-initial position Ng in the construction like Example 1 is Subject and rthe emaining part is Predicate (e.g., Chao, 1968, 1976, 2004; Shi, 1998, 2000a; Huang & Ting, 2006, Huang & Liao, 2011; Xiong, 2015). The current study concurs with the analysis of the Subject-Predicate Predicate sentence from these previous studies. Instead of focusing on the Subject-Predicate Predicate sentence in the Relational process like   Example 1 above, the current study focused on the Subject-Predicate Predicate sentence which is not in the Relational process, such as the following example shows:

Example 2

你作文会失误啊

Ni   zuowen   hui   shiwu   a

You essay   will   fail   Particle

(You failed on essay?)   (HH3-280)

Table 9.3 the analysis of clause HH3-280

Romanized	*ni*	*zuo wen*	*hui*	*shi wu*	*a*
Ergative	Agent	Medium		Material process	
Transitive	Actor	Actor		Material process	
Interpersonal	Subject	Predicator (S-P form)			Particle
Textual	Topical Theme	Rheme			

As this type of construction has not received a reasonable amount of attention, the current study has provided analysis of the construction like in Example 2 above in the experiential, interpersonal and textual zones respectively to find out whether there is Topic as a syntactic category in this type of construction. But the construction like

clause HH3-280 was not included in Chen and Gao (2000).

Chen and Gao (2000) included the construction with left-dislocation. But the construction with left-dislocation was not used by Li and Thompson (1976, 1981) to show that Mandarin is a TP language.

Chen and Gao (2000) also focused on the construction with ―lian…dou/ye‖, which is referred to as the construction with sytnagm Ng + Ng + Vg with ―dou‖ in the current study.

In addition to the construction with syntagm Ng + Ng + Vg with ―lian…dou/ye‖, the current study also analyzed the construction with syntagm Ng + Ng + Vg with ―wulun…dou/ye‖. But the construction with syntagm Ng + Ng + Vg with ―wulun…dou/ye‖ was not included in Chen and Gao‗s (2000) study.

Chen and Gao (2000) only focused on the construction with the prepositions ―关于 (guanyu)‖ or ―对(dui)‖ being left out. In addition to this type of construction, the current study also analyzed constructions with other prepositions, conjunctions and Vg being left out in Chapter 8. Additionally, it was found out in the current study that another two types of CSTCS formed due to the repetition of Ngs and due to GM were not included in Chen and Gao (2000). Both Chen and Gao‗s (2000) study and the current study have focused on OPS. But Chen and Gao (2000) did not include the construction with syntagm Ng + Vg in their study.

The third reason which is responsible for the difference between the quantitative findings from Chen and Gao (2000) and the current study is probably due to the lack of operational definition of sentence in Chen and Gao (2000). Without operational definition of sentence and clause, it is hard to identify whether 18,754 is the total

number of sentences or the total number of clauses gained from the 60 novels in Chen and Gao (2000). On the contrary, the current study has provided the operational definitions of both clause and sentence in the Chapter 5 Research Methodology. In this way, it will be convenient for future studies to compare their findings with the findings explored in the current study.

Compared to the vague description of the occurrence of TCS in Mandarin conveyed by adjectives, such as common, frequent and basic (Li & Thompson, 1976, 1981) based on subjective speculation and reflection, the actual empirical evidence obtained from the empirical studies by utilizing written data (e.g., Chen & Gao, 2000) and spoken data from the current study convincingly show the opposite. This empirical approach ―make[s] language description a matter of objective fact and not a matter of subjective speculation" (McEnery & Wilson, 2001, p. 8). Therefore, concurring with Chen and Gao (2000), the current study does not support the typological view that Mandarin is a TP language.

Complementing with the quantitative study in the current study, three sub-qualitative-studies have been carried out in order to address the three research questions raised in Chapter 1. The discussion of the findings is presented below.

9.3 Research Question 1

What are the functional roles of the nominal groups in the constructions with syntagm nominal group + verbal group and nominal group +nominal group + verbal group with or without ―dou (all)"?

Research question 1 involves the constructions with syntagm Ng + Vg, Ng + Ng +

Vg, Ng + Ng + Vg with "wulun…dou/ye", and Ng + Ng + Vg with "lian…dou/ye" The

discussion of the analysis of each of the four types of constructions is shown below.

9.3.1 The Findings Obtained from the Analysis of the Ng + Vg Construction

The discussion on the findings related to research question 1 starts with the Ng +

Vg construction shown in the following examples.

Example 3
那个棺木怎么摆放
Na   ge   guanmu zenme   bai-fang
That   MEAS   coffin   how   arrange-put
(How should that coffin put)   (MJJ39-339)

Table 9.4 the analysis of clause MJJ39-339

Romanized	*na*	*ge*	*guanmu*	*zenme*	*baifang*
Transitive	Goal			Manner	Material process
Ergative	Medium			Manner	Material process
Interpersonal	Subject			Adjunct	Predicator
Textual	Topical Theme			Rheme	

Example 4
那个眼泪就自己掉下来了
Na   ge   yanlei *jiu ziji diao-xia-lai   le*
That   MEAS   tear   then self drop-down-come   Particle
(The tear itself dropped down)   (XMR42-213)

Table 9.5 the analysis of clause XMR42-213

Romanized	*na*	*ge*	*yanlei*	*jiu*	*ziji*	*diao-xia-lai*	*le*
Transitive	Actor				Manner	Material process	
Ergative	Medium				Manner	Material process	
Interpersonal	Subject			Adjunct	Adjunct	Predicator	Particle
Textual	Topical Theme			Rheme			

Example 5

作文　失误

Zuowen　shi wu

Essay　fail

(Essay fails)　(HH3-279)

Table 9.6 the analysis of clause HH3-279

Romanized	*zuo wen*	*shi wu*
Ergative	Medium	Material process
Transitive	Actor	Material process
Interpersonal	Subject	Predicator
Textual	Topical Theme	Rheme

Previous studies have labelled the Ng + Vg construction, such as in Examples 3 to 5 (Tables 9.4 to 9.6), as a passive construction without using ―被 *(bei)* (by)" (Zhang, 1984), or as ―当然被动句 *(dangran beidong ju)* (of-course passive sentence)" (Zhang & Chen, 1981; Lian, 1993). All of these labels show that the Ng + Vg construction is with an inanimate Ng at the sentence-initial position and denotes a sense of passive voice without ―被 *(bei)* (by)". In English, it is called ―passival" (Evans & Evans, 1957, p. 519), which means

> a passival, on the other hand, presents the action itself, as if it occurred spontaneously. They are simpler than the passive forms and are preferred whenever the fact that there was an agent is felt to be irrelevant. (Evans & Evans, 1957, p. 519)

Evans and Evans (1957) also noted that the sentence-initial position Ng in the Ng + Vg construction is Subject in the passival in English.

The analysis carried out by the current study shows that the ―doing" relationship between the sentence-initial position Ng and its following Vg in the Ng + Vg construction is the key factor to determine whether the sentence-initial position Ng is Actor, such as clause HH3-279 (Table 9.6), or Goal, such as clause MJJ39-399 (Table

9.4), in the experiential zone. But the sentence-initial position Ng in the Ng + Vg construction is what is predicated. It is the Subject in the interpersonal zone regardless of it being Actor or Goal. In other words, there is a tendency that either Goal and Subject, or Actor and Subject map onto the same Ng. Whether the sentence-initial position Ng is Subject in the interpersonal zone is not determined by taking the measurement whether the sentence-initial position Ng is Actor.

As discussed in Chapters 3 and 6, the semantic reason of no ―doing" relationship between the sentence-initial position Ng and its following Vg is the only argument used by Li and Thompson (1981) to claim that the sentence-initial position in Ng + Vg construction is Topic and not Subject. It means that the claimed syntactic analysis of the Ng + Vg construction was done through the lens of semantics by Li and Thompson (1976, 1981). However, the structural analysis of Ng + Vg construction in the experiential, interpersonal and textual zones conducted by the current study directly challenges the Topic-Comment analysis on the Ng + Vg construction carried out by Li and Thompson (1976, 1981) by arguing that the structure of N + Vg construction is Subject + Predicate but not Topic + Comment when Topic is either taken as a syntactic category or as being syntactically independent (c.f. Li & Thompson, 1976, 1981). It is possible to label the sentence-initial position Ng in Ng + Vg construction as Topic only when Topic is taken as a non-syntactic notion. But if so, the typological classification of Mandarin would not exist in the first place (c.f. Her, 1991). To sum up, the analysis of Ng + Vg construction conducted by the current study shows that the typological view on Mandarin, as Li and Thompson (1976, 1981) have claimed by taking Ng + Vg construction as evidence, cannot hold true.

As noted in Chapter 3, Ng + Vg construction is also the construction used by Li and Thompson (1976, 1981) to show that Subject is not as important as Topic in Mandarin because a clause must have Topic but does not have to have Subject (Li & Thompson, 1976, 1981). However, according to the analysis conducted by the current study, this claim raised by Li and Thompson (1976, 1981) had actually resulted from the wrong analysis of the Ng + Vg construction.

As presented in Chapter 2, Subject is a very important syntactic category in the Chinese language system, but it is not an easy category to be glossed and defined well (e.g., Wang, 1956; Chao, 1968; Li, 1985; Tang, 1988; Lv, 1979). It also functions differently in the English language system and in the Chinese language system. But neither of these should be the reason for thinking less of Subject (e.g., Li & Thompson, 1976, 1981), or abandoning the syntactic category of Subject in the Chinese language (e.g., Lapolla, 1995, 2009, 2017a, 2017b) as Halliday (2002, p. 297) argued that ―one hypothesis might be that natural languages are not good things for glossing with".

9.3.2 The Findings Obtained from the Analysis of the Ng + Ng + Vg Construction

This sub-section is moving from the Ng + Vg construction to the Ng + Ng + Vg construction which is shown below:

Example 6
但有时候我歌一换
Dan	*youshihou*	*wo*	*ge*	*yi*	*huan*
But	sometimes	I	song	one	change

(But sometimes the moment my song was changed)   (HH3-1191)

Table 9.7 the analysis on clause HH3-1191

Romanized	*dan*	*youshihou*	*wo*	*ge*	*yi*	*huan*
Ergative		Time	Agent	Medium		Material process
Transitive		Time	Actor	Goal		Material process
Interpersonal	Conjunction	Adjunct	Subject	Predicator (S-P form)		
Textual	Textual Theme	Marked Topical Theme	Rheme			

Example 7

你作文会失误啊

Ni   zuowen   hui   shiwu   a

You   essay   will   fail   Particle

(You failed on essay?)   (HH3-280)

Table 9.8 the analysis of clause HH3-280

Romanized	*ni*	*zuo wen*	*hui*	*shi wu*	*a*
Ergative	Agent	Medium		Material process	
Transitive	Actor	Actor		Material process	
Interpersonal	Subject	Predicator (S-P form)			Particle
Textual	Topical Theme	Rheme			

Example 8

所以我每个公式都走一遍

Suoyi   wo   mei   ge   gongshi   dou   zou   yi   bian

So   I   every   MEAS   formula   all   go   one   time

(So I went through each formula one time. /So I studied the formula from the first to the last.)

(CZZ14-502)

Table 9.9 the analysis of clause CZZ14-502

Romanized	*suoyi*	*wo*	*mei ge gongshi*	*dou*	*zou*	*yibian*
Ergative		Agent	Medium		Material Process	Frequency
Transitive		Actor	Goal		Material Process	Frequency
Interpersonal	Conjunction	Subject	Predicator	Adjunct		Adjunct
Textual	Textual Theme	Topical Theme	Rheme			

Conurring with Chao's (1968, 1976) analysis where the lexis point of view was adopted, the current study argues that there is a relation between the Ng + Vg construction discussed in the last sub-section and the Ng + Ng + Vg construction in Mandarin by adopting the grammar point of view.

The Ng + Vg construction discussed in the last sub-section is realized in a form of Medium + Process, which is called nucleus (Halliday & Matthiessen, 2014) in the system of Transitivity. Once the external cause, Agent, is needed, the Agent is placed right before the nucleus of Medium + Process. In other words, the structure of the Ng + Ng + Vg construction is Agent + nucleus (Medium + Process). The analysis of the Ng + Vg construction in the previous sub-section shows that Medium can be conflated with Goal or Actor. Correspondingly, with Agent being placed right in front of Medium + Process, either Medium and Goal, such as clause HH3-1191 (Table 9.7) and clause CZZ14-502 (Table 9.9), or Medium and Actor, such as HH3-280 (Table 9.8), can also map onto the second Ng in the Ng + Ng + Vg construction.

Largely hinging on the semantic reason of ―doing" relationship between the second Ng and its following Vg, the second Ng in the Ng + Ng + Vg construction was analyzed as Object which is pre-posed by Li andThompson (1981). By taking Topic as a syntactic notion, Paul (2002) believed that the second Ng in the Ng + Ng + Vg construction is an internal Topic. The sentence-initial position Ng was analyzed as Subject and Topic at the same time (Li & Thompson, 1981). This analysis provided by Li and Thompson (1981) cast some problems on the understanding of this construction. Firstly, the second Ng in the Ng + Ng + Vg construction is not always able to be moved after the Vg, such as clause HH3-280 (Table 9.8).

Second, it is impossible for the same element in the same clause to have both functional roles at the same time. In other words, the sentence-initial position Ng in the Ng + Ng + Vg construction cannot be both Subject and Topic unless Topic is not a syntactic notion. But if Topic is not a syntactic notion, the typological view on Mandarin would not exist in the first place (c.f. Her, 1991).

Concurring with Chao (1968, 1976), the second Ng and its following Vg is an S-P form phrase functioning as Predicator in Mandarin. As there is no Topic or internal Topic in the Ng + Ng + Vg construction, this construction cannot be the evidence to show that Mandarin is a TP language as claimed by Li and Thompson (1976, 1981).

9.3.3 The Findings Obtained from the Analysis of the Ng + Ng + Vg with "*wulun…dou/ye*" Construction

The construction with syntagm Ng + Ng + Vg with ―*wulun…dou/ye*" is shown in the following examples.

Example 9
*但他当时就**什么**都没有做吗？*

| *Dan* | *ta* | *dangshi* | *jiu* | *shenme* | *dou* | *meiyou* | *zuo* | *ma* |
| But | he | at that time | well | what | all | NEG | do | Particle |

(I see, but he didn't do anything at that time?)　　　(YZQ26-290)

Table 9.10 the analysis on clause YZQ26-290

Romanized	*dan*	*ta*	*dangshi*	*jiu*	*shenme*	*dou*	*meiyou*	*zuo*	*ma*
Transitivity		Actor	Time		Concession			Material Process	
Interpersonal		Subject	Adjunct	Adjunct	Adjunct	Adjunct	NEG	Predicator	Particle
Textual	Textual Theme	Topical Theme	Rheme						

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Example 10

*我们**什么节目**都做过*

Women	*shenme*	*jiemu*	*dou zuo guo*

Women   shenme   jiemu   dou zuo guo
We   what   program all do ASP
(Regardless what the program was, we have done them all.)   (XGH19-517)

Table 9.11 the analysis on clause XGH19-517

Romanized	*women*	*shenme*	*jiemu*	*dou*	*zuo*	*guo*
Transitivity	Actor	Concession			Material Process	
Interpersonal	Subject	Adjunct		Adjunct	Predicator	ASP
Textual	Topical Theme	Rheme				

Example 11

*就从小到大我**什么**都跟我妈说*

Jiu   cong   xiao   dao da   wo shenme   dou gen   wo   ma   shuo
Well   from   young   to   old   I   what   all   to   my   mom   tell
(Well from being young to old, no matter what it is, I tell my mom all of it/Well from a young kid to a grown-up adult, I tell my mom everything.)   (NST35-497)

Table 9.12 the analysis of clause NST35-497

Romanized	*jiu*	*cong*	*xiao*	*dao*	*da*
Transitivity		Time			
Interpersonal		Adjunct			
Textual	Textual Theme	Marked Topical Theme			

Table 9.12 the analysis of clause NST35-497 (continued)

Romanized	*wo*	*shenme*	*dou*	*gen*	*wo*	*ma*	*shuo*
Transitivity	Sayer	Concession		Receiver			Verbal process
Interpersonal	Subject	Adjunct	Adjunct	Adjunct			Predicator
Textual	Rheme						

As observed, "wulun (regardless of/whatever)" as in "wulun…dou/ye" has been left out but "dou" still remains in the construction like in Examples 9 to 11 (Tables 9.10-9.12) shown above. Without taking "dou" into consideration, Li and Thompson (1976, 1981) misinterpreted the sentence-initial position Ng in the construction with "wulun…dou" as Subject and Topic at the same time, and the second Ng as Object

which is pre-posed.

Additionally, the analysis of the construction Subject-Predicate Predicate sentence proposed by Chao Yuanren (1968, 1976, 2004), the father of Chinese modern linguistics (Shen, 2012), was indiscriminatingly used to analyze the construction with "wulun…dou" (e.g., Li, 1985; Huang & Liao, 2011; Xiong, 2015). Or similar to Li and Thompson's (1976, 1981) analysis, the second Ng was also analyzed as Object which is pre-posed (e.g., Ren, 2013).

Different from the analysis reviewed above, Shi (1998, 2000a) argued that the interrogative pronoun is not for seeking for an answer in the construction with syntagm Ng + Ng + Vg with "dou". It functions as a universal quantifier "全 (quan) (all)" (Shi, 1998, 2000a). The analysis of the Ng + Ng + Vg with "wulun…dou/ye" construction conducted by Shi (1998, 2000a) is very enlightening, but it cannot explain a construction like clause XGH19-517 in Example 10 (Table 9.11) where the second Ng is not realized by an interrogative pronoun alone but by an interrogative pronoun and an Ng.

The current study argues that the sentence-initial position Ng functions as Subject. Its functional role in the line of the experiential meaning is different based on different process types. The second Ng in the Ng + Ng + Vg with "dou" construction is neither Subject nor Object. It is a circumstantial element of Concession. It functions as a circumstantial Adjunct in the interpersonal meaning. According to the analysis provided by the current study, there is no syntactic category Topic in the construction with syntagm Ng + Ng + Vg with "dou". Clearly, the sentence-initial position Ng is also not a dangling Topic as it is Subject. It functions as Topical Theme if there is no other

circumstantial element right in front of it. Therefore, the typological view on Mandarin claimed by Li and Thompson (1976, 1981) by taking the Ng + Ng + Vg with "*dou*" construction as evidence cannot hold true.

Before the first edition of *Introduction to Functional Grammar* (Halliday, 1985) was published, Tam (1979) has attempted to outline the system of Transitivity in Mandarin based on *Notes on Transitivity and Theme in English* (Halliday, 1967-68) for Chinese-English translation. Since then, many studies have also devoted their efforts to outlining the system of Transitivity in Mandarin (McDonald, 1992; Halliday & McDonald, 2004; Li, 2007; Sun & Zhao, 2012; Yang, 2015). As noted in Chapter 2, however, Circumstance of Concession has not been outlined in these previous studies. With scrutiny on the construction with "*wulun…dou*", the current study found out that the second Ng realized by an interrogative pronoun or by an interrogative pronoun and an Ng functions as Circumstance of Concession. This research finding makes the system of Transitivity as outlined by previous studies more complete.

9.3.4 The Findings Obtained from the Analysis of the Ng + Ng + Vg with "*lian…dou/ye*" Construction

The construction with syntagm Ng + Ng + Vg with "*lian…dou/ye*" is shown in the following examples.

Example 12
我就连饭不吃，
Wo   jiu   lian   fan   bu   chi
I   then   with   meal   NEG   eat
(I did not even eat meal)   (YFX34-281)

Table 9.13 the analysis of clause YFX34-281

Romanized	*wo*	*jiu*	*lian*	*fan*	*dou*	*bu*	*chi*
Transitivity	Actor			Goal			Material process
Interpersonal	Subject	Adjunct	Prep	Complement	Adjunct	NEG	Predicator
Textual	Topical Theme	Rheme					

Example 13

艺人一点权力都没有,

Yiren   *yidian*   *quanlian*   *dou*   *mei*   *you*

Singer   a little   right   even   NEG   have

(A singer/a start did not have even a little right.)   (MD23-182)

Table 9.14 the analysis of clause MD23-182

Romanized	*yiren*	*yidian*	*quanli*	*dou*	*mei*	*you*
Transitivity	Possessor	Possessed				Relational process
Interpersonal	Subject	Complement		Adjunct	NEG	Predicator
Textual	Topical Theme	Rheme				

Example 14

一点想法都没有,

Yidian   *xiangfa*   *dou*   *mei*   *you*

A little   idea   even   NEG   have

(A signer/a star did not have even a little idea) (MD23-183)

Table 9.15 the analysis of clause MD23-183

Romanized	*yidian*	*xiangfa*	*dou*	*mei*	*you*
Transitivity	Possessed				Relational process
Interpersonal	Complement		Adjunct	NEG	Predicator
Textual	Rheme				

The Ng + Ng + Vg with "lian…dou/ye" construction structurally resembles with the Ng + Ng + Vg with "wulun…dou/ye" construction especially when "lian" and "wulun" are left out. There was no distinction that has been made between these two types of constructions when Mandarin was labelled as a TP language by Li and Thompson (1976, 1981).

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The structural analysis of the construction with syntagm Ng + Ng + Vg with "lian...dou/ye" is manifold. The entire construction was either analyzed as Subject Subject-Predicate sentence especially when "lian" is left out (Huang & Liao, 2011), or the second Ng was analyzed as Topic focus (Xu & Liu, 1998), or as an Object which is pre-posed (Ren, 2013), or as Adverbial (Fan, 2001). In addition to the analysis of the syntactic role of the second Ng in the Ng + Ng + Vg with "lian...dou/ye" construction, the phenomenon that the preposition "lian" in "lian...dou/ye" can be left out could be interpreted as the flexibility of Chinese grammar (e.g., Lv, 1986; Shi, 2000b) or as happening without restriction. (e.g., Luo, 2002; Du, 2004; Li, 2012; Ren, 2013).

The current study argues that the sentence-initial position Ng is Subject. The second Ng in the construction with "lian...dou/ye" is Object. It is pre-posed with the use of "lian...dou/ye". As discussed in Chapter 6, the presence and absence of the preposition "lian" denote different pragmatic meanings. When "lian" is left out, the objective meaning is conveyed, whereas when "lian" is not left out, the subjective assessment is displayed.

According to the analysis provided by the current study, there is no Topic as a syntactic notion in the construction with "lian...dou/ye". Therefore, the construction with "lian...dou/ye" cannot support the typological view that Mandarin is a TP language.

The implication of the findings on the construction with syntagm Ng + Ng + Vg with "lian...dou/ye" will be discussed together with the findings of OPS in the following section.

9.4 Research Question 2

What are the pragmatic factors which cause Object to be pre-posed in Object pre-posed sentences?

The construction temporarily labelled as OPS in the current study is shown in the following examples:

Example 15
但那种屈辱的不平等的感觉你经历过吗？

Dan   na   zhong   qurude   bupingdengde ganjue   ni   jingli   guo   ma
But   that   MEAS   humiliating   unfair   feeling   you   experience   ASP Particle
(But that kind of humiliating unfair feeling you have experienced?/Have you ever experienced that kind of humiliating unfair feeling?)   (BBN30-70)

Table 9.16 the analysis of clause BBN30-70

Romanized	*dan*	*nazhong*	*qurude*	*bupingdengde*	*ganjue*	*ni*	*jingli*	*guo*	*ma*
Transitivity		Scope				Senser	Material process		
Interpersonal	Conjunction	Complement				Subject	Predicator	ASP	Particle
Theme-Rheme	Textual Theme	Marked Topical Theme				Rheme			

Example 16
LY：*这个过程你一直在拍？*

Zhe   ge   guocheng   ni   yizhi   zai   pai
This   MEAS   process   you   constantly   ASP   shoot
(This process you had been shooting?/You had been shooting the whole process?)   (HG1-838)
Karen: 嗯
      Yes   (HG1-839)

Table 9.17 the analysis of clause HG1-838

Romanized	*zhege*	*guocheng*	*ni*	*yizhi*	*zai*	*pai*
Transitivity	Goal		Actor			Material Process
Interpersonal	Complement		Subject	Adjunct	ASP	Predicator
Theme-Rheme	Marked Topical Theme		Rheme			

Example 17

LY: *刚才那一组照片我想可能很多人在网上都看到了。*

Gangcai na yi zu zhaopian wo xiang keneng hen duo ren
Just now that one set picture I think probably very many people

Zai wang shang dou kan-dao le
At line on all see-reach Particle

(Just now that set of pictures I think probably many people have seen online./ I think many people probably have seen that set of pictures played just now online.) (LL6-1)

看过以后真的特别感动。

(It was really moved after we saw them.) (LL6-2)

Table 9.18 the analysis of clause LL6-1

Romanized	*gangcia*	*na*	*yizu*	*zhaopian*
Transitivity	Phenomenon			
Interpersonal	Complement			
Theme-Rheme	Marked Topical Theme			

Table 9.18 the analysis of clause LL6-1 (continued)

Romanized	*wo*	*xiang*	*keneng*	*henduo*	*ren*	*zai wangshang*	*dou*	*kan-dao*	*le*
Transitivity				Senser		Place		Mental Process	
Interpersonal	Adjunct		Adjunct	Subject		Adjunct	Adjunct	Predicator	Particle
Theme-Rheme	Rheme								

Many conscious efforts have been devoted to the structural analysis of OPS, but there is no agreement on the syntactic role of the sentence-initial position Ng in OPS. It was regarded either as Topic and Object at the same time by Li and Thompson (1981), or as Topic which is a syntactic category by Xu and Liu (1998), or as Object which has been pre-posed due to the pragmatic factor of denoting contrast or salience (McDonald, 1992; Li, 2007; Fang, 2008; Fan, 2001;). This explanation of the pragmatic factor which causes an Object to be pre-posed is basically in line with what Light has proposed in 1979. As reported in Chapter 7, the current study took one step further and has explored six following pragmatic factors which cause Objects to be pre-posed in

Mandarin:

    a. To realize the Thematic progression

    b. To save the focus position for the other elements

    c. To indicate more than one choices

    d. To indicate expectation or unexpectation

    e. To indicate the internal contrast

    f. To indicate the hidden Relational relation to what has been said before

Due to these pragmatic factors, Objects could be pre-posed temporarily in conversations in order to fulfill some communication needs. But it does not mean that the syntactic role of the sentence-initial position Ng is changed from Object to others, such as Topic when Topic is a syntactic notion. As the sentence-initial position Ng functions as Object or Complement in SFL terms, it cannot be a dangling Topic. On the contrary, it is a highly marked Topical Theme in the textual meaning (Halliday & Matthiessen, 2014). If Topic is a non-syntactic notion, by taking sentence-initial position as the criterion of the identification of Topic, the sentence-initial position Ng in OPS is Topic. But the typological view on Mandarin would not exist in the first place (c.f. Her, 1991). In a word, the analysis of OPS conducted by the current study does not support that Mandarin is a TP language as Li and Thompson have claimed (1976, 1981).

Labov (1972, p. 187) maintained that ―the object of linguistics must ultimately be the instrument of communication used by the speech community" as the most significant function of language is communication. To fulfill some communicative needs, the word order of sentences can be manipulated by language users, such as OPS, and preposition can be left out, such as in the construction with ―*lian…dou/ye*". The

description of the temporarily reversed word order and the ellipsis of preposition in sentences are of significance. But the pragmatic factors and the implied meanings behind these linguistic phenomena are of no less significance. With the exploration of the pragmatic factors which cause Objects to be pre-posed, and the subjective and objective meaning behind the construction with ―*lian…dou/ye*" in context, the current study throws a light on a better understanding of ―ht use of sentences in the performance of utterances" (Widdowson, 1979, p. 8) in communication in Mandarin.

9.5 Research Question 3

How are the so-called Chinese-style Topic-Comment sentences formed in discourse?

The construction of CSTCS is shown in the following examples where there is a sentence-initial position Ng followed by a fully-fledged clause.

Example 18

ZHY: *原来想练瑜伽。*
　　　Yuanlai　　xiang　　lian　　yujia
　　　Originally　want　　practice　yoga
　　　(Originally, I wanted to practice yoga.)　　(ZHY15-144)

LY：*这好奇怪,*
　　 (This is weird.)　　　　　　　　　　　　　(ZHY15-145)
　　瑜伽, 为什么需要把杆呢?
　　Yujia　　weishenme　　xuyao　　bagan　　ne
　　Yoga　　why　　　　need　　barre　　Particle
　　(Yoga, why do you need a barre?)　　　(ZHY15-146-147)

Table 9.19 the analysis on clause ZHY15-146-147

Romanized	*yujia*	*weishenme*	*xuyao*	*bagan*	*ne*
Transitivity	Scope	Reason	Mental Process	Phenomenon	
Interpersonal	Complement	Adjunct	Predicator	Complement	Particle
Theme-Rheme	Topical Theme	Rheme			
Taxis	1	+2			

Example 19

这一点我还行

Zhe   yi   dian   wo hai xing

This   one point   I   still ok

(On this point, I am still ok)   (HH3-558)

Table 9.20 the analysis of clause HH3-558

Romanized	*zhe*	*yidian*	*wo*	*hai*	*xing*
Transitivity	Matter		Carrier		Attribute
Interpersonal	Adjunct		Subject	Adjunct	Complement
Theme-Rheme	Marked Topical Theme		Rheme		

Example 20

一头烟我就会疯掉

Yi   tou   yan   wo jiu   hui   feng-diao

One MEAS   smoke   I   then   will   crazy-drop

(The smoke (from cooking) will drive me crazy.)   (GZL43-675)

Table 9.21 the analysis on clause GZL43-675

Romanized	*yi*	*tou*	*yan*	*wo*	*jiu*	*hui*	*feng-diao*
Transitive	Condition			Carrier			Attribute
Interpersonal	Adjunct			Subject	Adjunct	Finite	Complement
Theme-Rheme	Marked Topical Theme			Rheme			

By consistently taking sentence-initial position as the criterion of identifying Topic, the sentence-initial position Ng in CSTCS was analyzed as Topic by Li and Thompson (1976, 1981). But due to the reason that Topic was variously and inconsistently defined as a syntactic notion, a non-syntactic notion or being syntactically independent, the analysis of CSTCS provided by Li and Thompson (1976, 1981) is open to some interpretations. If Topic is a syntactic notion, it means the syntactic role of the sentence-initial position Ng is Topic. If Topic is a non-syntactic notion, it means that Li and Thompson (1976, 1981) failed to provide syntactic analysis on CSTCS and the typological classification on Mandarin did not exist in the first place (c.f. Her, 1991). If

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Topic is regarded as being syntactically independent, it means that the sentence-initial position Ng in CSTCS has no syntactic role and it is a dangling Topic.

While some scholars hold the view that the sentence-initial position Ng in CSTCS is a dangling Topic (e.g., Fang, 2008; Pan & Hu, 2008), some other scholars argued that there is no dangling Topic in Chinese clauses (e.g., Shi, 1998, 2000a; Huang & Ting, 2006). By taking Topic as a syntactic notion, Shi (2000a) and Huang and Ting (2006) analyzed the sentence-initial position Ng in CSTCS either as Subject, or prepositional phrase with preposition being left out, or adverbials realized by Ngs or Topic realized by Ng.

The prerequisite for this argument over the sentence-initial position Ng in CSTCS being dangling or non-dangling is that CSTCS was considered as a simple clause by default. But the current study has found out that CSTCS can be either simple clauses or complex clauses when context is taken into consideration.

Different from previous studies where isolated and de-contextualized clauses were mainly focused, the current study gives CSTCS a discourse look. Through investigating the formation of CSTCS in discourses, the current study found out three types of formations of CSTCS in Mandarin, namely

1. Due to the ellipsis of some element (e.g. Process, preposition or conjunction)

2. Due to repetition

3. Due to grammatical metaphor

Due to the ellipsis of Process realized by Vgs, CSTCS is a complex clause, such as clause ZHY15-146-147 in Example 18 (Table 9.19). Due to the ellipsis of preposition or conjunction, CSTCS is a simple clause, such as clause HH3-558 in Example 19 (Table

9.20) and clause GZL43-675 in Example 20 (Table 9.21).

As discussed above, Circumstance of Concession has not been outlined in the system of Transitivity in Mandarin by previous studies (e.g., Tam, 1979; Halliday & McDonald, 2004; Li, 2007; Yang, 2015). Neither was Circumstance of Condition. But the current study has found out that the sentence-initial position Ng in CSTCS like in clause GZL43-675 in Example 20 (Table 9.21) above functions as Circumstance of Condition. It is a circumstantial Adjunct in the interpersonal meaning. This research finding makes the system of Transitivity in Mandarin as outlined by the previous studies (e.g., Tam, 1979, Halliday & McDonald, 2004, Li, 2007; Yang, 2015) more complete.

The second type of formation of CSTCS is due to the repetition of Ngs, such as in the following examples.

Example 21
ZXP:*我们给她的小游戏是*

Women	*gei*	*tade*	*xiaoyouxi*	*shi*
We	give	her	game	be

*我们给她**四个礼物**,*

Women	*gei*	*ta*	*si*	*ge*	*liwu*
We	give	her	four	MEAS	gift

(The game that we give her is that we give her four gifts)　　(NST35-432)

*然后**四个礼物**,*

Ranhou	*si*	*ge*	*liwu*
Then	four	MEAS	gift

(then four gift)

看看她分别对这四个人送什么样的礼物

(then we will see how she is going to send these four gifts to thee four persons.)

(NST35-433-434)

Example 22
GDP: *招的时候是招了15 个，　要了15 个还是18 个。*

　　(In enrollment, it was enrolled 15. It was 15 or 18?)　　(FYZ38-119-120)

DZC: ***16 个***

Shi liu	*ge*
Sixteen	MEAS

(FYZ38-121)

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FYZ: **16 个,**

    Shi liu   ge

    Sixteen   MEAS

    然后有一个一入学就退学。

    (Then there was a student. That student quitted righter after he/she registered.)

                                (FYZ38-122-124)

Example 23

LY: *这么多年唯一真正全部都合作过就你们毕业大戏很做过那一次是不是?*

    (In these years, only one play where all of you have worked together is the play for your

    graduation, isn't it?)   (FYZ38-911)

FYZ: *没有，天下第一楼*

    Mei   you   tian xia   diyi   lou

    NEG   have   world   first   building

    (No, also *The First Building of the World*.)   (FYZ38-912)

WaG: **天下第一楼，** *巴黎人*

    Tianxia   diyi   lou   baliren

    World   first   building Parisian

    (*The First Building of the World*, *Parisian*)   (FYZ38-913)

GDP: **天下第一楼** [nodding]，*但是我们那都是属于跑龙套。*

    Tianxia diyi lou danshi women na dou shi shuyu pao-longtao

    World   first   buiding but we   well all   be belong play an insignificant role

    (The First Building of the World, but we just played insignificant roles.)   (FYZ38-914)

Methodologically, previous studies favoured isolated and decontextualized clauses as data of analysis (e.g., Shi, 2000a; Huang & Ting, 2006; Pan & Hu, 2008). The argument over CSTCS then was mainly syntactic, dangling or non-dangling. Differently, the current study examined CSTCS in discourse where rich context allows us to examine the structure of CSTCS from a discoursal perspective. By using a different methodology, the current stud found out that the formation of CSTCS is because of the repetition of an Ng, such as Ngs in bold in Examples 21 to 23 above. The repeated Ng is actually a discoursal behavior. It has already gone beyond the scope of grammar. The repeated Ng in CSTCS functions to buy some time to think about what is going to be said next in conversations.

The third type of formation of CSTCS is due to GM. This point is illustrated by the following examples.

Example 24
LY: *各个年龄段的人，有这样不同的看法问问他们。*
(People at different age have different opinions. Let's ask them.) (MKK12-65-66)

同样的问题每个人都回答。

Tongyangde   wenti   mei   ge   ren   dou huida
Same   question every   MEAS   people   all   answer
(The same question, everyone is going to answer)   (MKK12-67-68)

从李想这样顺着这样过来回答。
(Let's start from Li Xiang)   (MKK12-69)

Table 9.22 the analysis on clause MKK12-67-68

Metaphorical form	*tongyangde*	*wenti*		*meigeren*	*dou*	*huida*
Transitivity	Existent			Sayer		Verbal Process
Taxis	1			+2		
Congruent form	*wenti*	*shi*	*tongyangde*	*meigren*	*dou*	*huida*
Transitivity	Carrier	Relational Process	Attribute	Sayer		Verbal Process
Taxis	1			+2		

Example 25
LY: *我不知道您的记忆力好还是不好。*
 I don't know whether your memory is good or not   (LiAn20-118-119)

已经发生的，您都会清晰地记得吗？

Yijing   fasheng de   nin dou hui qingxide jide   ma
Already happen SUB   you all can clearly remember Particle
(As long as it has happened before, can you remember them all?)   (LiAn20-120-121)

Table 9.23 the analysis on clause LiAn20-120-121

Metaphorical form	*Yijng fashengde*			*nin*	*dou*	*hui*	*jide*	*qingchu*	*ma*
Transitivity	Existent			Senser			Mental Process	Manner	
Taxis	xβ			α					
Congruent form	*yixie shiqing*	*cengjing*	*fasheng-guo*	*nin*	*dou*	*hui*	*jide*	*qingchu*	*ma*
Transitivity	Actor	Time	Material Process	Senser			Mental Process	Manner	
Taxis	xβ			α					

Example 26

LY: *以后您有孙子了"就是说以后郑亚旗有孩子了，"还会采取这样的方式吗？"。*

   (After you have your grandson, in other words, after YaQi has his son, will you adopt the same way to educate that child?)   (ZYQ8-384-393)

ZYQ: *那得问我了*

   (Well, you should ask me)   (ZYQ8-394)

LY: *就先问你会对你儿子采取这样的方式吗？*

   (Well, will you use the same way to your child?)   (ZYQ8-395-396)

ZYQ: **因为我的孩子，他就管不了了。**

   Yinwei   wode   haizi   ta   jiu   guan-bu liao   le
   Because   my   child   he   then   control-NEG-finish   Particle
   (Because the child is mine, he has no right to make decisions.)   (ZYQ8-397-398)

Table 9.24 the analysis on clause ZYQ8-397-398

Metaphorical form	*Yinwei wode haizi*				*ta*	*jiu*	*guanbuliao*	*le*
Transitivity	Existent				Actor		Material Process	
Taxis	xβ				α			
Congruent form	*yinwei*	*haizi*	*shi*	*wode*	*ta*	*jiu*	*guanbuliao*	*le*
Transitivity		Possessed	Relational Process	Possessor	Actor		Material Process	
Taxis	xβ				α			

Instead of taking words as the starting point to see metaphor, Halliday and Matthiessen (2014) take meaning as the starting point and see metaphor as ―variation in the expression of meanings" (c.f. Taverniers, 2003, Thompson, 2014). This kind of metaphor is called grammatical metaphor as it is realized by the re-alignment ―between meanings and words, between the semantics and the lexico-grammar" (Thompson, 2014, p. 233). All of these variations in the expressions of meanings are located in the scale of congruency, but ―complete congruency and complete incongruency are rare" (Taverniers, 2003, p. 6). Congruently, logico-semantic meaning is realized by complex clauses, while complex clauses can be metaphorically construed as simple clauses where the logico-semantic meaning is realized as Process and clauses are nominalized as Ngs (c.f. Halliay & Matthiessen, 1999, 2014; Yang, 2015). What has been found out in the current study is that GM partly happens to complex clauses, which means only one clause in the complex clause is nominalized due to the force of GM, while another clause and the logico-semantic relation are still congruently realized, such as in the Examples 24 to 26 (Table 9.22 to 9.24) above. This research finding not only throws light on the understanding of the structure of the so-called CSTCS but also enriches the appreciation of the phenomenon of GM in Mandarin since these partially metaphorically construed complex clauses in Mandarin have not received much attention.

9.6 Topic-Comment, Topic-Prominent Language, Topic-Comment Language

As noted in Chapter 2, before the typological view on Mandarin was brought up, the terms Topic and Comment have already been consistently used as semantic notions

by Chao (1968) to gloss and define Subject and Predicate in the Chinese language system.

Other than Chao (1968), some scholars also used the terms Topic and Comment. But different from Chao, Topic and Comment were consistently used as pragmatic notions by some scholars (e.g., Tsao, 1979, 1987a, 1987b, 1990; Lapolla, 1995, 2009, 2017b). Basically speaking, Topic in Lapolla (1995, 2009, 2017b) and Tsao (1979, 1987a, 1987b, 1990) is similar to the topical Theme in SFL.

Additionally, Topic has also been consistently used as a syntactic notion by Xu and Liu (1998), Liu and Xu (1998), Shi (1992, 1993, 1998, 2000a), Huang and Ting (2006), Paul (2002, 2015). Conversely, Pan and Hu (2008) consistently regarded Topic in Chinese clauses as a dangling Topic, which means that Topic is syntactically independent in Chinese clauses.

As introduced in Chapter 3 and discussed in each of the analysis chapters in this thesis, Topic, this critically important term for the typological classification of languages introduced by Li and Thompson (1976, 1981) was variously and inconsistently defined as a syntactic notion, non-syntactic notion, and as being syntactically independent at the same time.

Despite the fact that numerous studies related to the term Topic in Mandarin have been carried out as shown above, the typological view that Mandarin is a TP language is based on the notion of Topic and the Topic-Comment analysis solely introduced by Li and Thompson (1976, 1981). It is just unfortunate that the same term happened to be used in different notions in different studies. This point is emphasized here to highlight that any comparison among these works without carefully examining the notion of the

term Topic will lead to wrong conclusions. This is also the reason why the current study has frequently emphasized ―the typological view on Mandarin proposed by Li and Thompson" just in order to distinguish among these studies which all favoured the same term Topic.

9.6.1 Topic as a Pragmatic Notion

As discussed above, by consistently taking Topic as a pragmatic notion and by taking sentence-initial position as the criterion of the identification of Topic, Lapolla (2009) carried out the Topic-Comment analysis on each clause in the data of that study in order to showe that the Topic-Comment analysis can work very well on each Chinese clause. This Topic-Comment analysis on each Chinese clause led to the conclusion that Chinese is a Topic-Comment language (Lapolla, 2009) rather than a Topic-prominent language (Li & Thompson, 1976, 1981). But this Topic-Comment label on Mandarin in Lapolla (2009), in fact, cannot be compared to this Topic-prominent label on Mandarin in Li and Thompson (1976, 1981) because Topic in Li and Thompson (1976, 1981) was inconsistently and variously defined. The term ―Topic" in Li and Thompson (1976, 1981) and the term ―Topic" in Lapolla (2009) only look similar on the outside but are different on the inside. In a word, Lapolla‗s (2009) study can neither challenge nor support the typological view on Mandarin as proposed by Li and Thompson (1976, 1981).

Other than the issue of replacing the Topic-prominent label from Li and Thompson (1976, 1981) with the Topic-Comment label on Mandarin, Lapolla (2009, p. 22) further concluded that

> In this chapter I hope to have shown that an information structure analysis can elegantly explain all of the clauses patterns found in these Chinese passages, including many that are problematic for other analyses. As that is the case, there is no need to posit any grammaticalized categories, such as ―subject", to explain the structure of the clause in Chinese.

Three layers of meaning can be interpreted from what has been quoted above. Firstly, the information-structure analysis, namely Topic-Comment analysis, works very well on all Chinese sentences, including sentences with controversial structures. Secondly, it will be problematic to carry out other types of analysis on the Chinese sentences with controversial structures. Thirdly, since the information structure works so well on all Chinese clauses and since other analysis will be problematic, the syntactic category Subject can be abandoned and syntactic analysis on Mandarin is not necessary.

Without question, the analysis of the information structure does work very well on each Chinese clause. This is because the information structure is one of the three structures in each Chinese clause. By taking sentence-initial position as the criterion of the identification of Topic which belongs to the pragmatic category, each Chinese clause can be labeled as Topic + Comment. This also holds true to any other languages. Following this analysis, all languages in the world can then be labelled as Topic-Comment language. But this label is pointless as it reveals nothing in typological classifications.

As Subject was mentioned in Lapolla (2009), it could be assumed that the other type of analysis was referred to syntactic analysis on Chinese clauses. It is true that some constructions in Mandarin have problematic structures, such as the constructions used by Li and Thompson (1976, 1981) as evidence to show that Mandarin is a TP language. But it is not a good reason to choose one type of analysis over the other. This

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is also not a sound reason to abandon syntactic analysis in Mandarin because

> although attempts have been made to do away with syntax by trying to argue that everything can be accounted for in terms of either semantic or pragmatics, no such attempt strikes us as even nearly approaching success, and it therefore seems to remain a truth about human languages that they do have syntaxes, and that many of them do have grammatical relations that cannot be reduced to semantic or pragmatic primitives. (Comrie, 1981, pp. 59-60)

According to Halliday and Matthiessen (2014), a clause has three lines of meaning mapped onto each other at the same time. Each line of meaning is equally significant to the other two lines of meaning. Theme-Rheme analysis can work very well on each Chinese clause. But Theme-Rheme analysis cannot replace the analysis in the experiential zone and the interpersonal zone. As Comrie (1981) and Matthiessen (2004) maintained, the linear structure of a clause should be examined in the three zones because the analysis of clauses in each zone is equally important.

In addition to Lapolla's (2009) study, another empirical study conducted by Liu (2009, p. 108) found out that ―[a]mong a total of 13,000 or so clauses in the Beijing corpus, there are 708 instances (or 5.4%) of Top-subject constructions". This quantitative finding, like the quantive finding from Lapolla (2009)'s study where the portion of TCS could be considered 100%, can neither support nor challenge Li and Thompson's (1976, 1981) typological view of Mandarin being a TP language as Topic was a pragmatic notion and identified solely by taking pause particles, such as *ne, ba, ma,* and *a* in Mandarin, into consideration in Liu (2009). Not only can the research finding from Liu (2009) not be compared to the research finding in Li and Thompson (1976, 1981), but it can also not be compared to Lapolla's (2009) study although Topic was all taken as a pragmatic notion in Lapolla (2009) and Liu (2009). Based on the

Topic-Comment analysis conducted by Lapolla (2009), sentence-initial position is the criterion for the identification of Topic in Mandarin, whereas pause particle is the criterion for the identification of Topic in Liu (2009). Still, as argued above, the term Topic looks exacatly the same on the outside in both Liu (2009) and Lapolla (2009) but is different on the inside. In one word, each of the three studies conducted by Li and Thompson (1976, 1981), Lapolla (2009) and Liu (2009) cannot be compared as the notion and critieria for the identification of Topic is different in all of these three studies. Without considering the different notions and criteria for the identification of Topic, the comparision among these works is inaccurate and valid (e.g., Xu, 2015).

9.6.2 Topic as a Syntactic Notion

Syntactic notion is one of the three types of notions of Topic introduced by Li and Thompson (1976, 1981) when the typological view on Mandarin was proposed. Topic being a syntactic notion is also the crucial prerequisite of the existence of the typological classifications on languages based on Topic prominence or Subject prominence (c.f. Her, 1991). Nevertheless, according to the analysis carried out by the current study, there is no Topic as a syntactic category in all of the constructions which were used as evidence to show that Mandarin is a TP language by Li and Thompson (1976, 1981). According to the analysis conducted by the current study, neither the claim that Topic should be included in the syntactic analysis in Chinese clauses nor the claim that Mandarin is a TP language can be supported.

9.7 The Implication for the Methodology of Typological Studies on Other Languages

As identified in Chapters 1 and 3, the three factors, namely the notion and criteria of the identification of Topic in Chinese clauses, the claim of the insignificance of Subject and significance of Topic in Mandarin, and the analysis of TCS which were taken as the evidence to show that Mandarin is a TP language, led to the existence of the typological view on Mandarin. After Mandarin was labelled as a TP language, Li and Thompson (1976) listed several linguistic features of Mandarin, a TP language, such as double-subject construction (what Chao called Chinese puzzle), no dummy Subject, Topic-Commentas basic structure; they also claimed that Mandarin is therefore in the process of becoming a verb-final language, passive being rare in Mandarin.

In Chapter 3, it has also been reviewed that some studies took Mandarin as the benchmark to measure whether a certain language under investigation is a TP language (e.g., Kimmelman, 2015; Sze, 2015). The research methodology adopted by this type of study is to use the linguistic features of Mandarin listed by Li and Thompson (1981) as a checklist to see whether the language under investigation has these features or not (c.f. Sze, 2015). If the language under investigation has these features, the language under investigation is considered a TP language. If not, the language under investigation is then not considered a TP language.

Leaving the fact aside that some of the linguistic features listed by Li and Thompson (1976) were not accurate (c.f. Sze, 2015) due to wrong analysis, such as Topic-Comment being the basic structure in Mandarin, and due to lack of evidence (c.f. Breivik, 1984), such as the description of passive and word order in Mandarin, some of

the linguistic features listed by Li and Thompson (1976) do exist in the Chinese language system, such as no dummy Subject, and the Chinese puzzle construction. But these linguistic features reside in the Chinese language system not because Mandarin is a TP language but because Mandarin is Mandarin. In other words, those linguistic features still remain in the Chinese language system although the current study has confirmed that Mandarin is not a TP language. This just leads to the question whether it is a valid and reliable method to identify a language by taking the linguistic features that the Chinese language has as a checklist instead of looking at the three factors which directly led to the typological view on Mandarin.

The syntactic typology based on Topic vs Subject prominent is interesting, while its validity is challenged by some studies (e.g., Schlobinski and Schütze-Coburn, 1992; Sasse, 1995; Kimmelman, 2015; Sze, 2015), including the current study. Greenberg has pointed out that the classification of languages should be

> non-arbitrary (i.e. the criteria applied should always lead to the same reults), exhaustive (i.e. all languages without exception should be classified by the application of the criteria), and unique (i.e. no language should fall into more than one classification). (Horne, 1966, p. 1)

In addition to fulfilling these criteria suggested above, the Topic vs Subject syntactic typology is valid and significant only when Topic is consistently defined as a syntactic category. The focus of a study which aims to find out whether a certain language is a TP language should find out whether there is Topic as a syntactic category in that language system. This includes those languages which have been typologically classified as TP languages, such as Lahu and Lisu (Li & Thompson, 1976), and other languages which have not been typologically classified.

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9.8 The Implication for Language Typology

Lehmann (1978, p. 5) maintained that syntax is ‖the most distinctive of human language. It is also the most significant for linguistic typology". A successful typology requires ‖an accurate understanding of language and its elements" (Lehmann, 1978, p. 5). Correspondingly, a syntactic typology based on inaccurate analysis and understanding of languages deserves to be questioned.

In addition to syntactic typology, typological classifications on languages can be done in other parameters. As Greenberg (1974, p. 51) has noted,

> as has been seen, the domain of the typological function within linguistics is not even confined to language as its individual object. Even where languages do constitute its domain, typology is always possible as long as languages have properties in terms of which they can be compared. The viability of the concept ‗property of language' is thus the essential prerequisite for the construction of typologies in which languages are the objects to be typologized.

Similarly, Comrie (1981, p. 35) also maintained that ‖[i]n principle, one could choose any linguistically relevant parameter along which to typologize languages", such as typological studies in phonology, semantics, syntax, lexicon, morphology, and symbolic (c.f. Horne, 1966).

When scrutinyzing sentence structures, the analysis from the current study not only shows that Mandarin is not a TP language, but it also takes the actual usage of Chinese clauses into consideration, such as the pragmatic factors which cause Objects to be pre-posed, and the subjective or objective meanings conveyed by the construction with ‖lian…dou/ye". These findings set up a base for typological studies in the parameter of pragmatics.

9.9 The Implication for Language Teaching and Learning

Chinese grammar is a difficult point in Chinese teaching and learning, such as in the field of Teaching Chinese as a Foreign Language. But the importance of Chinese grammar cannot be minimized and trivialized (Peng & Chen, 2006) because teaching and learning grammatical knowledge can help native speakers gain a comprehensive understanding on their mother tongue (Shi, 2015), and facilitate international students to acquire Mandarin. In Chinese teaching and learning, Peng and Chen (2006) maintained that it is necessary to gain a basic idea about features of the Chinese language, one of which is that ―Mandarin is a TP language". Peng and Chen (2006) further argued that Topic was necessarily introduced into the Chinese language system.

Before the typological view on Mandarin and the term Topic were introduced into Chinese teaching and learning, several questions needed to be taken into consideration. Firstly, how valid is this typological view of Mandarin? Secondly, what is Topic when this term Topic is introduced into the Chinese language system? Thirdly, what is the point of introducing Topic into the Chinese language system?

Regarding the first question raised in the last paragraph, apparently the typological view on Mandarin was considered valid by Peng and Chen (2006) without carefully re-visiting the formation of the typological view on Mandarin and re-investigating the analysis on sentence structures in the so-called TCS conducted by Li and Thompson (1976, 1981). Borrowing the typological view on Mandarin without examining its validity will mislead in Chinese language teaching and learning.

Moving from the first question to the second question, there is no clear and sound definition of Topic when it was proposed to be introduced in the Chinese language system by Peng and Chen (2006). Based on the analysis on the examples provided by Peng and Chen (2006), Topic was supposed to be considered as a non-syntactic notion so that Topic can be conflated to other syntactic roles, such as the sentence-initial position Ngs in bold in the following examples:

Example 27
他*看电影去了*
Ta   *kan*   *dianyng*   *qu*   *le*
He   see   movie   go   Particle
(He went to see a movie)   (Peng & Chen, 2006)   (Subject/Topic)

Example 28
那部电影*我看过*
Na   **bu**   **dianying**   *wo*   *kan*   *guo*
That   MEAS   movie   I   see   ASP
(That movie I have seen.)   (Peng & Chen, 2006)   (Object/Topic)

Example 29
青岛*咱们多住几天*
Qingdao   *zanmen*   *duo*   *zhu*   *ji*   *tian*
Qingdao   we   many   live   how many   day
(Qingdao, let's stay for a few more days./ Let's stay in Qingdao for a few more days.)
(Peng & Chen, 2006)   (Adverbial/Topic)

If Topic, with definite, clear and sound definition, is used to interpret the information structure of Chinese clauses (e.g. Tsao, 1979, 1987a, 1987b) or to gloss Subject in Mandarin (e.g. Chao, 1968), this introduction of Topic to the Chinese language system then provides insights on understanding the Chinese language. But if not, this is not a suitable way to study and to learn the Chinese grammar. This directly leads to the third question raised above, namely what is the point of including Topic in the Chinese language system. This point is illustrated with the following famous example.

Example 30

那场火幸亏消防员来得快

Na chang   huo   xingkui   xiaofangdui   lai   de   kuai

that-CL   fire   fortunately   fire-brigade   come-DE-fast

(As for that fire, fortunately the fire brigade came quickly)   (Peng & Chen, 2006, p. 202)

The sentence-initial position Ng was regarded as Topic (Peng & Chen, 2006). What is this Topic then? If Topic is taken as a pragmatic notion as shown above in Examples 26 to 28, what is the syntactic role of 那场火 *(na chang huo)* (that fire)"? If Topic is not taken as a pragmatic role, analysis of Example 5 will contradict the analysis of Examples 26 to 28 above. For example, if Topic is taken as a syntactic notion, why can the sentence-initial position Ngs in Examples 26 to 28 have both syntactic roles at the same time? If Topic is not a syntactic notion, what is the syntactic role of 那场火 *(na chang huo)* (that fire)" in the construction like Example 30? As Peng and Chen (2006) argued, Chinese grammar plays a significant role in the field of Teaching Chinese as a Foreign Language. The success of Chinese grammar teaching and learning requires accurate understandings of Chinese grammar. The accurate understandings of Chinese grammar come from careful scrutiny of Chinese clauses, including clauses with controversial structures, such as Example 30 which was focused on in Chapter 8 of the current study. In this way, insights obtained from careful structural analysis can facilitate Chinese teaching and learning. But the introduction of a term without definite, sound, clear and consistent definition is not an option.

Chinese is by far the most populous language in the world. It is learnt by both native and non-native speakers, and taught through Confucius institutes or Kong Zi institues worldwide. One of the purposes of learning the Chinese language is for communication. This just emphasizes the importance of teaching correct grammatical

rules and showing the actual use of Chinese constructions together, and explaining the propositional meaning of Chinese constructions and their pragmatic meanings in real context together because in real communication, it is not just the matter of being wrong or right. Most likely, it is the matter of sounding natural, authentic and proper in a certain context. For example, a Chinese teacher praised a Japanese student by saying that ―you have made big progress. You speak a good Chinese". It is very inappropriate for this Japanese student to say ―哪儿的话啊，瞧你说的 (*naer de hua a, qiao ni shuo de*) (what are you talking about. Look at what you said)" (Li, 2012, p. 213). Without context, the answer from the Japanese student is fine. But in the context, this answer sounds inappropriate. Thus, what is taught and learnt in Chinese teaching and learning should contain both, the knowledge about the Chinese grammar and actual use of Chinese constructions.

Undoubtedly, what is there to teach and learn is largely guided by the contents in textbooks (e.g., Cai, 2004; Chen, 2011; Huang & Liao, 2011) as textbooks are indispensable to both teachers' and learners' academic life (Hyland, 2000). This demands both the accuracy and practicability of knowledge in textbooks because

> knowledge of a language involves both, and whether we are concerned with the description or the teaching of language, we must concern ourselves with both. (Widdowson, 1979, p. 13)

The findings on OPS and the ―*lian…dou/ye*" construction described the sentence structure and also displayed how these two types of constructions were actually used in real communications. If the grammatical descriptions and the actual application of OPS and the ―*lian…dou/ye*" construction from the present study can be compiled into

textbooks, both Mandarin teachers and learners would benefit from the knowledge of the description, and the actual use of these constructions in real communications and even cross-cultural communications.

9.10 Conclusion

Research questions raised in Chapter 1 have been answered with the analysis provided by the current study in the context where previous studies were reviewed. The findings obtained from the current study not only show that Mandarin is not a TP language. These findings also have implications for studies in other language-related fields, such as language typology, language teaching and learning. Specifically, the findings in the present study shed light on communication in Mandarin. They have completed the system of Transitivity as outlined by previous studies, and provided a new approach to examine CSTCS.

CHAPTER 10: CONCLUSION

10.1 Introduction

The current study challenges the typological view of Mandarin as a TP language (Li & Thompson, 1976, 1981). As discussed in Chapter 1, one of the factors which led to the existence of the typological view on Mandarin is the comparison between the Subject in the Chinese language system and the Subject in the English language system. But as Chau (2015, p. 208) pointed out, ―[d]oes one study apples according to the norm of oranges?". This does not mean that contrastive studies or typological studies are inappropriate. It means that some available features in Chinese may not be available in other languages, such as the Subject-Predicate Predicate sentence. But this should not be the reason for the neglection of the feature in the Chinese language. It also means that some grammatical categories in Mandarin may not function in the same way as they function in other languages, such as Subject. But this should not be the reason that these features in Chinese are compromised or overlooked by examining the Chinese language through the lens of other languages. It also means that all of the contrastive studies and typological studies need to be done on the basis of the accurate understanding of those languages. In other words, the Chinese language should be studied for its own right.

In this chapter, the findings that are based on the analysis for the Chinese language for its own sake are summarized and followed by contributions from the current study that range from theoretical across methodological to practical perspectives. Suggestions for future studies will conclude this chapter.

10.2 Summary of the Findings of the Present Study

Drawing on theories from SFL to the analysis of 50 transcribed spontaneous interviews, the current study has examined four types of Chinese constructions used as hard evidence by Li and Thompson (1976, 1981) to show that Mandarin is a TP language. The findings of these four types of Chinese construction are presented below.

1. The sentence-initial position Ng in the construction with syntagm Ng + Vg functions as Subject in the interpersonal meaning. The difference of the functional role of the sentence-initial position Ng in the Ng + Vg construction in the experiential meaning is subject to the difference of the Process type and the meaning of the Vg. There is a tendency that Subject and Actor map onto the same element but not necessarily so. The functional role of the sentence-initial position Ng, being Actor or Goal, does not affect its functional role as Subject in the interpersonal meaning.

2. The construction with syntagm Ng + Ng + Vg is structurally related to the construction with sytagm Ng + Vg. The Ng + Vg construction forms the nucleus, Medium + Process. Once the nucleus is formed in Mandarin, the Agent, once needed, is placed right in front of the nucleus. From the point of lexis, the sentence-initial position Ng functions as Subject and the Predicator is realized by the S-P form phrase in Mandarin (Chao, 1976).

3. Turning to the construction with syntagm Ng + Ng + Vg with ⇥*wulun…dou/ye*", the sentence-initial position Ng functions as Subject. The preverbal and post-Subject Ng functions as Adjunct, which is Circumstance of Concession in the experiential meaning. The presence or the ellipsis of ⇥*wulun*" in the Ng + Ng + Vg with

―*wulun…dou/ye*" construction does not affect the functional role of the preverbal and post-Subject Ng.

4. In terms of the construction with syntagm Ng + Ng + Vg with ―*lian…dou/ye*", the current study argued that the sentence-initial position Ng functions as Subject. The second Ng is Object which is pre-posed with the use of the preposition ―*lian*". Furthermore, the current study found out that the presence and the ellipsis of the preposition ―*lian*" in the Ng + Ng + Vg with ―*lian…dou/ye*" construction conveys subjective assessments and objective descriptions respectively.

5. Six pragmatic factors which cause Objects to be pre-posed in Mandarin have been explored in the current study, which are:

   a. To realize the Thematic progression

   b. To save the focus position for the other elements

   c. To indicate more than one choice

   d. To indicate expectation or unexpectation

   e. To indicate the internal contrast

   f. To indicate the hidden Relational relation to what has been said before

6. Three types of the formation of CSTCS have been identified in the current study, which are

   a. due to the ellipsis of elements, such as prepositions, Process realized by Vgs, and conjunctions;

   b. due to the repetition of Ng;

   c. due to the force of GM

10.2 Contributions of the Current Study

Theoretically, the findings of Circumstance of Concession found out in Ng + Ng + Vg with ―*wulun…dou/ye*‖ in Chapter 6, and of Circumstance of Condition due to the ellipsis of conjunction in CSTCS in Chapter 8, have completed the system of Transitivity in the Chinese language system as outlined by previous studies.

Practically, the findings on each of the constructions focused on in the current study provide a better understanding of Chinese grammar. This better understanding of Chinese grammar sets up a good base in Chinese teaching and learning domestically and internationally. Additionally, the findings of the pragmatic factors which cause Objects to be pre-posed in Mandarin in Chapter 7, and of the different pragmatic meanings denoted by the Ng + Ng + Vg with ―*lian…dou/ye*‖ in Chapter 6 not only shed light on the understanding of Chinese sentences structures but also will also facilitate the smoothness of communications by using Mandarin.

Methodologically, taking context into consideration to interpret Chinese sentence structures in the experiential, interpersonal and textual zones as adopted by the current study offers a good start to the analysis of sentence structures in future studies, which is not confined to Chinese. The approach of examining the definition and criteria for the identification of Topic and for assessing the validity of the Topic-Comment structure of TCS also sheds light on the methodology of future typological studies with regards to Subject vs Topic prominence.

10.3 Suggestion for Future Studies

As noted in Chapter 9, in concurring with previous studies (Schlobinski and Schütze-Coburn, 1992; Sasse, 1995; Kimmelman, 2015; Sze, 2015) which challenged the entire typological classifications on languages based on the Subject vs Topic prominence, it is suggested that future studies question whether other languages that were typologically classified by Li and Thompson (1976, 1981) are true TP languages or not. Finally, it will help to further assess the validity of the Subject vs Topic prominence syntactic typology.

The current study challenged the typological view on Mandarin by drawing on spontaneous daily-life-like-talk interviews on TV. Data from other registers, such as ―natural, spontaneous, un-selfmonitored speech‖ (Halliday, 2008, p. 85) will be suggested for further evidence if Mandarin is a TP language or not. In addition, 50 interviews have been considered in the current study. A larger corpus is, therefore, suggested to be assembled for future studies to verify the results obtained from the current study.

10.4 Conclusion

The prenultimate chapter of the current study has summarized the findings. After presenting the contributions made by the current study being presented, future studies into this subject were suggested.

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