

# A Study on Southeast Asian students Acquisition of the Chinese Polysemous Adverb “You”

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**Abstract:** Based on ontology research and second language acquisition theory, this paper collects the corpus of homework, dynamic corpus and test questionnaire of Southeast Asian students, and analyzes the acquisition of the typical polysemous adverb You (又) from the perspective of error analysis and acquisition order, and then gives corresponding teaching suggestions, with a view to all the benefits for the acquisition of polysemous Adverbs by second language learners.

**Keywords:** Adverb You (又), Error analysis, Acquisition order, Teaching strategy.

## 1. Meaning Setting, Research Methods and Corpus Sources of You(又)

Polysemous adverbs have always been a difficulty for foreign students in Chinese acquisition, among which the meaning and usage of 又 are complex and changeable, with high frequency of use, which has become a typical representative. Based on our practical teaching experience, we refer to Practical Modern Chinese Grammar (Revised Edition) edited by Liu Yuehua and Pan Wenyu, 800 Modern Chinese Words edited by Lv Shuxiang, Modern Chinese Dictionary (Seventh Edition) edited by Institute of language, Academy of Social Sciences, and Modern Chinese Function Word Dictionary edited by Zhang Bin. The main meanings of 又 are set as follows:

### 1.1 表示相继 [1]p633, Action, State, Situation etc. Appear Successively.

A. The former and the latter clauses repeat the same verb with the same or different subject. For example: 小王去年去了四川, 今年又去了。

B. In a clause, repeat the same verb before and after, indicating repeated times. For example: 他改了又改, 直到美观为止。

C. Repeat the same 一+量词 before and after, indicating repeated times. For example: 他一遍又一遍地讲述自己的经历。

D. Different phrasing verbs indicate that the action continues successively. For example: 他先去唱歌, 又去写作业, 忙得很。

E. A 了又 B, B 了又 A, which means the action happens repeatedly and alternately. For example: 擦了又写, 写了又擦, 直到满意为止。

### 1.2 表示积累 [1]p634, Actions, States, Situations etc. Appear Together.

A. 又 is used for the following items. For example: 他本来年龄就小, 又内向, 整个聚餐期间都很少说话。

B. Use 又 for each item. For example: 这个小孩儿又会武术, 又会画画, 真是多才多艺。

C. Repeat the same adjective before and after, indicating a deep degree. For example, 老师对留学生严而又严。

D. Adj1+而+又+Adj2. For example: 奶奶做的菜好吃而又营养。

E. 既+Adj1/V1+又+Adj2/V2. For example: 老挝的水果既便宜又好吃。

### 1.3 Indicates a Tone of Reinforcement.

A. To strengthen the turning point, the front is often used in conjunction with can (is) and. For example: 说好去跑步, 可现在你又不去了。

B. Strengthen negation. For example: 又不是小孩子, 这种事不需要你操心。

C. We should strengthen the counter question. For example: 钱多又有什么用? 没有爱的生活没有意义。

For the convenience of the following analysis, we use 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 3A, 3B and 3C to represent the 13 sub categories of the above three categories.

Referring to the research of scholars like Ding Chongming [2], this paper uses the methods of statistical analysis of natural corpus and induced corpus, with the help of ontology research and second language acquisition theory. There are three main sources of corpus: one is the corpus of 又 in the Southeast Asian students' homework and test papers collected by us and the members of the research group; the second is the corpus of 又 in the HSK dynamic composition corpus of Beijing Language and Culture University and composition corpus of Chinese descent students in Southeast Asian of Jinan University, the third is a kind of 又 test questionnaire designed for Southeast Asian students. The first part of the questionnaire is the basic personal information: gender, age, grade, time of learning Chinese, whether to take HSK exam and the grade. The second part is the test content, which is divided into three types, There are 45 small questions in total,

which are intended to investigate the mastery of various meanings and confusing words of 又 by foreign students: the first one is a single choice question, with one small question set for each meaning item, and the other four small questions respectively examine 也, 在, 还, 并, with 17 small questions in total; the second one is to fill in the blank, with two small questions set for each meaning item, and examine the mastery of 也, 在, 还, 并. There are 28 questions. Now the test questionnaire is presented as follows:

### 问卷

性别 ( ) 年龄 ( ) 年级 ( ) 学习汉语 ( ) 年 是否参加 HSK 考试 ( ) HSK 等级 ( )

#### 一、单项选择题

1. 周五 ( ) 放假了, 我们可以休息两天。A. 也 B. 再 C. 又 D. 还  
2. 第三题他想了 ( ) 想, 还是想不出来。A. 还 B. 再 C. 又 D. 还  
3. 我们取得了一次 ( ) 一次的成功。A. 也 B. 又 C. 还 D. 还  
4. 我昨天买了两瓶牛奶, 所以今天不去了, 明天 ( ) 买。A. 并 B. 又 C. 还 D. 再  
5. 妈妈洗好碗后, ( ) 去洗了衣服。A. 又 B. 还 C. 也 D. 还  
6. 他作业做完了, 醒了 ( ) 睡, 睡了又醒。A. 也 B. 又 C. 还 D. 还  
7. 他性格本就内向, ( ) 不会当地话, 一直都没怎么说话。A. 并 B. 又 C. 还 D. 并  
8. 既不能太帅, ( ) 不能太丑, 适合自己的才是最好的。A. 也 B. 又 C. 还 D. 并  
9. 看着她离开, 我心里 ( ) 难过, ( ) 同情。A. 并 B. 又 C. 还 D. 也  
10. 小王总是能迅速而 ( ) 准确地找到问题。A. 并 B. 又 C. 还 D. 也  
11. 对待孩子应该诚而 ( ) 诚。A. 并 B. 又 C. 还 D. 也  
12. 汉字还没写完也没关系, 反正明天我们 ( ) 会去。A. 并 B. 又 C. 还 D. 也  
13. 希望学习汉语后, 我既能听说, ( ) 能读写。A. 并 B. 又 C. 还 D. 也  
14. 说好这周看比赛, 现在你 ( ) 不去了。A. 并 B. 又 C. 还 D. 也  
15. 别人 ( ) 不是没眼睛, 难道没发现? A. 并 B. 又 C. 还 D. 也  
16. 不过花了你5分钟的时间, 这 ( ) 有什么不高兴的呢? A. 并 B. 又 C. 也 D. 还  
17. 同学们都以为她过得很好, 可事实上她过得 ( ) 不好。A. 并 B. 又 C. 还 D. 也

#### 二、填空题(从并 又 还 再 也中选一个词)

18. 朋友上午来过, 现在 ( ) 来了。19. 这些杯子太脏了, 我洗了 ( ) 洗。20. 我一遍 ( ) 一遍地检查, 希望做的题全对。21. 吃完饭后, 爸爸 ( ) 去买了水果。22. 已经十点了, 今天就到这儿, 明天 ( ) 讨论。23. 他是个孩子, ( ) 是农村来的, 不知道也正常。24. 天 ( ) 黑, 路 ( ) 远, 你还是别出去了。25. 叔叔对工作严肃而 ( ) 认真。26. 奶奶对我严而 ( ) 严, 是为了我好。27. 学习, 既有长期目标, ( ) 有短期目标。28. 心里想了很多, 嘴上却 ( ) 说不出来。29. 有那么多人帮助你, ( ) 怕什么? 30. 我 ( ) 不是你爸, 为什么要给你钱? 31. 你这点分数, ( ) 能考上哪个好大学呢? 32. 爸爸检查了作业, 妈妈 ( ) 检查了一遍。33. 阿姨说了 ( ) 说, 叫我认真学汉语, 我都听累了。34. 我觉得天气 ( ) 没有太冷。35. 大家一天 ( ) 一天地生活着。36. 看完了汉语书, 我 ( ) 买了英语书。37. 她跑会儿 ( ) 走会儿, 走会儿 ( ) 跑会儿, 提前到超市了。38. 她很聪明, ( ) 努力, 所以很快考过了。39. 爷爷

很厉害, ( ) 会打球 ( ) 会唱歌。40. 你去学习, 我 ( ) 去学习, 我们一起吧! 41. 这是一个漂亮而 ( ) 聪明的女孩儿。42. 这里的水果 ( ) 好吃又便宜。43. 生活经历虽然不同, 但有时 ( ) 有一样的体会。44. 他 ( ) 没做坏事, 用不着生气。45. 下雨 ( ) 有什么关系? 我们还是可以锻炼身体。

## 2. An Analysis of the Errors of the Polysemy Adverb 又 of Southeast Asian Students

Errors are different from accidental errors when the second language learners use the second language and unconsciously deviate from the target language. Error is a systematic and regular mistake, which needs to be corrected repeatedly to change. Next, after excluding the error types unrelated to this study, we briefly analyze various typical error forms in the corpus, assignments and examinations of Southeast Asian students, and analyze in detail the difficult sentences in which the error rate of various meanings in the test questionnaire exceeds 70%.

### 2.1 An Analysis of Errors of the Polysemous Adverb 又 in Corpus, Homework and Examination

#### 1) Omission

我个人觉得这种方法(既)能帮助吸毒者戒毒, 又能让想吸毒的人不敢接触毒品。

The accumulation of 又 here, omits 既 in the fixed collocation, and the progressive meaning cannot be expressed.

#### 2) Misorder

A. 这又便让我想到小时候的生活。

B. 开始的时候很快就投进去一个球, 一会儿又投篮进了一个球。

C. 他又浓浓的眉毛, 一双大大的眼睛而且是双眼皮的, 鼻子高高的嘴巴小小的, 总的来说看起来很帅。

D. 他常常给我发短信或者给我打电话, 常又问我最近怎么样。

When foreign students use many adverbs together, the word order is wrong, which is the difficulty of foreign students' teaching. A the correct order should be 这便又让我想到小时候的生活. B The correct sequence should be 一会儿投篮又进了一个球. C The 又 position should be changed to 他浓浓的眉毛, 一双大大的眼睛而且又是双眼皮的. When 又 means cumulative meaning, except for 又...又 used together, 又 usually only appears in the latter term. D it should be adjusted to 又常问我最近怎么样.

#### 3) Wrong substitution

A. 一天过一天, 家里没钱了, 他也不愿意出去赚钱。

B. 孩子在家没人管, 就连晚上和周末又要补课。

C. 人生本来就不完美的, 但人又有追求完美的天性。

There are two kinds of misclassification: one is that 又 should use and use other components, such as A and B. In A 又, the same quantifier is repeated before and after, the table is repeated many times, and 过 has no such use. The other is to use other ingredients but using 又, such as B. In B, 又 should be used: when 又 and 也 are used to express the tone, the former means to strengthen the negative and refuting tone; the latter means even [3], strengthens the tone, implies 连 in front, and is mostly used in negative sentences. The latter can also express a euphemistic tone, remove 也, and the tone becomes stiff. C This is the case.

#### 4) Hybridity

上课的时候那个陌生人也又来了。

This is a mixture of 那个陌生人也来了 and 那个陌生人又来了. 又 and 也 both mean the same thing, 又 means the same thing as before, 也 means the same thing as other people [4]. This should mean that strangers come again, just use 又.

#### 5) Wrong collocation

A. 这个班的留学生不会分工, 又是懒惰。

B. 这里用来表演歌剧, 里面很大又漂亮。

C. 妈妈是个很努力的经理, 而且, 是个又关心人又严肃的家长。

A should be changed to 又很懒惰, B 又大又漂亮, C 又会关心人又严肃的家长。

## 2.2 An analysis of errors of the polysemous adverb 又 in the questionnaire

### 1) Errors in sequential meaning

A. 周五 ( ) 放假了, 我们可以休息了。

B. 妈妈洗好碗后, ( ) 去洗了衣服。

C. 看完了汉语书, 我 ( ) 买了英语书。

There is no first half sentence in a, which implies that there have been such things before or that they should be as usual. In addition to 再 mainly used for the unimplemented and 又 used for the implemented, 又 can represent periodic repetition, while 再 cannot. The difference between 又 and 也 is explained in the mixed part. If use 也, it should be changed to 周五她就放假了, 我也放假了, 我们可以休息了。

The verbs in B and C are different, and 又 is used in the latter sentence. The accuracy of Southeast Asian students is relatively low, and there are many cases of confusion with 并,

还, 再. First of all, there are two ways to use 并 as adverb: to express two or more things at the same time, or treat them equally, and to limit it to some monosyllabic verbs; to strengthen the negative mood, which is often used to express turning sentences, has the meaning of explaining the real situation. Secondly, both 还 and 又 can indicate that the action appears again, but 还 is mainly used for the unrealized action, while 又 is the opposite. As for 再 and 又, as already mentioned above, they will not be repeated here. The actions in B and C have been completed and carried out successively, excluding 并, 还 and 再.

### 2) Errors in co-occurrence sequence meaning (accumulation)

A. 他性格本就内向, ( ) 不会当地话, 一直都没怎么说话。

B. 他是个孩子, ( ) 是农村来的, 不知道也正常。

C. 看着她离开, 我心里 ( ) 难过, ( ) 纠结。

D. 他对任何问题都严肃而 ( ) 认真。

E. 学习, 既有长期目标, ( ) 有短期目标。

Southeast Asian students in A and B mainly have the wrong generation of 也 and 并. First of all, when it means the same action, 又 means the same action as before, and 也 means the same action as other people. Sentence B is not the same action, but the co-occurrence of different situations, using 又. Secondly, 并 means that two or more things are going on at the same time, or two or more things are treated equally, 并 means further. It is often followed by 也, 还. Here Southeast Asian students confuse 又 with 并, 也.

In C, Southeast Asian students in China mainly mistook 也 and didn't put 又...又 and 也...也. First of all, both of them can indicate that two kinds of actions and states exist at the same time, the former can use both verbs and adjectives, and the latter can only use verbs. Secondly, the general subject of the former is the same, while the general subject of the latter is different. According to the above analysis, 难过 and 纠结 in C are adjectives with the same subject, so we should choose 又...又.

The main reason for D error is that students can't remember the fixed collocation clearly, and there is no similar fixed collocation between 还 and 也.

E middle school students are mainly confused with collocation 既...又 And 既...也. The former refers to the supplementary explanation of the latter part to the former; the latter refers to the simultaneous occurrence of actions, States, properties, or situations connected with the same thing.[5] The latter sentence in E is just a supplementary explanation of the former sentence, so choose 既...又.

### 3) Errors in strengthening the meaning of mood

A. 说好这周看比赛, 现在你 ( ) 不去了。

- B. 生活经历虽然不同, 但有时 ( ) 有一样的体会
- C. 他 ( ) 没做坏事, 用不着生气
- D. 别人 ( ) 不是没眼睛, 难道没发现?
- E. 不过花了你5分钟的时间, 这 ( ) 有什么不高兴的呢?
- F. 你这点分数, ( ) 能考上哪个好大学呢?
- G. 下雨 ( ) 有什么关系? 我们还是可以锻炼身体。

The main reason for A and B's errors is that the students confused the usage of 并, 还 and 又. In fact, there is no turning point in the tone of 并, 还, 也. The low accuracy of this question may be related to the fact that some students have not yet learned the turning usage of 又. In the process of speaking and practicing, teachers need to clarify the rules of usage and practice more.

A large number of errors in C and D indicate that there is no clear distinction between the use of 又 to strengthen negation and the use of 并, 也 to express mood for students. 又 and 并 can strengthen the negative mood, 又 only used in the sentence of direct negation precondition; 并 emphasizes that the fact is not what the other party says, the general people think, or the self thought [6]. In C and D, 又 is suitable. As for the difference between 又 and 也 in the use of mood, the part of mistake has been explained above, and will not be repeated here.

The error rate of EFG is very high, and the foreign students have mixed up with 还 and 也, but they have not made clear the difference of their tone. First, 又 itself does not show rhetorical questions, but only strengthens the tone of rhetorical questions; while 还 itself shows rhetorical questions [7]. Second, when 又 strengthens the rhetorical question, there should be interrogative pronouns such as 怎么, 什么, 哪个 in the sentence, and the modal particle at the end of the sentence should use 呢 instead of 吗; when 还 indicates the rhetorical question, there can be no interrogative pronoun, the modal particle at the end of the sentence sometimes uses 呢 and sometimes uses 吗. There are interrogative pronouns in E, F and G, and 呢 at the end of the sentence, so 又 should be used. As for 又 and 也, the previous paragraph has been explained, so it will not be repeated.

### 3. An Investigation and Statistics of the Acquisition Order of Polysemy Adverb You (又) by Southeast Asian Students

In order to understand the acquisition of 又 by Southeast Asian students, we collected and investigated the corpus of homework, test papers and interlanguage corpus, and analyzed the collected materials and data.

#### 3.1 Students' Homework, Examination Papers and Corpus of Interlanguage

The corpus of homework and examination papers comes from the homework and examination papers of Southeast Asians students in three universities (Southwest University for nationalities, Sichuan University of Arts and Sciences, Kaili College), and 19 pieces of corpus containing 又 are collected; the corpus of interlanguage comes from HSK dynamic composition corpus of Beijing Language University and composition corpus of Chinese descent students in Southeast Asian of Jinan University: the former is collected There are more than 11000 responses to HSK composition test for foreigners whose mother tongue is not Chinese, with a total of 4.24 million words. We use string search to search for a corpus containing re for Southeast Asian students. The latter mainly collects about 8 million words from Chinese students of Southeast Asia in recent years (including ordinary composition and examination composition), with a total of Southeast Asian students including There are 150 pieces of 又.

According to the different meanings and usages of 又 in the corpus, we set up the meaning of 又 in accordance with the collected corpus of Southeast Asians international students, and then make statistics on the frequency, error frequency and error rate of each meaning respectively. According to statistics, in this part of the corpus, the most frequently used meanings of Southeast Asian students are sequential meanings (82), cumulative meanings (68), modal meanings (20), the highest error rate is modal meanings (25%), cumulative meanings (14.7%), and sequential meanings (12.2%). Due to the limited data and the fact that studying abroad is avoiding the difficult usage, the 1B / 1E / 2C / 3B category has not collected the use cases of biased errors. Therefore, the statistics here alone have limited persuasion in mastering the typical polysemy adverb 又 of Southeast Asian students. For this reason, we will also use a test questionnaire to get a more comprehensive understanding of the acquisition of foreign students in Southeast Asians.

#### 3.2 Corpus in the Test Questionnaire

The subjects of this questionnaire also come from the undergraduate students of the three universities (Southwest University for nationalities, Sichuan University of Arts and science, Kaili College), whose Chinese learning level covers junior high school and senior high school. In terms of questionnaire design, in order to meet the reliability and validity of the test, we have made the following controls: 1. All words in the test are from class a words in the outline of Chinese level vocabulary and Chinese character level. 2. We have pre issued the questionnaire, that is, we have made predictions among the senior Southeast Asian students of Sichuan University of Arts and Sciences, and on this basis, we have improved the questionnaire. The questionnaire was distributed in class and online, 120 questionnaires were distributed, 105 questionnaires were recovered, 90 of which were valid.

Due to the small age difference and the limited number of boys, this paper has to be put on hold. Next, we will analyze the question types and HSK grades (those who did not participate in the exam are all recorded as grade 0): first, we will count the correct rates of the subjects of different types of questions and various meanings; second, we will examine the



correct rates of foreign students' acquisition of various meanings.

**Table**

Level	Accuracy ranking (high left, low right, same probability of the same lattice,% omitted)												
Total Accuracy	2B	1C	1A	1E	2E	1B	2C	2A	2D	1D	3A	3B	3C
	73	70	58	53	52	50	46	35	33	28	21	19	16
Level 6	1A, 1C, 1D, 1E, 2B, 3B, 3 (100)							1B, 2C, 2D, 2E, 3A (75)					2A(25)
Level 5	1C, 2B		1A	1B, 2E		2C	1E	2D	2A	3B	1D	3A	3C
	79		69	63		58	44	40	38	31	27	23	
Level 4	1C	1A	2B, 2E		2C	1B, 1E		2D	2A	1D	3B	3A, 3C	
	85	65	60		50	45		40	33	32	15	5	
Level 0	2B	1C	1E	1A	2E	1B	2C	2A	2D	1D	3A	3B	3C
	66	62	57	49	47	46	40	33	28	26	24	15	14

When foreign students acquire many different language points, some of them are mastered first and some of them are mastered later. When designing the teaching order, teachers should try their best to keep it consistent with the foreign students' acquisition order, so as to improve the second language learners' language level. According to the statistics and analysis results of the questionnaire, we synthesize the overall accuracy rate and refer to the accuracy rate of each meaning of the students at all levels, and conclude the acquisition order of the polysemy adverb 又 by the Southeast Asian students: the acquisition order of the major meaning items is sequential meaning, co-occurrence sequential meaning and strengthening mood meaning; the acquisition order of the specific meaning items is 2B / 1C / 1A / 1E / 2E / 1B / 2C / 2A / 2D / 1D / 3A / 3B / 3C.

#### 4. The Teaching Strategy of Polysemous Adverb You (又) for Southeast Asian Students

##### 4.1 Combining the Acquisition Order and the Frequency of Use, We Can Optimize the Teaching Order of Each Item

We have got the acquisition order of 又. When teaching, teachers should arrange the teaching order of each meaning according to the acquisition order and frequency of use of each meaning of 又 by foreign students. First, we should teach the meaning of the order (successive), then the meaning of the common (accumulated) and finally the meaning of the mood. In this way, it is helpful for international students to master various meanings and usages of 又 step by step.

##### 4.2 The Synonym Discrimination is Carried Out, and the Teaching is Organized by the Comparison Method and the Situational Method

According to the above analysis, we know that the most frequent form of errors in the study of foreign students is the generation error. Due to the complexity of the usage of 又 and the overlapping of the usage of 还, 也, 再, 并, and the fact that the foreign students belong to the second language learners, there are a lot of errors in the corpus which are confused with 还, 也, 再, 并. In view of this, teachers should adopt contrast method and Situational Method to organize teaching and improve the pertinence and comprehensibility of teaching.

First of all, teachers can use intralingual comparison and Interlanguage comparison to organize teaching. According to the learning situation, teachers should distinguish the different

meanings of 还, 也, 再, 并. For example, when we talk about the repetition of 又, we might as well contrast it with the repetition of 再 and 也, and explain the specific context and conditions of 又. In addition, when conditions permit, teachers can also carry out an interlanguage comparison to clarify the differences between the words in Southeast Asian and Chinese and reduce the impact of negative transfer of mother tongue.

Secondly, teachers can also use situational approach. When explaining specific language points, teachers may as well give some examples of moderate difficulty and close to life in combination with the actual situation, so that foreign students can better understand the semantic background of the meaning. For example, when explaining the repetition of 又, teachers can give examples of “昨天是晴天, 今天又是晴天。明天是周六, 我们又可以出去玩了。”。In addition, teachers can also use pictures and prompts to create situations, so that students can use 又 to describe the situation, so that students can more experience the use of 又 in the language environment.

##### 4.3 Using the Research Results of Acquisition, Combining Speaking with Practice, Focusing on Intensive Speaking and More Practice

The first thing for foreign students to learn a language is to use it correctly. Therefore, teachers can make use of the acquisition research results, make appropriate allocation, and provide sufficient exercises to help foreign students consolidate their language points and improve their language skills. When explaining a meaning, teachers should carefully design exercise questions and ways, such as choosing, filling in blank, reading pictures and writing words; such as Q & A, dialogue and other ways to consolidate. In addition, contrast exercises should be designed to compare the meanings of 还, 也, 再, 并 with those of 又, so as to gradually improve the discrimination ability of foreign students.

##### 4.4 Refer to Ebbinghaus Forgetting Curve, Review Regularly and Strengthen the Practice

Teachers may wish to practice and review the 又 that they have learned throughout the whole learning process. For example, when studying the latter two categories of meaning items of 又, foreign students can add some exercises to practice the sequential meaning, and lead them to review the usage of the sequential meaning of 又. In addition, after learning all the meanings of 又, the teacher will refer to the

Ebbinghaus forgetting curve in the learning process of other language points, lead the foreign students to review the different usages of different meanings of 又, summarize the usage conditions of 又 together with the foreign students, distinguish with the easily confused words, and help the foreign students to consolidate the usages of 又 in practice.

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