



The Eleventh LSHK Workshop on Cantonese

香港語言學學會 第十一屆粵語討論會

Date: March 5, 2011 (Saturday)

Venue: 4/F, Block A, The Hong Kong Institute of Education

Theme: **Syntax and Semantics of Nominals in Cantonese**

日期：2011年3月5日（星期六）

地點：香港教育學院A座4樓

主題：**粵語名詞性成份的句法和語義**

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《第十一屆粵語討論會》由香港語言學學會主辦
香港教育學院語言資訊科學研究中心協辦

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The Eleventh LSHK Workshop on Cantonese (WOC-11)

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Syntax and Semantics of Nominals in Cantonese

粵語名詞性成份的句法和語義

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2011年3月5日(星期六) 香港教育學院 A座4樓

Time 時間	Speakers 講者	Titles 題目
Session 1	Chair 主持人: Paul Law, City University of Hong Kong 香港城市大學	
1:30pm**	Felix SZE, Gladys TANG, Tammy LAU, Emily LAM, Chris YIU The Chinese University of Hong Kong 香港中文大學	Development of NP structures and discourse referencing skill in spoken Cantonese narratives by deaf/hard-of-hearing children in a sign bilingual and co-enrolment programme
2:10pm	Kenny MOK 莫宇航 The Hong Kong Institute of Education 香港教育學院	A study on the extent of influence of Cantonese shape classifiers on the perception of object features
2:50pm	LIN Huayong 林華勇 Sun Yat-sen University 中山大學, ZHANG Qingwen 張慶文 Guangdong University of Foreign Studies 廣東外語外貿大學	廣東廉江方言與山東泰安方言的一 種方位名詞短語
3:30pm	Tea Break	

Session 2	Chair 主持人: Kwok Bit-chee, City University of Hong Kong 香港城市大學	
3:50pm	Andy C. CHIN 錢志安 The Hong Kong Institute of Education 香港教育學院	從粵語方位名詞談語言對稱現象
4:30pm	Shin KATAOKA 片岡 新 The Hong Kong University of Science and Technology 香港科技大學	香港地名結構初探
5:10pm	ZHANG Qingwen 張慶文 Guangdong University of Foreign Studies 廣東外語外貿大學， Sze-Wing TANG 鄧思穎 The Chinese University of Hong Kong 香港中文大學	共性與差異：粵語四種方言的名詞短語比較
5:50pm	WU Fuxiang 吳福祥 Institute of Linguistics, Chinese Academy of Social Sciences 中國社會科學院語言研究所	漢語定語標記的多功能模式

** There will be 25 minutes for each presentation plus 15 minutes for discussion.

**每篇論文的報告時間為二十五分鐘，發問和討論為十五分鐘。

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Development of NP structures and discourse referencing skill in spoken Cantonese narratives by deaf/hard-of-hearing children in a sign bilingual and co-enrolment programme

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This paper reports on the preliminary findings of a research project that investigates the development of noun phrases as well as discourse referencing in Cantonese narratives by deaf/hard-and-hearing (d/hh).

Previous studies on the acquisition of NPs in Cantonese suggest that, for typically developing hearing children, the syntactic structures of NPs and their associated semantics are acquired at an early age. Native Cantonese-speaking children are able to produce different types of noun phrases and classifiers almost error-free by two years ten months (Wong 1998) and can master the marking of (in)definiteness in the nominal structure by age three (Au Yeung 2000). In contrast to the early acquisition of NPs, discourse referencing is mastered at a much later age. Discourse referencing refers to the means by which referents are introduced, maintained, and reintroduced in a discourse. It requires the pragmatic knowledge of selecting the appropriate NP forms to meet the constantly changing communication needs of the listener (Wong & Johnston 2004). Previous studies on Cantonese and other spoken languages show that children before the age of ten very often use definite NPs, pronominals, and even zero forms to introduce new referents into the narratives, reflecting a general lack of ability to assess the listener's knowledge of the referents and code their information status accordingly (Hickmann 2003, To 2006, Wong & Johnston 2004).

It is a well-known fact that prelingually deaf children show significant delays in the development of spoken language relative to hearing age-mates (Cole and Paterson 1984, Geers 2006, among others) due to limited access to auditory input. Acquiring NP structures and discourse referencing skills in Cantonese apparently represents an even bigger challenge to d/hh children in Hong Kong as they are also exposed to written Mandarin in school, which differs significantly from Cantonese in terms of the role of bare nouns and classifiers in encoding (in)definiteness (Cheng and Sybesma 1999, among others). Given that written Mandarin may be far more accessible to them when compared to spoken Cantonese, particularly for those who do not benefit much from assistive hearing devices, a question arises naturally: to what extent does written

Mandarin influence the d/hh children's acquisition of NPs and discourse referencing skills in Cantonese?

Issues that we would like to address in this research project include:

1. What are the developmental patterns of NP structures by d/hh children as reflected in Cantonese narratives?
2. To what extent can d/hh children master the pragmatic skills in choosing the appropriate NP forms to match with the listener's knowledge of the referents involved?
3. To what extent can the findings of the first two questions be attributable to the influence of Mandarin?

The data of this study come from d/hh children who participated in a story-retelling task. These children are currently enrolled in a sign bilingual co-enrolment programme in which deaf and hearing students are learning via spoken and signed languages in a regular school setting. Preliminary observations reveal a predominance of bare nouns regardless of the (in)definiteness of the referents across different language age groups. Pronouns, demonstratives and classifiers are rare in number, some of which associated with errors which are seldom reported in the L1 acquisition literature. Neither is there evidence that these children have mastered the referential properties of different types of NPs. While influence of Mandarin may partly explain the erroneous use of bare nouns in definite contexts, it fails to address the similar prevalence of bare nouns in indefinite contexts in the data, particularly in subject positions. Hence, the across-the-board bare noun predominance is more likely to be reflecting an overall delayed development of NP structures rather than solely an influence from Mandarin.

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A study on the extent of influence of Cantonese shape classifiers on the perception of object features

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Emerging results from the recent psycholinguistic studies have suggested that linguistic elements have impacts on the non-linguistic behaviors of native speakers. (e.g. Boroditsky, 2001; Imai & Gentner, 1997; Imai & Mazuka, 2007; Malt, Sloman, Gennari, Shi & Wang, 1999; Saalbach & Imai, 2006; Saalbach & Stern, 2004). Some of these focused on the influence of numeral classifiers on non-linguistic behaviors such as speakers' mental organization of objects (e.g. Imai & Mazuka, 2003; Ji Zhang & Nisbett, 2004; Mazuka & Friedman, 2000; Saalbach & Imai, 2007; Zhang & Schmitt, 1998). This paper follows this thread of investigation and studies the existence and extent of linguistic influence exerted by Cantonese shape classifiers on native Cantonese speakers' conceptualization of the object features associated with the noun referents. Specifically, it addresses two research questions:

1. Do Cantonese shape classifiers influence native speakers' perception on the physical properties of noun referents?
2. How extensive is such influence? Does speakers' background knowledge of the noun referents have impacts on such classifier effect?

The similarity rating and categorization judgment paradigm were employed to study the above questions. More than 60 native Cantonese speakers were involved in the experiments.

The findings of the study have posed further interesting questions on the theoretical viewpoints on the interrelationship between language and perception, and specifically on the existence and extent of influence of linguistic elements on non-linguistic behaviors.

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廣東廉江方言與山東泰安方言的一種方位名詞短語

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本文研究广东廉江方言和山东泰安方言的一种‘表示在某地、某物附近’意义的方位名词短语。这种短语虽然在这两种方言中形式各异，但是，它们的语法表现和语法意义却有诸多相似之处，通过对这两种方言中的这种方位短语的观察，本文试图对这种短语的句法结构和语义限制加以探讨。

表示在某地、某物附近意义的这种短语基本对应着普通话的“某地/某物+那儿”结构。在广东廉江方言中，它以“重叠方位短语+那”的形式出现，如：铁路边铁路边那，大门口大门口那，同时，在方位短语前后还可以出现一些方位名词或动词，如：边、底、(靠)近等；在山东泰安方言中，它的形式表现为“某地、某物+间”，如：桌子间，大槐树间，与廉江方言类似，泰安方言中也可以在“某地/某物”后面加上一些方位名词，比如：路边间、桌子腿间、山根间等。

这种表示在某地/某物附近意义的方位短语，虽然在上述两种方言中表现形式各异，但是，它们的语法表现却有许多相似之处。首先，这种方位短语在两种方言中都是由表示地点/物体的名词短语和地点指示词两部分组成，但这两者之间并非像“尖沙咀那个地方”一样是一种同位关系，前后两个部分虽然有指代关系，但是在意义上并不对等，一般来说，前一部分是指代中心(**deictic center**)，或者说是指代的定位点(**anchoring point**)，但并非指代的对象，所以，才能衍生出“在某地/某物附近”的语法意义；第二，表示指代中心的地点名词或普通名词一定是有定名词，在廉江方言和泰安方言中，可以是专有名词、光杆名词或指示代词短语，但都不可能是数量名短语，对方位名词有定性的要求与它们充当指代中心的语法功能有关，有鉴于此，在这些方位名词前后附加一些表示更具体意义的方位名词也就不足为奇了。

从句法结构上来看，这种方位名词短语不像是同位语短语，而更像是一种定中结构。

從粵語方位名詞談語言對稱現象

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方位名詞是用來表示物件的位置，描述物體的位置時，一般都需要有另一個參照點，如句(1)中，甲是要描述的物體，乙是參照點：

(1) 「甲嚟乙嘅出面」

值得注意的是，句(2)都是描述同一件事情，只是參照點不一樣：

(2) 「乙嚟甲嘅入面」

換句話說，「入面」和「出面」可以看成是一組「對稱」概念。不過，我們發現在語料中，前者出現的次數比後者多很多，相差達七倍。除了方位名詞，我們發現語言中也有大量相似的例子。

現實生活中有很多概念都是對稱的，如「男性」和「女性」，這在語言中也反映出來，如漢語有「男」和「女」兩個詞，英語有 **man** 和 **woman**，法語有 **homme** 和 **femme** 等。不過，這些所謂對稱的概念在實際使用時並不一定平衡，例如，現代漢語裏，「女」是 214 個部首之一，「男」則不是。又例如，一般陳述句有主語(S)，動詞(V)和賓語(O)三個成分，能夠組成的語序理應有六個：SVO, SOV, VSO, VOS, OVS, OSV，但這六種語序在世界語言中分佈很不均勻(Sung 2001)。因此，我們談論「對稱」時，應該區分「組配對稱」和「功能對稱」(沈家煊 1999)。

至於為什麼對稱概念中的成員會有不平衡的待遇，這是很值得我們進一步探討的。

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地名是我們常見的專有名詞。根據香港政府地政總署測繪處編的《香港街》，香港有 2866 個地方或鄉村名。由於歷史原因，香港的地名採用中英雙語制，所以每一個地方都有兩個地名。究竟香港地名的語言結構有甚麼特色？

一般來說，地名都帶有通名，譬如「山」、「谷」、「村」等。在漢語，普通名詞和修飾語往往都屬偏正關係，即修飾語在前、名詞在後。而通名跟普通名詞一樣在地名的尾部出現，並受前面詞素修飾，如「獅子山」、「胡蝶谷」、「大磡村」等。另外，廣西地名的研究顯示很多地名的詞序與壯語有密切關係，所以通名出現在地名的前頭。比如說，表「田」義的壯語「na」經常寫成「那」，廣西有「那常」、「那磨」這些地名。由此看來，這些源於壯語的地名與香港地名的語言結構大大不同。

然而，有些學者指出香港地名也有壯語的底層。但是後來移居到香港的漢人對非漢語式地名進行漢語化，使得我們現時很難找到非漢語底層在地名中遺留下來的蛛絲馬跡。由於地名漢語化是一個漫長的過程。從廣西地名的研究可見，中間會出現語序已經漢化、語音/詞彙保留壯語，或語音/詞彙已經漢化、語序卻保留壯語等過程。由此推論，香港的壯語地名也經過了不同程度的漢語化過程。我們試圖用壯語分析「薄扶林」、「狐狸叫」等地名，然後探索它們漢語化的程度。

共性與差異：粵語四種方言的名詞短語比較

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粵語研究一直以來都以廣府話（主要是廣州話和香港粵語）為重點，廣府話的一些語法特點也因此被作為粵語的典型特點與經常以此來與漢語其他方言進行比較。但通過我們的調查發現，粵方言內部的語法表現並不完全一致，以往作為粵語典型特點的一些語法特徵，並不一定在粵語所有方言中都能得到體現，有些粵方言的語法表現很可能與此完全相悖。本研究以粵語三個小片的四種方言作為研究對象，即香港粵語（廣府片）、廣東封開建話（勾漏片）、廣西賀州本地話（勾漏片）、廣東廉江話（高陽片），以這四種方言的名詞短語的語法表現為切入點，包括名詞短語的有定性（**definiteness**）、量名短語的語法表現、結構助詞（**attributive particle**）的形式、通用量詞（**general classifier**）的語法形式、分工以及與結構助詞之間的關係、修飾語（**modifier**）的位置以及它們與各種名詞短語的搭配等，試圖通過這四種方言中的名詞短語的語法表現，對粵方言的共性以及各方言間表現出的差異作一個初步的研究。

漢語定語標記的多功能模式

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在一个由定语和核心语构成的名词组 NP 内，定语在句法-语义上至少包含三个类别：由人称代词或指人名词指称的领属定语、由形容词充当的属性定语以及由关系小句构成的活动定语。在英语里，这三类定语分别采用不同的形态-句法策略来标记：领属语标记通常采用属格后缀-s，关系小句标记使用的是关系化小词 **that** 或关系代词（如 **which, who** 等），而形容词性质的属性定语则采用零形式。例如：

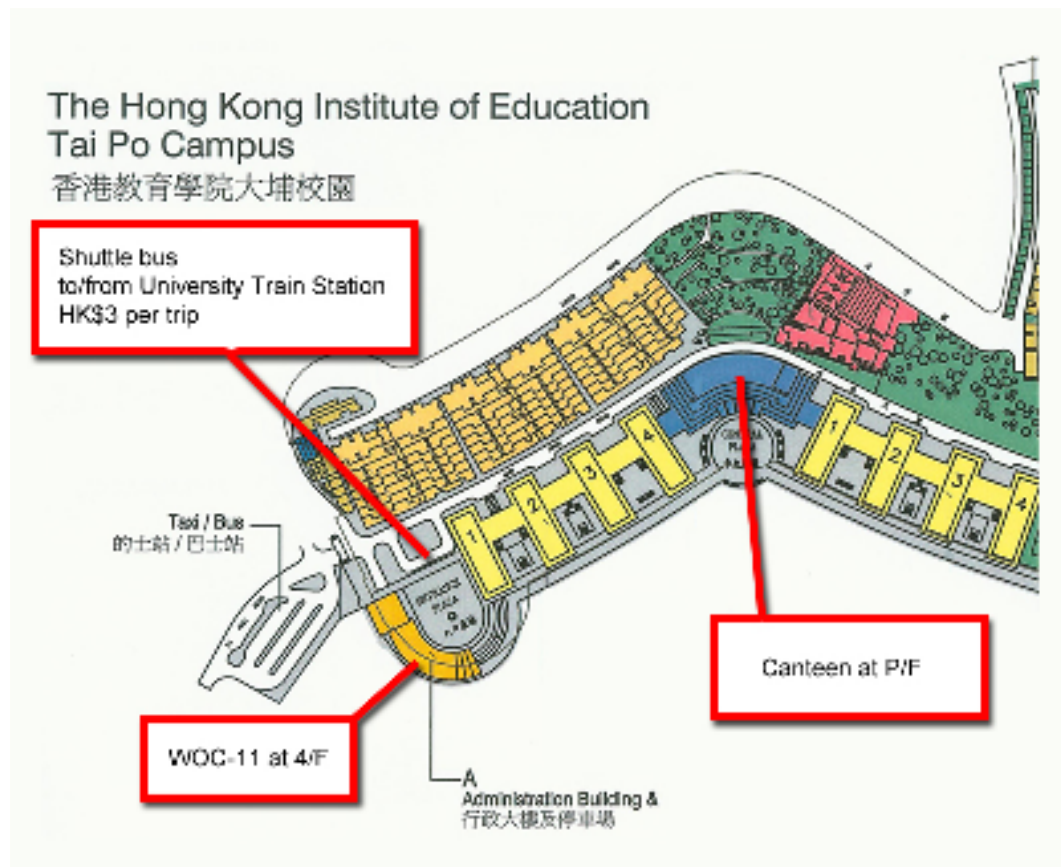
- (1) a. John's apple
- b. red apple
- c. apple that / which John bought

而汉语则用同一个语法标记“的”来标记这三种不同的定语：

- (2) a. 领属语标记（定语为人称代词或指人名词）： 张三的汽车
- b. 形容词定语标记（定语为形容词）： 漂亮的汽车
- c. 关系小句标记（定语为关系小句）： 张三昨天买的汽车

跨语言的考察表明，类似汉语“的”的这种多功能模式（领属语标记-形容词定语标记-关系小句标记）在其他语言中是殊为罕见的，极有可能是汉语语法的一个特点。

HKIEd Campus Map 香港教育學院校園地圖



How to get to HKIED?

- a. **HKIED shuttle bus schedule (to/from University Train Station, HK\$3 per trip)**

香港教育學院校車（來往大學火車站，每程港幣三元）

http://www.rclis.ied.edu.hk/woc11/pdf/USShuttleSchedule_2011Jan31.pdf

- b. **KMB route 275 bus schedule (to/from Tai Po Market Train Station)**

九巴 275 號（來往大埔墟火車站）

<http://m.kmb.hk/tc/result.html?busno=275#startDetail>

- c. **If you are planning to drive to HKIED, please contact Andy Chin (andychin@ied.edu.hk) for parking arrangement** 如駕車前往香港教育學院，請聯絡 Andy Chin

- d. **Other information for visitors** 其他訪客資訊

http://www.ied.edu.hk/co/eng/get_to_our_campus.php