



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學



中文及雙語學系  
Department of Chinese & Bilingual Studies

香港語言學學會  
第十九屆粵語討論會  
**The Nineteenth Workshop on Cantonese**

粵語研究：實證，實正！

Cantonese Study: An Empirical Approach

日期：2019年4月13日（星期六）

地點：香港理工大學 N 座地下林百欣演講廳 N001室

Date: 13<sup>th</sup> April 2019 (Saturday)

Venue: Room N001, Lim Por Yen Lecture Theatre, G/F Block N

The Hong Kong Polytechnic University

香港語言學學會

香港理工大學中文及雙語學系

聯合主辦

Jointly Organized by the Linguistic Society of Hong Kong and  
the Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University



香港語言學學會 第十九屆粵語討論會 The Nineteenth Workshop on Cantonese

程序 Programme

| 時間 Time     | 講題 Titles                                                                                                                   | 講者 Speakers                                                                                                        |
|-------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 9:10-9:40   | 早點 BREAKFAST                                                                                                                |                                                                                                                    |
| 9:40-9:45   | 歡迎辭 Welcoming speech                                                                                                        |                                                                                                                    |
| 9:45-10:15  | 香港粵語句末助詞的社會語言學研究                                                                                                            | 莊子貝、張凌<br>深圳大學及香港教育大學                                                                                              |
| 10:15-10:45 | Relative clause production as vulnerable linguistic feature of developmental language disorder in Cantonese                 | Jane Lai, Angel Chan, Anita Wong, Franklin Chang and Evan Kidd<br>The Hong Kong Polytechnic University             |
| 10:45-11:15 | Relations between mental terms and false-belief understanding in Cantonese-speaking children                                | Candice Chi-Hang Cheung, Yicheng Rong, Man Tak Leung, and Tempo Po Yi Tang<br>The Hong Kong Polytechnic University |
| 11:15-11:45 | The index of syntax development: A structural language analysis framework for Cantonese-Chinese speaking preschool children | Wong, A.M.-Y., Lo, J.M.-W, and Wan. E.K.-H.<br>The University of Hong Kong                                         |
| 11:45-1:45  | 午膳 LUNCH                                                                                                                    |                                                                                                                    |
| 1:45-2:15   | 廣東話‘嘅’‘啲’關係子句                                                                                                               | 林子鈞<br>香港恒生大學                                                                                                      |
| 2:15-2:45   | 香港粵語中‘係’之用法——以依存樹庫為本之量化研究                                                                                                   | 黃得森、李思源<br>香港理工大學及香港城市大學                                                                                           |
| 2:45-3:15   | 粵語虛詞語法化之外在標記                                                                                                                | 張美蘭<br>香港浸會大學                                                                                                      |
| 3:15-3:45   | 近四十年粵語及閩語流行曲歌詞之比較——以修辭成分為中心                                                                                                 | 黃得森<br>香港理工大學                                                                                                      |



|           |                                                                                                |                                                                       |
|-----------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 3:45-4:15 | 茶歇 TEA BREAK                                                                                   |                                                                       |
| 4:15-4:45 | The effect of overnight consolidation in the perceptual learning of non-native tonal contrasts | Zhen Qin and Caicai Zhang<br>The Hong Kong Polytechnic University     |
| 4:45-5:15 | 語詞接觸所反映的香港粵方言外來詞之類型——兼談雙音節英語音譯借詞的‘聲調規律’                                                        | 陳世安、陳詠詩<br>國立臺灣師範大學國文所                                                |
| 5:15-5:45 | ‘粵語懶音測試及糾正’網站的建構                                                                               | 林茵茵<br>香港理工大學                                                         |
| 5:45-6:15 | The Corpus of Mid-20th Century Hong Kong Cantonese (Second Phase) and its Applications         | Andy Chin and Alistair Tweed<br>The Education University of Hong Kong |

\*\*每篇論文的報告時間為二十分鐘，之後有十分鐘發問和討論。

\*\*There will be 20 minutes for each presentation and 10 minutes for Q&A.



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# 論文摘要

# Abstracts



## 香港粵語句末助詞的社會語言學研究

粵語句末助詞因其豐富性和複雜性長期以來被視為粵語語法研究的重要課題之一。關於粵語句末助詞的研究，前人主要運用描寫的手法研究其功能和意義（如李新魁，1995；鄧思穎，2002），少有人從社會語言學角度分析粵語句末助詞。梁仲森(2004)曾從語體角度對粵語句末助詞使用頻率進行統計，然目前尚未有學者從年齡角度分析粵語句末助詞的使用情況。

本文從社會語言學角度出發對香港粵語句末助詞進行辨析。本文資料的發言人皆以香港粵語為母語，根據年齡分為三層：年齡在 60 歲以上的為老年人，40 至 59 歲的為中年人，18 歲-39 歲的為青年人。每個年齡層各選取 20 名位以香港粵語為母語的發言人，其中男性 10 位，女性 10 位。每位發言人選取一分三十秒的清談類或自然對話類語料作為研究對象。通過將 60 位發言人的共 1516 句音頻語料轉寫為文字，進而對語料進行歸納和分析。主要分析了香港老中青三代句末助詞的使用頻率，使用偏好以及帶句末助詞句子的平均字數與所有句子的平均字數的關係。得出以下三個結論：

其一，句末助詞使用頻率上，青年人平均使用頻率高達 59.26%，中年人平均使用頻率為 46.71%，而老年人僅有 27.51%，呈現出「青年人 > 中年人 > 老年人」的關係。單因素方差分析顯示不同年齡的句末語氣詞使用頻率有顯著差異 ( $F=117.732$ ,  $p<0.001$ )。

其二，各年齡層中女性的句末助詞使用頻率均略高於男性，但此差別不顯著，單因素方差分析結果為  $F=1.238$ ,  $p=0.270$ 。

其三，使用偏好上，青年人使用「laa1」的頻率最高，中年人偏愛「aa3」，老年人則慣用「ge3」。

其四，句子的平均字數上，帶句末助詞的句子的平均字數與總平均字數和未帶句末助詞句子的平均字數並無顯著差異。

本文有別於前人慣用的描寫方法，從社會語言學角度出發對香港粵語句末助詞進行量化分析，通過語料實證的收集分析證實了香港老中青三代存在句末助詞使用頻率存在差異。本文使用的方法和思路與本次會議的主題「實證 實正 (An Empirical Approach)」相符，擬在是次會議上與各位學者進行更深入的討論。

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發言語言 : 粵語



## Relative clause production as a vulnerable linguistic feature of Developmental Language Disorder in Cantonese Chinese

Jane Lai<sup>1</sup>, Angel Chan<sup>2</sup>, Anita Wong<sup>3</sup>, Franklin Chang<sup>4</sup>, Evan Kidd<sup>5</sup>

Developmental Language Disorder (DLD; termed earlier as “Specific Language Impairment; SLI) is a disorder primarily affecting linguistic abilities and language development in children. It is a language impairment that is not secondary to hearing loss, emotional and behavioral problems, severe intellectual deficits, and clear neurological problems. Difficulty with relative clauses (RCs) is robustly documented in children with DLD/SLI cross-linguistically. Cantonese is an important language in debates regarding acquisition and processing of RCs, given its unique typological properties. Yet, to date there has been no published research on the syntactic competence of RCs in Cantonese children with DLD/SLI.

This study investigated whether RCs are particularly vulnerable in Cantonese-speaking children with DLD relative to their typically developing age peers. As a SVO language, Cantonese is unusual in placing the RC before the head noun, resulting in processing demands competing in opposite directions: Cantonese subject RCs are arguably less costly to process in light of structurally-oriented constraints like shorter structural filler-gap distance, but more costly in terms of longer linear filler-gap distance and its non-canonical VOS order. As such, structural and linear based processing demands work in opposite directions to both favor and disfavor subject RC processing. For children with DLD having limitations in working memory, resolving such competing processing demands becomes particularly challenging.

Forty children (22 DLD; 18 Typically Developing (TD); age-matched) aged between 6;6–9;7 were tested using a sentence repetition task (Frizelle & Fletcher, 2014) to assess production of a wide range of relativized positions: Subject(S), Agent(A), Patient(P), Indirect Object(IO), Oblique(OBL) and Genitive(GEN). Additionally, we compared two relativisation strategies: classifier RCs versus RCs with the RC marker *ge3*. Our first results confirmed that RCs are indeed vulnerable in Cantonese children with DLD. The DLD group was significantly worse than their TD age peers in producing all structure types, except P- RCs. S-RCs were the easiest and GEN- RCs the most challenging to produce for both DLD and TD groups. Unlike English, German and Mandarin, there was lack of a robust Agent over Patient advantage. Ongoing analyses will compare the relativisation strategies and the error patterns in DLD versus TD groups. We discuss our findings by considering how language specific properties affect acquisition outcomes in Cantonese-speaking children with and without DLD. Comparing the two relativisation strategies also allows testing certain structurally-oriented vs. processing-based accounts of DLD/SLI, e.g. the Computational Grammatical Complexity account (Van der Lely, 2005) vs. the limited processing capacity account (Montgomery & Evans, 2009).

### Selected References:

- Frizelle, P. & Fletcher P. (2014). Relative clause constructions in children with specific language impairment. *International Journal of Language & Communication Disorders*, 49(2), 255-264.
- Van der Lely, H. K. (2005). Domain-specific cognitive systems: insight from Grammatical-SLI. *Trends in Cognitive Sciences*, 9(2), 53-59.
- Montgomery, J., & Evans, J. (2009). Complex sentence comprehension and working memory in children with specific language impairment. *Journal of Speech, Language and Hearing Research*, 52, 269-288.

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## **Relations between mental terms and false-belief understanding in Cantonese-speaking children**

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Cheung, Chen, and Yeung (2009) found that understanding of the factivity semantics of mental terms played a crucial role in false-belief understanding. They further showed that children's understanding of the strong non-factive semantics of the mental term *ji5wai4* 'falsely think' predicted false-belief understanding, suggesting that false-belief understanding is specifically related to the comprehension of mental terms that presuppose false belief.

The goal of the present study was to examine the relation between the factivity semantics of three factive (*zi1dou6* 'know', *ng4gei3dak1* 'forget', and *hou2hoi1sam1* 'happy') and three strong non-factive (*ji5wai4* 'falsely think', *ng6wui6* 'mistakenly think', and *waan6soeng2* 'imagine') mental terms and false-belief understanding in Cantonese-speaking children.

110 Cantonese-speaking children ( $M = 7.73$ ,  $SD = 1.15$ ) participated. To assess knowledge of the factivity semantics of the three factive and three strong non-factive mental terms, participants heard 36 stimuli, each consisting of two utterances: the first contained either a factive or a strong non-factive mental term followed by a clause, and the second started with 'that is to say...' followed by the positive or negative counterpart of the clause. Participants indicated whether the second utterance was correct or not. False-belief understanding was assessed using an unexpected-content false-belief task and a second-order false-belief task. Language ability and nonverbal intelligence were measured using standardized tests (Raven, 1989; T'sou et al., 2006).

Spearman correlations showed that children's understanding of first-order and second-order false belief significantly correlated with their age, language ability, nonverbal intelligence, 'know', 'happy', 'falsely think', 'mistakenly think', and 'imagine'. After the effects of age, language ability, and nonverbal intelligence were controlled for, the results showed that 'know', 'falsely think', and 'imagine' were significant predictors of second-order false-belief understanding.

The present study found that Cantonese-speaking children's understanding of the strong non-factive mental terms 'falsely think' and 'imagine' predicted second-order false-belief understanding, which is consistent with Cheung et al.'s (2009) finding. The results further revealed that understanding of the factive mental term 'know' also predicted second-order false belief understanding.



## **The Index of Syntax Development: A structural language sample analysis framework for Cantonese-Chinese speaking preschool children**

Wong, A. M.-Y., Lo, J. M.-W., & Wan, E. K.-H.

Speech-language therapists (SLT) provide intervention for children with language disorders. Before intervention, the SLT usually collects a sample of the child's language in conversation, and completes a structural analysis of the child's grammar. From the analysis, the SLT learns about the grammatical forms and structures the child uses. The SLT also identifies productions that are not consistent with adults' pattern of use or expected for the child's age, and considers them as intervention targets.

For English speaking children, SLTs can use these frameworks to organize the language sample analysis: Developmental Sentence Scoring (DSS; Lee, 1974), the procedure for Assigning Structural Stage (Miller, 1981), the Language Assessment, Remediation, Intervention and Screening Procedure (LARSP) (Crystal, Fletcher, & Garman, 1989), and the Index of Syntax Development (IPsyn; Scarborough, 1990). Chinese and English are very different in typology and so none of these frameworks are appropriate for Chinese-speaking children. For Cantonese-speaking children, there is only the Cantonese LARSP (Leung & Li, 2017). The Cantonese LARSP is a procedure developed following the organizational structure of the English LARSP, and it adopts Zhu's (1982, 1985) hierarchical phrase-based theoretical approach of adult Modern Standard Chinese grammar.

Instead of taking on a theoretical approach of adult grammar, we developed a new framework on the basis of functionalist constructivist theories of language development (e.g., Bates & MacWhinney, 1982; Goldberg, 2006; Tomasello, 2000, 2007, 2009). One key assumption of these theories is that communication drives language development, where communication is defined as interactions between individuals whose ultimate goals are effective and efficient transfer of information. The framework thus includes five dimensions: noun phrase expansions, verb phrase expansions, sentence structures, questions, connectives and sentence adverbs. The five dimensions in the framework are not new to the analysis (Miller, 1981; Scarborough, 1990) or description (Fletcher & O'Toole, 2016) of language development in English speaking children. They have not been used, however, in the study of language development and language disorders in Cantonese speaking children.

In this talk, I will describe the framework in detail and give illustrations of the different grammatical forms and constructions that are examined in each of the dimensions. I will report three pieces of evidence to argue that the framework is valid. One, there is a moderate-strong correlation between scores obtained for the forms and constructions examined in the framework in 70 children's language samples and their age. Two, there is a moderate-strong correlation between the scores obtained in 18 samples from the same child and age. Three, there is a significant difference in scores between children with Developmental Language Disorder (DLD) and typically-developing age peers while the scores between children with DLD and their language-matched peers are comparable. I will end the talk with some examples of grammatical errors observed in preschool children with DLD.

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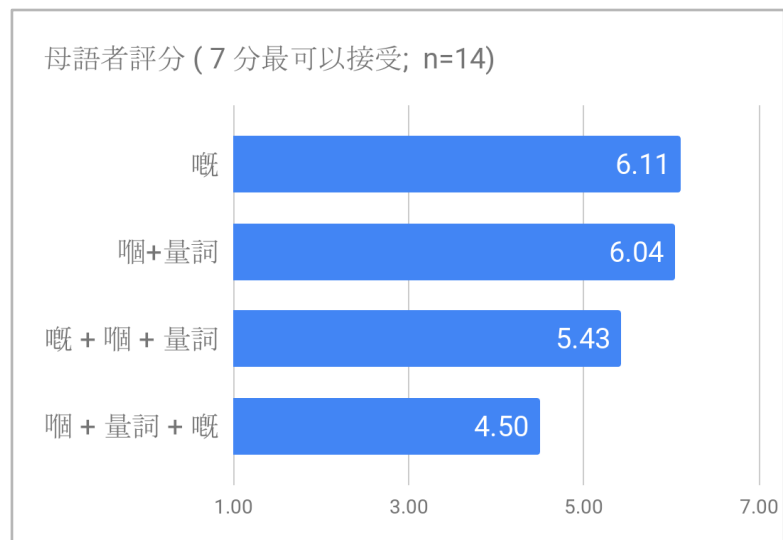
## 廣東話「嘅」「嗰啲」關係子句

林子鈞 香港恒生大學 (charleslam@hsu.edu.hk)

廣東話中「嘅」或者「指示詞+量詞」都可以表達關係子句，見例子(1)。另外，有研究指出「嘅」同「指示詞+量詞」似乎可以同時出現 (Yu, 2006)：

- (1) 今日有上堂 {嘅 / 嗰個} 學生
- (2) 我識嗰啲嘅學生 (「嗰」、量詞、「嘅」同時出現)
- (3) 我話你靚過佢嘅嗰個女仔做咗香港小姐 (「嘅」先出現) [周家發 2014:195]
- (4) ?我話你靚過佢嗰個嘅女仔做咗香港小姐 (「嗰個」先出現)

對於例子(2)-(4)之類嘅句子，似乎唔係人人接受，或者句子之間都會有差異。現時似乎未有系統性嘅研究去比較呢兩種關係子句。因此，呢次研究採用 1 至 7 分嘅李克特量表 (Likert scale)，比較四種句式（單獨使用「嘅」；單獨使用「嗰」；「嘅-嗰-量詞」；「嗰-量詞-嘅」）之間嘅可接受度 (acceptability)，目的係搵出可靠嘅語料，幫我哋更加準確描述廣東話嘅關係子句。實驗用咗下列詞彙 (lexicalization) 搭配上四種句式：



- (5) 匿埋喺房 {嘅 | 嗰隻 | 嘅嗰隻 | 嗰隻嘅} 貓仔好怕醜。
- (6) 擺喺枱面 {嘅 | 嗰隻 | 嘅嗰隻 | 嗰隻嘅} 水杯好靚。

初步研究蒐集咗 14 位母語者嘅判斷。結果顯示單用「嘅」 (Mean=6.11, SD=1.26) 或者單用「嗰+量詞」 (Mean=6.04, SD=1.45) 都得到 6 分以上，而「嘅」同「嗰+量詞」合併使用嘅時候，母語者嘅接受度都會下降，而其中「嘅+嗰+量詞」嘅接受度較高 (Mean=5.43, SD=1.57)。兩個結果都同前人判斷大致相符。不過，即使係最低分嘅「嗰+量詞+嘅」語序 (Mean=4.50, SD=1.82)，亦都高過 4 分，可能因為受試者能夠理解意思，所以會將呢種語序歸類為可以接受。針對呢點，有可能要採用其他方法（例如語言產出或者理解測試）先至可以更有效搵出最後兩種語序之間嘅具體分別。同時，報告亦會針對廣東話研究，進一步討論方法上同現有數據等方面嘅限制。



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## 香港粵語中「係」之用法——以依存樹庫為本之量化研究

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### 摘要

本研究旨在以粵語依存樹庫作為研究材料，並以張洪年（2007）為基礎，作為首個對香港粵語中「係」的用法之量化研究，並由此帶出依存樹庫於研究粵語句法之價值。

粵語標記語料庫（如香港粵語語料庫）之出現促使量化句法研究突飛猛進，最重要之原因莫過於詞類標記對區分同音詞及同形詞不同之義項起着不少幫助。例如欲分析「好」於粵語作為副詞及形容詞之分布概況及其用法，祇要於語料庫搜尋片刻，所需例句即湧泉而出，此非無標記之資料庫所能及。然而，以詞類標記分辨義項祇適用於詞義虛化簡單之情況，當分析義項繁多之同音詞，例如「係」時，「香港粵語語料庫」一概標成動詞，並無區分不同義項之用法，詞類標記顯得幫助不大。

探索如何以依存樹庫有效分析漢語方言尚在起步階段，如黃得森、李思源（2017）及黃得森等（Wong et al. 2017）曾以國粵平行依存樹庫比較粵語對白與書面語字幕之句法及體裁差異。此樹庫所收集之語料有不同體裁，含創意媒體學生所拍攝之微電影、立法會辯論等。本研究所用之樹庫主要按泛用依存（Universal Dependency）之標註方式（Leung et al. 2016）而建立，含一千零四句句子，共 13 918 詞，計 18 637 字，平均句長為 13.9 詞、18.6 字。

搜尋結果顯示本樹庫含 412 個「係」，按特定語法環境而自動分類之結果如下，亦與張洪年（2007：386–389）之分類方法比照：

| 用法    | 微電影 (109) | 立法會辯論 (303) | 張洪年                 |
|-------|-----------|-------------|---------------------|
| 繫詞+體詞 | 36 (33%)  | 45 (15%)    | 1 相等 2 隸屬 3 關係 4 存在 |
| 繫詞+形容 | 6 (6%)    | 11 (4%)     | ? 5 「係……嘅」          |
| 繫詞+句末 | 31 (28%)  | 4 (1%)      | ? 9 嘆詞              |
| 焦點/填空 | 29 (27%)  | 239 (79%)   | 6 語氣 8 兼語           |
| 嘆詞    | 3 (3%)    | /           | 9 嘆詞                |
| 省畧    | 4 (4%)    | 1 (.3%)     | ? 6 語氣 8 兼語         |
| 其他    | /         | 3 (1%)      |                     |
|       | /         | /           | 7 容認：「係就係」 10 凡     |

本研究發現於微電影中，「係」之用法主要集中在三個類別；而於立法會辯論中，則泰半用作表示焦點或填空之用，表示確認或否定之「繫詞+句末助詞」結構十分罕見。此區別突顯出「係」之用法於有規畫與無規畫言語中存在着顯著差異。

**關鍵詞：**語料庫 依存樹庫 量化研究 粵語句法 繫詞



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |    |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----|---------|
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| 論文題目                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 粵語虛詞語法化之外在標記         |    |         |
| 論文摘要                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |    |         |
| <p>論文將借助于清末民初的粵語口語文獻，梳理其中的虛詞及其特點，重點討論粵語虛詞產生的路徑及其外在標記問題。</p> <p>清代粵語文獻中表所在、所從的介詞有“向”和“喺”兩個。它們都經歷從動詞到介詞的虛化途徑，在粵語中表所在、所從。但是兩者分別來源于兩個不同的動詞。一個是方向動詞“向”，一個是靜態動詞“係”。前者虛化的時間早，分別在魏晉時期和唐代就有。後者大概在宋代以後才慢慢虛化。在粵語中也有老派和新派之分，不過今天都用，尤其以後者為甚。前者是先從漢語史中使用後來很少用却在粵語中保存了，後者是只在粵語中用具有粵語特色。</p> <p>清代粵語文獻中有副詞位于動詞之後的表達順序，如“先”、“添”。它們都經歷從動詞到副詞的虛化途徑，在粵語中分別表時間之先後與動作之再次或反復。兩者直接來源于動詞。動詞“先”產生時間早虛化也早，在漢語中多用，但語序後置只在南部方言地區；而動詞“添”在中古時期才產生，其虛化的用法只在南部地區才出現，且語序用在動詞後。</p> <p>根據一些虛詞的用法，我們會發現：如果是粵語特徵詞，其虛化的成分會有一些外在的標記，介詞“喺”在動詞虛化之後加“口”旁，類似的還有助動詞“噲”、指代詞“嗰”等；動詞“添”虛化成副詞後，會用語序來標示它與動詞之間的差異，“先”也類似。</p> <p>方言中語法化的成分，在對漢語用法的繼承和創新，繼承是漢語史的用法，創新則是具有地域個性，這方面仿佛有一套自己的符號標記體系，這是很值得關注的現象，那麼這些現象有哪些值得關注，與鄰近方言之間有沒有異同特點，這是我們期待關注的。</p> |                      |    |         |



## 近四十年粵語及閩語流行曲歌詞之比較——以修辭成分為中心

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### 摘要

本研究旨在以近四十年香港地區粵語流行曲及臺灣地區閩語流行曲之歌詞為研究材料，集中比較當中之修辭成分，探討兩者間之異同，從而帶出教學語言對文學創作成果所帶來之影響。

粵語流行曲方面，本研究採用由吳宛珊（2018）所收集，每年由香港電臺所頒發的「十大中文金曲」中之粵語作品，自一九七八年開始至二零一七年，共計約四百首，約十一萬字多；閩語流行曲方面，則從「魔鏡歌詞網」中試選近四十年所撰之歌曲作為先導研究對象，共四十多首，約九千字。整理好歌詞後就針對以下幾類修辭成分進行標註：成語、歇後語、諺語、典故、俗語、古文、古詩詞、更易創新。

本研究發現，就語言成分看，粵語流行曲之歌詞主要由漢語共同語之詞語所組成，粵方言詞祇佔百分之一，而閩語流行曲當中所含之閩方言詞則遠超粵語，佔百分之五，依逆次為：阮（154/第一人稱）、甲（36/到、既然、怎會）、乎（34/語助、感嘆）、伊（32/第三人稱單數）、親像（26/好像）。至於修辭成分方面，粵語則佔百分之四，而閩語僅佔百分之一，似與語言成分呈相反之勢。縱然如此，粵語歌曲所含之修辭成分實際上呈下降趨勢，由七十年代之百分之七跌至近年之百分之二。

究其原因，粵語流行曲幾乎全部以漢語書面語填詞創作，偶爾夾雜粵方言詞，全篇以粵語口語入詞者屬鳳毛麟角，祇有少數如由許冠傑及黎彼德所填詞之《賣身契》、《加價熱潮》，至於閩語流行曲之歌詞則比較接近口語，故語言成分有所不同，而粵語歌詞修辭成分之下跌趨勢似與香港教育制度對培養學生古典文學修養日益輕視有關。

至於修辭成分方面，由於粵語歌詞與書面語相差無幾，自然會沿用傳統白話文文學作品中之修辭成分；縱使閩語歌詞亦不乏修辭成分，如「紅顏自本多薄命」、「山盟海誓」，不過遠較粵語中者罕見。本研究認為此差異主要由兩地之教學語言差所導致。自七十年代起，香港大部份學校以粵語教授中文，而臺灣則毫不例外地以國語作為學習中文之語言。是故，香港人習慣以粵語誦讀古文詩詞，於唱歌時以粵語唱出根本不費吹灰之力；相反，大部分臺灣人使用閩語之語境，祇限於日常非正式對話交際，於官學無論討論學術或學習古文詩詞時，皆嚴格限制以國語作為工具，導致日常生活罕用之文言詞的發音知識貧乏。由是，於填詞、唱歌時遇上此等元素則舉步為艱，卒棄用大部分古典文學所含之成分，僅保留口語中仍常用者。

無論古今中外，能否於創作過程中靈活運用古典文學元素乃評定文學作品水平之要素之一。由此可見，教學語言之限制，除削弱方言之生存空間外，亦嚴重局限方言文學創作成果之水平，並窒礙其長遠發展。

**關鍵詞：**粵語 閩語 量化研究 歌詞 教學語言

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魔鏡歌詞網 <https://mojim.com/>



## **The effect of overnight consolidation in the perceptual learning of non-native tonal contrasts**

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Recent studies showed that sleep-mediated overnight consolidation facilitates speech perceptual learning by promoting learners' generalization across talkers in their perception of novel segmental categories (e.g., Hindi dental and retroflex stop contrasts). Lexical tone differs from most segmental contrasts in that it is highly variable both across and within talkers, and displays dynamic change over time. Therefore, it remains unclear whether a similar (or even stronger) effect of overnight consolidation is found for perceptual learning of novel tonal contrasts. More specifically, Cantonese level tones often pose a unique challenge to Mandarin listeners due to the lack of multiple level tonal contrasts in their native language. Thus, this study focuses on whether overnight consolidation facilitates generalization across talkers in the discrimination and identification of novel Cantonese level tones by Mandarin listeners.

A training-posttest paradigm was conducted on two groups of Mandarin listeners who were perceptually trained either in the morning (8 am-10 am) or in the evening (8 pm -10 pm), following this procedure: (i) Mandarin listeners were perceptually trained in a tone identification (ID) task using stimuli produced by a trained talker; (ii) listeners' perceptual development was tested in the ID and discrimination (AX) tasks using stimuli produced by trained and untrained talkers training over 24h following training. Posttests were completed at three time points: immediately after training (posttest1), 12-hour delay (posttest2), and 24-hour delay (posttest3). While the evening group slept between posttest1 and posttest2, the morning group did not.

Preliminary data of differences between the ID posttest2-3 and posttest1 showed that Mandarin listeners trained in the evening improved more in identifying the level tones, regardless of the trained talker or untrained talker, than those trained in the morning. The differences between the AX posttest2-3 and posttest1 showed that Mandarin listeners trained in the evening improved more in discriminating the level tones, produced by the trained talker alone, than those trained in the morning. The findings suggest that overnight consolidation facilitates the perceptual learning of novel tonal contrasts, especially for trained stimuli.



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### 語詞接觸所反映的香港粵方言外來詞之類型 ——兼談雙音節英語音譯借詞的「聲調規律」

摘要:

本研究主要從現實、應用出發探討語詞接觸中的香港粵方言外來詞及其聲調規律。粵方言的外來詞很多,主要來自英語,而香港地區的粵方言受到英語音譯外來詞的影響比起其他粵方言地區尤為顯著。外來詞傳入香港,在音譯的過程中,英語音譯借詞轉變成粵語發音,在發音上會產生一定的變化,例如音節結構形式的變化、音節中部分音素有改變、聲調增加等。本文將有系統地說明及分析英語音譯外來詞的粵音化過程,同時對張日昇(1986)的雙音節借詞的「聲調規律」進行補充。

張日昇(1986:42—50)歸納出英語重音與粵方言聲調對應的公式共十一項,包括:單音節借詞有 1 項、雙音節借詞有 4 項及三音節借詞有 6 項。在語詞接觸雙音節詞中,本文在張日昇(1986)的雙音節借詞的 4 項基礎上有所增補。因此本文主要內容是「香港外來詞的粵音化與音譯借詞的形成」及「張日昇雙音節借詞“聲調規律”補闕」。





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### “粵語懶音測試及糾正”網站的建構

粵語也稱作廣東話、廣州話，語言學上稱為粵方言。粵語的語音系統，各地雖略有不同，但以香港的語言環境而言，我們使用的是以廣州話為代表的粵語音系。粵語不僅在香港的日常生活中廣泛使用，而且還用於政治、經濟、文化、科技、宗教、教育等各個領域，在許多重要場合上，我們都使用粵語。可見，粵語仍是香港現今社會非常重要的交際語言。

根據課堂觀察，越來越多學生說話大都不講究字正腔圓，發音常有不準確的情況，也有較多懶音，如“講解”說成“趕解”(-n、-ng 不分)，“女仔”說成“呂仔”(n-、l-不分)，“過個”不分(gw-、g 不分)，“礙、愛”不分(ng-、Ø-不分)，以及“襪、默”不分(鼻音韻尾與入聲不分)等。

大部分學生遇到不懂讀的字，大多以主流媒體所說的讀音為準，或是胡亂猜度，草率亂讀，“有邊讀邊”；再加上香港中學文憑試的說話能力考核已取消了試卷四個人朗讀文章（包括難字）部分，學生不重視粵語口語的訓練，形成對粵語的敏感度不足，也認為能應付日常溝通便已足夠，所以發音的準確度每況愈下。

這個網站既配合了香港政府以“兩文三語”為目標的語文教育政策，也貫徹我校的語文政策，讓我校學生加強粵語的語音訓練，鼓勵學生端正態度，認真對待自己的語言，說好母語，提升語文能力，旨在協助我們的畢業生，能書寫流暢的中文，操流利的粵語。

粵語說得不準確，不但影響日常語言交際，也影響日後在職場的傳意和溝通。事實上，粵語發音的不準確，也同時干擾普通話的學習，如 n、l 不分便是一例。這個計劃希望學生可以用標準的粵語作日常的交際溝通，減少懶音，以恰當、得體的粵語與外界接觸，完成傳意任務。與此同時，也間接協助學生學習普通話 n、l 的正確發音。



網站截圖：

懶音診療室 計劃緣起 診斷懶音 粵語簡介 常見懶音問題 征服懶音 意見回饋

認識粵語 辨別聲韻調

你有懶音嗎？

接受測試

為甚麼會有懶音？

**聲母混讀**

今日香港，n聲母和聲母相混、ng聲母和零聲母相混的情況極為普遍，也有不少人會把圓唇的gw-、kw-讀成不圓唇的g-、k-.....

了解更多

開始練習

**韻母混讀**

n韻尾、ng韻尾不分是港人最常出現的韻母混讀現象。另外，人們也經常將-k唸成-t，例如把「黑」讀成「乞」.....

了解更多

開始練習

你準備好征服懶音嗎？

初階

中階

高階

綜合

懶音診療室 計劃緣起 診斷懶音 粵語簡介 常見懶音問題 征服懶音 意見回饋

診斷懶音

你答對了 72%

表現不俗，繼續努力！

n-

kw-

-ng

認識粵語

關於聲母混讀

關於韻母混讀



THE HONG KONG  
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## **The Corpus of Mid-20th Century Hong Kong Cantonese (Second Phase) and its Applications**

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**The Corpus of Mid-20th Century Hong Kong Cantonese** (HKCC hereafter) is one of the very few Cantonese corpora that provides interactive spoken language data for Cantonese linguistic research. The first phase of HKCC was launched in 2012 with about 200,000 character tokens. The second phase of HKCC is much expanded with data from 60 movies, totaling about 800,000 character tokens.

While the primary purpose of the corpus was to support diachronic studies of Cantonese spoken half a century ago, the dialogic and interactive nature of the corpus data is also useful for other research issues. Besides basic information such as word lists, token frequency and sentences, HKCC, further processed by computer processing and analyses, can provide more useful and interesting quantitative and qualitative data. One such example is word collocation. In this talk, we will demonstrate how such information can be obtained from the second phase of HKCC, and its applications in Cantonese studies.