



第一屆粵語應用語言學研討會 及 第九屆粵語語言學論壇 聯合會議

The 1<sup>st</sup> International Conference on Cantonese Applied Linguistics (CALA-1)  
and the 9<sup>th</sup> Forum on Cantonese Linguistics (FoCaL-9) - Joint Conference

第一屆粵語應用語言學研討會  
及  
第九屆粵語語言學論壇  
The First Cantonese Applied Linguistics Conference  
and  
The Ninth Forum on Cantonese Linguistics  
(CALA-1 × FoCaL-9)

2025.7.4  
香港理工大學西九龍校園  
PolyU West Kowloon Campus

摘要合集  
Abstract book

主辦 Organizers



香港粵語應用語言學學會 (HKCALA)

合辦 Co-organizers



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學

COLLEGE OF PROFESSIONAL AND  
CONTINUING EDUCATION  
專業及持續教育學院

Division of  
Languages &  
Communication

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Programme

9:00 am – 9:15 am	報到 Registration		
9:15 am – 9:30 am	開幕式及大合照#1 Opening & Group photograph#1		
9:30 am – 10:00 am	特邀演講 Invited talk #1 [Room A: S111] (Chair: Raymond NG Wai-man) 言曲而中：粵語委婉語的古今流變、語用機制與教學應用 梁慧敏 香港理工大學		
	CALA 專場#1 Room A: S111	CALA 專場#2 Room B: SUG02	FoCaL 專場 Room C: SUG03
第一場 First Session	Session: Cantonese Literary and Performative Traditions (Chair: Chaak-ming LAU)	Session: Cantonese Popular Culture (Chair: Raymond PAI)	Session: Cantonese Syntax (Chair: Carmen TANG)
10:05 am – 10:35 am	從雙層言語看粵劇《紫釵記》中的粵語 Kwan Hin CHEUNG Hong Kong Polytechnic University	粵語白話嘍粵語流行曲歌詞中 嘅聲韻同表達功能：以My Little Airport《邊一個發明了返工？》 為個案研究 Wai Yi LAM Free University of Berlin	補論粵語動詞後綴「落」用作開始體 標記時的句法和配搭情況 Junyan YU The Chinese University of Hong Kong
10:35 am – 11:05 am	SFP-Usage in a Cantonese and Mandarin Translation of Le Petit Prince Marjorie CHAN The Ohio State University	流行文化中的粵語：從「攞佬」現 象看語言接觸下的文化創新與 認同建構 殷海琴、梁慧敏 香港理工大學	Intra/ter-Phasal (A)symmetry in Cantonese Adjectival Reduplication Willis Chun Lai WONG The Chinese University of Hong Kong
11:05 am – 11:25 am	Tea Break		

第二場 Second Session	Session: Cantonese Across Speaker Communities  (Chair: Caesar LUN)	Session: Cantonese Sociolinguistics  (Chair: Fiona Pui Shan HUI)	Session: Cantonese Semantics  (Chair: Ganquan Matthew SHI)
11:25 am – 11:55 am	Differences in the Use of Cantonese Sentence-Final Particles Among Immersed and Heritage Speakers in the United States  Ka Fai LAW  The Ohio State University	Macao Students' Self-Formation in Mainland China–Cantonese as a Resource, Not a Barrier  Tony HONG, Shayne IAN  Shanghai International Studies University,  University of Leeds	Definiteness in Cantonese vs Mandarin: bare nouns, classifiers, and demonstratives  Claire RONG  École Normale Supérieure, Paris  Harvard University
11:55 am – 12:25 pm	香港粵語母語者與非母語者口 語敘事差異之敘事結構與語言 特徵分析  Wen WEN  Hong Kong Shue Yan University	從語言社會化到教學實踐:加拿 大粵語傳承語言學習者情感、創 傷與身份認同  Raymond PAI  The University of British Columbia	The role of grammatical function and information structure on classifier choice in Cantonese  Justin R. LEUNG  University of Toronto
12:25 pm – 12:55 pm	流港剧与港乐兴趣对中国内地 粤语学习者学习动机及投入之 影响:基于PLS-SEM的流行文化 实证研究  張雪娟  University of Science Malaysia, Guizhou Electronic Commerce Vocational College	Generative AI點樣擴闊語言使用 機會:由計劃性偶發理論睇廣東 話再活化嘅個案  Takao TOMONO  Keio University, Japan	客家話與粵語親屬稱謂差異的對比 研究——傳統稱呼與實際運用  胡嘉怡、黎奕葆  香港都會大學
12:55 pm – 2:00 pm	Lunch		
2:00 pm – 2:30 pm	特邀演講 Invited talk #2 [Room A: S111] (Chair: Ka-Fai YIP)  係、就係：廣東話嘅兩個系詞  Esther LAM  University of Edinburgh		
第三場 Third Session	Session: Cantonese Phonology  (Chair: Kwan-hin CHEUNG)	Session: Teaching Cantonese to Non-Chinese Speakers  (Chair: Ken Siu-kei CHENG)	Session: Cantonese Grammar  (Chair: Man-shan HUI)

2:30 pm – 3:00 pm	Cantonese Pronunciation Acquisition Patterns of Multilingual Mandarin Speakers in Hong Kong  Jing Xuan TIAN, Hsueh Chu Rebecca CHEN  The Education University of Hong Kong	教授少數族裔廣東話的機遇和挑戰  Sze Mun CHAN  The Chinese University of Hong Kong	粵語「零」是否連接詞?  Yui Wa SZETO  Hong Kong Shue Yan University
3:00 pm – 3:30 pm	粵語姓氏高升變調的接受程度分析——以前接「阿/老」、後接「sir/伯」為例  Sin Wun WONG  The University of Hong Kong	非華語幼兒學習中文  Ka Man Carmen WONG  Tung Wah College	From new situation to prospectivity: The grammaticalization of Cantonese sentence final laa3  Tsz Hin CHAN  The Chinese University of Hong Kong
3:30 pm – 3:50 pm	Tea Break		
第四場 Fourth Session	Session: Cantonese Learning, Teaching and Pedagogy  (Chair: Roy Shing YU)	Session: Technology-Mediated Cantonese Learning and Use  (Chair: Yik-po LAI)	Session: Comparative and Functional Approaches to Cantonese  (Chair: Ka Hin NG)
3:50 pm – 4:20 pm	Quacking Cantonese with ToneDuck: AI Gives You Wings  Ann Wai Huen TO, Chaak Ming LAU, Hsueh Chu Rebecca CHEN  The Education University of Hong Kong	The Naa4 Phenomenon in Cantonese Monologic Podcast Discourse  Enid LEE  Okinawa International University	由元語言否定義看粵語「鬼」的語法功能——兼論「V鬼」與「鬼V」的差異  霍穎欣  The Chinese University of Hong Kong
4:20 pm – 4:50 pm	沉浸式虛擬環境 (HiVE) 在基礎粵語教學的初步探索: 以「飲茶」主題課的設計與實踐為例  曾惠仙、袁振華、鄭紹基  香港理工大學	Raciolinguistics and Divergent Investments in the Tertiary Cantonese L2 Classroom  Alfred TSANG  University College London	粵語「千祈」與漢語「千萬」的比較研究  馮玥晴  香港樹仁大學

<p>4:55 pm – 5:25 pm</p>	<p>特邀演講 Invited talk #3 [Room A: S111] (Chair: YEUNG Hong Ting, Joyce) Cantonese, Bilingualism, and Early Literacy Development in Hong Kong Children LAU Cindy Wan-yee PolyU CPCE</p>
<p>5:25 pm – 5:40 pm</p>	<p>閉幕式及大合照#2 Closing &amp; Group photograph#2</p>

會議須知  
Instructions

1. FoCaL

**【報告時間】**

每場報告長30分鐘，分兩部分：頭5分鐘簡述要旨（類似「電梯簡報」）；後25分鐘加以闡釋，中途聽眾可以隨意發問、評論。

**【報告語言】**

粵語、英文、普通話

Presentation time

Each presentation would be 30 minutes long. In the first five minutes we encourage our presenters to deliver the main idea (like an elevator pitch), followed by a 25-minute presentation with details and explanation, interspersed with questions and comments from the audience.

Presentation language

Cantonese, English and Mandarin

2. CALA

報告可以廣東話、普通話或英語進行。報告時間 20 分鐘，之後有 10 分鐘問答。 Presentations may be delivered in Cantonese, Mandarin, or English. Each session lasts 30 minutes, arranged as follows: 20 minutes for presentation + 10 minutes for Q&A.

鳴謝  
Acknowledgments

衷心感謝香港粵語應用語言學學會、香港理工大學專業及持續教育學院同香港語言學學會嘅大力支持，同時好感激林珮怡博士、劉蘊怡博士、梁慧敏博士(按姓氏英文排序)以及一眾匿名審稿人嘅熱心幫忙，使得今次論壇順利籌辦。

We would like to express our gratitude to the support of CALA, PolyU CPCE and The Linguistic Society of Hong Kong, as well as the great help from Dr. Esther LAM, Dr. Cindy Wan-ye LAU, Dr. Wai Man LEUNG (in alphabetic order of surnames) and the anonymous reviewers.

第一屆粵語應用語言學研討會籌委

The Organizing Committee of The First Cantonese Applied Linguistics Conference

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第九屆粵語語言學論壇籌委  
The Organizing Committee of The Ninth Forum on Cantonese Linguistics

**【有關我哋】**

我哋係一班對粵語語言學有興趣嘅研究生。由2017年夏天開始，我哋一直有搞一啲非正式嘅讀書會。呢個模式對我哋幫助好大，所以我哋希望更進一步，發起呢個以學生為主嘅粵語語言學論壇(簡稱FoCaL)。

**【目標】**

我哋想建立一個平台，等學生可以分享最新研究進展、聽取同儕意見。目前唔同院校嘅學生交流唔多，有鑑於此，我哋希望論壇能夠促進跨院校嘅交流同合作。

About us

We are a group of postgraduate students who are interested in Cantonese linguistics. We have been running as an informal reading group since summer 2017. Benefited much from our fruitful discussion, we would like to take a step further to organize a student forum on Cantonese linguistics.

Aim

We hope to establish a friendly platform for students to present their latest work and receive various peers' comments. In light of limited intellectual exchange among students across different institutes, we also hope the forum can stimulate inter-institute collaboration.

**【籌委名單】(按姓氏英文排序)**

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鄧健敏(馬里蘭大學帕克分校)

郁孙豪(南洋理工大學)

List of organizing committee members (in alphabetic order of surnames)

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Carmen Kin-Man TANG (The University of Maryland, College Park)

Sunhao YU (Nanyang Technological University)

我哋誠摯邀請有興趣嘅同學聯絡我哋，一齊傾吓下屆論壇事宜，希望最終由唔同院校接力主辦，促進各院校學生交流。

For FoCaL-10 next year, we look forward to contribution from any interested colleagues, and please feel free to contact us. We hope to facilitate the communication of students from different institutes by changing the host institute annually.

網址 Website: <http://focahongkong.wordpress.com>

電郵 Email: [focahongkong@gmail.com](mailto:focahongkong@gmail.com)

言曲而中：粵語委婉語的古今流變、語用機制與教學應用  
梁慧敏  
香港理工大學

本研究立足社會語用學與認知語言學，結合面子與禮貌理論，旨在探討粵語委婉語 (Cantonese euphemisms) 的古今流變、語用機制及教學轉化。研究採混合方法：歷時考察《廣東新語》、《粵謳》與《廣東俗語考》等跨越250年的文獻；共時基於香港母語者問卷，以及六大行業深度訪談展開實證分析。研究顯示，粵語委婉語具備特定的社會調適規律，在維護面子與降低溝通風險上發揮關鍵作用，由此歸納出四大語用策略。同時，當前人工智能 (AI) 在解讀其深層語用含義時仍存顯著局限。針對對外粵語教學中形式與語用能力失衡的問題，本研究構建了三層級情境教學模式。總體而言，本研究以委婉語拓寬粵語研究的學科廣度，藉由語用學 (pragmatics) 深化理論深度，並透過教學實踐與AI應用落實知識轉移，為粵語研究體系的創新發展提供前瞻性路徑。

關鍵詞：粵語委婉語；古今流變；語用機制；對外粵語教學；社會語用學

## Hai vs Zauhai: Two copulas in Cantonese

Esther Lam

University of Edinburgh

According to Higgins' (1987) classificatory system, (1), (2) and (3) are an equative, predicational and specificational copular clause respectively. In this paper, I argue that *hai* is used in predicational and specificational copular clauses in Cantonese, while *zauhai* is always used in equatives (c.f. Cheng 2021). Hence, the *hai*- and *zauhai*- versions of (3) belong to different categories. In this paper, I show that Cantonese *zau* does not express exclusivity, unlike *jiu* in Mandarin (e.g. Liu 2017); *zau*, instead, marks contrast (c.f. Hole 2004). Since this function of *zau* is inconsistent with the differences between *hai*- and *zauhai*-copular clauses, *zauhai* should not be analysed compositionally.

1. You can't like Stephen King but dislike Richard Bachman...  
Janwai StephenKing #(zau-)hai Richard Bachman // because Stephen King COP Richard Bachman// 'because Stephen King is Richard Bachman.'
2. Siu-ming (#zau-)hai jisang // Siu-ming COP doctor// Siu-ming is a doctor.
3. Mary fanlin ge wandongjyun (zau-)hai Aaming // Mary train COMP athlete COP Aaming // 'The athlete that Mary trains is Aaming.'

I argue that Cantonese specificational sentences express identity, whereas predicational sentences express a member-of-relation (e.g. Heycock 2012, Arregi et.al. 2021). This claim is based on the fact that specificational sentences imply maximality, i.e. the post-copular phrase must refer to the unique and maximal individual that satisfies the description of the pre-copular phrase. For instance, neither the *hai*- nor *zauhai*-versions of (3) can be followed by 'Mary also trains Aafong simultaneously'. On the other hand, predicational sentences do not imply maximality. For instance, (2) can be followed by 'Aafong is also a doctor'. Since the proposition that *x* is proper subpart of *y* is contradictory to the proposition that *x* and *y* are identical, the fact that specificational sentences imply maximality is consistent with them being identity sentences.

A *zauhai*-clause implies maximality, which suggests that it expresses identity, like specificational sentences. However, whereas a *zauhai*-clause is symmetrical in terms of both information structure and the semantic type of the nominals, a specificational clause is asymmetrical in both aspects. In a *zauhai*-clause, both nominals must refer to referents that the addressee assume are different individuals. For instance, in (1), both Stephen King and Richard Bachman refer to referents existing in the discourse. The assertion of (1) is that the two referents are in fact equivalent. The inverse of (1) is felicitous in the same context. On the other hand, a Cantonese specificational sentence, like that of other languages, requires the post-copular phrase to be the focus (e.g. Heycock 2012). For instance, the *hai*-version of (3) is infelicitous as a response to 'Is Aaming an athlete trained by Mary or Susan?', where Aaming functions as the topic. However, it is felicitous as a response to 'Who is the athlete that Mary trains? Is it Aaming or Aafong?', where Aaming functions as the focus. In this context, the common ground has no assumption that 'the athlete whom Mary trains' refers to a

referent that exists independently of both Aaming and Aafong; the QUD is whether the referent of the pre-copular phrase should be identified as Aaming or Aafong. This fact supports the analysis of the first nominal as an individual concept (type  $\langle s, e \rangle$ ), and the clause asserts that the extension of the individual concept equals the referent of the post-copular phrase (Arregi et. al. 2021).

Therefore, based on data from Cantonese, this paper argues that although both specificational and equative sentences express identity (pace. Moro 1997, Mikkelsen 2005 etc.), the former is asymmetrical, while the latter is symmetrical in terms of the semantic types of the nominals and information structure.

**References:** Arregi et. al. 2021 Three arguments for an individual concept analysis of specificational sentences • Cheng 2021 *All structures great and small: On copular sentences with shi in Mandarin* • Heycock 2012 Specification, equation, and agreement in copular sentences • Hole 2004 Focus and background marking in Mandarin • Liu 2017 Varieties of alternatives: Mandarin focus particles

## **Cantonese, Bilingualism, and Early Literacy Development in Hong Kong Children**

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Hong Kong children typically acquire spoken Cantonese well before formal literacy instruction begins. However, written Chinese does not transparently represent pronunciation, requiring children to establish connections among character forms, sounds, and meanings. While Hanyu Pinyin has been widely studied in Putonghua-speaking contexts, comparatively little research has examined whether Jyutping may support emergent Chinese literacy among Cantonese-speaking children.

This talk reports findings from a pilot study investigating how kindergarten children respond to Chinese characters presented with Jyutping annotations. The study explored whether young learners would spontaneously utilise Jyutping as a phonological resource when encountering unfamiliar Chinese characters.

The findings revealed that children actively attended to orthographic and semantic information. Many participants attempted to infer meaning or pronunciation through visual resemblance, familiar character components, radicals, or previously learned words. In contrast, relatively little spontaneous attention was directed towards the accompanying Jyutping annotations. Despite the availability of explicit phonological information, children appeared to rely primarily on character form and meaning when interpreting unfamiliar print.

Rather than suggesting that Jyutping is ineffective, the findings indicate that young children may not automatically recognise Jyutping as a useful literacy resource. The pilot therefore highlights the potential importance of explicit instructional support in helping learners connect spoken Cantonese, phonological representations, and written Chinese.

Drawing on research in Chinese literacy development, phonological awareness, and bilingual literacy, this presentation discusses the implications of these findings for understanding form–sound mapping in early Chinese literacy development.

## 由「雙層言語」審視粵劇《紫釵記》裏面嘅粵語

張群顯

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粵劇用粵音，但係行文其實好多時都唔係粵語，主要係文言文同埋近現代嘅官話。一般嚟講，越係典雅嘅作品，就越少採用粵語口語。作為名氣僅次於唐滌生《帝女花》嘅經典粵劇，唐氏嘅同年作品《紫釵記》竟然有百多個地方用咗相當口語化嘅粵語表達（大部份都係語言學意義上嘅「詞/word」），唔識粵語嘅人通常好難理解；粵語喺呢套劇所佔嘅比例，喺今日經常搬演嘅唐滌生劇作之中，明顯係偏高。

從角色嚟睇，駛用粵語並冇絕對意義上嘅角色限制；可以睇吓下面個表，列出咗喺全部八幕裏面每一幕所執出嚟嘅一啲粵語語句：

幕	發話人 Addressor	受話人 Addressee	唱/說 類型	文本
一	鄭氏	霍小玉	口鼓	喺，呢處有紫玉燕釵一支，係你父王在生之時，向長安老玉工侯景先買嚟畀你嘅，你睇吓(...)
二	李益	浣紗	口白	做乜你訓喺呢處呀？
三	崔允明	李益	韻白	一撇撇你去涼州，等你捱吓啲霜和雪。
四	浣紗	浣紗	托白	信埋啲三姑六婆嘅說話，唉，而家竟弄至身無長物。
五	崔允明	盧杞	口鼓	有道話針唔到肉都唔知痛，霍家小玉一樣有爺教有乸生。。
六	霍小玉	黃衫客	口鼓	除咗求仙、求佛之外，仲有邊個能夠保佑得我與夫郎一見，永訣餘情吖？
七	黃衫客	鄭氏	口鼓	你使乜咁傷心吖！
八	霍小玉	浣紗	口白	你番去同我話畀阿媽聽，(...)我今日知錯囉。

從角色嚟睇，呢八段文字出自六個唔同嘅角色。雖然話駛用粵語並冇角色嘅限制，但係，唔同角色駛用粵語嘅頻率有高有低，由好少用嘅「黃衫客」到用得好多嘅霍家婢女「浣紗」不等。

粵劇入面嘅粵語，所體現嘅係雙層言語 (diglossia) 入面嘅底層。呢篇文試圖盡量列出所有用粵語表達嘅段落，分析佢哋喺咩場合出現，從而說明佢哋以底層言語形式出現嘅理據同埋所起嘅作用。呢度講嘅「出現場合」，既包括語言學意義上嘅場合 (situation)，亦都包括當時所採用嘅粵劇裏面唱嘢或者講嘢嘅類型。本文亦會進一步論述呢啲粵語表達所發揮嘅戲劇效能。

呢啲粵語表達，喺演出嗰陣嘅「中文」字幕應該要點樣處理，坊間有各種唔同嘅睇法，亦係一個好值得斟酌嘅問題；本文會基於以上嘅論述，一併提出相關嘅建議。

## SFP-Usage in a Cantonese and Mandarin Translation of *Le Petit Prince*

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*Le Petit Prince*, a 1943 novella by WWII aviator, Antoine de Saint-Exupéry, is the most non-religious, translated work in the world, with 7,773 distinct editions in 665 different languages and dialects.<sup>1</sup> Standard (Mandarin-based) Chinese translations alone total 1,443 editions. Besides Mandarin Chinese, the novella has also been translated into three other Chinese varieties, namely, Cantonese (one translation), Hakka (2 translations), and Southern Min (3 translations), and these were published either in Hong Kong, for the Cantonese translation, or in Taiwan, for the Hakka and Southern Min translations.

This presentation is a cross-linguistic study of pragmatic sentence-final particles (SFPs) in the Cantonese translation by Tsoi (2021), and in the Mandarin Chinese translation by Li (2013),<sup>2</sup> focussing on the dialogues of four main characters, namely, the little prince and his flower, plus the snake and the fox. This covers 4 of the novella's 27 chapters, with 12 different Cantonese SFPs and 5 different Mandarin SFPs. The two translations are each accompanied by at least one online audio recording uploaded by enthusiasts. Thus, a comparison can be conducted both textually and acoustically, in making use of the audio recordings.<sup>3</sup>

SFPs have been chosen for several reasons. Firstly, they are absent in the French novella. The Chinese SFPs have pragmatic functions, such that their omission in the dialogues would sound stilted and unnatural. At the same time, within the Chinese language, there are significant differences in SFP-usage between Cantonese and Mandarin, due to Cantonese having many more SFPs. Sources propose 30 or so (Kwok 1984:8), or as many as 62 (Egerod 1984). Cantonese SFPs may also occur singly or in clusters of two or even three. And lastly, Cantonese SFPs are more complex acoustically in not only bearing lexical tone but may also vary in duration of up to, or even exceeding, one second for affective usage. The different types and tokens of SFPs—and their oral production and usage—in the dialogues in the four chapters in these two Chinese translations will be analyzed and presented.

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<sup>1</sup> Petit Prince Collection. URL: <<https://petit-prince-collection.com/lang/intro.php?lang=en>>. Accessed 03.17.2026.

<sup>2</sup> Li's (2013) translation, in Simplified Chinese, is chosen for one important reason. Baidu's web page for Jihong Li (李继宏) states that in April 2015, his 2013 translation of *Le Petit Prince* was the only Simplified Chinese translation that was officially recognized by the Saint-Exupéry Foundation in France. URL: <<https://baike.baidu.com/item/%E6%9D%8E%E7%BB%A7%E5%AE%8F/10804352>>. Accessed 03.17.2026.

<sup>3</sup> Cantonese (divided into chapters): 《小王子》粤语故事版, 第一章 <[https://www.bilibili.com/video/BV1Bu411T7ei/?spm\\_id\\_from=333.337.search-card.all.click](https://www.bilibili.com/video/BV1Bu411T7ei/?spm_id_from=333.337.search-card.all.click)>. Mandarin:《小王子》有声书. <<https://www.youtube.com/watch?v=ppDnSVTdZnl>>. Accessed 03.17.2026.

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粵語白話嘅流行曲歌詞中嘅聲韻同身份建構功能：  
以My Little Airport《邊一個發明了返工？》為個案研究

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本文以My Little Airport作品《邊一個發明了返工？》為個案，探討粵語白話嘅粵語流行曲歌詞創作中嘅語言特徵及其功能。相較於主流粵語流行曲多以標準書面語入詞，呢首作品混合咗書面語同粵語白話，並頻繁使用口語詞彙，為語言運用提供一個值得研究嘅例子。本文主要研究兩個問題：(一) 作品歌詞中嘅押韻及聲韻結構；(二) 其係表達及社會語言學層面上嘅功能。

本研究採用質性文本分析方法，分析歌詞中嘅聲音模式，包括尾韻(end rhyme)、同韻(identical rhyme)同頭韻(alliteration)，以及重複(repetition)等語篇特徵。結果顯示，尾韻係最主要嘅押韻方式，主要圍繞元音韻母 /uŋ/(ung) 及 /yn/(yun) 組成。歌詞透過尾韻、同韻及重複句式建立整體聲韻結構，顯示粵語白話同樣可以配合流行曲歌詞常見嘅押韻策略。另一方面，歌詞重複使用部份句子及句式，不但加強節奏感，亦有助突顯作品所描寫嘅焦慮。

此外，分析顯示標準書面語同粵語白話之間嘅交替，除咗受到旋律同聲調配合嘅限制之外，亦反映創作者嘅表達選擇。例如部分語法成分嘅選用可能與旋律配合有關，而「返工」、「生仔」、「買樓」等高度口語化詞彙，則令歌詞更貼近日常語言實踐，呈現較鮮明嘅口語風格。呢啲語言資源亦有助建構作品中對香港日常生活嘅描寫。

從社會語言學角度嚟睇，上述口語化語言形式可被理解為一種身份索引，透過標示本地粵語社群常用嘅語言資源，建立作品嘅本土文化定位。粵語白話嘅歌詞中嘅運用，亦有助拉近創作者同聽眾之間嘅距離，並強化作品與香港社會文化語境之間嘅連結。以上發現同Snow (2004) 有關書面粵語表達功能嘅論述互相呼應。

總括而言，本文指出粵語白話不單能夠配合押韻等歌詞創作技巧，亦可作為建構本土文化意義嘅語言資源。由於本文採用個案研究設計，研究結果未必能直接推廣至所有粵語流行曲作品，但可作為理解粵語白話嘅香港流行文化中運作方式嘅初步探索，並為粵語應用語言學研究提供參考。

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跨平台語境中的粵語風格化實踐與文化認同建構  
——以「攞佬」音樂作品為例

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摘要:本研究基於認知社會語言學(Cognitive Sociolinguistics)的理論視角,探討當代流行文化語境中粵語資源的創造性調用、風格化實踐及其在文化認同建構中的作用。從認知社會語言學視角看,語言意義並非固定存在於語言形式之中,而是在社會互動與文化情境中動態建構而成。因此,流行文化中的粵語風格化實踐(以「攞佬」音樂現象為例),可被視為使用者通過語言資源的選擇、重組與再創造,建構身份意義並形塑文化認同的過程。本研究結合質性話語分析與網絡民族誌(Netnography),分析「攞佬」歌曲歌詞及YouTube、bilibili 平台高互動評論語料,考察粵語資源的風格化調用方式,以及不同社群在語言理解、文化認同與身份定位方面的詮釋差異。研究發現,粵語在流行文化創作與傳播過程中,通過創造性調用、語碼嵌入、語義重構與再語境化等方式,被重新建構為具有社會意義的符號資源,並參與情感表達、文化記憶與身份建構。跨平台分析顯示,不同社群基於自身語言經驗與文化位置,形成差異化的接受模式。本研究揭示了方言資源在數字時代流行文化中的動態意義生成機制,說明語言資源如何在社會互動與文化實踐中被重新賦義,並為理解語言風格化、文化認同與身份建構之間的關係提供新的分析視角。

關鍵詞:認知社會語言學;粵語風格化;流行文化;文化認同;網絡民族誌

香港粵語中的「V落」結構(如「佢睇落幾好」、「呢本書睇落好好睇」)可用以表示動作的開始並引出評價。鄧思穎對「落」的分析涵蓋其與及物、不及物動詞的配搭情況和與英語中動句(middle construction)的相似性<sup>4</sup>，強調該結構引導的評價部分在句法上不可缺少<sup>5</sup>；譚雨田提出「V落+評價」可以視作一個緊縮的條件複句<sup>6</sup>；李雅婷分析了「落」與不同動詞的配搭規律(例如傾向於單音節及物動詞)<sup>7</sup>。至於該結構串連起的「話題」、「條件」兩大關鍵屬性之間的內在聯繫，似乎不甚完善。本文嘗試引入John Haiman的「條件句即話題」理論<sup>8</sup>，重審鄧、譚、李等前學的觀察，從理論上解釋「V落」之後必須出現評價部分的現象，深化「落」對動詞的選擇限制，將其歸因於條件複句對分句的要求，以及補充既往研究未及詳述的「V落」結構引導評價時的一些句法表現。

「條件句即話題」的理論建立在Haiman對共時的土耳其語、他加祿語等語言的條件分句和話題標記的研究之上，他指出即使在親屬關係甚遠的語言中，條件分句和話題標記的形式也經常是同一的。話題代表說話者和聽話者雙方都認可其存在的實體，由此，如果否定一個帶有「V落」結構的粵語句子(a)，只有(b)是符合表達習慣的，(c)則不符：

- (a) 呢本書睇落好好睇。(這本書看著很好看。)  
(b) 呢本書睇落唔係幾好睇。(這本書看著不是很好看。)  
(c)\*呢本書唔睇落好好睇。(\*這本書不看著很好看。)

可見，「V落」之前確實能夠視作一個話題，不能被否定所取消<sup>9</sup>。同時，在該結構中，「V落」部分設定了一個假設性的話題情境，如果想給普通話母語者解釋(a)，可以解釋為「如果看了這本書，會覺得很好看」，可見(a)從語義上又帶有條件複句的特徵。條件複句由條件分句(即「話題」)和主句(即「評價」)構成，這解釋了「V落」之後必須出現評價部分的原因。

以上句法形式都是「受事主語+V落+評價」，但李雅婷還提出「施事主語+V落+受事賓語+評價」(如「佢食落個蛋糕覺得幾好味」)的形式<sup>10</sup>，其共性在於：音韻上「落」總是優先搭配單音節動詞；學生推想雙音節動詞的語音長度容易打破這類緊縮後特殊的條件複句的緊湊性，導致話題的預設屬性弱化，而單音節動詞與「落」的組合更易被聽話者識別為條件情境<sup>11</sup>，從而作為話題順利地引出後續評價

<sup>4</sup> 中動句的結構特徵可以從論元角色角度歸納為：主語是受事，謂語採用主動形態，施事可以省略。

<sup>5</sup> 鄧思穎：《粵語語法講義》(香港：商務印書社)，2015年，頁86-87。

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<sup>7</sup> 李雅婷：《粵語後綴「落」的語法特點探究》(香港中文大學中國語言及文學系1516-0314「專題研究」論文，鄧思穎指導，2016年)。

<sup>8</sup> Haiman, J., "Conditionals are topics." In *Language*, vol. 54, 1978, p. 564-589.

<sup>9</sup> 譚雨田在〈香港粵語「V落」的語法特點〉中提出判斷一個成分是否為話題的檢驗方法是使用一些語氣詞或者插入成分，能夠成立的就是話題，例如「嗰碗湯飲落好好味」「嗰碗湯飲落呢，好好味」「嗰碗湯飲落呢，係咪好好味」都是可以接受的。但是學生懷疑，單憑這樣的檢驗並不足夠有力。例如「我今日寫緊論文」也可以寫成「我今日呢，寫緊論文」，不能說原句一定不是話題句，但這樣的檢驗方法只能證明「能夠使用語氣詞/插入成分」是「是話題句」的必要條件，不能證明其充分性。這樣的單向箭頭不適合用作論述話題與條件分句之間的關聯。否定測試是檢驗預設(Presupposition)的充分條件，能通過否定測試的部分能視作會話的預設。話題作為「說話者和聽話者雙方都認可其存在的實體」(引自正文)，與預設具有相同的語義特徵，因此通過否定測試和「使用語氣詞/插入成分」的測試，可以判斷「V落」之前是這個句子的一個話題。

<sup>10</sup> 李雅婷認為這種形式的第一人稱主語可省略(如「食落個蛋糕幾好味」隱含「我」)，因說話者的主觀評價本身具備預設性；而第二、三人稱主語不可省略(如「\*食落個蛋糕覺得幾好味」不可指「他」)，否則會導致話題的施事指向模糊，破壞條件分句的明確性。此外，該形式可轉化為話題句(如「個蛋糕佢食落覺得幾好味」)，事實上強化了「針對該蛋糕的嘗試」這一條件預設。本文認可並採納這一觀點。

<sup>11</sup> John Haiman認為，話題傾向與出現在句首或左移位位置，句法上直接受句子支配，而不隸屬於其他成分

;語法上「落」總是傾向搭配及物動詞:及物動詞天然攜帶<施事,受事>的論元關係,如果省略施事,受事就能自然地成為條件分句的核心,而不及物動詞往往只攜帶<施事>一個論元,語義上難以構建針對受事的假設性體驗,難以形成有效的條件話題<sup>12</sup>;語義上受到動詞的事件意義的制約:如果依照Vendler和Smith的事件意義分類,只能搭配活動體(如「呢本書睇落好好睇」)和一次體(「道門敲落好響」)謂詞,前者蘊含從沒做到開始做某個動作的轉變,後者蘊含可復現的<sup>13</sup>、瞬間的動態過程,能夠形成條件情境。

學生結合後學研究成果,補足了《講義》中沒有列出的句法形式(「施事主語+V落+受事賓語+評價」),並通過引入「條件句即話題」理論,嘗試解釋了一些配搭的可行性與「條件」之間的聯繫,得出以下結論:「V落」構建的假設情境既是緊縮的條件分句,也是句子的話題核心,評價作為對話題的必要回應,其不可省略性來自條件複句在結構上的要求,而在選擇動詞時,必須滿足條件話題「穩定、被對話雙方所認可、成為會話預設的一部分」這些核心需求。

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,這樣的結構直接服務於認知,正是這種位置上的顯著性,使得聽話者能感受到話題的存在。學生推測:如果話題標記變得冗長,與後續評論區分的邊界不再明確,便會在語感上令聽話者難以接受。

<sup>12</sup> 李雅婷認為存在以下例子「病落先知道有幾辛苦」,說明不及物動詞並不一定要帶上處所賓語才能成句。如果套用「條件句即話題」的理論,還是可以解釋的:這裡的「病」雖然沒有外在受事,但含有主語受到動作影響的語義,可以轉化為「主語經歷了某某動作」的條件話題,即「如果我要生病了,才會知道有多辛苦」。

<sup>13</sup> 李雅婷將能與「落」搭配的一次體謂詞的特徵歸納為「並不是進入另一個結果,是可以被『嘗試』的」,並以「敲」為例,以「醒」、「死」為反例,學生認為這一解釋並不完美:一次體謂詞之所以與活動體區分開,本質上是因為這些動作的瞬時性,如欲在其內部再做細分,第一步應該考慮其有沒有受事(是否及物),第二步才應考慮其是否改變受事的狀態。想像這樣一個句子,「\*塊石砸落好碎」,之所以不合適,是因為「砸」雖然是及物動詞,但這一動作使得受事的狀態由完整變成破碎,不可逆,無法復現同一條件。如果套用「條件句即話題」的理論,就可以解釋其為什麼不能與「落」搭配:「V落」需要提供一個穩定的條件情境,只有可復現的動作(如「敲」、「拍」)才能保證每次實施該動作都能得到類似效果,使得後續評價具備認知上的連貫性和客觀依據的支撐。

## Intra/ter-Phasal (A)symmetry in Cantonese Adjectival Reduplication

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**The Puzzle** Cantonese adjectival reduplication exhibits a morphological bifurcation: partial reduplication (*syut3-baak6* ‘snow-white’ to *baak6-syut1-syut1*) versus full reduplication (*gon1-zeng6* ‘clean’ to *gon1-gon1-zeng6-zeng6*). I challenge the traditional view that treats partial forms as lexical idiosyncrasies, proposing instead that the full/partial shape is a deterministic read-out of structural (a)symmetry. The only lexical residue is the choice of depictor (e.g. why ‘cold’ takes *bing1* ‘ice’, not *syut1* ‘snow’), which never reaches the shape itself.

**The Mechanism** All adjectival reduplication is triggered by a non-scalar functional head **Inst** (*Phenomenological Instantiator*), which supplies a [v] feature (licensing predication) and turns an individual-level property into a stage-level one. Its exponent RED copies the phonological string of its local host (Embick & Noyer 2001; Embick 2010). The geometry of the base fixes that host, hence whether copying is partial or full.

**Asymmetric Bases** In depictive compounds, the core property is an inner *aP* phase, opaque at Transfer (Marantz 2007), so RED copies only the active local domain, yielding partial reduplication. The depictor sits under a **Sensory** head (a qualia filter, with a [EXPR] feature). AAB and ABB share one base, differing only in information structure: the depictor is copied in both; the core *aP* stays in situ (AAB *jam1-jam1-dung3* ‘gloomy-cold’) or A'-moves by [FOC] to a word-internal FocusP (ABB *baak6-syut1-syut1*; cf. Corver 2005), with a floating H% on EvalP. Ideophonic bases show this alternation overtly (*laap6-laap6-lyun6* ~ *lyun6-laap6-laap6* ‘messy’).

(1) a. AAB: [<sub>InstP</sub> RED [<sub>SensoryP</sub> *jam1* [<sub>aP</sub> *dung3*]]] → *jam1-jam1-dung3*

b. ABB: [<sub>FocusP</sub> *aP-baak6* [<sub>EvalP</sub> H% [<sub>InstP</sub> RED [<sub>SensoryP</sub> *syut3* ⟨aP⟩ ]]]] → *baak6-syut1-syut1*

**Symmetric Bases** Full reduplication arises when Inst-RED scopes over a symmetric base, for example, two roots merged with no projecting head, e.g. { $\sqrt{\text{GON}}$ ,  $\sqrt{\text{ZENG}}$ }. RED lowers to the categoriser (Embick & Noyer 2001; Lee-Kim 2017) but cannot single out a host root: the roots are parallel and featurally identical, so neither can be privileged (2). Copying the whole M-Word would wrongly yield ABAB. But since the affix must still be realised (Lasnik 1981) yet can neither select one root nor fuse into a portmanteau, the only convergent option is exhaustive pointwise copying of each root (3).

(2) Lowering: [<sub>InstP</sub> ... [<sub>aP</sub> *a*+RED [<sub>∅</sub>  $\sqrt{\text{GON}}$   $\sqrt{\text{ZENG}}$  ]]]

(3) Exhaustive Copying: [<sub>aP</sub> [<sub>M-Word</sub> *a* [RED- $\sqrt{\text{GON}}$ ] [RED- $\sqrt{\text{ZENG}}$ ]]] → *gon1-gon1-zeng6-zeng6*

**Evidence** Dual-pattern *cil-lap6* ‘sticky/damp’ surfaces as partial (*cil-lap6-lap6*, *lap6-cil-cil*) or full (*cil-cil-lap6-lap6*, *lap6-lap6-cil-cil*) under a depictive vs. coordinative parse. More crucially, even non-iconic prosaic bases with no Sensory head (e.g. *tau4-tung3-tung3* ‘head-ache’) reduplicate partially, because each still contains an inner *aP* phase that confines RED to the local domain. A pure lexicalist listing would miss this generalisation.

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## **Differences in the Use of Cantonese Sentence-Final Particles Among Immersed and Heritage Speakers in the United States**

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Cantonese sentence-final particles (SFPs) play a central role in expressing speakers' stances, epistemic attitudes, and emotions. While previous studies have analyzed SFPs from phonological, syntactic, semantic-pragmatic, sociolinguistic, and historical perspectives (Kwok 1984, Law 1990, Tang 2002 Cheung 2009), research on their acquisition remains limited. Existing work (Ko 2000) has focused primarily on child language acquisition in Hong Kong, leaving adult acquisition—particularly among heritage speakers—largely unexplored. This gap is significant given the importance of SFPs in everyday Cantonese communication and the growing population of Cantonese heritage speakers in diaspora communities such as the United States.

To bridge this gap, this study explores the production of SFPs by Cantonese speakers from diverse background, evaluating their competence of using SFPs in spontaneous speech and in controlled settings and analyzing the factors that affect their production. This study aims to address the question: Do Cantonese speakers from diverse backgrounds differ in their production of SFPs?

This study examines two groups of adult Cantonese speakers in the U.S.: (1) Immersed speakers, born in Hong Kong, Macau, or Guangzhou, who moved to the U.S. after age 16. Cantonese is their first language, and they speak English as a second language. (2) Heritage speakers, born and raised in the U.S. or who arrived before age 11, exposed to both Cantonese and English from early childhood and using both regularly. Because immersed speakers acquired Cantonese in a Cantonese-dominant environment and maintain native proficiency, they serve as the control group.

Grounded in experimental and sociolinguistic approaches, this study combines a background survey on demographics and language history with oral interviews. The interviews include spontaneous speech tasks (e.g., icebreakers, language learning experiences, narratives) and controlled role-plays requiring participants to use specific SFPs in hypothetical scenarios. Twenty participants (10 immersed, 10 heritage) took part voluntarily.

The results reveal clear group differences: In spontaneous speech, immersed Cantonese speakers produced SFPs far more frequently than heritage speakers and demonstrated a wider range of SFP types, whereas heritage speakers tended to use fewer and less varied forms. In controlled role-play tasks, immersed speakers successfully employed specific SFPs to complete dialogues, while heritage speakers often found it challenging to incorporate these markers appropriately. Furthermore, while parental input remains a crucial factor influencing heritage speakers' language development, this study suggests that sociolinguistic environment also plays a significant role in shaping heritage language proficiency.

This study advances research on Cantonese SFP acquisition by revealing production differences across Cantonese-speaking populations and underscoring the influence of sociolinguistic factors on heritage language development.

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香港粵語母語者與非母語者口語敘事差異之敘事結構與語言特徵分析  
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研究背景:粵語是香港的主要日常語言,但部分能以粵語溝通的香港新移民(即粵語非母語者)與本地粵語母語者在粵語使用上仍存在一定差異。口語敘事能反應使用者對語言的掌握情況(Lam等, 2025),因此可以作為分析母語者與非母語者語言使用差異的重要途徑。本研究通過比較香港粵語母語者與非母語者在口語敘事中的敘事結構與語言特徵,旨在量化兩組人士在粵語使用上的差異。研究結果不僅有助於深化對粵語口語敘事能力的理解,也為香港新移民的語言學習提供實證基礎,從而支持其更有效地融入本地社會。

研究方法:本研究的語料來自香港敘事口語語料庫(Yang, 2025),筆者在母語組和非母語組中各自挑選了30名敘述者對《青蛙你在哪里》(Mayer, 1969)進行的粵語口語敘事文本,並從敘事結構和語言特徵兩個方面進行分析。敘事結構方面,筆者參照經典框架(Kang, 2003)將每一個分句標記為不同的類別:背景設定(Orientation)、附錄(Appendages)、事件(Events)、延續性(Duratives)和評價(Evaluations)。語言特徵方面,筆者使用CLAN(MacWhinney, 1996)直接提取了敘述時長、語句數目、平均語句長度、類型數目、詞彙數目、每分鐘詞彙數目、類型詞彙比例、不同詞類百分比等等語言特徵。除描述性統計外,筆者還進行了多組配對樣本t檢定以比較兩組敘述者之間的差異。

主要發現:敘事結構方面,除「延續性」「事件」這兩類別外,兩組敘述者在其餘三個類別均呈現顯著性差異。二者在「評價」(Evaluations)一項差異較大(母語組:18.7%;非母語組:12.9%),筆者發現母語者在敘述故事時會更多地描繪故事中角色的心理活動或心理狀態,也有更多的評論性語句。語言特徵方面,母語者的敘事時長顯著高於非母語者(母語組:平均281.8秒;非母語組,平均229.9秒),反映其敘事過程較為充分,並能夠展開敘事。在詞類分佈上,兩組受試者於名詞、動詞、形容詞與副詞的使用百分比差異不大;然而,母語者在敘事中使用更多連詞(母語組:2.3%;非母語組:2.0%),顯示其語篇連接與組織能力更加成熟。

結論:總體而言,兩組敘述者在口語敘事的敘事結構和語言特徵方面均存在一定差異。與非母語者相比,母語者在敘述故事時語言更連貫、想像更豐富、故事更完整。

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從流行文化到粵語學習：  
港劇與粵語流行音樂對中國內地學習者學習動機之影響  
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## 摘要

### 目的

本研究旨在探討香港流行文化(主要包括港劇同粵語流行音樂)對內地粵語學習者學習動機同學習行為嘅影響。研究以出生於1975年至1999年間之中國內地粵語學習者為對象, 考察其透過接觸港劇及粵語流行音樂而形成嘅語言學習歷程。具體而言, 研究關注兩個核心問題: 1) 港劇同粵語流行音樂係粵語學習動機形成中嘅作用係乜嘢? 2) 流行文化中嘅情感同勵志元素如何透過學習動機影響學習者嘅學習投入並促進其學習成效? 本研究強調該年齡群體嘅文化經驗, 並從流行文化情境出發分析語言學習過程。

### 研究設計／方法論／研究方法

本研究採用混合研究方法, 結合定量問卷調查同定性半結構化訪談, 以探討流行文化因素係粵語學習中嘅作用機制。定量分析評估港劇、粵語流行音樂興趣及勵志因素感知對學習動機、學習投入同學習成效嘅影響, 並採用結構方程模型(SEM)分析變量之間嘅關係路徑。問卷設計涵蓋港劇同港樂接觸程度、情感認同、學習動機及學習行為等變量, 並採用Likert量表進行測量。半結構化訪談則針對部分學習者深入了解他們對港劇、粵語流行音樂興趣同勵志元素嘅個人感受、學習動機形成過程及語言學習投入情況。為進一步提高模型嘅解釋力同適用性, 研究採用偏最小二乘法(PLS-SEM)進行數據分析, 並對測量模型嘅信度同效度進行檢驗。

### 研究發現

研究結果表明, 係流行文化驅動嘅粵語學習過程中, 學習者表現出較強嘅學習動機同學習投入。與單一興趣驅動相比, 港劇同粵語流行音樂嘅綜合影響能夠提供更具吸引力嘅學習體驗, 使學習者更主動地參與語言學習。進一步分析發現, 情感同勵志元素、文化認同以及媒介接觸程度對學習動機同學習投入均產生顯著影響。同時, 學習動機係流行文化因素與學習成效之間發揮中介作用, 促進學習者語言能力嘅發展。

### 原創性／價值／意義

尽管流行文化係語言學習中嘅作用已受到一定關注, 但以港劇同港樂為核心、結合勵志元素探討粵語學習動機嘅研究仍較為有限。本研究基於結構方程模型對相關因素進行實證分析, 為粵語應用語言學研究提供新嘅視角, 並對今後係語言教學中引入流行文化資源具有一定參考價值。

### 關鍵詞

粵語學習; 學習動機; 流行文化; PLS-SEM

## **Macao Students' Self-Formation in Mainland China–Cantonese as a Resource, Not a Barrier**

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This study examines the self-formation practices of Macao undergraduate students—an often overlooked group in intra-cultural, cross-border higher education—studying at a mainland Chinese university. Through the lens of language and intercultural communication, it draws on Marginson's (2024) concept of “self-formation”, which critiques the assimilationist paradigm for positioning non-local students as passive subjects who must adjust their identities and language practices to the host context. Such a perspective often implies Cantonese is a deficit that hinders successful acculturation (Feng & Zhang, 2024; Lee et al., 2020; Lou, 2021).

Based on 10 in-depth narrative interviews with Macao undergraduates at a Project 211 university in eastern China, and supplemented by interviews with students in other Mainland universities, the study examines how students narrate their Cantonese practices, sense of identity and belonging, and how these shape key dimensions of self-formation, including learner autonomy, reflexive agency, will to learn, disciplinary knowledge immersion, and experiences beyond the classroom.

Findings suggest that Cantonese functions as domain-specific cultural capital in students' self-formation. In informal social contexts, it sustains belonging, supports Macao identities, and enables flexible positioning across Macao and Mainland cultural worlds. It also facilitates intercultural engagement by sparking interaction, encouraging reciprocal practices, and supporting the acquisition of Putonghua. By contrast, Cantonese has limited value in formal settings, where Putonghua proficiency remains essential for academic growth and participation.

Overall, the study highlights a domain-based differentiation in linguistic value: while marginal in formal academic structures, Cantonese is significant in informal social domains, an often overlooked yet important part of the higher education experience.

從語言社會化到教學實踐：加拿大粵語傳承語言學習者情感、創傷與身份認同

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本研究集中討論加拿大成人粵語傳承語言(heritage language, HL)學習者嘅學習經驗，並探討語言社會化、情感、語言創傷與身份認同如何影響課堂參與及教學實踐。粵語喺北美高等教育及社區課程中長期面臨資源不足與制度性邊緣化嘅挑戰，亦令現有華語傳承語言教學模式未能有效回應粵語學習者嘅實際需要。

本研究以問卷及深度訪問 20 位加拿大成人粵語傳承語言學習者所得嘅質性資料為基礎，並以語言社會化(Douglas Fir Group, 2016; Duff, 2019)、語言意識形態(Kroskrity, 2000)及身份與投資(Norton, 2013)為分析框架。研究顯示，學習者普遍經歷「早期接觸—語言流失—成年再投入」嘅非線性歷程，並喺過程中累積不同程度嘅情感經驗，包括羞愧、焦慮、挫敗，以及重新建立自信與歸屬感。多位受訪者提及過往喺家庭或課堂中被糾正或比較嘅經驗，形成語言創傷，直接影響其發言意願及課堂參與。而當學習環境提供支持性互動與身份認同空間時，學習者更容易重新投入並持續使用粵語。

本研究就此提出具體教學建議。首先，課堂應採用差異化教學策略，以回應傳承學習者與第二語言學習者喺口語與讀寫能力上嘅落差，例如設計分層口語任務及多模態練習(Valdés, 2001)。其次，教師需建立低壓力及支持性嘅學習環境，透過同儕合作及過程性評估減低焦慮(Leeman, 2005)。第三，教學內容應結合流行文化及在地社群資源，以提升學習嘅相關性與參與度。最後，課堂應為學習者提供反思身份認同嘅空間，將語言學習與個人經驗及文化歸屬感連結起來。

本研究強調粵語傳承語言教學不應僅以標準語能力或語言正確性為核心，而應重視學習者嘅情感經驗與社會背景，並將其視為教學資源。透過結合語言社會化視角與具體課堂策略，本研究為粵語應用語言學提供以教學實踐為導向嘅分析框架，並為喺資源有限及學習者多樣化情境下嘅傳承語言教學提供參考。

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Generative AI點樣擴闊語言使用機會：  
由計劃性偶發理論睇廣東話再活化嘅個案

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近年，Generative AI 令翻譯、傳譯同語音互動變得更日常，亦為語言使用帶來新機會。本發表關注嘅唔係 AI 會唔會取代人類嘅語言使用，而係 AI 會唔會反過來令人重新有機會自己使用一種語言。本發表並唔將廣東話理解為全球意義上嘅少數語言，而係關注發表者生活緊嘅日本呢個具體處境：日常入面幾乎有機會使用廣東話嘅發表者，點樣因為 AI 語音對話功能而重新開口講廣東話。

理論上，本發表借用計劃性偶發理論，指出個體可以透過好奇心、彈性、持續性、樂觀同冒險精神，將偶然出現嘅機會轉化為有意義嘅發展 (Mitchell et al., 1999)。方法上，本發表採用自我民族誌 (autoethnography)，以發表者自身經驗作為分析材料 (Ellis et al., 2011)。發表者曾喺香港留學同工作，其後返日本生活十幾年，因為缺乏使用場景，幾乎冇再主動使用廣東話；直到偶然接觸到 ChatGPT 嘅語音對話功能，先重新開始以廣東話同 AI 對話。

本發表指出，AI 語音對話對個人語言資源嘅再活化，主要唔在於 AI 代替使用者完成語言輸出，而在於佢提供咗一個低壓力、可即時回應、可反覆試錯嘅對話場景。即使 AI 嘅廣東話未必完全自然，亦可能受普通話或者書面中文影響，但仍然可以令使用者重新開口，喚起沉寂咗嘅詞彙、語氣、記憶同身體化咗嘅語言經驗。由呢個角度睇，AI 帶嚟嘅唔係語言使用嘅終結，而係使用者同技術共同創造出嚟嘅語言使用機會，亦可以為發表者喺日本使用機會有限嘅廣東話帶來再活化嘅可能。

## Definiteness in Cantonese vs Mandarin: bare nouns, classifiers, and demonstratives

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I propose a unified account of the syntax and semantics of four DP types in Mandarin and Cantonese: bare nouns (BN), bare classifier phrases [Cl+N], numeral-classifier phrases [Num+Cl+N], and demonstratives [Dem+Num+Cl+N]. The analysis reconciles two influential but partial approaches: [5], which offers a well-articulated DP syntax but under-generates the empirical distribution of Mandarin definites, and [4], which captures semantic contrasts in Mandarin but addresses neither syntactic composition nor the case of Cantonese. Empirically, both languages allow BNs with definite and indefinite interpretations, but Cantonese [Cl<sub>SG</sub>+N] additionally has a definite use. Cantonese therefore has three surface forms for definiteness: BN, [Cl<sub>SG</sub>+N], and [Dem+Cl<sub>SG</sub>+N]. Building on situational semantics ( $r$  = type of situations), I propose the following entries:

- (a)  $\llbracket \text{BN} \rrbracket = \lambda s \lambda x. \text{BN}_s(x)$  following [2], with  $\cup$  mapping kinds to properties
- (b)  $\llbracket \text{AT} \rrbracket = \lambda P_{et} \lambda x. [P(x) \wedge \neg \exists y \in P [y < x]]$  AT for atomic
- (c)  $\llbracket \text{Cl}_{\text{SG}} \rrbracket = \lambda P_{(r,et)} \lambda s \lambda x. \text{AT}(P_s)(x)$
- (d)  $\llbracket \text{Num}_{\#} \rrbracket = \lambda P_{(r,et)} \lambda s \lambda x : \text{AT}(P_s)(x). \exists f [^*f(P_s)(x) \wedge |f(P_s)| = \#]$
- (e)  $\llbracket \text{Dem} \rrbracket = \lambda s \lambda P_{(r,et)} \lambda Q_{(e,t)} : \exists s' \supseteq s [|P_{s'}| > 1]. \iota x [P_s(x) \wedge Q(x)]$
- (f)  $\llbracket \text{index } i \rrbracket^g = \lambda x. [g(i) = x]$
- (g)  $\llbracket \iota \rrbracket = \lambda s \lambda P_{(r,et)} \lambda Q_{(e,t)} : \exists! x [P_s(x) \wedge Q(x)]. \iota x [P_s(x) \wedge Q(x)]$

$\iota$  introduces a uniqueness presupposition, while Dem introduces anti-uniqueness. Num introduces a choice function  $f$ , allowing us to derive an asymmetry that [1] reports but does not account for: in Mandarin (and in fact, also Cantonese), [Cl<sub>SG</sub>+N] is not a phonological reduction of [one+Cl<sub>SG</sub>+N], as the former can only be non-specific, but the latter can be both specific and non-specific. The compositional structure is:

- for indefinite noun phrases [DP [D] [NumP [Num] [CIP [Cl] [NP [N]]]]]
- for definite noun phrases [DP [Spec] [D' [D] [NumP [Num] [CIP [Cl] [NP [N]]]]]]].

The resulting DP denotations are:

- (h)  $\lambda s \lambda x : \text{AT}(\cup \text{BN}_s)(x). [^* \cup f(\text{BN}_s(x)) \wedge | \cup f(\text{BN}_s) | = \#]$  Mandarin/Cantonese indefinite [Num<sub>#</sub>+Cl<sub>SG</sub>+N]
- (i)  $\exists! x [\cup \text{BN}_s(x)]. \iota x [\cup \text{BN}_s(x)]$  Mandarin/Cantonese definite BN
- (j)  $\exists! x [\text{AT}(\cup \text{BN}_s)(x) \wedge Q(x)]. \iota x [\text{AT}(\cup \text{BN}_s)(x) \wedge Q(x)]$  Cantonese definite [Cl<sub>SG</sub>+N]
- (k)  $\exists s' \supseteq s [| \text{AT}(\cup \text{BN}_{s'}) | > 1]. \iota x [\text{AT}(\cup \text{BN}_s)(x) \wedge g(i) = x]$  Mandarin/Cantonese demonstrative [Dem+Cl<sub>SG</sub>+N]

I propose that definiteness involves a situational restriction  $Q$  in Spec-DP. This externally supplied restriction is independently motivated cross-linguistically and even cross-modality, as [3] show that in American Sign Language, sign height can overtly widen or narrow contextually supplied nominal domains, suggesting that domain restriction may be syntactically represented outside the determiner itself. Definite BNs take a trivial restriction ( $Q = \lambda x. \top$ ), thus making them dispreferred compared to [Cl<sub>SG</sub>+N] in Cantonese (which can combine with a contextually supplied non-trivial  $Q$ ) in anaphoric contexts. [Dem+Cl<sub>SG</sub>+N] is also possible in anaphoric contexts, but differs from [Cl<sub>SG</sub>+N] in presuppositional strength: [Cl<sub>SG</sub>+N] adds contextual restriction via  $Q$ , whereas demonstratives require anti-uniqueness and indexing. This derives the preference ranking [Cl<sub>SG</sub>+N] > BN (greater informativeness), with a possible preference for [Dem+Cl<sub>SG</sub>+N] depending on whether domain widening ( $\exists s' \supseteq s$  in (e)) can satisfy anti-uniqueness. This derives competition between the two Mandarin forms in terms of preference and not categorical judgments (as in the desiderata of [4], and experimentally confirmed in [6]), but extends it to the three Cantonese forms and unifies it with syntactic accounts.

I also report experimental data on naturalness judgments of Cantonese definite expressions (46 participants after exclusions), manipulating the status of unique vs anaphoric definite and whether the target situation matched a previously introduced situation. Participants rated bare nouns, [Cl+N] and [Dem+Cl+N] on continuous slider scales, with each participant always seeing two among the three forms. [Cl+N] was always the highest-rated form across conditions, consistent with their analysis as ordinary definites. Bare nouns received substantially lower ratings in anaphoric contexts, predicted in my account, and indeed challenging previous analyses that treat them as freely available. Demonstratives were strongly degraded in contexts that were designed to favor the unique definite interpretation, consistent with the anti-uniqueness requirement. These findings are generally compatible with the account developed here.

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## The role of grammatical function and information structure on classifier choice in Cantonese

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For many nouns, Cantonese speakers have a choice among several possible classifiers without much of a semantic difference. For example, the noun 學校 ‘school’ can appear with the *specific* classifier for buildings 間 or the *general* classifier 個, as shown in the examples in (1), from the same speaker. This paper explores the factors that govern this choice in natural speech.

4. a. 所以都係一間好嘅學校囉 ‘so it is still a good school’ (CXF43A)
- b. 形容下我個學校 ‘give a description of my school’ (CXF43A)

Several factors are reported to affect classifier choice in Cantonese and other Sinitic varieties. One such factor is *grammatical function*: specific classifiers are more likely to occur in object NPs than in subject NPs (Erbaugh 2002). Another factor is *first mention*: specific classifiers are often used in first mentions, while general classifiers are less frequent and deemed less appropriate in first mentions (Erbaugh 2002; Jia & Paradis 2015). However, in previous studies, these two factors have not been analyzed in naturalistic conversational speech (rather than elicited narratives), and it is unclear how these factors interact with each other and with other factors that are potentially at play, e.g. classifier canonicity, lexical properties of the noun, NP-internal structure, and social factors (cf. Nagy & Lo 2019).

The data come from sociolinguistic interviews with 8 Cantonese speakers from Hong Kong (4 women and 4 men; ages 19–77) from the Cantonese subset of the Heritage Language Documentation (HerLD) Corpus (Nagy 2024). All relevant tokens of sortal classifiers were extracted from the interviews and coded for the following linguistic factors: classifier canonicity (based on *words.hk*), presence of a noun head, etymological origin of the noun (whether it is loanword from English), noun semantics (abstract/concrete), presence of various noun modifiers (numerals, demonstratives, possessors, adjectives, relative clauses, and nominal modifiers), grammatical function, and mention.

Data analysis is in progress, with the goal of employing variationist multivariate analysis to elucidate the relative weighting of these factors (Tagliamonte 2006). Preliminary analysis of two speakers of the sample (both female) found that the general classifier makes up 80% of NPs that contain a sortal classifier ( $n = 171$ ). Surprisingly, the subject–object distinction, reported by Erbaugh (2002) for narratives, was not borne out, with minimal difference found: 17.6% of direct objects of verbs and 18.9% of subjects were found with a specific classifier. Topic NPs, which were not considered by Erbaugh (2002), were found to be slightly more likely to appear with a specific classifier (23.8%). This suggests that information structure would play an important role in classifier choice. With a larger dataset and further investigation of how these grammatical functions interact with first/subsequent mention, it is expected that a clearer picture of how classifier choice is governed by these factors will emerge.

This study is part of a larger project to document the patterns of classifier usage in heritage Cantonese in Toronto. By establishing the patterns of usage among homeland speakers, this study establishes a baseline for comparison with heritage speakers.

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客家話與粵語親屬稱謂差異的對比研究——傳統稱呼與實際運用  
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現有親屬稱謂研究多集中於某個語言現象/詞彙的對比或演變，較少從社會語言學角度探討母語者對傳統稱呼方式與實際使用的差異。本文對比惠州客家話與香港粵語兩種方言，分析其親屬稱謂在認知層面與實際應用層面的落差，並從社會語言學的角度解釋造成這些差異的原因。

本研究以《梅縣客家方言志》及《廣州方言研究》所列的親屬稱謂為參照範本，透過表格形式列出親屬關係。研究對象共20位，包括10位惠州客家話母語者及10位香港粵語母語者，涵蓋不同性別及年齡層以確保數據的代表性。受訪者需分別就其「認知」（即認為傳統上應如何稱呼）及「實際使用」（即日常生活中如何稱呼）填寫表格，從而比較之間的差距。

數據顯示，兩種方言的親屬稱謂均呈現明顯的「核心化」趨勢，即受訪者大多只能準確認知核心家庭成員（父母、子女、兄弟姐妹）的稱謂，對旁系、姻親及隔代親屬的認知則較為模糊。具體而言，香港粵語存在「英文化」與「泛化」現象，受訪者常將英文親屬稱謂（如Daddy、Mummy、Uncle）融入日常用語，或將「叔叔」「阿姨」等稱謂的使用範圍擴大，導致傳統稱謂的區分度降低。至於惠州客家話，則出現「普通話化」的趨勢，受訪者傾向以普通話詞彙（如「爺爺」「奶奶」「伯伯」）取代傳統客家話詞彙，尤其體現在核心家庭成員以外的稱呼上。此外，兩種方言均存在「姓名化」現象，年輕一代傾向以名字或暱稱直接稱呼平輩及晚輩，反映出人際交往的平等化趨勢。

## **Cantonese Pronunciation Acquisition Patterns of Multilingual Mandarin Speakers in Hong Kong**

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This study explores how Mandarin speakers (MSs) in Hong Kong acquire L3 Cantonese pronunciation in a multilingual context and examines interactions between three languages that MSs learned (L1: Mandarin; L2: English; and L3: Cantonese). Twenty-four MSs with two different L3 learning stages: 12 intermediate learners (L3ILs; 4+ years of L3 Cantonese exposure) and 12 beginners (L3BLs; <6 months of L3 Cantonese exposure) were recruited. Participants completed reading aloud tasks in Mandarin, English, and Cantonese, followed by interviews detailing their pronunciation learning experiences.

The reading aloud task results indicate that L2 English plays a crucial role in a multilingual language learning context. When features exist in both L2 English and L3 Cantonese but not in L1 Mandarin, MSs' ability to acquire that feature in L3 Cantonese usually depends on their prior mastery of it in L2 English. Take the [m] as the final consonant of a syllable as an example ('name' in English & '喊' [haam1] in Cantonese). The correlations between MSs' L2 English final /m/ error rates and Cantonese final [m] error rates were significantly positively ( $r = 0.450$ ,  $p = .027^*$ ) correlated. Those MSs who successfully acquired the feature during L2 English learning and were likely to transfer and apply it to L3 Cantonese. The MSs who failed to master this feature in L2 were unlikely to produce it in L3, even when their L3 learning has reached an intermediate stage. For the features that are similar in MSs' L1 Mandarin and L3 Cantonese (e.g., rhythm), L1 Mandarin played a significant role. Interview results revealed that L3BLs frequently used L2 to learn L3 for the segmental features that exist in both L2 and L3 (e.g., [i] & [ɪ] contrast) and used L1 to learn L3 tones. However, few L3ILs reported using L1 or L2 to learn L3. In the intermediate learning stage, L3ILs tended to learn the three languages separately. This study also provided significant pedagogical value in Cantonese pronunciation learning and could help Cantonese teachers identify potential Cantonese pronunciation learning challenges that MSs may have and develop Cantonese pronunciation learning materials for multilingual MSs in Hong Kong.

Keywords: multilingualism; L3 Cantonese pronunciation; cross-linguistic influences

粵語姓氏高升變調的「接受度」分析——以前接「阿／老」、後接「sir／伯」為例  
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粵語(香港粵語)中, 姓氏配合單音節前綴或後綴時, 常將姓氏讀作高升變調, 例如「陳sir」「阿黃」中的姓氏。然而, 此變調並非適用於所有姓氏, 如「蔡」「白」等姓氏便較少出現此類變調。雖然前人曾提出若干規律, 如陰平陰入調以外的字多會變調(張洪年2007:321), 但現實語用中仍存在大量例外, 且針對前接「阿」「老」、後接「sir」「伯」等不同語境下的變調差異, 至今尚缺乏系統性分析。本研究旨在填補此一空白, 深入探討粵語姓氏變調的潛在規律, 並為相關變調現象提供更完整的解釋。筆者於2025年末至2026年初曾設計一份公開網上問卷, 涵蓋36個姓氏, 並分別置於前接「阿」「老」、後接「sir」「伯」的語境中, 請受訪者針對姓氏變調的四種「接受度」之中擇一。問卷共回收689份有效回覆, 藉此收集大量語感數據, 以歸納變調的影響因素, 包括聲調調值差異、音節結構、姓氏人口多寡、同音迴避機制及流行文化影響等。研究發現, 姓氏變調的接受度受多重因素影響。

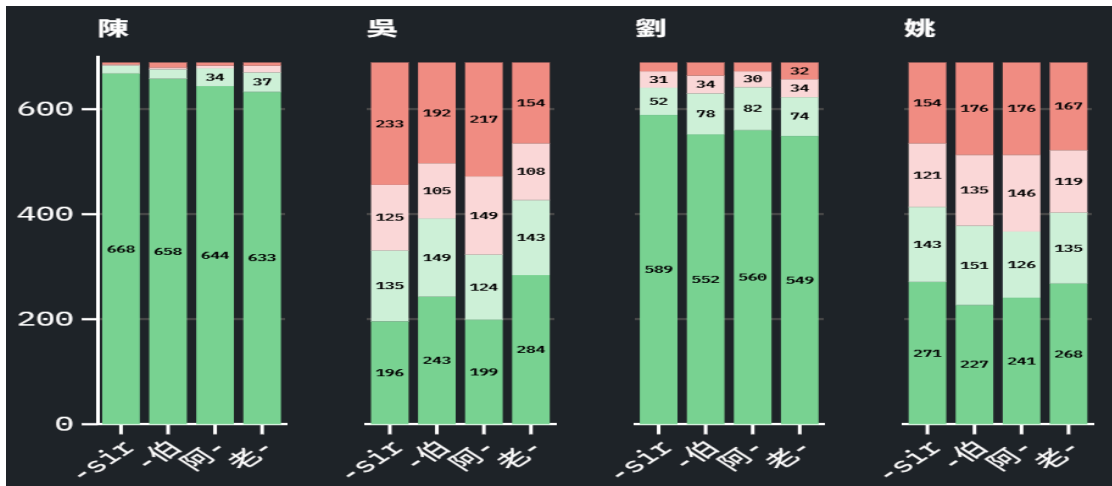
問卷部分具體現象以及筆者分析如下(相關數據及圖表可見於後頁附錄):

0. 陽平調內部差異: 雖然多數文獻指出陽平調姓氏普遍會變調, 但問卷結果顯示, 「吳」「姚」等姓氏的變調接受度明顯低於「陳」「劉」。筆者認為同音迴避為重要因素: 「吳」與陽上調的「伍」只有聲調差異, 若兩者均變調成同音, 或會導致混淆; 又假設「吳」變調而「伍」不變調, 兩者均為升調, 或令部分已「上聲合流」者難以感受兩者的音高差異, 依然容易混淆。至於「姚」在變調後將讀成jiu2, 與負面色彩甚濃的「妖」同音, 說話人因此不變調(讀原調)以免失禮, 「老杜」亦應有相似情況。請參考圖表1及圖表2。
1. 同調類內部差異: 同為陽平調, 「常」的接受度比「梁」「岑」低; 同為陽入調, 「穆」的接受度比「陸」「莫」低。這或與姓氏人口多寡有關。「常」「穆」均為小姓, 擁有這些姓氏的人數較少, 鮮會變調。Wong(1989:34)亦指出罕見的姓氏似乎較難接受變調, 與筆者的觀察大同小異。請參考圖表3及4。
2. 陽去調內部差異: 兩個陽去調的姓氏(「廖」和「杜」), 其整體接受度隨着受訪者年齡降低而明顯下降; 而同調類的「范」、「趙」和「鄭」的跌幅不明顯。部分姓氏的變調與說話人的年齡之間或存在互動規律, 反映潛在的歷時變化。請參考圖表5至9。

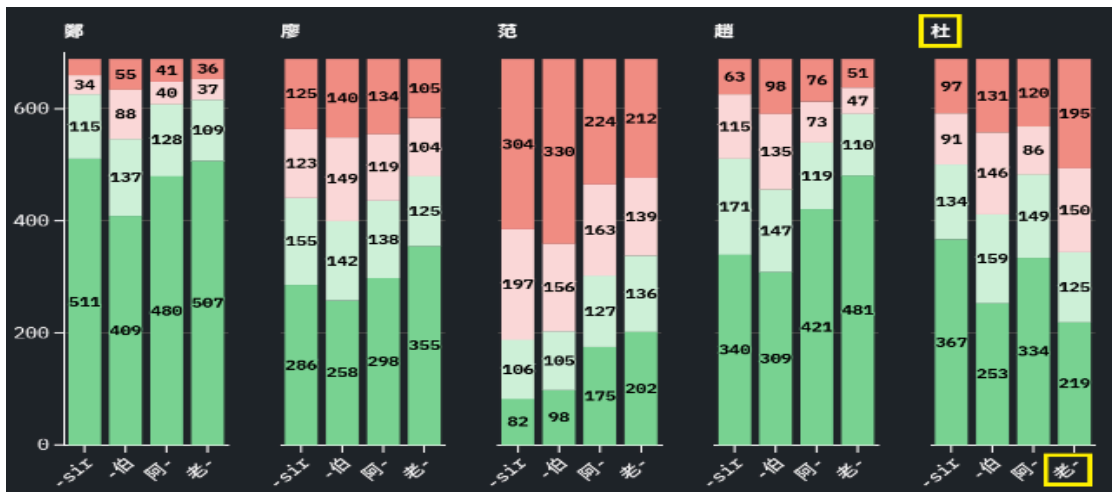
本研究系統性地分析粵語姓氏變調的接受程度, 補充前人研究未盡之處, 證實變調現象不僅與聲調類別有關, 更受到音節結構、同音迴避、社會因素及語境配搭等多重因素影響, 且這些因素有主次之分。本研究以「最大熵模型」(Maximum Entropy, 即MaxENT)計算與音韻有關因素之比重, 初步假定各因素之比重。研究結果可為粵語語音學、社會語言學及變調理論提供實證基礎, 亦有助於語言教學、語音合成及語言政策制定等應用領域。此外, 研究亦建議未來可進一步探討歷時變化、口語訪問方法、誇語言比較、部分姓氏的高平變調對語感資料的影響, 以深化對變調現象的理解。

關鍵詞: 高升變調 同音迴避 姓氏 最大熵模型 歷時變化

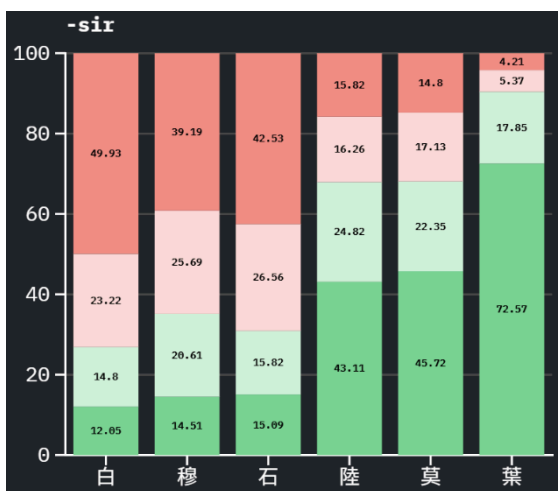
附錄: 部分受訪者回答的數據及其棒形圖

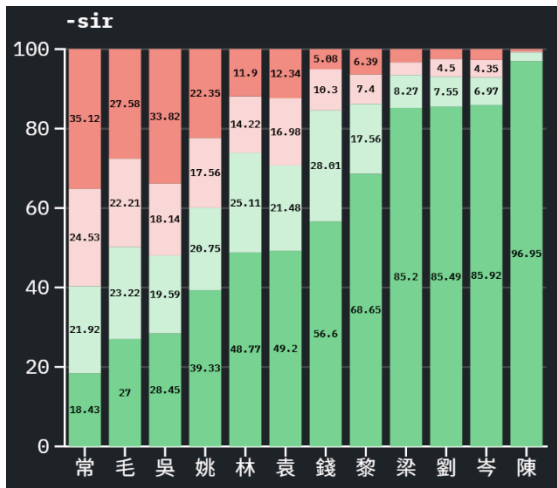


圖表1: 同為陽平調, 對比「陳」「劉」和「吳」「姚」, 無論接哪種綴, 前者的接受度明顯高於後者。

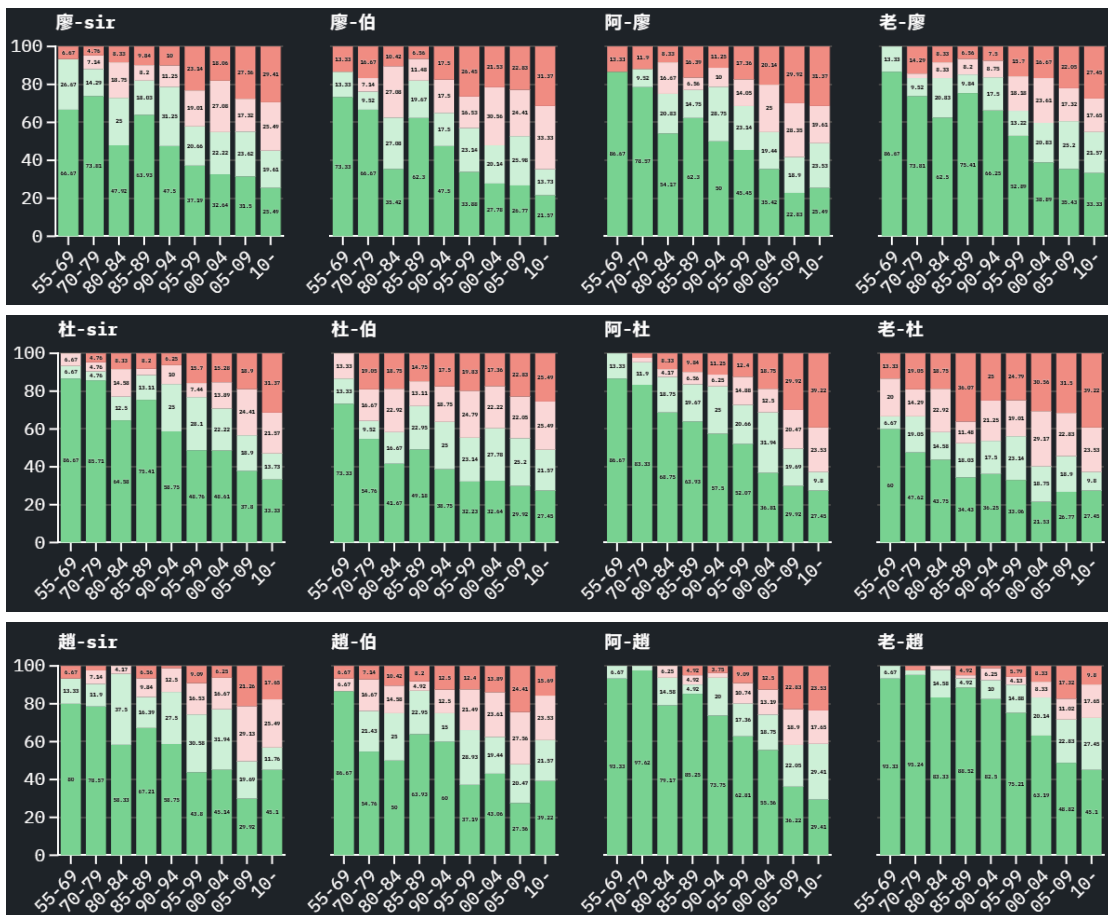


圖表2: 當對比其他相同調類(陽去調)的姓氏前接「老」時, 「老杜」的接受度出奇地低(黃框所示), 這可能出於「同音迴避」: 「老杜」變調後與負面色彩甚重的「潦倒lou5dou2」同音。





圖表3及4:以後綴「sir」為例, 同為陽平調, 「常」的接受度比「梁」「岑」低; 同為陽入調, 「穆」的接受度比「陸」「莫」低。這或與姓氏人口多寡有關。





圖表5至9:比較問卷中的5個陽去調姓氏, 會發現不同的歷時變化規律:「廖」和「杜」的整體「接受度」隨着受訪者年齡降低而明顯下降;而同調類的「趙」、「鄭」和「范」跌幅不明顯。

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## 在香港教授少數族裔廣東話的機遇與挑戰

陳施敏

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本報告簡述一個由香港語文及教育常務委員會 (語常會) 和語文基金資助的廣東話課程項目, 此課程特別針對香港少數族裔學習粵語的需要。本報告內容包括介紹課程發展、課程目的及內容、收生對象、課程特色、考核安排、學習成果、學生反饋、義工計劃的內容和成效、課程的資歷架構評級與COPE評級的比較等, 並重點探討以下幾個議題:

1. 考核安排對學生學習的持續性的影響;
2. 義工計劃對學生學習的積極影響;
3. 課程的香港資歷架構評級與COPE評級的比較;
4. 教授少數族裔廣東話的挑戰。

非華語幼兒學習中文

**Non-Chinese Speaking (NCS) Kindergarten Students Learning Chinese**

Ka Man Carmen WONG

Tung Wah College

摘要

根據2017年出版的《幼稚園教育課程指引》，語文是幼稚園階段其中一個重要的學習範疇。本次匯報將聚焦探討非華語學童在幼稚園學習中文時，可能面對的困難與實際學習需要。匯報內容會分析例如語言能力的差異、理解課堂指令的困難，以及社交溝通受到限制等情況，同時指出非華語學童在學習背景、語言使用經驗及個別學習需求方面各不相同，因此教師必須落實「照顧多樣性」，並進行適切的支援與課程調適。為促進非華語學童學習中文，匯報亦將提出具體策略，例如運用圖像與情境教學、透過肢體語言及在遊戲中與學童進行重複語句互動，並配合多感官學習活動與循序漸進的引導。最後，匯報將重點放在營造共融的學習環境，透過正向回饋、同儕互助及家校協作，提升非華語學童的參與感與自信，從而促進其中文能力的發展。

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<https://doi.org/10.1108/AEDS-04-2021-0081>

## 粵語「零」是否連接詞？

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數詞連接詞 (numeral coordinator) 在跨語言類型學中指專門用於連接數值成分的語法標記。漢語的數詞連接標記多從實詞虛化而成，例如公元前三世紀漢語的「有」(Anicotte 2015)、現代漢語的帶分數連接詞「又」(如「一又三分之一」)(Chan 2020)等。Anicotte (2015) 亦注意到公元十二世紀開始，漢語使用「零」在數詞中出現連接功能(如「一百零一」)。然而，He et al. (2017) 主張漢語「零」仍應歸類為數詞而非連接詞，其核心論據包括：(1)「零」在正式語體中允許重疊使用(如「一千零零一」)，而真正的連接詞不可重疊(如英語 "*and and*" 不可接受)；(2)「零」具有獨立語義「0」，可在不同句法位置作論元或修飾語；(3)其他語言從漢語借用「零」時，將其視為數詞詞彙而非語法連接詞。

本研究基於30名香港粵語母語者(18-65歲)的問卷調查，結合早期漢語方言文獻資料庫，發現「零」在漢語方言中正經歷系統性語法化，現代粵語的語法化程度尤為顯著。歷時證據顯示19-20世紀客家話、上海吳語允許「零」疊用(如「一千零零一」, Ball 1913; Lyon 1890)，但現代方言普遍禁止此用法，重疊的消失正是連接詞化的重要標誌。共時變異揭示35歲以下粵語母語者系統性省略非相鄰多重「零」，例如將20101說成「兩萬一百零一」而非「兩萬零一百零一」，類似英語單一 *and* 的用法 ("ten thousand, one hundred and one")，而35歲以上母語者則保留所有「零」標記。

此外，「零」可連接兩個單位，如「五尺零三吋」、「一年零三個月」等，超越 He et al. 所描述的位值系統，且受單位鄰接約束(「一個月零十日」獲68%受訪者接受，而「一個月零十秒」僅16%接受)，顯示「零」已非單純填補數值空缺，而是用來連接兩個單位層級。句法位置分析顯示「零」固定於單位標記之後(如「A蚊零B毫」「A個零B」)，「零」置於單位後，並非用來表達個位數的「0」，而是純粹連接「A蚊」與「B毫」兩個名詞短語。

「A零B」結構符合並列結構限制(CSC)，當中的成份不能移位、刪除、插入，AB兩者也不能互換，可見「零」具備連接詞的核心句法特徵。綜合歷時演變、世代差異、單位連接功能及CSC測試，本文論證漢語「零」正從數詞逐步語法化為真正的連接詞，而現代粵語的語法化程度似乎更高。

關鍵詞：數詞連接詞、語法化、粵語、「零」、並列結構限制

## Future-Oriented Particles in Sinitic: Cantonese *laa3* in Cross-Dialectal Perspective

Tsz Hin Chan

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This paper examines the future-related readings of the Cantonese sentence-final particle *laa3*, which is often treated as broadly comparable to Mandarin sentence-final *le* ‘了<sub>2</sub>’. As (1)–(2) show, *laa3* readily yields an imminent/prospective interpretation even without additional contextual support, whereas Mandarin *le*<sub>2</sub> typically requires relevant adverbials to obtain the same reading.

3. Context: John looked up at the sky and saw many clouds. He then said to his son:  
落雨喇, 快啲返屋企! It is about to rain, come home quickly! \*(要)下雨了, 快回家!  
4. 隻狗死喇。The dog is about to die! 那隻狗(\*快)死了。

In contrast, if one wants to mark an occurring/occurred event as new situation, using only *laa3* usually makes the sentence sound odd, relevant aspect markers like *gan2* or *zo2* are required to make it complete, as in (3) and (4).

- (3) 佢發現?(咗)你嘅秘密喇。Intended: He has discovered your secret. 他發現你的秘密了。  
(4) 我食?(緊)飯喇。Intended: I have started eating. 我吃飯了。

From a cross-dialectal perspective, Arcodia (2023) notes that when tense(-like) marking is claimed in Sinitic, it is often realized as sentence-final particles, and these particles can include future-oriented forms. Chen & Qiu (2021) additionally proposed possible connections between some future-marking particles and *le*-type material. For example, in Jin and some Central Plains Mandarin varieties, SFP ‘呀[ia]’ is widely used to denote future-related meanings, however some dialect points still retained its use as a *le*<sub>2</sub> SFP (Shi 2004), supporting the existence of a possible development path.

Prior analyses distinguish three uses of *laa3* across the content, epistemic, and speech-act domains (Tang 2013; Nguyen 2021). I argue that the epistemic *laa3* provides a natural bridge to future-oriented interpretations, since future time reference, construed as an open possibility, is inherently tied to modality.

While Cantonese *laa3* is not typologically unique within Sinitic, it is noteworthy given reports that many Southern varieties (including Cantonese outside Hong Kong) has restricted or even no dedicated forms for prospectivity. The relative freedom of *laa3* in this regard is unexpected, and the reason behind this remains to be explained.

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## Quacking Cantonese with ToneDuck: AI Gives You Wings

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Cantonese tones often deter learners, especially in environments demanding accent-less pronunciation. While Computer-Assisted Language Learning (CALL) offers a private, stress-free space with individualized and immediate feedback for mastering difficult phonological contrasts (Neri et al., 2002), its adoption is frequently hindered by high software development costs.

To address this, we introduce **ToneDuck**, a digital pronunciation platform that leverages AI to significantly accelerate the development cycle. ToneDuck integrates teaching materials and interactive activities—such as quizzes and colour games—to facilitate engaging, accessible learning. Its core feature is real-time *automated pitch visualization* (Fig. 1), a proven method for L2-tone learning (Chun et al., 2015). Learners can record their speech and instantly compare their pitch curves with native samples directly on the platform, streamlining the process without requiring external tools like Praat.

This project demonstrates AI's potential to empower language educators. Our methodology consisted of (1) designing a structured curriculum of tonal contrasts, (2) compiling an audio-text dataset, (3) using AI prompts (Gemini 3.1 Pro via GitHub Copilot) to generate the HTML web app codebase, and (4) iteratively refining the interactive components (e.g. pitch detection), UI and UX. We successfully transformed pedagogical ideas into a functional platform in one month, from ideation to production. This flexible, cost-effective approach offers a replicable model for educators to develop customised digital learning resources.

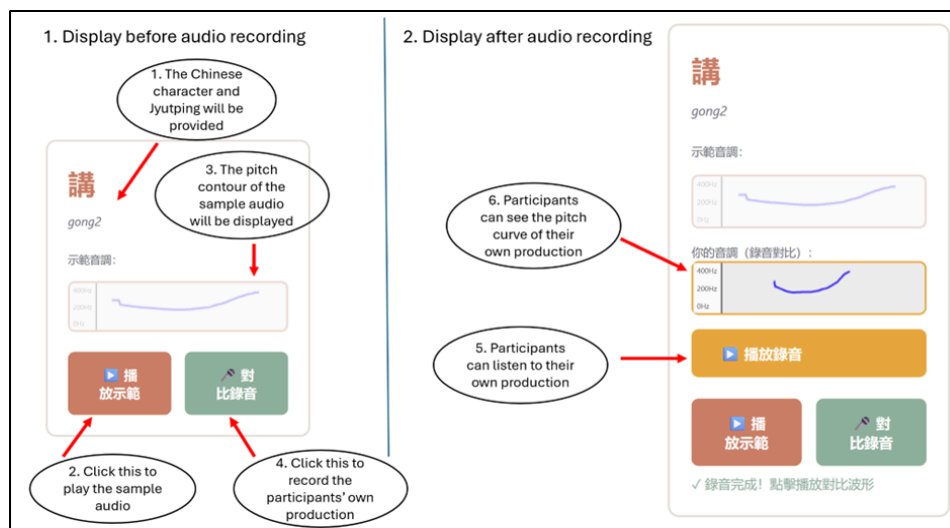


Fig 1. Interface of pitch visualization on ToneDuck

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沉浸式虛擬環境(HiVE)在基礎粵語教學的初步探索:以「飲茶」主題課的設計與實踐為例

An Exploratory Study of Using Hybrid Immersive Virtual Environment (HiVE) in Elementary Cantonese Teaching: A Case Study on the Design and Practice of a "Yum Cha" Themed Lesson

曾惠仙博士、袁振華博士、鄭紹基博士

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## 摘要

近年, 虛擬實境(VR)技術漸應用於語言教學, 相關實踐亦引起越來越多關注。香港理工大學中國語文教學中心自2025年起與校內工業中心(Industrial Centre)合作, 為「基礎廣東話」課程設計一個以香港飲食文化——飲茶為主題的沉浸式課堂活動。活動以飲茶文化為核心, 結合相關詞彙及情境對話, 利用混合沉浸式虛擬環境(HiVE, Hybrid Immersive Virtual Environment)設施營造模擬茶樓的沉浸式學習環境, 讓學生在互動體驗中掌握實用語言知識。

本報告旨在分享此教學項目的設計理念與實施經驗, 探討沉浸式科技在廣東話作為第二語言教學的應用潛力與挑戰。內容將涵蓋教學設計如何結合飲茶文化與VR互動體驗、實施過程中的觀察與技術考量, 以及學生的初步回饋。這些資料均為後續的項目發展——融入生成式人工智能(GenAI)技術作鋪墊, 期望進一步為學生提供口語互動機會。相信是次實踐經驗能為廣東話乃至其他語言的二語教學與沉浸式科技的結合提供有用參考。

關鍵詞: 沉浸式虛擬環境、廣東話教學、飲茶文化、VR語言學習

# The *Naa4* Phenomenon in Cantonese Monologic Podcast Discourse

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## Abstract

In spoken Cantonese, the utterance-initial particle *naa4* (嗱) has traditionally been described as a discourse marker associated with attention-getting and topic initiation in conversational interaction (Au Yeung, 2004; Matthews & Yip, 2011; Tang, 2002). However, its use in extended monologic discourse remains underexplored. This study investigates the use of *naa4* in the speech of two Cantonese news and political podcasters whose speech exhibits frequencies of *naa4* far exceeding those typically reported for conversational Cantonese. Drawing on a corpus of podcast recordings, all occurrences of utterance-initial *naa4* were analyzed quantitatively and qualitatively using a functional taxonomy that distinguishes discourse-organizing functions from speech-management functions, together with a secondary stylistic dimension capturing habitual or redundant usage. The analysis reveals that a substantial proportion of *naa4* tokens perform speech-management rather than canonical discourse-marking functions, particularly in mid-topic positions where speakers appear to be planning, pacing, or segmenting ongoing speech. In addition, phonetic reduction is strongly associated with speech-management uses, suggesting a systematic relationship between phonetic form and pragmatic function. Despite the absence of a physically present interlocutor, both podcasters employ *naa4* as a pseudo-interactive resource that structures extended monologues, manages cognitive processing demands, and creates a sense of listener engagement. The findings suggest that *naa4* operates along a continuum between discourse organization and speech management, with attentional functions underlying both domains. Its unusually high frequency in podcast discourse reflects its role in chunking extended stretches of speech into manageable units for both speaker and listener. By examining genre-specific patterns of particle use in monologic podcast discourse, this study contributes to Cantonese linguistics by highlighting the importance of speech mode and genre in shaping particle functions, to the study of idiolectal variation, and to discourse analysis by demonstrating how speakers adapt interactional resources for extended solo speech.

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## **Raciolinguistics and Divergent Investments in the Tertiary Cantonese L2 Classroom**

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Research on Cantonese as a Second/Additional Language (CanSL) in Hong Kong has traditionally centered on the integration and survival needs of ethnic minority students in local primary and secondary schools (Li 2016; Gao et al. 2019). However, the tertiary CanSL classroom at top-tier English-Medium Instruction (EMI) universities presents a radically different and under-researched demographic ecology. Here, long-term international degree-seeking students sit alongside a majority of short-term exchange students, creating a hyper-diverse environment where learners possess vastly different time horizons, racialised identities and motivations.

This presentation explores the raciolinguistics of such modern classroom map. Drawing on Darwin and Norton's (2015) construct of investment and Dörnyei's (2009) L2 Motivational Self System, the present study analyses qualitative demographic and written reflection data collected from 52 CanSL students enrolling in a credit-bearing Cantonese language course designated for non-native speakers at a major EMI university in Hong Kong. The analysis shifts focus from traditional language acquisition metrics to how students' distinct positionalities shape their imagined interactions with the local speech community. Findings reveal three distinct learner archetypes within the same learning space. First, the Cosmopolitan Sojourner (predominantly Western exchange students) invests in Cantonese primarily to acquire short-term experiential capital. Second, the Heritage Seeker (diasporic exchange students, e.g., American-born Chinese, Norwegian-Chinese) experiences frequent identity friction, navigating the tension between their lack of Cantonese proficiency and local phenotypic expectations. Third, the Racialised Resident (full-degree students from ASEAN backgrounds) faces a complex raciolinguistic landscape. Unlike their temporary counterparts, these students must negotiate long-term societal integration while actively utilising their elite university capital (i.e. English proficiency) to distance themselves from entrenched local stereotypes associated with migrant domestic workers.

Ultimately, I argue that a monolithic, 'one-size-fits-all' survival syllabus is insufficient to meet the contemporary tertiary CanSL context. By unpacking these divergent needs, the study proposes to foster deliberate translanguaging spaces (Li Wei 2011) as pedagogical interventions, which allows short-term sojourners and long-term residents to leverage their distinct cultural and linguistic capital, thus honouring varied investments of a highly mobile, transnational student body.

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粵語「V鬼」與「鬼V」的否定表達差異  
——兼論謂詞類型對「鬼」元語言否定義解讀的影響  
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粵語「鬼」的語法研究一直受到學界關注，早期如植符蘭(1990)、Lee & Chin (2007)已對「鬼」的語法功能做了詳細的梳理分類，其後亦出現由不同角度探討「鬼」的相關研究，包括「鬼」的否定功能(鄔熾妮2007)以及「鬼」在普通話與粵語中的差異比較(陳曉彤2017)等。近年，學界對粵語「鬼」的討論焦點有所轉移，側重探討它與反詰問句及元語言否定義的關係，如蔡浚希(2024)針對「鬼」作為粵語後置語尾，討論其在修辭問句中的句法表現；Tang(2024)由元語言否定義角度出發，討論「鬼」的粵語語法功能。然而，目前從這一角度展開的研究仍較為有限。

至於「V鬼」與「鬼V」在表達否定方面的用法，雖有少量文獻討論，但整體尚欠細緻而系統的分析，特別是在動詞選擇如何影響元語言否定義「鬼」的解讀層面，相關討論較為欠缺。本文由句法、詞法、語義及韻律等角度入手，結合語料庫用例，嘗試系統地說明「V鬼」與「鬼V」在否定表達上的細微差異；並從謂詞類型出發，考察不同謂詞如何影響「鬼」元語言否定義的解讀，進而指出「鬼」在元語言否定義下的否定傾向強度或可視為一個連續統。本文初步發現：

一、「V鬼」與「鬼V」的否定表達差異

(1)「V鬼」接近否定義「什麼」結構，「鬼」可分析為動詞詞綴，其否定斷言功能相對單一且較為固定。

(2)「鬼V」接近NWHC式否定疑問結構，與「邊度+V」、「點會+V」在語義及結構上均有所對應。

(3)二者與句末助詞「咩」呈共現差異，「咩」亦可能存在一個介乎高平與高降調之間的調值。

二、謂詞的選擇對「鬼」元語言否定義解讀的影響

(1)當「鬼」與動作行為類謂詞(如「睇」、「讀」等)結合時，即使置於元語言否定的語境下，其否定義仍明顯指向命題內容本身，傾向被解讀為「不會看」、「不會讀」的具體行為結果，這類搭配與命題實際狀況的關聯相對較強，更接近對事實層面的否定。

(2)當「鬼」與認知類動詞(如「識」等)搭配時，則主要凸顯說話者對該命題的判斷、質疑與主觀否定，較難從客觀事實層面判定命題是否成立，這類搭配與命題實際狀況的關聯相對較弱，更接近於純粹的元語言否定。

# 粵語「千祈」與漢語「千萬」的比較研究

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## 核心問題與理論架構

普通話「千萬」與粵語「千祈」常被視為對應的情態副詞，但本研究提出一個核心理論問題：二者在句法強制性與情態依附程度上是否存在類型學意義上的根本差異？為回答此問題，本研究區分了「句法強制共現」與「語用使用傾向」兩個層次，並引入「情態依附」概念，用以檢驗不同副詞對否定詞或情態動詞的依賴程度是否反映其語法化路徑的差異。

## 研究方法

本研究採用混合研究方法，結合可接受度判斷實驗與歷時語料庫分析。問卷調查分別訪問粵語母語者21人與普通話母語者22人，測試「千祈」與「千萬」在不同句法環境下的可接受度。歷時研究則依托中央研究院上古漢語語料庫、CCL語料庫及香港二十世紀中期粵語語料庫，共檢索「千萬」4,847例（上古至現代）與「千祈」1,148例（清代至現代）。

## 主要發現

雙因素方差分析結果顯示，普通話母語者對「千萬」用於肯定與否定環境的接受度差異不顯著（ $P = 0.4975 > 0.05$ ），表明「千萬」屬於低情態依附副詞，句法分布較為自由。相比之下，粵語母語者對「千祈」的接受度則呈現極為顯著的差異（ $P < 0.0001$ ）：否定句中「千祈唔好遲到」的接受度高達0.95，而肯定句中若無「要」字共現（如「千祈鎖門啊」）接受度僅0.18，加上「要」字後（「千祈要洗手」）則提升至0.43。這說明「千祈」屬於高情態依附副詞，其肯定句的使用高度依賴情態動詞的支援。

歷時演變方面，「千萬」源於表數量的數詞，經由轉喻機制語法化為語氣副詞：上古至兩漢127例全為數詞用法，唐代出現副詞用法佔16.4%，至現代漢語副詞用法已達94.7%。「千祈」則源於清代中後期的宗教祈福語境，47例全部用於「千祈保佑平安」這類祈願表達，之後逐漸泛化為日常叮囑，現代粵語中否定搭配穩定維持在76.2%。二者的語法化起點——數量詞與祈願動詞——決定了現代語言中對否定或情態成分的不同依附強度。

## 理論貢獻與結論

本研究揭示了漢語共同語與方言在情態表達系統中的深層差異，主要理論貢獻有三。第一，提出「情態依附」作為比較方言情態副詞的有效分析維度，有助於釐清句法強制性與統計傾向之間的混淆。第二，從語法化角度證明，不同的歷史來源（數量詞 vs. 祈願語境）會導致現代語言中副詞對否定或情態成分的不同依附強度。第三，糾正了以往將「千祈」簡單等同於「千萬」的認識，為粵語語法教學、詞典編纂及方言類型學研究提供了實證依據。

關鍵詞：千祈、千萬、方言語法化

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2) 奧運站 D3出口（步行約 10 分鐘）

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After arriving at the campus, take the  
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registration counter.