

**The Acquisition of the Mandarin “Gei”
by Cantonese-speaking Learners**

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Abstract

Learners in Cantonese speaking communities get confused when acquiring the Mandarin “gei”.

This thesis tries to discover the difficulties in the acquisition of the Mandarin “gei” by Cantonese-speaking learners. Basing on the analysis of the distinction between Mandarin “gei” and Cantonese “bei”, two studies are designed to test different responses between the experimental group (Hong Kong group) and the control group (Beijing group). Study 1 in Chapter 3 is to test the written form of the Mandarin “gei”, and Study 2 in Chapter 4 is for the spontaneous speech.

The results of the two studies are discussed in Chapter 5. By comparing the different responses of the two groups, we could come up with an idea that for the Cantonese-speakers, the acquisition of the Mandarin “gei” is affected by their mother tongue Cantonese. Cantonese-speakers fail to master the usages of the dative verb “gei”, causative verb “gei”, dative marker preposition “gei” and passive marker preposition “gei” in a Mandarin native speaker’s way. However, for the benefactive verb “gei” and “gei”-VP, although they do not exist in Cantonese, Cantonese speakers showed no difficulties on learning and recognizing them. In addition, for the dative “gei”, the benefactive “gei” and the “gei”-VP, we found that some sentence patterns are accepted by the Cantonese-speakers in the written form; but when it comes to the speech, it shows a different result. The reason will probably be that the Cantonese speakers know the application of these “gei” theoretically, but the negative transfer from their mother tongue or their language habits prevents them from producing these patterns in the way of a native Mandarin-speakers do.

1 Introduction

To find a synonym of Mandarin “gei” in Cantonese, the first word that comes into one’s mind could be “bei”. However, these two words are not equivalent to each other. The inequality of Mandarin “gei” and Cantonese “bei” has confused a lot of Mandarin learners in the Cantonese speaking community. The negative transfer of Cantonese “bei” results in a significant amount of non-targeted utterances with “gei” in Mandarin. Based on the analysis of the relationship between Mandarin “gei” and Cantonese “bei”, this study tried to identify the vulnerable areas of the negative transfer. Then the hypothesis will be tested by experimental methods. After the analysis of the collected data, some suggestions will be given for the reference of teaching Mandarin in Cantonese speaking community.

In order to have a thorough understanding of these two words, some literatures on it are reviewed here.

1.1 The function of the Mandarin “gei”

In Mandarin, the word “gei”(給) mainly serves as these functions – The dative “gei” (verb), the causative “gei”(verb), the dative marker (preposition), the benefactive “gei”(preposition), the passive “gei” (preposition) and the “gei”-VP.

1.1.1 The verb “gei”

Derived from the definition given by Lu, Shuxiang (2002), *Xiandai Hanyu Cidian* (2002), the verb “gei” mainly can be divided into two categories:

- 1) Dative “gei”; to give; to confer; to bestow; to give to.

It can have double objects or either an indirect object or a direct object.

For example:

(1)那本書 我給他 了。

that CL book I give him PFV

‘I gave him that book.’

- 2) CAUSE “gei”. To let; to allow; to permit, to cause.

For example:

(2) 看 著 小 鳥，別 給 它 飛 了。

look-PROG little bird don't allow it fly PFV

'Take care of the little bird. Don't allow it to fly away.'

The fixed structure of this category is “gei”-NP. It is very different from the “gei”-VP structure, which we'll talk about later.

Lu also listed another definition of “gei”— to make somebody suffer something. It is sometimes substituted for a specific action, for example the movement of “kick” in the following example. Normally it requires two objects. Sometimes it can only have a direct object. But never can it follow only an indirect object.

For example:

(3) 我 給 了 他 兩 腳。

I give PFV him two foot

'I kicked him twice.'

However, we consider it as an abstract extension of the definition of “to give”. So here in this research, we fit it into the first definition of “gei”.

1.1.2 The proposition “gei”

Whether the “gei” in Mandarin can function as a preposition is debatable. Actually, even the preposition in Chinese is still disputable.

Zhu (1980) suggested that “gei” in these three sentences are all verbs:

S1 : MS+D+ gei+M' +M

(4) 我 送 給 他 一 本 書

I send to him one CL book

'I give him a book.'

S2 : MS+D+M+ gei+M'

(5) 我 送 一 本 書 給 他

I give one CL book to him

'I give a book to him.'

S3 : MS+ gei+M' +D+M

(6) 我 給 他 寫 一 封 信

I give him write one CL letter

‘I write a letter to him.’

Among them, MS stands for substantive components, D represents verb and, M and M’ are the substantive components that act as objects.

In contrast, Fu, Yuxian and his colleagues (1997) argued that “gei” in the following three sentences are prepositions.

S1 : N1 + V + gei + N2 + N3

(7)我送給他 一 本書

I give to him one CL book

‘I give him a book.’

S2 : N1 + V + N3 + gei + N2

(8)我送一 本書 給他

I give one CL book to him

‘I give a book to him.’

S3 : N1 + gei +N2 +V + N3

(9)我給他送一 盆 花

I to him give one CL flower

‘I give a potted plant to him.’

N1 represents the “giver”, N2 stands for the recipient while N3 is what the “giver” gives and the recipient receives. They also view these three kinds of sentences as “given” sentences. The difference lies in the fact that they regard the “give” in these sentences as preposition.

Following Fu (1997), Xu and Peyraube (1997), this research considers “gei” as a preposition.

Lu (2002) listed six categories of preposition “gei”. For brevity, we generalize the one which introduces a beneficiary, the one which introduces the sufferer and the one indicating the direction as the benefactive usage, thus the second one listed below.

The categories of preposition “gei” are:

1) Dative marker. Used with a verb to indicate "giving" in dative construction.

For example:

(10)給 我 來 封 信 。

to me come CL letter

‘Please send me a letter.’

2) Benefactive expression. On behalf of someone; for someone’s benefit; for someone, to someone. (Cheung, 1994)

According to Cheung (1994), the structure of (10) is:

Subject + [Verb + Object] + [Verb + Object]

[BENEFACTOR]

For example:

(11)我 可 以 給 你 當 翻 譯 。

I can for you be translator

‘I can be your translator.’

(12)她 給 他 道 歉 。

she to him apologize

‘She apologized to him.’

3) Passive marker. This is used to indicate a passive voice or meaning.

For example:

(13)門 給 風 吹 開 了 。

door by wind blow open PFV

‘The door was blown open by the wind.’

“Gei” can also adjunct with a first person singular to form an idiom which enhances the mood of the imperative.

For example:

(14)你 好 髒 ， 快 給 我 把 衣 服 換 了 ！

you ADV dirty fast give me to clothes change PFV

‘You are so dirty. Go to change your clothes please!’

In this sentence, the speaker doesn’t intend to command the listener to change the clothes for him. Here it serves to indicate the strong will of the speaker. This kind of usage is also a category proposed by Lu. Because it only occurs in informal speech and it

is only an idiom which can not be considered as a typical usage of preposition “gei”, here in this research we just leave it ignore.

1.1.3 The “gei”-VP

The implication and the part of speech of the “gei” in “gei”-VP structure is controversial in the literature.

Lu (2002) held the opinion that the auxiliary “gei” is not indispensable in a sentence. The omission of the auxiliary “gei” won’t affect the meaning of the sentence at all. It often occurs preceding a verb in informal oral speech.

For example:

- (15)他把衣服 給 晾乾 了。
he *ba* clothes GEI dry out PFV
'He dried out the clothes.'

If the “gei” is deleted, the meaning of the sentence doesn’t seem to change much.

Liu (2003) regard the “gei” in “gei”-VP as a part of the “box type prepositions” “bei...gei” (被……給) and “ba...gei”(把……給).

In a recent article of Shen & Sima (2010), the “gei”-VP was discussed again. In their discussion, the “gei” in “gei”-VP is not belonging to the verb, the preposition, the dative maker or the tense marker. The “gei”-VP is just an independent construction, which contains the meaning of an “external force”. In this article, we follow their ideas.

1.2 The function of the Cantonese “bei”

Actually, “bei” in Cantonese are two different Chinese characters (“畀”and“俾”) with the same pronunciation.

In ancient Chinese, the two characters are never confused. The definition of “畀” given by *Er ya shi gu* (《爾雅·釋詁》) is “yu ye” (to give), and for “俾” is “shi ye” (to enable). But nowadays, speakers don’t distinguish them and see them interchangeable. In some dictionaries compiled in recent years, such as *Guangzhou fangyan cidian* (1998), *Jianming yueying cidian* (1999), *Guangzhouhua fangyan cidian* (2009), the two characters are treated as one.

For easiest discussion, we refer to the “bei” which means “to give” (DATIVE “bei”) as “bei (1)” and that means “to enable” (CAUSE “bei”) as “bei (2)” in the following discussion. A “bei” without any symbol is the combination of “bei (1)” and “bei (2)”.

Semantically, “bei (1)” corresponds to the first definition of verb “gei” given above. (But grammatically they are not equal, which we will explain later.) “Bei (2)” has some intersections with both verb “gei” and preposition “gei”.

As a generalization of *A practical Cantonese-English dictionary* (1977), *Chinese-English dictionary* (1994), *Guangzhou fangyan cidian* (1998), *Jianming yueying cidian* (1999), *Guangzhouhua fangyan cidian* (2009), the definition of Cantonese “bei” is given as below.

1.2.1 The verb “bei”

- 1) Bei (1): Dative “bei”; to confer; to bestow; to give to.

For example:

(16)畀 本 書 我。

give CL book me

‘Give me a book.’

Although there is also a dative “gei” in Mandarin, the constructions involving them are very different, which will be focused on in the latter section.

- 2) Bei (2): CAUSE “bei”; to cause; to enable; to permit.

For example:

(17)俾 佢 進 門。

let him in door

‘Let him come in.’

1.2.2 The preposition “bei”

- 1) Dative marker. Used with a verb to indicate “giving” in dative construction.

For example:

(18)擔 張 凳 俾 我

bring CL bench for me

‘Bring a bench to me.’

2) Bei (2): Passive marker. This is used to indicate a passive voice or meaning.

For example:

(19) 我俾 佢 打咗 一下

I PASS him hit PFV one CL

‘I was hit by him once.’

3) Bei (2): with; by. This is used to indicate a manner.

For example:

(20) 俾 墨水筆 寫

with pen write

‘Write with a pen.’

1.3 Comparison of the Mandarin “gei” and the Cantonese “bei”

Different from Mandarin, the “bei” in Cantonese does not appear in a construction like “gei”-VP in Mandarin. We will compare the Mandarin “gei” with Cantonese “bei” occurring with verbs and prepositions.

1.3.1 As a verb

At first glance, both “gei” and “bei” may serve a dative function. Actually, the dative “bei” is not the same as the “gei” in Mandarin mainly in two aspects:

- **The word order of the dative verb:**

In the double object dative construction, the word order is totally different in Mandarin and Cantonese.

The dative verb “gei” appears in Mandarin in the order of V + IO + DO. For example:

(21) 我 給 了 他 一 支 筆 。

I give PFV him one CL pen

‘I gave him a pen.’

But in Cantonese, the dative verb “bei (1)” appears in an inverted word order compared with Mandarin. The structure of Cantonese double object dative construction is V + DO + IO. For example:

(22) 我 畀 咗 一 支 筆 佢 。

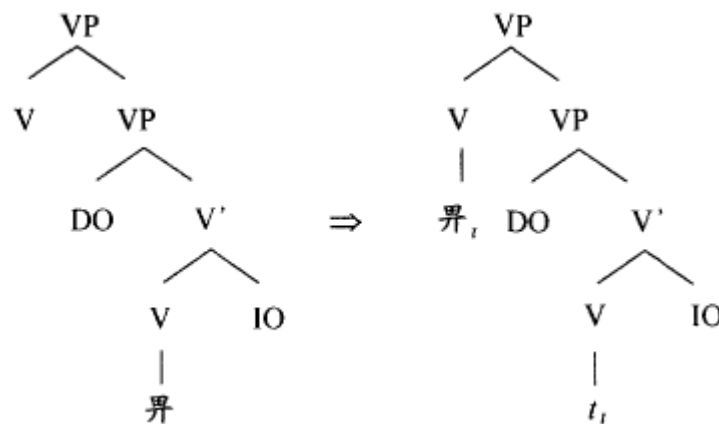
I give PFV one CL pen him
 ‘I gave him a pen.’

The same order as in Mandarin only occurs when the direct object is rather heavy or is the focus of the sentence (Yuan et al 1960, Kwok 1971, Matthews and Yip 1994). For example:

(23) 我畀咗 佢 一支 琴日 喺 超市 買 嘅 筆。

I give PFV him one CL yesterday from supermarket buy LP pen
 ‘I gave him a pen which was bought from the supermarket yesterday.’

There are different hypotheses about the reason for the inverted double object dative construction in Cantonese. Cheng (1988) proposes that the inverted word order is derived from the form [V + DO + bei + IO], where the verb “bei” will move to the upper empty V position. The process is as shown below:



Another solution to solve the question is the null dative marker approach suggested by Qiao (1966), Bennett (1985), Xu and Peyraube (1997) and Tang (2003), among others. They suggest that the underlying structure of the inverted double object construction is underlying by the preposition dative construction [V + DO + bei + IO], from which the inverted double object is derived with a null dative marker.

• **Idiomatic usage**

Cantonese uses "bei (1)" to express the meaning of "to pay; to put".

For example, in Cantonese we can say:

(24) 畀 租

pay rent

‘Pay the rent.’

In Mandarin we substitute the “bei” with the words “交”.

On the other hand, the smile, the kick and some other abstract entities can often be “given” in Mandarin, while not in Cantonese.

Concerning the causative “gei”, Cantonese causative “bei” also has a wider range of usage than it in the Mandarin.

1.3.2 As a preposition

The Mandarin “gei” and Cantonese “bei” both can be used as the dative maker and the passive marker. However, as dative markers, there’s a “verb+gei+sb.+sth.” construction in Mandarin while not in Cantonese. Also, the Cantonese “bei” lacks the meaning of “benefactor expression”.

In Cantonese, the corresponding sentence with (11) is

(25) 我同你做翻譯。

I for you be translator

“I can be the translator for you.”

For (12), the synonymous sentence is

(26) 同佢道歉。

to him apologize

‘Apologize to him.’

However, “gei” in Mandarin can never indicate a manner. The sentence (20) would be (28) in Mandarin.

(27) 用鋼筆寫。

with pen write

‘Write with a pen.’

Besides, differently from Mandarin, the “bei”-VP construction doesn’t exist in Cantonese at all.

1.3.3 Summary

Based on the discussion above, we can sum up the relationship of Mandarin “gei” and Cantonese “bei” with table 1.3.

	Verb		Proposition				
	Dative	Cause	Benefactive manner	Dative marker	Passive marker	With	“Gei”-VP
“Gei”	√	√	√	√	√	×	√
“Bei”	√	√	×	√	√	√	×
Equality	Unequal	Unequal	--	Unequal	Equal	--	--

Table 1.1: The meaning of Mandarin “gei” and Cantonese “bei”

1.4 On the second language acquisition

“L1 transfer usually refers to the incorporation of features of the L1 into the knowledge systems of the L2 which the learner is trying to build” (Rod 2008). There is a large and growing body of research that indicates that transfer is indeed a very important factor in second language acquisition (Odlin 1989).

According to Muriel (2006), two major types of transfer are involved in interlanguage development:

- Positive transfer, when an L1 structure or rule is used in an L2 utterance and that use is appropriate or “correct” in the L2; and
- Negative transfer, when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an “error”.

In the acquisition of Mandarin “gei” for Cantonese-speaking learners, for example, the transfer of the meaning of “cause” in Cantonese is a case of positive transfer. The negative transfer of Cantonese “bei” occurs in the double object dative construction. It can be considered as a hallmark of “non-native speaker”.

2 Research Questions

Based on the analysis above, a few questions can be raised as follows.

1. Will Cantonese-speaking learners produce non-targeted utterances with “gei” in Mandarin? What is the form and function of each usage of Mandarin “gei” for Cantonese-speaking learners? What are the differences in using Mandarin “gei” compared with Mandarin native speakers?

2. How can the non-target utterances be accounted for? Can it be explained by a negative transfer from their first language?

3. Based on findings of this research, what are the pedagogical implications for teaching Mandarin to Cantonese-speaking learners?

3 Study 1

Some sentence patterns involving “gei” only occur in Mandarin but not in Cantonese. On the other hand, some “bei” patterns only occur in Cantonese. To what extent, do Cantonese-speaking learners accept the various uses of “gei” comparing to Mandarin speakers?

3.1 Methodology

A questionnaire was designed with 30 questions covering the majority of the sentence patterns of “gei”. These sentences are divided into six parts:

a) The sentence pattern of dative “gei”, which includes four sentences, two patterns only occur in Mandarin, another two only occur in Cantonese and one occurs in both languages;

b) The sentence pattern of causative “gei”, which includes five sentences, three of them only occur in Cantonese and two occur in both languages;

c) Five sentences with benefactive “gei”, all of which only occur in Mandarin;

d) Five sentences with dative marker “gei”: three patterns only occur in Mandarin and two occur in both languages;

e) Five sentences with passive marker “gei”, which occur in both Mandarin and Cantonese;

f) Five sentences with Gei-VP: three patterns only occur in Mandarin and two are ungrammatical.

All the task subjects are requested to mark those sentences on the grammatical correctness they believe. There are five degrees on the questionnaire: “-2” means “strongly ungrammatical”; “-1” means “maybe ungrammatical”; “0” stands for “I don’t know whether it is grammatical or not”; “1” means “maybe grammatical” and “2” means “very grammatical”. If “-1” or “-2” is selected, the subject is required to make a

correction.

3.2 Subjects

Two groups of subjects were recruited for the study. The first one is a group of native Cantonese-speakers from Hong Kong who grew up in a Cantonese speaking environment. The other one is a group of native Mandarin-speakers from Beijing who does not speak or understand Cantonese. This latter is treated as the control group.

A total of 50 questionnaires were returned from each group. The Hong Kong group (henceforth HK group) consists of 31 males and 19 females, whose ages range from 13 to 41, and the average age is 21.9 years old. 86% of them were born in Hong Kong and all of them lived in Hong Kong as their permanent residence. 70% of them have obtained a bachelor's degree, 26% have obtained a postgraduate degree, and the remaining 4% do not have a bachelor's degree. The average age at which they started learning Mandarin is at age 11.9. 92% of their parents' mother tongue is Cantonese.

The Beijing group (henceforth BJ group) consists of 24 males and 26 females. The age ranges from 18 to 40. The average age is 20.3. 76% of them were born in Beijing, 96% of them live in Beijing. 82% of them hold a bachelor's degree, 10% of them hold an associate degree, and 8% have a postgraduate degree. None of them can speak or understand Cantonese.

3.3 The Results and Discussion

3.3.1 Dative “gei”

There are two sentence patterns that only occur in Mandarin, two that only occur in Cantonese, and one that occurs in both languages.

The patterns that only occur in Mandarin are as follow:

1) 我給了他兩腳。

I give PFV him two feet

‘I kicked him twice.’

2) 她給了我一個燦爛的微笑。

She give PFV me one shining smile

‘She gave me a shining smile.’

The two patterns which can only occur in Cantonese are as follows:

3) 給 個 機會 我 啦 !

give CL chance me PRT

‘Please, give me a chance!’

4) 我 明天 給 本 書 你 。

I tomorrow give CL book you

‘I will give you a book tomorrow.’

Sentence 5) is a pattern that can be used in both Mandarin and Cantonese:

5) 我 給 了 (咗) 他 (佢) 一 本 書 。

I give PFV him a CL book

‘I gave him a book.’

As I explained above, marking 2 means strong acceptance and -2 is strong rejection, the percentage of acceptance of each these three kinds of sentence patterns is shown below:

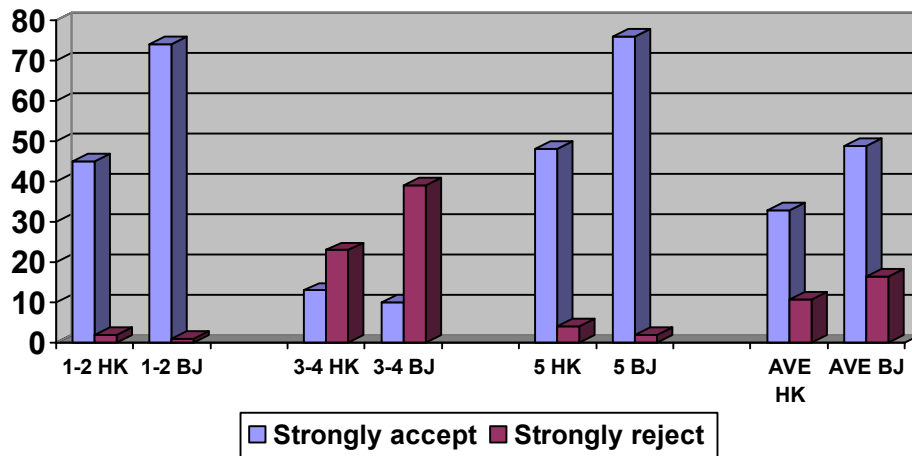


Chart 3.1 The percentage of strong acceptance and strong rejection for sentence (1)-(5)

Concerning the two sentence patterns (1) and (2) which only occur in Mandarin, the mean scores of them are 0.78 and 1.38 for the Hong Kong group and 1.42 and 1.8 for the

Beijing Group. According to the result, both Hong Kong and Beijing group showed acceptance of these two patterns. However, a significant difference was found between the two groups concerning the p-value. The p-value of the first pattern is 0.003 and the second is 0.002, which are all below 0.05.

We can see from that the percentage of strong rejection is similar in both groups, most subjects (74%) of BJ group think that these two sentences are grammatical, but less than half of the subjects from the HK group have the same judgment.

Both HK and BJ group judge the patterns (3) and (4) which only occur in Cantonese ungrammatical. The scores of HK group are -0.16 and -0.76 respectively and those from BJ group are -0.74 and -0.84. So BJ group seems to regard it more ungrammatical. The difference is significant for Sentence (3) (p-value= 0.029) but not for Sentence (4) (p-value=0.756).

The HK group seems not as confident as the BJ group in rejecting these two sentences. There are only 10% speakers in the Beijing group strongly accept these two sentences while the percentage is 13% in HK group.

On the sentence (5), which is grammatical in both Mandarin and Cantonese, the marking is 1.2 for HK group and 1.68 for BJ group, and the p-value of 0.029 shows a significant difference.

Less than half of the subjects (48%) from HK group strongly accept this pattern, while 76% subjects of the BJ group do.

In general, the acceptance of the dative “gei” of the BJ group is stronger than the HK group, which can be seen from the average percentage of the strong acceptance by these two groups.

As it was mentioned above, the rating of -2 and -1 stand for rejecting this sentence, 0 stands for not sure, 1 and 2 stand for accepting this sentence. The response of these three set of sentence is as below:

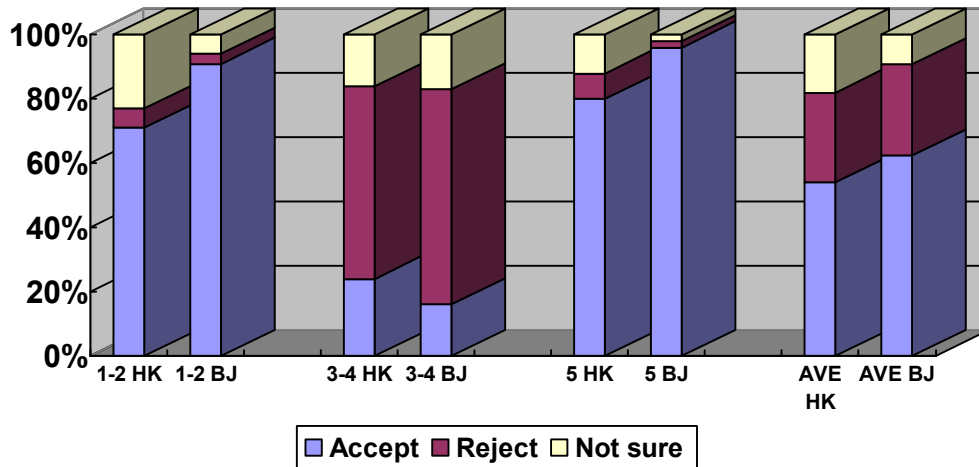


Chart 3.2 The percentage of subjects' response for sentence (1)-(5)

For sentence (1), (2) and (5), the correct response should be acceptance. And for sentence (3) and (4), the correct response should be rejection. We can see from the chart that the BJ group judge it more correctly than the HK group.

Subjects regard sentence (1) ungrammatical because they consider “gei” not functioning as a verb here. For sentence (2), 100% of the BJ group accept it grammatical by scoring it 1 or 2.

All subjects who give a negative response to sentence (3) and (4) know that the direct object and the indirect object are not in the target word order in these two sentences.

The subjects from the HK group who judge sentence (5) ungrammatical delete the perfective aspect marker “le” or move it to the sentence final position. The one who marked it -2 from the BJ group thinks that the “ba-construction”^① should be used here.

According to the analysis above, we can come up with a point of view that Cantonese speaking subjects have a significant difference on the idea of dative “gei” than Mandarin speaking people. Although they accept those patterns that only occur in Mandarin, the

^① The correction he made is:
 我把一本书 给他。
 I ba one CL book give him
 ‘I gave a book to him.’

degree is much lower. The rejection of double object dative construction with the ungrammatical word order is not as strong as the Mandarin speaking subjects, which is attributed to the negative transfer of the Cantonese grammar. They are not as willing as Mandarin speakers to accept the “gei + DO (direct object) + IO (indirect object)” pattern, maybe due to the lower frequency it was used in spoken Cantonese.

3.3.2 Causative “gei”

In both Mandarin and Cantonese, speakers use “gei” (in Cantonese it is pronounced as “bei”) to express a causative construction. However, the usage of “gei” in Cantonese is much wider than that in Mandarin.

The sentences below can only be heard in Cantonese, not in Mandarin (to unify the expression, the Cantonese word “bei is replaced by the word “gei”).

6) 不要給這個球落下來啊!

don't let this CL ball fall down PRT

‘Don't let the ball fall down!’

7) 公司現在不給我們穿休閒裝上班。

company now not let us wear casual clothes work

‘Our company no longer allows us to put on casual wear to work from now.’

8) 別給這扇門關上了，我還要進去呢

not let the CL door close PRT I still want come in PRT

‘Please hold the door for me. I'm coming in soon.’

A causative “gei” also exists in Mandarin in some cases, as the following two sentences illustrate:

9) 看著小鳥，別給它飛了。

look PROG little bird don't allow it fly PFV

‘Watch out! Don't let the bird escape.’

10) 看守一不留神給那犯人跑了。

guard carelessly let the criminal escape PFV

‘Because of the careless of the guard, the prisoner has escaped.’

The percentage of strong acceptance and strong rejection of these sentence patterns can be seen in Chart 3.3:

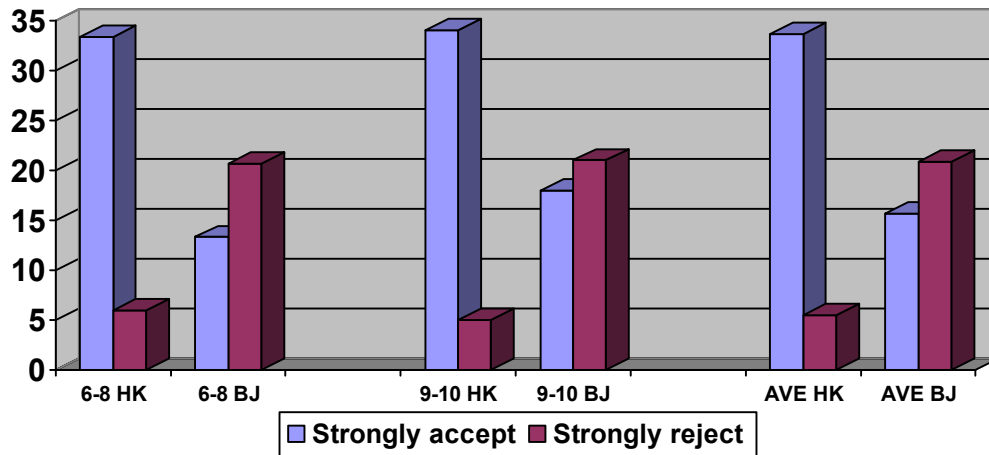


Chart 3.3 The strong acceptance and strong rejection of sentence (6)-(10)

The graph above shows that the two groups have totally opposite judgments on sentence (6), (7) and (8) by the average rating that they have given.

The HK group generally accepts these three sentences, and the ratings for them are 0.64, 0.42 and 0.72; whereas, the BJ group tends to reject them all by rating them for -0.36, -0.52 and 0.2. These two groups show a significant different reaction to these three sentences (p-value= 0.000, 0.001 and 0.049).

The results of sentence (9) and (10) are similar to the prior three; the HK group accepts this pattern more by marking them 0.66 and 0.78 than the BJ group which only marks it -0.24 and -0.04. The graph shows that the HK group has a higher recognition to the causative “gei” pattern than the BJ group.

The percentage of the response of the two groups can be seen from the Chart 3.4:

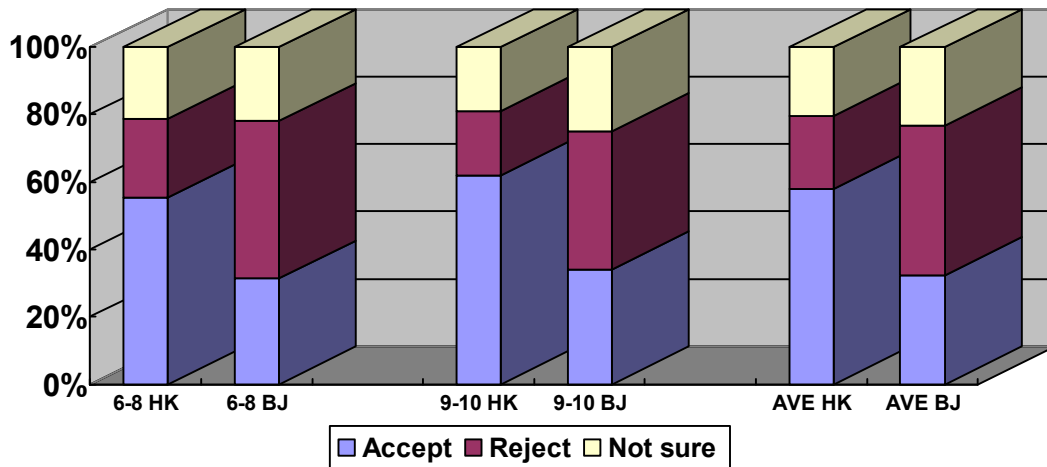


Chart 3.4 The percentage of subjects' response for sentence (6)-(10)

In Mandarin, sentence (6)–(8) are ungrammatical while (9)-(10) are grammatical. We can see from Chart 3.4 that the percentage of correct response of the BJ group is higher than that of the HK group.

There is one similarity that most of the subjects in two groups use the word “rang” to replace the word “gei”, when they correcting sentences (6)-(8) .. The only exception appears on sentence (8). To be specific, in those who gave a minus rating, 57.9% of the BJ group uses the “ba”-construction to correct the sentence, while only 18.2% of the HK group does the same.

Even though the HK group has a higher recognition to the causative “gei” as being proved in Chart 3.4, most of them use the word “rang” to replace the word “gei” to correct sentences (9)-(10). One subject from BJ group comments that people in southern China are used to use causative “gei”, while Northern people seldom use “gei” in a causative construction.

Because of the existence of causative “bei” in Cantonese, Cantonese speaking people also accept the causative “gei” in Mandarin, and even go further to overuse the causative “gei” in Mandarin. On the other hand, the BJ group gives some sentences, which should be regarded as grammatical in modern Chinese according to Huang (2011), a minus

rating. Out from this fact, we may go further to presume that some diachronically changes effect on this construction. And it may also illustrate that language habits of the younger generation of Mandarin speakers are different from those of the elder generation.

3.3.3 Benefactive “gei”

The word “bei” does not have a benefactive expression in Cantonese. The following sentences are designed to test whether the HK group has difficulties on acquiring the benefactive “gei”.

11) 我 給 班級 爭 榮耀。

I for class attain honor

‘I attain honor for the class.’

12) 你 給 他 道歉 了 沒？

you to him apologize PFV NEG

‘Have you apologized to him?’

13) 我 可以 給 你 當 翻譯。

I can for you be interpreter

‘i can be your translator’

14) 我 是 來 給 大家 幫忙 的。

I am come for you help AUX

‘i am here to help’

15) 到 家 請 給 我 發 個 短信。

reach home please to me send CL message

‘Please send me a message when you get home.’

The average percentages of strong acceptance and rejection can be seen from Chart 3.5:

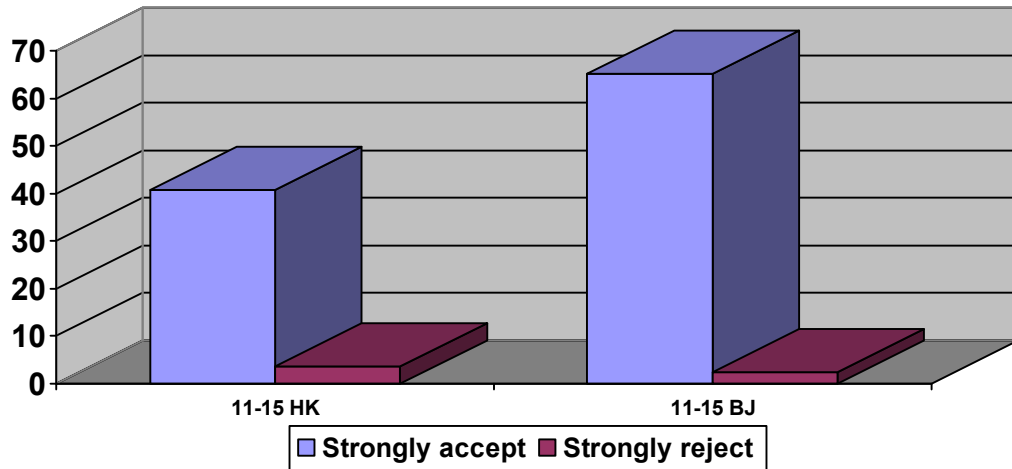


Chart 3.5 The strong acceptance and strong rejection of sentence (11)-(15)

The result shows that although both the HK group and the BJ group accept the usage of the benefactive “gei” pattern, significant differences exist in sentence (12), (13) and (15).

We can see from Chart 3.5 that the bar shapes of the two groups are similar. This indicates that both groups accept this sort of pattern, and the BJ group tends to accept it more.

The percentage of their response is shown as below:

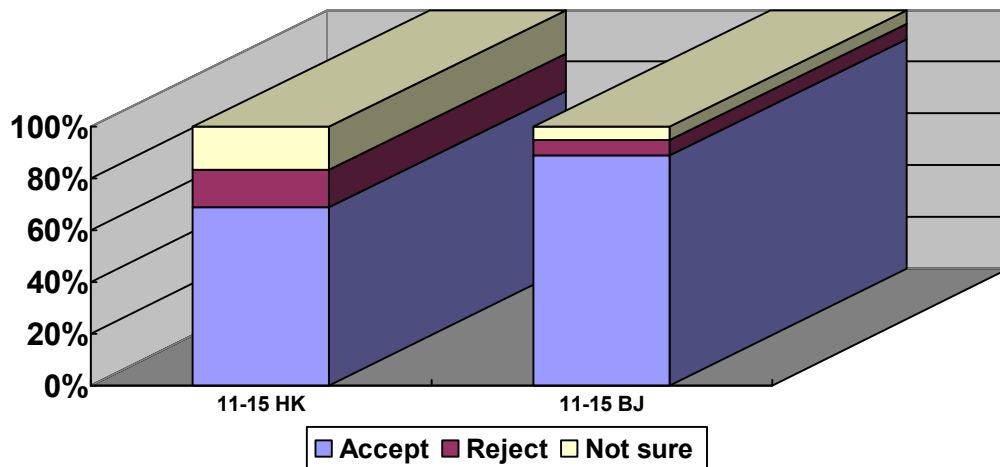


Chart 3.6 The percentage of subjects’ response for sentence (11)-(15)

Referring to the corrections they made, subjects from the BJ group intend to replace “gei” by “xiang (向)” or other prepositions; the HK group, on the other hand, tries to delete the preposition “gei” or change the sentence pattern.

Generally speaking, although the benefactive expression of “gei” is a grammatical sentence pattern in Mandarin system, it could also be acquired by Cantonese speaker without a significant difference.

3.3.4 Dative marker

As we mentioned earlier, “gei” can act as the dative marker in three ways, as it shows in sentences (16) to (18). Sentence (16) represents the first way; sentence (17) and (18) represent the second one. They all only occur in Mandarin.

16) 我給他寫了一封信。

I to him write PFV one CL letter

‘I wrote him a letter.’

17) 我送給他一個生日蛋糕。

I give to him one CL birthday cake

‘i send him a birthday cake.’

18) 他教給我一首好聽的歌。

he teach to me one CL nice AUX song

‘He taught me how to sing a nice song.’

The third category of dative marker “gei” can be found in both Mandarin and Cantonese. As the following two sentences illustrate:

19) 我送了一本書給他。

I give PFV one CL book to him.

‘I gave him a book’

20) 今晚請打個電話給我。

tonight please call CL phone to me

‘Please call me tonight.’

The percentages of strong acceptance and strong rejection of the two sets of sentence patterns are described in Chart 3.7:

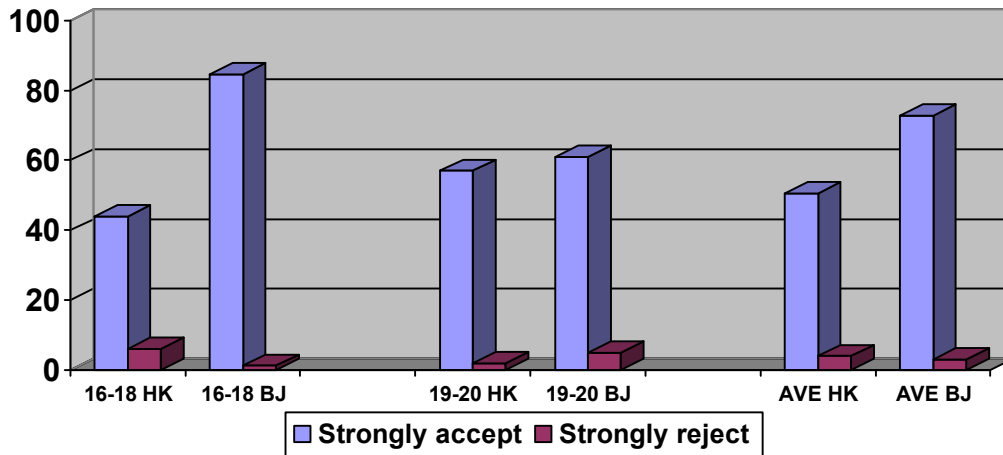


Chart 3.7 The strong acceptance and strong rejection of sentence (16)-(20)

Significant differences have been found in sentences (16)-(18) (p-value = 0.006, 0.000 and 0.000) from the decisions made by our subjects. The BJ group accepts them with a high identification (1.88, 1.9 and 1.52 respectively). However, the ratings made by the HK group are in fluctuation (1.48, 1.10 and -0.12 respectively).

The rate of strongly rejection is 6% for the HK group while 1.3% for the BJ group. The figure of the subjects who strongly accept these sentences (44%) approximately occupies a half of the percentage of the BJ group (84.67%). Moreover, Sentence (16) and (17) get no minus rating in the BJ group.

The results of sentence (19) and (20) are quite similar in the rating of the two groups. The average proportions of strong acceptance and rejection of the two groups are approximate. It also shows that no significant difference exists between the two sentences (p-value = 0.588 and 0.418).

The following chart (Chart 3.8) shows the responses of the two groups:

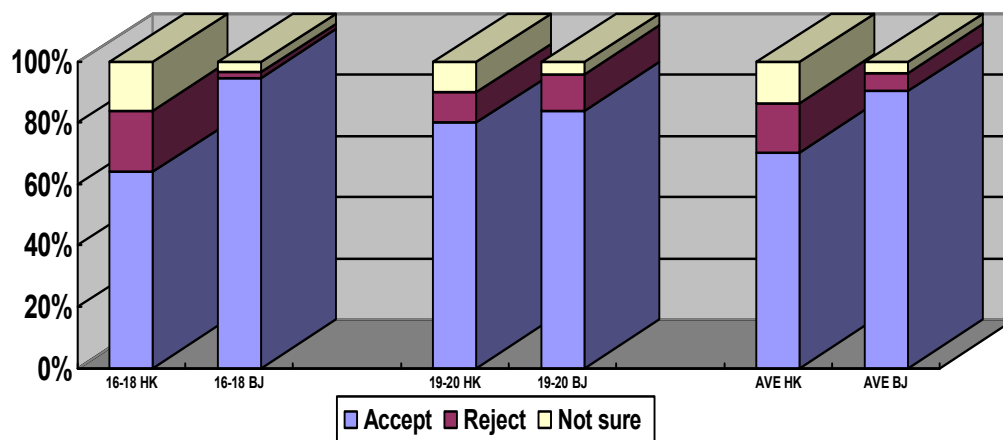


Chart 3.8 The percentage of subjects' response for sentence (16)-(20)

Concerning to the corrections of sentence (16)-(18), we found that the fact is, the subjects from the HK group who gave them minus markings simply refuse to accept the word “gei” following directly with a verb. So, in this case none “verb + gei” construction can be found in their corrections.

As for the corrections of sentence (19)-(20), both groups tend to put a short phrase “gei wo/ta” before the verb phrase.

Similar to the situation we mentioned above, Cantonese speakers have difficulties in acquiring dative marker “bei” in “verb + gei” construction and “gei + sb. + verb +sth.” construction. But they have no problem with the dative marker like the third way (sentence (19) and (20)) in this test.

3.3.5 Passive marker

Cantonese and Mandarin mark passive with the morpheme “bei2” and “gei”. The following sentences are grammatical if we replace “gei” with the Cantonese “bei”.

21) 門 給 風 吹 開 了。

door PASS wind blow open PFV

‘The wind blows the door open.’

22) 我 給 他 踢 了 一 腳。

I PASS him kick PFV one foot

‘I was kicked by him.’

23) 給 人 看 到 不 太 好。

PASS people see NEG good

‘It is not good for other people seeing this.’

24) 房 子 給 大 火 燒 掉 了。

house PASS big fire burn PFV

‘The house was burnt down by the big fire.’

25) 我 給 狗 叫 聲 吵 了 好 幾 天。

I PASS dog barking annoy PFV several days

‘I am annoyed by the dog-barking for several days.’

The percentage of strong acceptance and strong rejection is below:

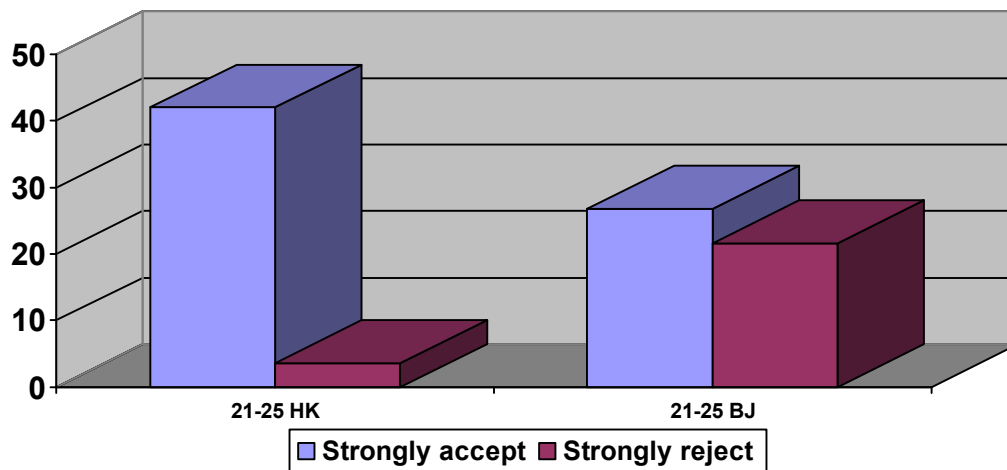


Chart 3.9 The strong acceptance and strong rejection of sentence (21)-(25)

The HK group shows strong acceptance of this pattern, and the BJ group are not. With a rating of 0.82, 1, 1.02, 1.22 and 0.46, the HK group seems to accept all this five sentences. The rating of the BJ group are 0.08, -0.3, 1, 0.06 and -0.22. With the only exception, sentence (23), no significant different has found in the rest four sentences.

The overall response of the two groups is:

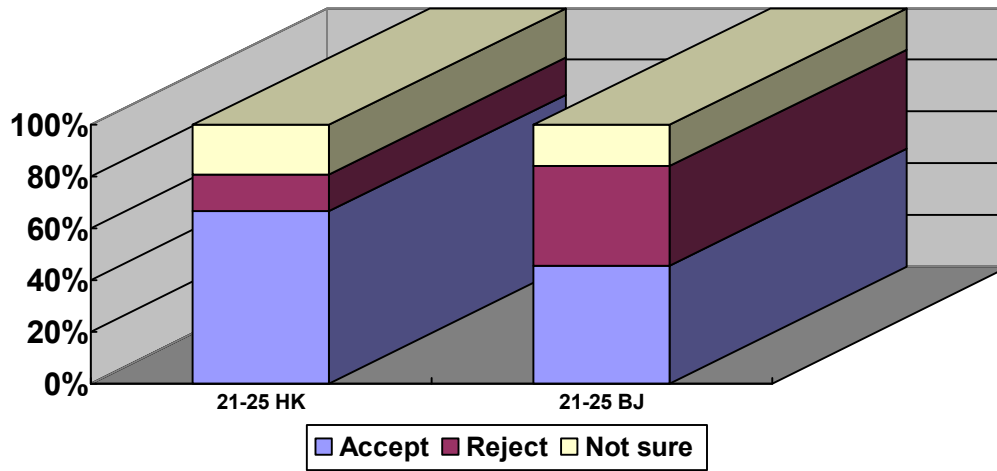


Chart 3.10 The percentage of subjects' response for sentence (21)-(25)

In the correction of sentence 21), 30% of the HK group use “bei (被)” to replace “gei”, but 85.71% in the BJ group do so. For sentence (25), only 25% of the HK group subjects use the morpheme “bei” to replace it while the percentage in BJ group is as high as 72.73%. It is almost the same situation with the rest of the sentences. The BJ group tends to use “bei” to correct the error more frequently than the HK group.

According to Yang (2003), the passive “gei” is derived from the causative “gei” through a semantic change. We found that the results of the passive “gei” are very similar to those of the causative “gei”. Thus, this test agrees with his opinion.

To sum up, the response on the passive marker is quite similar to the causative “gei” case we mentioned above, that is, the acceptances of both the passive maker “gei” construction and causative “gei” in HK group are higher than those of the BJ group. And this results from overgeneralization of “gei” in passive and causative constructions by Cantonese-speakers.

Only one passive marker exists in Cantonese (Matthews & Yip, 1994). However, in Mandarin, “bei(被)”, “rang(讓)” and “gei” can all act as the passive markers (Xiao, McEnery & Qian, 2006). Therefore, Mandarin-speakers have various patterns to choose

when speaking passive sentences, while Cantonese speakers only have one choice. This may explain the reason why the HK group has a higher acceptance on the usage of passive marker “gei” than the BJ group.

3.3.6 “Gei”-VP

The “gei-VP” pattern only exists in Mandarin as sentences (26) to (28) from the questionnaire. The sentence pattern cannot be found in Cantonese:

26) 犯人 給跑了。

criminal gei run PFV

The criminal escaped.

27) 米飯 給煮糊了。

rice gei boil burnt PFV

This cauldron of rice is burnt.

28) 這回 可 給他爸爸給逮到了。

this time AUX gei his father gei catch PFV

‘Finally, his father caught him.’

In the study 1, we use two ungrammatical sentences to test whether the subjects have the ability to tell the ungrammatical sentences.

29) *小孩 給睡著了。

child gei sleep PFV

‘The child fell asleep.’

30) *這首歌 給唱哭了他。

this CL song gei sing cry PFV him

‘This song made him cry.’

The proportions of strong acceptance and strong rejection of the sentence (26) to (30) can be seen from Chart 3.11.

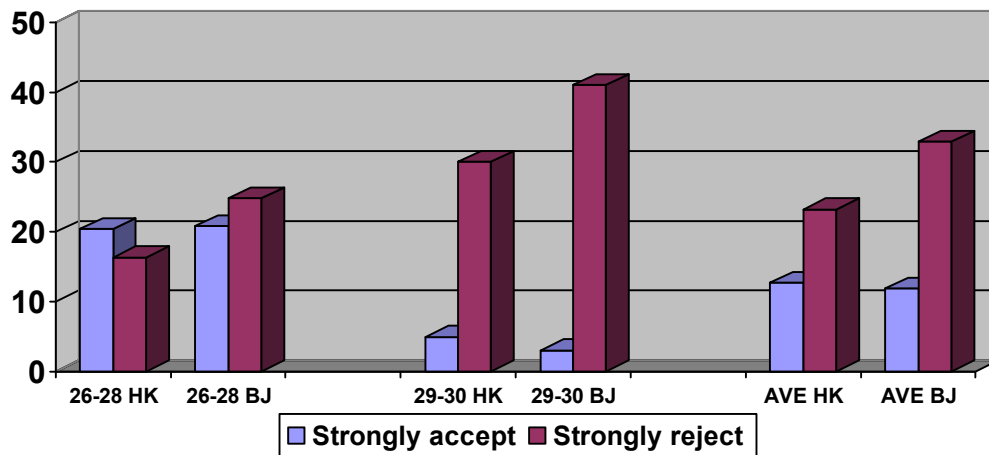


Chart 3.11 The strong acceptance and strong rejection of sentence (26)-(30)

The ratings of the two groups show that the HK group seems to accept the pattern in sentences (26)-(28) by giving them the average ratings of 0.68, 1 and 0.32. Moreover, the BJ group also accepts them with the ratings of 0.18, 0.54 and 0.76. As for the p-value on these three sentences, no significant difference between these two groups exists (p-value = 0.056, 0.063 and 0.121).

Chart 3.11 indicates that although the percentages of acceptance are similar (20.4% for the HK group and 20.8% for the BJ group, respectively), the BJ group has a slightly stronger rejection to grammatical “gei”-VP, with a discrepancy of 8.4%.

The average ratings of sentence (29)-(30) indicate that both groups reject these two sentences. The ratings made by the HK group are -0.34 and -0.72, while the ratings of the BJ group are -0.72 and -1.08. The difference is not significant (p-value=0.101 and 0.124).

Chart 3.11 shows that the BJ group rejects these sentences more resolutely than the HK group.

The percentages of the overall responses of these five sentences are shown in Chart 3.12.

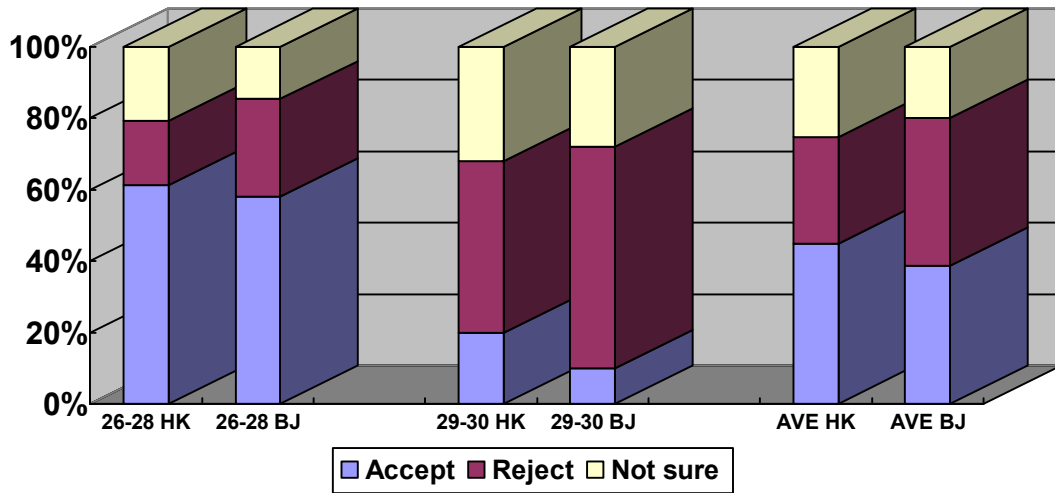


Chart 3.12 The percentage of subjects' response for sentence (26)-(30)

Sentences (26)-(28) are grammatical, whereas sentences (29)-(30) are not. We can see from Chart 3.12 that the responses of the BJ group made are more accurate than the HK group did.

In the subjects who gave a minus rating to sentence (26), 87.5% of the HK group corrected the sentences by deleting the word “gei”; whereas, 56.25% of the subjects from the BJ group add a “rang(讓)” or “bei(被)” to make the corrections.

The same situation occurs in sentence (27). While the HK group tends to delete the word “gei” to correct the sentence, the majority of the BJ group (64.29%) add a “bei(被)” to the sentence.

More obviously, 66.67% of the HK group delete the second “gei” in sentence (28) to make the correction. But 72.73% of the BJ group use “bei” or “rang” to replace the first “gei”.

Speaking for the last two ungrammatical sentence patterns, most subjects corrected sentence (29) by deleting “gei”. However, three categories had been used when correcting sentence (30). To be specific, 23.08% from the HK group and 56.76% from BJ group kept the word “gei” in their corrections; 7.69% from HK group and 27.03% from

BJ group used a “ba”-construction to make the correction; and 11.54% of the HK group and 10.81% of the BJ group deleted the word “gei” in the original sentence (30).

The sentence pattern of “gei-VP” newly emerged in the recent centuries (Wen & Fan, 2006)^②. According to Li (2004), it firstly emerged in the Northern Mandarin system, which attributed to the rare appearances of “gei-VP” in the writing works of that certain period in the Southern China. But the data we collected from study 1 tell a different story. From the analysis of Chart 3.11 and Chart 3.12, we may presume that nowadays Mandarin-speakers, at least the younger generation, do not prefer to use “gei-VP”. Instead, they are more used to accept passive voice with “rang” and “bei” than Cantonese-speakers.

Since the “gei”-VP not only exists in the northern Mandarin, but also is widely spoken in China, Hong Kong people do not show any difficulties in acquiring this construction, although they do not use the construction in Cantonese.

4 Study 2

Study 1, testing in a written form, has uncovered the acceptance of each function of the Mandarin “gei” for Cantonese-speakers and native Mandarin-speakers. However, in spontaneous speech, subjects’ usage of the “gei” patterns differ from the judgments made in study 1. As a result, we designed Study 2 to check the distinction of the “gei” patterns in spontaneous speech between Cantonese speakers and Mandarin speakers.

4.1 Methodology

A video about a pear story from the website www.pearstories.org is used in this study. Six groups of sentences that contain 10 sentence patterns in the former questionnaire are designed in accordance with the plot. To be precise, four groups of sentences contain two different patterns in each and the rest two groups contain one in each.

^② They found that the “gei-VP” first emerged in the book *Ernv Yingxiong Zhuan*, which is a novel of Qing dynasty.

Before the test, the researcher tells the subject: “We are going to play a video. When it comes to certain point I will pause the video and read some sentences. If you think there is no problem with the grammar, try to repeat them as accurately as you can. But if you find out that the grammar is incorrect, or feel the sentence unnatural (which means you won’t say it this way), just correct me with what you think is natural or grammatical. If you can’t remember what I say, you are welcome to ask me to repeat it.”

If the subject does not remember the sentence, the researcher will repeat the whole group of sentences rather than a single one. If the subject corrects himself, the correction he made will be counted in.

There are 17 sentences in this test. 10 of them are the target sentences with the word “gei” and the sentence patterns we want to test. The rest 7 are in existence to keep the continuity of the plot. Only the 10 target sentences will be analyzed in this article.

4.2 Subjects

10 people from Hong Kong who speak Cantonese as their first language and Mandarin as their second language participated in this study. Five of them are males and five are females. The average age is 31. The youngest subject is 21 and the eldest one is 61. The average age of starting to learn Mandarin is 13.4.

Another 10 people from Beijing are chosen as the control group. There are also five males and five females, with an average age of 28. The youngest one is 22 and the eldest one is 35. None of them can speak any other dialects.

4.3 The result and the discussion

4.3.1 Dative “gei”

There are three sentences on dative “gei” in this test. Just as the results of the questionnaires indicate, the subjects accepted the double object dative construction [“gei” + DO + IO] in Mandarin (70% in HK group and 50% in BJ group repeat it) and rejected the double object dative construction [“gei” + IO + DO] in Cantonese (only 30% in HK group and 20% in BJ group repeat it). The result of Study 1 shows that HK group accepted the [Verb + IO + “gei” + DO] just as the BJ group did; however, it seems that they are not so used to use this pattern in their oral communication as the BJ group is.

Only 40% of the HK group repeated sentences with this pattern after the researcher, while 80% of the BJ group repeated the pattern.

Concerning to the utterances that the subjects produced without using the researcher's sentence patterns, study 2 shows that HK group likes to use "ba"-construction and BJ group tends to use the passive marker "bei". Three utterances of "ba"-construction are produced by the HK group while none by the BJ group. Four utterances with the passive marker "bei" are produced by the BJ group while none by the HK group. It matches the preference of the correction each group made in the Study 1.

4.3.2 Causative "gei"

In Study 1, the HK group accepted all the five sentences with the causative "gei" while the BJ group rejected them all. However, the utterances in this study tell a different story. The amounts of the replications of the 2 sentences are 7 and 3 for the HK group, and 10 and 3 for the BJ group. The BJ group did not show any stronger tendency of rejection to these sentences comparing with the HK group.

Among the utterances that are not the replications of the researcher's sentence patterns, the HK group produced 5 sentences with "rang" while no sentences with "bei". In contrast, the BJ group produced 6 utterances with "bei" while no utterances with "rang".

4.3.3 Benefactive "gei"

Although in Study 1 both the HK group and the BJ group showed strong acceptance to benefactive "gei", the rates they repeated it in this pattern are very low – only 20% in the HK group and 30% in the BJ group.

For both groups, most of the subjects tend to omit the benefactive "gei" and the beneficiary in their utterances.

4.3.4 Dative marker "gei"

As for the sentence with the dative marker "gei", 80% of the HK group could retell it by using the original pattern and 100% subjects in the BJ group did. The high acceptance rates matched the results of the questionnaires.

4.3.5 Passive marker “gei”

In accord with Study 1, the acceptance rate of the passive marker “gei” is much higher in the HK group than in the BJ group. Among the utterances made by the subjects, 6 repeated sentences are with passive marker “gei” in the HK group while only 2 in the BJ group.

It proves that the BJ group likes to use “bei” as the passive marker more once again. In their utterances, subjects from the HK group only produced 1 sentence with the dative marker “gei”. However, the BJ group produced 8 utterances with it.

4.3.6 “Gei”-VP

There are two test sentences in this part. One is grammatical and the other one lacks the subject. Although both groups showed the acceptance to “gei”-VP in Study 1, when it comes to speech, they tend to omit the “gei” in “gei”-VP. Only 2 “gei”-VP constructions are found in their repeated utterances, 5 “gei”-VP constructions are found in the first test sentence and 3 are found in the second one.

5 Conclusion

Almost all the bar graphs in Study 1 give us a common face, that is, the BJ group chooses the two-end-side options, means -2 and 2, much frequently than HK group. It implies that HK group is not as confident as the BJ group in the grammatical judgment. They tend to select an equivocal option.

By comparing the differences, which has been reflected in Study 1, between the BJ group and the HK group, we could come up with an idea that the understanding of a “gei” sentence is effected by a man’s mother tongue, like a Cantonese speaker will have difficulty to master the usage of the dative verb “gei”, causative verb “gei”, dative marker preposition “gei” and passive marker preposition “gei” in a Mandarin native speaker’s way. But for the benefactive verb “gei” and “gei”-VP, although they do not exist in Cantonese, Cantonese speakers shows no difficulty of learning and recognizing them.

According to how these two groups make their correction to the test subject, we can see some interesting phenomena, such as, the HK group does not like to put the PFV ‘le’

after the verb directly. They are more used to use it as a final particle by putting it at the end of a sentence.

When the HK group tries to correct the sentences, they tend to delete the word “gei”; on the other hand, the BJ group tends to replace the word “gei” by using the word “rang” or “bei”. These phenomena indicate that the usage of preposition appears less often in Cantonese-speakers’ utterances than in Mandarin-speakers’.

As we can see from Study 1, some sentence patterns are accepted by the Cantonese-speakers in the written form. But when it comes to the speech, it shows a different result. By comparing the results of Study 2 with that of Study 1, we found that the dative “gei”, the benefactive “gei” and the “gei”-VP all suffer from this problem. The reason will probably be that the Cantonese speakers know the application of these “gei” theoretically, but the negative transfer from their mother tongue or their language habit prevents them from producing these patterns in the way of a native Mandarin-speakers do.

There are still some issues can not be explained in this study, waiting for future study. For example, although the construction of causative “gei”, passive marker “gei”, “gei-VP” are regarded as grammatical by the experts, in the study, BJ group shows a very low acceptance to them. Does it result from a diachronically change effected the language habit of the younger generation?

Moreover, it seems that the BJ group often uses a preposition, like “bei”, “rang”, to replace another preposition which they think is incorrect. But the HK group does not have the same behavior. Is this fact suggesting that the HK group has difficulties in acquiring prepositions?

As for the dative marker “gei”, we found that Cantonese speaking people can accept “huan gei(還給)”, “na gei(拿給)”, but do not accept “jiao gei(教給)”, because they do not use it in Cantonese. Then what kind of verbs can precede the dative marker in Cantonese and what kind of verbs cannot? To what extent does this fact affect the Cantonese speakers to acquire the dative marker “gei” in Mandarin?

Owing to the limited knowledge, we have to admit that the current thesis leaves many problems untouched. And the present research in this thesis is only an inquiry on this topic in the strict sense. The deeper reason of the phenomenon we found in this research comes only when more researches are devoted to this topic. We do hope we can go

deeper in this subject in the future.

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Appendix 1

ABBREVIATIONS

AUX	Auxiliary
CL	Noun classifier
LP	Linking particle
NEG	Negation marker
PASS	Passive marker
PFV	Perfective aspect
PROG	Progressive aspect
PRT	Particle

Appendix 2

Questionnaires for HK group and BJ group

普通話中“給”字的用法

感謝您抽空填寫本問卷，所有收集資料盡限於學術用途，對您的資料我們將絕對保密。

請填寫您的個人資料

1. 性別：_____ 年齡：__岁
出生地：_____ 常住地：_____ 教育程度：_____

2. 幾歲開始學說普通話？

3. 父母其中一方或雙方是否以普通話為母語？

- 父親的母語為普通話 母親的母語為普通話
 父母的母語都為普通話 父母的母語都不為普通話

請用普通話朗讀下列句子，判斷句子是否合語法，並為句子合語法程度評分。

其中：

2——非常合語法；

1——比較合語法；

0——不確定是否合語法；

-1——有點不合語法；

-2——非常不合語法。

若該句得分為負分（-1 或-2），請在選項後的橫線中寫明您認為正確的表達方法。

4. 我給了他一本書。

- 2
 -1
 0
 1
 2

5. 看著小鳥，別給它飛了。

- 2
 -1
 0
 1
 2

6. 我可以給你當翻譯。

- 2
- 1
- 0
- 1
- 2

7. 我明天給本書你。

- 2
- 1
- 0
- 1
- 2

8. 犯人給跑了。

- 2
- 1
- 0
- 1
- 2

9. 這首歌給唱哭了他。

- 2
- 1
- 0
- 1
- 2

10. 我給狗叫聲吵了好幾天。

- 2
- 1
- 0
- 1
- 2

11. 我送了一本書給他。

- 2
- 1
- 0
- 1
- 2

12. 門給風吹開了。

- 2
- 1
- 0
- 1
- 2

13. 公司現在不給我們穿休閒裝上班。

- 2
- 1
- 0
- 1
- 2

14. 給個機會我啦!

- 2
- 1
- 0
- 1
- 2

15. 看守一不留神給那個犯人跑了。

- 2
- 1
- 0
- 1
- 2

16. 你給他道歉了沒?

- 2
- 1
- 0
- 1
- 2

17. 到家請給我發個短信。

- 2
- 1
- 0
- 1
- 2

18. 不要給這個球落下來啊!

- 2
- 1
- 0
- 1
- 2

19. 他教給我一首好聽的歌。

- 2
- 1
- 0
- 1
- 2

20. 小孩給睡著了。

- 2
- 1
- 0
- 1
- 2

21. 給人看到不太好。

- 2
- 1
- 0
- 1
- 2

22. 我給她寫了一封信。

- 2
- 1
- 0
- 1
- 2

23. 我給班級爭榮譽。

- 2
- 1
- 0
- 1
- 2

24. 我給他踢了一腳。

- 2
- 1
- 0
- 1
- 2

25. 別給這扇門關上了，我還要進去呢。

- 2
- 1
- 0
- 1
- 2

26. 她給了我一個燦爛的微笑。

- 2
- 1
- 0
- 1
- 2

27. 我送給他一個生日蛋糕。

- 2
- 1
- 0
- 1
- 2

28. 我給了他兩腳。

- 2
- 1
- 0
- 1
- 2

29. 米飯給煮糊了。

- 2
- 1
- 0
- 1
- 2

30. 今晚請打個電話給我。

- 2
- 1
- 0
- 1
- 2

32. 我是來給大家幫忙的。

- 2
- 1
- 0
- 1
- 2

31. 房子給大火燒掉了。

- 2
- 1
- 0
- 1
- 2

33. 這回可給他爸爸給逮到了。

- 2
- 1
- 0
- 1
- 2

感謝您的參與！

普通话中“给”字的用法

感谢您抽空填写本问卷，所有收集数据仅限于学术用途，对您的资料我们将绝对保密。

请填写您的个人资料

1. 性别：_____ 年龄：__岁
出生地：_____ 常住地：_____ 教育程度：_____

2. 是否能讲除普通话外的方言？如可以，请列举：

3. 是否能听懂除普通话外的方言？如可以，请列举：

请用普通话朗读下列句子，判断句子是否合语法，并为句子合语法程度评分。

其中：

2——非常合语法；

1——比较合语法；

0——不确定是否合语法；

-1——有点不合语法；

-2——非常不合语法。

若该句得分为负分（-1 或-2），请在选项后的横线中写明您认为正确的表达方法。

4. 我给了他一本书。

- 2
- 1
- 0
- 1
- 2

5. 看着小鸟，别给它飞了。

- 2
- 1
- 0
- 1
- 2

6. 我可以给你当翻译。

- 2
- 1
- 0
- 1
- 2

7. 我明天给本书你。

- 2
- 1
- 0
- 1
- 2
-

8. 犯人给跑了。

-2

-1

0

1

2

10. 我给狗叫声吵了好几天。

-2

-1

0

1

2

12. 门给风吹开了。

-2

-1

0

1

2

14. 给个机会我啦!

-2

-1

0

1

2

9. 这首歌给唱哭了他。

-2

-1

0

1

2

11. 我送了一本书给他。

-2

-1

0

1

2

13. 公司现在不给我们穿休闲装上班。

-2

-1

0

1

2

15. 看守一不留神给那个犯人跑了。

-2

-1

0

1

2

16. 你给他道歉了没?

- 2
- 1
- 0
- 1
- 2

17. 到家请给我发个短信。

- 2
- 1
- 0
- 1
- 2

18. 不要给这个球落下来啊!

- 2
- 1
- 0
- 1
- 2

19. 他教给我一首好听的歌。

- 2
- 1
- 0
- 1
- 2

20. 小孩给睡着了。

- 2
- 1
- 0
- 1
- 2

21. 给人看到不太好。

- 2
- 1
- 0
- 1
- 2

22. 我给她写了一封信。

- 2
- 1
- 0
- 1
- 2

23. 我给班级争荣誉。

- 2
- 1
- 0
- 1
- 2

24. 我给他踢了一脚。

-2

-1

0

1

2

25. 别给这扇门关上了，我还要进去呢。

-2

-1

0

1

2

26. 她给了我一个灿烂的微笑。

-2

-1

0

1

2

27. 我送给他一个生日蛋糕。

-2

-1

0

1

2

28. 我给了他两脚。

-2

-1

0

1

2

29. 米饭给煮糊了。

-2

-1

0

1

2

30. 今晚请打个电话给我。

-2

-1

0

1

2

31. 房子给大火烧掉了。

-2

-1

0

1

2

32. 我是来给大家帮忙的。

-2

-1

0

1

2

33. 这回可给他爸爸给逮到了。

-2

-1

0

1

2

感谢您的参与!

Appendix 3

Test sentences for Study 2^③

1. 小山羊想吃梨，可是主人不給。最後小山羊還是給主人牽走了。(Causative verb “gei”, passive marker preposition “gei”)

2. 小男孩來偷梨，農夫沒有注意到他，所以就給他成功地偷去了。(Causative verb “gei”)

3. 小男孩怕農夫追上來給他一頓毒打，就加快了速度，結果被一塊石頭給撞倒了。(Dative verb “gei”, “gei”-VP)

4. 三個小男孩過去給他幫忙。梨被裝上車之後，給搬開了那塊石頭。(Benefactive verb “gei”, “gei”-VP)

5. 穿藍衣的小男孩發現他的帽子在地上，便跑過去要還給他，那個小男孩也想送幾個梨給他。(Dative marker preposition “gei”, dative verb “gei”)

6. 騎自行車的小男孩給了三個梨他，穿藍衣的小男孩就給了他的小夥伴每人一個。(Dative verb “gei”)

^③ The 10 sentences in bold type are the test sentences.