Post-Verbal Particles of Cantonese

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Introduction

In the course of language acquisition, many interesting and challenging topics on how children acquire language are introduced to us. Now, for we have a chance to do our own research, we as Hong Kong people, are especially interested in the acquisition of Cantonese of a local monolingual child. 'Post-verbal particles' is chosen as the research topic due to the fact that Cantonese is rich in this category. Different types of post-verbal particles indicating results and phase of action are found in Cantonese. Besides, there are not many researches done on this topic when compared to classifiers, aspect markers and sentence final particles. There is more room for discussion and exploration.

The main objective of this project is to understand how a Cantonese child acquires the knowledge of post-verbal particles through his usage of each post-verbal particle and the number of each particles occured. Omission and overgeneralization and undergeneralization of post-verbal particles is also under observation. The development of post-verbal particles of Cantonese monolingual children will be drafted out in this project.

Date Collection

Subject Information

In this research, a 5-year-old boy named Chan Shu Leung (CSL) is under observation.

CSL is chosen as the subject of our research because he meets the basic requirement that a Cantonese-speaking dominant background is necessary. Firstly, his parents are native speakers of Cantonese. It kicks out the possibilities that he is a bilingual child. Secondly, he lives with relatives who are also native speakers of Cantonese, it ensures him to receive high amount of Cantonese inputs. Thirdly, he is now in his third year in the kindergarten. The medium of instruction in school is Cantonese. It again provides him a Chinese-speaking dominant environment. One point to note is that English is included in the curriculum of the school. He has already started his second language acquisition.

Method of data collection

To maintain the requirements of naturalness and representativeness of the data, striking a balance between spontaneous conversational sampling and structured testing is a must. In the process of collecting data, on the one hand, a familiar situation for the child is provided. All 3 sets of samples are recorded at his home and the investigators are his relatives. The questions the investigators asked are topics around the child's daily experience. On the other hand, some questions to elicit the child's knowledge of post- verbal particles are provided since the child may not produce all the linguistic features in a natural observation. Underestimation of his linguistic knowledge will then be made. Recorder is used as a tool to collect the data. And transcription is written after the recording.

Sample size and variability

In order to observe the language development of a child, it is appropriate to adopt a longitudinal method. That is to follow a child for a period of time and to see how he acquires different categories of post-verbal particles. However, due to the time limit, only a small scale of research can be launched. The time interval for our data collection is around one month. Three sets of samples are collected at his age 5;04.06, 5; 05.26, 5; 06. 26.

Hypothesis

The basic assumption of our research is the target can use the post-verbal articles in an adult-like form. According to different researchers, a child can reach the final stage of the language acquisition at around 5 years old. Here are two similar findings on the stages of language development by different researchers:

Period	Linguistic Development
Birth	Crying
6 weeks	Cooing
6 months	Babbling
8 months	intonation pattern
1 year	one-word stage
18 month	two-word stage
2 years	acquired word inflections
2 1/4 years	basic structure (including questions and negations)
5 years or above	rare or complex structure

(Yip: 2001)

Period	Linguistic Development
1-2 months	sound of eating breathing
3-4 months	cooing, laughing
5-7 months	intonation pattern
7-8 months	Babbling

before 12 months	variation of sound , utterance like sound
1 year	one-word stage
18 months	two-word stage, start of word spurt
3 year	make grammatical and complete sentence

(Pinker: 1995)

We can see that the acquisition of language to a certain extent is accomplished before 5 years old. In Roger Brown's famous longitude research on the three Harvard children, conclusion is found that children can make sentence as long as and as complex as an adult does just at the age of 3. Let us use Adam's utterances as examples:

2.3: Play checkers.

2.7: Put the cigarette down.

2.10: I simply don't want put in chair.

3.0: You dress me up like a baby elephant.

(Pinker: 1995)

In the case of Adam, he gets rid of the phrasal verb before his age of 3, and Pinker points out that Adam's language development is the slowest among the three Harvard children (Pinker: 1995), it implies that on average a child whose first language is English can acquire the use of phrasal verb before 3 years old. The post-verbal particle in Cantonese is structurally similar to the phrasal verb in English, that "these particles are comparable in form and function to the particles of English phrasal verbs" (Matthew & Yip: 1994, p211). Hence, we make an analogy between these two languages, and make an assumption that a child whose first language is Cantonese, can acquire the use of post-verbal particle in similar age. In this research, the implication of the assumption that adult-like usage of post-verbal particle in the utterances of a 5 years old child is found.

Analysis

There is a rich range of verbal particles indicating notions such as result (effect on an object) and phrase of action (beginning, continuing or ending). These particles may be divided by their functions into categories: directional particles, resultative particles, the quantifying particles and adversative particle. These particles are closely related to aspect in function. How to distinguish aspect markers and the post-verbal particles? Two properties of post- verbal particles are found.

(a) They are bound- forms. Unlike aspect markers they can be separated from verbs by adding a modal m4 (唔) and dak1 (得).

E.g. Keoi5 sat6 zou6 m4 saai3 di1 gung1 fo3.

He must do not pvp the homework.

He must not finish his homework.

佢實做唔哂 D 功課。

(b) They can occur with one another.

E.g. Keoi5 zou6 dak1 jyun4 di1 gung1 fo3.

He do can pvp the homework.

He finished his homework.

佢做得完 D 功課。

Post-Verbal Particle = prt	**Frequency**
返	**9**
過	**2**
起	**1**
落	**1**

去	**7**
黎	**5**
嚮	**3**
中	**1**
錯	**3**
到	**11**
爛	**8**
完	**1**
哂	**8**
下	**4**

Directional particles

返(Faan1)

1. fann1 used as a particle has the primary meaning “back” or” in return” as when it is used as a directional verb.

a) Ngo5 wui3 zi6 gei2 sau1 faan1 maai4 keoi5 lo3

I will myself put back pvp those sfp

I will put back those by myself

我會自己收返埋佢&lo3

b) Zoi2 jung3 di1 gau1 zi2 ci1 faan1 keoi5 zau3 dak1

Again use sfp again that

再用 di1 膠紙黏返佢就得

2. It may indicate resumption of an activity or a return to a state which has been interrupted

aa3 waak3 ze2 fat3 keoi5 heong2 dou3 zou3 faan1 hou2 jan4 lo1

aa3 maybe punlish him here be pvp good man sfp

Maybe punlish to be a good man again here.

&aa3...或...或者罰佢響到做返好人&lo1.

3. fann1 may be used reflexively to denote acquisition or retention of an item “for oneself”

過(Gwo3)

1. gwo3 uses as the experiential aspect marker

a) mou5 aa3 zing6 hai6 ji4 maa1 gin3 gwo3 ga3 zaa3

no sfp only auntie see pvp sfp

No, only auntie seen it before.

無&aa3 淨係姨媽見過 0 架&zaa3

b) waa3 mai3 zou2 gwo3 ngo5 lo3

ealry pvp me sfp

Ealrier than me.

嘩,咪早過我 lo3

起(Hei2)

1. hei2 “up” has a spatial meaning as in lo hei “pick up”

lik1 hei2 lo1

pick pvp sfp

pcik it up

Lik 起&lo3

2. hei2 may mean “upwards” in a figurative sense, as in tai hei “look up to respect”

3.referring to time, hei2 denotes completion within a certain time limit.

落(Lok6)

1. lohk6 “down” is used as a particle primarily in the potential constructions with dak and mh

    a) sat1 m4 lok6

    put neg pvp

    Can’t put into it

    塞唔落.

2. lohk6 heui, which as a directional verb means “go down”, has the meaning “continue” in the verb particle position.

去(Heoi3)

1. heoi3 used as a particle has the primary meaning “go into” for a three dimension space when it is used as a directional verb.

    a) Aa4 jiu3… jau6 jiu3 jap6 heoi3 jan4 dei6 fong3 heoi3 ngo5 dei6 zyu6 keoi5 haang4 le1 jat1 gin3 dou2 gaa3 zan1 zaan2 zau6 wui5 jap6 heoi3

    aa4..要..又要入去.如果人地放去我地住佢行 le1 一見到價真棧就會入去.

    b) Tung4 di1 pang4 jau5 lok6 heoi3 sik6 je5 lo1

    同 di1 朋友落去食野&lo1

黎(Lai4)

1. lai4 may indicate the meaning “back” or “return” when it is used as a directional verb.

    a) keoi5 waa6 ting1 jat3 faan1 lai4 aa3… ting1 jat3 jaa6 jat1 hou3 faan1 lai4 aa3

    佢話聽日番 0 黎&aa3..聽日 21 號返 0 黎&aa3

b) hung2 lung4 zai2 keoi5 keoi5 jiu6 coeng2 aa3 hou2 dak1 ji3 aa3 keoi5 jiu6 coeng2 lai4 waan2 aa3

恐龍仔佢... 佢要搶&aa3, 好得意&aa3 佢要搶 0 黎玩&aa3.

3. lai4 means “come”

aa3 jau5… jau5 si4 jau5 ga3 gei1 ceot1 aa3, jau5 si4 jiu3 jiu3 pai3 di1 gei1 lai4 lai4 daa2 zek6 gwaai3 sau3. Jyu4 gwo2 daa2 m4 zong6 zau6 jiu6 jung6 ciu1 jan4 gai1 aa3 lei4 daa2 ga3 la3.

aa3..有..有時有架機出 aa3..有時要..要派 di1 機黎打隻怪獸.如果打唔中就要用超人佳亞 lei4 打 ga3la3.

<u>嚮</u>(Hoeng2)

1. hoeng2 , as a directional verb means “here” in the verb particle position.

keoi5 hoeng2 dou6 zi6 gei2 yat1 go3 co5 hoeng2 dou6 lei1 go3 lou5 jan4 gaa1 keoi5 hai6 lou5 jan4 gaa1 ge3 ji6 gung1 lo3

佢嚮度自己一個坐嚮度&li1 個老人家佢係老人家, 佢係老人家個 0 既義工&lo3.

2. hoeng2 , sometimes may refer to “somewhere” when used as verb particle position.

a) m4 hai6 zou6 ngan4 hong4 go2 di1. Bat1 gwo3 m4 gei6 dak1 hoeng2 bin1 lu3

唔係做銀行 0 個 0 的.不過唔記得嚮邊 lu3

b) fong3 hoeng2… ji4maa1 go2 dou3 lo3

放嚮…姨媽個到&lo3

<u>中</u>(Cho6)

1. cho6 used as a particle has the primary meaning “strike to a target” when it is used as a directional verb.

aa3 jau5… jau5 si4 jau5 ga3 gei1 ceot1 aa3, jau5 si4 jiu3 jiu3 pai3 di1 gei1 lai4 daa2 zek6 gwaai3 sau3. Jyu4 gwo2 daa2 m4 zong6 zau6 jiu6 jung6 ciu1 jan4 gai1 aa3 lei4 daa2 ga3 la3.

aa3..有..有時有架機出 ar..有時要..要派 D 機黎 lai4 打隻怪獸.如果打唔中就要用超人佳亞 lai4 打 ga3la3

Resultative particles

錯(Co6)

1. co6 as a particle means “wrongly” or “by mistake”

a) aa4 jau5 si4 jau5 di1 zong6 jan4 aa3 zou5 co6 jau3 m4 zou5 co6 di1 lo1 jau6 m4 zou6 co6 di1 lo1. Jau5 di1 hai6 ga3

aa4 有時有 di1 中人 aa3 做錯又唔做錯 di1 lo1.有 di1 係 ga3

b) ha2, jau5 mou5 gau2 co6 aa3

下,有無搞錯&aa3

到(Dou2)

1.dou2 is an important particle indicating accomplishment or successful completion of an action

a) lei1 dou6 mun4 hai6 zi6 hoi1 gaa1 maa3 hai3 jing2 lai4 gaa6 so2 ji5 tai2 m5 dou2 aa3 ji1 dou6 hai3 aa3 tai2 m5 dou2 aa3

lei 度門係自動開架嘛..係影 0 黎 0 架..所以睇唔到&a3…依度係&a3 睇唔到&a3

b) keoi5 hoeng2 dou6 zi6 gei2 yat1 go3 co5 hoeng2 dou6 lei1 go3 lou5 jan4 gaa1 keoi5 hai6 lou5 jan4 gaa1 ge3 ji6 gung1 lo3

佢嚮到自己一個坐嚮到&li1 個老人家佢係老人家, 佢係老人家個 0 既義工&lo3.

2.dou2 is also used to form verbs of perception, such as tai dou "see".

Tung4 maai4 ji4 maa1 jat1 gin3 dou2 gaa3 zan1 zaan2 zau6 haang4 ga3 la3

同埋姨媽一見到價真棧就行&ga3 la3?

3.dou2 denotes arrival as in heui dou or laih dou "arrive"

gan2 hai3 jiu3 fan3 dou3 tin1 gwong1 laa1

梗係要訓到天光啦

<u>爛</u>(Laan6)

1. laahn6 refers to the state of "broken"

a) m4… m4 dak1 gan1 zyu3 sat1 laan3 zo2 dim dak1 ze1

唔... 唔得跟住塞爛左點得 ze1.

b) ngo5… jyu4 gwo2 ngo5 m4 gong2 bei2 jan4 faat3 jin6 zo2 nei5 mit1 laan6 le1?

我... 如果我唔講俾人發現左你搣爛 le1?

c) hai3 cyun4 bou6 caat3 laan6 laa3, nei5 m4 hou2 cyun4 bou6 caat3 laan6 laa1

係全部拆爛&laa3, 你唔好全部拆爛&laa1

<u>完</u>(Jyun4)

yuhn4 “finish, to the end” in addition to denoting completion, also serves to indicate temporal relationships between clauses

keoi5 wui5 jyu4 gwo2 faan1 hok6 zau6… faan1 jyun4 hok6 gan1 zyu3 zou3 gung1 fo3 sin1 cung1 loeng4.

佢會. 如果返學就... 返完學跟住做功課先冲涼

Quantifying particles

晒(Sai6)

1. saai6 “all, completely” has its primary function to quantify either the subject of an intransitive or the object of a transitive verb. In a transitive sentence with a plural subject, saai may refer either to the object or to the subject, or to both at once

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a) INV: 你做晒 D 功課未呀?
nei5 zou6 saai3 di1 gung1 fo3 mei6 aa3
CHI: 做晒&laa2
zou6 saai3 laa2

b) jan1 wai3 maa1 mi4 sat1 zu3 ji5 zai2 so2 ji5 lau4 sai6 di1 seoi2 lok6 ji5 zai2 dou6 lo3 faat6 jim4 lo3

因爲媽咪唔塞住耳仔,所以流晒 0 的耳仔流晒 0 的水落耳仔到&lo3 發炎&lo3

c) jau5 bat1 gwo3 ci4 di1 sin1 cai3 jan1 wai3 fai3 si6 saai1 saai3 di1 Lego cai3 saai3 jau6 mou5 dak1 cai3 laa1

有... 不過遲&di1 先切... 因爲費事 sai1 晒&di1 Lego, 切晒又無得切啦

2.saai may also be used adverbially, with an emphatic rather than quantifying function.

a. with an adjective, denoting a change of state

b. to emphasize a verb-object idiom

下**(ha5)**

1. ha5 has the function to quantify either the subject of an intransitive or the object of a transitive verb.

a) mou5 aa3. tai2 ha5 dai6 si4 sin1 laa1

無 aa3.睇下第時先 la1

b) dai6 si4… lam2 ha5 zou3 me1 mai3 zou3 me1 laa1

第時...諗下做咩咪做咩啦...

c) m4 zi1 aa3, gong2 ha5 zi1 ma3

唔知&aa3.講下之&ma3

d) lei1 go3 hai3… sip3 jing2 gei1 tai2 ha5 jau5 mou5 wai6 jan4 lo3

lei1 個係…攝影機睇下有無壞人&lo3

Omission

Although the child can use a variety of post-verbal particles, there is still some post-verbal particles that cannot be found in his speech. For example coet1(出) 、dai1(低)、hoi1(開)、soeng5(上)、bau2(飽)、zing6(净)、seng4(成)、sei2(死)、 waan4(“暈”)、tim1(添)、can1(親)…etc. One thing we need to point out here is that the absence of these post- verbal particles does not imply the subject has not acquired it. There are some other reasons to explain it. For one thing, it may due to the difficulty of pronunciation, acoustics perception and frequency (usage). We try to give an explanation for such findings. According to Zhan Bohui(詹伯慧), can1(親)、zyu3(住)、faan1(翻 (番))、maai4(埋)、tim1(添) are typical post-verbal particles in Cantonese. So the absence of tim1(添) and can1(親) cannot be explained by the frequency . Acoustic difficulties for tim1(添) maybe one of the reason as this word has a short vowel, it may cause some acoustic difficulties to the child. can1(親) has an affricate consonant which is acquired later. Other words like zing3(净) also has a short vowel , which may cause an acoustic difficulty to the child. waan4(“暈”) 、seng4(成)、hoi1(開)are not frequently used post-verbal particles. bau2(飽) is an abstract concept, which may cause cognitive difficulty to the child. Of course, there is also a possibility that the subject acquires all the post-verbal particles, just he is not willing or no chance to say it out.

Overgeneralization and Undergeneralization

In the stage of language acquisition, children easily overgeneralize some rules and the use of certain vocabulary. It is a task for children to acquire different kinds of language features. For children acquiring Cantonese, it is also possible for them to overgeneralize the use of post-verbal particle after it firstly acquired. On the other hand, undergeneralization is also a possible difficulty.

Evidence of overgeneralization or undergeneralization in CSL's utterances are not expected to be found. He uses those post-verbal particles at all the correct places, or more correct to say, in an adult-like form.

We are legitimate to say that he does not have or he no longer has the problem of overgeneralization. However, undergeneralization is not observable since he did not use the post-verbal particle in a certain occasion cannot imply that he does not know how to use the post-verbal particles.

For example:

SIS: 係&aa4. 咁會唔會俾多幾件衫你著&aa3?
hai3 aa4. gam2 wui3 m4 wui3 bei2 do1 gei2 gin3 sam1 nei5 zoek3 aa3
CHI: 會.
wui3
SIS: 點解既?
dim2 gai2 ge2
CHI: 因爲凍&a3ma3
Jan1 wai3 dung3 a3 ma3
INV: 凍還凍&ze1 咁佢俾多多 D 衫你著驚你做乜野&aa3?
dung3 waan4 dung3 ze1 gam2 keoi5 bei2 do1 do1 di1 sam1 nei5 zoek3 geng1 nei5 zou6 mat1 je5 aa3
SIS: 凍完之後驚你做乜野&aa3 如果你唔著衫?
dung3 jyun4 zi1 hau6 geng1 nei5 zou6 mat1 je5 aa3 jyu4 gwo2 nei5 m4 zoek3 sam1
CHI: 驚. 驚我打乞痴&lo3.
geng1 geng1 ngo5 daa2 hat1 ci1 lo3
INV: 驚你打乞痴&aa4.
geng1 nei5 daa2 hat1 ci1 aa4
CHI: 打左乞痴.
daa2 zo2 hat1 ci1
INV: 打乞痴即係代表左乜野&aa3?
daa2 hat1 ci1 zik1 hai6 doi3 biu2 zo2 mat1 je5 aa3
CHI: 即係感冒&lo3.
zik1 hai6 gam2 mou3 lo3
INV: 感冒 感冒即係代表左乜野&aa3?
gam2 mou3 gam2 mou3 zik1 hai6 doi3 biu2 zo2 mat1 je5 aa3
CHI: 即係流鼻涕&lo3.
zik1 hai6 lau4 bei3 tai3 lo3
INV: 流鼻涕即係代表左乜野&aa3?
lau4 bei3 tai3 zik1 hai6 doi3 biu2 zo2 mat1 je5 aa3
CHI: a... 唔知&aa3.
aa3 m4 zi1 aa3
INV: 哦. 唔知&aa3?

o3 m4 zi1 aa3

In this dialogue, the investigator tried to lead the subject to say *dung3 can1* or *laang5 can1* to see if he can use the post-verbal particle *can1*. However, the child did not say the utterance we expected. But it is not a proof that he failed to acquired the use of *can1*, it just shows his speaking style.

Order of Acquisition

Due to the small scale of the research, only 6 months data can be fetched from the child. Although we know he successfully acquired the use of post-verbal particles, we cannot see the process of how he acquired it. Therefore, now we try to compare the data of CSL with the data of Jenny from the CANCORP, to draw a brief picture of the development on acquiring post-verbal particles. Jenny is chosen because it is believed that the process of acquiring post-verbal particles starts at the age of 3 and the recordings for Jenny last to 3;08;09. The development of acquiring post-verbal particles then can be traced back. Three corpora of Jenny recorded at her age when she was 3:06;16, 3;07;25 and 3;08;09 were under observation.

The total number and percentage of each

post-verbal particle occurred in Jenny corpora

	CSL	Jenny
Ha5	4 (6.6%)	51 (68%)
Saai3	6 (10%)	7 (9.3%)
Faan1	11 (18.3%)	8 (10.6%)
zyu6	4 (6.6%)	0
Jyun4	5 (8.3%)	0
Heong2	4 (6.6%)	0
Co3	2 (3.3%)	0
Dou2	5 (8.3%)	0
Maai4	1 (1.6%)	3 (4%)
Lai4	4 (6.6%)	0

Bai6	2 (3.3%)	0
Hei2	1 (1.6%)	0
Laan3	6 (10%)	0
Lok6	2 (3.3%)	0
Zung3	3 (5%)	0
can1	0	1 (1.3%)
Tim1	0	5 (6.6%)
Total	60 (100%)	75 (100%)

Here are some observations:

a. The firstly acquired post-verbal particles are *ha5*, *saai3*, *faan1*, *maai4*, *can1*, *tim1*.

b. The most frequent use of post-verbal particles by Jenny is *ha5*, more than half of what she used.

Frankly speaking, the observation of Jenny's recording cannot be a strong support for our findings due to the fact that the duration of recording, the background of two children may exert influence to the result. Besides, the definition of post-verbal particles by the maker of corpus maybe slightly different from us, it can also led to the inaccuracy of the figure.

Let's turn back our attention to CSL. Three data records have been collected from him at his age 5;04.06, 5; 05. 26, 5; 06. 26. The post-verbal particles the child uttered has been shown in the following tables. A wide variety of verbal particles in Cantonese is found. We divide the verbal particles into four categories-- directional, resultative, quantifying and adversative/habitual by their functions.

Table 1

Age	Verb + Post –verbal particle	Category

5; 04.06	流哂 (lau4 sai6)	Quantifying
	流哂水落 (lau4 sai6 lok6)	Quantifying & Directional
	返去 (faan1 hui3)	Directional
	住嚮 (ji5 hoeng2)	Directional
	睇下 (tai2 ha5)	Quantifying
	諗下 (lam2 ha5)	Quantifying
	飛起 (fei1 hei2)	Directional
	做錯 (zou6 co6)	Resultative
	搞錯 (gau2 co6)	Resultative

Table 2

Age	Verb + Post-verbal particle	Category
5; 05. 26	做哂 (zou6 sai6)	Quantifying
	返完 (faan1 jyun4)	Resultative
	收返埋 (sau1 faan1 mai4)	Directional
	塞爛 (sak1 laan6)	Resultative
	塞唔落 (sak1 m4 lok6)	Directional
	搣爛 (mit1 laan6)	Resultative
	屙唔到 (o1 m4 dou2)	Resultative
	返返 (faan1 fan1)	Directional
	入去 (jap6 hui3)	Directional
	跌落地 (dit3 zo2 lok6 dei3)	Directional

	返黎(faan1 lai4)	Directional
	落去 (lok6 hui3)	Directional
	訓到 (fan3 dou3)	Resultative
	打唔中 (daa2 m4 zong3)	Directional
	整返好 (zing2 fan1 hou2)	Directional & Resultative
	黐返 (ci1 fan1)	Directional
	見到 (gin3 dou2)	Resultative

Table 3

Age	Verb + Post-verbal particle	Category
5; 06. 26	執返 (zap1 fan1)	Directional
	放嚮 (fong3 hoeng2)	Directional
	擺唔到 (bai2 m4 dou2)	Resultative
	救返 (gau3 fan1)	Directional
	返黎 (faan1 lai4)	Directional
	睇下 (tai2 ha5)	Quantifying
	睇唔到 (tai2 m4 dou2)	Resultative
	食完 (sik6 jyun4)	Resultative
	扐起 (lok1 hei2)	Directional
	嚮到 (hoeng2 dou6)	Resultative
	坐嚮到 (co5 hoeng2 dou6)	Directional
	拆爛 (caak3 laan6)	Resultative

	切到 (cai3 dou2)	Resultative
	sai1 哂 (saai1 saai3)	Quantifying
	切哂 (cai3 saai3)	Quantifying
	搶黎 (coeng2 lai4)	Directional
	食得多 (sik6 dak1 ?)	Resultative
	入黎 (jap6 lai4)	Directional
	做返 (zou6 fan1)	Directional
	係到 (hai2 dou2)	Resultative
	做哂 (zou6 saai3)	Quantifying
	等到 (dang2 dou3)	Resultative

From the above tables, we can see the distribution of different categories. In table 1, there are 2 resultative particles, 4 directional particles and 4 quantifying particles. In table 2, there are 7 resultative particles, 1 quantifying particles and 10 directional particles.In table 3, there are 9 resultative particles, 4 quantifying particles and 9 directional particles.

Two important points should be noted:

a. At the age 5; 04. 06, the distribution of post-verbal particles is more even.

b. At the age of 5; 05.26 and 5; 06.26, however, more directional and resultative particles are used.

The number of post-verbal particles uttered at 5; 05.26 and 5; 06.26 are almost twice than the number of recording at 5; 04. 06.

Once again, as the scale of this research is not large enough, we are not sure whether this post-verbal particles spurt is the subject's acquisition of it or the result of the designed questions.

Conclusion

Our review of the utterances of the child observed indicates his usage of post- verbal particles that is very rich in Cantonese. Through our analysis, we had a better understanding of our mother tongue— Cantonese. We also saw the development of post-verbal particle through comparing the corpus of CSL and Jenny. Also, CSL's usage of post-verbal particle indicated the possible difficulties that Cantonese monolingual children will meet in acquiring Cantonese. And we have recognised the common post-verbal particles in Cantonese. All in all, although our research' scale is not large enough to draw a thoughtful finding, our knowledge of Cantonese is enriched quite a lot through this project.

Reference

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