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PARALLEL DEVELOPMENT OF NUMERALS AND NUMERAL CLASSIFIERS IN CHILDREN'S ACQUISITION OF MANDARIN CHINESE

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ABSTRACT

In light of the view that numeral classifiers and numeral bases function as multiplicands (Greenberg 1990: 293; Her 2012a; Her et al. 2017, 2018), this study investigates Mandarin-speaking children's acquisition of numerals (Num) and numeral classifiers, which consist of sortal classifiers (C) and mensural classifiers (M), in the construction of [Num C/M N]. We conducted four elicitation experiments with four age groups, from 2 to 5. In line with previous studies, the results show that Cs appeared before Ms, and before the children were able to use various appropriate C/M for different nouns, *ge*^{5}, the

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汉语儿童习得数词与量词的对等发展

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摘要

基于量词和位数词都可视为是“被乘数”的观点(Greenberg 1990: 293; Her 2012a; Her et al. 2017, 2018)，本文进而探究汉语儿童习得“数量名”结构时在数词、位数词和量词上的使用情形；其中量词可分为个体量词与计量量词。本研究执行了四个诱答性测试，涵盖了 2 到 5 岁的四个年龄组。与先前的研究结果一致，显示个体量词的习得先于计量量词，且在儿童能够使用不同的量词来适切地量化名词之前，“个”这个通用的个体量词往往有作为占位符的功能，这表明汉语儿童已理解了同时使用数词与量词来量化名词的必要。更重要的是，本研究发现也首次显示了位数词和量词之间的对等发展，两者之间的显著相关性意味着儿童对数词和位数词的掌握有助于他们在量词上的习得。这项研究发现也进一步支持了位数词和量词在认知上同为被乘数的观点。

关键词

量词 **位**数词 **乘**法 **语**言习得