

<<焦点与级差>>

图书基本信息

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## 前言

杨小璐是我在香港中文大学英文系从事教研工作期间（1987-1998年）所指导的、专攻一语研究的第一位博士生。

她的博士论文从语言学理论角度，在形式语义学的基础上，通过五种不同的实验手段，研究4至8岁普通话儿童对“才”和“就”的理解和使用，从而了解级差词语和限制焦点的认知结构。

作为级差词语，“才”和“就”跟句法语义界面有密切的关系，跨越数量、时间和条件假设三个认知领域，涉及说话者的预期和实际情况之间的级差关系。

例如，句（1a）的“才”标记着，在时间轴上，“他三点来”这个事件比说话者预期的晚；（1b）的“就”则标记事件的发生比预期早。

句（2a）和（2b）反映这两个级差词在数量轴上的对立：前者表示，实际数量比说话者预期量多，而后者则表示实际量少于预期量。

在表示条件假设方面，“才”表达必要条件，而“就”则表达充分条件。

句（3a）表示，放红色球是天平秤翘起来的必要条件，若放别的球，天平秤一定不会翘起来；句（3b）则表示，如果放红色球，天平秤必定翘起；但如不放红色球，天平秤也一样有可能翘起。

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### 内容概要

儿童的语义习得近年来一直是语言学、心理语言学等学科研究的热门领域，也是语言与认知研究的热点。

本书从理论语言学的角度出发，结合当代心理语言学的实验研究方法，严格按照国际主流儿童语言习得研究的实验程序和理论假设对汉语儿童焦点敏感词“才”/“就”与焦点、级差表征有关的句法和语义知识进行了多方面的考察，揭示了汉语儿童认知发展与焦点、级差结构表征之间的内在关系，探讨了生成语法规则、语言环境、认知在语义习得中的作用。

作者从级差语义发展与认知、语义与语用发展交互作用的角度对实验结果做了有说服力的解释。

从谓语焦点结构与自然语言中信息表达的非标记性结构（即主题—述语结构）的同构性以及英汉句子结构的差异方面探讨了汉语儿童与英语儿童对限制焦点理解的异同，对语言的共性和个性与语言习得之间的关系做了积极的理论探讨。

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### 作者简介

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香港中文大学现代语言与文化系语言学博士，美国麻省理工大学脑与认知科学系访问学者（2005年）

。研究方向是语言习得、心理语言学以及语言与认知。  
目前关注的是儿童句法、语义发展，希望透过儿童的

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Recall the scalar differences between CAI and JIU. For CAI, the asserted element is always located farther up on the scale than the expected element, hence the later-than-expected or more-than-expected implicatures. For JIU, the asserted element is always located farther down on the scale than the expected element, thus generating the earlier-than-expected or less-than-expected implicatures. Following this characterization, it seems that CAI evokes scales directed upward and JIU evokes scales directed downward. The asserted element highlighted by CAI is evaluated as higher than the speaker's expectation, whereas the asserted element marked by JIU is evaluated as lower than the speaker's expectation. However, this is not an accurate cognitive model of the CAI/JIU scales. From a cognitive view of CAI/JIU, it is the asserted element that serves as the point of reference rather than the expected element. An example helps us to understand this point. When uttering sentences like (3), the speaker not only tells the hearer that Lisi came at three o'clock but also conveys by using CAI and JIU his evaluation of whether Lisi came late or early as compared to his expectation.

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