故事人物與說故事者之年齡對介紹人物時使用指涉表達的影響

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摘　要

　　有關言談及認知的研究認為說話者試圖監控聽者與其之間的共同基礎(common ground)，因而說話者能選擇適當的表達。然而，在實證上證明中文言談及認知的連結之研究卻是不足的。因此，本文旨在於探討說話者如何在對話中介紹人物給聽者了解。本研究由兩個主要的訪談組成，討論成人與兒童講述故事時的指涉表達。共有二十一對實驗對象參與此研究，包含三對大學生與國小各年級各三對學生。此外，本研究提供量化與質化的資料分析。在量化方面，透過描述性統計與皮爾森卡方指出故事人物與說話者年齡之間的關聯性，而二因子變異數分析(ANOVA)則用於檢測不同故事人物與說話者不同年齡對於講述故事時產生的不流暢現象之影響。結果顯示，不同年齡層會使用不同的指涉表達，另外，人物在認知上可取得之不同程度與說故事者年齡之不同將個別對不流暢現象產生不同的影響。總結而言，此研究希望能解釋認知與言談間的關係，並且提供對於台灣成人與兒童如何介紹與共同基礎相關的人物上更多的了解。

關鍵詞：言談、認知、共有認知、講述故事、指涉表達

The effect of characters and speakers' age on the choice of referring expressions for the introduction of referents

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Abstract

Researchers of discourse and cognition have often suggested that speakers tend to monitor the shared knowledge between listeners and themselves; thereupon they are able to select appropriate expressions. However, research which has empirically documented the link between discourse and cognition in Mandarin is scant. Therefore, the aim of this article attempts to explore how speakers prepare listeners for the introduction of referents in dialogues. This study involved an experiment, comprised of two primary interviews concerning the referring expression of adults' narrative and those of young children's storytelling. 21 pairs of participants, including 3 pairs of college students and 3 pairs of children from each grade of a primary school, participated in the study. Both qualitative and quantitative data analyses were performed. The quantitative analysis of the interviews was conducted through descriptive statistics and Pearson Chi-Square tests in order to indicate the relationship between the referring expression on the characters designed in the story and the speakers' age. ANOVA was also employed to investigate the influences of different characters and diverse age on disfluencies generated in storytelling. Results showed the divergence of the

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referring expression chosen by different age groups; in addition, the discrepant levels of accessibility of characters and age differences contribute to the changes in disfluencies, respectively. To conclude, this study may be of importance in explaining the relationship between cognition and discourse, as well as in providing this field with a better understanding of how Mandarin adults' and children's introducing referents relate to common ground.

Keywords: discourse, cognition, shared knowledge, storytelling, referring expression.