Double Object Construction in Hainan Min

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This paper focuses on the ditransitive construction in Hainan Min. The giving verb in Hainan Min is $\text{bun}^{44}$, which corresponds to the Hakka giving verb $\text{bun}$ rather than to Southern Min $\text{hoo}$ or $\text{khit}$. The syntactic and semantic properties of Hainan Min $\text{bun}$ are examined and compared with those of other dialects. Furthermore, the dative alternations of the giving verb $\text{bun}$ in Hainan Min are shown. The interaction between verb types and the different dative constructions is tested. There is a unique dative marker $\text{ti}^{11}$ in Hainan Min. The origin of this word is explored through a comparison of five possible candidates in terms of phonetic similarity and semantic association.

Key words: Hainan Min, double object construction, dative alternation, ditransitive

1. Introduction

The aim of this study is to explore the ditransitive construction in Hainan Min, a Chinese Min dialect spoken on Hainan Island. The dialects of Chinese can be basically divided into seven subgroups: Guanhua, Xiang, Gan, Wu, Yue, Min, and Hakka. The Hainan dialects belong to the Min group, specifically to the Southern Min group. Research into Southern Min dialects has shown remarkable advances in recent decades. However, the few studies on Hainan Min mainly focus on lexical and phonological issues (e.g. Hashimoto 1959, 1960, 1961a, 1961b, 1976, Liang 1986, Chen 1996, Woon

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1 The phonological transcription of Hainan Min used in this paper basically follows the international phonetic system. The voiced consonants in the Wenchang dialect include /ɓ, b, d̊, d, m, n, η, l, dz, ɠ, h/. The voiceless consonants are /p, t, s, ts, k, h, ʔ/. Vowels include /a, i, u, ɛ, o/. The vowel [ɛ] is rendered as <e> and the consonant [ŋ], [ʔ] as <ng> and <h>. The transcription of tone systems in Hainan Min is rendered by tone values.

2 Yang & Xia (1992) utilize the statistical method to calculate relative coefficients among Min dialects. They assume that Hainanese belongs to Southern Min dialects.
Qian (2002) discusses syntactic topics in the Hainan Min Tunchang dialect, but the book does not offer any theoretical explanations. The paucity of syntactic studies in the literature on Hainan Min motivates the present study. Lee (2009a, 2010) has started the investigation of syntactic constructions in Hainan Min, focusing especially on predicate-related constructions, e.g. disposal, passive, and causative structures. As for predicative syntax, the double object construction is an essential topic, which has not been included in Lee’s earlier work. Building up on previous research, the present study attempts to explore the ditransitive construction in Hainan Min.

This paper aims to examine the following three issues. The giving verb in Hainan Min is pronounced ˋ bun44 ‘give’, a pronunciation quite unlike those of the other giving verbs in other Min dialects. The present study, therefore, starts by accounting for the giving verb in Hainan Min and presenting its syntactic distribution. Second, the various sentence patterns that make up the ditransitive construction are examined, following the findings of earlier studies on Mandarin and other Min dialects. Third, the recipient (or dative) marker in Hainan, ˋti11, which is not found in most Chinese dialects, is analyzed in §4. The last section concludes this paper. The data in this paper come mostly from my own field work on Hainan Island. The informants are native speakers of the Hainan Wenchang dialect.3 The Wenchang dialect is the official language for TV broadcasters on Hainan Island; Hashimoto (1959, 1960, 1961a, 1961b, 1976), Liang (1986), and Woon (2004) also select Wenchang as representative of the Hainan Min dialects.

2. The double-object verb GIVE in Hainan Min

The verb GIVE in Hainan Min is ˋ bun44 with an implosive voiced initial which is a unique phonetic feature of the Hainan dialect. The normal word order pattern for the word ˋ bun is for it to occur with the theme argument preceding the recipient, [V Theme Recipient (V DO IO)]. In contrast, the reverse word order [V Recipient Theme (V IO DO)] is not allowed, as shown in (1) and (2).

(1) Gua^21 bun^44 dziak^33 bui^21 seh^55 ^i^44 [V DO IO]
1SG give one CL book 3SG
‘I give a book to him.’

The informants are local villagers in their 50s. Mandarin (Putonghua) is not spoken in their daily lives. The inhabitants in their village use only Hainan Min to communicate with one another.
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(2) *Gua^{21} bun^{44} i^{44} dziak^{33} bui^{21} seh^{55} [*V IO DO]
1SG give 3SG one CL book
‘I give him a book.’

In addition to the double object construction,\(^4\) the dative alternation is also found in Hainan Min, in which ti^{11} functions as a recipient marker, as illustrated in (3). Moreover, unlike Mandarin, where [V-gei IO DO] is a common form, the recipient marker ti^{11} in Hainan Min does not occur directly after the double object verb in the [V-ti IO DO] form, as can be seen in (4).

(3) Gua^{21} bun^{44} dziak^{33} bui^{21} seh^{55} ti^{11} i^{44} [V DO ti IO]
1SG give one CL book to 3SG
‘I give a book to him.’

(4) *Gua^{21} bun^{44} ti^{11} i^{44} dziak^{33} bui^{21} seh^{55} [*V ti IO DO]
1SG give to 3SG one CL book
‘I give him a book.’

2.1 Counterparts of Hainan Min BUN in other dialects

In the Min dialects, 分 (bun/pun/bun) is not commonly found as a giving verb. The most frequent giving verbs in the Min dialects are hoo 與 and khit 乞.\(^5\) It is noteworthy that pung^{33} 分 is also used in the Chaoshan dialects,\(^6\) along with khih^2 乞. These two words can also function as agent markers in passive sentences. According to Lin (1996) and Shi (2000), the two words pung^{33} and khih^2 convey the same meaning and are syntactically interchangeable. Unlike Chaoshan Min, Hainan Min does not employ the two main giving verbs found in Min dialects, hoo and khit, as variants of bun. Moreover, the word bun is not as multifunctional as Chaoshan Min pung^{33} which can mean ‘giving, allowing’ or indicate the passive.

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\(^4\) The term “double object construction” (DOC) used in this paper refers to a structure that contains a main verb immediately followed by two objects. Unlike the English double object [give IO DO], the word order of Hainan Min double object construction is [bun DO IO].

\(^5\) The other possibilities for giving verbs in the Min dialects are kheing 欠 and na 納. The giving verb in Mandarin dialects is gei 給, in the Gan dialects pa 把 or pai 摆, in the Xiang dialects pa or te 得, in the Yue dialects pei 給, in the Hakka dialects bun 分 or na 拿 and in the Wu dialects peh 搭 (cf. Chin 2009).

\(^6\) The Chaoshan dialects are sub-dialects of Southern Min and spoken in Guangdong Province, rather than in Fujian Province where Southern Min dialects are mostly used. Guangdong is situated geographically closer to Hainan Island than Fujian Province.
Hai-nan Min $bun$ is phonetically similar to the giving verb in the Hakka dialect group, $bun$, though they differ in the onsets. According to Lai (2001), Hakka $bun$ performs several syntactic functions—giving verb, causative verb, adposition (a goal marker), and complementizer—because Hakka $bun$ is undergoing a process of grammaticalization from verb-of-giving to agent marker. She provides six examples of $bun$ demonstrating the diversity of its uses:

(5) Hakka (Lai 2001:139, (1a-f))
   a. Gi bun yi gi bid ngai
      3SG BUN one CL pen 1SG
      ‘He gave a pen to me.’
   b. Gi bun ngai yi gi bid
      3SG BUN 1SG one CL pen
      ‘He gave me a pen.’
   c. Gi sung yi gi bid bun ngai
      3SG give one CL pen BUN 1SG
      ‘He gave a pen to me.’
   d. Gi dai dung-xi bun geu-e sid
      3SG bring thing BUN dog eat
      ‘He brought food for the dog to eat.’
   e. Gi voi bun ngai hi toibed
      3SG would BUN 1SG go Taipei
      ‘He would let me go to Taipei.’
   f. Gi bun ngai da
      3SG BUN 1SG beat
      ‘He was beaten by me.’

Hakka $bun$ in (5a) and (5b) functions as a double object verb. It acts like a goal marker in (5c), a complementizer linking two clauses in (5d), a causative verb in (5e), and an agent marker in a passive sentence in (5f).

Unlike Hakka $bun$, Hainan Min $bun$ does not perform multiple functions. It is not associated with the use of a causative verb and a complementizer as there are at least five causative verbs in Hainan Min: $ioh^{33}$, $toh^{55}$, $hai^{42}$, $hing^{44}$-$hai^{42}$ and $tai^{21}$. The agent marker in Hainan Min is mostly rendered as $ioh^{33}$. Data in Woon (2004) show that first

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7 Following Lai’s (2001) transliteration, the Hakka giving verb is rendered as $bun$. However, the onset of Hakka $bun$ is articulated as a voiceless bilabial stop /p/ rather than /b/.
8 The causative constructions and causative verbs are explored in Lee (2010).
generation Hainan Min speakers in Singapore use both \textit{bun} and \textit{ioh} as agent markers to convey passives, while second and third generations prefer employing \textit{ioh} to express passives,\footnote{As was the case in Woon’s survey, my informants do not actively use \textit{bun} as passive. They rather have \textit{ioh} as passive, although they do understand \textit{bun}-passives.} as shown in (6).

\begin{enumerate}
\item \textbf{First generation:}
\begin{verbatim}
Mih 33 dou 44 bun 44/ioh 33 nang 22 kiap 55 liau 21 hu 11 la 11 
thing all give/PASS people rob PERF go PART
\end{verbatim}
\begin{quote}
‘The things were all stolen.’ (Woon 2004:269)
\end{quote}
\item \textbf{Second generation:}
\begin{verbatim}
Mih 33 dou 44 ioh 33 nang 22 kiap 55 liau 21 hu 11 la 11 
thing all PASS people rob PERF go PART
\end{verbatim}
\begin{quote}
‘The things were all stolen.’ (Woon 2004:269)
\end{quote}
\item \textbf{Third generation:}
\begin{verbatim}
Mih 33 dou 44 ioh 33 nang 22 kiap 55 liau 21 hu 11 la 11 
thing all PASS people rob PERF go PART
\end{verbatim}
\begin{quote}
‘The things were all stolen.’ (Woon 2004:269)
\end{quote}
\end{enumerate}

It is assumed that the grammatical function of \textit{bun} as agent marker gradually disappears since it competes with the other agent marker \textit{ioh}. Unlike Hakka, the giving verb \textit{bun} has not been grammaticalized into a complementizer. Hashimoto (1988) points out, from a typological perspective, that southern Chinese dialects use their giving verbs as passive markers. For example, Hakka \textit{bun}, Yue \textit{pei}, Min \textit{hoo} or \textit{khit}, and Wu \textit{peh} are verbs meaning ‘to give’ which also perform passive functions. Hainan Min, as a branch of the Min dialect group, tends to employ different words for the giving verb and the passive marker.

Hainan Min \textit{bun} is phonetically close to Chaoshan Min \textit{pung} and Hakka \textit{bun}, but their syntactic behaviors are divergent. Hakka \textit{bun} has the greatest range of functions among the three variants: a giving verb, a causative verb, a goal marker, an agent marker, and a complementizer. This multifunctionality shows that Hakka \textit{bun} has been undergoing a process of grammaticalization from lexical verb to several function words. The course of grammaticalization for Hakka \textit{bun} seems not to have been followed by Hainan \textit{bun} or Chaoshan \textit{pung}. The various stages of \textit{bun}/\textit{pung}/\textit{bun}’s grammaticalization lead in the present study to the assumption that Chaoshan \textit{pung} and Hainan \textit{bun} are not intrinsic words in the Min dialects. When the historical Min data in \textit{Li Jing Ji}\footnote{\textit{Li Jing Ji} is a Southern Min play script written over the Ming and Qing dynasties (ca. 1522-1908 AD).} are checked, 270
tokens of the word 分 are found, but none of them convey the meaning of ‘giving’.\footnote{Among the 270 tokens, only two examples seem to behave like the verb ‘give’. However, the examples do not indicate solely ‘to give’; they are better interpreted as ‘to divide the object into parts and then give some parts to someone’.
} Moreover, according to Lien’s (2005) study, ditransitive constructions in Li Jing Ji often feature the words khit 乞, thoo 度, heng 還, yu 與, and sang 送.\footnote{The phonetic forms of the five giving words follow the transliteration of Lien (2005).} Notice that pung 分 does not appear in the groups of ditransitive constructions in Li Jing Ji, mainly written in Chaozhou and Quanzhou Min dialects. This fact indicates that pung does not function as a verb of giving in early Southern Min, including in Chaoshan Min dialects. The word pung in modern Chaoshan dialects is likely borrowed from neighboring Hakka dialects following language contact. Modern Chaoshan dialects retain the intrinsic lexical item khih 乞 and also allow the loan word pung 分 to share the function of giving verbs. Like Chaoshan pung, Hainan Min bun may also be a loan word, since bun is not found in early Southern Min. Unlike Chaoshan dialects, Hainan Min has not retained hoo 與/予, khit 乞, or other original Min ditransitive verbs to share the functions of bun. Hainan Min bun is a fully-fledged member of the groups of ditransitive constructions. In addition, the Chaoshan pung and Hainan bun borrowed forms may have occurred at different time periods. This discrepancy may have been the cause for the different patterns of grammaticalization in pung and bun, as well as initiating a sound change: when Hakka bun (/pun/) was borrowed into Hainan Min, the plain /p/ onset was replaced by an implosive bilabial /ɓ/, in accordance with the specific sound rules of Hainan Min. To sum up, the above characteristics of Hainan Min bun make it syntactically and phonetically distinct from its corresponding dialectal counterparts.

2.2 The inverted double object construction

The Hainan Min ditransitive construction exhibits an ‘inverted’ double object construction\footnote{The term ‘inverted double object construction’ is used by Tang (1998) to indicate that the [V IO DO] word order in English and Mandarin is normal, while the [V DO IO] word order is aberrant. The term ‘inverted’ is thus employed here.} with the theme (DO) preceding the recipient (IO), as shown in (7). The word order of the double object construction in Hainan Min is [V DO IO]; the opposite word order [V IO DO] is not acceptable.

\begin{verbatim}
(7) a. Bun⁴⁴ tsi²² i⁴⁴
give money 3SG
‘Give him the money.’
\end{verbatim}
b. *Bun⁴⁴ i⁴⁴ tsi²²
   give 3SG money
   ‘Give him money.’

The ill-formed example (7b) with the [V IO DO] pattern is assumed to be the reason that Hainan Min *bun subcategorizes a theme as its immediate complement rather than a recipient. In addition, a theme in a caused possession event type is an entity possession which is capable of being transferred. Therefore, the immediate complement of Hainan Min *bun is found to be mostly an inanimate entity. Another pair of examples follows:

(8) *I⁴⁴ bun⁴⁴ ko⁴⁴-hiang²² dziak³³ kai²² phing²²-kue²¹
    3SG give sister one CL apple
    ‘He gave his younger sister an apple.’

(9) I⁴⁴ bun⁴⁴ dziak³³ kai²² phing²²-kue²¹ ti¹¹ ko⁴⁴-hiang²²
    3SG give one CL apple to sister
    ‘He gave an apple to his younger sister.’

The [V DO IO] double object sentence pattern also occurs commonly in the Yue dialect, Cantonese. Previous studies on this issue (Xu & Peyraube 1997, Tang 1998, Chin 2009, Matthews 2010) basically propose that the [V DO IO] pattern has been derived from the [V DO pei IO] pattern by deleting the recipient marker *pei. This analysis is convincing especially because when the main verb is *pei, as using the recipient marker *pei would require phonetic reduplication ([pei DO pei IO]). Moreover, like Cantonese, the [V DO IO] pattern is often found in Hakka, as shown in (10), and the word *bun can occur twice in the [bun DO bun IO] structure, as in (11).

(10) Gia ba bun yi kiu tien gi
    3SG-GEN father BUN one CL field 3SG
    ‘His father gave a piece of land to him.’ (Lai 2001:141, (2))

(11) Gia ba bun yi kiu tien bun gi
    3SG-GEN father BUN one CL field BUN 3SG
    ‘His father gave a piece of land to him.’ (Lai 2001:141, (3))

In line with this analysis of Cantonese, the [V DO IO] pattern may also apply to Hakka. According to Lai (2001), the repetitive *bun pattern simply conveys a pragmatic difference; i.e. (11) expresses more emphatically the act of giving something to the recipient.
The omission analysis may account for the Hainan Min [V DO IO] pattern, although the reduplication of *un does not occur in Hainan Min, as shown in (12).

(12) $I^{44} \, \text{un}^{44} \, \text{dziak}^{33} \, \text{pha}^{44} \, \text{hue}^{44} \, *\text{un}^{44}/\text{ti}^{11} \, \text{Bo}^{22}/\text{ti}^{11}$

3SG give one CL flower give/to Bo-ti

‘He gave a flower to Bo-ti.’

However, when the main verb is not *un itself, the word can occupy the position introducing the indirect object, as in (13). Note that examples are few in number compared with the data for the [V DO ti IO] pattern.

(13) $\text{Gua}^{21} \, \text{boi}^{21} \, \text{dziak}^{33} \, \text{hei}^{21} \, \text{seh}^{55} \, \text{un}^{44} \, i^{44}$

1SG buy one CL book give 3SG

‘I bought a book for him.’

It seems that the underlying [*un DO *un IO] structure might represent a possible analysis in Hainan Min, but it necessitates the deletion of one *un, a result of haplology, i.e. the repetitive form of *un tends to be avoided, either in the [*un DO ti IO] structure or in the [V DO *un IO] structure.

2.3 Successful transfer of possession

The event type that Hainan Min *un joins is the ‘causation of possession’ event. There are two event types with which the dative alternation is often associated (cf. Rappaport Hovav & Levin 2008): caused possession and caused motion. The event structures are schematized respectively in (14).

(14) a. Caused possession schema: ‘x cause y to receive z’ (y is a recipient)
    b. Caused motion schema: ‘x cause z to be at y’ (y is a spatial goal)

Different dative verbs are involved in divergent event types. For instance, the verb give only involves a change of possession, while the verb send can be associated with either a ‘caused possession’ or a ‘caused motion’ event. Rappaport Hovav & Levin (2008) further suggest that the event types are related to morphosyntactic frames. The caused motion event type is syntactically expressed by the English to construction, while the caused possession event type leads to both the to construction and the double object construction.
(15) Event types match to syntactic types

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<tr>
<th></th>
<th>Double object construction</th>
<th>to construction</th>
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<tr>
<td>give-type verbs</td>
<td>caused possession</td>
<td>caused possession</td>
</tr>
<tr>
<td>send-type verbs</td>
<td>caused possession</td>
<td>caused motion or caused</td>
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<td>possession</td>
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English give-type verbs, either occurring in the double object variant or in the dative variant, have the meaning of “caused possession”. Like English give, Hainan Min bun can be used in either a double object variant (16) or a dative variant (17).

(16) Bun⁴⁴ tsi²² i⁴⁴
give money 3SG
‘Give him the money.’

(17) Bun⁴⁴ tsi²² ti¹¹ i⁴⁴
give money to 3SG
‘Give the money to him.’

The two variants both yield the meaning of caused possession. Like English give-type verbs, Hainan Min bun does not convey the caused motion meaning, even if it co-occurs with the dative ti.

The Hainan Min giving verb bun conveys not only the caused possession meaning, but also the successful transfer of possession. In other words, if the ditransitive construction mainly expresses a core sense, “X CAUSES Y to RECEIVE Z”, Hainan Min bun expresses not only the core sense but also the meaning of ‘x successfully causes y to receive z’. Goldberg (1995:37-39) points out that verbs in a ditransitive construction should not be assumed simply to articulate the core sense. She postulates six groups of verbs in the ditransitive construction which convey three senses: “X CAUSES Y to RECEIVE Z”, “X INTENDS to CAUSE Y to RECEIVE Z”, and “X CAUSES Y not to RECEIVE Z”. Hainan Min bun is found not to occur in a situation involving intension of transfer or disapproval of transfer events. When Hainan Min native speakers use the verb bun, the given theme is successfully transferred from the agent to the recipient. For example, if the speaker uses bun to describe the situation in example (18), the subject i ‘he’ should not only give the theme sak ‘chisel’ away, but he is also supposed not to ask for the chisel back.

(18) I⁴⁴ bo²² hien²¹ bun⁴⁴ dzia¹¹ ki⁴⁴ sak³³ ti¹¹ du²¹
3SG NEG willing give this CL chisel to 2SG
‘He was not willing to give the chisel to you.’
In addition to the implication of successful transfer, \textit{bun} selects entities that can undergo transfer of possession as its direct objects. \textit{Bun} also tends to s-select concrete objects to be its complements. In the following examples, the theme (\textit{cake}) in (19) is observable and transferable, while the theme (\textit{story}) in (20) cannot overtly undergo transfer of possession.

(19) \textit{Gua}^{21} \textit{bun}^{44} \textit{dziak}^{33} \textit{kai}^{22} \textit{nui}^{42}-\textit{kau}^{44} \textit{ti}^{11} \textit{du}^{21} \\
1SG give one CL cake to 2SG \\
‘I give a cake to you.’

(20) *\textit{Gua}^{21} \textit{bun}^{44} \textit{dziak}^{33} \textit{kai}^{22} \textit{ku}^{11}-\textit{se}^{42} \textit{ti}^{11} \textit{du}^{21} \\
1SG give one CL story to 2SG \\
Lit.: ‘I give a story to you.’

In other words, the verb \textit{bun} does not involve metaphorical or abstract transfer. Moreover, when \textit{bun} functions as a dative marker, it cannot accept an abstract transfer either, as shown in (21).

(21) *\textit{I}^{44} \textit{kong}^{21} \textit{dziak}^{33} \textit{kai}^{22} \textit{ku}^{11}-\textit{se}^{42} \textit{bun}^{44} \textit{gua}^{21} \textit{hia}^{44} \\
3SG talk one CL story give 1SG listen \\
‘He told a story for me to listen to.’

It is assumed that \textit{bun} expresses the central sense of a double object verb which involves both successful and concrete transfer, rather than potential or abstract transfer.

3. Dative alternation and verb types

The issue regarding word order patterns occupies an important place in the discussion of ditransitive constructions. For example, the subject in Mandarin Chinese has been widely studied in the previous literature. Her (2006) proposes a five-way analysis and F.-H. Liu (2006) suggests a three-way analysis regarding dative constructions. Similar to Her and F.-H. Liu, Chen & Lien (2008) and Lee (2009b) categorize the ditransitive constructions in Taiwan Southern Min as four sentence patterns. Based on the research findings of previous studies, the present study explores the word order patterns of the ditransitive construction in Hainan Min. There are basically four syntactic variants found: (i) [S V DO IO], (ii) [S V DO \textit{ti/bun/\textit{bun} ti} IO], (iii) [S \textit{kang} IO V DO], and (iv) [S V IO DO]. These constructions mainly involve events of transfer of possession. In addition, different verbs can occur in different constructions; some
verbs that occur in one construction being able also to occur in another construction. The interaction between dative alternation and verb type is examined in §3.

3.1 Transactional verbs

The verbs which can participate in the dative alternation are mostly transactional verbs. They can be divided into three subclasses: outward verbs, inward verbs, and bi-directional verbs (cf. Tsao 2005). These three types of verbs share a common property involving events with three participants: giver (agent/source), goal (recipient), and transferred entity (theme).

3.1.1 Outward verbs

An outward verb is a transactional verb denoting an event in which the agent gives the theme to the recipient. These include bun\textsuperscript{44} ‘give’, kia\textsuperscript{11} ‘send’, kien\textsuperscript{44} ‘donate’, tang\textsuperscript{11} ‘give as present’, and dui\textsuperscript{21} ‘return’. The distribution of the verb bun has been discussed in the last section and is thus not repetitively examined here. The present focus is on kia\textsuperscript{11} ‘send’, kien\textsuperscript{44} ‘donate’, tang\textsuperscript{11} ‘give as present’, and dui\textsuperscript{21} ‘return’.

The verb kia ‘send’ participates in the [V DO ti IO] and [V IO DO] alternations, but not in the [V ti IO DO] and [V DO IO] alternations, as shown in (22).

\begin{equation}
\begin{align*}
\text{a. } \text{Gua}\textsuperscript{21} \text{ kia}\textsuperscript{11} \text{ tien}\textsuperscript{11} \text{ ti}\textsuperscript{11} \text{ i}\textsuperscript{44} & \quad [S \text{ V DO ti IO}] \\
\text{1SG} & \text{ send letter to 3SG} \\
\text{‘I sent a letter to him.’} \\
\text{b. } & \text{*Gua}\textsuperscript{21} \text{ kia}\textsuperscript{11} \text{ ti}\textsuperscript{11} \text{ i}\textsuperscript{44} \text{ tien}\textsuperscript{11} & \quad [S \text{ V ti IO DO}] \\
\text{1SG} & \text{ send to 3SG letter} \\
\text{‘I sent to him a letter.’} \\
\text{c. } & \text{*Gua}\textsuperscript{21} \text{ kia}\textsuperscript{11} \text{ i}\textsuperscript{44} \text{ tien}\textsuperscript{11} & \quad [S \text{ V DO IO}] \\
\text{1SG} & \text{ send 3SG letter} \\
\text{‘I sent him a letter.’} \\
\text{d. } \text{Gua}\textsuperscript{21} \text{ kia}\textsuperscript{11} \text{ tien}\textsuperscript{11} \text{ i}\textsuperscript{44} & \quad [S \text{ V IO DO}] \\
\text{1SG} & \text{ send letter 3SG} \\
\text{‘I sent a letter to him.’}
\end{align*}
\end{equation}

When the theme is involved in obvious transfer of possession, the dative construction can involve three variants: [V DO bun IO], [V DO bun ti IO] and [V DO ti IO].
When *bun* does not function as the main verb in a serial verb construction, it is frequently followed by the recipient marker *ti* to form a [V DO *bun ti IO*] pattern, which is commonly found in both earlier studies, e.g. (25)-(27), and as in (28) from our own field notes. That the dative alternative of [V DO *bun IO*] is low in number may result from the lexical verb sense.

Among the three variants, the word *bun* implies a strong implication of transfer of possession. For example in (29), the event of ‘handing over the assignment’ does not involve any transfer of possession; therefore it is not good to precede the recipient with *bun* or *bun ti*.

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14 It denotes Yamaji & Matsutani’s (1941) *Kainantoogo Kaiwa* (hereafter, *Hainan Colloquial*).
Moreover, when the verb *un is used, the denoted event always implies a successful transfer; only the ti-dative construction can indicate unsuccessful transfer.

(30) Gua²¹ kia¹¹ tien¹¹ *un⁴⁴ /*un⁴⁴ ti¹¹/ti¹¹ i¹¹, (i⁴⁴ tsiap⁵⁵ bo²² dioh³³)
1SG send letter give/to/to 3SG 3SG receive NEG successfully
‘I sent a letter to him, (but he has not received it yet).’

(31) Bo²²-ta⁴⁴ tion⁴² hiu²² ti¹¹ Bo²²-ti¹¹, (Bo²²-ti¹¹ tsiap⁵⁵ bo²² dioh³³)
Bo-ta throw ball to Bo-ti Bo-ti catch NEG successfully
‘Bo-ta threw a ball to Bo-ti, (but Bo-ti didn’t catch it).’

Unlike *un, the verb ti can carry an extended meaning of transfer and accept a metaphorical recipient, as shown in (32). The lexical items ‘orphanage’ and ‘hometown’ are extended recipients that can be introduced by the dative marker ti.

(32) a. De⁴⁴ kien⁴⁴ tsi²² ti¹¹ ku⁴⁴-lu²²-zuan⁴²
father donate money to orphanage
‘Father donated money to an orphanage.’

b. Gua²¹ tang¹¹ dziak³³ bui²¹ tu⁴⁴ ti¹¹ ke⁴⁴-fio⁴⁴
1SG give as gift one CL book to hometown
‘I gave a book to my hometown.’

The ti-dative construction may accept a metaphorical recipient, but a location complement is ruled out. The location complement can be introduced by the goal marker hu¹¹ ‘go’. The ti-construction tends to select a human entity as its recipient complement, while the hu-construction does not impose a human requirement on the goal complement. The contrast between recipient and goal exhibits the difference between dative and non-dative constructions, as shown in (33) and (34).

(33) a. *Gua²¹ kia¹¹ tien¹¹ ti¹¹ hai²²-bak⁵⁵
1SG send letter to Taipei
‘I sent a letter to Taipei.’

b. Gua²¹ kia¹¹ tien¹¹ hu¹¹ hai²²-bak⁵⁵
1SG send letter go Taipei
‘I sent a letter to Taipei.’

(34) a. *Gua²¹ he⁴² tih⁵⁵ mi⁴⁴ lou⁴⁴-hau²¹ bang¹¹
1SG take some thing to intersection put
‘I take something to put at the intersection.’
There are some other examples of outward verbs which have similar distributions to that of \textit{kia} \textsuperscript{11} ‘send’, for example \textit{dui} \textsuperscript{21} ‘return’, and \textit{bue} \textsuperscript{22} ‘compensate’, as shown in (35) and (36).

(35) a. Gua \textsuperscript{21} dui \textsuperscript{21} ta \textsuperscript{44} ti \textsuperscript{11} i \textsuperscript{44} [S V DO ti IO]
\hspace{1cm} 1SG return clothes to 3SG
\hspace{1cm} ‘I returned the clothes to him.’

b. *Gua \textsuperscript{21} dui \textsuperscript{21} ti \textsuperscript{11} i \textsuperscript{44} ta \textsuperscript{44} [S V V IO DO]
\hspace{1cm} 1SG return to 3SG clothes
\hspace{1cm} ‘I returned to him the clothes.’

c. *Gua \textsuperscript{21} dui \textsuperscript{21} i \textsuperscript{44} ta \textsuperscript{44} [S V IO DO]
\hspace{1cm} 1SG return 3SG clothes
\hspace{1cm} ‘I returned him the clothes.’

d. Gua \textsuperscript{21} dui \textsuperscript{21} ta \textsuperscript{44} i \textsuperscript{44} [S V DO IO]
\hspace{1cm} 1SG return clothes 3SG
\hspace{1cm} ‘I returned the clothes to him.’

(36) a. Hau \textsuperscript{22}-ke \textsuperscript{44} bue \textsuperscript{22} tsi \textsuperscript{22} ti \textsuperscript{11} Bo \textsuperscript{22}-ta \textsuperscript{44} [S V DO ti IO]
\hspace{1cm} shopkeeper compensate money to Bo-ta
\hspace{1cm} ‘The shopkeeper compensated Bo-ta with money.’

b. *Hau \textsuperscript{22}-ke \textsuperscript{44} bue \textsuperscript{22} ti \textsuperscript{11} Bo \textsuperscript{22}-ta \textsuperscript{44} tsi \textsuperscript{22} [S V V IO DO]
\hspace{1cm} shopkeeper compensate to Bo-ta money
\hspace{1cm} ‘The shopkeeper compensated Bo-ta with money.’

c. *Hau \textsuperscript{22}-ke \textsuperscript{44} bue \textsuperscript{22} Bo \textsuperscript{22}-ta \textsuperscript{44} tsi \textsuperscript{22} [S V IO DO]
\hspace{1cm} shopkeeper compensate Bo-ta money
\hspace{1cm} ‘The shopkeeper compensated Bo-ta with money.’

d. Hau \textsuperscript{22}-ke \textsuperscript{44} bue \textsuperscript{22} tsi \textsuperscript{22} Bo \textsuperscript{22}-ta \textsuperscript{44} [S V DO IO]
\hspace{1cm} shopkeeper compensate money Bo-ta
\hspace{1cm} ‘The shopkeeper compensated Bo-ta with money.’

To sum up, outward verbs, such as \textit{kia} \textsuperscript{11} ‘send’, \textit{kien} \textsuperscript{44} ‘donate’, \textit{tang} \textsuperscript{11} ‘give as present’ and \textit{dui} \textsuperscript{21} ‘return’, occur in [S V DO ti IO] and [S V DO IO] dative constructions, and not in [S V ti IO DO] and [S V IO DO].
3.2 Inward verbs

An inward verb is a transactional verb which involves an event in which the recipient gets the theme from the source. Such verbs include *uat* ‘fine’, *uang* ‘cheat/deprive by deceit’, *tsioh* ‘borrow’, *ho* ‘require/ask for’ and *kiap* ‘rob’. Inward verbs do not occur in the *ti*-dative construction, while the *kang* ‘from’ phrase is frequently employed in the inward-verb construction, as in (37), (38), and (39).

(37) Gua21 kang44 i44 tsioh55 no42 beh55 ngien22 [S kang IO V DO]
1SG from 3SG borrow two hundred dollar
‘I borrowed two hundred dollars from him.’

(38) Gua21 kia44 i44 kang44 gua21 ho21 tsi22 [S kang IO V DO]
1SG scare 3SG from 1SG ask for money
‘I was scared that he would ask me for money.’

(39) Gua21 kang44 i44 tsioh55 dziak33 bui21 tu44 [S kang IO V DO]
1SG from 3SG borrow one CL book
‘I borrowed a book from him.’

The direction implied by Hainan Min transactional verbs matches the constructions in which they participate. Inward verbs join the *from*-phrase construction and the outward verbs join the *to*-dative alternation.

It is noteworthy that the [S V IO DO] pattern is acceptable for inward verbs. Verbs such as *uat* ‘fine’, *uang* ‘cheat’, *kun* ‘cheat’, *hiam* ‘owe’, and *kiap* ‘rob’ exemplify the participation of inward verbs in the [V IO DO] pattern.

(40) Kong44-an44 uat33 gua21 lak33 beh55 ngien22 [S V IO DO]
policeman fine 1SG six hundred dollar
‘The police fined me six hundred dollars.’

(41) Bo22-ta44 uang21 Bo22-meng22 ta44 ban44 ngien22 [S V IO DO]
Bo-ta cheat Bo-meng three ten thousand dollar
‘Bo-ta cheated Bo-meng out of thirty thousand dollars.’

(42) I44 kun11 gua21 dziak33 ban44 ngien22 [S V IO DO]
3SG cheat 1SG one ten thousand dollar
‘He cheated me out of ten thousand dollars.’

(43) Heh55-nang22 hiam11 bang22-dong44 dziak33 kai22 gueh33 tou44-kiom44
guest-person owe landlord one CL month rent-gold
‘The tenant owed the landlord one month’s rent.’
I44 kia56 gua21 dziak33 ha44 kai1-tsi21 [S V IO DO]
3SG rob 1SG one CL ring
‘He robbed me of a ring.’

3.3 Bi-directional verbs

A bi-directional verb is a transactional verb that may be interpreted as an outward verb or an inward verb. Examples include verbs such as tsioh55 ‘borrow/lend’ and tou44 ‘rent’. As discussed above, the [S V DO ti IO] pattern and the [S kang IO V DO] pattern agree respectively with the semantic properties of outward verbs and inward verbs. The verb tsioh can participate in both constructions, as shown in (45).

(45) a. Gua21 tsioh55 dziak33 bui21 seh55 ti11 i44 [S V DO ti IO]
1SG lend one CL book to 3SG
‘I lent a book to him.’
b. Gua21 kang44 i44 tsioh55 dziak33 bui21 seh55 [S kang IO V DO]
1SG from 3SG borrow one CL book
‘I borrowed a book from him.’

When tsioh is construed as an outward verb, like other outward verbs, it cannot occur in the following two sentence patterns.

(46) a. * Gua21 tsioh55 ti11 i44 dziak33 bui21 seh55 [S V ti IO DO]
1SG lend to 3SG one CL book
‘I lent him a book.’
b. * Gua21 tsioh55 i44 dziak33 bui21 tu44 [S V IO DO]
1SG lend 3SG one CL book
‘I lent him a book.’

The [S V DO IO] pattern becomes acceptable if tsioh is interpreted as an inward verb.

(47) Lau42-uang22 tsioh55 gua21 dziak33 ki44 ti11 [S V IO DO]
Lau-uang lend 1SG one CL fan
‘Lau-uang lent me a fan.’

The [S V DO IO] pattern is a typical construction for outward verbs. Although the verb tsioh can be bi-directionally construed, it can only receive an outward verb reading when it occurs in the [S V DO IO] construction.
Example (48) displays the interaction between the lexicon and construction. In a double object construction like the [V IO DO] pattern, the construction can shape the meaning of the lexical entry. Likewise, the [S V DO ti IO] and [S kang IO V DO] patterns help distinguish the meaning of the bi-directional verb.

(49) Lau42-se44 tsioh55 i21 ti11 o21-te44 [S V DO ti IO]
    teacher lend chair to student
    ‘The teacher lent a chair to the student.’
    ‘*The teacher borrowed a chair from the student.’

(50) Lau42-uang22 kang44 gua21 tsioh55 dziak33 ki44 ti11 [S kang IO V DO]
    Lau-uang from 1 SG borrow one CL fan
    ‘Lau-uang borrowed a fan from me.’
    ‘*Lau-uang lent a fan to me.’

3.4 Communicative verbs

Like transactional verbs, communicative verbs also involve three thematic roles: agent, goal, and theme. These often participate in dative alternations. Verbs like ka11 ‘teach’, dah55 ‘answer’, and ue44 ‘say/tell’ indicate transfer of information or message. Verbs of communicated message occur in the [V DO ti IO], [V IO DO] and [V DO IO] alternations, not in the [V ti IO DO] and [kang IO V DO] alternations.

(51) a. Gua21 ka11 phat55 ti11 i44 [S V DO ti IO]
    1SG teach method to 3SG
    ‘I taught a method to him.’

b. Gua21 ka11 i44 dziak33 kai22 phang44-phat55 [S V IO DO]
    1SG teach 3SG one CL method
    ‘I taught him a method.’

c. Gua21 ka11 dziak33 kai22 phang44-phat55 i44 [S V IO DO]
    1SG teach one CL method 3SG
    ‘I taught a method to him.’
The [V DO ti IO] pattern tends to be the most frequent form in which communicative verbs occur, as in the following:

(52)  

a. Gua\textsuperscript{21} ue\textsuperscript{44} tih\textsuperscript{55} se\textsuperscript{42} ti\textsuperscript{11} i\textsuperscript{44}  
1SG tell some matter to 3SG  
'I told some matters to him.'

b. 1\textsuperscript{44} ue\textsuperscript{44} kui\textsuperscript{21} kai\textsuperscript{22} phong\textsuperscript{22}-iu\textsuperscript{21} ti\textsuperscript{11} gua\textsuperscript{21}  
3SG introduce several CL friend to 1SG  
'I introduced some friends to him.'

c. Du\textsuperscript{21} dah\textsuperscript{55} dzia\textsuperscript{11} diau\textsuperscript{22} doi\textsuperscript{22} sut\textsuperscript{55} lai\textsuperscript{22} ti\textsuperscript{11} gua\textsuperscript{21}  
2SG answer this CL question exit come to 1SG  
'I answered this question posed to me.'

To sum up, the double object construction in Hainan Min involves four syntactic variants (i) S V DO ti IO, (ii) S V IO DO, (iii) S V DO IO, and (iv) S kang IO V DO. It is obvious that the [V-ti IO DO] pattern is not allowed in Hainan Min, even though it is very common as a dative alternation in Mandarin ([V-gei IO DO]) and in Southern Min ([V-hoo IO DO]). Verbs that participate in the four dative alternations are basically transactional verbs and communicative verbs. The present study examines the interaction between verb type and the constructions they join. The findings regarding verb-construction correspondence agree with the basic tenet of construction grammar (Goldberg 1995, Jackendoff 2002). Such interactions are as follows.

(53) Comparison of verbs in the four constructions

<table>
<thead>
<tr>
<th>Transactional verbs</th>
<th>[V DO ti IO]</th>
<th>[V IO DO]</th>
<th>[V DO IO]</th>
<th>[kang IO V DO]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outward verbs</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Inward verbs</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Bidirectional verbs</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Communicative verbs</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
4. The indirect object marker

The recipient marker *ti* in Hainan Min is phonetically unique compared to recipient markers in other Chinese dialects. The recipient marker *ti* is not found in other Chinese dialects. The giving verb in Mandarin (*gei*), in Southern Min (*hoo*), in Hakka (*bun/pun*), and in Cantonese (*pei*) can function as both verb and recipient marker.

(54) Mandarin
   a. Ta¹ ge³ wo³ yi¹ zhi¹ bi³
      3SG give 1SG one CL pen
   b. Ta¹ song⁴ yi¹ zhi³ ge³ wo³
      3SG give one CL pen give 1SG
   ‘He gave me a pen.’

(55) Southern Min
   a. I¹ hoo⁷ goa² chit⁸ ki¹ pit⁴
      3SG give 1SG one CL pen
   b. I¹ sang³ chit⁸ ki¹ pit⁴ hoo⁷ goa²
      3SG give one CL pen give 1SG
   ‘He gave me a pen.’

(56) Hakka (Sixian)
   a. Ki³ pun⁵ ngai² yit⁸ ki⁵ pit⁴
      3SG give 1SG one CL pen
   b. Ki³ sung¹ yit⁸ ki⁵ pit⁴ pun⁵ ngai²
      3SG give one CL pen give 1SG
   ‘He gave me a pen.’

(57) Cantonese
   a. Khoy¹³ pei³⁵ ngo¹³ tsi⁵⁵ pat⁵
      3SG give 1SG CL pen
   b. Khoy¹³ song¹³ tsi⁵⁵ pat⁵ pei³⁵ ngo¹³
      3SG give CL pen give 1SG
   ‘He gave a pen to me.’

The Hainan Min recipient marker *ti* stands apart from other Southern Min, Hakka, and Yue dialects. The origin of this special dative marker is intriguing and is explored in §4. Among the limited references, four possibilities for the origin of the word *ti* can be found. *Ti* is rendered as the Chinese character 是 offered by native informants, as 於
in *Hainan Colloquial* (1941), as 給 in Woon (2004), and as 賜 in Fu (2008). Among these four candidates, the word 是 is pronounced ti⁴², which sounds the most similar to the dative ti. However, the phonetic forms of the two words still differ in tone. 是 belongs to the yang tone group; the dative marker ti belongs to the yin tone group. In addition, the semantic properties of 是 are not readily associated with the sense of transfer of possession. The word 是 is thus not considered to be the optimal candidate for the etymon of the dative marker ti.

The lexical items 於, 給, and 賜 are semantically related to the sense of dative ‘to’ and the verb ‘give’. Chin (2009, 2010) proposes that the recipient markers in Chinese dialects are divided into two classes: the go-type and the give-type. If Chin’s hypothesis is accepted, 於 can be assumed to belong to the go-type; 給 and 賜 to the give-type. From a semantic perspective, these three words are all potential candidates for the etymon. However, the three words all fail to match the phonetic form of the dative marker ti¹¹. First, the word 於 bears the even tone (Ping tone), while the dative marker ti bears the departing tone (Qu tone). In addition, 於 belongs to the ying 影 initial group, which does not contain the sound /t/ in Modern Hainan Min. Second, 給 is pronounced kiop⁵⁵ in Hainan Min, which can be commonly found in the literature (e.g. *Hainan Colloquial*). Third, the word 賜 belongs to the qing 清 initial group, which is pronounced /s/ rather than /t/ in Modern Hainan Min. Without proper sound correspondence, these three lexical items are thus considered to be not etymologically appropriate for the dative marker ti.

The present study proposes the word 至 as the optimal candidate for the etymon because it is compatible in terms of sound and meaning with the word ti. From a phonetic perspective, the initial sound of 至 belongs to the zhang 章 group, which can be pronounced either /t/ or /ts/ in Modern Hainan Min. The final sound of 至 is expressed as /i/ and the tone category of 至 is departing tone, rendered as 11 in Hainan Min. On the one hand, the final segment and the tone of 至 exactly fit the phonetic properties of the recipient marker ti¹¹. On the other hand, because of the two alternatives of the initial, 至 can be spelled out as either ti¹¹ or tsi¹¹. If the word 至 is assumed to be the etymon of the recipient marker ti¹¹, the two possible phonetic forms of 至 need further explanation. In Woon’s (2004) data, 至 is pronounced tsi¹¹ in the expression dàng⁴⁴ tsi³¹ 冬 至 ‘winter solstice’. According to Chen (1996), 至 is also pronounced tsi³⁵ in the term hé²⁴ tsi³⁵ 夏 至 ‘summer solstice’ in the Haikou dialect (another Hainan Min dialect). The present study proposes that 至 is rendered tsi¹¹ in the literary stratum and ti¹¹ in the colloquial stratum. The correspondence of literary /ts/ and colloquial /t/ is also found in the word 知 in the Wenchang dialect (cf. X.-Z. Liu 2006).

15 The tone 35 in the Haikou dialect corresponds to 11 in the Wenchang dialect.
literary and colloquial readings in the Chengmai (Liovai) dialect, for example 状 and 庄. The four examples are given in the following table:

<table>
<thead>
<tr>
<th>Examples</th>
<th>Literary</th>
<th>Colloquial</th>
</tr>
</thead>
<tbody>
<tr>
<td>知</td>
<td>ts- (tsi)</td>
<td>t- (tai)</td>
</tr>
<tr>
<td>状</td>
<td>ts- (tsuang)</td>
<td>t- (to)</td>
</tr>
<tr>
<td>庄</td>
<td>ts- (tsuang)</td>
<td>t- (to)</td>
</tr>
<tr>
<td>至</td>
<td>ts- (tsi)</td>
<td>t- (ti)</td>
</tr>
</tbody>
</table>

Ho (1981) presents many pairs of literary and colloquial readings in which it is common to have a fricative or affricate initial corresponding to an obstruent initial, such as /ts/-/t/, /s/-/t/ or /ts/-/ɗ/. As far as the Wenchang dialect is concerned, the initial zhang 章 group is mostly pronounced /ts/ and /t/ rather than /s/ or /ɗ/. Therefore, from a phonetic viewpoint, the word 至 is proposed to have the literary reading tsi and the colloquial reading ti.

In addition to the phonetic agreement, the word 至 also accords with the dative sense. In Heine & Kuteva’s (2002) cross-linguistic study, there is a conceptual category allative case, indicating ‘direction toward’ and glossed the same as dative case ‘to’. It is universally common for an allative (directional) case marker to undergo grammaticalization to become a dative case marker. Examples of the development from allative to dative functions are commonly found in European languages. As for the word 至, it is defined as ‘arrive’ in the Chinese Shuowen (212 AD) and Yupian (543 AD) dictionaries. Therefore, it is assumed that the word 至 originated as a directional verb which develops into an allative (directional) case marker which is also used as a dative marker. Furthermore, the word 至 can be a member of the go-type markers, since indirect object markers in Chinese can basically be divided into go-type and give-type (cf. Chin 2009, 2010). The go-type IO marker is derived from directional verbs and is mostly found in pre-modern dialects and in Modern Wu and Min dialects. It is thus reasonable from a semantic viewpoint to propose the word 至 as the origin of the dative marker ti.

Besides examining the Chinese data, the word tî is also checked against data from the substratum languages. Aboriginal ethnic groups may include Zhuang-Tai, Be, and Li, but their exact relationship is not yet clear (cf. Solnit 1982). Compared to Chinese, they are often proposed to be genetically connected. The giving verbs in the different variants of this language group include hau, yau, huu, sa:i, khye, ha:i, na:k, dewu, and

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16 Yue (2010) points out that the Li people have inhabited the island of Hainan since more than three millennia ago and the Li language has phonologically influenced Hainan Min dialects.
tu:n:ng. The directional verb ‘go’ is uttered as pai, ka, pa:i, and hei; the verb ‘arrive’ as tang, theng, hot, pheu, theu, thau, lo:n, and da:n. None of the variants of the verbs ‘give’, ‘arrive’, or ‘go’ seem to bear a close similarity to Hainan Min ti. This excludes the possibility that Hainan Min ti is a remnant of a substratum language. The data from substratum languages do not challenge our conclusion that the dative ti is originally derived from the Chinese word 至.

5. Concluding remarks

This paper focuses on the double object construction in Hainan Min. Syntactic issues in Hainan Min have been ignored in Min studies. Previous research mostly provides descriptive data on Hainan Min; theoretical accounts are very scarce. The Hainan Min ditransitive construction has not been explored in the literature. The present study argues that the giving verb in Hainan Min is bun. The word bun agrees with Goldberg’s (1995) central sense of the ditransitive construction involving successful transfer of an object to a recipient. The core meaning proposed by Goldberg also involves concrete rather than metaphorical transfer, i.e. bun cannot be used to convey potential transfer or extensive transfer. In addition to bun’s semantic properties, the paper also compares its syntactic properties with its counterparts in other related dialects. Hainan Min is a branch of the Min dialect group, specifically the Southern Min subgroup. However, bun is phonetically close to the giving verb in Hakka, and unlike the Southern Min verbs hoo or khit. Hakka bun can perform several functions: ditransitive verb, dative marker, causative verb, agent marker, or complementizer (cf. Lai 2001), but in comparison Hainan Min bun does not parallel the syntactic functions of Hakka bun. Hainan Min bun basically functions as a double object verb, though it can also be used as a recipient marker or agent marker. The grammatical functions are not as fully-fledged as the verbal function. The dative function is restricted to successful and concrete transfer; the passive function is used more often by the older generation. As for sentence patterns, Hainan Min bun behaves similarly to Cantonese in having a special form, [S V DO IO]. In contrast to Mandarin, Hakka, Southern Min, and Cantonese, Hainan Min bun cannot occur in the [S V IO DO] pattern. It is assumed that bun as a main verb subcategorizes a theme rather than a recipient as its immediate complement.

When linguists investigate the double object construction, they are usually interested in the argument structure and the verb types that join the divergent syntactic configurations. In our survey, the dative alternations in Hainan Min basically involve
Double Object Construction in Hainan Min

four patterns: [V DO IO], [V IO DO], [V DO ti IO], and [kang IO V DO]. Notice that the common [V-gei IO DO] pattern in Mandarin (or Southern Min) is not allowed in Hainan Min. The dative construction contains three variants, [V DO bun/bun ti/ti IO]. Participation in the alternation in Hainan Min is subject to various constraints. The availability of the dative alternation is examined with respect to types of verbs. Two main verb types are found to participate in the alternation: transactional and communicative verbs. Three subclasses of transactional verbs are checked and found to join different dative constructions. Outward verbs participate in the [V DO ti IO] and [V IO DO] alternations, but not in [V DO IO]. Inward verbs occur in the [V IO DO] and [kang IO V DO] alternations, but not in [V DO ti IO] and [V IO DO]. Bi-directional verbs join in the dative alternation depending on the directional interpretation of the verb. In addition, verbs of communicated message occur in the [V DO ti IO], [V IO DO] and [V DO IO] alternations, not in [kang IO V DO] alternations. These facts support the analysis that the direction of transaction events interacts with the dative alternation.

There is a unique indirect marker in Hainan Min, ti11. It has not been carefully studied in any of the previous literature. The word bun cannot bear the senses of unsuccessful transfer, potential transfer, or abstract transfer. These extended transfers can be expressed by the dative marker ti11. However, the origin of ti is mysterious and deserves further exploration. There are several candidates for the etymon of ti: 是, 於, 給, and 賜. These four possibilities are ruled out due to lack of a semantic correlation and phonetic dissimilarity. The optimal candidate proposed by the present study is the word 至. Semantically, it denotes ‘arrive’; phonetically, it can be pronounced ‘ti11’. It is common for directional verbs to undergo a process of grammaticalization into dative markers in Southern Chinese dialects. Finding the etymologically appropriate character can help linguists to interpret the words more clearly. If the etymon of the dative marker ti is 至, it leads to the conclusion that the dative ti is a member of the go-dative category rather than a give-dative. Moreover, this paper proves that it is more reasonable to assume a Chinese origin for the dative ti rather than it being a remnant of the substratum language.
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Double Object Construction in Hainan Min


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海南閩語之雙賓結構

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本文主要探討海南閩語的雙賓句型。不同於一般閩南語常見的給予動詞「予 hoo 」及「乞 khit 」，海南閩語的給予動詞是「分 \( \text{bun}^{44} \)」，比較接近於客家語的給予動詞「分」。本文討論了海南閩語「分」的語法及語意特性，並且也將「分」與其他方言的給予動詞做了比較。同時，本文還列舉了海南閩語雙賓結構所有可能出現的句型及句型間的替換。接著再測試不同類型的動詞能參與在哪些不同的句型替換。本文最後探討海南閩語特有的與格標記「\( \text{ti}^{11} \)」，這個標記的詞源雖然有五個可能，但是透過語音及語意的追溯，本文給了海南閩語與格標記一個明確的定位。

關鍵詞：海南閩語，雙賓結構，與格標記，雙賓句型替換