

KHMER FINAL PARTICLES *phɔɔŋ* & *dae*

Kanako Mori

Tohoku University

<kanako-m@mri.biglobe.ne.jp>

1 Introduction

In Khmer, there are a number of words occurring at the end of sentences, clauses, or phrases which add meanings such as “question” or “emphasis”. Huffman(1967) and Ueda(2002) refer to these words as “final sentence particles”, Jacob(1968) calls them “final phrase particles”. Because it is difficult to identify the exact locus of occurrence of these words, I will call them “final particles” collectively in this paper. This paper deals with two “final particles”, *phɔɔŋ* and *dae*, which occur with an apparently similar meaning “too, also”.

- (1) msəl məŋ kɲom riən nən pannaalaj *phɔɔŋ*
yesterday I study at library
riən nən ptɛəh *phɔɔŋ*
study at home FP
“Yesterday I studied at library, and studied at home, too”

- (2) msəl məŋ kɲom riən nən pannaalaj
yesterday I study at library
haəj nən ptɛəh kɔɔ kɲom riən *dae*
and at home I study FP
“Yesterday I studied at the library. I also studied at home, too”

There also exist usages of *phɔɔŋ* and *dae* which cannot be translated into “too” or “also”.

- (3) ɕŋaŋ *phɔɔŋ* !
delicious FP
“It is unexpectedly delicious!”
- (4) - ɕŋaŋ tɛ - “Is it delicious?”
delicious (question)
- ɕŋaŋ *dae* - “It is not so delicious.”
delicious FP

Table 1 shows the range of meanings assigned to *phɔɔŋ* and *dae* in three previous studies.

Table 1: Previous studies

	<i>phɔɔŋ</i>	<i>dae</i>
Huffman (1967:196)	“too, also”	“as well”
Jacob (1968:102)	“too, as well”	“too, also, even so”
Ueda (2002:46)	“to emphasize the clauses”	“to express that a sentence shares the same predicate as the other sentence”

Huffman(1967) notes that *phɔɔŋ* means “too, also” and *dae* means “as well”. Jacob(1968) states that *phɔɔŋ* means “too, as well” and *dae* means “too, also, even so”. Ueda (2002) observes that *phɔɔŋ* is used “to emphasize the clauses” and that *dae* is used “to express that a sentence shares the same predicate as the other sentence”.

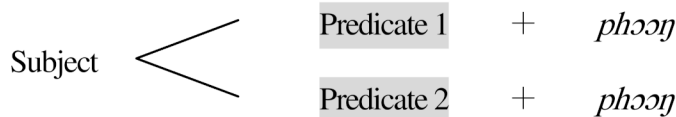
Previous studies seem to have left it unclear what the differences are between these two particles. This paper is intended to identify the function of each particle and the differences.

2 Analysis

In this section, based on my elicitation results, I will show how *phɔɔŋ* and *dae* are used. It should be noted that the range within a syntactic unit (e.g. phrase, clause, sentence) where a final particles operates is referred to as its “scope”, which is somewhat different from the general usage of this term. Each “scope” is indicated by a gray square.

2.1 *phɔɔŋ*

The scope of *phɔɔŋ* is one predicate and its function is to parallel different predicates in a sentence as in Figure 1.

Figure 1:

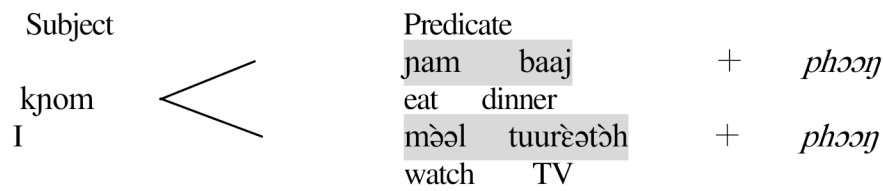
2.1.1 Basic usage

First, consider example (5).

- (5) jòp mən kɲom ɲam baaj *phɔɔŋ*
 last night I eat dinner FP
 ɲə̀əl tuurɛ̀ətə̀h *phɔɔŋ*
 watch TV FP
 “I ate dinner, watched TV, too”

As in Figure 2, two different predicates, *ɲam baaj* “ate dinner” and *ɲə̀əl tuurɛ̀ətə̀h* “watched TV”, are both followed by *phɔɔŋ* in a sentence.

Figure 2:



Scope : ate dinner

Parallel Predicate : watched TV

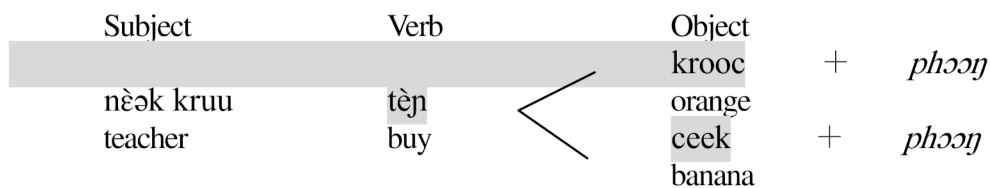
Example (5) shows that these two activities occurred at the same time.

(6a) is an example where only the objects of the predicates occur in parallel.

(6a) nək kruu tən krooc phəəŋ ceek phəəŋ
 teacher buy orange FP banana FP
 “The teacher bought orange, and banana, too”

Figure 3 shows how just the objects, “orange” and “banana”, are arranged in parallel.

Figure 3:



(6a) indicates that the teacher bought both the orange and the banana at the same time. We can in fact repeat the verb twice as in (6b) and have two parallel predicates.

(6b) nək kruu tən krooc phəəŋ tən ceek phəəŋ
 teacher buy orange FP buy banana FP
 “The teacher bought orange, and bought banana, too”

Scope : bought orange

Parallel Predicate : bought banana

So it is safe to say that, even in (6a), two predicates (not only objects) are paralleled.

It is not acceptable to repeat the subject twice as in (6c).

(6c) *nək kruu tən krooc phəəŋ
 teacher buy orange FP
 nək kruu tən ceek phəəŋ
 teacher buy banana FP

The observation that the scope of *phəəŋ* is one predicate, thus holds true.

Let's move to (7a), where only adjuncts are arranged in parallel.

(7a)	msəl məŋ	kŋom	riən	nəv	pannaalaj	phɔɔŋ
	yesterday	I	study	at	library	FP
	nəv	ptɛəh	phɔɔŋ	(= 1)		
	at	home	FP			

“Yesterday I studied at library, and at home, too”

Figure 4 shows how the two adjuncts are paralleled and that “T” studied both at library and at home.

Figure 4:

Subject	Verb	Adjunct		
kŋom	riən	nəv pannaalaj	+	phɔɔŋ
I	study	at library		
		nəv ptɛəh	+	phɔɔŋ
		at home		

As in (6b), we can repeat the verb twice as in (7b).

(7b)	msəl məŋ	kŋom	riən	nəv	pannaalaj	phɔɔŋ
	yesterday	I	study	at	library	FP
	riən	nəv	ptɛəh	phɔɔŋ		
	study	at	home	FP		

“Yesterday I studied at library, and studied at home, too”

Scope : studied at library

Parallel Predicate : studied at home

2.1.2 When parallel predicates are contextually recoverable

When parallel predicates are not expressed explicitly, they need to be presupposed in the context. (8) is an utterance of surprise by the speaker at his friend's ability to speak Chinese.

(8)	ʔaɛŋ	niʔjɛəj	phɛəsaa cən	phɔɔŋ
	you	speak	Chinese	FP

“You speak Chinese, too!?”

Scope : speak Chinese

Parallel Predicates : speak Khmer, speak English, etc...

In (8), there must be one or more languages that the person can speak. For example, the person may be able to speak Khmer and English besides Chinese.

2.1.3 When parallel predicates are not contextually recoverable

Unlike examples shown above, there exist some examples of *phɔɔŋ* in which parallel predicates are not contextually recoverable.

- (9) ច្បាញ ភ្លេចៗ (= 3)
 delicious FP
 “It is unexpectedly delicious!”

Scope : delicious
 Parallel Predicates : the other states that it has

(9) is an utterance where one finds something delicious unexpectedly. According to the function of *ភ្លេចៗ* discussed so far, it may be presupposed that the parallel predicates encode the other states that the food could be in (e.g. be good looking). The choice of the state of being delicious, among all the other possible states may lead to the nuance of emphasis.

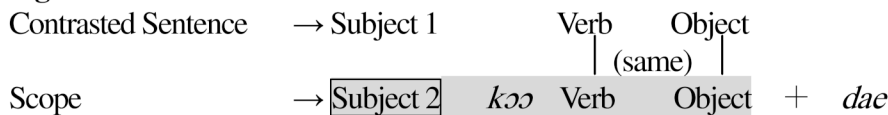
2.2 *dae*

Next, we move to the analysis of *dae*. The scope of *dae* is the whole of one sentence. *Dae* effects its function “by placing focus on a subject, an object or an adjunct to show that the verb in the scope expresses the same behavior/state as that in another contrasted sentence”. In the examples of *dae*, focused elements are followed by *kɔɔ* and placed at the beginning of the sentences. Each focused element is referred to as the “focus” in this paper, which again may be different from the general usage of this term and is indicated in a gray square. Fukuda (1980) notes that *kɔɔ* has a variety of meanings, but I won't discuss these in detail here.

2.1.1 Basic usage

First, consider the examples of *dae* in which the subjects are focused.

Figure 5:



- (10) ប៉ាប់ប៉ាប់ ច្បាញ អានៗ
 rice porridge delicious and
ក្រូចៗ kɔɔ ច្បាញ *dae*
 rice noodles delicious FP
 “Rice porridge is delicious and rice noodles are also delicious”

Focus : rice noodles
 Contrasted Subject : rice porridge

In (10), the sentence in the scope of *dae* “rice noodle is delicious” is followed by *dae* and indicates that the subject “rice noodle” is as delicious as the subject of the contrasted sentence i.e. “rice porridge”. The two sentences have same verb “delicious”.

- (11) A sʔaat cəmnaæk
 beautiful other
 B *kɔɔ* lʔɔɔ məəl *dae*
 good look FP
 “A is beautiful. On the other hand, B is good-looking, too”

Focus : Ms. A

Contrasted Subject : Ms. B

In (11), the verb of the sentence in the scope of *dae* “beautiful” and that of the contrasted sentence “good-looking” are not completely identical. But both of them are similar in that they encode attractive appearance. Therefore, it does not matter whether *dae* has scope over a verb which is identical to that of contrasted sentence or not. What is important is that the verb of the sentence in *dae*’s scope and that of the contrasted sentence indicate the states which the speaker considers to be the same or similar in meaning.

Next is an example of *dae* with object focus. As in Figure 6, the focused object is placed at the beginning of the sentence.

Figure 6:

Contrasted Sentence	→	Subject	Verb	Object 1		
		(same)				
Scope	→	Object 2	<i>kɔɔ</i>	Subject	Verb	+ <i>dae</i>

- (12) kɲom niʔjəəj phèəsaa capon
 I speak Japanese
 phèəsaa ʔɔŋklèe *kɔɔ* kɲom niʔjəəj *dae*
 English I speak FP
 “I speak Japanese. I also speak English”

Focus : English

Contrasted Object : Japanese

In (12), following the contrasted sentence “I speak Japanese”, the scope of *dae* indicates that “I also speak English”. In (12), the object “English” is the focused element, and is placed at the beginning of the sentence with *kɔɔ*.

- (13) msəl mən kɲom riən nəv pannaalaj
 yesterday I study at library
 haəj nəv ptəəh *kɔɔ* kɲom riən *dae* (= 2)
 and at home I study FP
 “Yesterday I studied at the library. I also studied at home, too”

Focus : at home

Contrasted Adjunct : at library

In (13), following the contrasted sentence “I studied at library”, the scope sentence indicates that “I studied at home, too”. In (13), the adjunct “at home” is focused, and is placed at the beginning of the sentence with *kɔɔ*.

2.2.2 Where the contrasted sentence is contextually recoverable

The sentence contrasted with the sentence in the scope of *dae* does not necessarily need to be expressed overtly.

(14)	nèəŋ	<i>kɔɔ</i>	<i>srɔɔlaŋ</i>	<i>cav cət</i>	<i>cèə klaŋ</i>	<i>dae</i>
	she		love	(name)	very much	FP
	“She also loves Chav Chat very much”					(KLP)

Focus : she

Contrasted Subject : Chav Chat

In (14), the contrast sentence is not expressed overtly. Because the information that Chav Chat has loved her for a long time has already been contextually available, it is clear that the subject contrasted with the focus “she” is “Chat.”

2.2.3 Where the focus is not overtly expressed

Unlike the examples of *dae* discussed so far there also exist examples of *dae* where focus is not present.

(15)	- <i>cŋaŋ</i>	<i>tèe</i>	?	- “Is it delicious?”
	delicious	(question)		
	- cŋaŋ	<i>dae</i>		- “It is not so delicious.”
	delicious	FP	(=4)	
	(literally “it is also delicious”)			

In (15), in answering the question “Is it delicious, or not?” *dae* is used. *cŋaŋ dae* here means “It is not so delicious.” Here, the meaning of “delicious” seems to be weakened, if not canceled. Taking into account the function of *dae* shown in 2.2., we can explain the usage of *dae* in (15) as follows. In (15), it is presupposed that other foods are delicious. What (15) indicates is that the particular food questioned in (15) is as delicious as the other foods, though the context never specifies what the other foods in the background contrast set actually are/might be. The pragmatically induced meaning of the sentence is therefore that the food being discussed is felt to be more delicious than certain other contextually presupposed foods. Thus, when the focus relating to *dae* is not overtly expressed, the “contrast sentence” can be pragmatically inferred, and the result is a weakened meaning of *dae*.

3 Conclusion

I have given a description of the usages of *phɔɔŋ* and *dae*. Although both of them have a meaning of “too, also” in common, their functions are different, as follows:

Function of *phɔɔŋ* → To parallel different predicates

Function of *dae* → By placing focus on a subject, an object or an adjunct using *dae* indicates that the verb in its scope expresses the same behavior/state as that in another contrasted sentence

To have a better understanding of their usages, it is important to consider the elements paralleled/contrasted by *phɔɔŋ* and *dae*, even when these elements are not overtly expressed or available from the context.

Notes

This study was supported in part by the Tohoku University 21st Century Center of Excellence (COE) Program (Humanities; Ministry of Education, Culture, Sports, Science and Technology). My thanks go to Professors Kaoru Horie, Wataru Nakamura, Kei Yoshimoto, Shigeru Sato, and fellow graduate students in the department of Cross-Cultural Education at the Graduate School of International Cultural Studies, Tohoku University.

The romanization follows Sakamoto (1988). Example (14) is quoted from “A rose in Pailin (1960) by Nhok, Thaem” abbreviated as “KLP”. The other examples were elicited from the informant directly. I appreciate the cooperation of Ms. Kep Sokunthearath.

References

- Fukuda, Kenichi. 1980. “Kanbojya-go Syouji *kɔɔ*- no Youhou (The use of Khmer small particle *kɔɔ*)”, *Chukyou-daigaku Bungakubu-kiyou (Bulletin of the Faculty of Literature of Chukyo University)* No. 2, The Workshop of Scientific Research, pp. 45-81.
- Huffman, Franklin Eugene. 1967. *An Outline of Cambodian Grammar*, A Thesis presented to the Faculty of the Graduate School of Cornell University for the Degree of Doctor of Philosophy.
- Jacob, Judith M. 1968. *Introduction to Cambodian*, London, Oxford University Press.
- Mori, Kanako. 2001. “Khmer general interrogative sentence”, *Siksaācāk No. 4*, Center for Khmer Studies.
- Sakamoto, Yasuyuki. 1988. “Kumeru-go (Khmer language)”, Kamei et. Als. (ed.) *Sanseido Gengo-gaku Dai-jiten (The Sanseido Encyclopedia of Linguistics)* vol. 1, Sanseido, Tokyo, pp. 1479-1505.
- Ueda, Hiromi. 2002. “Kumeru-go no Bunmatsu-shi (Khmer final sentence particles)”, Takagaki et. Als. (ed.) *Gogaku-kenkyujyo Ronsyu (Journal of the Institute of Language Research)* No. 7, The Institute of Language Research, Tokyo University of Foreign Studies, pp. 35-48.

