

# Classifiers in Lao: A Cognitive Linguistic Approach

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**Abstract**—This research is aimed at studying classifiers in Lao and the cognitive process of Lao native speakers reflected by their usage of classifiers. The scope of the study is limited to classifiers in standard Lao (Vientiane dialect). The total number of informants involved in the study is 90. The researchers analyze the attributes of prototypical nouns and non-prototypical nouns to highlight the relationship between them. The analysis is based on the prototype theory, attributes in categorization and idealized cognitive models (ICMs). The results indicate that the Lao classifier system works on some kinds of general principles like in earlier studies by Dyirbal and Thai. However, the study shows that the cognitive system of Lao people is influenced by their own geographic and cultural factors as well as their religious beliefs. The study also shows the cognitive system of Lao people which is different from others, even in Thai, which is the member of the same language family (Tai-Kadai).

**Index Terms**—Classifiers in Lao, cognitive linguistic approach, prototype theory.

## I. INTRODUCTION

The basic function of classifiers is to build up a descriptive referring expression for the noun [1]. Lao is one of languages with numeral classifiers. For these languages, nouns are not inflected for plural and cannot be enumerated directly, but require a classifier to accompany the quantifier, for example

Noun	Numeral	Classifier
k <sup>h</sup> án hōm 'three umbrellas'	sam	k <sup>h</sup> an

The position of classifier in Lao follows number, for example:

	Noun	Numeral	Classifier
(1)	house two houses	two	lan
(2)	egg two eggs	two	nua:j

The classifier is an important aspect of grammar in Asian languages, such as Thai, Lao, Vietnamese, Chinese, Japanese and Korean. It can determine the meaning of homonyms, for example “ກາ” /ká/ ‘kettle’ and “ກາ” /ká/ ‘crows’ as in example (3) and (4).

(3)	ká kettle	sǎŋ two	nua:j CL
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(4)	ká crow 'two crows'	sǎŋ two	to: CL
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Example (3) /nua:j/ is the classifier used with the noun /ká/ ‘kettle’ and example (4) /to:/ is the classifier used with the noun “ກາ” /ká/ ‘crow’.

Furthermore, the classifier can be used to classify objects or concepts, for example the classifier “ໝວຍ” /nua:j/ is used with nouns which have round shape such as a ball, an orange, an egg. The classifier “ໃບ” /baj/ is used with nouns which have round and flat shape such as a leaf, a tray. The classifier “ເສັ້ນ” /sên/ is used with nouns which have small string shape, such as hair, a wire, a thread.

Phumee Vongvichit, linguist [2], a Lao said that the classifier is used with nouns according to the characters of noun. The classifier “ໝວຍ” /nua:j/ is used with, “ພູ” /p<sup>h</sup>ú:/ ‘mountain’, “ໝາກໄມ້” /mâ:kmàj/ ‘fruit’, “ໄຂ່” /k<sup>h</sup>ǎj/ ‘egg’, “ໝວກ” /mûa:k/ ‘hat’, “ກັບໄຟ” /káp fáj/ ‘book of matches’, “ຕຽງນອນ” /tīa:ŋnon/ ‘bed’, “ຕູ້” /tù:/ ‘cabinet’, “ຖົງ” /t<sup>h</sup>ǒŋ/ ‘bag’, “ໂຕະ” /tó/ ‘table’, “ໂມງ” /mó:ŋ/ ‘watch’, as in example (5)-(7)

(5)	k <sup>h</sup> ǎj egg 'two eggs'	sǎŋ two	nua:j CL
(6)	p <sup>h</sup> ú: mountain 'two mountains'	sǎŋ two	nua:j CL
(7)	mûa:k hat 'two hats'	sǎŋ two	nua:j CL

The classifier “ລຳ” /lám/ with is used “ຍົນ” /pón/ ‘plane’, “ເຮືອ” /huá/ ‘boat’, “ອ້ອຍ” /ʔǎ:j/ ‘sugarcane’, as in example (8)-(10)

(8)	pón plane 'two planes'	sǎŋ two	lám CL
(9)	húa: boat 'two boats'	sǎŋ two	lám CL
(10)	ʔǎ:j sugarcane 'two sugarcanes'	sǎŋ two	lám CL

The classifier “ລົດ” /lōt/ ‘car’,

“ລົດຖີບ”/lōt t<sup>h</sup>i:p/ ‘bicycle’, “ລົດຈັກ” /lōt teák/ ‘motorcycle’, “ຄັນຮົ່ມ” /k<sup>h</sup>án hōm/ ‘umbrella’, as in example (11)-(13).

- |      |   |            |                          |
|------|---|------------|--------------------------|
| (11) | lōt<br>car<br>‘two cars’                              | sǎŋ<br>two | k <sup>h</sup> á:n<br>CL |
| (12) | lōt t <sup>h</sup> i:p<br>bicycle<br>‘two bicycles’   | sǎŋ<br>two | k <sup>h</sup> á:n<br>CL |
| (13) | k <sup>h</sup> á:n hōm<br>umbrella<br>‘two umbrellas’ | sǎŋ<br>two | k <sup>h</sup> á:n<br>CL |

Notice the above examples, it is interesting that one classifier can be used with many types of nouns. The classifier “ລົດ” /lám/ uses with a watercraft noun, such as “ເຮືອ” /húá:/ ‘boat’, an aerial vehicle, such as “ຍົນ” /jón/ ‘plane’, but it can also use with a plant noun like “ອ້ອຍ” /ʔǒ:j/ ‘sugarcane’ and “ໄມ້ໄຜ່” /maj p<sup>h</sup>āj/ ‘bamboo’.

A classifier “ຄັນ” /k<sup>h</sup>á:n/ can use with vehicle noun like, “ລົດ”/lōt/ ‘car’ “ລົດຈັກ” /lōt teák/ (motorcycle) “ລົດຖີບ” /lōt t<sup>h</sup>i:p/ ‘bicycle’ and object nouns, like “ຄັນຮົ່ມ” /k<sup>h</sup>á:n hōm/ ‘umbrella’

The paper is aimed to study classifiers in Lao and to examine the reasons why one classifier can be used with many types of nouns as well as to analyze the cognitive process of Lao native speakers reflected by their usage of classifiers. The analysis is based on the prototype theory [3], attributes in categorization [4] and idealized cognitive models (ICMs) [5].

## II. RESEARCH METHODOLOGY

The research methodology is divided into 4 steps as follows.

1) The collection of nouns in Lao from 4 dictionaries:

- Lao Dictionary [6].
- The Lao picture of Dictionary [7].
- Lao-Thai-English Dictionary [8].
- Lao-Thai Dictionary [9].

For this step, the researcher gained 540 nouns from those dictionaries.

2) The elicitation of classifiers Lao native speakers used with nouns collected in the first step. This step is processed by using a questionnaire. The example of questionnaire used to elicit classifiers used with each noun is in Appendix A.

There are 10 informants participating in this step. The qualification of informants is as follows:

- Lao nationality;
- Lao native speakers;
- Age between 15-60 years old;
- Graduated at least at elementary school;
- Born in Vientiane and vicinity of Lao PDR.

For this step it found 65 classifiers.

3) The elicitation of the first nouns that come to the informants’ minds when they got the stimulus, a given classifier.

In this step is processed by using a questionnaire. (see appendix B)

There are 40 informants participating in this step and they are divided into 20 females and 20 males. The qualifications of informants are as follows:

- Lao nationality;
- Lao native speakers;
- Age 12-60 years old;
- Born in Vientiane and vicinity of Lao PDR;

Table 1 shows the qualifications of informants in step 3.

TABLE I: THE QUALIFICATIONS OF INFORMANTS IN STEP 3

Gender	Education /occupation	Age	Number
Male	Elementary school	12-14	5
	High school	15-18	5
	University (undergraduate)	19-25	5
	Worker	26-60	5
Female	Elementary school	12-14	5
	High school	15-18	5
	University (undergraduate)	19-25	5
	Worker	26-60	5
Total			40

4) 2.4 The elicitation of prototypical nouns and non-prototypical nouns used with each classifier.

The fourth step is carried out by asking the informants to rate how good and poor each noun of each classifier is. The informants were asked to put the number in the questionnaire (see Appendix C). Number 1 represents the best noun or prototypical noun and the nouns rated in the following numbers are non-prototypical nouns. In this step there are 40 informants with the same qualifications as in step 3

The prototypical nouns used with classifiers in Lao.

	<u>Classifiers</u>	<u>Prototypical nouns</u>
1	“ຄັນ” /k <sup>h</sup> á:n/	“ລົດ” /lōt/ ‘car’
2	“ກ້ອນ” /kò:n /	“ກ້ອນຫີນ” /kò:n:hī:n/ ‘rock’
3	“ດ້າມ” /dà:m/	“ດ້າມພ້າ” /dà:m p <sup>h</sup> à/ ‘handle’ (for machetes)
4	“ເມັດ” /mēt/	“ເມັດເຂົ້າ” /mēt k <sup>h</sup> āw/ ‘rice grain’
5	“ຝັກ” /fāk/	“ໝາກຖົ່ວ” /mā:kt <sup>h</sup> ūa:/ ‘long bean’
6	“ແທ່ງ” /t <sup>h</sup> ē:ŋ/	“ຄຳ” /k <sup>h</sup> á:m/ ‘bullion’
7	“ກະບອກ” /ká:bò:k/	“ກະບອກປືນ” /ká bò:k pū:n/ ‘gun barrel’
8	“ກີ້” /kǒ:/	“ກີ້ເຈ້ຍ” /kǒ:teia:/ ‘roll’ (for toilet paper)
9	“ແກ້ວ” /kēw/	“ແກ້ວຢາ” /kē:wja:/ ‘bottle’ (for medicine)
10	“ປ້ງ” /bāŋ/	“ປ້ງໄຟ” /bāŋ fáj/ ‘Bang-fai rocket’
11	“ດວງ” /dūa:ŋ/	“ດວງ” /da:w/ ‘star’

	<u>Classifiers</u>	<u>Prototypical nouns</u>			
12	“ໂຕ” /to:/	“ສັດ” /sát/ ‘animal’	46	“ເສົາ” /sáw/	‘garlands’ “ເສົາເຮືອນ” /sǎwhúa:n/
13	“ລຳ” /lám/	“ເຮືອ” /huá:/ ‘boat’	47	“ຝູງ” /fú:ŋ/	‘pillar’ (for house) “ຝູງເປັດ” /fú:ŋpét/ ‘herd’ (for ducks)
14	“ຫົວ” /húa:/	“ກະຫລໍ່ປີ” /kálámpì:/ ‘cabbage’	48	“ຫູ” /hú:/	“ຫູ” /hú:/ ‘ear’
15	“ໜ່ວຍ” /nua:j/	“ຖ້ຳ” /k <sup>h</sup> ū/ ‘bucket’	49	“ຂວດ” /k <sup>h</sup> ú:t/	“ຂວດນົມ” /k <sup>h</sup> ú:tnóm/
16	“ຮັງ” /há:ŋ/	“ຮັງນົກ” /há:ŋnók/ ‘bird nest’	50	“ລິບ” /lip/	‘bottle’ (for milk) “ລິບ” /lip/ ‘lift’
17	“ດອກ” /dó:k/	“ດອກໄມ້” /dó:kmàj/ ‘flower’	51	“ຂົວ” /k <sup>h</sup> úa:/	“ຂົວ” /k <sup>h</sup> úa:/ ‘bridge’
18	“ເສັ້ນ” /sên/	“ເສັ້ນໝີ່” /sênmi:/ ‘vermicelli’	52	“ຄົນ” /k <sup>h</sup> on/	“ຄົນ” /k <sup>h</sup> on/ ‘human’
19	“ຫຼອດ” /lô:t/	“ຫຼອດໄຟ” /lô:t fáj/ ‘fluorescent lamp’	53	“ອົງ” /ʔoŋ/	“ພະ” /p <sup>h</sup> ǎ/ ‘monk’
20	“ສະບັບ” /sábàp/	“ຈົດໝາຍ” /téo:t má:j/ ‘letter’	54	“ຕົນ” /ton/	“ຈົວ” /teua:/ ‘novice’
21	“ສາຍ” /sá:j/	“ສາຍນ້ຳຂອງ” /sǎ:jnámk <sup>h</sup> oŋ/ ‘Mekhong river’	55	“ປ້າຍ” /pǎ:j/	“ປ້າຍ” /pǎ:j/ ‘sign’
22	“ແຫ່ງ” /hē:ŋ/	“ໂຮງຮຽນ” /hó:ŋ hía:n/ ‘school’	56	“ຈັບ” /təp/	“ເຂົ້າປຸ້ນ” /k <sup>h</sup> ǎwpùn/ ‘Lao vermicelli’
23	“ຄູ່” /khú:/	“ເກີບ” /kǎp/ ‘shoes’	57	“ຂັ້ນ” /k <sup>h</sup> ân/	“ຂັ້ນໄດ” /k <sup>h</sup> ândaj/ ‘ladder’
24	“ເຫຼັ້ມ” /lém/	“ແຂ້ວ” /k <sup>h</sup> ê:w/ ‘tooth’	58	“ຕຸກ” /tuk/	“ຕຸກນ້ຳ” /tukná:m/ ‘plastic bottles’ (for water)
25	“ຊອງ” /so:ŋ/	“ຊອງບູນ” /so:ŋbun/ ‘merit envelope’	59	“ກອກ” /kô:k/	“ກອກຍາ” /kô:kja:/ ‘cigarette’
26	“ດາງ” /da:ŋ/	“ແຫ” /hě:/ ‘fishnet’	60	“ເຊືອກ” /súa:k	“ເຊື້ງລົງ” /sǎ:ŋlia:ŋ/ ‘elephant’ (feeding elephants)
27	“ຕົ້ນ” /tôn/	“ຕົ້ນໄມ້” /tôn má:j/ ‘tree’	61	“ໂຂງ” /k <sup>h</sup> ǎ:ŋ/	“ເຊື້ງ” /sǎ:ŋ/ ‘elephant’ (wild elephants)
28	“ໃບ” /baj/	“ໃບໄມ້” /baj má:j/ ‘leaf’	62	“ມານ” /má:n/	“ໝາກສາລີ” /má:ksǎ:li:/ ‘corn’
29	“ບານ” /ba:n/	“ປະຕູ” /pá:tu:/ ‘door’	63	“ແຂນ” /k <sup>h</sup> èn/	“ແຂນ” /k <sup>h</sup> èn/ ‘arm’
30	“ກະປ່ອງ” /ká: pō:ŋ/	“ກະປ່ອງນົມ” /ká: pō:ŋ nó:m/ ‘tin’ (for milk)	64	“ຂາ” /k <sup>h</sup> ǎ:/	“ຂາ” /k <sup>h</sup> ǎ:/ ‘leg’
31	“ຜົນ” /p <sup>h</sup> ū:n/	“ແພ” /p <sup>h</sup> ě:/ ‘cloth’	65	“ນິ້ວ” /níw/	“ນິ້ວ” /níw/ ‘finger’
32	“ແຜ່ນ” /p <sup>h</sup> èn/	“ແຜ່ນຊີດີ” /p <sup>h</sup> èn sí: di:/ ‘compact disc’ (CD)			
33	“ກັບ” /káp/	“ກັບໄຟ” /káp fáj/ ‘book’ (for matches)			
34	“ວົງ” /wóŋ/	“ແຫວນ” /wě:n/ ‘ring’			
35	“ກອງ” /ko:ŋ/	“ກອງຊາຍ” /ko:ŋsǎ:j/ ‘pile’ (for sand)			
36	“ອັນ” /ʔan/	“ໄມ້ບັນທັດ” /mǎjbant <sup>h</sup> ǎt/ ‘ruler’			
37	“ຫຼັງ” /lǎŋ/	“ເຮືອນ” /húa:n/ ‘house’			
38	“ໜໍ່” /nǎ:/	“ໜໍ່ໄມ້” /nǎ: má:j/ ‘bamboo shoot’			
39	“ປາກ” /pá:k/	“ປາກ” /pá:k/ ‘mouth’			
40	“ຂະບວນ” /k <sup>h</sup> ǎbua:n/	“ລົດຂະບວນ” /lōtk <sup>h</sup> ǎbua:n/ ‘truck’ (trucks run long line)			
41	“ກໍ” /knǎ:/	“ກໍຜັ່” /knǎ: p <sup>h</sup> ǎj/ ‘bamboo clump’			
42	“ຮວງ” /húa:ŋ/	“ຮວງເຂົ້າ” /húa:ŋk <sup>h</sup> ǎw/ ‘spike’			
43	“ກ້ານ” /kà:n/	“ສີ” /sǎ:/ ‘pencil’			
44	“ຮ້ານ” /hà:n/	“ຮ້ານ” /hà:n/ ‘hut’ (hut on the tree)			
45	“ພວງ” /p <sup>h</sup> úa:ŋ/	“ພວງດອກໄມ້” /p <sup>h</sup> úa:ŋdó:kmàj/			

The cognitive system of Lao people reflected by the usage of classifiers, according to [5]

- 1) Propositional Models specify element, their properties, and the relations holding among them. Much of our knowledge structure is in the form of propositional models. Thus, a model of a domain (like fighting in Dyrbal) would include elements that occur in that domain (like fighting spears). A propositional model characterizing our knowledge about fire would include the fact that fire is dangerous. A taxonomic model, like the base model for Dyrbal given above, would include four elements corresponding to each of the categories, and a condition stating that anything not a member of the first three categories is in the fourth.
- 2) Image-schematic Models specify schematic images, such as trajectories or long, thin shape or containers. Our knowledge about baseball pitches includes a trajectory schema. Our knowledge about candles includes a long, thin object schema.
- 3) Metaphoric Models are mapping from a propositional or image-schematic model in one domain to a corresponding structure in another domain. The CONDUIT metaphor for communication maps our

knowledge about conveying objects in containers onto an understanding of communication as conveying ideas in words.

- 4) Metonymic Models are models of one or more of above types, together with a function from one element of the model to another. Thus, in a model that represents a part-whole structure, there may be a function from a part to the whole that enables the part to stand for the whole. In Dyirbal knowledge about the hairy mary grub, that is, knowledge of its sunburnlike sting, may stand for the grub itself in determining that it is a member of the same category as the sun.

The researchers analyze the attributes of prototypical nouns and non-prototypical nouns to highlight the relationship between them.

The following are the examples of the analysis of the attributes of prototypical nouns and non-prototypical nouns used with the same classifier.

A. The Classifier “ຄໍ່າ” /k<sup>h</sup>á:n/

**Prototypical noun**

“ລົດ” /lōt/ (car)

[a vehicle]

**[have a handle]**

[have doors]

[have seats]

[have four wheels]

**Non-prototypical nouns**

“ລົດຖີບ” /lōt t<sup>h</sup>i:p/ (bicycle) “ລົດຈັກ” /lōt teák/ (motorcycle)

[a vehicle]

[a vehicle]

**[have a handle]**

**[have a handle]**

[have seats]

[have a seat]

[have two wheels]

[have two wheels]

“ຄັນຮົ່ມ” /k<sup>h</sup>án hōm/ (umbrella)

[a canopy]

**[have a handle]**

[protect from rain and sun]

The semantic attribute [have a handle] unites all nouns to be able to use with the same classifier. The nouns are motivated by the propositional model in that all nouns have an attribute [have a handle] that refers to physical property in common.

B. The Classifier “ລົ່າ” /lám/

**Prototypical noun**

“ເຮືອ” /huá:/ (boat)

[a watercraft]

[used for travelling]

**[long]**

[have seats]

**Non-prototypical nouns**

“ຍົນ” /pón/ (plane)

[an aerial vehicle]

[used for travelling]

**[long]**

[have seats]

“ອ້ອຍ” /ʔò:j/ (sugarcane)

[a plant]

[food]

**[long]**

“ລຳໄມ້ໄຕ່” /laməj p<sup>h</sup>āj/ (bamboo)

[a plant]

[used for construction]

**[long]**

“ລຳຕານ” /lam ta:n/ (sugar palm)

[a plant]

[used for crafts]

**[long]**

The semantic attribute [long] unites all nouns to be able to use with the same classifier. The nouns are motivated by the image-schematic model in that all nouns have an attribute [long] that refers to shape of objects in common.

C. The Classifier “ໂຕ” /to:/

**Prototypical noun**

“ສັດ” /sát/ (animals)

[animate]

**[have a body]**

**[have arms]**

**[have legs]**

**Non-prototypical nouns**

“ເຄື່ອງນຸ່ງ” /k<sup>h</sup>ūa:ŋ nūŋ/ (clothes) “ຕຸກກະຕາ” /tu:k ká ta:/ (doll)

[attire]

[toy]

**[have a body]**

**[have a body]**

**[have arms]**

**[have arms]**

**[have legs]**

**[have legs]**

The semantic attribute [have a body] [have arms] and [have legs] unite all nouns to be able to use with the same classifier. The nouns are motivated by the metonymic model due to the fact that each attribute which is a part of an object stands for the whole object.

III. RESULTS

The results show that there are 65 classifiers in Lao and it is found that the cognitive process of Lao native speakers reflected by their usage of classifiers are both single idealized cognitive model and more than one idealized cognitive model. Table II shows the idealized cognitive models found in the use of classifiers in Lao.

TABLE II: THE IDEALIZED COGNITIVE MODELS FOUND IN THE USE OF CLASSIFIERS IN LAO

Idealized Cognitive models	Number of classifiers
image-schematic model	20
propositional model	12
metonymic model	1
propositional models and image-schematic model	14
metonymic model and image-schematic model	1

The table shows that the idealized cognitive models reflected by the use of classifier of Lao people are image-schematic model, propositional model and metonymic model. The classifier system in Lao works on the image-schematic model the most. This may reveal that Lao people mostly refer to schematic images of objects when they use language especially classifiers.

IV. CONCLUSION

The study shows that the cognitive system of Lao people is influenced by their own geographic factor shown in “ສາຍ” /sǎ:j/, which is used with the prototypical noun “ນ້ຳຂອງ” /nà:mk<sup>h</sup>oŋ/ ‘Mekong river’. It is because the Mekong River is the main river that feeds Lao people since ancient times. Classifiers in Lao also reflect their religious beliefs as in “ຕົນ” /ton/ which is used with the noun “ຈົວ” /teua:/ ‘novice’ which is different from “ພະ” /p<sup>h</sup>ǎ/ ‘monk’. (Even though novices also observe the religious precepts but they observe less precepts than monks do so Lao people use different classifiers). The study also shows that the classifier system in Lao is similar to Thai’s [10]. Even though these two countries are adjacent and their languages are the members of the same language family (Tai-Kadai), there are some differences in their classifier system. For example, metaphorical model is not found in Lao. It may reveal that Lao people do not map one domain of experience onto another in their classifier system. They mostly perceive things by images. Moreover, they uses different idealized cognitive model for the same classifier. Take the classifier /duan/ as an example. Thai people use this classifier with nouns like sun, moon, star because they located in the sky. Therefore the propositional model underlies the usage of this classifier for Thai. While it is image schematic model which underlie the cognitive system of Lao when using this classifier.

APPENDIX A: EXAMPLE OF QUESTIONNAIRE

ແບບສອບຖາມຜູ້ບອກພາສາຊາວລາວ

ຂໍ້ມູນຜູ້ບອກພາສາຊາວລາວ		
ຊື່	ອາຍຸ	ປີ ເພດ
ປ່ອນເກີດ		
ອາຊີບ		
ລະດັບການສຶກສາ		
ລຳດັບ	ຄຳນາມພາສາລາວ	ຄຳລັກສະນະນາມ
1	ກາມ້າ	
2	ຕັງອີ້	
3	ພ້າ	
4	ກ້ອງຖ່າຍຮູບ	
5	ຄຳ	
6	ມ້ານັ່ງ	
7	ພະຍາບານ	
8	ຍົນ	
9	ແມວ	

10	ໝາກຂຽບ
11	ເກີບ
:	
540	ຂວດນົມ

APPENDIX B: EXAMPLE OF QUESTIONNAIRE

ແບບສອບຖາມຜູ້ບອກພາສາຊາວລາວ

ຂໍ້ມູນຜູ້ບອກພາສາຊາວລາວ		
ຊື່	ອາຍຸ	ປີ ເພດ
ປ່ອນເກີດ		
ອາຊີບ		
ລະດັບການສຶກສາ		
ລຳດັບ	ຄຳລັກສະນະນາມ	ຄຳນາມ
1	ກ້ອນ	
2	ດ້າມ	
3	ເມັດ	
4	ຜັກ	
5	ແທ່ງ	
6	ໜ່ວຍ	
7	ດາງ	
8	ກັ້	
9	ບັ້ງ	
:		
65	ຂວດ	

APPENDIX C: EXAMPLE OF QUESTIONNAIRE

ແບບສອບຖາມຜູ້ບອກພາສາຊາວລາວ

ຂໍ້ມູນຜູ້ບອກພາສາຊາວລາວ		
ຊື່	ອາຍຸ	ປີ ເພດ
ປ່ອນເກີດ		
ອາຊີບ		
ລະດັບການສຶກສາ		
ແບບສອບຖາມຜູ້ບອກພາສາຊາວລາວ		
ໃຫ້ ທ່ານ ໃສ່ ລະ ດັບ ຄະ ແນນ (1) ກັບ ຄຳ ນາມ ທີ່ ທ່ານ ຄິດ ວ່າ ເປັນ ຄຳ ນາມ ທີ່ ດີ ທີ່ ສຸດ ທີ່ ສົມ ຄວນ ໃຊ້ ຮ່ວມ ກັບ ຄຳ ລັກ ສະ ນະ ນາມ ໃນ ຕາ ຕະ ລາງ ຢູ່ ລຸ່ມ ນີ້ ແລ ະ ຖ້າ ທ່ານ ຄິດ ວ່າ ເປັນ ຄຳ ນາມ ໃດ ທີ່ ສົມ ຄວນ ໃຊ້ ຮ່ວມ ກັບ ຄຳ ລັກ ສະ ນະ ນາມ ໃນ ລຳ ດັບ ຮອງ ລົງ ໄປ ໃຫ້ ທ່ານ ໃສ່ ລະ ດັບ ຄະ ແນນ (2) (3) (4) (5) (6) (7) (8) ຕາມ ລຳ ດັບ		
ຄຳລັກ ສະ ນະ ນາມ	ຄຳ ນາມ	ຜູ້ບອກ ພາ ສາ ຕອບ
		ຫຼອດ ໄໝ່
		ຫຼອດແກ້ວ
		ຫຼອດນ້ຳຫອມ
		ບາຫຼອດ
ຫຼອດ		ຫຼອດຢາ
		ຫຼອດຝ້າຍ
		ຫຼອດດູດ
		ຫຼອດລົມ

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