

「外国语言文学研究文库」

# 英语作文中的 词块使用特征研究

A Study on the Characteristics of Chunk Use  
in Student Writing in English

张溪 著

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# 序

张溪博士的专著《英语作文中的词块使用特征研究》即将出版面世,这是她最近几年辛勤工作的成果。作为她在山东大学外国语学院就读博士期间的导师,本人倍感欣慰。

众所周知,词块是语言的重要组成部分,在语言的习得、加工和使用过程中起着非常重要的作用。近年来,随着认知语言学、心理语言学、语料库语言学和语言习得理论的发展,词块研究受到了空前关注,为语言教学、语言理论等方面的研究提供了新的视角。

在二语习得领域,有关词块的研究主要从交际策略、学习策略和产出策略等方面展开,而针对学习者书面用语的研究多集中在词块的使用频率、类别、与口语词块的差异、词块和学习者语言水平的关系等领域,但存在研究层面单一、分类框架单调、研究覆盖面小、对比研究较少、理论研究缺乏等不足之处。与此同时,二语写作研究中有关语言产出的准确性、流利性和复杂性的测量多基于产出单位的长度、单位时间内产出的词数、限定时间内产出的总词数等,从词块的角度进行考察的研究相对较少。

张溪博士的《英语作文中的词块使用特征研究》一书,恰好从前人研究的不足之处着手,采用基于语料库的定量研究方法,较为深入地研究了不同母语背景学生英语作文中使用词块的情况,一定程度上填补了国内研究在此领域的不足。首先,对词块的界定突出了词块在语法结构和语义上的相对固定性和完整性,强调了词块的“预制”性,并基于词块的不同结构形态,将词块细分为近30种不同的类别。其次,统计了不同母语背景学习者于语料库中词块各类范畴使用的频次,对比了学习者在使用词块方面的异同和突出特征,然后从准确性、流利性和



复杂性等维度,对词块使用与学习者写作能力的关系进行了统计学分析,探讨了词块使用和学习者写作水平的关系。

该书的创新之处在于:对比分析了母语为汉语、阿拉伯语、西班牙语、英语的学习者针对相同题目的托福测试作文文本,在语料选择和研究对象方面是一次新的尝试;从词块的视角对英语写作的准确性、流利性和复杂性的文本特征进行了探讨,弥补了以往此方面的研究多注重口语的局限性;基于不同母语背景学生英语作文中词块使用的共同特点和显著性差异,提出了词块使用层级模型的理论假设,对以往的分类框架和理论模型作了补充和修正。

当然,本书对研究结果的归纳和提炼稍显不足。

该书整体结构完整,篇章结构合理,论述思路清晰,语言通顺流畅,是国内二语写作研究领域的一部新作,为国内二语写作研究领域补充了新的研究成果和视角。希望张溪博士在今后的研究中,能结合定量和定性的方法,更加全面地对词块的使用情况进行研究,特别需要关注复杂度的处理和分析方法,在新的研究中从研究设计、分析思路 and 理论升华方面不断优化和完善。

祝张溪博士未来的学术之路越走越宽,学术成果更为丰硕!

是为序。

山东大学外国语学院院长、教授、博士生导师 王俊菊

2016年4月于山东济南

# 前言

词块研究一直是语言教师和应用语言学研究者的重点,随着语言习得理论、认知语言学、心理语言学和语料库语言学的发展而发展。以往对词块的研究存在着分类单调、覆盖面小、对比研究缺乏和理论研究不足等问题。基于此,本书以母语为汉语、阿拉伯语、西班牙语和英语的学生所写的相同题目的托福写作测试作文文本为语料,分四个子语料库,对所选词块进行标注,采用语料库支撑的定量研究方法,分析了不同母语群体英语写作中词块使用的特性;从词块的角度探讨了英语写作的准确性、流利性和复杂性的文本特征;提出了词块使用层级模型;论证了词块在预测和提高学习者英语写作水平方面的作用。

本书共分为九章。第1章引言部分,对研究背景,存在的问题,研究的理据、目的、方法、重要性以及全书的谋篇布局进行了概述。

第2章文献综述部分,主要围绕词块的定义和限定标准,词块在母语、二语习得和英语教学中的作用,准确性、流利性和复杂性的定义和在语言产出中的作用及其作为三位一体的语言行为评估标准的演变等方面展开。最后给出了本研究对词块、准确性、流利性和复杂性的操作定义,提出了研究问题。

第3章介绍了研究方法,对所使用的语料库、研究工具、标注原则和方法、语料库支撑的定量分析方法分别进行了介绍。

第4章通过比较词块的使用频率分析了不同语言群体使用词块的共同特性,发现不同母语学习者在使用三种主要类型的词块——词性词块、从句词块、句子词块时,遵循相似的频率顺序;在使用不同的介词词块和从句词块时也遵循相似的频率顺序;在使用不同的动词词块时遵循部分相似的频率顺序。

第5章通过一元方差测试,分析了不同语言群体使用词块的显著



性差异。发现四种不同语言群体在使用的词块总数、三种主类型词块、不同的词性词块、不同的动词词块、不同的介词词块和不同的从句词块方面存在显著差异。每一个语言群体使用某些类别和子类别的频率明显高于或低于其他的语言群体。因母语和二语的不一致性和词块复杂的句法和语义结构等原因,英语为母语的学生使用某些类别和子类别的频率明显高于非英语母语的学生。

第6章通过相关分析和回归分析探讨了词块使用与写作的准确性、流利性和复杂性之间的关系。研究发现,词块使用数量对书面语产出有一定影响,使用词块的数量多有助于提高写作的准确性、流利性和复杂性。与准确性、流利性相比,词块对写作复杂性的影响更为明显。而词块类别对准确性、流利性和复杂性的影响各有不同。此外,词块数量对英语同族语者作文的影响较小,对非同族语者作文的影响相对较大。词块数量只对英语同族语者写作复杂性产生影响,但对非同族语者的写作准确性、流利性和复杂性均产生影响。

第7章通过相关分析和一元方差测试,考察了词块使用与学习者写作能力之间的关系。研究结果表明,英语写作水平对英语写作中词块使用具有关联作用。词块是衡量学生英语写作水平的一个重要指标。

第8章在讨论研究结果的基础上,经过全面对比分析,构建并提出了词块使用层级模型,对不同母语者英语词块学习和教学具有指导作用。

第9章对研究结果进行总结,并提出对英语教学和学习的启示。

本书对四种不同母语背景的学生英语作文中的词块使用特性进行了详尽描述和全面分析,提出了词块使用层级模型;探讨了词块对英语写作质量的影响以及在预测和提高学生英语写作水平方面的重要作用。研究结论对英语写作教学和研究以及英语词汇教学和研究具有重要理论意义和现实意义。

本书存在不足之处,恳请专家、同仁谅解、批评、指正。

本书在编写过程中得到山东大学外国语学院王俊菊院长的大力支持,并得到山东省社科规划研究项目一般项目资助和山东大学外国语学院的资助,在此一并感谢。

作者

2016年4月19日

# List of Abbreviations

|      |                                                     |
|------|-----------------------------------------------------|
| adj  | adjective                                           |
| adv  | adverb                                              |
| CC   | clause-based chunks                                 |
| CIM  | complex infinitive markers                          |
| CP   | complex prepositions                                |
| CP2  | two-word complex prepositions                       |
| CP3  | three-word complex prepositions                     |
| CP4  | four-word complex prepositions                      |
| EFL  | English as a foreign language                       |
| EFT  | error-free T-units                                  |
| ESL  | English as a second language                        |
| ESP  | English for specific purposes                       |
| FCC  | finite clause chunks                                |
| LP   | literal prepositional verbs                         |
| LP1  | v+prep+np literal prepositional verbs               |
| LP2  | v+np+prep+np literal prepositional verbs            |
| NC   | noun-based chunks                                   |
| NFC  | non-finite clause chunks                            |
| np   | noun phrases                                        |
| PC   | part-of-speech-based chunks                         |
| PCA  | preposition-based chunks as circumstance adverbials |
| PHV  | phrasal verbs                                       |
| PHV1 | v+adv phrasal verbs                                 |
| PHV2 | v+prep phrasal verbs                                |





|      |                                                                           |
|------|---------------------------------------------------------------------------|
| PHV3 | v+adv+prep phrasal prepositional verbs                                    |
| PLA  | preposition-based chunks as linking adverbials                            |
| PP   | preposition-based chunks as predicatives                                  |
| prep | preposition                                                               |
| PSA  | preposition-based chunks as stance adverbials                             |
| SC   | sentence-based chunks                                                     |
| SM   | semi-modal auxiliaries                                                    |
| v    | verb                                                                      |
| VC   | verb combinations (v+np, v+prepositional phrase,<br>v+adj, v+np+adj+prep) |
| VC1  | v+np combinations                                                         |
| VC2  | v+prepositional phrase combinations                                       |
| VC3  | v+np+adj+prep combinations                                                |
| VC4  | v+adj combinations                                                        |
| VCC  | verbless clause chunks                                                    |

# List of Tables

|            |                                                                               |      |
|------------|-------------------------------------------------------------------------------|------|
| Table 3. 1 | Categories of chunks and tags .....                                           | (65) |
| Table 4. 1 | Results of chunk use in three major categories .....                          | (73) |
| Table 4. 2 | Results of chunk use in part-of-speech-based<br>sub-category .....            | (75) |
| Table 4. 3 | Results of the use of preposition-based chunks .....                          | (79) |
| Table 4. 4 | Sub-categorical results of the use of preposition-<br>based chunks .....      | (80) |
| Table 4. 5 | Results of the use of clause-based chunks .....                               | (82) |
| Table 4. 6 | Results of the use of verb-based chunks .....                                 | (85) |
| Table 4. 7 | Sub-categorical characteristics of the use of verb-<br>based chunks .....     | (86) |
| Table 5. 1 | Discrepancies in the use of chunks by total number<br>.....                   | (89) |
| Table 5. 2 | Results of ANOVA test of the three main categories<br>.....                   | (90) |
| Table 5. 3 | Differences in the use of part-of-speech-based chunks<br>.....                | (91) |
| Table 5. 4 | Test of Homogeneity of Variances of the part-of-<br>speech-based chunks ..... | (92) |
| Table 5. 5 | Sub-categorical ANOVA results of the part-of-<br>speech-based chunks .....    | (93) |
| Table 5. 6 | Group difference in the use of conjunction-based<br>chunks .....              | (93) |
| Table 5. 7 | Results of multiple comparisons of part-of-speech-                            |      |



|             |                                                                                      |       |
|-------------|--------------------------------------------------------------------------------------|-------|
|             | based chunks .....                                                                   | (94)  |
| Table 5. 8  | Sub-categorical results of ANOVA tests of verb-based chunks .....                    | (95)  |
| Table 5. 9  | Sub-categorical comparisons of verb-based chunks ...                                 | (96)  |
| Table 5. 10 | Sub-categorical results of ANOVA test of preposition-based chunks .....              | (98)  |
| Table 5. 11 | Differences in the use of preposition-based chunks .....                             | (99)  |
| Table 5. 12 | Sub-categorical results of ANOVA tests of clause-based chunks .....                  | (100) |
| Table 6. 1  | Correlation between chunk use and accuracy of writing by the Chinese .....           | (103) |
| Table 6. 2  | Correlation between chunk use and fluency of writing by the Chinese .....            | (105) |
| Table 6. 3  | Results of regression coefficients for the Chinese language group .....              | (105) |
| Table 6. 4  | Correlation between chunk use and complexity of writing by the Chinese .....         | (107) |
| Table 6. 5  | Correlation between chunk use and accuracy of writing by the Spanish .....           | (108) |
| Table 6. 6  | Correlation between chunk use and fluency of writing by the Spanish .....            | (109) |
| Table 6. 7  | Correlation between chunk use and complexity of writing by the Spanish .....         | (110) |
| Table 6. 8  | Correlation between verb-based chunks and complexity of writing by the Spanish ..... | (111) |
| Table 6. 9  | Results of regression coefficients for the Spanish language group .....              | (111) |
| Table 6. 10 | Correlation between chunk use and accuracy of writing by the Arabic .....            | (113) |
| Table 6. 11 | Correlation between chunk category and accuracy of the Arabic's writing .....        | (114) |
| Table 6. 12 | Results of regression coefficients for the Arabic language group .....               | (114) |



|             |                                                                                 |       |
|-------------|---------------------------------------------------------------------------------|-------|
| Table 6. 13 | Correlation between chunk use and fluency of writing by the Arabic .....        | (116) |
| Table 6. 14 | Correlation between chunk category and fluency of the Arabic's writing .....    | (117) |
| Table 6. 15 | Results of regression coefficients for the Arabic language group .....          | (117) |
| Table 6. 16 | Correlation between chunk use and complexity of writing by the Arabic .....     | (120) |
| Table 6. 17 | Correlation between chunk use and accuracy of writing by the native .....       | (121) |
| Table 6. 18 | Correlation between chunk use and fluency of writing by the native .....        | (122) |
| Table 6. 19 | Results of regression coefficients for the English language group .....         | (122) |
| Table 6. 20 | Correlation between chunk use and complexity of writing by the native .....     | (123) |
| Table 7. 1  | Correlation between chunk category and writing proficiency of the Chinese ..... | (129) |
| Table 7. 2  | Correlation between chunk use and proficiency levels of the Chinese .....       | (131) |
| Table 7. 3  | Comparisons of chunk use by the Chinese of different proficiency .....          | (132) |
| Table 7. 4  | Correlation between chunk category and writing proficiency of the Spanish ..... | (134) |
| Table 7. 5  | Correlation between chunk use and proficiency levels of the Spanish .....       | (136) |
| Table 7. 6  | Comparisons of chunk use by the Spanish of different proficiency .....          | (138) |
| Table 7. 7  | Correlation between chunk category and writing proficiency of the Arabic .....  | (140) |
| Table 7. 8  | Correlation between chunk use and proficiency levels of the Arabic .....        | (142) |
| Table 7. 9  | Comparisons of chunk use by the Arabic of different proficiency .....           | (143) |

|            |                                                                                |       |
|------------|--------------------------------------------------------------------------------|-------|
| Table 7.10 | Correlation between chunk category and writing proficiency of the native ..... | (145) |
| Table 7.11 | Correlation between chunk use and proficiency levels of the native .....       | (147) |
| Table 7.12 | Comparisons of chunk use by the native of different proficiency .....          | (148) |

# List of Figures

|             |                                                                        |       |
|-------------|------------------------------------------------------------------------|-------|
| Figure 4. 1 | Pattern of chunk use in three major categories .....                   | (74)  |
| Figure 4. 2 | Shared characteristics in the use of part-of-speech-based chunks ..... | (77)  |
| Figure 4. 3 | Mixed patterns in the use of the preposition-based chunks .....        | (81)  |
| Figure 4. 4 | Shared characteristics in the use of clause-based chunks .....         | (84)  |
| Figure 6. 1 | Regression result of Chinese students' fluency of writing .....        | (106) |
| Figure 6. 2 | Regression result of Spanish students' complexity of writing .....     | (112) |
| Figure 6. 3 | Regression result for Arabic students' accuracy of writing .....       | (115) |
| Figure 6. 4 | Regression result for Arabic students' fluency of writing .....        | (119) |
| Figure 6. 5 | Regression result for English students' fluency of writing .....       | (123) |
| Figure 8. 1 | A hypothetical hierarchical model of chunk use .....                   | (175) |

# Contents

|                                                                |      |
|----------------------------------------------------------------|------|
| <b>Chapter 1 Introduction</b>                                  | (1)  |
| 1.1 Background of the Study                                    | (1)  |
| 1.2 Statement of the Problem                                   | (4)  |
| 1.3 Rationale for the Study                                    | (4)  |
| 1.4 Purpose and Method of the Study                            | (6)  |
| 1.5 Significance of the Study                                  | (7)  |
| 1.6 Structure of the Book                                      | (8)  |
| <b>Chapter 2 Literature Review</b>                             | (11) |
| 2.1 Introduction                                               | (11) |
| 2.2 Studies on Chunks in Language Production                   | (12) |
| 2.3 Studies on Accuracy in Language Production                 | (29) |
| 2.4 Studies on Fluency in Language Production                  | (33) |
| 2.5 Studies on Complexity                                      | (40) |
| 2.6 Studies on Accuracy, Fluency, and Complexity as a Triad    | (46) |
| 2.7 Studies on Chunk Use and Accuracy, Fluency, and Complexity | (48) |
| 2.8 The Working Definitions and Operating Criteria             | (52) |
| 2.9 Research Gaps and Research Questions                       | (58) |
| 2.10 Chapter Summary                                           | (59) |



|                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| <b>Chapter 3 Methodology</b>                                                | (60)  |
| 3.1 Introduction                                                            | (60)  |
| 3.2 The Corpus Used in the Study                                            | (61)  |
| 3.3 The Tools Used in the Study                                             | (62)  |
| 3.4 Tagging of the Corpus                                                   | (63)  |
| 3.5 Analysis of the Data                                                    | (67)  |
| 3.6 Chapter Summary                                                         | (71)  |
| <b>Chapter 4 Shared Characteristics in Chunk Use by All Language Groups</b> | (72)  |
| 4.1 Introduction                                                            | (72)  |
| 4.2 Shared Characteristics in Three Major Categories of Chunks              | (72)  |
| 4.3 Shared Characteristics in Using Part-of-speech-based Chunks             | (75)  |
| 4.4 Shared Characteristics in Using Preposition-based Chunks                | (79)  |
| 4.5 Shared Characteristics in the Use of Clause-based Chunks                | (82)  |
| 4.6 The Partially Shared Characteristics in the Use of Verb-based Chunks    | (84)  |
| 4.7 Chapter Summary                                                         | (87)  |
| <b>Chapter 5 Discrepancies in Chunk Use Between Language Groups</b>         | (88)  |
| 5.1 Introduction                                                            | (88)  |
| 5.2 Differences in Chunk Use by Total Number                                | (88)  |
| 5.3 Differences in Chunk Use by Main Category                               | (90)  |
| 5.4 Differences in the Use of Part-of-speech-based Chunks                   | (91)  |
| 5.5 Differences in the Use of Clause-based Chunks                           | (100) |
| 5.6 Chapter Summary                                                         | (101) |
| <b>Chapter 6 Chunk Use and the Quality of Writings</b>                      | (102) |
| 6.1 Introduction                                                            | (102) |



|                                                                  |                                                                   |              |
|------------------------------------------------------------------|-------------------------------------------------------------------|--------------|
| 6.2                                                              | Results of the Chinese Language Group .....                       | (102)        |
| 6.3                                                              | Results of the Spanish Group .....                                | (108)        |
| 6.4                                                              | Results of the Arabic Language Group .....                        | (112)        |
| 6.5                                                              | Results of the English Language Group .....                       | (120)        |
| 6.6                                                              | Cross-group Comparisons .....                                     | (124)        |
| 6.7                                                              | Chapter Summary .....                                             | (125)        |
| <b>Chapter 7 Chunk Use and English Writing Proficiency .....</b> |                                                                   | <b>(127)</b> |
| 7.1                                                              | Introduction .....                                                | (127)        |
| 7.2                                                              | Results of the Chinese Language Group .....                       | (128)        |
| 7.3                                                              | Results of the Spanish Language Group .....                       | (133)        |
| 7.4                                                              | Results of the Arabic Language Group .....                        | (139)        |
| 7.5                                                              | Results of the English Language Group .....                       | (144)        |
| 7.6                                                              | Cross-group Comparisons .....                                     | (149)        |
| 7.7                                                              | Chapter Summary .....                                             | (153)        |
| <b>Chapter 8 Discussion .....</b>                                |                                                                   | <b>(154)</b> |
| 8.1                                                              | Introduction .....                                                | (154)        |
| 8.2                                                              | Chunks as Part of Natural Language Use .....                      | (154)        |
| 8.3                                                              | Significant Differences in the Total Number of Chunks .....       | (156)        |
| 8.4                                                              | Significant Differences in Verb-based Chunks .....                | (159)        |
| 8.5                                                              | Specific Characteristics of Chunk Use by Language<br>Groups ..... | (162)        |
| 8.6                                                              | The Role of Chunks in Accuracy, Fluency, and<br>Complexity .....  | (168)        |
| 8.7                                                              | The Role of Chunks in Predicting Writing Proficiency ..           | (171)        |
| 8.8                                                              | A Hypothetical Hierarchical Model of Chunk Use .....              | (175)        |
| 8.9                                                              | Chapter Summary .....                                             | (179)        |
| <b>Chapter 9 Conclusion .....</b>                                |                                                                   | <b>(180)</b> |
| 9.1                                                              | Summary of the Study .....                                        | (180)        |
| 9.2                                                              | Pedagogical Implications .....                                    | (182)        |
| 9.3                                                              | Limitations of the Study .....                                    | (187)        |
| 9.4                                                              | Suggestions for Future Studies .....                              | (188)        |