

第二语言的建构

Constructing
A Second Language

张雪梅 著

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图书在版编目(CIP)数据

第二语言的建构/张雪梅著. —合肥:安徽大学出版社,
2008.11

ISBN 978 - 7 - 81110 - 399 - 1

I. 第... II. 张... III. 第二语言—研究 IV. H003

中国版本图书馆 CIP 数据核字(2008)第 170198 号

第二语言的建构

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出版发行	安徽大学出版社 (合肥市肥西路3号 邮编 230039)	印刷	合肥现代印务有限公司
联系电话	编辑室 0551 - 5108348 发行部 0551 - 5107784	开 本	710 × 1000 1/16
电子信箱	ahdxchps@mail. hf. ah. cn	印 张	20
责任编辑	谈 菁 钱来娥	字 数	290 千
封面设计	闻 静	版 次	2008 年 11 月第 1 版
		印 次	2008 年 11 月第 1 次印刷

ISBN 978 - 7 - 81110 - 399 - 1

定价 40.00 元

如有影响阅读的印装质量问题,请与出版社发行部联系调换

序

戴炜栋

我第一次见到张雪梅老师是在她博士生入学考试的口试中。当时问她是否愿意做一些实地调查研究时,她毫不犹豫地回答愿意。后来在她博士学习期间,开始渐渐对她的认真和勤奋有一些深入的认识。难能可贵的是她能静心看书,刻苦钻研,积极参与科研项目活动,取得了一些成绩,并获得了上海外国语大学首届学术节科研一等奖。

毕业后,她认真教学,同时在二语习得研究方面勤耕不辍。先后尝试对中国英语学习者的词汇学习进行研究,研究学生英语词汇丰富程度的发展和变化。此外,源于在教学中对学生英语中介语的观察,她开始了较为持久的一系列的对中国学生英语时态使用状况的研究,并撰写论文,参加国内外的学术交流会议,受到同行的好评。

本书主要从两个方面对语言迁移进行了全面深入的探讨:

(1)从现有的二语习得文献出发,对已有的实证研究进行梳理,对语言迁移进行理论分析与研究;

(2)从旨在探究人类语言普遍现象的语言学理论——普遍语法入手,尝试在理论层面上剖析深究语言迁移在二语习得特别是成人二语习得中的作用。

第一条线索(本书第二章)历史地回顾了二语习得的发展以及各阶段人们对语言迁移的认识和研究。由于语言迁移研究的内涵



与范围在不断扩展,本书对语言迁移进行了再定义。作者在客观评介一些中外最新研究成果之后,进行实证研究,进一步阐述和证明了母语在第二语言学习中的作用。鉴于语言迁移现象在二语学习中的普遍性,第三章、第四章从第二条线索——普遍语法出发,阐述其与二语习得的理论结合,并深层探讨语言迁移在二语习得中的作用与影响。在概括分析最近20年内人们在此领域的主要研究成果之后,作者指出普遍语法是一种语言理论,不是一种二语学习的理论,其优势在于它提供了描写和分析中介语的工具,并可以通过实验加以验证,然而在实际操作中决非易事。如何较为真实有效地提取学习者的中介语语言能力就变成主要的方法论问题。第五章对这些研究成果和研究方法进行了批判性评价,并对获取研究数据的方法提出了一些条件和标准。

为了寻找理想的二语习得理论,本书第六章审视了四种语言天赋论,在上述理论评析和作者本人对二语习得的理解与认识的基础上,作者提出了一个新型的二语习得的综合模式。这一模式认为人类具有天生的语言机制,该机制在人们习得母语后已完全具备母语的原则与参数,这构成二语学习者的初始状态。学习者在母语原则与参数装备的语言机制的作用下学习第二语言,故语言迁移在学习者的学习过程中持续不断地发挥作用,直至学习者现有的语言机制中有关的第二语言的原则或参数逐步发展成形,并与母语的原则与参数建立起适当、合理对应的关系。这种模式以发展的眼光看待语言机制。在这一模式中,语言输入、语言教学指导、学习动机、学习技巧与策略、注意与关注、反馈等等均具有较强的相关性,能够合理地解释学习者学习过程中任何阶段的语言能力,从而更好地诠释二语习得的本质与过程。本书利用语言反迁移和网上中介语分析数据初步论证了该模式,同时客观地指出了这一模式有待于进一步发展完善,有待于在更多的语言层面上研究实验,检验该模式的合理性与可靠性。作者在第七章对中国英语学习者的语法能力和语法表现以及他们的词汇和语篇能力的发展进行实证研究,进一步丰富和充实这一模式,使得这一模式具有较强的包容性和综合性。

本书所依据的理论观点和原则是正确的,作者掌握了大量最新材料,并运用二语习得文献、类型学、语言学理论和语言天赋论等理论对语言迁移进行历时和共时的全面深入的分析,理论分析较严谨透彻,论证合理且较充分,在论证过程中作者有一定的发挥和创意。



作者提出的第二语习得模式较为可取,对所提出的第二语习得模式的自我评价也比较客观。此外,该书结构合理清晰,写作层次清楚,语言表达流畅,比较规范,体现出作者扎实的理论功底、较强的科研能力和综合创新的意识。

希望张雪梅老师在二语习得研究方面能越做越好,摘取更多的学术成果。

(作序者系上海外国语大学英语教授、博士生导师,教育部高校外语专业教学指导委员会主任委员)

2008年8月

ACKNOWLEDGEMENTS

It has been a long time in this making of the book, during which I have gained extensive and invaluable support, help and encouragement from various sources.

I would like to express my heartfelt gratitude first and foremost to my supervisor, Professor Dai Weidong, who has always been instructive and encouraging to my study, research and this book. In addition. He has been very supportive and resourceful in accessing the recentest journal articles and books which he has either subscribed or bought himself.

I feel greatly indebted to Professor Lu Guoqiang, Professor Zhou Shen, Professor Wang Huang, and Professor Shu Dingfang for their encouraging comments on the draft, which have inspired my increasing interests and efforts in second language acquisition research.

I gratefully acknowledge the support and instruction of Professor Larry Selinker, who initiated and organized on - line interlanguage analysis between New York, London and Shanghai, which opened the door to the amazing world of interlanguage data analysis. It is also out of his stimulating proposal that I started to take language transfer and related issues as my research focus.

My sincere gratitude also goes to Dr. Shi Yuzhi, who is well - known for his achievements in the grammaticalization of Chinese. He generously sent to me some books and articles on this subject, from



which I gained new insights into Chinese grammar. I really appreciate this timely help especially when I got stuck in the comparison and analysis of Chinese English learners' interlanguage grammar.

I am equally obliged to Dr. Ronald Sheen, who not only kindly sent his articles (offprint copies) to me from Canada but also provided me valuable information about the discussion of UG on the SLART-L discussion forum. My sincere gratitude also goes to Prof. Alice Delphone and Professor Pica Smith and other scholars who kindly offered their views to my puzzles.

I would also like to express my deep appreciation to my students who have been very co-operative with me in conducting my experiments and providing me some necessary data and retrospective analysis.

Finally but not the least, I would like to express my thanks to my dear husband and lovely daughter. Without their wholehearted love and support, this book would hardly be possible.

Zhang Xuemei

List of abbreviations

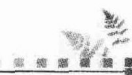
Agr	agreement
CA	Contrastive Analysis
CAH	Contrastive Analysis Hypothesis
CCH	Creative Construction Hypothesis
CPH	Critical Period Hypothesis
EA	Error Analysis
FL	foreign language
IL	interlanguage
ILG	interlanguage grammar
L1	first language
L2/SL	second language
LAD	language acquisition device
LT	language transfer
NL	native language
NS	native speaker
NNS	non – native speaker
SLA	second language acquisition
T	tense
TL	target language
UG	Universal Grammar
VF le	verb le
SF le	sentential le
VF/SF le	verb/sentential le

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Chapter 1 The Role of Native Language in Second Language Acquisition

The phenomenon of native language influence on the learning of a second language has been recognized for centuries and is a most substantial influence.

Selinker(1992: 207)

1.1 What is language transfer

It was long ago when people started to notice the various phenomena in which the influence of a native language (NL hereafter) is clearly observed in learning a second language (L2 hereafter). Most typically is the "foreign accent" of a speaker while speaking another language rather than his NL. When people hear speech with a "foreign accent", they will sometimes guess or identify instinctively the speaker's identity according to the distinctiveness of the accent, which may coincide with the overt and covert feature of the speaker's NL.

The detection of such foreign accent is just one of the examples of the awareness that people may often have of cross-linguistic influence, which is also known as language transfer (LT hereafter). This awareness is evident from time to time in various views that people have

about foreign language study. Many believe that the study of one language will make easier the study of a closely related language (e. g. French). Similarly, people often assume that some “languages” are easy in comparison with others. For example, many English-speaking university students think European languages such as French as less difficult than oriental languages such as Chinese. Since the similarities between English and French seem to be relatively great, French is often considered “easy”.

The mimicking of foreigners is another evident example of people's observation of language transfer in foreign/second language learning. Though some ethnic jokes are crude, they have developed stereotypes of the ways foreigners talk. The following passage is a typical illustration of English spoken by a Russian (chosen from Odlin, 1989:1):

Oh! I very good fellow! why? because I Cossack. I very big Cossack. Yah! I captain of Royal Cossackk Guard in Moscow-in old country. Oh! I got fifty-hundred-five hundred Cossack they was under me. I be big mans. And womens, they love me lots. Nastia Alexanderovna-she big ballet dancer in Czar ballet-Countess Irina Balushkovna, she loves me. All womens they love me. And men? Ach! they be 'fraid from me. They hating me. Why? because I big Cossack. I ride big horse. Drink lots vodka. Oh! I very big mans.

Herman and Herman (1943:340)

The passage exemplifies both the common accent of Russian speaking English and a number of grammatical features being “typically Russian”, such as the absence of an article and a copula in I very good fellow.

The following is another linguistic-ethnic-stereotype in which an Irish-English woman's speech is portrayed vividly by modern Irish playwrights.

And what business is it of yours that I be awake or no?
Be what right do you come snooping after me, following me

like a black shadow. Are your se never going to leave me alone? Yous'd be after doing better minding your own business and letting me for to mind mine. For I have an ache in me long-suffering heart and lashin's of pain cutting through me brain like a dull knife. And me eyes is looking at a world that's not of your living. For it's a revelation I'm after having- a view into the banshee world of devils and spirits and the dear departed dead now rotting their whitened bones under the cold, black sod. Ah! sure, now, and it's the likes of you and your friends that call themselves sane, that disbelieves in what I'm after seeing and knowing.

Herman and Herman (1943 : 100)

Analogous to the above Russian speech, this passage exhibits clearly some grammatical features that are stereotypically Irish. For instance, the syntactic pattern in *What I'm after seeing & knowing* will be *What I have seen & known* in standard English. In addition, the Irish accents have also been exaggerated as portrayed in "*banshee, yous'd be*" etc. Both examples have illustrated some special linguistic structures which have characterized some featur of the speakers' L1. The distinctiveness of the above foreign talks suggests cross-linguistic comparison which has constructed the fundamental basis for the study of LT.

1.1.1 Earlier consideration on transfer

It is generally held that serious discussion of transfer began with the work of American linguists in the 1940s and 1950s. The works of Charles Fries, Robert Lado, and others clearly served a major catalyst for the subsequent research, but serious thinking about cross-linguistic influences can be dated back to a controversy in historical linguistics in the nineteenth century.

The nineteenth century witnessed increasing interests in the importance of language contact and language mixing. Language contact occurs whenever there is a meeting of peoples with different language backgrounds to communicate. The language learned in the contact