中国英语专业大学生英语口语研究

程式短语的学习和使用

FORMULAIC SEQUENCES

戚焱 著

凤凰出版传媒集团
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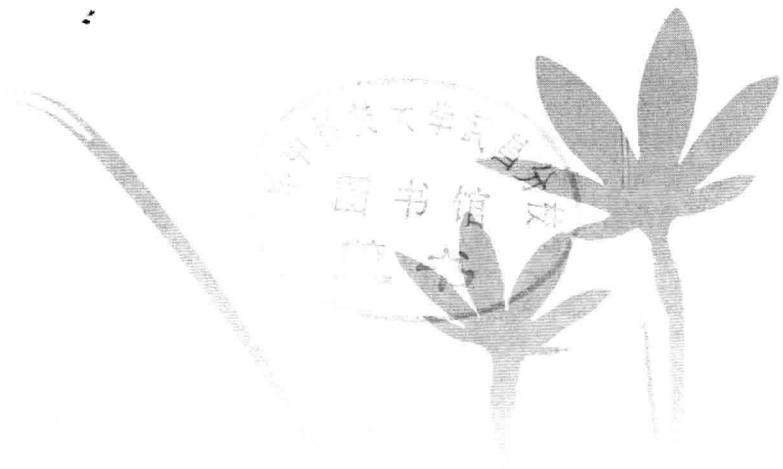

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序言

为戚焱博士的专著《程式短语的学习和使用——中国英语专业大学生英语口语研究》作序，我感到十分的欣慰，她数年的艰辛劳动终有所成，同时也希望更多的此类研究问世。

程式短语作为语法、词汇、功能、语境的集合体，实际上是二语学习的一项重要内容。可以说，二语习得者对程式短语的掌握程度直接关系到其本人二语水平的高低。对于程式短语的研究自上个世纪七十年代以来已经受到国内外语言学界越来越多的关注。该领域的研究有助于全面阐释语言运用的复杂现象，揭示外语学习的过程。戚焱博士对中国英语专业大学生口头独白中程式短语的使用情况进行跟踪研究，在此基础上撰写出迄今为止国内对该领域研究不可多得的专著。

该书基于中国英语专业大学生口语语料，并以美国大学生口语语料为参照，采用跟踪调查、定量统计与个案分析相结合等研究方法，系统考察了中国学生口头独白中不同类型程式短语的发展变化特点与规律。该研究发现，经过四年的学习，中国英语专业大学生口语中程式短语的多样性可以接近英语本族语的学生，但在使用频次和准确性上仍存在差距；其中语篇、人际、命题三类短语在多样性和使用频次上产生显著进步，而准确性上仅语篇类短语有进步。作为短语主要形式的命题短语分为动词短语、名词短语和介词短语，其中动词短语的使用频次没有提高，而名词短语的使用频次却有极大提高，介词短语则在准确性上提高最快。上述发现在理论上印证了二语习得研究中的差异理论，即语言学习在诸多层面按不同速度、不同路径发展，在实践上揭示了英语专业大学生在英语程式短语习得过程中的具体困难和改进方法。因而，其研究成果对中国外语教学，尤其是二语程式短语教学与研究具有重要的理论价值和实践意义。

该书选题新颖，结构严谨，论据充分，文笔流畅，在程式语研究领域具有一定的前沿性和开创性。其创新性表现在以下三个方面：一是弥补了研究中国英语专业学生程式短语使用变化的空白；二是揭示了中国学生在英语口头独白中使用程式短语的变化规律与特征；三是展示了我国学生使用英语程式短语的发展路径。另外，该项研究还可衍生一些

新的课题，如可通过数据分析的方法，进一步研究造成不同年级间各类短语数据波动的原因，以及造成动词短语和名词短语在使用频次上不同提高速度的原因等。

戚焱博士在南京大学学习多年，这部学术著作是在她博士论文的基础上修改而成的，其博士论文得到了同行专家和学者的一致好评。作为戚焱博士的导师，我对这本著作的质量比较满意，并为此书的付梓问世表示祝贺！

丁言仁

2007 年 12 月

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前言

本书基于中国英语专业大学生本科学习四年的跟踪口语语料，运用文本分析、访谈等定量及定性分析方法，描述英语学习者口头独白中程式短语的使用模式及变化趋势，并以美国大学生同题口语为参照，探讨外语学习者与本族语者在口语表达中程式短语的使用异同。

本研究使用的材料选自中国英语专业大学生历时口语语料库（简称 LSECCL），采用了 56 名英语专业大学生从一年级到四年级每年收集的三分钟独白作为语料。用于对比参考的本族语者语料由 15 名美国大学生所做的同质同题独白组成。所有语料均被转写成书面文字，进行文本分析。另外，本研究还对其中 6 名学生进行了访谈，并全程录音，然后转写为书面材料作进一步分析。根据分析结果，本研究得到以下主要发现：首先，通过大学四年的学习，中国英语专业大学生在口头独白中的程式短语使用取得明显进步，但各项指标的变化呈现不同的发展模式；其次，不同种类的程式短语，即表达语篇、人际关系、话题内容的程式短语呈现各不相同的变化路径；第三，高分组学生在程式短语的三个方面表现均优于低分组学生。两组学生四年中有不同程度的进步。低分组学生的进步主要体现在多样性层面，而高分组的进步则在准确性方面。

本研究与已有研究主要存在三个方面的不同，一是表现在研究的时间跨度上。现有的研究大多为横向研究，探讨程式短语的使用情况或与成绩的相关性，而对程式短语历时发展的变化途径缺少实证研究。对此，本研究对中国大学生英语口头独白中程式短语的使用情况进行跟踪调查，探讨其大学四年来的发展变化特点。二是表现在分析方法上。已有的研究大多将程式短语作为一个整体，这种分析不能全面细致地描述程式短语的使用特征。本研究用频率、准确性和多样性三个指标作为衡量程式短语进步发展的标准。三是表现在学习者分类上。已有研究大多将学习者作为一个整体进行分析，因此可能会掩盖学生在使用程式短语时的差异和特性。本研究则将学生分为高分组和低分组分别探讨，对其使用程式短语的特征和变化趋势加以深入细致的对比分析，这一方法有助于揭示学生间的内部差异，从而丰富对学生程式短语使用

情况的认识。

该研究是对现有文献的充实，具有一定的理论和实践意义。在理论上，本研究采用定量和定性分析相结合的手段，运用以功能为基础的分类方法，阐述了程式短语在英语口语中的变化规律和特点，揭示出程式短语在二语习得中的发展途径，填补了国内相关研究的空白。在实践上，本研究证明了程式短语的重要性和其发展变化的复杂性。程式短语的习得和运用构成语言学习的一个不可或缺的组成部分，应受到英语教师及学习者的足够重视。高分者学习和运用程式短语的有效方法值得推广和应用，本族语者程式短语的使用特点对于提高英语口头表达的地道性和准确性也有一定的参考价值。

本书的写作得到了我的导师南京大学丁言仁教授的悉心指导，也得到北京外国语大学中国英语教育研究中心文秋芳教授的鼓励和指教，同时还受益于南京大学王海啸教授、陈新仁教授、北京对外经贸大学王立非教授的帮助。他们的学识素养、真知灼见、治学精神和为人风范，使我受益良多。此外，本书的出版得到了扬州大学出版基金的资助，译林出版社为本书的出版给予了大力的支持，在此我一并表示诚挚的感谢！

戚　焱

2007 年 12 月

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INTRODUCTION

This manuscript reports the major findings of a small-scale corpus-based analysis of the formulaic sequences used by 56 Chinese tertiary-level English majors in monologues through four years of college learning from both quantitative and qualitative perspectives. The study attempts to capture the developmental trend of formulaic sequences across four years in comparison with similar performance by 15 native English-speaking college students, to investigate variability of the changes in different categories and to detect learner differences in learning and using formulaic sequences. It is hoped that the results of this study could lead to a better understanding of the changing tendency of formulaic sequences in second language (L2) oral production as well as of a gap in formulaic sequence use between Chinese EFL learners and native speakers. In particular, the study aims to address the following questions:

1. What is the developmental pattern of formulaic sequences in Chinese tertiary-level learners' monologues across four years?
2. How do different categories of formulaic sequences change in Chinese tertiary-level learners' monologues across four years?
3. How do the learners vary in the learning and using of formulaic sequences across four years?

1 Motivation for the study

The present study is motivated by two reasons: the important role of formulaic sequences in L2 learning and the controversy on the changing patterns of language development.

1.1 Role of formulaic sequences in second language acquisition

As a significant element of language learning, formulaic sequences refer to those fixed or semi-fixed expressions that have been stored and

retrieved as a whole. Phrases such as *look up* and *a lot of* belong to this specific lexical category. No one would deny the existence and importance of formulaic sequences in language learning, but opinions diverge as to their extent and degree. A vast majority of researchers view the learning of formulaic sequences as more important than that of grammar rules in the process of language development (Bolinger, 1976; Fillmore, 1979; Pawley & Syder, 1983; Widdowson, 1989; Sinclair, 1991; Weinert, 1995; Skehan, 1998; Ting, 2004, 2005).

Bolinger took the most unyielding position and argued that people learned language in terms of prefabricated chunks and that most of their "manipulative grasp of words is by way of collocations" (1976, p. 8). He insisted that instances of language use were much more based on lexical items than on rules. Fillmore (1979) related the analysis of constructions with the syntactic contexts in which they were used within the framework of construction grammar and saw a unification of three aspects as syntax, semantics and pragmatics in these constructions. Based on an analysis of conversational talk by adult native speakers of English, Pawley and Syder (1983) claimed that ordinary mature speakers of English knew hundreds of thousands of "lexicalized sentence stems" which served to be a repertoire of elements used in ongoing conversations to achieve a high degree of fluency. They even posed "two puzzles" in linguistic theory: native-like fluency and native-like selection. To solve these two problems, as they strongly advocated, one has to possess a large command of lexicalized sentence stems and an appropriate selection of these phrases.

Along the same line of argument, Widdowson (1989) put "lexical chunks" in the first place while viewing rules as secondary for he firmly believed that a great deal of knowledge of language consisted of "formulaic chunks, lexical units completely or partially assembled in readiness for use" (1989, p. 135). Skehan (1998) went one step further to propose a language learning process which was composed of three stages: lexicalization, syntacticization and relexicalization. The principal

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