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Constructing the Interlanguage Modal System:

L2 Acquisition of Modality by
Chinese EFL Learners

构建中介语情态系统 ——中国英语学习者情态习得研究

胡春雨 著



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前 言

有关英语情态系统的描述与研究虽历来有之,但由于该系统比较复杂,其表现形式具有多样性、动态性、不规则性和模糊性,有关中介语情态系统的研究一直处于比较薄弱的态势,急需全面、系统而深入的描述与考察。本专著在这方面做了一些有意义的尝试。

本专著的总目标“中国英语学习者的情态习得研究”被具化为六个紧密相连的研究问题:(1)在当代英语中,认识可能性、根必然性、意愿/预测等情态概念是如何被表达的?(2)中学英语教科书在多大程度上反映出这些情态表达的实际使用情况?(3)和本族语者相比,高级英语学习者在使用这些情态表达时,存在什么样的偏差?(4)学习者的情态表达能力在多大程度上随着英语总体水平的提高而提高?(5)学习者情态表达的习得和使用是否存在着较大的个体差异?(6)在中介语情态系统的构建过程中,哪些因素在起作用,它们又是如何相互作用的?

为了回答上述研究问题,共有四类研究为本文所采用,它们是:本族语者语料库研究、教学语料库研究、学习者语料库研究和实验研究。这四类研究相互关联,为我们理解英语情态表达在当代英语口笔语中、教科书中、不同水平学习者的中介语中的使用情况,提供了一个较为有趣的对比。

本族语者语料库研究以构式语法为理论框架,以笔者自建的当代美国口语语料库(CASEC)、四个笔语语料库(LOB、FLOB、Brown、Frown),以及CHILDES中的部分语料为依托,对英语情态系统的动态性、不规则性、复杂性、非线性及混沌性,进行了深入的研究。学习者习得这样的系统,需要自己的中介语系统中建构具体的、抽象的、混合的等多种多样的情态构式,以便这些构式能在具体的使用事件中需要时随时被唤起。

教学语料库研究表明, 中学英语教科书没能很好地体现出当代英语情态表达的一些重要特征, 某些具体情态表达在教科书中的出现频率以及呈现顺序上存在问题。这也是导致学习者在建构中介语情态系统的过程中产生困难的原因之一。

通过对比分析学习者语料库和相关的本族语者语料库, 发现: 本族语者在表达某一情态概念时往往会使用一系列的表达形式, 而学习者则过多依赖某一个或两个情态形式。学习者语料库之间的对比表明, 三组不同水平的学习者在表达认知可能性、根必然性、意愿/预测等情态概念时, 无论在口语中还是在议论文写作中, 其情态表达的使用有着极为相似的规律, 尽管较高水平的学习者在某些情态表达的使用上更接近本族语者。

来自 16 名被试(6 名英语专业大一学生、6 名英语专业大三学生、4 名语言学专业研究生)的实验数据(这些数据分别来自被试的口笔语产出、翻译测试、语篇完型测试、可接受性判断测试、开放式问卷、访谈)在很大程度上印证了学习者语料库研究的结果, 但也呈现出一幅更加复杂的习得图画: (1) 即便水平最高的被试口笔语产出中的情态表达也和本族语者存在巨大差异; (2) 同一水平组的不同被试在情态表达的使用上存在巨大差异; (3) 中介语情态系统呈现出动态、复杂、非线性化、有时候甚至是混沌的特点。

学习者在达到高级水平后, 在英语情态表达上仍和本族语者存在巨大差异的原因, 除了英语情态系统自身的复杂性和情态教学存在着各种各样的问题外, 还因为汉语情态系统的迁移、学习者交际需求的满足等学习者自身因素。学习者在情态习得的初始阶段, 在一些普遍制约原则的作用下, 最大化地把母语情态系统迁移到中介语中, 把 WILL 看作是将来时态的标记语, 把 COULD, MIGHT, WOULD 看作是 CAN, MAY, WILL 的过去时形式, 从而在很短的时间内较为轻松地构建出既经济又有效的中介语情态系统。随着输入的增加和英语整体水平的提高, 有的高级学习者的中介语情态系统逐渐趋于复杂, 而有的高级学习者由于交际需求的满足和缺乏对自己情态产出与本族语者情态使用差距的认识, 基本上停留在情态表达使用的初中级阶段。

本书是迄今为止对中国英语学习者的情态习得进行系统研究的第一本专著。由于本研究将语料库语言学的方法和二语习得的实验方法结合起来,形成多角论证,从而使本课题比以往的同类研究显得更为全面和深入,具有一定的理论价值和实践意义。但由于作者水平有限,虽经多次修改,其中谬误仍难以避免,敬请读者指出以便作者加以修正。

胡春雨

2011年5月

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List of Abbreviations

BNC	British National Corpus
CASEC	Contemporary American Spoken English Corpus
CHILDES	Child Language Data Exchange System
CLEC	Chinese Learner English Corpus
EFL	English as Foreign Language
FLOB	Freiburg Lancaster-Oslo/ Bergen
ICLE	International Corpus of Learner English
IL	Interlanguage
L1	First Language
L2	Second Language
LINDSEI	Louvain International Database of Spoken English Interlanguage
LOCNESS	Louvain Corpus of Native English Essays
LOB	Lancaster-Oslo/ Bergen
NS	Native Speaker
NNS	Nonnative Speaker
SECCL	Spoken English Corpus of Chinese Learners
SLA	Second Language Acquisition
WECCL	Written English Corpus of Chinese Learners

List of LINDSEI Transcriptions

=	Truncated words
:	The last syllable is lengthened
< >	Nonverbal vocal sounds
<?>	Not entirely sure of a word or word ending
<\A>, <\B>	Speaker turns
.	A “short” pause (< 1 second)
..	A “medium” pause (1-3 seconds)
...	A “long” pauses (> 3 seconds)
er, em, erm, mm, uhu, mhm	Filled pauses and backchannelling

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前言

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