A Study of the Acquisition of English Passive Constructions

英语被动结构习得顺序研究

张 华 著

中国社会科学出版社

A Study of the Acquisition of English Passive Constructions

英语被动结构习得顺序研究

张 华 著

中国社会科学出版社

图书在版编目（CIP）数据

英语被动结构习得顺序研究：英文版/张华著．—北京：中国社会科学出版社，2019.2

ISBN 978-7-5203-3938-4

Ⅰ.①英… Ⅱ.①张… Ⅲ.①英语—动词—语法—研究 Ⅳ.①H314.2

中国版本图书馆 CIP 数据核字（2019）第 013138 号

出 版 人 赵剑英
责任编辑 刘 艳
责任校对 陈 晨
责任印制 戴 宽

出 版 中国社会科学出版社
社 址 北京鼓楼西大街甲 158 号
邮 编 100720
网 址 http://www.csspw.cn
发 行 部 010-84083685
门 市 部 010-84029450
经 销 新华书店及其他书店

印 刷 北京明恒达印务有限公司
装 订 廊坊市广阳区广增装订厂
版 次 2019 年 2 月第 1 版
印 次 2019 年 2 月第 1 次印刷

开 本 710×1000 1/16
印 张 17.25
插 页 2
字 数 245 千字
定 价 78.00 元

凡购买中国社会科学出版社图书，如有质量问题请与本社营销中心联系调换
电话：010-84083683
版权所有 侵权必究

本书系2018年山东省社会科学规划课题“中华优秀传统文化植入大学英语教学的创新模式探索”阶段性课题，潍坊学院博士科研基金项目支持。

List of Abbreviations

CAH	Contrastive Analysis Hypothesis
DO	Direct Object
EA	Error Analysis
EFL	English as a Foreign Language
ESL	English as a Second Language
IO	Indirect Object
L1	First Language
L2	Second Language
NP	Noun Phrase
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
TL	Target Language
UG	Universal Grammar

此为试读,需要完整PDF请访问: www.ertongbook.com

CONTENTS

List of Abbreviations ····· (1)

Chapter 1 Introduction ····· (1)

1.1 Motivations and Purposes of the Study ····· (1)

1.1.1 Motivations of the Study ····· (1)

1.1.2 Purposes of the Study ····· (3)

1.2 Previous Studies on English Passive Voice in SLA ····· (5)

1.2.1 Studies on Acquisition of Passive Constructions ····· (5)

1.2.2 Studies on Contrastive Analysis of Passive Constructions ····· (11)

1.2.3 Studies on Classification of Passive Constructions ····· (12)

1.2.4 Limitations of Previous Studies of Passive Constructions ····· (12)

1.3 Significance of the Study ····· (15)

1.3.1 Theoretical Significance ····· (15)

1.3.2 Practical Significance ····· (17)

1.4 Theoretical Framework of the Study ····· (17)

1.4.1 Second Language Acquisition ····· (18)

1.4.2 Universal Cognitive Rules of Language Acquisition ····· (19)

1.4.3 Cognitive Linguistic Theories ····· (21)
1.5 Research Questions ····· (22)
1.6 Definitions of Some Terms Used in this Book ····· (22)
1.7 Outline of the Book ····· (24)

Chapter 2 Literature Review of Related SLA Theories ····· (26)
2.1 Overview of Development in SLA ····· (26)
2.1.1 Contrastive Analysis ····· (26)
2.1.2 Error Analysis ····· (30)
2.1.3 Interlanguage ····· (33)
2.2 Formal Classroom Instruction and Second Language Acquisition ····· (36)
2.2.1 Learnability Theory and Language Learning ····· (36)
2.2.2 Necessity of Grammar Teaching in SLA ····· (42)
2.2.3 Formal Instruction and Learning Process in SLA ····· (43)
2.3 Literature Review of Related Theories of Acquisition Order and Sequence ····· (44)
2.3.1 Acquisition Order Studies of Morphemes ····· (46)
2.3.2 Acquisition Sequence of Particular Morphemes and Structures ····· (53)

Chapter 3 Theoretical Framework of English Passives ····· (57)
3.1 Notion of Voice and English Voice ····· (57)
3.1.1 Definition of Voice ····· (57)
3.1.2 Problems Concerning Definitions of Voice ····· (60)
3.1.3 Definition of Voice Adopted in this Book ····· (62)
3.1.4 Classification of English Voice ····· (63)
3.1.5 Active-Passive Correspondence ····· (64)
3.2 Reasons for Use of Passive Voice ····· (67)

3.3 Constraints of English Passive Constructions ····· (69)
3.3.1 Agent Constraints ····· (70)
3.3.2 Object Constraints ····· (72)
3.3.3 Meaning Constraints ····· (76)
3.3.4 Verb Constraints ····· (78)
3.4 Classifications of English Passive Voice ····· (82)
3.4.1 Views about Classifications of Passive Constructions in English ····· (82)
3.4.2 Classification of Passive Constructions Adopted in this Book ····· (89)

Chapter 4 Semantic Structure and Cognitive Features of English Passive Constructions ····· (101)
4.1 Semantic Structure of Passive Constructions ····· (101)
4.1.1 Transitivity Features of Verbs in Passive Constructions ····· (103)
4.1.2 Semantic Features of Agents in Passive Constructions ····· (117)
4.1.3 Semantic Features of Patients in Passive Constructions ····· (124)
4.1.4 Mutual Interactions among Semantic Features of Passive Constructions ····· (127)
4.1.5 Summary ····· (129)
4.2 Cognitive Features of Passive Constructions ····· (130)
4.2.1 Principle of Iconicity ····· (130)
4.2.2 Prototypicality Hierarchy of English Passive Constructions ····· (137)

Chapter 5 Research Design and Methodology ····· (145)
5.1 Research Questions and Hypotheses ····· (145)

5.1.1 Research Questions ····· (145)
5.1.2 Research Hypotheses ····· (146)
5.2 Research Design ····· (147)
5.2.1 Subjects ····· (148)
5.2.2 Combination of Quantitative and Qualitative Approaches ····· (151)
5.2.3 Data Elicitation Methods ····· (152)
5.3 Reliability Analysis of the Translation Task and Difficulty Evaluation Test ····· (160)
5.4 Procedures ····· (160)
5.4.1 Testing Procedure ····· (160)
5.4.2 Determining Norms and Criteria Procedure ····· (161)
5.4.3 Data Collection Procedure ····· (164)
5.5 Summary ····· (165)

Chapter 6 Results and Discussion ····· (166)
6.1 Objective Acquisition Order and Hierarchy of English Passive Constructions ····· (166)
6.1.1 Results of Chinese-English Translation ····· (166)
6.1.2 Objective Acquisition Order ····· (169)
6.1.3 Objective Acquisition Hierarchy ····· (178)
6.2 Subjective Acquisition Order and Hierarchy of English Passive Constructions ····· (187)
6.2.1 Results of Difficulty Evaluation Test ····· (187)
6.2.2 Subjective Acquisition Order ····· (188)
6.2.3 Subjective Acquisition Hierarchy ····· (195)
6.3 Consistency of Subjective and Objective Acquisition Order and Hierarchy of English Passives ····· (200)
6.3.1 Consistency of Subjective and Objective Acquisition Orders ····· (200)

6. 3. 2 Degree of Agreement Test between Accuracy Orders and Difficulty Orders ····· (202)
6. 3. 3 Consistency of Subjective and Objective Acquisition Hierarchy ····· (203)
6. 4 Frequency of English Passive Constructions and Its Relations with Acquisition Order ····· (203)
6. 4. 1 Results ····· (203)
6. 4. 2 Frequency Order and Acquisition Order Obtained ····· (205)
6. 4. 3 Final Objective Acquisition Order and Hierarchy in this Study ····· (211)
6. 4. 4 Consistency between Predicative Acquisition Order and Orders Obtained from Other Measurements ····· (213)
6. 5 Acquisition Sequences of Eight Types of English Passives ····· (216)
6. 5. 1 Theoretical Foundation and Objectives of Error Analysis ····· (216)
6. 5. 2 Error Types of English Passive Forms ····· (217)
6. 5. 3 Acquisition Sequences of Eight Types of English Passives ····· (219)
6. 6 Acquisition Determinants of English Passives ····· (237)
6. 6. 1 Resetting Hypothesis in Universal Grammar ····· (237)
6. 6. 2 Influence of Cognitive Difficulty on Acquisition Order ····· (239)
6. 6. 3 Influence of Frequency of Use on Acquisition ····· (240)
6. 6. 4 Influence of Language Markedness and Prototypicality on Acquisition ····· (242)

6.6.5 Influence of Language Transfer on Acquisition ····· (244)
6.6.6 Summary ····· (245)

Chapter 7 Conclusions ····· (247)
7.1 Main Findings of the Study ····· (248)
7.2 Systematic Variability of Natural Acquisition Order ····· (250)
7.3 Implications of the Study ····· (251)
7.4 Limitations and Suggestions for Future Research ····· (252)
7.5 Summary ····· (253)

Appendix I Chinese-English Translation ····· (254)

Appendix II Writing Task ····· (257)

Appendix III English Proficiency Test ····· (259)

References ····· (261)

此为试读,需要完整PDF请访问: www.ertongbook.com

Chapter 1 Introduction

The passive construction is not only an important grammatical phenomenon in linguistics, but also one of the research fields to which more and more attention is paid by linguists and researchers second language acquisition studies. Passive constructions have been studied from different perspectives by the linguists of different schools home and abroad.

Some studies concentrate on the investigation of the passive clause acquisition in English and other world languages (Woo-hyun Jung, 2006; Hyesook Park, 2009; Zhaohong Han, 2000; Wang Yunfeng, 2001). Some are concerned with the relations between the notion of transitivity and passivization (Monique de Mattia-Viviès, 2009; Rice S., 1987; Tsunoda, 1999; Hopper, P. J. & S. A. Thompson, 1980). Some probe into the passive voice typology (Quirk, Randolph, et al, 1985; Granger, S., 1983; Palmer, F. R., 1987). And still others take an interest in contrastive analysis between English and other languages (Siewierska, A., 1984; Yip, V., 1995; Wang Zhijun, 2002).

1.1 Motivations and Purposes of the Study

1.1.1 Motivations of the Study

The notion of voice is a very common grammatical category in human languages. Grammatically speaking, voice, as a kind of verb category, expresses the relations between the subject and the object; logically speaking,

the transformation between the subject and the object is only concerned with the syntax and verb forms. Simultaneously, the analysis of the relations among three components of voice is concerned with the relations between the forms and contents of the syntactic structure. Therefore, voice is closely related to the morphology, semantics and syntax.

Although notions of passive voice exist both in English and Chinese, the same grammatical terminology does not represent entirely identical contents in two languages. English is an inflectional language whose verbs can be differentiated by the active and passive voice, and by different changes in tense and aspect. In addition, there are some special passive constructions in English. Contrarily, Chinese is a language without the inflections because the verbs themselves have no changes of tense and aspect, so the frequency of use of passive constructions is much less than that of English. The very above-mentioned features of English passive constructions pose many difficulties and confusions to Chinese-speaking learners of English in English learning and communications, and many students often commit some errors when studying the English passives. For example:

(1) New cars must keep in the garage.

(2) The lines should connect together.

(3) The accident was happened suddenly.

(4) The house is had by Mr. Zhang.

The examples (1) and (2) are termed as pseudo-passives, which are assumed to be truly passivized in English and the reasons why it occurs might be caused by the way of speaking of Chinese native speakers because they frequently use the active sentences to refer to the passive meanings. The example (3) is termed as overpassivization, the verbs of which should be in active voice in English. Yip (1990, 1995) argues that Chinese learners of English frequently over-passivize the unaccusative verbs despite the fact that the active voice is demanded in equivalent sentences in their mother tongue. The example (4) is erroneous because the verbs such as *have*, *re-*

semble, *hold*, *contain* refer to the stativity in some uses though they are classified as transitive verbs in traditional grammar.

It is thus seen that although there exist passive voices both inChinese and English, Chinese learners often commit errors in the process of learning under the influence of language transfer or universal cognitive factors because of the asymmetries of this structure in two languages. In addition, in the studies on English passive constructions, few examine the use of passive constructions from an overall perspective, and of course even fewer probe into Chinese learners' acquisition of English passive constructions based on a multi-factor theory. Instruments which are used to measure and elicit the subjects' production of target items in previous studies are also limited in type and number. Learners' compositions or writing tasks are seldom adopted to measure the productive knowledge of passive voice. Besides, the factor of language proficiency cannot be taken into consideration in many studies, so is the difference caused by different elicitation instruments. And the effect or influence of language universals on Chinese learner' passive construction acquisition is not clear. On the basis of the above-mentioned reasons and motivations, this study seeks to probe into the development and acquisition of English passive constructions, which will be of great the oretical significance and of practical value through taking the acquisition and development of English passive constructions as research topic.

This book will make an all-round and systematic study of English passive constructions from the perspective of second language acquisition, which will not only be beneficial for the pertinent teaching and learning of second or foreign language, but also can provide theoretical and factual basis for the syllabus design, coursebook compiling, and even can expose some universal rules about language itself and language learning.

1.1.2 Purposes of the Study

Ellis (1985: 248) summarizes the research purposes of SLA: it is

necessary to describe the linguistic rule system owned by learners at an appropriate level, namely, depict the properties of linguistic categoriesoccurring in learners' interlanguage of any stage and try to discover the reasons why this special linguistic category is developed. Rutherford (Ellis, 1985: 249) also proposes the similar idea: the second language acquisition research aims to understand what the learners acquire; how they acquire; when they acquire; and why. So what are the research purposes in SLA studies about English passives?

By means of eliciting data from Chinese EFL learners of different levels of proficiency, the main purposes of this research are to expound the acquisition order and sequence of English passive constructions by Chinese EFL learners of different English proficiency levels and the possible factors which affect and produce this order and sequence. The purposes are listed in detail as follows:

Firstly, find out what is acquired through establishment of an interlanguage system of English passive constructions in acquisition process.

The study examines the features and types of errors committed by the subjects in the process of acquiring English passive constructions and their distributional rules. It makes a quantitative calculation and classification of all errors and analyzes the reasons why the errors are made from the perspectives of intra-lingual, inter-lingual and cognitive strategies, etc.

Secondly, expound how the acquisition occurs through making explicit the acquisition sequence or developmental process of English passive constructions.

The study summarizes thedevelopmental features or acquisition patterns at each stage involved in the syntacticalization of English passive constructions based on the elicited materials, and reveals what strategies the learners adopt and what factors constrain the formation of each stage to explore the dynamic developmental trace and development process.

Thirdly, find out when the acquisition occurs through the presentation

of theacquisition order and hierarchy of different types of English passive constructions.

The study demonstrates the relativeacquisition order and hierarchy of different types of English passive constructions by means of relative frequency, implicational measurement and acquisition degree interval, etc. based on the data obtained by the cross-sectional survey.

Fourthly, explain why such acquisition order and sequence is developed through application of SLA theories.

The study explains the acquisition order, hierarchy and sequence and their features of English passive constructions based on such SLA theories as contrastive analysis, error analysis, interlanguage, learning strategies, linguistic universals, and cognitive linguistic theories, etc. The study also attempts to investigate whether the prototypicality and markedness of English passive constructions can predict and interpret its acquisition difficulty, order and developmental process in interlanguage development.

1.2 Previous Studies on English Passive Voice in SLA

The research of English passive voice goes through an increasingly deepening and widening process. Especially in the past decades, the linguists make the passive studies further profound through use of modern linguistic theories. The studies of passive sentences mainly fall into the following aspects: classifications, acquisition, contrastive analysis and cognitive study of passive constructions.

1.2.1 Studies on Acquisition of Passive Constructions

This part will review related SLA studies conducted on the acquisition of the English passive constructions, which mainly analyze the errors committed by learners in learning English passives. Such error types as overpassiv-

ization, pseudo-passivization, etc. are fully discussed with the reasons resulting in these errors.

The notion of the distinction between topic-prominent and subject-prominent languages proposed by Li and Thompson (1976) attracts a lot of attention from linguists. Li and Thompson distinguish the world languages between the topic-prominent and the subject-prominent, among which the topic-prominent languages refer to those whose "basic structure of sentences favors a description in which the grammatical relation topic-comment plays a major role", while the subject-prominent languages are those whose "basic structure of sentences favors a description in which the grammatical relation subject-predicate plays a major role" (Li and Thompson, 1976: 459). They argue that although the passive constructions are very commonly used in subject-prominent languages, they are less productive in some topic-prominent languages, and some even do not use passive constructions at all. This distinction implies that if an L2 learner's L1 belongs to topic-prominent language, they might be predicted to commit such errors as under-use of passive constructions in the process of learning L2.

When talking about the passsivization errors, another commonly-mentioned notion is Unaccusative Hypothesis put forwards by Perlmutter (1978) and perfected by Burzio (1986). Perlmutter believes that according to the argument structure and syntactic structure there exit such two distinct subcategories of intransitive verbs as unaccusative verbs (appear, arrive, die) and unergative verbs (laugh, cry, work, run). Superficially there is no difference among the sentences constructed by these two types of verbs with the sentence order of NP + VP. However, these two types of verbs have different syntactic and semantic features. Syntactically, the subject of unaccusative verbs is generated through transposition of object in deep structure, while the subject of unergative verbs is an agent generated in subject position whether in deep structure or in surface structure. If it is observed from the argument structure, although both unaccusatives and unergatives take only

此为试读,需要完整PDF请访问: www.ertongbook.com