

<<英语非宾格性与非作格性习得研究>>

图书基本信息

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内容概要

本书在生成语法框架下考察中国英语学习者对英语不及物动词的习得，旨在发现英语非宾格动词与非作格动词在二语习得者心理语法中的知识表征，二语习得者有关英语非宾格性与非作格性知识的发展模式，以及普遍语法在论元结构习得中的作用。

本书对论元结构习得的研究是目前该领域的研究热点之一。

本书可供高等院校语言学专业的研究生、教师和二语习得研究者阅读参考。

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章节摘录

The present study has probed into the knowledge of split intransitivity in Chinese EFL learners' mental grammars. One of the goals is to test whether the learners are sensitive to the abstract properties of argument structure when they are constructing their English grammars. To achieve this goal, two approaches have been adopted. One is through the investigation of the learners' acquisition of the subject-verb order, the other through the examination of the learners' sensitivity to the syntactic unaccusative diagnostics. The results of these two aspects will be analyzed and discussed respectively in this section.

6.2.1 Subject-Verb Order; Unaccusatives vs Unergatives

The results from the WEPT have revealed that a significant difference exists in the rate of overpassivization between the unaccusatives and the unergatives. Learners at low and intermediate levels tend to commit passivized unaccusative errors about twice as many as those passivized unergatives (11, 5% vs 5.8% for the low-proficiency learners, 8.6% vs 4.3% for the intermediate group), and the advanced learners only make 0.3% overpassivization errors with the unergative verbs in contrast to 3.0% with the unaccusatives.

The tendency is also true of the grammaticality judgment task, wherein the learners accept the correct intransitive constructions and reject the incorrect passivized forms with the unergatives much more strongly than with the unaccusatives. The results indicate that the learners differentiate the unaccusatives from the unergatives in their mental grammars, and that the passivized unergative errors are unlearned earlier than the unaccusative equivalents. It might be inferred from the findings that L2 learners are aware of the divergence at the level of argument structure representations between the unaccusatives and the unergatives. Otherwise, it would be hard to explain the learners' differentiation between the two types of verbs in their performance both on the intransitive constructions and the unaccusative diagnostics. Since the unaccusatives and the unergatives appear in the same sentence structure of subject-verb order at S-structure, but differ in their argument structure representations.

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