

摘要

主題-評論結構(topic-comment)在主題顯著(topic prominent)的語言(如中文)扮演十分重要的角色,尤其是在描述第二語言學習者的中介語時特別重要。但是有關研究,對於中國學生在學習英文時產生的中介語,並沒有對主題-評論結構提供全面且確切的描述。本研究旨在探討中國學生學習英文時所產生的中介語之主題-評論結構,運用三種測驗來引出中介語—文法判定測驗,引導寫作測驗,及翻譯測驗。受試者包含台灣區域位於台北的三所國中挑選的94位國二生,以國一期末考英文成績分為三組。此外,並於政大語視中心挑選14位以英語為母語的外籍生作為本研究的控制組。本研究探討的四種主題-評論結構是由中英文主題結構對比中所產生的,分別為主題省略(topic drop),主題移前(topicalization),主題置左(left-dislocation),及雙主詞結構(double-subject construction)。本研究所運用的中介語之理論架構是參考三種第二外語習得理論所發展出來的,分別為第一語言影響(L1 influence),普遍語法(universal grammar)的存在,以及附屬集合理論(the Subset Principle)。研究結果顯示,第一語言轉換(L1 transfer)在所有程度的學生的中介語當中都十分普遍,但是普遍語法只有在程度最高的學生的中介語較為明顯。因此本研究推論中介語系統內部運作過程包含三階段,開始為第一語言轉換,接著是第一語言轉換及普遍語法並存,最後階段為普遍語法。

ABSTRACT

The role that the topic-comment structure plays in a topic prominent language such as Chinese is very important when it comes to SLA learners' interlanguage. However, the related research has not provided a comprehensive framework in describing topic structures of Chinese EFL learners' interlanguage. The purpose of this study is to analyze the topic structures in Chinese EFL learners' interlanguage elicited by three tasks—the grammaticality judgment task, the guided writing task, and the translation task. The subjects include 94 junior high school students chosen from three separate schools in Taipei, Taiwan, and they were divided into three proficiency levels. In addition, 14 native speakers from the language center of NCCU served as the control group. This study investigated four topic structures—topic drop, topicalization, left-dislocation, and double-subject construction—which were determined by a comparative study of Chinese and English topic structures. The current theoretical framework of interlanguage operation is developed from three SLA perspectives—L1 influence, the existence of universal grammar (UG), and the subset principle. Results indicated that L1 transfer was prevalent in all proficiency levels but UG was only obvious in the most advanced level. It was thus inferred that the internal operation of interlanguage system should include three stages—first L1 transfer, then L1 transfer and UG, and finally UG.