

自動詞・他動詞の習得

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Introduction

Issues in SLA: Second language (L2) learners of English tend to overgeneralize the passive form with intransitive verbs (e.g. *appear, happen*) (Hirakawa 1995, 2006; Oshita 1997, 2000; Zobl 1989) and use transitive verbs in the intransitive structure (e.g. *promote*) (Kondo 2014).

e.g. **Several car accidents were happened.*

**Mary promoted to manager.*

Introduction

- ✓ A crucial problem for language learners : To recognize what structure a verb takes in the particular language they are learning

Introduction

The aim: To uncover whether explicit instruction can help Japanese learners of English (JLEs) realize the correct verb structures with intransitive and transitive verbs after a series of instructional sessions, and whether the effect of instruction can be observed not only with verbs which are explained in instruction but also with those which are not

Previous studies:

Overgeneralization of the passive form

(1) Sentences with unaccusative verbs from a corpus of written productions (L1: Japanese)

(Oshita 1997: 329)

- a. *their parents **were died** by car accident.
- b. *a prejudice may **be disappeared**.
- c. *I don't know what **was happened**.

Previous studies: Use of transitive verbs in the intransitive verb structure

(2) Tokens from a grammaticality judgement task
(Kondo 2014)

- a. *She **accepted** as a full-time student at Tokyo University.
- b. *She **invited** to a personal interview.
- c. *He **employed** in a lawyer's office.

The Present Study

Research question

Can explicit grammar instruction be effective for JLEs to avoid errors concerning the structure of verbs, not only with instructed verbs but also non-instructed verbs?

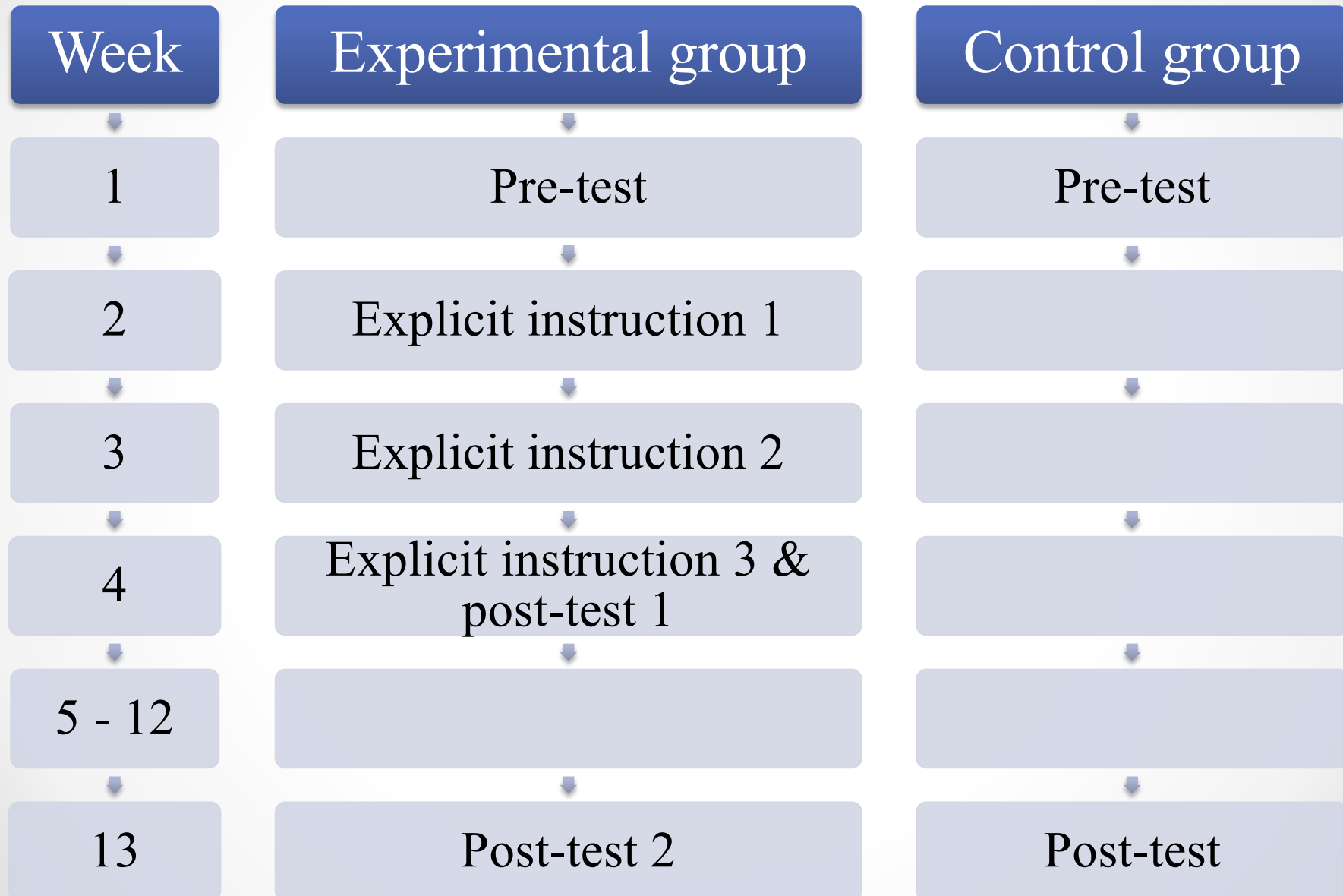
Participants

Japanese learners of English (JLEs)

- ✓ **Experimental group** 15 university students in Japan (L1: Japanese; Age: 18-19; OQPT¹: elementary - upper-intermediate)
- ✓ **Control group** 18 university students in Japan (L1: Japanese; Age: 18-20; OQPT: elementary - upper-intermediate)

¹ Oxford Quick Placement Test (OQPT) (2001)

Procedure of the experiment



Tests: intransitive verb

Instruction

各問題は日本文と英文で構成されています。日本文は状況・場面を説明しています（英文の訳ではありません）。日本文の状況説明文を読んで、続きの内容が英文で書かれているので、その英文の空欄部分に、与えられた動詞（日本文の最後に下線で引かれた動詞）を適切な形にして書きなさい（品詞を変えないこと）。

- (3) 新しい道路が山を切り開いて作られた。 disappear
Half of the forest _____.

Tests: transitive verb

(4) トムはそのプロジェクトで素晴らしい仕事をした。

promote

As a result, he _____.

Table 1. Verbs tested in the experiment

Verb type	±instruction	Verb Items
Unaccusative	instructed	<i>appear, happen, rise, exist, remain</i>
	non-instructed	<i>fall, depart, disappear, die, belong</i>
Unergative	instructed	<i>cough, swim, jump, talk, chat</i>
	non-instructed	<i>sweat, walk, dance, work, play</i>
Transitive	instructed	<i>accept, hire, invite, damage, destroy</i>
	non-instructed	<i>publish, reject, build, promote, read</i>
Alternating	instructed	<i>break, open, melt, freeze, sink</i>
	non-instructed	<i>sell, close, increase, dry, change</i>

Results

Table 2. Mean scores and standard deviations of intransitive verbs (maximum score = 5)

		Pre-test		Post-test 1		Post-test 2	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Experimental group	instructed verbs	3.93	0.77	4.47	1.09	4.60	0.80
	non-instructed verbs	3.67	1.01	4.67	0.47	4.47	0.72
Control group	instructed verbs	3.83	0.90	n/a	n/a	3.78	1.03
	non-instructed verbs	3.39	1.25	n/a	n/a	3.06	1.18

Table 3. Mean scores and standard deviations of transitive verbs (maximum score = 5)

		Pre-test		Post-test 1		Post-test 2	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Experimental group	instructed verbs	4.33	0.87	4.87	0.34	4.13	0.96
	non-instructed verbs	3.80	0.91	4.33	0.60	4.07	0.57
Control group	instructed verbs	4.11	0.94	n/a	n/a	3.94	1.35
	non-instructed verbs	4.06	0.78	n/a	n/a	4.22	0.53

Comparison between tests: intransitive verbs

Figure 1: Mean scores of intransitive verbs by experimental group (n=15)

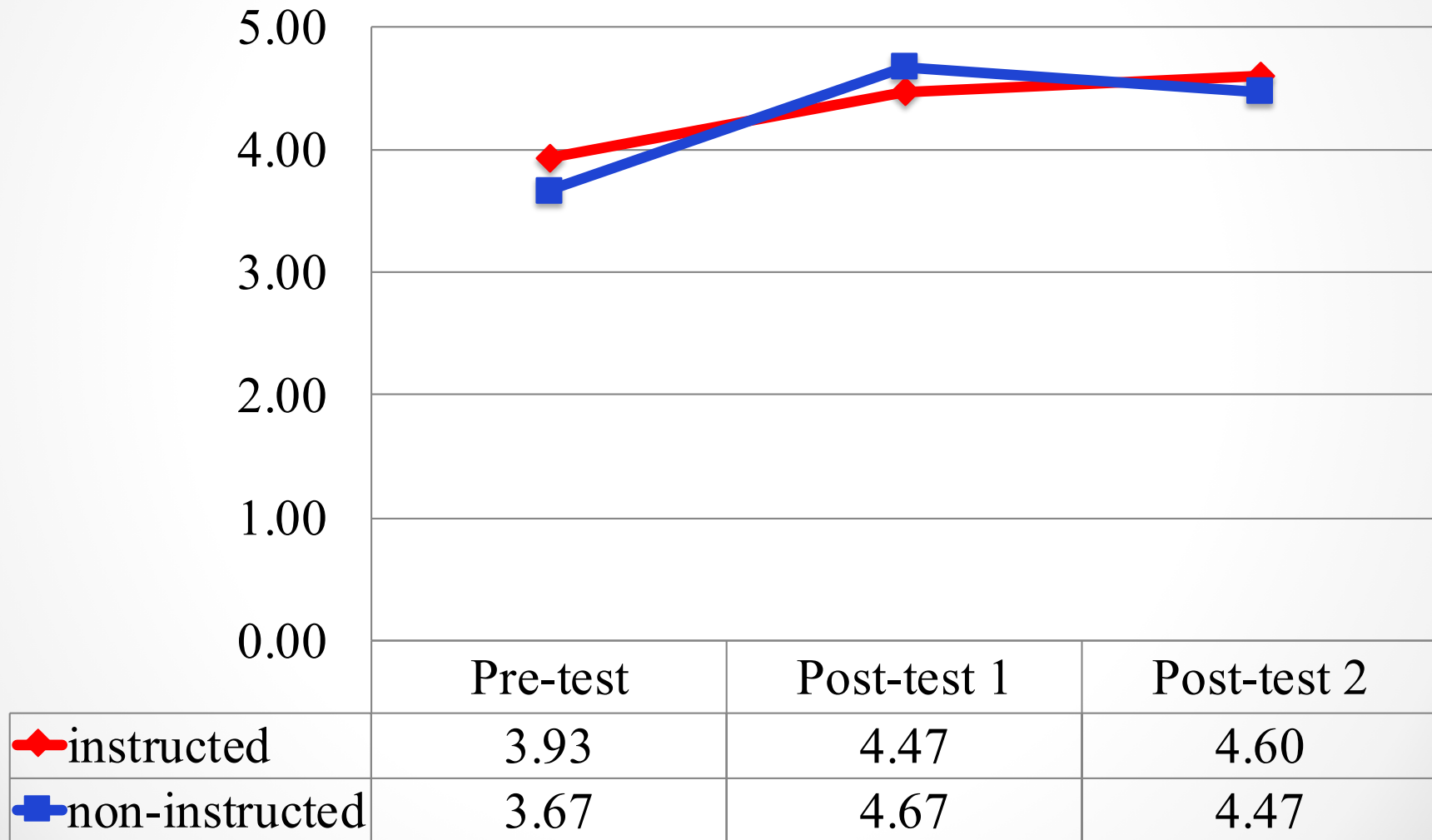
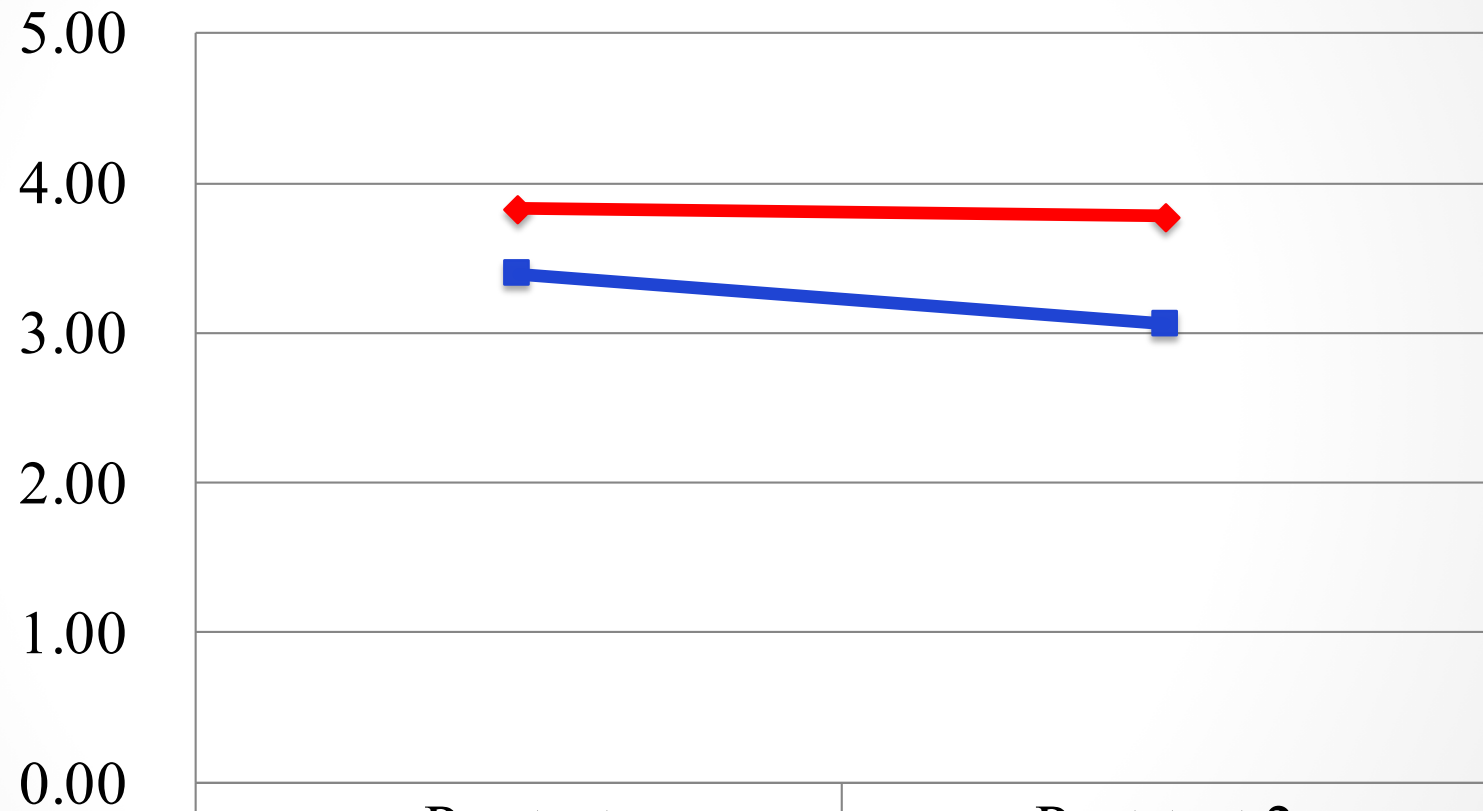


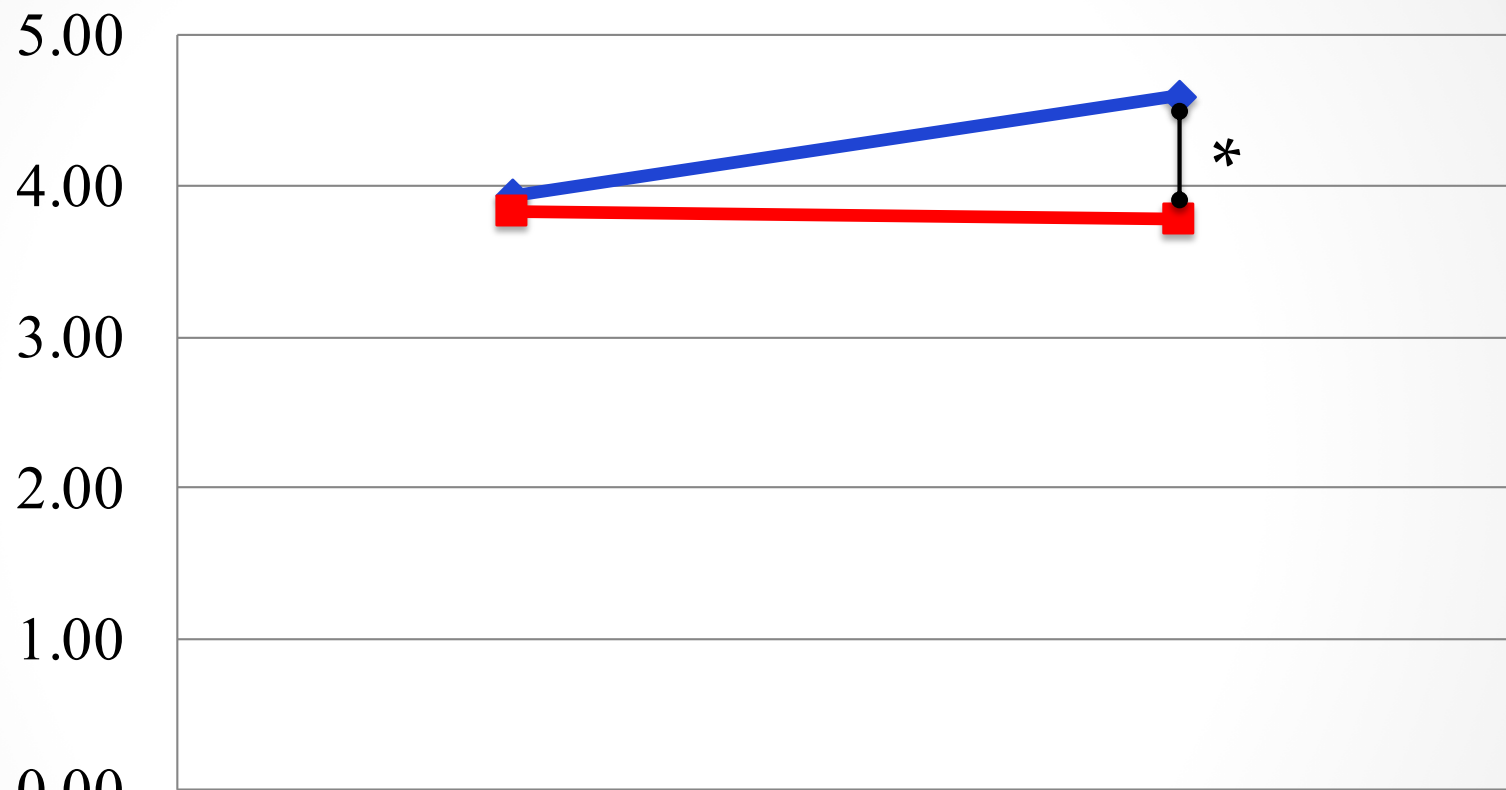
Figure 2: Mean scores of intransitive verbs by control group (n=18)



	Pre-test	Post-test 2
◆ instructed	3.83	3.78
■ non-instructed	3.39	3.06

Comparison between groups: intransitive verbs

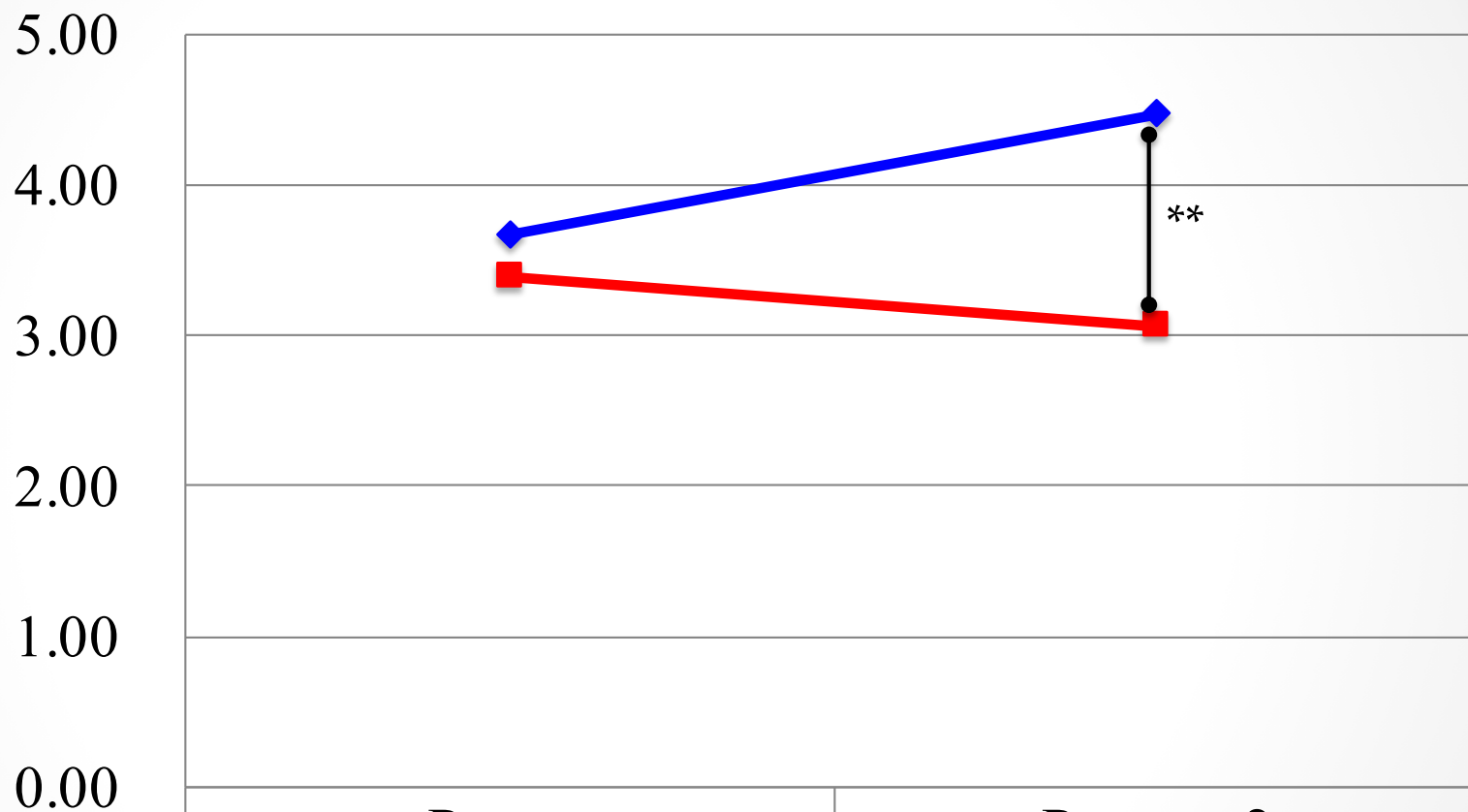
Figure 3. Mean scores of instructed intransitive verbs



	Pre-test	Post-test 2
◆ Experimental	3.93	4.60
■ Control	3.83	3.78

*p<.05 **p<.01 ***p<.001

Figure 4. Mean scores of non-instructed intransitive verbs

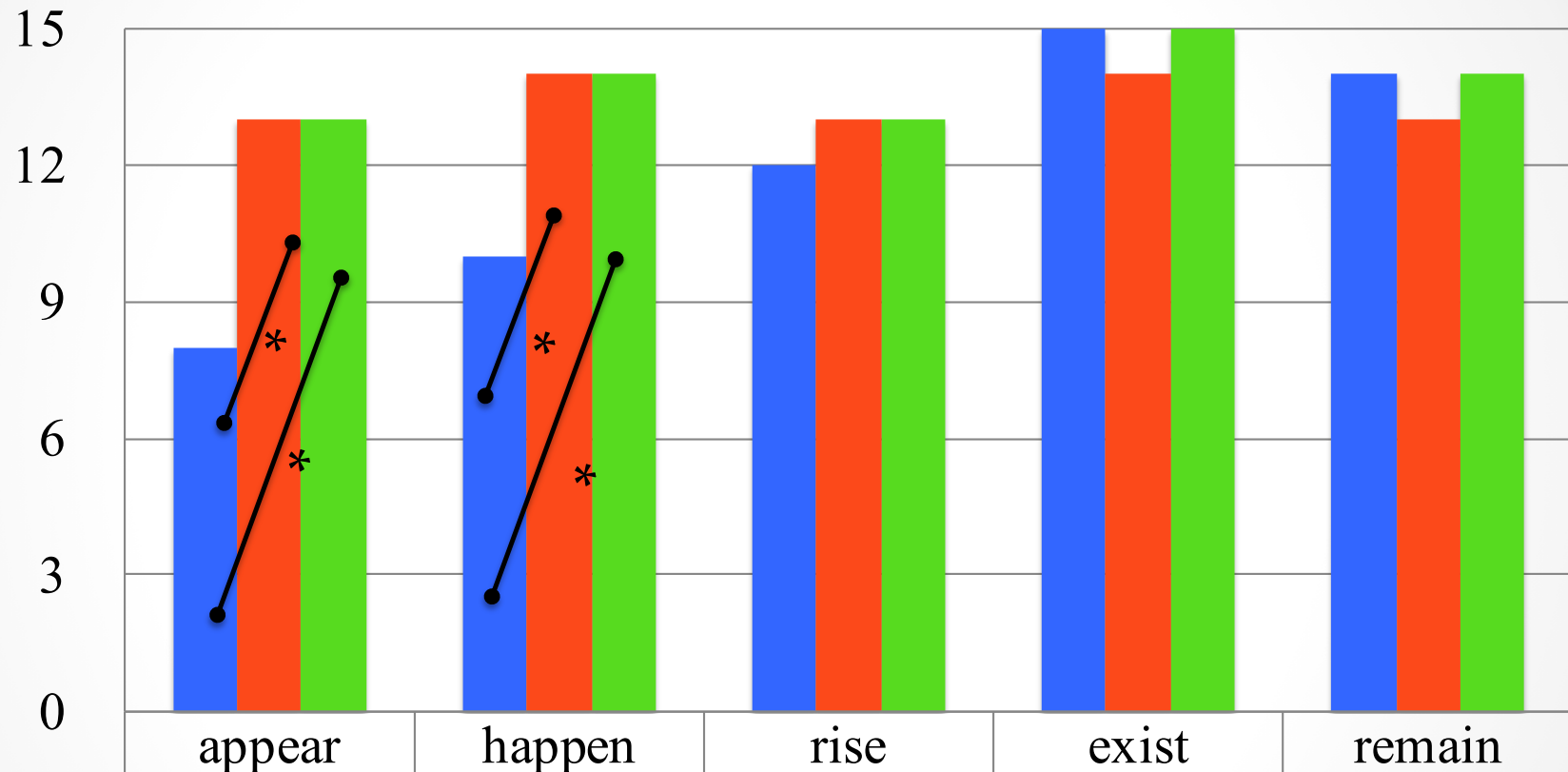


	Pretest	Posttest 2
◆ Experimental	3.67	4.47
■ Control	3.39	3.06

*p<.05 **p<.01 ***p<.001

Individual verb results: intransitive verbs

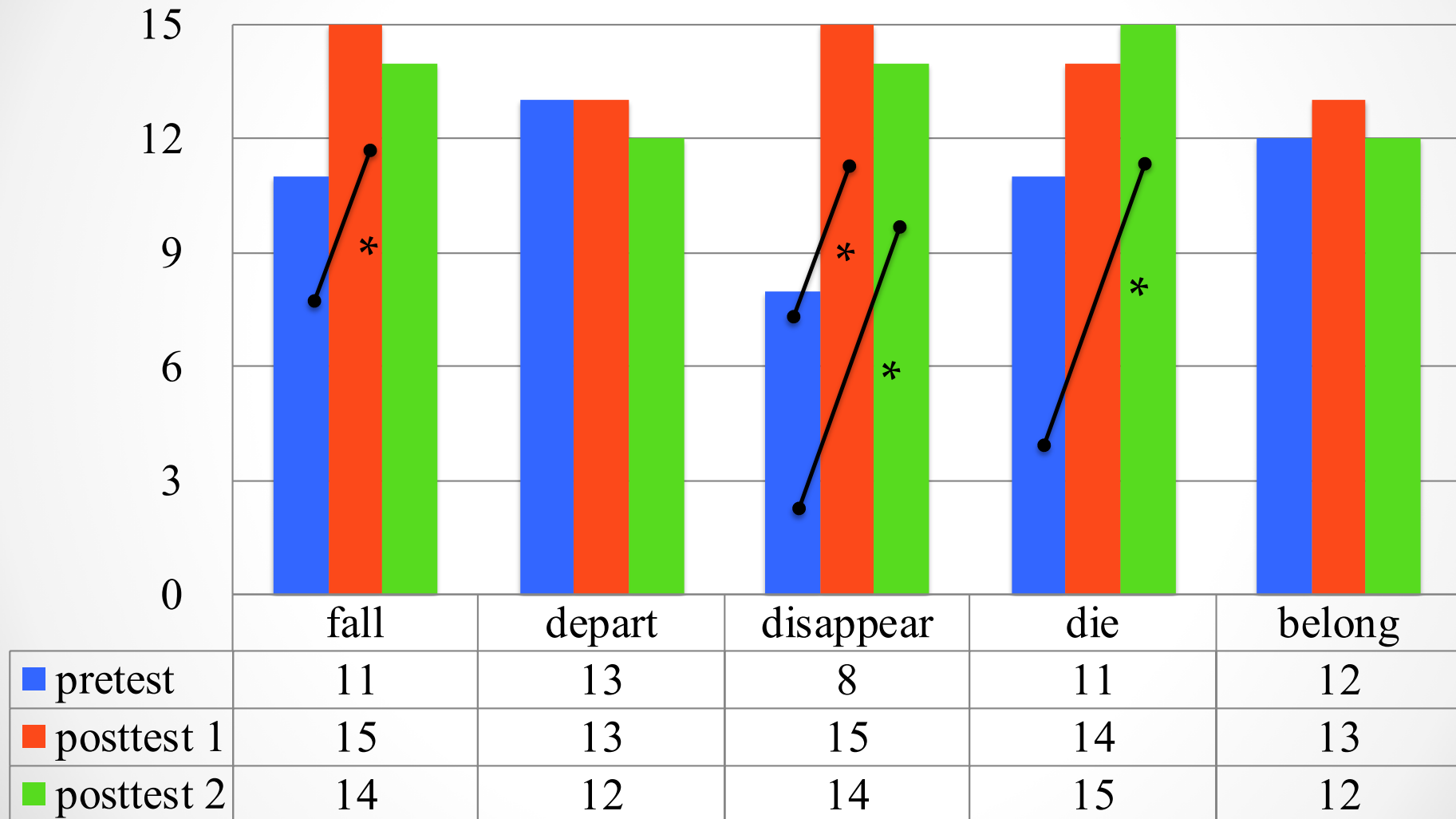
Figure 5. Number of correct responses for instructed intransitive verbs: experimental group (n = 15)



■ pretest	8	10	12	15	14
■ posttest 1	13	14	13	14	13
■ posttest 2	13	14	13	15	14

*p<.05 **p<.01 ***p<.001

Figure 6. Number of correct responses for non-instructed intransitive verbs: experimental group (n = 15)



*p<.05 **p<.01 ***p<.001

Summary of intransitive verbs

Comparison between tests (experimental group):

post-test 1, post-test 2 > pre-test

Comparison between groups:

experimental group > control group at post-test 2
for both instructed & non-instructed verbs

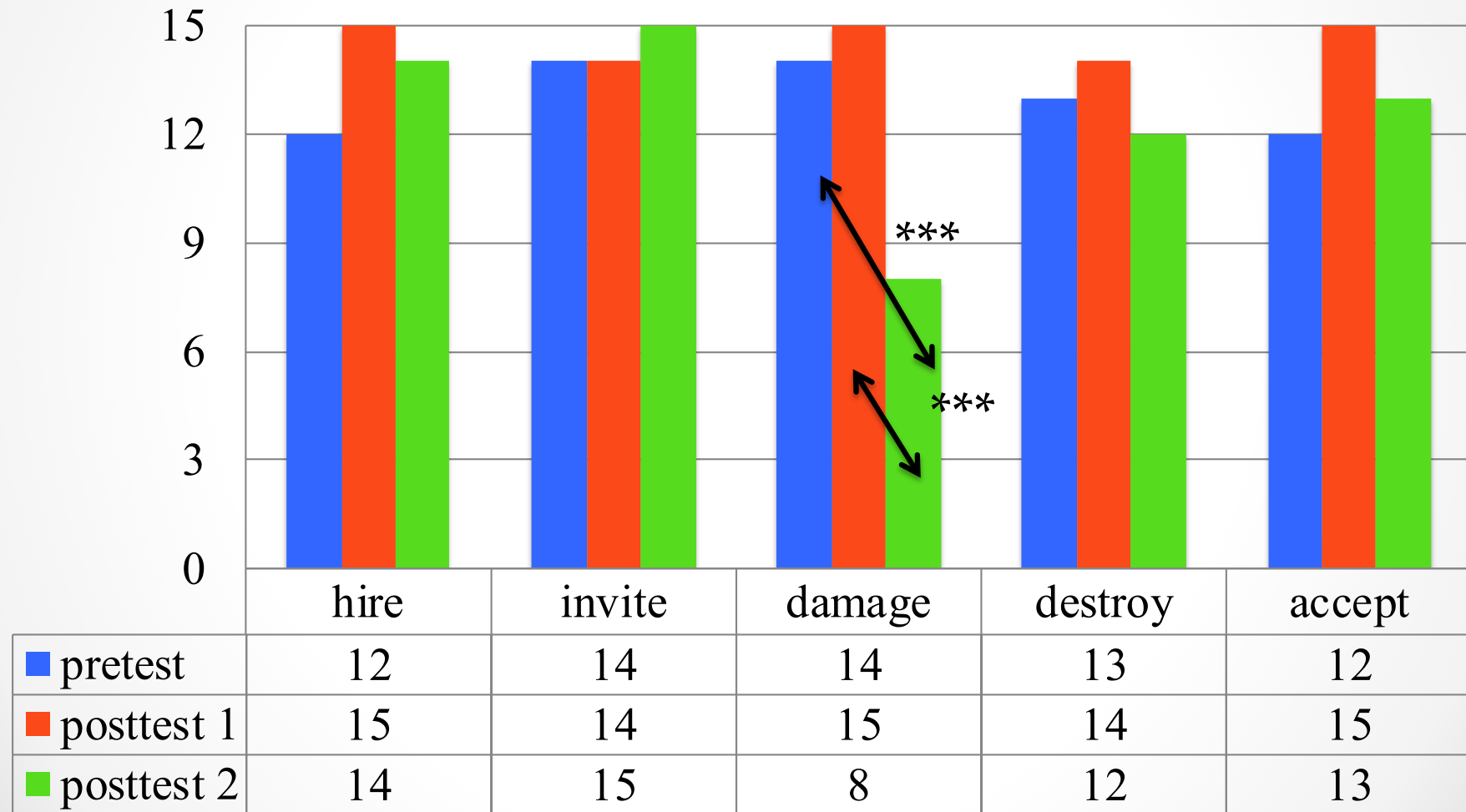
Individual verb results:

- ✓ Significant improvements with *appear, happen, fall, disappear* and *die*
- ✓ A tendency of improvement with most of the verbs

Individual verb results:

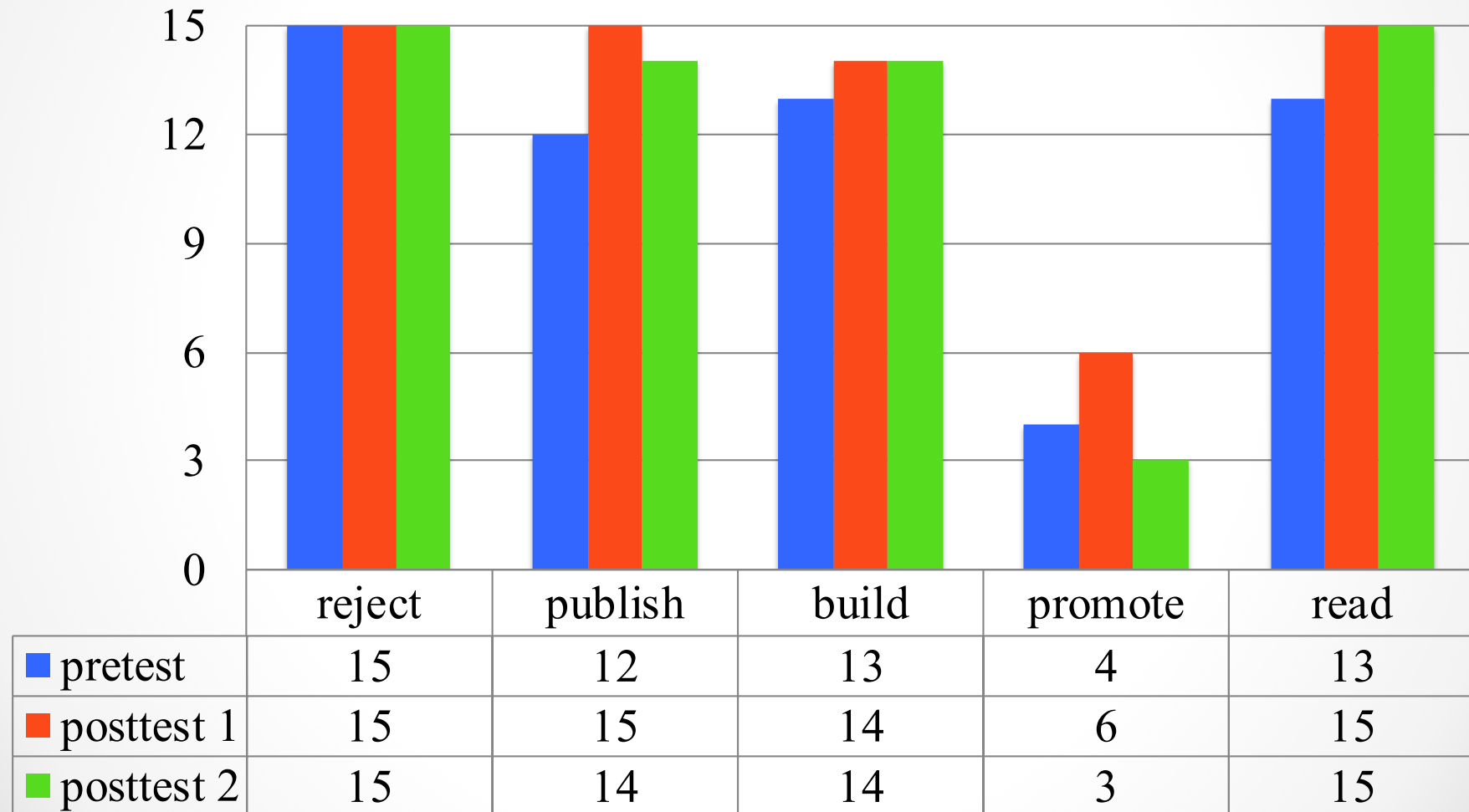
transitive verbs

Figure 7. Number of correct responses for instructed transitive verbs: experimental group (n = 15)



*p<.05 **p<.01 ***p<.001

Figure 8. Number of correct responses for non-instructed transitive verbs: experimental group (n = 15)



Summary of the results (1)

- (i) The mean scores of both the instructed and non-instructed intransitive verbs became higher after receiving instruction and remained high in the delayed post-test with the experimental group
- (ii) No improvements with the control group neither with intransitive nor transitive verbs
- (iii) JLEs were accurate in the use of most of the transitive verbs throughout the tests

Conclusion

RQ is confirmed.

Explicit grammar instruction we provided in the present study was effective for our participants to improve their accuracy of intransitive verb sentence structures, and **the effects were even observed with non-instructed verbs.**

Conclusion

JLEs become aware of subcategorization of verbs and common errors related to intransitive verbs and careful to choose the voice of verbs and try to apply the rule even to these verbs which were not explained in instruction but in the same category.

Summary of the results (2)

(iv) A half of the participants who received instruction had difficulty with the use of *damage* in the delayed post-test

(v) Most of the participants used *promote* in the intransitive verb structure throughout the tests

Conclusion

- ✓ The participants might have confused the use of *damage* with that of an alternating verb like *break* during the course of understanding after the instructional sessions were over, which needs further investigation to be confirmed.
- ✓ There are some verbs which learners of English completely misunderstand the structure of and these verbs need to be explained explicitly in classrooms.

Acknowledgements

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