Concomitant Effects of Phrase Lengthening on Non-Native Speakers' Ambiguity Resolution in English as a Second Language:Evidence from Online Self-Paced Reading

詞組加長對於以英語為第二語言學習者之英語語句歧義消解的附隨效應:線上自訂步調閱讀實驗法(Self-Paced Reading)之研究

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摘要

　　本研究採用自訂步調(self-paced reading) 之線上閱讀實驗研究法來探討探討詞組加長(phrase lengthening)在成人第二語言學習者的英語修飾語結構性歧義消解(resolution of modifier attachment ambiguities in English)上的附隨效應。實驗句選用介詞片語歧義結構句，例如'*The policeman watched the spy with binoculars*', 此句子中的介詞詞組 '*with binoculars*'可於結構上依附於述語 '*watched*' 或賓語 '*the spy*'，進而造成語義理解上的歧義。實驗變項主要在於操控實驗句中的賓語長度，加長賓語之方式為於賓語詞組中的名詞前添加三個修飾語，如 the spy → the 'poorly disguised undercover' spy 。實驗受試對象共分 2 組，實驗組為一組學習英語為第二語言之人士 (母語為中文) ，而對照組則為母語為英語之外籍人士。研究結果顯示，詞組加長這個變項在學習者與英語母語人士的線上閱讀理解行為上造成不同程度的影響。更確切的來說，學習者在處理介詞結構歧義消解時的線上閱讀時間顯著地受到語句中詞組加長的影響，且此影響主要反應了學習者在線上語句處理過程中即時應用詞組加長後所提供的語用相關線索(pragmatics-based cues)來幫助其消解歧義。然而相對地，我們在英語母語人士的語句處理過程並未發現線上即時運用語用相關資訊來幫助消解歧義之現象。總結來說，本研究結果主要顯示學習者在處理第二語言

語句時所使用的語句處理策略與母語人士相異，而相異之處主要反映在相較於母語人士，學習者運用較多的語用資訊來幫助自己理解第二語言之語句。此研究結果支持淺層結構模型（Shallow Structure Hypothesis, Clahsen & Felser (2006 a, b)）的假設，那就是：學習者與母語人士的語句處理歷程有著本質上的不同，因為相較於母語人士，學習者可能更廣泛地運用非結構性(non-structural)資訊來幫助闡明句義。本研究的研究結果更可進一步對於語言學習領域提供另一層面的意涵，隱含學習者在第二語言(英語)語句闡釋過程中所可能遭遇的困難或錯誤解讀之現象並不一定全盤皆因缺乏第二語言知識之故，也有可能是導因於在第二語言語句處理(理解)過程中，學習者偏好利用其特有的語句處理策略來進行第二語言語句處理。

關鍵字：語句處理、第二語言習得、心理語言學、歧義消解、詞組加長

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Abstract

This study explores the concomitant effects that may result from lengthening a phrase on adult second language (L2) learners' resolution of modifier attachment ambiguities in English as an L2, using an online self-paced reading (SPR) paradigm. Sentences containing prepositional phrase (PP) attachment ambiguities such as *The policeman watched the spy with binoculars* were chosen as critical target sentences. The post-verbal noun phrase in a target sentences was manipulated through the insertion of three prenominal modifiers (e.g., the spy → the 'poorly disguised undercover' spy). The reading time data of a group of Chinese-speaking L2 English learners were statistically analysed and compared to the data of native English speakers who served as controls in the experiment. The results showed that the native and non-native speakers were affected differently by phrase length. Specifically, it was found that L2 learners' reading times of the syntactically ambiguous PP modifiers were influenced significantly by the manipulations of phrase length, indicating the online application of pragmatic cues of modifiability provided through phrase lengthening; the native speakers, in contrast, did not show any evidence to attest to the immediate use of pragmatic cues during online processing. To sum up, this study shows that learners processed the L2 input in a non-native-like way, in that they made increased use of pragmatic information in online L2 comprehension. The finding supports the *Shallow Structure Hypothesis* by Clahsen and Felser (2006 a, b) that learners, compared to native speakers, may rely to a comparatively greater extent on non-structural cues to interpretation, and provides an implication for language learning that learners' difficulty or misinterpretation of L2 input might not necessarily be due to lack of L2 knowledge, but could also result

from a characteristic processing strategy that is generally used in L2 comprehension.