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The Path from Pseudo-passives to Targetlike Passives to Real Passives: A Case Study with Taiwanese EFL College Learners *

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Abstract

The study aimed to demonstrate how the development of CIL English passives of the Taiwanese EFL college learners was affected by the topicalization of L1 Chinese. The study intended to look into the learners' uses of English passives in context, including malformed passives, pseudo-passives, and targetlike passives. The pseudo-passives are malformed passives that are the consequence of the failed attempt by Chinese learners to produce English passives. They are essentially a reflection of the structure and function of the topic-prominence of the learners' native language. And some targetlike passives, albeit well-formed, are actually "reincarnations" of the pseudo-passives, showing the persistence of implicit L1 influence. In this study, two English major university students were asked to provide their English output through writing compositions and journals over a period of 6 months. Their writings were investigated on the passives (both malformed and well-formed ones) they used, as well as other topic-prominent features such as topic-fronted sentences, pronoun omission structures, and presentational sentences. The results validated the following assumptions. First, the learner's proficiency was a decisive factor in the discrepancy in their production of pseudo-passives and malformed passives. The data showed that the learner with lower proficiency tended to create pseudo-passives and malformed passives more frequently than the learner with higher proficiency. Second, the learner who tended to produce ill-formed passives or pseudo-passives demonstrated an inclination to produce other discourse-oriented structures such as topic-fronted sentences, pronoun omission structures, and presentational sentences. Third, the suppressed subject in the pseudo-passives was discourse-determined. It was mostly co-referential with other NPs in the discourse. And finally, the EFL learner with advanced level of proficiency was able to produce well-formed English passives as a result of increased syntacticization in the acquisition process; however, some targetlike passives of the L2 learner were distinct from real passives of English due to implicit influence from the discourse function of L1 Chinese. The limitation of the study was the developmental pattern of the acquisition English passives by EFL Taiwanese learners was not born out due to the limited number of cases and short time span during which the data were collected.

Key words: Taiwanese EFL college learners pseudo-passives targetlike passives
qualitative study cross-linguistic influence topic-oriented features

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The Path from Pseudo-passives to Targetlike Passives to Real Passives: A Case Study with Taiwanese EFL College Learners

BACKGROUND

Pseudo-passives such as **New cars must keep inside*, and **These ways almost can classify two types* are common deviations from English target language made by Chinese learners of English (Han, 2000; Rutherford, 1983; Schachter & Rutherford, 1979; Yip, 1995; Yip & Matthews, 1995). They are typical L2 errors prone to fossilization (Yip, 1995). These Chinese-English interlanguage (CIL henceforth, see Yip, 1995) malformed passives are seen as the consequence of the failed attempt by the Chinese learners to produce English passives (Bunton, 1989). Many studies, however, have demonstrated that rather than a realization of passivization as presumed, the pseudo-passives are essentially a reflection of the structure and function of the learner's L1 Chinese source language, thereby manifesting the typological characteristics of the topic-comment structure of Chinese language (see Han, 2000; Rutherford, 1983; Schachter & Rutherford, 1979; Yip, 1995; Yip & Matthews, 1995). The L2 English learners, as Yip (1995) and others see it, are fundamentally transferring the Chinese topic-prominent structures that may be short of the grammatical subjects that are required for English sentences (Li & Thompson, 1976).

A survey done by the present researcher of an English corpus produced by an EFL college learner also revealed that the pseudo-passives tended to coexist with other CIL sentences with topic-prominent features in the learner's corpus. The phenomenon might be seen as an indication of the influence of the topic-prominence of the learner's L1 on her acquisition of L2 English. And the pseudo-passive was just one of those L1-influenced discourse-oriented structures. In this 3012-word learner corpus containing 11 paragraph compositions and essay compositions, the learner's L2 output exhibited a noticeable tendency that might be attributed to the influence of the typological characteristics of the topic-comment structures of L1 Chinese. Several types of L1-affected CIL English sentences identified in the corpus are shown below.

Type 1: The sentences starting with a topic

- (1) **A good travel, I think one should take care of the weather.*
- (2) **On the street was full of people.*
- (3) **There are too many people use them to buy things they can't afford¹.*

Type 2: Null subject sentences

¹ Many studies have validated that the overuse or misuse of presentational sentences by Chinese EFL learners is the result of the transferring of not only the syntax of Chinese *you*-sentences but also the discourse function of Chinese, namely, the feature of topic-prominence of Chinese (e.g., see Chou, 2004, 2006; Jordens, 1995; Schachter & Rutherford, 1979; Yip, 1995). Jordens (1995) views *there are* as an explicit topic marker of the subject in CIL infinitival presentational sentences.

(4) *Working at McDonald has flexible work time and labor insurance.

(5) *I had gone to many places, so have rich experiences².

Type 3: The sentence with arbitrary *pro*³.

(6) *A good travel also ought to surf the Internet to get some information, like the famous sites, the maps, and the hotel.

(7) *I once told my friend if here caught fire, it must die many people. It is because nowhere can run.

Type 4: Ill-formed passives

(8) *If those cards don't use, they will cause some problems.

(9) *I was drowned many times, and a little feared to try.

(10) *A highly speed car was hit my brother's motorcycle strongly, so he got hurt quite seriously. Consequently, he operated many times.

(11) *The bank was issued more than one million credit cards in March.

(12) *The game was made a strong impression on my mind.

Type 4 sentences show that the learner misused passive sentences in most cases, suggesting her deficiency in the morphosyntactic system and the functions of English target passives. The scarce amount of the passives the learner created shows that she underused them, too. Among the entire corpus with 3012 words, there were only 7 attempts with the passive sentences, and only 2 of them were morphosyntactically correct.

Above all, the data reveal that the L2 English learner was affected considerably by her L1 Chinese when she was producing L2 English sentences, and this cross-linguistic influence was not incidental or random, but consistent and systematic. Most significantly, the features of those L2 English sentences revealed a noticeable influence of the typological characteristics of her native language, Chinese, a topic-prominent language in the typological taxonomy made by Li and Thompson (1976). The present study focuses on one of those typologically influenced L2 features—the CIL passives produced by adult Chinese learners of English.

LITERATURE REVIEW

English passives have been observed to be frequently employed by the Chinese L2 learners to represent the L1 topic-comment structures and functions for a certain reason (Han, 2000). First of all, as Yip's comparative analysis shows, the Chinese passives and English passives bear much resemblance in

² According to Huang (1984), the fact that the null subject is bound by an antecedent in the discourse is a manifestation of the character of discourse-oriented languages such as Chinese.

³ As observed by Yip (1995), the learner who produces pseudo-passives tends to create a non-referential null subjects with generic reference, as in **In Chinatown can buy Chinese noodles*, and **At the university should work hard*. This type of null subjects is categorized as arbitrary *pro* in terms of GB theory (p. 114).

structure and function (Yip, 1995). The active and passive pair of a transitive verb, *chengzan* ‘praise,’ can demonstrate the similarity between the passive structures in Chinese and English.

- (13) a. *Zhangsan chengzan le Lisi.*
Zhangsan praise PFV Lisi
‘Zhangsan praised Lisi.’
- b. *Lisi bei (Zhangsan) chengzan le.*
Lisi PASS Zhangsan praise PFV.
‘Lisi was praised (by Zhangsan).’ (Yip, 1995, p. 102)

Like an English passive, the subject NP *Zhangsan* in the active sentence (13a) corresponds to the object NP of *bei* in the passive sentence (13b), and both receive the external theta-role of agent. The object NP of (13a), *Lisi* corresponds to the subject NP of (13b), and both are patients. Also, the object of *bei* in (13b) can be omitted, but the use of *bei* is obligatory to indicate the thematic relations in the passive. Unlike English, however, the use of *bei* involves primarily adversative situations. And Chinese does not have any verbal morphology such as auxiliary *be* and past participle *-en* to manifest the passive structure. In addition, the base verb in a Chinese passive does not go through any morphological change. And the *bei* phrase of the Chinese passive is in the preverbal position, dissimilar to the English *by* phrase which is in the postverbal position, even though both *bei* in Chinese and *by* in English are analyzed as an agent marker (Yip, 1995) or a passive morpheme (Li, 1990).

The syntactic movement involved in the passives in both languages is also similar: both involve NP-movement and it is the passive morphology that stimulates the movement of the underlying object to the surface subject position (Yip, 1995). One significant difference, however, lies in the extent of the morphology involved: the English passives require both the auxiliary *be*, which carries tense and agreement information, and a variable participial form, whereas in the Chinese passive only *bei* is required, and its change is fairly regular (Yip, 1995). This difference in morphological requirements may be one potential source of difficulty for Chinese speakers in their production of English passives (Yip, 1995).

As analyzed above, English passives permit the omission of the agent NP, which can be easily taken up by the Chinese L2 learners, for Chinese allows the absence of the agent NP, too. In semantics, since the logical subject in the English passive is removed from a predicate’s theta structure, with the external argument position being filled by an NP moved from the internal argument position, the usual thematic undergoes change and the semantic relation between the NP in the subject position and the passive verb thus turns looser, which might seem like a relation between topic and comment in the L1 to the learners. When it comes to the pragmatic discourse function, with its thematizing function, the English passive allows the foregrounding of the predicate--the verb and its internal argument (Thompson, 1978). This function is conveniently applied in the constructions where the active subject is an inanimate or inert entity (Lehmann, 1978, p. 208). Han (2000) found out in his longitudinal study of Chinese learners’ use of English passives that his Chinese informants have internalized this thematizing function of the English passives and show a tendency to make inanimate NPs the topic/subject of the

sentence. All of the above features are believed to be facilitating factors that lead the learners to make the “interlingual identification” (Weinreich, 1953) between the features and functions of L1 topic-comment structure and those of the English passive structure.

Previous Studies on Chinese Learners’ Acquisition of English Passives

Given that the aforementioned Chinese learner’s L2 English revealed the noticeable traces of the L1 Chinese in many of her English sentences, and that the English passives bear much resemblance and identification with the corresponding Chinese structures and the topological functions, it seems logical to suggest the production of the malformed English passives by the learner was mainly a result of the cross-linguistic influence from the L1 Chinese rather than a mere abortive attempt of the learner to produce English passives. Such a claim was supported by many studies centering on the L2 English passives generated by L2 learners, specifically, Chinese learners of L2 English. The following is a brief overview of the previous investigations of the acquisition of L2 English passives by Chinese learners.

Generally, there are three approaches to the analysis of CIL passive structures: typological approach (Schachter & Rutherford, 1979; Rutherford, 1983), syntactic movement approach (Yip, 1995; Yip & Matthews, 1995), and discourse-syntactic approach (Han, 2000).

Topological Approach

From the typological point of view, Chinese learners’ acquisition of English passives is seen undergoing a process of *syntacticization* (Givón, 1979), during which the learners typically seek to realize L2 syntax by accommodating the L1 discourse constraints (see also Zobl, 1989). Specifically, in this process of syntacticizing their discourse pragmatic features, Chinese learners were found to produce sentences such as (14) and (15):

(14) a. *There are many varieties of cancers exist. (Yip, 1995)

b. *you henduo zhong aizheng cuenzai.*

have many kind cancer exist

(15) a. *Car should keep inside. (Yip & Matthews, 1995)

b. *che yingai fangzai limian.*

car should keep inside

According to Rutherford (1983), as the learners’ syntacticization process becomes more complex and mature, their interlanguage structures will approximate the target language structures to a greater degree. Sentences (16)-(21), as observed by Rutherford (1983), represent six different and successive stages in this syntacticization process:

(16) *Take good physical care of themselves is very important. (*Stage 1*)

- (17) *A lot of people, they know how to take good physical care by themselves. (*Stage 2*)
 (18) *There are a small amount of people get married in their teenage. (*Stage 3*)
 (19) *There are many elements to maintain a successful marriage. (*Stage 4*)
 (20) There are many problems that can make marriage successful. (*Stage 5*)
 (21) More people do physical exercises now than before. (*Stage 6*)

The above sentences are believed to exhibit an increased degree of syntacticization, demonstrating the learners' growing awareness of the indispensability for the subject to be a required syntactic constituent of an English sentence, thereby gradually assimilating the notion of subject of L2 English into the notion of topic of L1 Chinese. That is, these sentences exemplify how L2 learners may become increasingly aware of the necessity for "subject" to be an essential component in the L2. By the stage of sentence (21), in Rutherford's view, "interlanguage development has ... reached the point where topic and subject are no longer separate entities"⁴ (Jordens, 1995, p. 369)

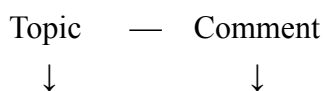
The first serious study on pseudo-passives was done by Schachter and Rutherford (1979). They found the following interference errors in the writing of the L1 Chinese learners who were taking English at the American Language Institute at the University of California.

- (22) *Chiang's food must make in the kitchen of the restaurant but Marty's food could make in his house.
 (23) *If I have finished these four jobs, I am confident that my company can list in the biggest 100 companies in the world.

Sentences such as (22) and (23) have been seen by most L2 teachers as malformed passives, hence "pseudo-passives," as they were taken as a "failed passive."⁵ Thus, (24) is interpreted as meaning (24a):

- (24) *New cars must keep inside.
 a. New cars could be kept outdoors. (cited in Yip, 1995)

However, as seen by Schachter and Rutherford, who interpret the sentence from a typological point of view, these sentences are examples of carryover of native language function-form characteristics rather than instances of malformed passives (Schachter and Rutherford, 1979). Such a function-form mappings in the interlanguage can be schematized as follows (Han, 2000, p. 84):



⁴ Some have questioned how the sentences (16)-(21) can reflect different or sequential stages of syntacticization (see Jordens, 1995; Tsimpli, 1996). Jordens (1995), for instance, argues that sentences (16) (17) and (21) are different type of sentences from sentences (18) (19) and (20). The former set may demonstrate a process starting from the L1-induced topic-comment structure, while the latter are concerned with the acquisition of CIL presentative sentences (Jordens, 1995).

⁵ Buntun (1989) labels the pseudo-passive as a 'failed passive.'

Therefore, the sentence can be considered a topic-comment structure with suppression of non-essential subject and omission of co-referential/pronominal topic, as illustrated in (25).

- (25) Chang's food [**he**] must make [**it**] in the kitchen of the restaurant but Marty's food [**he**] could make [**it**] in his house. (Schachter and Rutherford, 1979, p. 8)

The null subject, accordingly, is discourse-determined, whereas the null object is co-referential with the topic (Han, 2000; Schachter and Rutherford, 1979).

Yip (1995) takes up a similar view when she examines the problems of pseudo-passives from a typological perspective. She suggests that the CIL pseudo-passive is not created out of the process of passivization. Rather, it is topicalization that is involved in the Chinese learner's constructing a pseudo-passive (Yip, 1995).

Syntactic Movement Approach

Yip (1995) and Yip and Matthews (1995) examine pseudo-passives further from a syntactic point of view. They adopt a syntactic movement approach to analyzing the pseudo-passive. According to their interpretation, (26) is analyzed as (26a):

- (26) *Most of food which is served in this restaurant have cooked already.
 a. [_{Top} Most of food_i] which is served in this restaurant **pro** have cooked t_i already.
 (Yip, 1995, p. 113)

In Yip's analysis, the topic in the interlanguage has undergone the movement from the object to the topic position, thereby undergoing a topicalization process that is not unlike the topicalization that is involved in Chinese. Sentences (27) and (28) indicate that both languages have a topicalization process.

- (27) Neige ren_i, Zhangsan kanjian le t_i.
 that man Zhangsan see PFV

- (28) John_i, I like t_i.
 (cited in Yip, 1995, p. 112)

Thus, the movement analysis is justified in explaining how the pseudo-passive is created. For "if movement operates in both Chinese and English in the derivation of topic structures, it presumably also operates in the English interlanguage" (Yip, 1995, p. 113).

Accordingly, pseudo-passives are diagnosed as "transfer of topicalized structures with *pro*-drop in subject position" (Yip, 1995, p. 113). In this syntactic movement analysis, *pro* is interpreted as *one* or

people in that the pseudo-passives are considered generic statements in which the subject is missing (Yip & Matthews, 1995, p. 23). Therefore, the null subject is not seen as discourse-related, as was indicated by Schachter and Rutherford (1979). Instead, it is taken as a *pro*_{arb}, a null subject with arbitrary reference. Thus, the surface structure of the pseudo-passive is characterized as follows:

(28) [New cars]_i *pro*_{arb} must keep *t*_i inside.

And as suggested by Yip (1995), the learners' use of the pseudo-passive indicates that they may tend to use arbitrary *pro* in other contexts (p. 114).

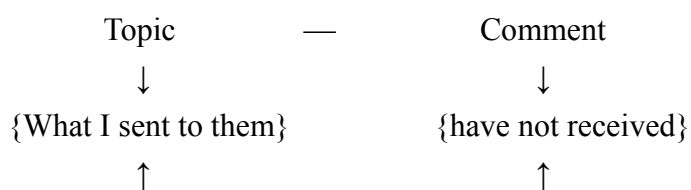
Discourse-Syntactic Approach

According to Han (2000), both the typological and syntactic approaches have failed to explain how context may affect L2 learners' use of English passives. Han (2000) proposes that a discourse-syntactic approach is necessary to address the issues left unexplored by the methodologies of the two previous approaches. Specifically, the following two issues need to be further investigated. First, it is necessary to decide if the suppressed subject is a non-referential generic NP or it is discourse-determined. If it is discourse-determined, how is it determined? And if it is a **pro**_{arb}, is it independent of the discourse? Second, there should be a clear, theorized explanation of the intended L2 structure from the interlanguage point of view.

In Han's (2000) view, as the pseudo-passives are interlanguage created in the learning context where the source language is principally discourse-oriented, many of the syntactic constraints, especially those related to NP-deletion, can be better understood in the context of a discourse. And it has been reiterated by Huang (1994, 1995) that the null subjects and null objects in Chinese are pragmatically, not grammatically, licensed and identified.

Accordingly, Han (2000) examined the instances of the pseudo-passive as they appeared in real-life contextualized spontaneous discourse in his primarily qualitative study. The "immediate linguistic context," which is a small stretch of text comprising one or more sentences on the same topic, was taken into account when the target structures were analyzed. The goal of such an undertaking, according to Han (2000), was to realize the nature of the suppressed subject and the intended L2 structure for the pseudo-passive in the interlanguage of the informants.

The pseudo-passive, as identified in Han's informants' data, is a "direct reflex of the L1 function and surface syntax which licenses discourse-related omission of subject and topic-related omission of the pronoun" (Han, 2000, p. 90), just as proposed by Schachter and Rutherford (1979) and Rutherford (1983). The diagram below illustrates the structure and function of such a sentence:



{wo jigei tamen de dong xi}	{hai mei shoudao}
<i>I send them poss thing</i>	<i>still not receive</i>
What I sent to them [?] have not received [it].	

(Han, 2000, p. 90)

Han's (2000) findings are unsupportive of Yip's (1995) and Yip and Matthews's (1995) argument that the null subject is a non-referential generic NP. Examined in the immediate context, only one out of 10 pseudo-passives whose null subjects can be seen as a "non-referential generic NP." (30) is such a sentence.

(30) After two months's study, I feel that the structural analyses of composite material (polymer (pure or fiber-reinforced)) is a very difficult and challenging field for computational mechanics worker. The correct modeling will be involved with anisotropic, finite strain plasticity and strain-rate and temperature effect. Furthermore, the material properties is coupled with processing. **Fanta's software can use to model processing procedure** properly for injection moulding components. (cited in Han, 2000, p. 89)

Even for (30), according to Han's analysis, the non-referentiality of the suppressed NP is discourse-determined. That is, it is the discourse that dictates whether a non-referential subject or a referential subject is required for the pseudo-passive.

In most of the cases in Han's study, a specific referential NP can be inferred from the context, as in sentence (31).

(31) They_j told me that the attractive offer will be sent to me a bit later since **what_i I sent to them_j they_j have not receive *pro_i***.

The sentences like (31) suggest that the null subject is bound by an antecedent in the discourse, which is a typical feature of discourse-oriented languages, according to Huang (1984).

Han's study from a discourse-syntactic perspective confirms that the reading of the null subject is based on co-referentiality in the discourse, just as suggested by previous research that null form in Chinese is discourse-determined and that the pseudo-passive is a direct transfer of an L1 topic-comment structure with null subject.

Han also identifies a sub-set of targetlike passives that are well-formed but seem odd in their context, such as (32):

(32) What I can do for you is to give you a list of professors or lecturers who are active in academic circles. You can contact them directly. **The list will be sent to you later** (next week or slightly later). (cited in Han, 2000, p. 94)

Two native judges express the similar judgment:

NS judge 1:

The use of the passive is inappropriate here, because it would be very marked. Even if somebody else sends the stuff, the speaker should have said something like a more personal version of the passive, such as “I’ll have the list sent to you....”

NS judge 2:

The passive seems gratuitous, presumably “I” who give and also “I” who send—so why not “I’ll send you the list later”?

(cited in Han, 2000, p. 94)

The type of targetlike passives, in Han’s words, are “reincarnated” from the pseudo-passives, and they reveal both the learners’ increased awareness of the L2 grammatical structure and the recalcitrance of L1 implicit influence on L2 acquisition.

Han’s study demonstrates the importance of contextualized data for a better understanding of the origin and the function of interlanguage features such as the pseudo-passives by L2 Chinese learners. It is based on such an understanding that the same approach will be adopted to investigate how Chinese adult learners progress from their L1-affected, malformed English passives to targetlike passives and even to real passives that are free from implicit influence of their native language, although such an ultimate attainment may not be reached by most EFL college learners.

THE STUDY

The Purpose

The study aimed to demonstrate how the development of CIL English passives by the Taiwanese EFL college learners was affected by the topicalization of L1 Chinese. In this primarily qualitative investigation, two EFL college learners were selected as the informants, each of whom were required to produce an approximately 5000-word corpus in the span of 6 months. The results were expected to validate the following assumptions:

1. The learner’s proficiency might play a part in the learners’ production of pseudo-passives and malformed passives. It is assumed that the learner with lower proficiency tended to create pseudo-passives and malformed passives more frequently than the learner with higher proficiency.
2. The learner who tended to produce ill-formed passives or pseudo-passives would demonstrate an inclination to produce other discourse-oriented structures such as topic-fronted sentences, pronoun omission structures, and presentational sentences.

3. The suppressed subject in the pseudo-passives was discourse-determined. It was mostly co-referential with other NPs in the discourse, not a null subject with arbitrary reference. Even the non-referentiality of the suppressed NP was determined by discourse. It was the discourse that dictated whether a non-referential subject or a referential subject was required for the pseudo-passive.
4. The EFL learner with advanced level of proficiency was able to produce well-formed English passives as a result of increased syntacticization in the acquisition process; however, the targetlike passives of the L2 learner might be distinct from real passives of English due to implicit influence from the discourse function of L1 Chinese.

The Subjects

The subjects were two English majors of Chinese Culture University. They were students of the present researcher in her sophomore composition class in 2007 school year. These two students, Lin and Cheng (pseudonyms) were differentiable in their general English proficiency and written English proficiency. Lin outperformed Cheng in both respects. The scores Lin and Cheng obtained from the proficiency test (see Appendix A for the test) were 56 and 42 respectively, and the average scores of their formal compositions were 68 and 61.

The Corpora

The corpora included the formal compositions and personal journals written by the two informants during the period between Oct. 2007 and Mar. 2008. During this six-month period, the subjects were required to write seven formal compositions and more than 2500 words of journals.

All the compositions were submitted through emails and graded on both the content and the form (see Appendix B for the criteria for the evaluation). As journal writing is a free form and the learners were told to focus on the content rather than the form, the journals were not corrected or graded and were only responded with the researcher's comments on the content. All the journals were submitted online as blogs on the English online forum, I Say/You Say Forum, created by the English Department of CCU. The URL of the forum is <http://isus.byethost2.com/xoops/modules/newbb/>.

Analysis of Corpora

The data were analyzed qualitatively as well as quantitatively. The CIL target structures were first identified and classified. The categories of the L2 structures identified included passives, pseudo passives, and other ill-formed passives. The structures scrutinized also included topic-fronted sentences, pro-drop sentences, as well as overgenerated and ungrammatical presentational sentences⁶.

⁶ Bardovi-Harlig (1990)'s classification of a variety of English syntactic structures that represent pragmatic functions will be taken into account for the identification of the CIL structures that realize pragmatic functions. The six categories are as follows:

[1] Preposed adverbial

The various types of the identified CIL target structures were then quantified and compared to see if the quantities and the patterns provided empirical support for the assumptions in the research questions. Most importantly, it was hoped that the data were able to show the development of not only the passivization of some CIL English sentences but also the syntacticization or de-topicalization of some L1-induced sentences produced by the learners as they moved along the interlanguage continuum.

RESULTS AND DISCUSSION

L2 Proficiency As a Decisive Factor

As table 1 show, the two subjects demonstrated marked difference in the quantity and quality of the CIL target structures they created. As expected, Lin, the more proficient learner, produced many more appropriate CIL structures in both formal writings (compositions) and informal writings (journals) than Cheng, the less proficient learner.

Table 1: Quantities of CIL Structures

CIL Structures Quantity	Appropriate structures in Compositions	Inappropriate structures in Compositions	Appropriate structures in Journals	Inappropriate structures in Journals
Lin	16	3	15	1
Cheng	11	22	6	18

-
- a. Just inside the door are the display cases and shelves for bread and pastries.
 - b. The display cases and shelves for breads and pastries are just inside the door.

[2] *There*-insertion

- a. There is a mouse in the cupboard.
- b. A mouse is in the cupboard.

[3] Passive

- a. The victim was shot by an unknown assailant.
- b. An unknown assailant shot the victim.

[4] Cleft

- a. What John lost was his keys.
- b. John lost his keys.

[5] Topicalization

- a. Speaking of Mary, she's been absent a lot lately.
- b. Mary has been absent a lot lately.

[6] Lexical choice

- a. John bought a book from Bill for five dollars.
- b. Bill sold a book to John for five dollars.

(from Bardovi-Harlig, 1990, p. 50)

Table 2: Quantities of CIL Passive Structures

Passive Structures Quantity	Appropriate Passives in Compositions	Inappropriate Passives in Compositions	Appropriate Passives in Journals	Inappropriate Passives in Journals	Total
Lin	9	1	11	1	22
Cheng	3	9	4	4	20

As to the passive structures, Lin also produced many more appropriate L2 passive structures in both formal writings and informal writings than Cheng (see table 2). Meanwhile, the latter produced more inappropriate L2 passive structures in both formal and informal writings than the former. For all the identified CIL structures of both the student writers, please see Appendix C.

As the data show, Lin's passive sentences were rather well formed. Among 22 passive structures she produced, only one was ill-formed, (33) **My mom has many her own recipes, and these dishes are accompanied with my growth*. The erroneous passivity of the sentence might be more with the lexical aspect than with the syntactic one. It seems that the writer knew the morphosyntactic change for the passive structure; however, she mistook the verb *accompany* as an intransitive verb. The other inappropriate passive sentence (34) **In the tradition, women were always considered to take care of their children and family* was correct in form, too. It was the meaning of the verb that was opaque. The results suggest that Lin is rather proficient in using the passive sentences in English. She produced few malformed passives and none pseudo-passive, and most of her passives were targetlike, if not nativelylike.

By contrast, among 20 passive sentences Cheng produced, only 7 were correct. And there were 12 malformed passives (see Appendix C), and one pseudo-passive (35).

(35) **All of these ingredients and tool can buy from supermarkets.* (Cheng)

The CIL passives identified in this study confirmed the first assumption that the learners' proficiency in English was a determining factor in their production of English passives.

Topic-Oriented Structures

Topicalization and *pro*-drop of sentence (35) indicates blatant cross-linguistic influence from the learner's L1 Chinese. Given the interconnection of linguistic and functional elements in a discourse, it was not surprising to find many other L1-dictated structures in Cheng's writings. The following are the categories of the L1-induced sentences found in the corpus of the writer. They included null subject sentences, serial verb structure, topic-fronted sentences, and CIL *there be* sentences. These types of CIL sentences manifest not only the sentence structures but also the discourse function of the learner's native language.

Null subject sentences

(36) *My dormitory must go in before twelve o' clock, so I just watch the firework in my dormitory.
(Cheng)

(36) is one example of *pro*-drop structure of non-passive sentences. Apparently, the *pro* in the subject position in the sentence is missing. The sentence is an obvious manifestation of direct transfer from L1 Chinese structure.

Serial verb structure

(37) *Rent a car must have passport, credit card and internation driver licence. (Cheng)

For (37), not only the subject is missing, the structure is serial verb-like. Serial verb structure is a general structure of Chinese (Li & Thompson, 1981). According to Rutherford (1983), sentences such as (37) represent the first stage of the syntacticization process of Chinese learners of L2 English. Apparently, the learners at this stage still cling to the L1 sentence structure for their production of L2 sentences.

Topic-fronted Sentences

The second stage of Rutherford's scheme is the topicalized structures. (38)-(41) occurred in Cheng's writings, and they all started with a topic, manifesting an obvious influence from the topicalization of L1 Chinese. This type of L2 structures was rarely seen in Lin's writings, indicating that Lin was at a more advanced stage in both the L2 syntacticization and de-topicalization process than Cheng.

(38) *In this Fireworks Festival, it had a lot of country to compete. (Cheng)

(39) *The first happy event, I meet my Year1 teacher and we talk with each other for a long time.
(Cheng)

(40) *From November 12 to November 21, it is my midterm exam time. (Cheng)

(41) *In your final exam will be very difficult. (Cheng)

CIL There be Sentences

As observed by Rutherford (1983) and Yip (1995), L2 Chinese learners tended to overgenerate L2

there be sentences, including both presentational and existential sentences. And the overuse or misuse of *there be* sentences by L2 Chinese learners were attributed to the influence of the discourse function and *you*-structure of the learners' L1 Chinese (see Chou, 2004, 2006; Rutherford, 1983; Yip, 1995).

Lin and Cheng displayed disparity in using *there be* sentences in terms of both quantity and quality. The differences in quantity are shown in table 3. Conceivably, their contrast in English proficiency should contribute to the differences, providing additional support for the first assumption.

Table 3: Number of *There be* sentences Created by Lin and Cheng

Quantity Subjects	Correct <i>there be</i> sentences	Incorrect <i>there be</i> sentences	Total
Lin	9	1	10
Cheng	9	17	25

Table 3 shows that Cheng produced many more *there be* sentences than Lin did. And a large number of Cheng's *there be* sentences were incorrect. By contrast, Lin used *there be* sentences more moderately and only one of her *there be* sentences was incorrect (see Appendix C for all the *there be* sentences created by the subjects). Apparently, Cheng suffered more from the overgeneration problem of *there be* sentences, which, as argued by Rutherford (1983) and Yip (1995), could be attributed to the learner's over-reliance on the Chinese *you*-structure for the production of *there be* sentences as well as the topicalization of the learner's L2 sentences.

Rutherford (1983) regarded the use of serial verb-like *there be* sentences as the third stage of the syntacticization process; learners at this stage are still at the mercy of the serial verb structure of their L1 Chinese.

(42) *I hope policemen can REALLY take the responsibility of protecting, or there will be more and more people like me lose faith in them. (Lin)

(43) *There were 17 students were absent. (Cheng)

(42) was the only incorrect *there be* sentence produced by Lin. Sentences such as (42) are created by L2 Chinese learners of English rather frequently. Yip (1995) contended that even proficient L2 Chinese learners couldn't be spared from errors of this kind.

Cheng tended to produce errors of a different sort. As the data show, Cheng produced many *there have* sentences (12 in total). Some examples are listed below.

(44) *I think there must have a lot of arguments and problems in this family. (Cheng)

(45) *And there don't have any special room. (Cheng)

(46) *Inside the Icehotel, there have some beautiful ice sculptures and ice art. (Cheng)

According to Yip (1995), structures with predicate *have* are characteristic of an earlier stage of development than CIL *there be* constructions. However, these structures are not unique to Chinese learners; they are produced by learners from different L1 backgrounds. Chou's (2006) study also showed that the lower the Chinese learners' English proficiency was, the more likely they employed *there have* in their L2 English output.

The above data validated the second assumption that the learner who produced pseudo-passives was likely to produce other discourse-oriented structures such as topic-fronted sentences, *pro* drop structures, and *there be* sentences. Cheng produced many discourse-oriented structures, which rarely occurred in Lin's writings.

Is the Pseudo-passive Discourse-determined?

Yip's study of CIL showed that, pseudo-passives such as (35) were the result of "transfer of topicalized structures with *pro*-drop in subject position" (1995, p. 113). The null subject *pro* in (35), according to Yip and Matthews (1995), is a non-referential generic NP, and it can be interpreted as *one* or *people*.

(35) *All of these ingredients and tool can buy from supermarkets. (Cheng)

[_{Top} All of these ingredients and tool] **pro** can buy from supermarkets.

On the other hand, Han (2000) argued that the reading of the null subject should be based on co-referentiality in the discourse. His study demonstrated that in most cases, a specific referential NP could be inferred from the context. The data available in this study also suggested such an interpretation of the missing *pro*.

The context which (35) is embedded in shows that the missing *pro* can be filled with *we*, acting as a coreferent of *we* in the previous sentence (see 47).

(47) And then, **we** prepare one fluted baking tin with greased. **All of these ingredients and tool can buy from supermarkets.** It's very convenient. (Cheng)

The contexts of other non-passive sentences (36) and (37) (see 48) also indicate that the suppressed subject in the CIL sentences are determined by discourse, supporting a discourse-syntactic approach to the interpretation of the null subject in L2 discourse.

(36) *My dormitory must go in before twelve o' clock, so **I** just watch the firework in my dormitory. (Cheng)

Apparently, in (36), the missing subject is **I**, which is co-referential with **I** in the subsequent context.

The *pro* that is dropped in (37) is also discourse-determined; it is *you*, as suggested by the context (see 48), rather than an arbitrary *pro*, such as *one* or *people*.

(48) For example: **Rent a car must have passport, credit card and internation driver licence**; If *you* want to order the special meal, *you* can phone to the airline or travel agent to order before 24 hours when *you* board in airplane... (Cheng)

(35), (36), and (37) demonstrate that the missing **pro** refers to a specific NP that functions as a co-referent to other NPs in the immediate context. However, the missing pronoun in CIL discourse can be an arbitrary one such as *people* or *one*, as in (6), a sentence produced by another student writer.

(6) *A good travel also ought to surf the Internet to get some information, like the famous sites, the maps, and the hotel.

[_{Top} a good travel], *one* ought to surf the Internet to get some information...

The data available in this study generally endorsed Han's observation that the missing pronouns in most CIL structures were discourse-determined. At first glance, the missing *pro* in the pseudo-passive (35) could be interpreted as a generic pronoun such as *one* or *people*; however, a closer investigation of the context revealed that it acted as a coreferent of the pronoun in the previous discourse. This finding was in line with Han's (2000) conclusion that the suppressed subject in the pseudo-passive created by L2 Chinese learner was mostly discourse-determined, confirming the third assumption of this study.

From Targetlike Passives to Real Passives

Han (2000) identified a subset of targetlike passives that are well-formed but unnatural, as judged by native speakers of English. Lin, the more proficient learner, was found to create this kind of targetlike passives. The finding provided convincing evidence to the fourth assumption. In the following examples, all the passive sentences are structurally correct; however, they seem unnecessary or odd.

(49) The worst result is that cheating becomes a habit for some students, and they can't get rid of it. If they become cheating addicts, their life will be totally ruined. **They might think everything in their life can be gotten by cheating.** However, people will find they have nothing in their brains some day. **And I think they will realize cheating can help their life do nothing when their life is destroyed.** (Lin)

(50) As a sophomore, I think I have less my own time; we have more homework for reading and writing. **This homework won't be finished soon**; we have to arrange it earlier. (Lin)

(51) I had dinner with Anny, Angela, Amanda, Chris, John, Eason and some of their freshman friends last Friday. **This kind of party should be held every semester.** (Lin)

All the passives in (49), (50), and (51) were formally correct; however, they seemed overused and unnatural. The corresponding active voice structure (52), (53) and (54) are not only more natural but also more direct and forceful.

(52) They might think they can get everything in life by cheating.

And I think they will realize cheating has destroyed their life.

(53) I won't finish this homework soon.

(54) We should hold this kind of party every semester.

As explicated by Han (2000), Chinese learners showed a tendency to make inanimate NPs the topic/subject of English passive sentences due to the interaction between the features and functions of L1 topic-comment structure and those of the English passive structure. Accordingly, the type of targetlike passives demonstrated the learner's increased awareness of the L2 target structures; they also revealed the persistent implicit influence of the discourse function of the learner's L1 Chinese. The above data confirmed the observation that the targetlike passives produced by the proficient Chinese learner might be distinct from real passives, providing support for the research claim in the fourth assumption.

CONCLUSION

This case study of Chinese learners' acquisition of English passives revealed the English passives Chinese learners produced in their L2 written discourse. The learners' L2 proficiency was a decisive factor for the type and appropriateness of the English passives they created. The learner with low proficiency tended to create malformed or pseudo-passives; by contrast, the learner with high proficiency were likely to produce well-formed and targetlike passives.

More significantly, the study provided convincing empirical evidence for an L1-influenced L2 acquisition process, manifesting the role the learner's L1 played in the L2 acquisition. Pseudo-passives, pronoun omissions, topic-oriented structures, and presentational sentences in the learner's corpus provided evidence for cross-linguistic influence from the L1 Chinese. Even the targetlike passives produced by the more proficient learner disclosed a legacy of the L1. The targetlike passives in the learner's corpus might be attributed to the interaction between English passives and topicalization of the L1 Chinese.

The path from pseudo-passives to targetlike passives and to real passives demonstrated an L2 acquisition process that was more than a process of syntacticization; it also involved a process of de-topicalization. In the case of pseudo-passives produced by the Chinese learner, the subject was suppressed, and the L2 sentence (35) reflected a common Chinese sentence structure that was headed by a topic and where the subject was dropped. The targetlike passive might be a "reincarnation" of the pseudo-passive out of increased syntacticization of the L2 sentence, revealing a tenacious influence from the discourse orientation of the L1 Chinese.

The investigation of a stretch of discourse was even more significant in that it demonstrated that L1 transfer in L2 acquisition is not confined to a single isolated structure. It involves a carryover of clusters of interrelated structures as well as functional elements of a discourse.

The study, however, was limited in the number of cases. It is hard to generalize the performances of

two learners to other L2 Chinese learners of English. Also, due to the short time span, the developmental pattern of the learners' acquisition process wasn't born out. A study involving more cases and spanning a longer period of time is necessary to realize the process of Chinese L2 learners' acquisition of English passives.

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Appendix A

Proficiency Test

The proficiency test is a simulated GEPT Test adopted from *Master GEPT Tests: High Intermediate* (Shakespeare, 2003)

Part I. Sentence Completion

本部份共 15 題，每題含一個空格。請就試題中的 A, B, C, D 四個選項中選出最適合題意的字或詞，標示在答案紙上。

- ___ 1. The sentinel saw the enemy___.
(A) imminent (B) forthcoming (C) approaching (D) approached
- ___ 2. A dollar saved is a dollar___.
(A) earned (B) paid (C) have gotten (D) warranted
- ___ 3. A needle ___ in a haystack is very hard to find.
(A) unknown (B) secretive (C) mysterious (D) hidden
- ___ 4. Many ___ has tried that before.
(A) people (B) a people (C) men (D) a man
- ___ 5. He looks as if he ___ the oldest man alive.
(A) is (B) were (C) be (D) was
- ___ 6. You ___ fear any danger because I am by your side.
(A) need to (B) need not (C) needlessly (D) need
- ___ 7. Those who distrust others are likely to ___ themselves.
(A) distrusted (B) have distrusted (C) be distrusted (D) will distrust
- ___ 8. I didn't recognize her because she was ___ evening gown.
(A) dressing (B) dressed in (C) dressed in an (D) dressed
- ___ 9. ___ did he know that we were watching his every move.
(A) little (B) a few (C) few (D) a little
- ___ 10. He is never interested in what anyone else___.
(A) has to say (B) have to say (C) will say (D) must say
- ___ 11. The motorbike was equipped with a fuel tank which has a ___ of 50 c.c.
(A) capacity (B) volume (C) ability (D) size
- ___ 12. According to the latest available information, the flight will be delayed for ___ 45 minutes.
(A) other (B) others (C) the other (D) another
- ___ 13. Parents should ___ in their children a desire to learn.
(A) cultivate (B) plant (C) plow (D) sow
- ___ 14. I am ___ him for his valuable financial assistance.
(A) in debt (B) indebted to (C) owing (D) owing to
- ___ 15. The only ___ for membership is a driver's license.
(A) precedent (B) priority (C) conditionality (D) prerequisite

Part II: Cloze

本部份共 10 題，包括二個段落，每個段落各含五個空格。請就試題中的 A, B, C, D 四個選項中選出最適合題意的答案，標示在答案紙上。

A. A good balanced diet ___ 16 ___ of the five major food groups. No single food can provide all the essential nutrients needed for good health and ___ 17 ___. The five major food groups are: Bread and Cereal, Fruit, Vegetables, Meat and Meat Alternatives, and the Milk Group. These food groups are ___ 18 ___ three other groups: Eat Most, Eat Moderately, and Eat Least. The Eat Most food group includes such foods as whole grain cereals, bread, pasta, rice, vegetables, and fruit. The Eat Moderately food group includes such foods as milk, cheese, yogurt, lean meat, poultry, fish, nuts, eggs, and pulses (___ 19 ___ soy beans). The Eat Least food group includes foods like butter, margarine, oils, and sugar. Also, to ___ 20 ___ for the fluid lost through perspiration, expiration, urine, and feces we should drink two to three liters of water per day. These ideas may ___ 21 ___ better health if ___ 22 ___ practice.

- ___ 16. (A) consists (B) comprises (C) constitutes (D) composes
- ___ 17. (A) prosperity (B) well-being (C) potency (D) gallantry

- ___ 18. (A) broke (B) broke to (C) broken up into (D) broken into
 ___ 19. (A) eg (B) ig (C) e.g. (D) e.x.
 ___ 20. (A) compensate (B) get even (C) redress (D) come up
 ___ 21. (A) donate (B) be induced (C) add up to (D) contribute to
 ___ 22. (A) placed in (B) invested in (C) put into (D) devoted to

B. What is truth? There are various theories about the correct answer. One explanation is the Correspondence Theory of Truth. This theorem 23 the idea that the only real truth has 24 evidence 25, as in the case of a witness to a crime. That person is the only one, 26 the direct people involved, who knows what happened. Together, their testimonies present the truth. Yet, according to one theory, nothing is truth. The basic idea of this theory is that we cannot know anything 27 certainty. The followers of this theorem are usually called "skeptics." Another explanation for truth is related to Sense Perception. 28, sense Perception is subjective and relative; 29 it is not a concrete form of knowledge. There is still one more way to determine truth: mathematics. For example, if I ask you to add 2 and 3, the only true answer you can give me will be 5. Many people consider math to be a 30 truth.

- ___ 23. (A) puts across (B) puts down (C) puts forth (D) puts up
 ___ 24. (A) touchable (B) profuse (C) generous (D) tangible
 ___ 25. (A) back up (B) to back it up (C) as backup (D) backed up
 ___ 26. (A) in addition (B) rather than (C) other than (D) as well as
 ___ 27. (A) with (B) for (C) in (D) to
 ___ 28. (A) Thus (B) However (C) Nevertheless (D) Hence
 ___ 29. (A) yet (B) because (C) despite (D) therefore
 ___ 30. (A) absolute (B) self-evident (C) refutable (D) universal

Part III: Reading

本部份共 15 題，包括數段短文，每段短文後有 2-5 個相關問題，請就試題中的 A, B, C, D 四個選項中選出最適合者，標示在答案紙上。

A. Chinese snacks, or what the Cantonese call *dim sum*, are inextricably linked to the Chinese tradition on of drinking tea. Framers, exhausted after long hours of working in the fields, would head home or to local teahouses for an afternoon of fine tea and small talk. Merchants journeying from province to province and along the famous Silk Road needed a place to rest, so teahouses began springing up along the roadside as well. As the fact that tea helps in digestion and cleanses the palate became known, teahouse proprietors began adding a variety of snacks, and the tradition of *dim sum* was born. Still, it took centuries for these snacks to develop into the fine delicacies to which we have become accustomed today. *Dim sum* is now served throughout China, from the varied *jiaozis* of Beijing and spicy wontons of Szechwan to the sweetmeat of Shanghai and the tender fish balls of Fujian. But many believe that the best *dim sum* can be found in Canton, with its wide assortment of sweet and savory dishes ranging from meatballs to sweet cakes. However, some of best *dim sum* chefs of today are not in Canton or Hong Kong, where restaurants begin serving *dim sum* at the crack of dawn and continue through to sunset. Many of these culinary masters have found new followings in Tokyo and Paris, where they are being paid better.

- ___ 31. According to the article, where are some of the best *dim sum* chefs?
 (A) Only in Hong Kong. (B) Only in Canton. (C) Only in Tokyo. (D) In Paris and Tokyo.
 ___ 32. Which is named as *dim sum* particular to Fujian?
 (A) Meatballs. (B) Sweetmeat. (C) Fish balls. (D) Cakes.
 ___ 33. According to the article, why were snacks provided in teahouses?
 (A) The farmers who patronized the teahouses were very hungry. (B) Tea aided the digestion of the snacks. (C) The merchants needed a place to rest. (D) The snacks aided the flow of conversation.
 ___ 34. If you were to order a *dim sum* dish, which would NOT be an option?
 (A) Sweet cakes. (B) Wontons. (C) Shanghai pastry. (D) Tea.
 ___ 35. Which would be a good title for this passage?
 (A) "Dim Sum in China" (B) "Tea and the Silk Road"
 (C) "The Tradition of Tea in China" (D) "Dim Sum Chefs"

B. Most people dream of owning a large and successful corporation. To realize this dream, certain steps must be taken. When one decides to start a business, he must ask himself three basic economic questions: One, what to produce; Two, how to produce it, and three for whom to produce? He must have each question fully answered before venturing into the world of business. It is vitally important for one to fully understand every aspect of the product he plans to market. Knowledge is the key to success. After one has successfully answered the three basic economic questions, one must formulate a business plan. There are several steps to finalizing a business plan, and each is equally important and should not be overlooked. First, one must decide whom the produce will be sold to, because if the product that is going to be sold is used by only a small percentage of people, it may not be worth the effort. One must also find a manufacturer who will produce quality products, and raise funds to finance the new business.

- ___ 36. Which would be a good title for this passage?
 (A) "The Pitfalls of Commerce" (B) "Starting Your Own Business"
 (C) "The key to Success" (D) "Financial Dreams"
- ___ 37. According to the passage, if you were formulating a business plan, which of the following should you be considering?
 (A) Who to employ. (B) To whom the produce will be sold.
 (C) Looking for a good lawyer. (D) Finding a good bank.
- ___ 38. What does the author advise those would-be entrepreneurs to do?
 (A) To plan each step carefully. (B) To follow their dreams. (C)
 To sell products that are popular only. (D) To take a course on economics.
- ___ 39. Which is more important?
 (A) Finding a reliable maker. (B) Deciding what to sell.
 (C) Obtaining financial support. (D) All three are equally important.
- ___ 40. According to the passage, which of the following is correct?
 (A) It is important to understand your own product. (B) Vitality is the key to success.
 (C) It is not hard to venture into the business world. (D) None of the above.

C. Morals are defined as the right conduct duties of a man. But are there any universal moral values? Moral relatives may deny or be in favor of the existence of universal values. One instance that can help to explain this concept is the Nuremberg trials of 1946, in which several top Nazi officials were tried for "crimes they committed against humanity." These officials did not plead guilty. Their defense was that they were simply following the orders and the laws presented by State. Do you believe that is a suitable reason for their actions? If so, you believe that universal moral values do not exist; that each country or group of people have separate rights and wrongs associated with their culture. One the other hand, if you feel that the Allied Powers were correct in putting these officers on trial, then you believe that there are basic moral values that should be obeyed. That is, you believe in a Universal Justice, or Cicero's Natural Law Doctrine.

- ___ 41. Who would be more interested in this information?
 (A) Philosophy students. (B) Historians. (C) Psychologists. (D) Lawyers.
- ___ 42. According to the passage, what are morals?
 (A) The beliefs in universal value. (B) The beliefs of relativists.
 (C) The crimes against humanity. (D) The standards of behavior.
- ___ 43. What is the meaning of "relativists" in this passage?
 (A) A physicist specializing in Einstein's Theory of Relativity. (B)
 A proponent of the philosophical theory that conceptions of truth and moral values are not absolute.
 (C) A person that obeys universal moral value.
 (D) A theologian that believes in original sin.
- ___ 44. According to the passage, which of the following observations is true?
 (A) Not everyone believe in Cicero's Natural Law Doctrine.
 (B) All relativists believe in correct human conduct.
 (C) Universal laws exit only when compared with the facts related by an eye witness.
 (D) The actions of Nazi officers were excused.
- ___ 45. If you believe in Natural Law Doctrine, in which would you also believe?
 (A) The Nazi officers tried in Nuremberg were innocent.
 (B) Moral relativists are wrong.
 (C) Only the natural laws of the universe are true.
 (D) There are basic moral values that should be obeyed.

D. The Chinese consider calligraphy an active way of keeping one fit and healthy, because it involves the exercise of not only the hand but the entire body and the mind. It can also be relaxing and self-entertaining. Calligraphy is so abstract and sublime that in Chinese culture one's penmanship in regarded as his most revealing trait. To become an artist or expert in calligraphy, one has practice word by word and stroke by stroke until the action is as natural to the body as breathing is. In Chinese calligraphy, diffusing inkblots and dry brush strokes are viewed as natural forms of impromptu expression. In Western calligraphy, however, uniformity and consistency in styles is regarded highly. In Chinese, calligraphy a variety of strokes style can be used to express the meanings of individual words or the content of a certain passage. At times, the Chinese calligraphy may choose to use other writing utensils than the brush. Shells, twigs and even the fingernail have been used in place of the brush.

- ___ 46. Why does the author say calligraphy is beneficial to one's health?
 (A) Because it reveals a person's traits. (B) Because it requires coordination of both the mind and the body.
 (C) Because you can use different brushstrokes and styles. (D) Because you can use your fingernail.

- ___ 47. Who would probably be most interested in this article?
 (A) A bodybuilder. (B) An autistic child. (C) An artist. (D) A brush maker.
- ___ 48. How is Western calligraphy different from Chinese calligraphy?
 (A) The Western calligrapher uses bird feathers. (B) The Western calligraphy seeks uniformity.
 (C) The Western calligraphy uses only his hands. (D) The Western calligraphy does not use a brush.
- ___ 49. What would be considered inappropriate in Chinese calligraphy?
 (A) An ink bolt. (B) Dry brush strokes. (C) The use of one's elbow. (D) Lack of brush control.
- ___ 50. What does "diffusing" mean in this passage?
 (A) Confusing. (B) Wordy and verbose. (C) Spreading out. (D) Circulating or moving.

Appendix B

Seven of Lin's and Cheng's compositions were included for analysis. The rhetorical patterns of these compositions are *narration, description, illustration, comparison and contrast, classification, process*, as well as *cause and effect*.

Lin's and Cheng's compositions were evaluated according to the following profile.

Evaluation Profile for Compositions

Directions: Add the two grades from each of the two sections below and multiply this "raw score" by 4 to obtain the composition score. (Maximum: 100)

Section I	Organization and Content
15	● An interesting and substantial controlling idea
14	● A fairly clear sense of organization (introduction, good development, and conclusion)
13	● Good details and/or examples
12	● Adequate (but not extensive or thorough) development of relatively interesting and complex ideas
11	● Marginal clarity and coherence; insufficient details
10	● Weak development of routine thought
9	● Topic not narrowed sufficiently; occasional digressions
8	● Lack of concreteness and specificity; few details
7	● Little sense of organization beyond sentence level
6	● Much irrelevant material
5	
4	
3	● No apparent organization
2	● Not stick to the topic
1	● A jumble of confusing ideas
0	● Totally off-the-mark; inappropriate response to the topic
Section II	Grammar, Vocabulary, and Mechanics
10	● Excellent, near-native command of English structure, except minor lapses
9	● Evidence of idiomatic control
	● Good punctuation
8	● At least three-fourths of the sentences grammatically acceptable
7	● Moderately complex sentence structure and diction
	● Evidence of fluency; occasional errors
	● Very few misspelled words; few punctuation errors
6	● Frequent grammatical errors

5	<ul style="list-style-type: none"> ● Vocabulary limited to common words ● Several spelling and punctuation errors
4	<ul style="list-style-type: none"> ● Sentence fragments and basic vocabulary
3	<ul style="list-style-type: none"> ● Frequent spelling errors
2	<ul style="list-style-type: none"> ● Poor punctuation
-1	<ul style="list-style-type: none"> ● Two verbs or no verb in one sentence; comma splices

Appendix C

Categorization of target CIL sentences in Lin's and Cheng's Writings

No	Appropriate sentences in Lin's compositions	Categories
	When we arrived the seaside, there were already lots of people, (N)	There be —
2	I like this trip, and I think I will try to dive because I think there will be much more beautiful on the deeper sea. (N)	There be —
3	We think that we can rely on policemen to defend us from being hurt by some bad guy, to catch the thieves and robbers or to help us when we are in need. (I)	Passive
4	They just went around my home, took some pictures and took away a plastic bottle which had been left by the thief. (I)	Passive
5	This time, I was really disappointed about them.(I)	Participial adj
6	All of us grow up at home, and we are accustomed to it. (CC)	Participial adj
7	However, there are really big differences between living at home and living out of home. (CC)	There be —
8	Unlike living at home, there are a lot of troubles when we live out of home. (CC)	There be —
9	Generally speaking, my friends can be classified into three types by hoe they affect me. (Class)	Passive
10	His appearance is always accompanied with laughing.	Passive
11	Curry is one of my favorite foods, and there are many kinds of curry.	There be —
12	... it cause that hard-working student might be failed because they don't want to cheat. (Cause)	Passive
13	If they becomes cheating addictor, their life will be totally ruined. (Cause)	Passive
14	They might think everything in their life can be gotten by cheating. (Cause)	Passive
15	And I think they will realize cheating can help their life do nothing when their life is destroyed. (Cause)	Passive
16	I think every one is born to be equal, (Cause)	Passive
	Appropriate sentences in Lin's journals	
1	My mom had told me to wear raincoat or the umbrella would be broken by the fierce winds, but I didn't follow what she said because I thought it was freak, I still took my umbrella and went out.	Passive
2	Luckily, the signboard wasn't made of Acrylics, or it might bring about injuries.	Passive
3	I won't do anything to harm her/him or wait and see that she/he is teased.	Passive
4	After she met Tom Lefroy, her world was totally changed.	Passive
5	But soon, she was attracted by his erudition and talents and they fell in love with each other.	Passive
6	Therefore, in the end, she was still defeated by her fate and reason.	Passive
7	However, as the time goes by, more and more females have extraordinary achievements in many areas, such as the role which is acted by Meryl Streep in the movie.	Passive

8	Besides, I don't think women should be bounded by their children and family, they have right to choose freedom in their life.	Passive
9	If there wasn't the experience, I wouldn't know that being a adult is such a hard thing and how important family is.	There be —
10	There was only loneliness that I had to overcome.	There be —
11	Because when I'm in bad mood, there's always a person who can talk with me and give me some advices; when I'm happy, I can share with them.	There be —
12	This homework won't be finished soon; we have to arrange it earlier.	Passive
13	This kind of party should be held every semester;	Passive
14	The game was suggested by Chris.	Passive
15	When we arrived the restaurant, there were a lot of people.	There be —
	Inappropriate sentences in Lin's compositions	
1	While I went into the sea, I really really astonished, I was never close with fishes, and the view was so breath-taking. (N)	Participial adj
2	I hope policemen can REALLY take the responsibility of protecting, or there will be more and more people like me lose faith in them. (I)	There be —
3	My mom has many her own recipes, and these dishes are accompanied with my growth.	Malformed passive
	Inappropriate sentences in Lin's compositions	
1	In the tradition, women were always considered to take care of their children and family.	Unclear meaning
	Appropriate sentences in Cheng's compositions	
1	In my country, Macau, there is an annual Fireworks Festival in September to October. (N)	There be —
2	When we had arrived, there were already a lot of people in the seaside waiting for fireworks.(N)	There be —
3	The colorful beams broke the darkness and there were different patterns hanging in the sky. (N)	There be —
4	There are only males and females in this world. (I)	There be —
5	But, there is a lot of ridiculous dating in nowadays society.(I)	There be —
6	There are no guarantees, because people do not always tell the truth about themselves. (I)	There be —
7	There is a risk to meet strangers anytime.(I)	There be —
8	Finally, I think these ridiculous dating will make us feeling embarrassed, shy. (I)	Participial adj
9	And we also can learn a lot of knowledge and these cannot be acquired from books.(Class)	Passive
10	Not only it is free by traveling alone, but also it is not limited by group activity.(Class)	Passive
11	When the music is finished, I must choose the other music. (Class)	Passive
	Appropriate sentences in Cheng's journals	
1	They are very excited for this.	Participial adj
2	It is bad luck, because the travel agent was closed at two o'clock on Saturday and Sunday.	Passive
3	There are New Year time and summer vacation.	There be —
4	And the professor sent the signature chart to sign our name. After we signed our name, it was returned to the professor.	Passive
5	The hotel is made entirely out of ice,	Passive
6	you are wrapped in a sleeping bag and reindeer skins.	Passive
7	There were a lot of person.	There be —
	Inappropriate sentences in Cheng's compositions	
1	In this Fireworks Festival, it had a lot of country to compete. (N)	Topic-fronted
2	My dormitory must go in before twelve o' clock, so I just watch the firework in my dormitory. (N)	Null subject

3	When I lived with my family, everything was my parents to handle for me. (Exp)	Malformed passive
4	Would you like to marry a person who never seen before? (I)	Malformed Passive
5	I think there must have a lot of arguments and problems in this family. (I)	There be —
6	At the end, they give the names of liked best to an employee. (I)	Malformed passive
7	there have a long-distance between their hometown and college. (CC)	There be —
8	Although Ta Ya Buliding and Ta Chih Buliding are girl's dormitories also, there have a lot of different between them; (CC)	There be —
9	There have eleventh floor and we can use lift to go up and down easily. (CC)	There be —
10	There also have some special rooms.	There be —
11	In sixth floor, there has a kitchen which has some pans and one microwave; we can cook everything we want.(CC)	There be —
12	Near the letter box, there has an opinion box that you can give some suggestion into the box. (CC)	There be —
13	There have seventh floor but we don't have any lift; we just walk the stairs to go up or down; (CC)	There be —
14	it's really tired. (CC)	Participial adj
15	And there don't have any special room. (CC)	There be —
16	There only has one notice in the dormitory; (CC)	There be —
17	Full-pension also calls group tour. (Class)	Malformed passive
18	Half-pension also calls foreign independent tour.(Class)	Malformed passive
19	Backpack tour also calls foreign independent tour.(Class)	Malformed passive
20	All of these ingredients and tool can buy from supermarkets. (P)	Pseudo-passive
21	It's finish to make a cake. (P)	Malformed passive
22	I am worry that I waste the time a lot because time is never return. (Cause)	Participial adj Malformed passive
Inappropriate sentences in Cheng's journals		
1	If you born in summer (winter), you like summer (winter).	Malformed passive
2	The first happy event, I meet my Year1 teacher and we talk with each other for a long time.	Topic-fronted
3	The second happy event, I must congratulate my two lovely friends (Rosalie and Tracy) on pass by the driver test.	Topic-fronted
4	The last happy event is my boyfriend to get the good job by himself.	Topic-fronted
5	Rent a car must have passport, credit card and internation driver licence;	Null subject
6	If the airline were delayed flight two hours to four hours, you could required the airline to give you a beverage and meal vouchers;	Malformed passive
7	From November 12 to November 21, it is my midterm exam time.	Topic-fronted
8	On November 19, It's my 20 years old birthday.	Topic-fronted
9	The signature chart was signed all the students name almostly	Malformed passive
10	There were 17 students were absent.	There be —
11	In your final exam will be very difficult.	Topic-fronted
12	There are heave wind, so I can't stand steady.	There be —
13	Raining all the time, and there will be rains dogs and cats	There be —

14	There were so many many people on weekends that I couldn't walk comfortable and out of obstruction.	There be —
15	He said that my grandfather felt uncomfortable that was been sending to the hospital.	Malformed Passive
16	Inside the Icehotel, there have some beautiful ice sculptures and ice art.	There be —
17	And there have a ice bar and you can drink some cocktails.	There be —
18	He felt very sad and bother about it.	Participial adj

The above sentences are presented in a chronological sequence as they were created by the two writers. The letters in the parentheses represent the rhetorical mode of the compositions (N: Narration, E: Expository, I: Illustration, CC: Comparison and Contrast, Class: Classification, P: Process, Cause: Cause and Effect).