

An Analysis of the Errors in the Acquisition of Chinese Passive Sentences: A case for Native Japanese learners

Lijin Wang (KRE university)

This poster presents an analysis of the errors in the acquisition of Chinese passive sentences by Japanese learners. We followed the theory of inter-language theory in Second Language Acquisition, and we conducted a preliminary investigation among Japanese students with primary Chinese proficiency in the School of International Exchange of Sun Yat-sen University in the form of translation questionnaires. We found that the Chinese passive sentences generated by Japanese students at the primary stage displayed interference from their mother tongue. We analysed it from three major aspects.

Firstly, we discuss the interference of predicate verbs.

- (1) (Chinese)
*zai dian ti li, wo bei na ge ren dui wo xiao le.
(*在电梯里我被那个人对我笑了。)
(literal translation:*I am smiled at by a person in the lift.)
Cf: (Japanese) エレベーターの中で、あの人が笑いかけられた。
- (2) (Chinese)
*wo bei huazi ku le yi ge xiao shi.
(*我被花子哭了一个小时。)
(literal translation:* I have been cried by Huazi for a hour.)
Cf: (Japanese) 僕は花子に一時間も泣かれた。

Through the analysis with more examples, it can be seen that the systematic feature of intransitive verbs as predicates in Japanese passive sentences causes the non-targetlike use of the Chinese passive expression.

Secondly, we discuss the interference in expressing perspectives.

- (3) (Chinese)
*wo bei tai lang xie le yi pian hao lun wen.
(*我被太郎写了一篇好论文。)
(literal translation:*I am written a good paper by Taro.)
Cf: (Japanese) 僕は太郎にいい論文を書かれた。

Through the analysis with more examples, it can be said that the presentation perspective is a key factor, which reflects the difference in the perceptual salience of personal pronouns in Japanese and Chinese. It can be seen that Japanese students are seriously confused by the unique cognitive saliency sequence of their mother tongue in the primary stage of Chinese learning. The material that belongs to the beginners expresses Chinese from the perspective of contradicting cognitive stereotypes, and creates passive sentences that do not conform to Chinese expression habits.

Thirdly, we discuss the interference of what we term as semantic colour.

- (4) (Chinese)

*wo bei peng you song le yi fen sheng ri li wu.

(*我被朋友送了一份生日礼物。)

(literal translation:*I am sent a birthday gift by a friend.)

Cf: (Japanese) 誕生日に友たちから誕生日のプレゼントを送られました。

When the verb is a trivalent, expressing the meaning of giving, gifting, conferring, and so on, the sentence pattern mandatorily requires the co-occurrence of three participants: the one who gives, what is given, and the one who gets it. This type of sentence pattern diverges, and in Japanese, it's common to express in passive voice. This reflects the difference in what we term as semantic color between Chinese and Japanese passive sentences.

From the perspective of comparative grade theory, these three aspects reflect different levels of acquisition difficulty, namely, level 4, level 5, level 3, respectively, and this analysis can help us improve the pertinence and effectiveness of Chinese teaching and learning as a second language.

Bibliography:

Rod Ellis. *Understanding Second Language Acquisition*. M. Shanghai foreign language education press, 1985

R Ellis. *The study of second language acquisition*. books.google.com, 1994

S Krashen. *Second Language Learning*. Academia.edu, 1981

M Saville-Troike, K Barto. *Introducing second language acquisition*. books.google.com, 2016

鈴木孝夫(Suzuki takao). *言葉と文化.(language and culture)*. 岩波書店 (iwanamisyoten)

周小兵(Zhou xiaobing). *外国人学汉语语法偏误研究(Research on Chinese errors of foreign learners)*. Beijing language and culture university press, 2007