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교육학석사학위논문

Effects of Instruction on the Learning of the
English Transitive Resultative Construction
by Korean Secondary School Students

한국 중등학생들의 영어 타동 결과구문 학습에
교수가 미치는 영향

2012년 8월

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외국어교육과 영어전공

성 민 창

Effects of Instruction on the Learning of the
English Transitive Resultative Construction
by Korean Secondary School Students

by
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ABSTRACT

This study explored effects of instruction on the learning of the English transitive resultative argument (VOR) construction. Based on the theoretical framework in Goldberg's (1995) construction grammar, the VOR construction is an association of syntactic and semantic properties that determines the overall form (Subj-V-Obj-Xcomp) and meaning (X causes Y to become Z) of a sentence independently of the lexical items representing it.

With regard to the VOR construction, two types of form-focused instruction were devised and used with 93 Korean secondary school students. One represented a teaching method commonly adopted in Korean English classes—namely, a verb-centered (VC) instruction—whereas the other was developed on the theoretical and empirical ground of construction grammar—namely, a construction-grammar-based (CG) instruction. The students' use of the VOR construction as well as three other constructions was examined using four tasks on both a pre- and posttest.

The results provided significant findings related to learning English argument structure constructions. First, the VOR construction can be learned through instructional treatment. The students' use of the VOR construction increased in every task of the posttest, although some difficulties were

observed with the constructional resultative (Goldberg & Jackendoff, 2004). Second, the CG instruction was found to be more effective for learning the VOR construction than the VC instruction. Third, it was empirically proved that the English argument structure constructions frame a hierarchy system in which they transmit formal and functional information through the links with one another. With regard to these findings, the study concluded with some pedagogical implications and suggestions for future studies.

Key words: Construction grammar, The English argument structure constructions, The English transitive resultative construction, Form-focused instruction

Student Number: 2009-21460

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CHAPTER 1.

INTRODUCTION

This study aims to explore effects of instruction on the learning of the English transitive resultative argument construction. This chapter introduces the present study with its necessity and theoretical framework. The first section discusses the problem and purpose of the study. The second section presents the research questions with a summary of the experimental design. The last section outlines the organization of the thesis.

1.1. Statement of the Problem and Purposes of the Study

In the foreign language learning context, L2 learners' exposure to the target language is inevitably limited to only a few circumstances. In this context, L2 learners fail to secure a sufficient amount of target language input, which has been evaluated as a key premise for successful L2 learning (Krashen, 1985). In an attempt to increase the target language input, various educational policies and pedagogical programs have been implemented. However, Yang (2008, 2010) proposed an alternative perspective on the

input issue, emphasizing the correct understanding of the target language grammar as “organizational foundations of foreign language teaching” (2010, p. 81). He further addresses that foreign language learning and teaching should be coordinated based on the language system to promote an overall improvement of foreign language pedagogy. In this respect, Yang introduced Goldberg’s (1995) construction grammar as of worth in foreign language pedagogy.

Goldberg (1995) defined a language as a set of constructions—namely, learned pairings of *form* and *meaning*. In this monograph, Goldberg demonstrated that the English argument structure constructions (EASCs) represent the overall form and meaning of English sentences “independently of the particular lexical items which instantiate them” (p 224). EASCs’ independent status in building English sentences is illustrated in the following sentences.

- (1) Pat *threw* the hammer.
- (2) Lyn *threw* the box open.
- (3) Chris *threw* Linda the pencil.
- (4) John *threw* the key onto the roof.

(from Valenzuela & Rojo, 2008, p. 202)

Although the four sentences contain the same verb (i.e., *threw*), their overall forms and meanings are clearly distinguishable from one another. These syntactic and semantic differences across the sentences are attributed to their different EASCs. According to Goldberg’s categorization, each of the sentences is matched with an EASC (see Table 1.1).

Table 1.1
Forms and Meanings of Major EASCs

Constructions	Meaning	Form
Transitive	X acts on Y	Subj V Obj
Resultative	X causes Y to become Z	Subj V Obj XCOMP
Ditransitive	X causes Y to receive Z	Subj V Obj Obj2
Caused-motion	X causes Y to move Z	Subj V Obj Obl

(adapted from Bencini & Godberg, 2000, p. 642)

Regarding the ultimate objective of foreign language education as enabling learners to express *meaning* through L2 sentences, Goldberg’s framework presents many pedagogical implications. Indeed, in recent years, it has drawn interests from many researchers in the field of second/foreign language learning (Chang & Maia, 2001; Ellis & Ferreira-Junior, 2009; Gries & Wulff, 2005; Holme, 2010; Kim, 2012; Lee & Kim, 2011; Liang, 2002; Shin, 2009, 2010; Valenzuela & Rojo, 2008; Yang, 2010; Year &

Gordon, 2009). However, only a few studies have implemented possible instructions to help students learn the EASCs.

Meanwhile, Matsumoto (2008) proposed that a coherent interaction between linguistic findings and pedagogical practice can guarantee more effective and accurate language learning. In this regard, the present study aims to suggest a possible pedagogical application of construction grammar to English-as-a-foreign-language (EFL) classes in Korean secondary school. The target form is the English transitive resultative construction (henceforth, the VOR construction), which has been described as the most challenging construction for L2 learners (Lee & Kim, 2011; Martínez Vázquez, 2004; Shin, 2010).

Based on the empirical findings in the previous research and the results from the pre-research investigation of English learning materials such as English textbooks and English teacher's guidebooks, two types of instruction were devised for two groups of Korean secondary school students. One group was provided with *verb-centered instruction*, where the VOR construction was interpreted as a product of verb categorizations. This type of instruction did not assign an independent semantic role to the VOR construction. The investigation of English learning materials revealed that the verb-centered instruction was the most prevailing approach to the VOR

construction.

The other type of instruction, *construction-grammar-based instruction*, presents the VOR construction as a pairing of unique form and meaning. This type of instruction did not rely on the syntactic and semantic information specified for verb categorizations. Instead, the form and meaning of the VOR construction was independently highlighted and applied.

1.2. Research Questions

Students' prior knowledge on the VOR construction was measured through four tasks in a pretest session. After the instruction, a posttest session was administered using the same types of tasks. Every experimental process was meticulously developed and managed to answer to the following research questions.

1. Can Korean secondary school students learn the VOR construction through the instructional treatments?
2. Which properties of the VOR construction are difficult for Korean secondary school students?
3. What type of instruction is more effective in teaching the VOR construction to Korean secondary school students?

While answering these two main research questions, the current research will also elucidate an important issue about the EASCs: an inheritance hierarchy among the constructions.

1.3. Organization of the Thesis

This thesis is organized into five chapters. Chapter 1 introduces the purposes of the current research with the statement of the problem and presents the research questions. Chapter 2 explicates theoretical frameworks of construction grammar and presents findings on the learning of the EASCs with a brief review of the characteristics of form-focused instruction. Chapter 3 contains the design and results of the pilot study. It also outlines the methods of the main study. Chapter 4 reports and discusses the results found in the data. Chapter 5 summarizes major findings and concludes the study with some pedagogical implications, in addition to suggesting further studies.

CHAPTER 2. LITERATURE REVIEW

This chapter presents frameworks and findings from Goldberg's (1995) construction grammar as the theoretical foundation of the present study. It also overviews form-focused instruction as an instructional methodology.

2.1. Construction Grammar

2.1.1. Construction grammar and generative grammar

For several decades, construction grammar and generative grammar have been utilized to study linguistic knowledge used in human communication as well as trace how the linguistic knowledge system is acquired or learned. However, these two disciplines differ in their assertions as to whether human beings are born with innate linguistic knowledge (i.e., universal grammar) or a language acquisition device (Langacker, 1999; Pedersen & Cadierno, 2004). Construction grammar rejects domain-specific processes for language learning, including universal grammar and the

language acquisition device; rather, the learning of a language is defined as one type of cognitive generalization controlled by domain-general processes (Casenhiser & Goldberg, 2005; Ellis & Ferreira-Junior, 2009; Goldberg, Casenhiser, & White, 2007; Tomasello, 2003, 2006).

2.1.2. Language structure in construction grammar

The term *construction* accounts for both the learning of a language and the structure of a language. Knowledge of human language is “*constructed* on the basis of input” (Goldberg & Suttle, 2010, p. 468) through domain-general processes. The resulting constructions, defined as learned pairings of form and function, serve as the basic units of language (Goldberg, 1996) and include all linguistic patterns, with varying levels of generality and complexity (Goldberg, 1996, 2006; Goldberg & Suttle, 2010).

For a linguistic pattern to be recognized as a new construction, the formal and functional specifications of the pattern should not be predicted from its component parts or from other existing constructions of the language (Goldberg, 1995). This regulation prevents any unnecessary overlap in the knowledge structure of the language and minimizes the inventory of constructions.

Table 2.1
Different Types of Construction

Construction	Form/example
Word	Example: <i>ornithology, ornery</i>
Partially filled word	Example: <i>anti-N, pre-N, V-ing</i>
Complex word (filled)	Example: <i>daredevil, shoo-in</i>
Idiom (filled)	Example: <i>trip the light fantastic, what's up?</i>
Idiom (partially filled)	Example: <i>jog someone's memory</i>
Covariational-conditional construction	Form: the Xer the Yer (e.g., <i>The more you think about it, the less you understand</i>)
Ditransitive construction	Form: Subj V Obj1 Obj2 (e.g., <i>He baked her a muffin</i>)
Passive construction	Form: Subj aux Vpp (PPby) (e.g., <i>The hedgehog was struck by lightning</i>)

(from Goldberg & Suttle, 2010, p. 469)

2.2. English Argument Structure Constructions

2.2.1. Multiple-sense view vs. constructional view

As a usage-based model, construction grammar analyzes the language data according to its surface structure (Bybee, 2011; Goldberg, 1995). This approach has led construction grammarians to a unique perspective on the English argument structures that contrasts with the traditional lexical approach (Levin, 1993).

From the lexical perspective, Levin (1993) claims the syntactic and semantic information specified for verb categorizations determines possible sentence alternations. This approach to the relationship between verb and sentence structure defines sentence (1) as being derived from sentence (2) through the process of the dative alternation, which changes the sentence structure from SVOO to SVOL.

(1) She gave a book to him.

(2) She gave him a book.

According to Levin's framework, the verb *give* is categorized as "*Give*

verb,”¹ which also includes some other verbs such as *feed*, *lend*, and *pass*, and these verbs allow the dative alternation.

This argument has been challenged by construction grammar, which rejects every derivation between sentences or constructions based on its theoretical proposition that “different surface patterns are typically associated with differences in meaning or different discourse properties” (Goldberg & Suttle, 2010, p. 470). In construction grammar, the derivation from sentence (2) to (1) is not assumed; rather, the two sentences are examined as having been composed by two separate argument structure constructions as follows.

- | | |
|---|------------------------------|
| (3) She gave a book to him. | (Caused-motion construction) |
| (4) She tossed a book to/toward him. | (Caused-motion construction) |
| (5) She tossed a book toward the fireplace. | (Caused-motion construction) |
| (6) She gave him a book. | (Ditransitive construction) |
| (7) She tossed him a book | (Ditransitive construction) |
| (8) *She tossed the fireplace a book | |

Sentences (3) and (4) share many syntactic and semantic

¹ Levin (1993) defined the category of “*Give* verb” as a subcategory of “Verb of change of possession.”

² Idiomatic expressions (e.g., *what’s up?*) are exceptions to the argument structure constructions (Goldberg, 2006).

characteristics as they have the same argument structure characterized by a post-verbal noun phrase and a prepositional phrase. Goldberg (1995) referred to this argument structure as the caused-motion construction, concluding that the construction semantically describes a scene in which someone/something moves someone/something to someone/some place. Meanwhile, sentence (5) is also composed of the caused-motion construction; however, the dative alternation cannot be applied to the sentence, as shown in (8). In addition, this failure of the dative alternation cannot be accounted for in terms of the verb since the same verb (i.e., *tossed*) is used for the SVOO structure in sentence (7). Therefore, construction grammar rejects Levin's (1993) argumentation that the English argument structures are determined by the verb category.

According to construction grammar, every sentence is structured by an argument structure construction,² and each construction is controlled by its own syntactic and semantic constraints. For instance, the SVOO structure found in sentences (6) and (7) is defined as the ditransitive construction, which should have an animate object as the goal of the transfer.³ This constraint is restricted to the ditransitive construction and does not apply to

² Idiomatic expressions (e.g., *what's up?*) are exceptions to the argument structure constructions (Goldberg, 2006).

³ This constraint accounts for the ill-formedness of sentence (8).

other argument structure constructions, such as the caused-motion construction.⁴ This analytic approach, in which English argument structures are categorized into separate constructions with unique constraints, has led constructional grammarians to build a theoretical framework. This framework is introduced in the next section, with a special focus on Goldberg (1995).

2.2.2. Goldberg's framework of the English argument structure constructions

The basic units of the language system in construction grammar are constructions, defined as learned pairings of form and meaning. Constructions vary in size and complexity, from morphemes to sentence structures (Goldberg, 2006). Among these different language units, the EASCs have drawn the most attention from researchers (Bencini & Goldberg, 2000; Boyd & Goldberg, 2009; Chang & Maia, 2001; Gries & Wulff, 2005; Holme, 2010; Kim, 2012; Lee & Kim, 2011; Liang, 2002; Martínez Vázquez, 2004; Shin, 2009, 2010; Yang, 2010), who have used

⁴ Sentence (5), which is composed by the caused-motion construction, has an inanimate object as the goal of the transfer.

Goldberg's (1995) theoretical framework of EASCs. In her monograph, she rebutted the lexical approach to the EASCs and proposed that "particular semantic structures together with their associated formal expression must be recognized as constructions independent of the lexical items which instantiate them" (p. 34). According to her framework, EASCs are evaluated as presenting overall meanings of English sentences through associated forms. EASCs' significant role in composing sentential meanings is confirmed through a comparison of the following two English sentences, where the same verb is incorporated into two different EASCs.

(9) I loaded the hay onto the truck.

(10) I loaded the truck with the hay.

(Anderson, 1971)

In (9) and (10), the same verb (i.e., *loaded*) is used to describe the action of loading hay. However, when it comes to the amount of hay, the truck in (10) would have loaded more hay—up to the state that the truck is affected—than the truck in (9). This semantic difference results from the different EASCs. Goldberg (1995) noted that each of the EASCs produces a unique semantic structure and concluded that EASCs are pairings of form

and meaning. Table 2.2 presents the forms and meanings of EASCs with example sentences.

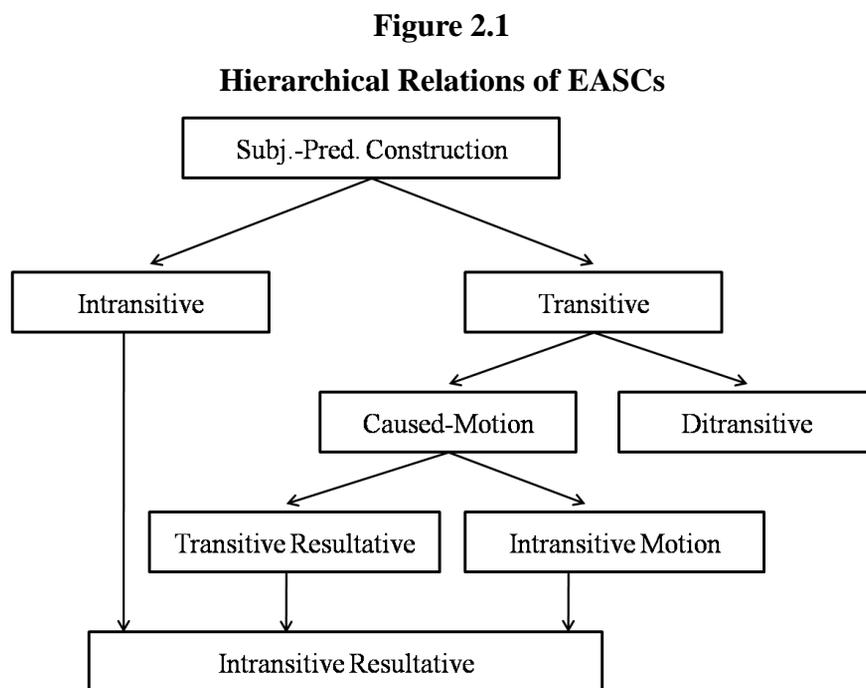
Table 2.2
EASCs as Pairings of Form and Meaning

EASC	Meaning	Form & Example
Transitive	X acts on Y	Subj V Obj <i>Kim took the watch.</i>
Intransitive Motion	X moves Y	Subj V Obl <i>The fly buzzed into the room.</i>
Intransitive Resultative	X becomes Y	Subj V Xcomp <i>She got upset.</i>
Ditransitive	X causes Y to receive Z	Subj V Obj Obj ₂ <i>Pat faxed Bill the letter.</i>
Caused-motion	X causes Y to move Z	Subj V Obj Obl <i>Pat sneezed the napkin off the table.</i>
Transitive Resultative	X causes Y to become Z	Subj V Obj Xcomp <i>She kissed him unconscious.</i>

The example sentences in Table 2.2 contain different types and numbers of arguments according to their EASCs.⁵ These surface structures

⁵ In determining the number and type of the arguments, the role of the verbs is found to be less significant than that of the EASCs. For instance, the sentence of the VOR construction, *she kissed him unconscious*, contains an NP subject, an NP object, and an adjective complement as arguments. The two NPs are predictable from the verb, whereas the existence of the adjective complement, *unconscious*, does not seem to be triggered by the verb. According to Goldberg (1995), the obligatory place for the adjective

are associated with construction meanings that frame the semantic structure of each sentence. Based on these formal and functional structures, Goldberg (1995) framed the EASCs into a hierarchy, in which they are linked to one another (see Figure 2.1).



(Adapted from Goldberg, 1995, p. 109)

complement was assigned by the VOR construction to express the change of state experienced by the object *him*.

2.2.3. Sentence sorting test

Bencini and Goldberg (2000) studied the use of EASCs by native speakers of English through a sentence sorting experiment. The authors provided university students with 16 sentences⁶ and asked them to sort the sentences into 4 groups based on “overall meaning of the sentence”⁷ (p. 644). The results of the sorting experiment and protocols recorded after the experiment indicated that native speakers of English relied on the formal and functional properties of the EASCs.

This sorting experiment has been replicated in several studies investigating L2 learners of English (Gries & Wulff, 2005; Liang, 2002; Shin, 2010; Valenzuela & Rojo, 2008). These studies have yielded a similar conclusion that L2 learners of English also use the EASCs in sentence interpretation. These findings from the sentence sorting experiments with native speakers of English as well as L2 learners of English might suggest that both FLA and SLA store the EASCs in the human brain as one of the linguistic components of English.

⁶ These 16 sentences were composed of four verbs (*throw, slice, get* and *take*) and four EASCs (the transitive, ditransitive, caused-motion, and transitive resultative construction); therefore, each verb and each construction was used four times.

⁷ In the experiment, the participants could sort the sentences based on their constructions and/or on the verbs.

2.2.4. English transitive resultative construction

The English transitive resultative (VOR) construction is syntactically instantiated by a subject, a verb, an object, and a resultative phrase. This surface structure of the VOR construction is associated with a constructional meaning that “X causes Y to become Z” (Goldberg & Jackendoff, 2004). The authors defined the VOR construction as a family of sub-constructions and presented a formal and functional categorization for the construction.

First, the VOR construction is divided into verbal resultatives and constructional resultatives based on the semantic features of the verb. Inherently resultative verbs, such as *make* and *drive*,⁸ do not much differ from the VOR construction in formal and functional properties. When these verbs are used, the VOR sentences are categorized as the verbal resultative. In contrast, if a verb in the VOR construction addresses “the means by which the constructional [event] takes place” (Goldberg & Jackendoff, 2004, p. 540), the sentence is categorized as the constructional resultative.⁹ The

⁸ In the construction grammar literature (Goldberg, Casenhiser, & Sethuraman, 2004; Ellis & Ferreira-Junior, 2009), these verbs are often named as “light verbs” as they do not hold any specific description of action.

⁹ The constructional resultative combines a constructional event with a verbal event (Goldberg & Jackendoff, 2004) as illustrated in the following.

two types of the VOR construction are summarized in Table 2.3.

Table 2.3
Comparison between Verbal Resultative and Constructional Resultative

	Verbal Resultative	Constructional Resultative
Verb Category	Light verbs	(mostly) Dynamic verbs
Verb Semantics	Inherently Resultative	Means
Example	<i>They drove her mad.</i>	<i>Smith hammered the metal flat.</i>

In addition to this classification, Goldberg and Jackendoff (2004) proposed two further categorizations for many possible variations of the VOR construction. First, the authors examined whether an object in a VOR sentence is licensed by a verb or not.¹⁰ Second, they categorized the form of the resultative phrases into an adjective phrase and a preposition phrase.¹¹ These additional categorizations of the VOR construction are provided in

-
- Sentence : *Willy watered the plants flat.*
 - Constructional event (Resultative) : WILLY CAUSE [PLANTS BECOME FLAT]
 - Verbal event (MEANS) : WILLY WATER PLANTS

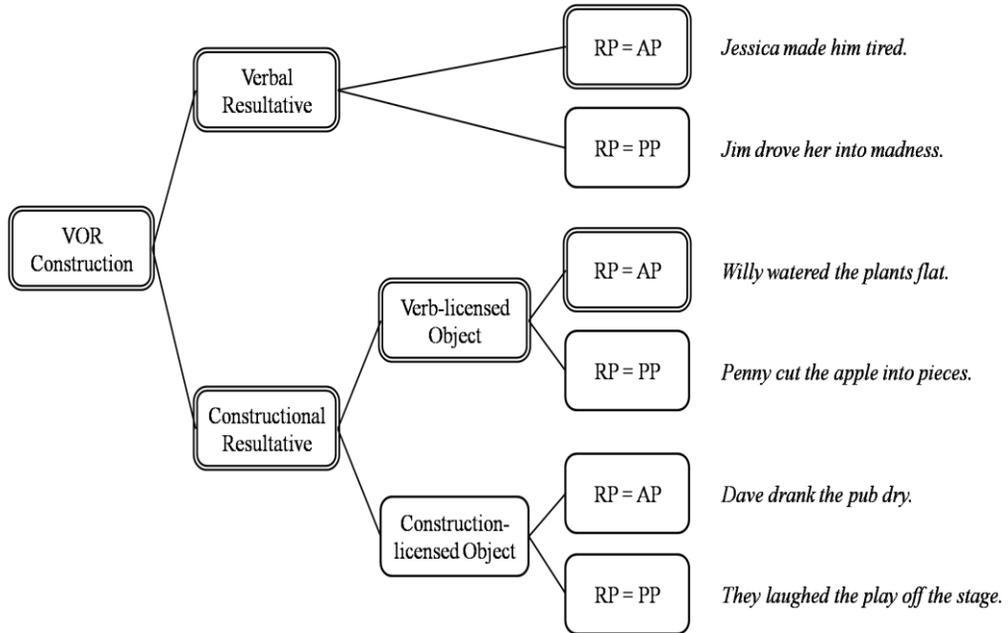
¹⁰ When an object is licensed by a verb, the object is assigned a participant role by the verb. In the following two sentences, the object in sentence (a) is licensed by the verb whereas the object in sentence (b) is licensed not by the verb, but rather by the VOR construction.

- (a) Willy watered the plants flat.
- (b) Dave drank the pub dry.

¹¹ Herman hammered the metal *flat*. (RP=AP)
The critics laughed the play *off the stage*. (RP=PP)

the following figure with example sentences.

Figure 2.2
Categorization of English VOR Construction¹²



¹² Among the variations of the VOR construction, the present study focuses on the verbal resultatives containing adjective resultative phrases as well as constructional resultatives containing verb-licensed objects and adjective resultative phrases, as marked by the double-lined boxes in Figure 2.2.

2.3. Construction Learning

2.3.1. Mechanism of language learning

In the tradition of cognitive linguistics, innate constraints specific to the domain of language (e.g., a language acquisition device or universal grammar) have been rejected (Bates, Bretherton, & Snyder, 1988; Casenhiser & Goldberg, 2005; Ellis, 2009; Goldberg et al., 2007; Tomasello, 2003, 2006). Instead, the domain-general process, which is controlled by human cognition, has been addressed as the mechanism of language learning.

Construction grammar, as a discipline of cognitive linguistics, aligns with this approach to language learning and proclaims that constructions—the basic units of language—are entrenched into the knowledge system based on input (Goldberg & Suttle, 2010). According to Chang and Maia (2001), construction learning, which consists of three processes,¹³ is

¹³ Chang and Maia (2001) categorized construction learning into three processes: analysis, hypothesis, and reorganization. The analysis process takes place when a language learner is exposed to a sentence of the language; the individual analyzes the sentence based on the existing constructions in his linguistic knowledge system to capture the intended meaning of the sentence in the specific context. If the existing constructions in his mental grammar do not fully account for the sentence, the next process—namely, the hypothesis

triggered when a person's repertoire of constructions is insufficient to address a complete interpretation of language input.

2.3.2. Native English-speaking children learning EASCs

Construction grammar evaluates language input as one of the most critical factors for learning constructions in FLA contexts (Bybee, 2011; Goldberg, Casenhiser, & Sethuraman, 2004; Tomassello, 2003, 2006). Goldberg et al. (2004) analyzed a corpus of mother talk and children speech¹⁴ in terms of verb use for each EASC and demonstrated that “the meanings of the most frequent verbs used in particular argument structure constructions bear a striking resemblance to the meanings independently posited for those argument structure constructions” (p. 298). Table 2.4 indicates the most frequent verbs for each EASC.

process—begins. The individual now builds a hypothesis of new constructions that proposes a feasible interpretation of the unexplained relation between the sentence and the situation. If the hypothesis is recurrently confirmed by additional language input, the language learner reorganizes the construction system for the target language. In this reorganization process, he may incorporate a new construction into the existing structure of the constructions or modify some formal and functional properties of an existing construction.

¹⁴ Goldberg et al. (2004) examined Bates et al.'s (1988) corpus, which contains three types of interaction between mothers and their children ($n=27$) at age 20 and 28 months.

Table 2.4

Frequent Verbs for Four EASCs and Shared Meanings

EASC	Verb	Shared Meaning
VL: Intransitive motion	<i>go</i>	X moves Y
VOL: Caused motion	<i>put</i>	X causes Y to move Z
VOO: Ditransitive	<i>give</i>	X causes Y to receive Z
VOR: Resultative	<i>make</i>	X causes Y to become Z

(adapted from Goldberg et al., 2004)

Based on their findings, Goldberg et al. (2004) suggested that children's learning of EASCs may be guided by the high frequency of the prototypical verb for each EASC. Casenhiser and Goldberg (2005) empirically supported this idea as well, using two laboratory experiments to investigate how native English-speaking children learn to map between forms and meanings of the EASCs. They concluded that skewed input using a single verb with high frequency facilitates the learning of a novel argument structure construction.

2.3.3. Speakers of other languages learning EASCs

2.3.3.1. Second language learning contexts

The facilitative input effect of high-frequency verbs for learning EASCs is also found in SLA studies. Ellis and Ferreira-Junior (2009) investigated longitudinal data of L2 English input and output¹⁵ in terms of verb distribution in each EASC and found that semantically generic and prototypical verbs (Theakston, Lieven, Pine, & Rowland, 2004) appear with high frequency for each of the EASCs.¹⁶ Based on this finding, Ellis and Ferreira-Junior concluded that these high-frequency verbs may help L2 English learners develop their use of EASCs.

2.3.3.2. Foreign language learning contexts

Language experience in foreign language learning contexts is significantly different in quantity and quality from that in second language learning context (Lee, 2009; Strawn, 1981); therefore, findings from the

¹⁵ Based on 234 interviews with 7 ESL learners

¹⁶ Ellis and Ferreira-Junior (2009) examined three EASCs: the intransitive motion construction (VL), the caused-motion construction (VOL), and the ditransitive construction (VOO).

second language context should be re-examined with great care before applying them to the foreign language context. In this respect, the facilitative input effects of verb frequency and distribution in learning EASCs have been re-examined in the context of foreign language learning classrooms (Kim, 2012; Year & Gordon, 2009). Interestingly, in these instructional contexts, English input with balanced verb frequency appears to be more effective in improving Korean EFL learners' use of EASCs than that with skewed verb frequency. This finding is quite provocative in that the role of the "skewed input," which has been claimed as the most crucial condition for construction learning in the first language acquisition (FLA) and second language acquisition (SLA) context, is questioned in the foreign language learning context. It might be possible to suggest that verb type and distribution employ different modules for learning EASCs according to language environments.

However, these EFL studies did not utilize a variety of instructional activities which might facilitate learning of the EASCs. Year and Gordon (2009), who investigated Korean secondary school students' learning of the English ditransitive construction, conducted an input-driven learning session in which students saw target sentences with video clips showing the meaning of the sentences and repeat the sentence. Kim (2012) adopted a

similar type of instruction to help Korean secondary school student learn the VOR construction. Although both of the studies reported significant increases in the use of the target constructions, many instructional factors other than input were not examined in the experiments.

There have been only a few studies in which instructional treatments other than input-driven learning were devised to help student learn the EASCs. Holme (2010) proposed one possible way of conceptualizing the EASCs based on his experiment with the six college students. In the experiment, the students noticed a target form from example sentences and created substitution tables, where additional sentences with the same construction were inserted. In addition, a common sense or *imagery* for the construction was provided to help them to generalize the constructional meaning. Shin (2012) also investigated university students learning English as a foreign language. He provided the participants with a series of classes on major EASCs. Although significant increases in the correct production of the target constructions were identified in both of the studies, the instructional models do not seem to be readily applicable to English classes in public schools since both researchers studied adult learners of English, whose proficiency and cognitive ability would be higher than those of younger learners.

2.4. Form-Focused Instruction

Form-focused instruction (FFI) was devised as an instructional methodology in the present study. Long (1988, 1991) claimed that FFI supplements communicative language classes when L2 learners' common errors with an L2 language form are incidentally observed. This claim may exclude any planned instruction on a target form. On the contrary, Ellis (2001) defines FFI as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (p. 1), expanding the concept of FFI to include instructional settings in which target forms are predetermined. Based on Ellis' (2001) broader definition of FFI, two types of instruction have been developed in the present study to help students learn a target form (i.e., the VOR construction).

Yet there have been several doubts on FFI's facilitative role in second language acquisition/learning. In this respect, Krashen (1985, 1993, 2008) has been arguing that the effect of FFI is only peripheral as it does not significantly improve L2 learners' implicit knowledge. However, FFI's facilitative effect on improving L2 learners' communicative competence has been empirically examined (Day & Shapson, 1991; Doughty & Varela, 1998; Harley, 1989; Lyster, 1994; Mackey, 1999; Mackey & Philp, 1997; Murunoi,

2000). Ellis (2002) extensively reviewed these studies and concluded that FFI can contribute to the acquisition of implicit knowledge.

CHAPTER 3. METHODS

This chapter contains the methods employed for the present study. The first section introduces the research design of the pilot study with its results and implications for the main study. The second section presents the details of the participants in the main study. The third section reviews the target forms in instruction and testing. The fourth section discusses the instruments and procedures adopted in the study. Finally, the last section provides the process of data coding and analysis.

3.1. Pilot Study

As little research has examined how to teach English argument structure constructions in the foreign language learning context, materials for instruction and testing were verified through a pilot study.

3.1.1. Design

The pilot study was conducted with students from an afterschool

English class in a middle school. The class consisted of five students, 1 seventh grader and 4 ninth graders. The students participated in three sessions: a pretest session, an instruction session, and a posttest session.

Among several formal and functional variations of the VOR construction (Goldberg & Jackendoff, 2004), the verbal resultatives (e.g., *Bill made Jane sad*), and the constructional resultatives with verb-licensed objects (e.g., *Jack shot him dead*) were chosen as the target forms.¹⁷

3.1.1.1. Pretest

The pretest administered two production tasks: a free writing task and a picture description task. In the free writing task, students were given 15 minutes to write an essay about living in an uninhibited island. In the picture description task, the students saw a picture on screen and wrote an English sentence to express the event in the picture. Nine pictures were provided, one by one, and each picture appeared on the screen for 20 seconds. Every picture showed an event that could be described by the VOR construction. In an attempt to measure the effect of verb type and instruction,

¹⁷ Resultative sentence where objects are not licensed by verbs (e. g., *Dave drank the pub dry*) and those where resultative phrases are formed as prepositional phrases (e. g., *Jack beat him to death*) were not included in the pilot study.

the pictures were selected using three types of verb: the basic verb (i.e., *make*), the instructed verbs (i.e., *shoot, wipe, paint*), and the uninstructed verbs (i.e., *tear, rub, blow*).¹⁸

3.1.1.2. Instruction

The instruction consisted of two internal phases (see Table 3.1). In the first phase, the students were instructed on the formal and functional properties of the verbal resultatives through three learning activities. In the second phase, explicit explanation of the constructional resultatives and two learning activities were provided.

Table 3.1
Instruction Design of Pilot Study

Phase	Target Construction	Verb	Learning Activity
1	The Verbal Resultative	<i>Make</i>	Fill-in-the-Blanks Sentence-Picture Matching Scrambled Sentences
2	The Constructional Resultative	Dynamic verbs	Fill-in-the-Blanks Scrambled Sentences

¹⁸ Each verb group could be used to describe events in the three pictures.

3.1.1.3. Posttest

The posttest also employed a free writing task and a picture description. The free writing task used a different topic (i.e., father's birthday), and the picture description task presented different pictures. Except for these two changes, the composition of the posttest was identical with that of the pretest.

3.1.2. Results and implications for the main study

The production data from the pretest and the posttest were compared in terms of the VOR construction. During the pretest, none of the five students wrote a VOR sentence in the free writing task, and they produced only 10 VOR sentences in the picture description task. All of the sentences were composed with the basic verb *make*. Meanwhile, during the posttest, three students used the VOR construction in the free writing task. The picture description task also indicated an increase in the use of the VOR construction, from 10 to 29 sentences.

Further modifications for the main study were suggested with reference to the limitations identified in the pilot study. First, instruction

time was doubled to ensure the learning of the VOR construction. Second, pictures that could present some ambiguity were replaced. Third, nine distracters were added to the picture description task, and the test items were arranged in a random order. Finally, two other tasks were developed for the pretest and the posttest.

3.2. Participants

Ninety-three students from four classes participated in the main study. Two classes belonged to a high school, and the other two were from two middle schools. The students were divided into two instruction groups (i.e., the verb-centered [VC] group and the construction-grammar-based [CG] group), and each instruction group consisted of one high school class and one middle school class. Table 3.2 displays the composition of the participants for each group.

Table 3.2
Composition of Participants by Instruction Groups

Group	VC	CG
Number	45	48
of	- 7 male students, 38 female students	- 37 male students, 11 Female students
Students	- 13 eighth graders & 32 tenth graders	- 3 seventh graders, 8 eighth graders, 6 ninth graders, & 31 tenth graders)

3.3. Target Form

The present study investigates the learning of the English VOR construction. Based on Goldberg’s framework (1995), the VOR construction represents an event where ‘X causes Y to become Z’. The VOR construction itself is categorized into several variations according to formal and functional properties (Goldberg & Jackendoff, 2004). Among the variations, as in the pilot study, the verbal resultatives (e.g., *Bill made Jane sad*) and the constructional resultatives with verb-licensed objects (e.g., *Jack shot him dead*) were covered in the instruction and testing.

3.4. Instrument and Procedure

The main experiment consisted of three sessions: a pretest session, an instruction session, and a posttest session. The pretest and the posttest

employed four tasks to evaluate students' use of the VOR construction. Each test session took approximately 45 minutes on average. The instruction session was composed of two lessons, and each lesson lasted for approximately 25 minutes. The students were provided with different instructional treatments according to their group. In total, the test and instruction sessions were conducted through three or four English lessons over a week.

Table 3.3
Experimental Procedure

Procedure	Time Spent
1. Pretest	45 minutes
2. Instruction	
1) Lesson 1	25 minutes
2) Lesson 2	25 minutes
3. Posttest	45 minutes

3.4.1. Pretest

In the pretest, the students' use of the VOR construction was examined through four tasks: a character-based scenario writing (CSW) task, a picture description (PD) task, an English sentence composition (ESC) task,

and an English-to-Korean translation (EKT) task. To prevent students from guessing the purpose of each task and producing answers based on the stimuli from a preceding task, the four tasks were carefully sequenced. The first three tasks measured production of the VOR construction in different contexts: from the least forced production to the most forced one. It was assumed that the context with high degree of freedom would be appropriate to test if students prefer a certain type of verbs for the VOR construction, while one with low degree of freedom would illuminate which aspects of the VOR construction are difficult to use and learn. After the three production tasks, the EKT task was conducted to assess the students' ability to comprehend English sentences composed with the VOR construction.

3.4.1.1. Character-based scenario writing task

In the CSW task, students were shown the pictures of six celebrities¹⁹ on screen and requested to choose one main actor and one or two supporting actors. They then were asked to write a movie scenario for 10 minutes. The task time was proven appropriate in the pilot study; sufficient for the students to complete their writing, without letting some

¹⁹ For the celebrities, two comedians, two sports stars, one animation character, and one politician were chosen.

students wait or edit their writings while other students were writing their stories.

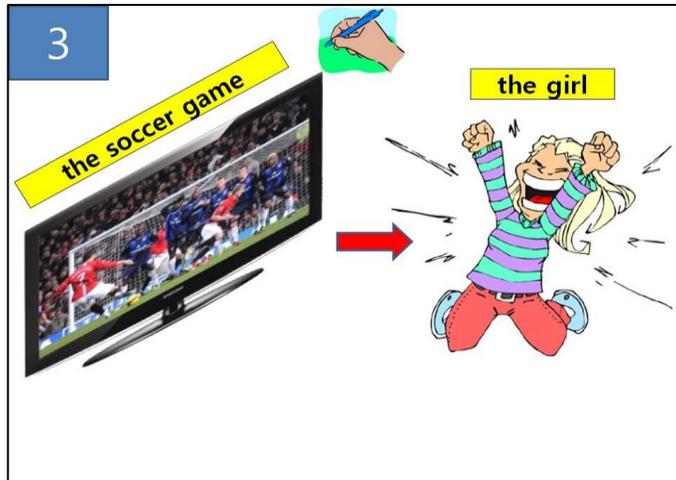
3.4.1.2. Picture description task

In the PD task, the students saw a picture slide on screen and were asked to write a sentence describing it. Every picture slide was projected on the screen for 30 seconds, along with the noun phrases for the subject and object of the intended sentence. In total, 18 picture slides were shown²⁰: nine of them were the target items that could be described using the VOR construction (see Figure 3.1) while the other nine were distracters. Among the nine target pictures, three could be expressed by the verbal resultatives with the basic verb *make* and the other six pictures were expected to be described by constructional resultatives with dynamic verbs.²¹

²⁰ The picture slides were arranged in a random order using the RAND function of the MS Excel program, which assigns each item with an arbitrary value between 0 and 1 (e.g., 0.257).

²¹ The intended dynamic verbs were *wipe, rub, kick, shake, paint, and shoot*. The first three were used in the instruction, while the others were not.

Figure 3.1
Picture Slide in PD Task²²



3.4.1.3. English sentence composition task

In the ESC task, the students were given 18 Korean sentences²³ and asked to express each of them in an English sentence with the same meaning. The task items were developed with reference to four EASCs: three items for the intransitive motion construction (henceforth, the VL construction), three for the caused-motion construction (henceforth, the VOL construction), three for the ditransitive construction (henceforth, the VOO construction),

²² The intended sentence for the slide was '*the soccer game made the girl excited.*'

²³ The 18 items were sequenced in a random order via the MS Excel program.

and the remaining nine for the VOR construction.²⁴ The nine VOR items were equally divided into three types of verb: the basic verb *make*, the instructed dynamic verbs, and the uninstructed dynamic verbs.

3.4.1.4. English-to-Korean translation task

In the EKT task, the students were given 25 English sentences and asked to write their meanings in Korean. Participants were given 10 minutes to complete the task. Of the 25 items, 20 had been extracted from Lee and Kim (2011) and the other 5 items had been developed for the task. The VOR construction was used in 10 items,²⁵ and the other three constructions (VL, VOL, and VOO) were used in 5 items each. The EKT task was conducted last so that the English input of the task could not affect the students' performance in the other tasks.

3.4.2. Instruction

Two types of instruction on the VOR construction were provided

²⁴ These four EASCs, according to Lee and Kim (2011), are difficult for Korean learners of English because of their syntactic and semantic complexity.

²⁵ Half of the items contained the five verbs used in the instruction. The other items used verbs that were not instructed in the present study.

for two instruction groups. The first type of instruction focused on the verbs, while the other highlighted the formal and functional characteristics of the VOR construction. The instructional treatment consisted of two lessons; each lesson lasted for about 25 minutes. In the first lesson, the students were instructed on the verbal resultatives. In the second lesson, the verbal resultatives were briefly reviewed, and the constructional resultatives were covered. As for the instructional media, handouts and MS PowerPoint materials were devised.

3.4.2.1. Development of the instructional treatments

In order to understand how the English VOR construction had been taught in Korean secondary schools, the Korean national curriculum for English, Korean English textbooks, English study books, and English teacher's guidebooks were reviewed. This review revealed that the national curriculum contained only one example sentence for the VOR construction, without any information provided about the form and meaning of the sentence. Although some VOR sentences were provided in English textbooks and study books, most of the sentences were explained in terms of the main verb, not the construction.

Based on these findings, the present study incorporated the verb-centered (VC) instruction into the experimental design, considering it as a common teaching method for VOR sentences in Korean secondary schools. The VC instruction explained forms and meanings of VOR sentences as determined by verbs and did not provide the constructional meaning. In contrast, the construction-grammar-based (CG) instruction, which was grounded on Goldberg's (1995) framework, aimed to enable students to gradually learn to map between the form and meaning of the VOR construction. The CG instruction emphasized the unique meaning of the VOR construction and required the students to apply the construction meaning to various situations. It is noteworthy that the two types of instruction share many characteristics. First, a variety of learning activities were provided for students to use the VOR construction. Second, the activities were sequenced in the same order. Third, both types of instruction offered almost the same number of VOR sentences, since English input has been considered to be the most critical factor in construction learning (Casenhiser & Goldberg, 2005; Ellis & Ferreira-Junior, 2009; Goldberg, Casenhiser, & Sethuraman, 2004; Kim, 2012; Year & Gordon, 2009). Finally, the numbers of output opportunities for the VOR construction were same between the two types of instruction. The main difference between the

VC and CG instruction lay on the adopted motivation of the VOR construction, whether the sentence structure was regarded as a product of verbs or an independent linguistic unit.

3.4.2.2. Lesson 1: On the “verbal” resultative

The target form of the first lesson was the verbal resultative (Goldberg & Jackendoff, 2004), a VOR sentence that uses an inherently resultative verb, such as *make*. As the verbal resultative does not involve a complex interaction between the verb and the VOR construction, the verbal resultative would be appropriate to teach first.

As shown in Table 3.4, the first lesson of instruction was phased into six activities. Throughout the activities, the VC instruction emphasized the role of verb *make* in projecting the SVOC sentence structure, while the CG instruction stressed the independent form and meaning of the target construction. Except this difference, the two types of instruction were sequenced in a similar manner. First, the VOR construction was introduced through a matching activity. Second, the form and rules of the target structure were covered by a true/false task and a fill-in-the-tablet task on given sentences. Third, students wrote three VOR sentences into a

resultative tablet. Fourth, students composed VOR sentences at a discourse level (Figure 3.2). Last, students produced transitive resultative sentences about several pictures.²⁶ This instructional design aimed to reduce the students' cognitive load in processing the constructional information and promote their gradual learning of the verbal construction.

Figure 3.2
Scrambled Sentence Activity

▶▶▶▶

5. Scrambled Sentences



❖ 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

1) ...TV show and (**made / this / famous / him**).
→ and **this made him famous.**

2) So, we can say, "(**doesn't / Money / the people / make / happy**)."
→ So, we can say, "**Money doesn't make people happy.**"

²⁶ The handouts and PowerPoint materials are presented in Appendix 5.1 and 5.2.

Table 3.4
Overall Instruction Design

Lesson	Step	VC Instruction	CG Instruction
<i>First Lesson: Verbal Resultative</i>	Introduction	Syntactic task: Matching sentences with verb <i>make</i> to different types of compliment	Semantic task: Recognizing objects' change of state
	Structure Analysis	Parsing sentences with NP-AP compliments in to a syntactic tablet	Form-Meaning paring: Parsing verbal resultative sentences into a syntactic tablet
	Explicit instruction (True/False)	Questions on the form of the resultative	Questions on the meaning and form of the resultative
	Controlled Sentence Composition	Sentence writing into a resultative tablet: With given words	Sentence writing into a resultative tablet: Based on pictures
	Scrambled sentences in discourse	Writing resultative sentences in three different paragraphs: two of them were extracted and modified from BNC and the other was composited	
	Free Sentence Composition	Picture-based sentence writing in a resultative tablet to produce sentences with NP-AP compliments	Picture-based sentence writing in a resultative tablet to express changes of state, which are caused by the subjects and experience by objects.
<i>Second lesson: Constructional Resultative</i>	Review	Review of the previous Lesson	
	Expansion to other verbs	Explicit instruction on the use of other verbs with NP-AP compliment & Completing a resultative tablet with given sentences	Explicit instruction on the constructional resultative & Completing a resultative tablet with dynamic verbs to describe the pictures
	Fill-in-blank	Fill-in-blank Task: Choose one of the given verbs and complete sentences where the verbal position is blank.	
	Structure Analysis	Writing the resultative sentences for the fill-in-blank task into a resultative tablet	
	Scrambled sentences in discourse	Rearranging words to make resultative sentences appropriate in four different discourses	
	Sentence Writing in Discourse	Sentence composition task: students read three different paragraphs missing one sentence and write a resultative sentence for each paragraph using three given verbs.	

3.4.2.3. Lesson 2: On the “constructional” resultative

The target form of the second lesson was the constructional resultative (Goldberg & Jackendoff, 2004). Unlike the verbal resultative, the constructional resultative employs a variety of verbs; consequently, a complex interaction between a verb and the VOR construction is involved. In the constructional resultative, a verb is interpreted as the means by which ‘X causes Y to become Z.’

As the first lesson, the second lesson was also phased into several activities (Table 3.4). The main difference between the two instruction types was how the syntactic and semantic role of verbs: in the VC instruction, verbs were accounted for as determining the sentence structure, while the CG instruction presented verbs as denoting actions by which the construction meaning—X causes Y to become Z—was realized. The second lesson of the instruction started with a brief review of the verbal resultative. The constructional resultative was then taught through five activities, including a fill-in-the-blanks activity and a sentence writing activity.²⁷

²⁷ The handouts and PowerPoint materials are presented in Appendix 5.3 and 5.4.

Figure 3.3

Fill-in-the-blanks Activity

▶▶▶▶▶

2. Fill-in-the-blanks: Other Verbs 

❖ 상자 안의 동사를 사용하여 “목적어의 상태 변화”를 일으킨 구체적 방법을 설명하세요.

stood	kicked	gave	ran	watered
bought	pushed	wiped	rubbed	threw

<예> The old lady *watered* the plants flat.

- 1) The drunken man the dog dead.
- 2) The waiter the tables clean.
- 3) It was so hot that Jack the windows open.
- 4) My dog, *Happy*, was totally wet from the rain, so I brought a towel and I him dry.



3.4.3. Posttest

The posttest administered the same tasks as the pretest, but used different stimuli. The posttest CSW task showed six new celebrities based on the same composition with the pretest: two comedians, two sports stars, one animation character, and one politician. The PD task presented different picture slides in the same testing format employed in the pretest. Every picture slide in the posttest was examined by pairing it with a picture slide in the pretest. For example, a verbal resultative with the adjective *excited* was tested by different items: “*the basketball made the coach excited*” for

the pretest and “*the soccer game made the girl excited*” for the posttest. The other two elicitation tasks in the posttest were developed in a similar way. This thorough comparison would ensure that no significant difference emerged in inherent difficulty between the pretest and the posttest.

3.5. Data Coding and Analysis

This section outlines the procedures of coding the students’ responses in the four tasks and reports the statistical devices for analyzing the data.

3.5.1. Data coding

3.5.1.1. The CSW task

The students’ writings during the CSW task were quantified according to the number of finite clauses and the number of VOR clauses. When a student wrote 10 finite clauses, and 3 of them were VOR clauses, the result would be coded as (10, 3). Both grammatical and ungrammatical clauses were counted as long as EASCs were used.

3.5.1.2. The PD task

The PD task was composed of 18 picture slides, which were projected on screen one by one. Nine of the picture slides tested the VOR construction while the other slides were distracters. The students' answers to the nine target items were typed and coded according to four conditions: a) use of a predicate, b) use of the VOR construction, c) use of a different verb in the VOR construction, and d) the basic form of the different verb used in the VOR construction. Thus, the response "*the man painted the house*" would be coded as (O, X, X, X): The student used a verb in the response (O), but did not use the VOR construction (X), meaning the other two conditions were automatically negated (X, X). On the other hand, the response "*the woman made her nails pretty*" would be coded as (O, O, O, make): there is a predicate (O), and the VOR construction is used (O), and the student used the verb *made* instead of the intended verb *painted* (O, make). Meanwhile, the students' answers to the distracters were also typed and coded by the first standard (i.e., use of a predicate).

3.5.1.3. The ESC task

The ESC task also consisted of 18 test items, with half testing the VOR construction and the other half comprising three EASCs (VL, VOL, and VOO). In this task, students were given 18 Korean sentences and asked to write an English sentence for each item. The students' answers were typed and coded according to the use of the target construction for each item.

EASC-related errors in the VOR items were also coded. Uppercase letters were used for construction arguments, and lowercase letters for illegitimate forms of arguments. For instance, a student's wrong answer "*Joe is Kyle wake up to shake,*" instead of "*Joe shook Kyle awake,*" was coded as SORVi to display the order of subject-object-resultative phrase-verb as well as indicate that the verb was expressed in the form of the infinitive.

3.5.1.4. The EKT task

During the EKT task, the students read English sentences and wrote their Korean meanings. This task consisted of 25 items: 10 testing the VOR construction and the other 15 items testing the other three EASCs (VL, VOL, and VOO).

and VOO). The students' answers were typed and coded with respect to the core meanings of the EASCs (adopting Goldberg's [2006] suggestions for these).

Table 3.5
Form and Meaning of EASCs

Construction	Form				Meaning
VL	Subj	V	Obl		X moves Y
VOL	Subj	V	Obj	Obl	X causes Y to move Z
VOO	Subj	V	Obj	Obj ₂	X causes Y to receive Z
VOR	Subj	V	Obj	Xcomp	X causes Y to become Z

(Adapted from Goldberg, 2006, p. 73)

3.5.2. Data analysis

This section summarizes the statistical devices for analyzing the data. As an effort to ensure that the data between the tests and between the groups were comparable, certain students were excluded from the analysis of each task—namely, a) those who missed either the pretest or the posttest, b) those who wrote answers to less than 30% of task items, and c) those who copied others' answers. This monitoring process resulted in a different number of students for analysis of each task (see Table 3.6).

Table 3.6

Number of Students for Analysis of Each Task

Instruction Group	CSW Task	PD Task	ESC Task	EKT Task
VC	29	35	31	29
	- *3 M, 26 F - **G8=7, G10=22	- 4 M, 31 F - *G8=6, G10=29	- 3 M, 28 F - G8=6, G10=25	- 4 M, 25 F - G8=8, G10=21
CG	25	34	29	33
	- 20 M, 5 F - G7= 2, G8=1 G9= 5, G10=17	- 29 M, 5 F - G7= 3, G8=1 G9= 5, G10=25	- 24 M, 5 F - G7=3, G8=1, G9=5, G10=20	- 28 M, 5 F - G7=3, G8=1, G9=5, G10=24

* *M* indicates “male student”, and *F* indicates “female students”

** *G8* means “eighth grader”.

3.5.2.1. Analysis of the CSW task and its results

The number of VOR clauses in the CSW task was compared between the VC group and the CG group. In the pretest, none of the students used the VOR construction, although a small number of students wrote VOR sentences during the posttest. All of these students wrote only one VOR sentence, except one student who produced two. Thus, the data from the CSW task were not analyzed through detailed descriptive and inferential statistics. Nevertheless, it is still noteworthy that the CG instruction led to more students using the VOR construction than the VC instruction: five out of 24 students in the CG group used the VOR construction in the posttest, while only two out of 29 students in the VC group did so.

3.5.2.2. Analysis of the other elicitation tasks

The analysis of the data gathered during the three other elicitation tasks was conducted through the Statistical Packet for Social Science (SPSS 19 for Windows). The data between the groups and between the tests were compared using various statistical devices. Table 3.7 summarizes the statistical procedures adopted in the current study.

Table 3.7
Statistical Procedures and Purposes

Type of Statistics	Independent Variable	Dependent Variable	Purpose
Descriptive statistics	-	VOR use	To compare of mean values between the pre- and posttest
Paired sample t-test	Test session	VOR use	
Independent sample T-test	Instruction type	VOR use	To compare of mean values between the VC and CG group
Descriptive statistics	-	VOR use by verb types	To find which variation of the VOR construction was more challenging for the students to learn
Independent sample T-test	Instruction type	VOR use by verb types	
Descriptive statistics	-	VOR use by students' levels	To explicate the role of students' levels in learning the VOR construction
Repeated measure ANOVA	Test session & Level	VOR use by each groups	
Correction Ratios	Error Type	VOR use in Posttest	To study the relationship between error types in the pretest and use of the VOL construction in the posttest
Descriptive statistics	-	Use of the four EASCs	To examine relation among the constructions
Pearson correlation coefficient & Scatter diagram	-	Frequency increase of four EASCs	

As part of data analysis, the students were rated as high level or low level according to their use of the EASCs in the pretest.²⁸ This standard was adopted since the current study investigated the students' use of the target construction instead of their overall English proficiency. The rating was conducted for each task because of the different purposes of the tasks and the different numbers of analyzed students. For example, it is possible that a student who comprehended English sentences without any difficulty would suffer from writing English sentences. This student might show excellent performance in the EKT task, but fail to show an impressive accomplishment in the PD and ESC task. He might also have been excluded from the data analysis of a task. In the ESC and EKT task, students were rated according to the number of pretest answers in which the target constructions were used. However, the PD task divided the students based on the number of answers with predicates.²⁹

²⁸ When there were an odd number of students, the low-level group had one more student than the high-level group. In addition, when students who obtained the same point by a standard had to be divided, all of their answers were examined in a holistic way.

²⁹ The picture input might have been insufficient to force a student to use the VOL construction; therefore, the small number of VOL sentences could not indicate that the student had low proficiency.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter presents the results of three elicitation tasks and discusses the findings in the present study. The first section reports students' use of the VOR construction during the pretest and posttest with special reference to construction type, instruction type, and students' level. The second section discusses major characteristics observed in students' errors and relations of the EASCs.

4.1. Learning of the VOR Construction

4.1.1. Use of the VOR construction

4.1.1.1. Results by test sessions

The present study analyzed the data of the three tasks (PD, ESC, and EKT) to measure the effects of instruction on students' use of the VOR construction. Table 4.1 summarizes the mean frequencies and standard

deviations of the VOR construction from the pretest and posttest results.

Table 4.1
Means and Standard Deviations of VOR Construction

Instruction Group	Task	Pretest		Posttest		N
		Mean	SD	Mean	SD	
VC	PD	.17	.453	1.14	1.833	35
	ESC	.52	1.151	2.58	2.668	31
	EKT	3.79	1.424	4.97	1.239	29
CG	PD	.26	.666	2.32	3.273	34
	ESC	1.79	2.111	4.14	3.102	29
	EKT	3.61	1.600	5.36	1.950	33

Both instruction groups used the VOR construction more frequently in the posttest. With regard to the increases, a series of paired t-tests were conducted (see Table 4.2).

Table 4.2
Paired Sample T-Tests between Pretest and Posttest

Instruction Group	Task	Mean Difference	T	df	Sig. (2-tailed)
VC	PD	-.971	-3.475	34	.001**
	ESC	-2.065	-4.325	30	.000***
	EKT	-1.172	-5.273	28	.000***
CG	PD	-2.059	-4.037	33	.000***
	ESC	-2.345	-4.695	28	.000***
	EKT	-1.758	-5.599	32	.000***

* *p<.01, ***p<.001

Table 4.2 presents that there were significant differences in the use of the VOR construction between the pretest and the posttest. In particular, greater increases were observed among the students provided with the CG instruction than those given the VC instruction. The CG group increased mean frequencies of the VOR construction by 2.059 in the PD task, 2.345 in the ESC task, and 1.758 in EKT task, while the VC group's increases were limited to 0.971, 2.065, and 1.172 respectively (see Figure 4.1 and 4.2).

Figure 4.1
Mean Differences between Pretest and Posttest

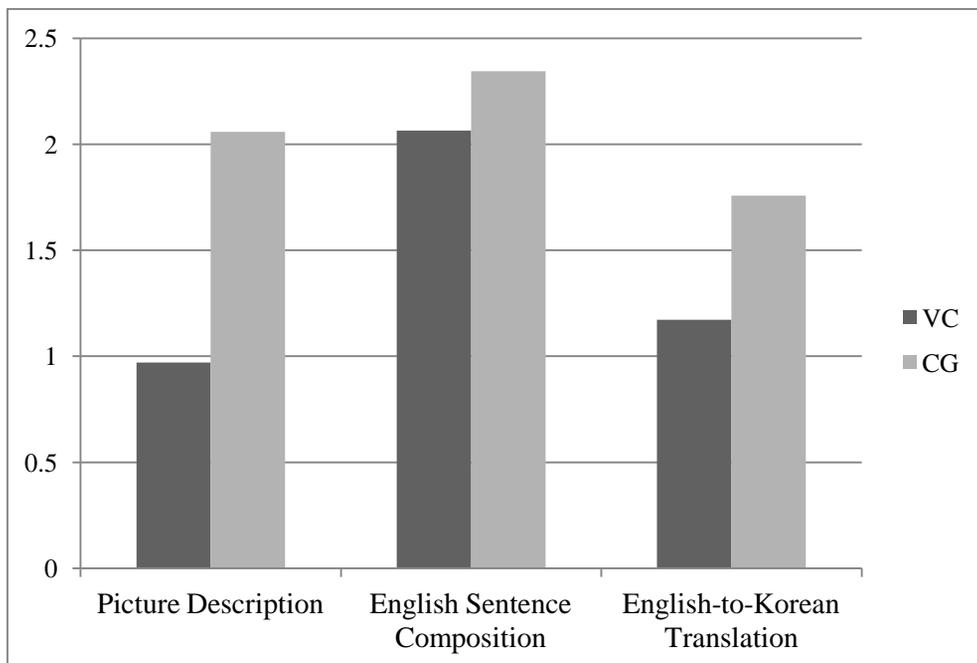
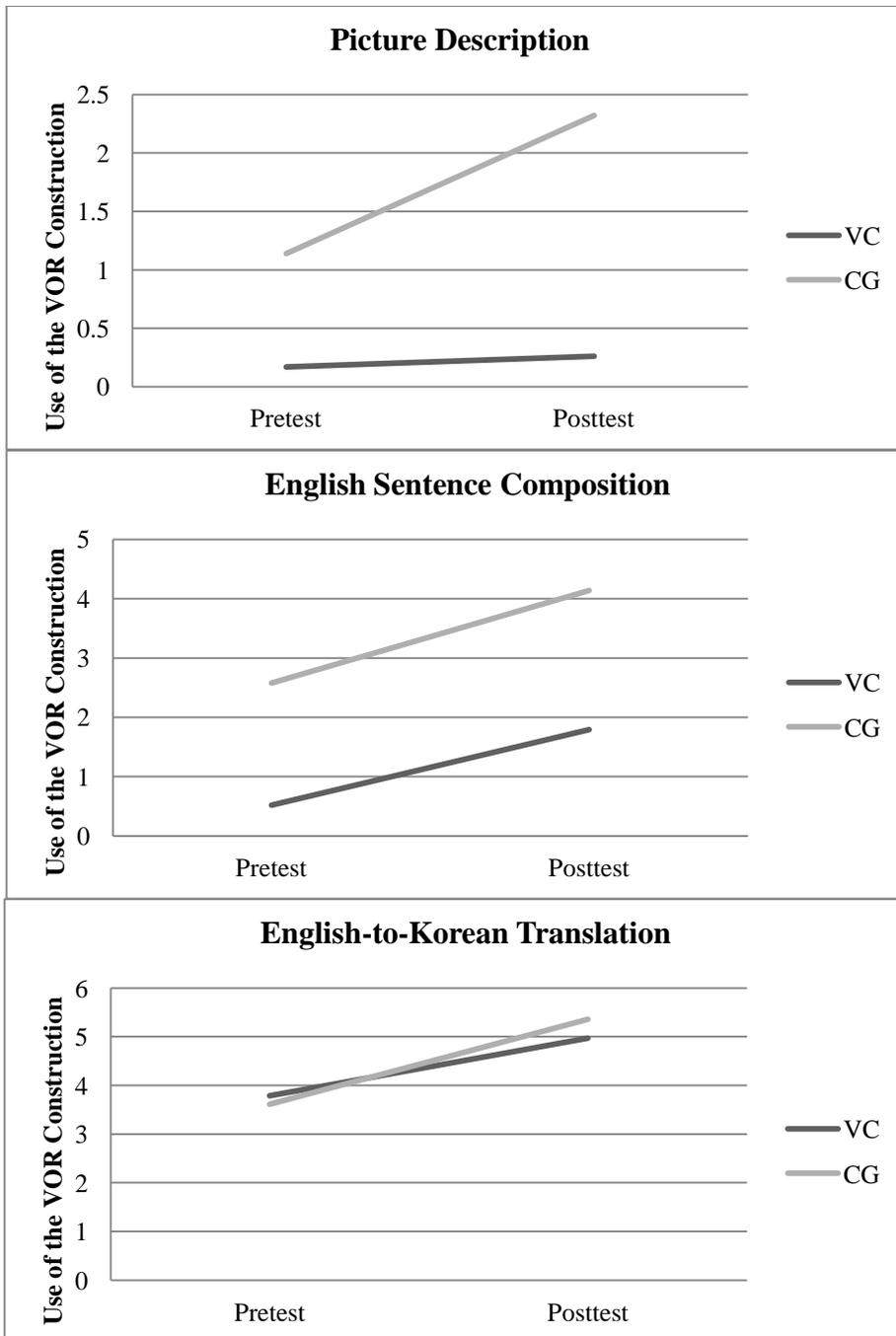


Figure 4.2

Use of VOR Construction in Pretest and Posttest



4.1.1.2. Results by instruction types

The descriptive statistics in Table 4.1 presents that the CG instruction increased students' use of the VOR construction greater than the VC instruction. To examine effects of the instruction types on the students' use of the VOR construction in each task, a series of independent t-tests were conducted (see Table 4.3). In the pretest, only the ESC task yielded a significant different difference between the two groups. Although between-group mean differences in the use of the VOR construction increased in the posttest, a statistically significant difference was not found in the other two tasks, the PD and EKT task.

Table 4.3

Independent Sample T-Tests on Use of VOR Construction by Instruction Types

Test Session & Task		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference (VC-CG)	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	PD	2.470	.121	-.682	67	.497	-.093	.137	-.366	.180
	ESC	12.137	.001	-2.882	42.661	.006**	-1.277	.443	-2.171	-.383
	EKT	.587	.446	.483	60	.631	.187	.387	-.587	.961
Posttest	PD	11.928	.001	-1.842	51.539	.071	-1.181	.641	-2.467	.106
	ESC	1.569	.215	-2.089	58	.041*	-1.557	.746	-3.050	-.065
	EKT	1.209	.276	-1.884	60	.064	-.435	.231	-.896	.027

* p< .05, **p<.01

4.1.2. Use of the VOR construction across verb types

The ESC task employed three types of verbs for the nine VOR items: the basic verb (i.e., *make*), the instructed verbs (i.e., *kick, rub, wipe*), and the uninstructed verbs (i.e., *paint, shake, shoot*). Students' use of the VOR construction was computed according to the verb types (See Table 4.4).

Table 4.4
Use of VOL Construction by Verb Types in ESC Task

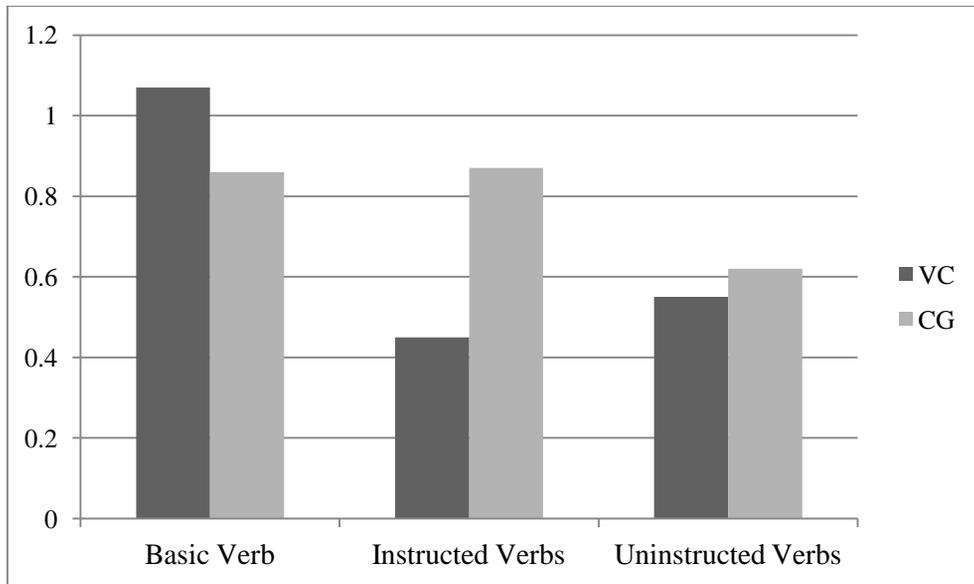
Instruction	Verb	Pretest		Posttest		N
		Mean	SD	Mean	SD	
VC	Basic	.32	.702	1.39	1.256	31
	Instructed	.10	.396	.55	.961	
	Uninstructed	.10	.301	.65	.985	
CG	Basic	.83	1.136	1.69	1.312	29
	Instructed	.41	.568	1.28	1.099	
	Uninstructed	.55	.783	1.17	1.071	

Table 4.4 indicates that the students used the VOR construction more frequently with the basic verb than with the other verbs. This difference was found consistent across the test sessions and instruction groups. Moreover, the mean differences between the pretest and the posttest were high with the basic verb. Based on the means in the pretest and the

posttest, the VC group increased the use of the VOR construction by 1.07 for the basic verb, 0.45 for the instructed verbs, and 0.55 for the uninstructed verbs. The CG group's increases were 0.86 for the basic verb, 0.87 for the instructed verbs, and 0.62 for the uninstructed verbs.

Figure 4.3

Mean Differences between Pretest and Posttest by Verb Types



As compared in Figure 4.3, the VC group's learning of the VOR construction was prominent with the basic verb, while the CG group's learning of the VOR construction was more balanced across the verb types. Another interesting difference between the two groups is found in the

increase with the two types of dynamic verbs: the VC group showed a greater increase with the uninstructed verbs than with the instructed verbs, while the CG group's use of the VOR construction increased with the instructed verbs more than with the uninstructed verbs. In an attempt to closely examine effects of instruction across verb types, independent sample t-tests were conducted on the students' use of the VOR construction in the ESC task (see Table 4.5).

Table 4.5
Independent Sample T-Tests for ESC Task by Verb Types

Test	Verb	T	df	Sig. (2-tailed)	Mean Difference (VC – CG)	Std. Error Difference
Pretest	Basic	-2.055	46.078	.046*	-.505	.246
	Instructed	-2.491	49.683	.016*	-.317	.127
	Uninstructed	-2.933	35.616	.006**	-.455	.155
Posttest	Basic	-.912	58	.365	-.303	.332
	Instructed	-2.735	58	.008**	-.727	.266
	Uninstructed	-1.986	58	.052	-.527	.265

*p<.05, **p<.01

In the pretest, the two instruction groups were significantly different in the use of the VOR construction, and, as shown by the minus mean differences, the CG group used the VOR construction more frequently than the VC group. However, these significant differences in the pretest disappeared in the posttest except with the instructed verbs. In addition, the mean differences between the instruction groups increased most dramatically with the instructed verbs, from 0.317 to 0.727.

4.1.3. Use of the VOR construction by students' levels

The students in each group were divided into two levels based on the pretest results in each task. Table 4.6 presents means and standard deviations of the VOR construction in the pretest and posttest according to students' levels.

Table 4.6
Means and Standard Deviations by Students' Levels

Instruction Group	Level	Task	N	Pretest		Posttest		Mean Differences (post - pre)
				Mean	SD	Mean	SD	
VC	High	PD	17	.29	.588	2.18	2.157	1.89
		ESC	15	.73	1.580	4.20	2.757	3.47
		EKT	14	4.71	1.204	5.50	1.019	0.79
	Low	PD	18	.06	.236	.17	.514	0.11
		ESC	16	.31	.479	1.06	1.436	0.75
		EKT	15	2.93	1.033	4.47	1.246	1.54
CG	High	PD	17	.41	.795	3.53	3.777	3.12
		ESC	14	3.07	2.303	5.93	2.556	2.86
		EKT	16	4.62	1.310	6.00	2.066	1.38
	Low	PD	17	.12	.485	1.12	2.176	1.00
		ESC	15	.60	.910	2.47	2.642	1.87
		EKT	17	2.65	1.222	4.76	1.678	2.11

In the EKT task, low-level students showed greater increases in the use of the VOR construction than high-level students³⁰. However, in the other tasks, greater increases were observed among the high-level students. A series of repeated measure ANOVAs were conducted for each instruction

³⁰ For the EKT task, the high-level students already received high points before the instructional treatment. Therefore, they might have had fewer chances to increase the use of the VOR construction than the low-level students—namely, “ceiling effect”.

group to investigate the effects of the students' levels on the pretest-posttest differences in the PD and ESC task.

Table 4.7
Repeated Measure ANOVAs by Test Sessions and Students' Levels

Instruction Group	Task	Source	SS	df	MS	F	p
VC	PD	TS (Test Session)	17.372	1	17.372	17.493	.000**
		Level	22.098	1	22.098	13.845	.001**
		TS*Level	13.714	1	13.714	13.810	.001**
	ESC	TS	68.827	1	68.827	25.799	.000**
		Level	49.013	1	49.013	14.454	.001**
		TS*Level	28.569	1	28.569	10.709	.003**
CG	PD	TS	72.059	1	72.059	18.173	.000**
		Level	31.118	1	31.118	5.213	.029*
		TS*Level	19.059	1	19.059	4.807	.036*
	ESC	TS	80.793	1	80.793	22.322	.000**
		Level	127.464	1	127.464	20.799	.000**
		TS*Level	3.552	1	3.552	.981	.331

* p<.05, **p<.01

Regarding that the high-level students showed greater increases in the PD task and the ESC task than the low-level students, significant effects of students' levels on between-test differences may indicate the instruction on the VOR construction was not as effective for the low-level students as for the high-level students. In the VC group, the students' level significantly affected the between-test differences in the PD task ($F=13.810$, $p=.001$) as well as in the ESC task ($F=10.709$, $p=.003$), whereas, in the CG group, statistically significant effects of the students' levels on the between-test differences were found only in the PD task ($F=4.807$, $p=.036$).

4.1.4. Discussion

4.1.4.1. Effects of instruction on the learning of the VOR construction

The pretest and posttest results indicate that the students' use of the VOR construction significantly increased after the instructional treatment. As shown in Table 4.2, the mean differences between the pretest and the posttest were statistically meaningful. With regard to this increase, it might be argued that the posttest itself might have been inherently easier than the pretest. However, in an effort to equalize the inherent difficulties between

the tests, every item in the posttest was created through an intensive comparison with a test item in the pretest.³¹ Based on this methodological procedure, it is suggested that the pretest and the posttest may have not varied in their inherent difficulties and that the instructional treatment might have helped the students improve their use of the VOR construction.

Meanwhile, the students' learning of the VOR construction was affected by the verb types. In the ESC task³², the students used the VOR construction more frequently with the basic verb *make* than with the other dynamic verbs in both of the test sessions (see Table 4.4). In addition, greater increases were observed with the basic verb. Furthermore, it was found that the basic verb was overused in some dynamic-verb items of the PD task. For example, a student answered "*he made the table clean*"

³¹ This procedure was extensively applied to test development as a practical way to equalize inherent difficulties between the pretest and the posttest. For instance, pretest item #9 in the ESC task tested the VOR construction: its correct answer was "Pat wiped the table clean." This item corresponded to posttest item #10, whose correct answer was "Tim wiped the table clean."

³² It might be questioned why the other tasks were not examined to measure the effect of verb type on the learning of the VOR construction. In terms of task development, the PD task was also composed of three different verb types as was the ESC task. Thus, the researcher selected the pictures according to a list of the predetermined resultative sentences. However, the students' responses were not limited to the intended verbs since the verbs were not provided during the tests. Most of the transitive resultative sentences in the PD task employed the basic verb *make* regardless of the intended verbs. On the other hand, the EKT task divided the verbs in terms of whether they were used in the instruction. Both the instructed verbs and the uninstructed verbs included basic verbs and dynamic verbs. As a result, the verb categorization in the EKT task was not linguistically meaningful. For these reasons, the relation between the verb types and the learning efficiency was investigated only in the ESC task.

instead of “*he wiped the table clean.*” These findings may indicate that the students were less challenged in using and learning the verbal resultative than the constructional resultative (Goldberg & Jackendoff, 2004).

The verbal resultative refers to a VOR sentence in which an inherently resultative verb (e.g., *make* or *drive*) is used as the main verb. As these basic verbs share many syntactic and semantic properties with the VOR construction, the verbal resultative does not necessitate a complex interaction between the verb and the construction. On the contrary, the constructional resultative, which usually employs a dynamic verb, requires a complex syntactic and semantic interaction between the verb and the construction as follows.

Syntax: NP₁ V NP₂ AP₃

Semantics: X₁ CAUSE [Y₂ BECOME Z₃]

MEANS: [VERBAL SUBEVENT]

Syntax: Willy watered the plants flat.

Semantics: WILLY CAUSE [PLANTS BECOME FLAT]

MEANS: WILLY WATER PLANTS

(Goldberg & Jackendoff, 2004, p. 538)

This syntactic and semantic interaction between the verb and the construction may account for the students' lower improvement with the constructional resultative.

However, it is noteworthy that basic verbs may not always promise easier processing for the VOR construction than dynamic verbs. For example, in the EKT task, many students failed to comprehend some of the test items composed with basic verbs, such as *He took the tower down*. Thus, the VOR construction should be elucidated by a comprehensive view whereby the verb type is discussed with other linguistic properties.

4.1.4.2. Effects of instruction type on the learning of the VOR construction

Between the two instruction groups, the CG group showed greater increases across the three tasks than the VC group, thereby suggesting that the CG instruction might have been more effective in learning the VOR construction than the VC instruction. However, a series of independent sample t-tests indicated that the between-group differences were not statistically meaningful. This result might have stemmed from the fact that the students in both instruction settings were provided with the same amount

of input and output on the VOR construction. To date, language input has been evaluated as the most critical factor in construction learning (Boyd & Goldberg, 2009; Casenhiser & Goldberg, 2005; Ellis & Ferreira-Junior, 2009; Goldberg, 2006; Kim, 2012; Year & Gordon, 2009).

Yet the two groups' learning of the VOR construction seemed to vary in accordance with the verb types in the ESC task. As shown in Table 4.4, the CG group improved the use of the VOR construction with the dynamic verbs, such as *kick*, *rub*, and *wipe*, higher than the VC group. Based on this finding, it could be inferred that the major advantage of the CG instruction would lie in improving the students' use of the constructional resultatives. Meanwhile, it was reported that the VC group showed a higher increase with the uninstructed verbs than with the instructed verb, which might be accounted for by the fact that two of the uninstructed verbs, *paint* and *shoot*, are more commonly expressed in the VOR construction than the other dynamic verbs are.

Finally, the instruction effects between the two groups were compared in terms of students' levels. As the VOR construction projects formal and functional complexity, it was hypothesized that effectiveness of the instruction may vary according to the students' levels. This possibility was examined through a series of repeated measure ANOVAs in which

between-test differences of each group were investigated with respect to students' levels. The results addressed that the VC group's learning of the VOR construction seemed to be more affected by the students' levels than the CG group's learning of the construction. This finding may indicate that the low-level students encountered more difficulties learning the VOR construction when provided with the VC instruction.

The students in the VC group were not explicitly provided with the core meaning of the VOR construction. For the high-level students, it might have been less challenging to inductively guess the meaning of the construction from the language input. This outcome may be attributed to their previous knowledge of EASCs, including the target construction, or a better language aptitude for analyzing L2 language input (Skehan, 1998). However, the low-level students might have stored a relatively insufficient amount of knowledge on EASCs, and such limited access to the target construction may have hindered them from inferring the meaning of the VOR construction from the input.

4.2. Relations among the EASCs

4.2.1. Error analysis

In an attempt to secure a comprehensive view on students' use of the VOR construction, errors related to the EASCs were analyzed. The errors in the ESC task were coded by uppercase letters for construction arguments and lowercase letters for illegitimate forms. Every error in the pretest was paired with the answer to its corresponding posttest item, which resulted in 471 pairs of a pretest error and a posttest response. Then, the use of the VOR construction in the posttest was calculated with respect to the error types in the pretest: results of analyzing ten most frequently errors are listed in Table 4.8.

Table 4.8
Frequent Errors in Pretest and Use of VOR Construction in Posttest

No.	Pretest Error Type	Pretest Error Frequency (a)	Posttest VOR Use in Paired Items (b)	Correction Ratio (b/a * 100)
1	SRO	59	15	25.4%
2	SVRO	48	25	52.1%
3	<u>SOR</u>	<u>19</u>	<u>1</u>	<u>5.3%</u>
4	<u>SOVR</u>	<u>18</u>	<u>3</u>	<u>16.7%</u>
5	SVO	18	7	38.9%
6	S	14	4	28.6%
7	<u>SORV</u>	<u>10</u>	<u>0</u>	<u>0.0%</u>
8	*SROp	8	3	37.5%
9	SVROp	8	7	87.5%
10	SVORi	4	4	100.0%

* “p” indicates that a student used a prepositional phrase instead of a noun phrase.

The results revealed an interesting tendency that the pretest errors having the Korean sentence order (SOV), which are underlined in Table 4.8, seldom changed into VOR sentences in the posttest: the correction rate was 5.3% for the SOR errors, 16.7 % for the SOVR errors, and 0.0% for the SORV errors. In contrast, correction rates for the errors showing the English sentence order (SVO) were relatively high: 25.4% for the SRO errors, 52.1% for the SVRO errors, 38.9% for the SVO errors, 37.5% for the SROp errors, 87.5% for the SVROp errors, and 100% for the SVORi errors.

4.2.2. Learning of other EASCs

In the ESC and EKT task, the VOR construction was tested with three other EASCs (VL, VOL, and VOO). Table 4.9 presents mean frequencies and standard deviations of the EASCs in the two tasks.

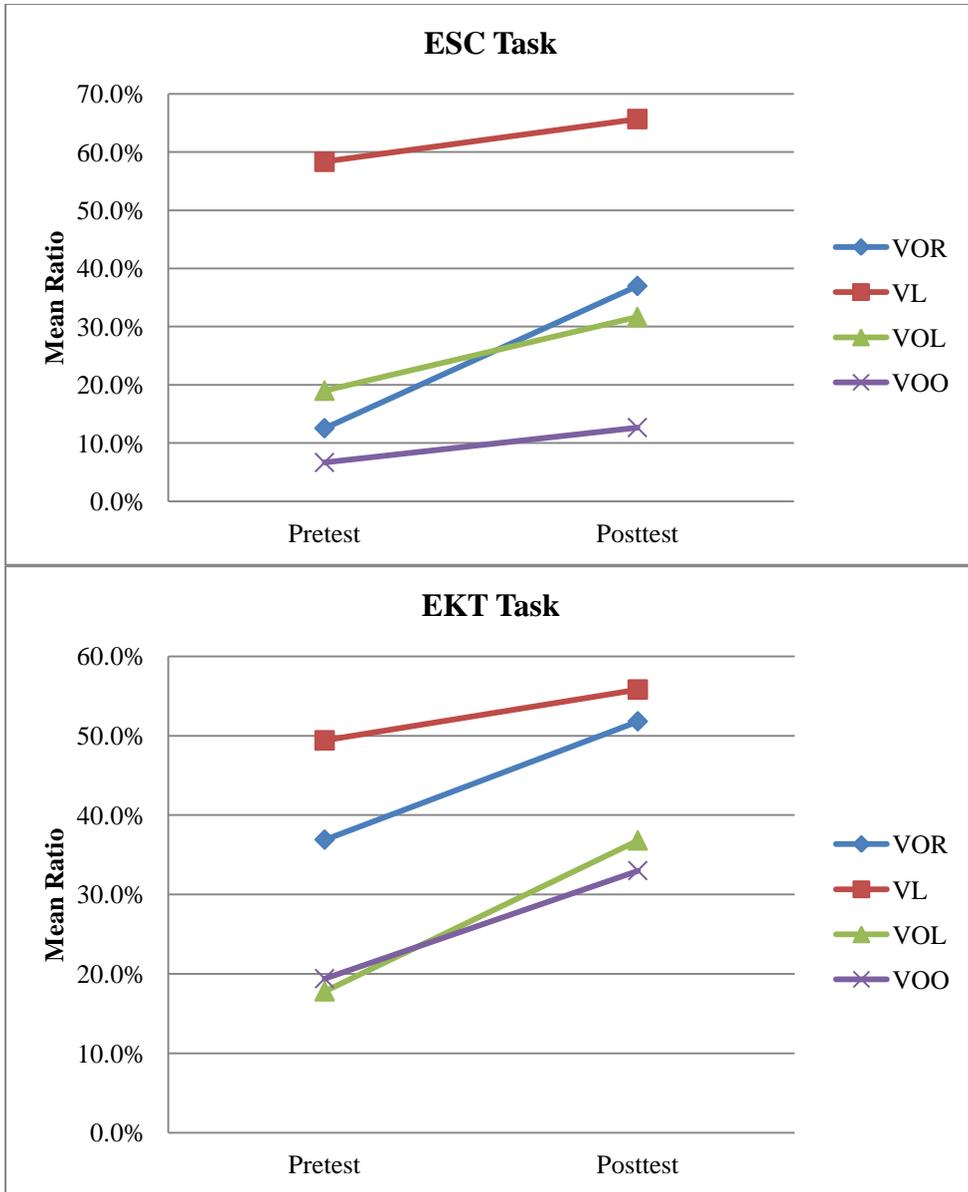
Table 4.9
Means and Standard Deviations of Four EASCs

Task	Verb	Pretest		Posttest		N
		Mean	SD	Mean	SD	
ESC	VOR	1.13	1.789	3.33	2.967	60
	VL	1.75	1.068	1.97	.802	
	VOL	.57	.851	.95	1.032	
	VOO	.20	.576	.38	.739	
EKT	VOR	3.69	1.510	5.18	1.655	62
	VL	2.47	1.277	2.79	1.320	
	VOL	.89	1.073	1.84	1.104	
	VOO	.97	.991	1.65	1.307	

Although the instructional treatment focused on the VOR construction, the students' use of the other EASCs also increased in the posttest. Regarding that there were different numbers of task items for the constructions, Figure 4.4 compares the students' use of the constructions in percentage terms.

Figure 4.4

Mean Frequencies of Four Constructions in Pretest and Posttest



As shown in Figure 4.4, there was not a sharp difference among the increases of the four constructions. In line with this finding, Pearson correlation coefficients and scatter diagrams were employed to examine the relation between the VOR construction and the three other constructions. Every student's frequency increase of the VOR construction was compared with that of the other construction.

Table 4.10
Pearson Correlation Coefficient of Four EASCs in ESC Task

Task	Category	VOR : VL	VOR : VOL	VOR : VOO
ESC	Pearson Correlation	-.040	.409**	.151
	Sig. (2-tailed)	.763	.001	.248
	N	60	60	60
EKT	Pearson Correlation	.176	.175	.392**
	Sig. (2-tailed)	.171	.175	.002
	N	62	62	62

**p<.01

As highlighted in Table 4.10, the frequency increase of the VOR construction formed a statistically positive correlation with that of the VOL construction in the ESC task ($r=.409$, $p=.001$). In contrast, it was the VOO construction of which frequency increase was proven to be significantly correlated with that of the VOR construction in the EKT ($r=.392$, $p=.002$).

These moderately positive correlations were demonstrated as scatter diagrams in Figure 4.5 and 4.6, where the position of a circle indicates frequency increases of the two involved constructions and the size of a circle shows the number of students who achieved such increases.

Figure 4.5
Scatter Diagram: Frequency Increase of VOR and VOL in ESC Task

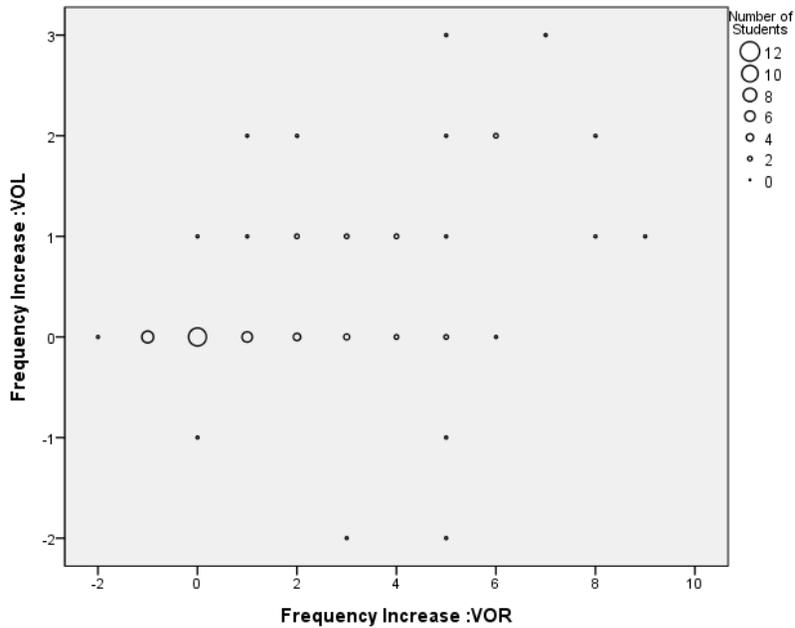
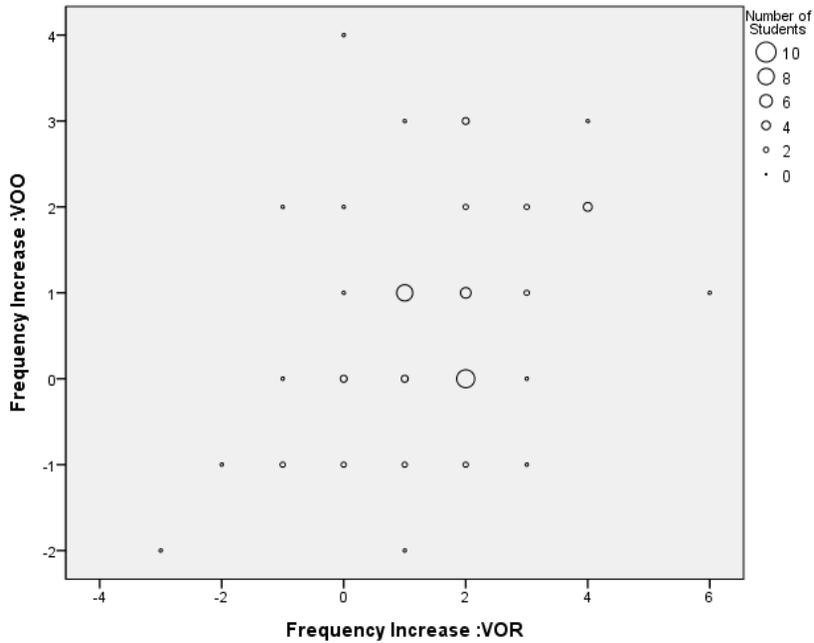


Figure 4.6

Scatter Diagram: Frequency Increase of VOR and VOO in EKT Task



4.2.3. Discussion

4.2.3.1. The transitive construction as a prerequisite for the VOR construction

The comparative analysis of the pretest errors and the posttest responses found that the pretest errors resulting from Korean sentence structure (SOV) had a much lower correction rate for the posttest than those having the English sentence structure (SVO). Based on this difference in

error correction rate between the error types, it is proposed that their fundamental understanding of the English transitive construction (SVO) might have helped the students increase their use of the VOR construction.

For the moment, it would be possible to conclude that the transitive construction may be a prerequisite for learning the VOR construction. Goldberg (1995) provides a relevant linguistic description, framing EASCs into a hierarchy system in which every construction is linked to each other. Goldberg argues that semantic and syntactic information is inherited through hierarchical links; this hierarchy places the transitive construction at a higher node than the VOR construction. Therefore, students understanding the transitive construction might not have to learn every characteristic of the VOR construction since a considerable amount of information is inherited from the transitive construction.

4.2.3.2. Learning of other EASCs

The learning of the English VOR construction seems to be correlated with the learning of other EASCs. In the ESC task, the frequency increase of the VOR construction was positively correlated with that of the VOL construction ($r=.409$, $p=.001$). This moderately positive correlation

between the VOR construction and the VOL construction would be expected from the previous research (Boas, 2002; Goldberg, 1995; Goldberg & Jackendoff, 2004), which has described the VOR construction and the VOL construction as sharing many syntactic and semantic properties. Based on this theoretical description, it would be possible to suggest that the two constructions tend to improve simultaneously.

In contrast, it was difficult to find a theoretical ground to account for the statistically positive correlation between the VOR construction and the VOO construction in the EKT task ($r=.392$, $p=.002$). As an attempt to investigate the detailed aspects of the increase in the VOO construction, every incorrect answer to the VOO items in the pretest was paired with a corresponding posttest answer. This process yielded twenty-six pairs of an incorrect answer in the pretest and a correct answer in the posttest by twenty-two students. The qualitative analysis of the pairs showed that there were many students who assigned indirect objects with the possessive case in the pretest. However, in the posttest, they started to assign indirect objects with the “RECIPIENT” argument role. A student’s responses in the pretest and the posttest are extracted as follows:

CHAPTER 5. CONCLUSION

This chapter draws a conclusion to the present study from the results of the data analysis. The first section summarizes the major findings of the present study and proposes their pedagogical implications. The second section discusses the limitations of the study and provides suggestions for further research.

5.1. Major Findings and Pedagogical Implications

The present study examined the effects of instruction on students' learning of the English transitive resultative (VOR) construction. Two types of instruction—the verb-centered (VC) and the construction-grammar-based (CG) instruction—were provided in Korean secondary school classes. The major findings of the study are summarized as follows.

First, both the VC instruction and the CG instruction are effective in helping Korean secondary school students learn the VOR construction. This may stem from the instruction setting, which compels a sufficient amount of input and output to be contained across the instruction groups. Second, of

the two variations of the VOR construction, the verbal resultatives seem to be easier for Korean secondary school students to use and learn than the constructional resultatives.³³ Finally, compared to the VC instruction, the CG instruction may ensure more successful learning of the VOR construction by Korean secondary school students. In particular, the CG instruction is effective for low-level students whose language proficiency may not be as good as high-level students; conversely, the VC instruction might pose a challenge for low-level students seeking to deductively generalize the core meaning of the VOR construction from the input.

The present study also empirically verified the hierarchical relations among the EASCs (Goldberg, 1995). After the instructional treatment, students who had access to the transitive construction increased their use of the VOR construction far more than those with limited access to the transitive construction. This finding suggests that the transitive construction is a prerequisite for learning the VOR construction as the transitive construction can transmit its syntactic and semantic properties to the VOR construction through the inheritance link. On the other hand, learning the VOR construction seems to be correlated with learning not only the VOL

³³ Unlike the verbal resultatives, which include inherently resultative verbs such *make* and *drive*, the constructional resultatives necessitate complex interactions between verbs and the VOR construction.

construction, which is directly linked to the VOR construction, but also the VOO construction. Argument roles assigned to indirect objects in the VOO construction were moderated from the possessive case to the recipient role. These findings on the hierarchical framework of EASCs support the conclusions of Kim (2012), who elucidated the learning of the EASCs from the perspective of typological markedness (Eckman, 1977; Lakeoff, 1987).

Based on these findings, the present study suggests the following pedagogical implications:

- 1) The English transitive resultative construction should be included in the English curriculum as an independent grammar unit of its own value.
- 2) As the English argument structure constructions are interconnected within a hierarchical frame, they should be carefully arranged within the English curriculum and syllabi to ensure the maximum learning efficiency.
- 3) The English argument structure constructions should be instructed in such a way that learners can readily internalize the core meanings of the constructions. The use of various learning activities, including those developed for the present study, is recommended.

5.2. Limitations and Suggestions for Further Research

The present study has several limitations. First, the increased use of the VOR construction might not be fully attributed to the instructional treatment. The practice effect between the test sessions should have been eliminated by an analysis of data from a control group. Thus, future studies should include a control group in the research design. Second, it is difficult to generalize the findings of the present study to other foreign language learning contexts since the experiment was conducted in some limited contexts of Korean secondary schools. Further studies should include an extensive number of students from various contexts to broaden the current understanding of the EASCs. Third, due to practical restrictions, such as class replacement or graduation, the present study could not implement a delayed posttest; as a result, the retention of the target constructions was not measured. In future studies, a delayed posttest session should be incorporated to analyze the amount of retention across different types of instruction or among different EASCs. Finally, the present study excluded instruction and testing on speaking. Investigation on spoken data would shed new light on the use and learning of the EASCs.

Despite these limitations, the present study is meaningful as it is the first attempt to instruct foreign language learners of the English VOR construction through a variety of learning activities. The teaching materials and instructional phases in the present study may be readily applicable to English classrooms in Korea or other EFL contexts. It is also meaningful that the verb-centered instruction on the VOR construction that prevails in Korean secondary schools was reviewed by an experimental comparison with the construction-grammar-based instruction. Finally, it is worthy of note that the present study might have provided evidence for the hierarchical frame of the EASCs (Goldberg 1995). In line with this finding, it would be of great interest and worth investigating whether learning the VOR construction, which is located at the bottom of the hierarchical frame, leads to learning other constructions found on the path down from the subject-predicate construction to the VOR construction.

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APPENDIX 1. Character-based Writing Task

1.1. Picture Slides

<h4>영화 시나리오 쓰기</h4> <ol style="list-style-type: none"> 1. 다양한 인물과 캐릭터 중에서 주인공을 선택하세요. 2. 주인공을 선택하였으면, 조연을 1~2명 선택하세요. 3. 등장인물 선택을 마친 뒤, 영화 장르를 선택하세요. (O표) 4. 자신만의 영화 시나리오를 영어로 적어보세요. 	<h4>영화 시나리오 쓰기</h4> <div style="text-align: right;"></div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;">Genre</div> <p>Horror / Comedy / Romantic / Action / Sci-Fi</p> 
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1) Pretest



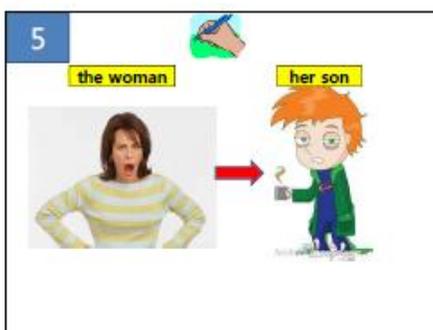
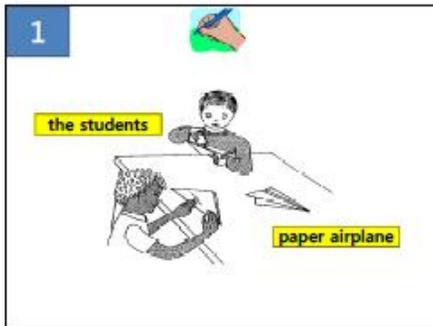
2) Posttest

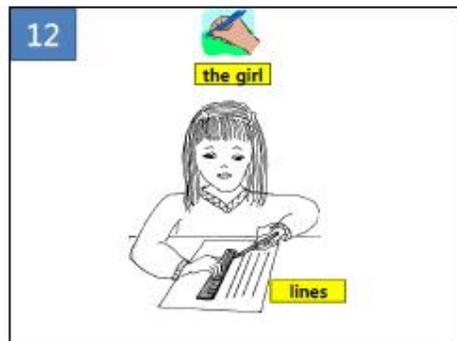
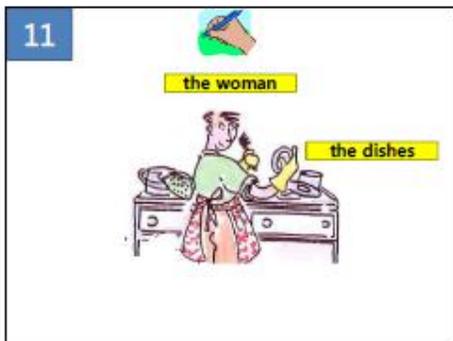
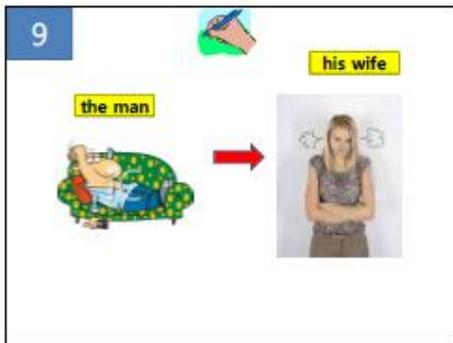
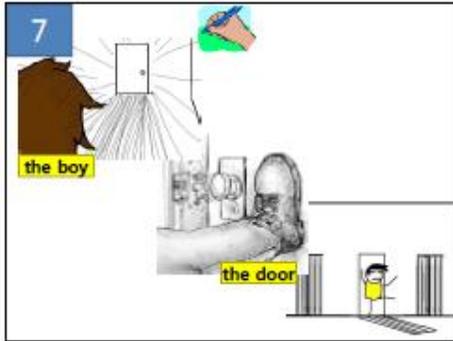


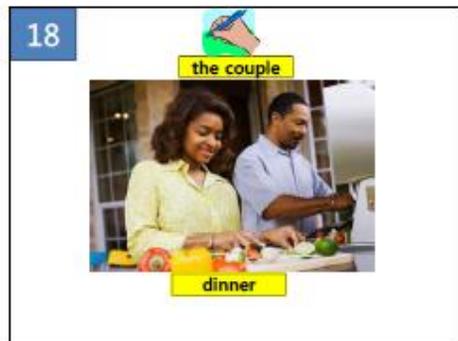
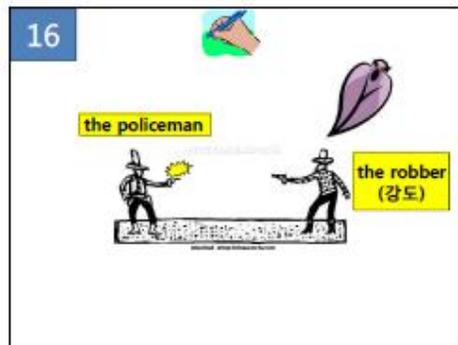
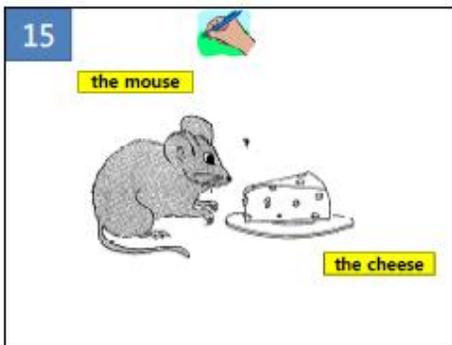
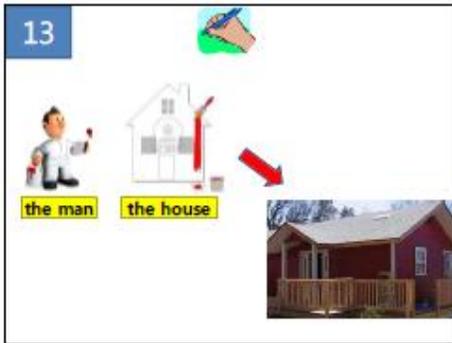
APPENDIX 2. Picture Description Task

2.1. Picture Slides

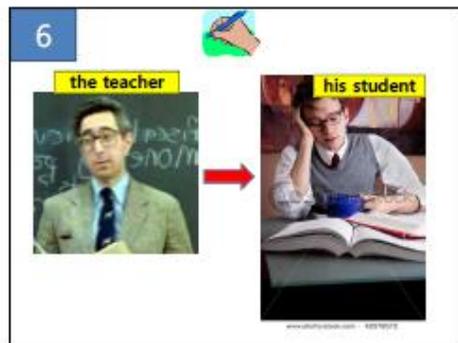
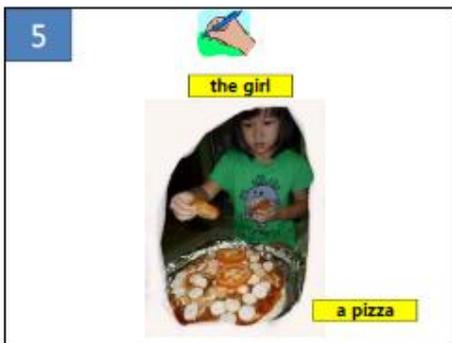
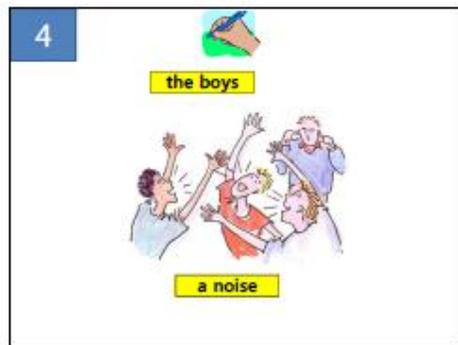
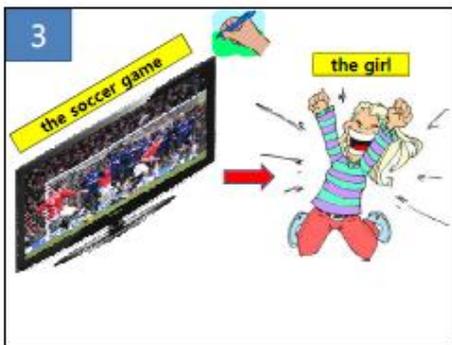
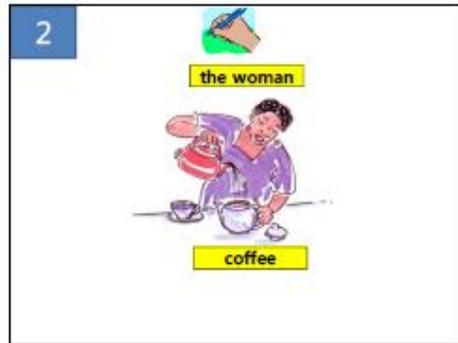
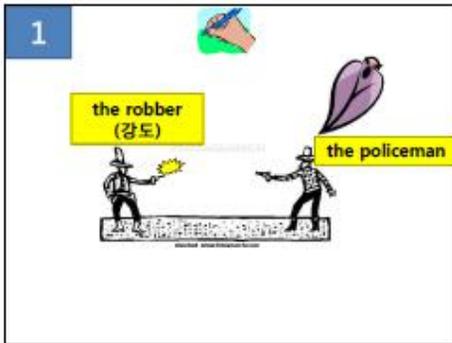
1) Pretest

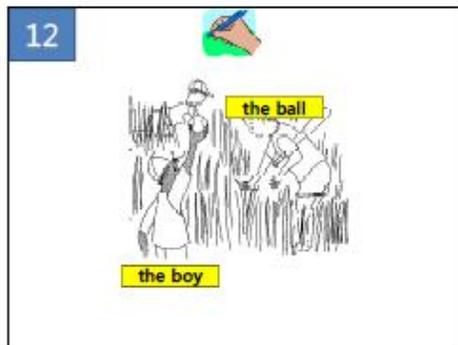
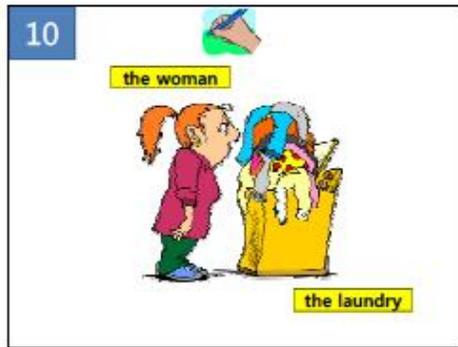
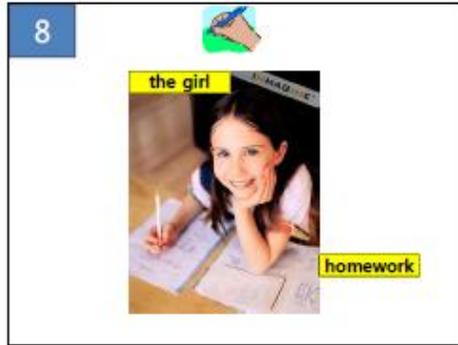
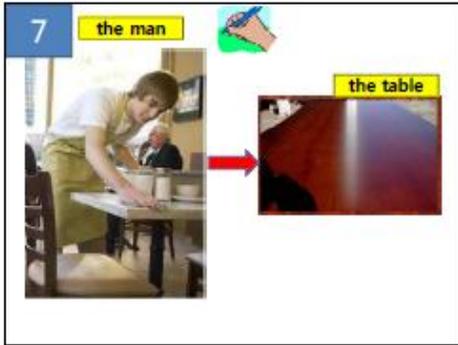


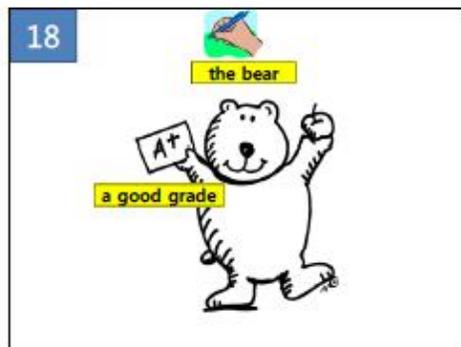
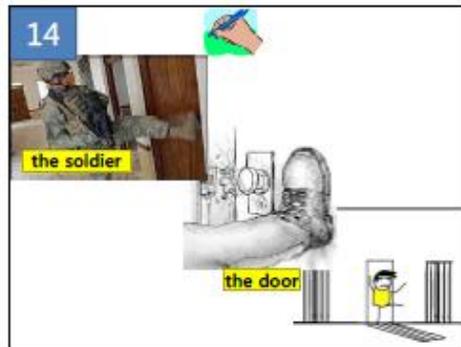
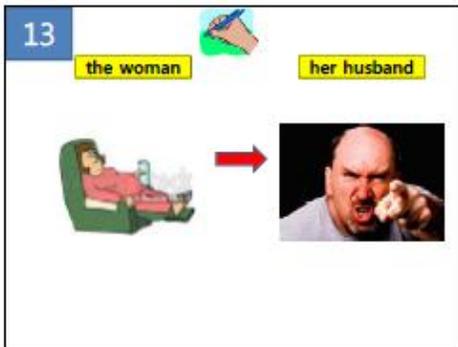




2) Posttest







2.2. List of Expected Sentences

No	Pretest Item	Posttest Item	Item Group
1	The basketball game made the coach excited.	The soccer game made the girl excited.	Verbal Resultative
2	The woman made her son tired.	The teacher made his student tired.	
3	The man made his wife angry.	The woman made her husband angry.	
4	The boy kicked the door open.	The soldier kicked the door open.	Constructional Resultative With Instructed Verbs
5	The woman wiped the table clean.	The man wiped the table clean.	
6	The lady rubbed her hands warm.	The girl rubbed her hands warm.	
7	The man shook the puppy awake.	The monster shook the princess awake.	Constructional Resultative With Uninstructed Verbs
8	The man painter the house red.	The woman painted her nails red.	
9	The policeman shot the robber dead.	The robber shot the policeman dead.	
10	The woman did the dishes.	The man did the dishes.	Distracter
11	The mouse got the cheese.	The boy got the ball.	
12	The man got the money.	The bear got a good grade.	
13	The girl made lines.	The woman made coffee.	
14	The children wore funny clothes.	The woman did the laundry.	
15	The team made a film.	The girl did homework.	
16	The couple made dinner.	The girl made a pizza.	
17	The students made paper airplane.	The boys made a noise	
18	The kids rode the bicycles.	The boy played the video game.	

APPENDIX 3. English Sentence Composition

3.1. Test Materials

1) Pretest

English Sentence Writing [영어문장 쓰기]

※ 우리말로 주어진 내용을 영어문장으로 표현해 보세요.

	우리말 문장	영어 문장
1	Gary가 방 안으로 달려갔다.	
2	Sue가 연필을 책상 위에 올려놓았다.	
3	Muff가 Kim을 쏘아 죽였다.	
4	Laura가 책상 위에 뛰어 올라갔다.	
5	Lee가 그 편지를 미국에 보냈다.	
6	농구경기가 Peter를 신나게 만들었다.	
7	Joe가 Kyle을 흔들어서 깨웠다.	
8	Beth가 병원에 갔다.	
9	Pat이 탁자를 깨끗하게 닦았다.	
10	Danny가 Cathy에게 꽃 한 송이를 주었다.	
11	Wilson이 Bob에게 집 한 채를 약속하였다.	
12	Jack이 아내를 화나게 만들었다.	
13	Michael이 John에게 신발을 사주었다.	
14	Jane이 아들을 피곤하게 만들었다.	
15	Kate가 손톱을 빨갱게 칠했다.	
16	Matt이 손을 비벼서 따뜻하게 했다.	
17	Rachel이 문을 차서 열었다.	
18	Sam이 공을 Jane에게 찼다.	

2) Posttest

English Sentence Writing [영어문장 쓰기]

※ **우리말로 주어진 내용을 영어문장으로 표현해 보세요.**

	우리말 문장	영어 문장
1	Wilson이 학교에 갔다.	
2	Sue가 Cathy에게 CD를 주었다.	
3	Michael이 교실 안으로 달려갔다.	
4	Sam이 Bill에게 차 한 대를 약속하였다.	
5	Laura가 공을 Minsu 쪽으로 찼다.	
6	Gary가 그 책을 일본에 보냈다.	
7	Jessica가 남편을 화나게 만들었다.	
8	Lee가 Anne에게 반지를 사 주었다.	
9	Rachel이 집을 파랑계 칠했다.	
10	Tim이 탁자를 깨끗하게 닦았다.	
11	Danny가 침대 위에 뛰어 올라갔다.	
12	Chris가 학생들을 피곤하게 만들었다.	
13	Rudy가 손을 비벼서 따뜻하게 했다.	
14	Paul이 문을 차서 열었다.	
15	David는 Matt를 쏘아 죽였다.	
16	Peter가 Jane을 흔들어서 깨웠다.	
17	축구 경기가 Mary를 신나게 만들었다.	
18	Beth가 포크를 탁자 위에 올려놓았다.	

3.2. List of Correct Answers

EASC	Verb	Pretest	Posttest
VOR	Basic (<i>make</i>)	The baseball game made Peter excited.	The soccer game made Mary excited.
		Jane made her son tired.	Chris made his students tired.
		Jack made his wife angry.	Jessica made her Husband angry.
	Instructed (<i>wipe, rub, kick</i>)	Pat wiped the table clean.	Tim wiped the table clean.
		Matt rubbed his hands warm.	Rudy rubbed his hands warm.
		Rachel kicked the door open.	Paul kicked the door open.
	Uninstructed (<i>shoot, paint, shake</i>)	Muff shot Kim dead.	David shot Matt dead.
		Kate painted her nails red.	Rachel painted her house blue.
		Joe shook Kyle awake.	Peter shook Jane awake.
	VL	<i>go</i>	Beth went to hospital.
<i>ran</i>		Gary ran into the room.	Michael ran into the classroom.
<i>jump</i>		Laura jumped onto the desk.	Danny jumped onto the bed.
VOL	<i>put</i>	Sue put the pencil on the desk.	Beth put the folk on the table.
	<i>send</i>	Lee sent the letter to the States.	Gary sent the book to Japan.
	<i>kick</i>	Sam kicked the ball to Jane.	Laura kicked the ball to Minsu.
VOO	<i>give</i>	Danny gave Cathy a flower.	Sue gave Cathy a CD.
	<i>buy</i>	Michael bought John shoes.	Laura bought Anne a ring.
	<i>promise</i>	Wilson promised Bob a house.	Sam promised Bill a car.

APPENDIX 4. English-to-Korean Translation

4.1. Test Items

Construction	PRETEST	POSTTEST
Resultative:	Peter made Jane angry.	Paul made Mary angry.
Instructed	Andrew kicked Sam black and blue.	Andrew kicked Bill black and blue.
Verbs	She wiped the table clean. He rubbed the hands warm. Pat threw the box apart.	He wiped the window clean. She rubbed the hands warm. Chris threw the chair apart.
Resultative:	He got the car fixed.	He got the radio fixed.
Uninstructed	Matt sliced the tire open.	Matt sliced the ball open.
Verbs	Rachel took the wall down. Muff painted the house green. Kate shot him dead.	Rachel took the tower down. Muff painted the room white. Kate shot her dead.
Intransitive	Joe ran out of the room.	Joe ran out of the classroom.
Motion	They walked down the street. David went up the stairs Kyle got off the train. A ball rolled into the garden.	They walked down the stairs. David went up the ladder. Kyle got off the bus. A ball rolled into the house.
Caused	Gary threw the key onto the roof.	Gary threw the book onto the desk.
Motion	Laura got the ball into the net. Matt sliced the ham onto the plate. Lee took the rose into the house. Nancy sneezed the tissue off the table.	Laura got the coin into the hole. Matt sliced the meat onto the frying pan. Lee took the box into the car. Nancy sneezed the paper off the desk.
Ditransitive	Pat threw Linda the pencil. Beth got Liz an invitation. Jennifer sliced Terry an apple. Sue took him a message. He kicked Bob the ball.	Pat threw Linda an eraser. Beth got Liz a present. Jennifer sliced Terry a tomato. Sue took him a book. He kicked Jack the ball.

Note. The boldfaced sentences were adopted from Lee and Kim (2011).

4.2. Test Materials

1) Pretest

Korean Sentence Writing [우리말 문장 쓰기]

※ 영어로 주어진 내용을 우리말 문장으로 표현해 보세요.

번호	영어 문장	우리말 문장
1	He rubbed the hands warm.	
2	They walked down the street.	
3	Rachel took the wall down.	
4	A ball rolled into the garden.	
5	Laura got the ball into the net.	
6	Matt sliced the tire open.	
7	Muff painted the house green.	
8	She wiped the table clean.	
9	Lee took the rose into the house.	
10	Beth got Liz an invitation.	
11	Nancy sneezed the tissue off the table.	
12	Kyle got off the train.	
13	Pat threw the box apart.	
14	He got the car fixed.	
15	Joe ran out of the room.	
16	Gary threw the key onto the roof.	
17	Andrew kicked Sam black and blue.	
18	Pat threw Linda the pencil.	
19	Sue took him a message.	
20	Matt sliced the ham onto the plate.	
21	Peter made Jane angry.	
22	Kate shot him dead.	
23	Jennifer sliced Terry an apple.	
24	He kicked Bob the ball.	
25	David went up the stairs	

2) Posttest

Korean Sentence Writing [우리말 문장 쓰기]

※ 영어로 주어진 내용을 우리말 문장으로 표현해 보세요.

번호	영어 문장	우리말 문장
1	A ball rolled into the house.	
2	Gary threw the book onto the desk.	
3	Rachel took the tower down.	
4	Andrew kicked Bill black and blue.	
5	Kate shot her dead.	
6	He got the radio fixed.	
7	Beth got Liz a present.	
8	Jennifer sliced Terry a tomato.	
9	Paul made Mary angry.	
10	They walked down the stairs.	
11	Chris threw the chair apart.	
12	David went up the ladder.	
13	Pat threw Linda an eraser.	
14	She rubbed the hands warm.	
15	Muff painted the room white.	
16	Lee took the box into the car.	
17	Laura got the coin into the hole.	
18	Joe ran out of the classroom.	
19	Matt sliced the meet onto the frying pan.	
20	Matt sliced the ball open.	
21	Nancy sneezed the paper off the desk.	
22	Sue took him a book.	
23	He kicked Jack the ball.	
24	He wiped the window clean.	
25	Kyle got off the bus.	

APPENDIX 5. Instruction Materials

5.1. Lesson 1: Hand-Outs

1) VC instruction

5형식 문장의 동사 **Part 1**

학년	반	번호	이름

1. 각각의 문장을 “문장형식”에 따라 화살표로 연결해보세요

<문장>

1) Jim made a big mistake.	•	5형식 (S-V-O-C)
2) Jessica made him a muffler.	•	3형식 (S-V-O)
3) Pooh made piglet angry.	•	4형식 (S-V-O-O)

<문장형식>

2. 다음은 1번 문제에서 사용된 문장에 대해 설명한 내용입니다. 각각의 내용이 참인지 거짓인지 표시해 보세요. 거짓인 경우, 틀린 부분을 고쳐주세요.

① 세 문장 모두 동사 **made**(make의 과거형)를 사용하고 있다. (참 / 거짓)

② 세 문장의 문장 형식은 같다. (참 / 거짓)

③ 3번 문장은 5형식 문장(주어-동사-목적어-보어)이다. (참 / 거짓)

④ 동사 **make**는 5형식 문장에 사용될 수 없다. (참 / 거짓)

3. 아래 세 문장은 모두 5형식 문장입니다. 주어진 문장을 문장형식에 따라 표에 적으세요.

① Pooh **made** piglet angry.

② Jim **made** his mother tired.

③ The cat **made** the dog scared.

번호	주어	동사	목적어	목적격보어
(예)	<i>You</i>	<i>made</i>	<i>me</i>	<i>happy</i>
1	<i>Pooh</i>			
2				
3				

4. 주어진 단어와 5형식 문장구조를 활용하여 아래의 표에 영어문장을 적어보세요.

- ① The man, the can, flat, made
- ② made, the father, excited, the baby
- ③ him, made, the map, confused

번호	주어	동사	목적어	보어
1	<i>The man</i>	<i>made</i>		
2	<i>The father</i>			
3	<i>The map</i>			

5. 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

1) A few months ago, only a few people knew him. But, one day, he danced on a TV show and (**made / this / famous / him**).

→ and _____.

2) In California, many people have wonderful homes with swimming pools. But, California has the highest suicide rate* in the world.

So, we can say, "(**doesn't / Money / the people / make / happy**)."

*suicide rate: 자살률

→ So we can say, "_____."

3) He didn't read any story book. He just read the dictionary* page by page while he was waiting for the wheat** to grow.

He knew all the words, but (**tired / him / story books / made**).

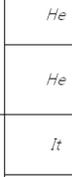
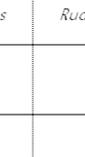
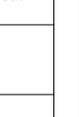
*dictionary: 사전

**wheat: 밀

→ but _____.

6. <5형식 문장구조>와 <동사 make>를 사용하여, 그림 속의 사람 및 사물에 관하여 두 문장씩 써보세요.

<힌트> 유용한 형용사 목록		
annoyed 짜증난	awake 잠에서 깬	clean 깨끗한
dirty 더러운	dry 건조한	sick 아픈
smart 똑똑한	tired 피곤한	young 젊은

번호	그림	주어	동사	목적어	보어
1		He	makes	Rudolf	tired.
		He			
2		It			
3	 비누	It			
4		It			
5		It			
6	 오징어먹물 염색약 도착	It			
7		It			

2) CG instruction

목적어의 상태 변화 SVOC Part 1

학년	반	번호	이름

1. 다음 문장의 내용과 일치하는 그림 옆에 ○표 하세요.

Pooh made Piglet angry.	Jim made his mother tired.	The cat made the dog scared.
 ()	 ()	 ()
 ()	 ()	 ()

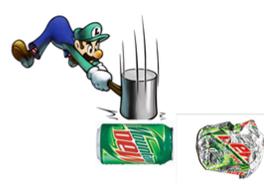
2. 1번 문제의 세 문장을, 아래 표의 문장구조에 따라 적어 보세요.

순번	주어	동사	목적어	보어(상태)
(예)	<i>You</i>	<i>made</i>	<i>me</i>	<i>happy</i>
1	<i>Pooh</i>			
2				
3				

3. 다음은 1번과 2번 문제에서 사용된 문장에 대해 설명한 내용입니다. 각각의 내용이 참인지 거짓인지 표시해 보세요. 거짓인 경우, 틀린 부분을 고쳐보세요.

- ① 세 문장은 모두 동일한 문장 구조를 가지고 있다. (참 / 거짓)
- ② 세 문장은 모두 “주어의 상태 변화”를 보여준다. (참 / 거짓)
- ③ 문장 구조가 문장의 의미를 결정할 수 없다. (참 / 거짓)
- ④ 세 문장에서 공통으로 사용된 동사는 *made*이다. (참 / 거짓)

4. 아래의 그림들은 "목적어(대상)의 상태변화"를 보여줍니다. 앞에서 배운 문장구조와 주어진 단어를 활용하여 그림을 묘사해 보세요.

1번	2번	3번
 <p>flat 납작한</p>	 <p>baby 아기 excited 신나는</p>	 <p>map 지도 confused 혼란스러운</p>

번호	주어	동사	목적어	보어(상태)
1	<i>The man</i>	<i>made</i>		
2	<i>The father</i>			
3	<i>The map</i>			

5. 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

1) A few months ago, only a few people knew him. But, one day, he danced on a TV show and (**made / this / famous / him**).

→ and _____.

2) In California, many people have wonderful homes with swimming pools. But, California has the highest suicide rate* in the world. So, we can say, "(**doesn't / Money / the people / make / happy**)."

*suicide rate: 자살률

→ So we can say, "_____."

3) He didn't read any story book. He just read the dictionary* page by page while he was waiting for the wheat** to grow. He knew all the words, but (**tired / him / story books / made**).

*dictionary: 사전
**wheat: 밀

→ but _____.

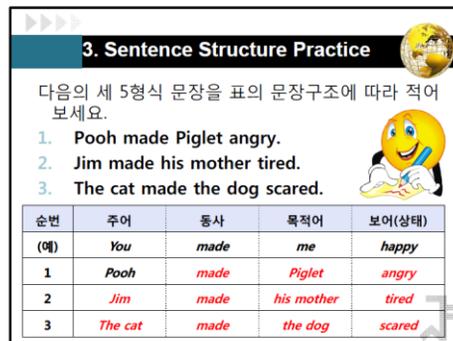
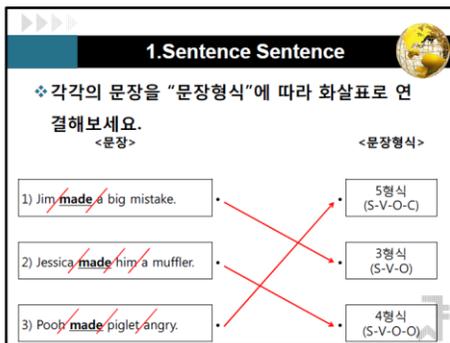
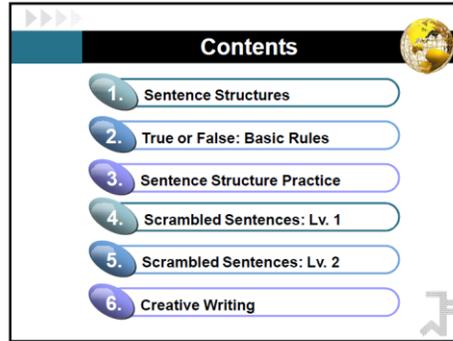
6. 지금까지 배운 문장구조(SVOC)를 활용하여, 그림 속의 사람 및 사물이 가져오는 "목적어(대상)의 상태변화"에 대해 두 문장씩 써보세요.

<힌트> 유용한 형용사 목록		
annoying 짜증나는	awake 잠에서 깬	clean 깨끗한
dirty 더러운	dry 건조한	sick 아픈
smart 똑똑한	tired 피곤한	young 젊은

번호	그림	주어	동사	목적어	보어 (상태변화)
1		He	makes	Rudolf	tired.
		He			
2		It			
3	 비누	It			
4		It			
5		It			
6	 오징어먹을 염색약 도착	It			
7		It			

5.2. Lesson 1: MS PowerPoint Slides .

1) VC Instruction



4. Scrambled Sentences: Lv. 1

① The man / the can / flat / made
 ② made / the father / excited / the baby
 ③ him / made / the map / confused

번호	주어	동사	목적어	보어(상태)
1	The man	made	the can	flat
2	The father	made	the baby	excited
3	The map	made	the man	confused

5. Scrambled Sentences: Lv. 2

❖ 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

1) ...TV show and (made / this / famous / him).
 → and **this made him famous.**

2) So, we can say, "(doesn't / Money / the people / make / happy)."
 → So, we can say, "**Money doesn't make people happy.**"

5. Scrambled Sentences: Lv. 2

❖ 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

3) ... but (tired / him / story books / made).
 → but **story books made him tired.**

6. Creative Writing

❖ <5형식 문장구조>와 <동사 make>를 사용하여, 그림 속의 사람 및 사물에 관하여 두 문장씩 써 보세요. (6분)

번호	그림	S	V	O	C
1		He	makes	Rudolf	tired.
		He	makes	children	happy.

6. Creative Writing

❖ 5형식 문장구조(SVOC) & 동사 make

번호	그림	S	V	O	C
2		It	makes	hair	dry.
		It	makes	people	stylish

It makes your feet dry.
 It makes clothes dry.

6. Creative Writing

❖ 5형식 문장구조(SVOC) & 동사 make

번호	그림	S	V	O	C
5		It	makes	you	sick
		It	makes	the room	dirty

It makes your teeth yellow.
 It makes you poor.

2) CG Instruction

목적어의 상태변화: SVOC
Part 1



**2011
Middle School**

Contents

1. Picture & SVOC Sentence
2. Sentence Structure Practice
3. True or False: Basic Rules
4. Picture & Sentence Writing
5. Scrambled Sentences
6. Creative Writing

1. Picture & SVOC Sentence

❖ 주어진 문장과 일치하는 그림을 선택하세요.

1. Pooh made Piglet angry.



1. Picture & SVOC Sentence

❖ 주어진 문장과 일치하는 그림을 선택하세요.

2. Jim made his mother tired.



1. Picture & SVOC Sentence

❖ 주어진 문장과 일치하는 그림을 선택하세요.

3. The cat made the dog scared.



1. Picture & SVOC Sentence

❖ 주어진 문장과 일치하는 그림을 선택하세요.

4. The monkey made the pig happy.



1. Picture & SVOC Sentence

❖ 주어진 문장과 일치하는 그림을 선택하세요.

5. The girl made the boy shocked.

1. Picture & SVOC Sentence

❖ 주어진 문장과 일치하는 그림을 선택하세요.

6. The man made the woman sad.

2. Sentence Structure Practice

다음의 세 문장을 표의 문장구조에 따라 적어보세요.

- Pooh made Piglet angry.
- Jim made his mother tired.
- The cat made the dog scared.

순번	주어	동사	목적어	보어(상태)
(예)	You	made	me	happy
1	Pooh	made	Piglet	angry
2	Jim	made	his mother	tired
3	The cat	made	the dog	scared

3. True or False: Basic Rules

순번	주어	동사	목적어	보어(상태)
1	Pooh	made	Piglet	angry
2	Jim	made	his mother	tired
3	The cat	made	the dog	scared

위 세 문장에 대하여, 아래의 내용이 참인지 거짓인지 표시해 보세요.
거짓인 경우, 틀린 부분을 고쳐주세요.

- 세 문장은 모두 동일한 문장 구조를 가지고 있다. (참 / 거짓)
- 세 문장은 모두 "주어의 상태 변화"를 보여준다. (참 / 거짓)
- 문장 구조가 문장의 의미를 결정할 수 없다. (참 / 거짓)
- 세 문장에서 공통으로 사용된 동사는 made이다. (참 / 거짓)

3. True or False: Basic Rules

순번	주어	동사	목적어	보어(상태)
1	Pooh	made	Piglet	angry
2	Jim	made	his mother	tired
3	The cat	made	the dog	scared

- 세 문장은 모두 동일한 문장 구조를 가지고 있다. (참 / 거짓)
→ 주어-동사-목적어-보어(SVOC)의 문장구조 (2번 문제 참고)
- 세 문장은 모두 "주어의 상태 변화"를 보여준다. (참 / 거짓)
→ 세 문장은 모두 "목적어의 상태 변화"를 보여준다.
- 문장 구조가 문장의 의미를 결정할 수 없다. (참 / 거짓)
→ 문장 구조가 문장의 의미를 결정할 수 있다.
- 세 문장에서 공통으로 사용된 동사는 made이다. (참 / 거짓)

4. Picture Description

❖ 아래의 그림은 "목적어의 상태변화"를 보여줍니다. 앞서 배운 문장구조와 주어진 단어를 활용하여 그림을 묘사해 보세요.

1번 2번 3번

4. Picture Description

1번

2번

3번

번호	주어	동사	목적어	보어(상태)
1	The man	made	the can	flat
2	The father	made	the baby	excited
3	The map	made	the man	confused

5. Scrambled Sentences

❖ 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

1)TV show and (made / this / famous / him).
→ and **this made him famous.**

2) So, we can say, "(doesn't / Money / the people / make / happy)."
→ So, we can say, "**Money doesn't make people happy.**"

5. Scrambled Sentences

❖ 다음을 읽고 괄호 안에 주어진 단어를 모두 활용하여 마지막 문장을 완성하세요.

3) ... but (tired / him / story books / made).
→ but **story books made him tired.**

6. Creative Writing

❖ 지금까지 배운 문장구조(SVOC)를 활용하여, 그림 속의 사람 및 사물이 가져오는 "목적어(대상)의 상태변화"에 대해 두 문장씩 써보세요.

번호	그림	S	V	O	C
1		He	makes	Rudolf	tired.
		He	makes	children	happy

6. Creative Writing

❖ 문장구조(SVOC) & "목적어(대상)의 상태변화"

번호	그림	S	V	O	C
2		It	makes	hair	dry.
		It	makes	people	stylish

It makes your feet dry.
It makes clothes dry.

6. Creative Writing

❖ 문장구조(SVOC) & "목적어(대상)의 상태변화"

번호	그림	S	V	O	C
5		It	makes	you	sick
		It	makes	the room	dirty

It makes your teeth yellow.
It makes you poor.

5.3. Lesson 2: Hand-Outs

1) VC Instruction

5형식 문장의 동사 **Part 2**

학년	반	번호	이름

Part I. Review

1. 다음 문장 중에서 5형식 문장(SVOC)을 고르세요.

- ① Jim made a big mistake.
- ② Jessica made him a muffler.
- ③ Pooh made piglet angry.

2. 다음은 1번 문제에 대해 설명한 내용입니다. 각각의 내용이 참인지 거짓인지 표시해 보세요.

- ① 세 문장 모두 **5형식 문장 구조를 가지고 있다.** (참 / 거짓)
- ② 세 문장 모두 **동사 made(make의 과거형)를 사용하고 있다.** (참 / 거짓)
- ③ 동사 made는 5형식 문장에 **사용될 수 있다.** (참 / 거짓)

3. 주어진 단어들을 올바르게 배열하여 5형식 문장을 만들어 보세요.

- 1) (doesn't / money / people / make / happy).
→ _____.
- 2) (tired / him / story books / make).
→ _____.

4. 동사 make를 사용하여 그림별로 5형식 문장을 두 개 적어보세요.

그림	주어	동사	목적어	보어 (형용사)
 dry 마른	<예> it	makes	people	stylish.
 annoyed 짜증난				

Part II. 다양한 5형식 동사

★ 지금까지 5형식 문장(SVOC)에 동사 make가 사용되는 것을 살펴보았다. 5형식 문장에 자주 사용되는 동사에는 make 외에도 "get, turn, keep, leave, drive"가 있다. 이들 동사 이외에도 다양한 동사들이 5형식 문장에 사용될 수 있다.

1. 주어진 5형식 문장을 아래의 표 안에 넣어보세요.

- 1) The father **threw** the baby excited.
- 2) The man **hammered** the can flat

번호	주어	동사	목적어	보어
1				
2				

2. 다음 문장을 읽고 상자 안의 동사를 사용하여 빈 칸을 채우세요.

stood	kicked	gave	ran	watered
bought	pushed	wiped	rubbed	threw

<예> The old lady watered the plants flat.

- 1) The drunken man _____ the dog dead.
- 2) The waiter _____ the tables clean.
- 3) It was so hot that Jack _____ the windows open.
- 4) My dog, *Happy*, was totally wet from the rain, so I brought a towel and I _____ him dry.

3. 2번 문제에서 굵은 글씨로 쓰인 문장을 아래의 구조에 적어보세요.

	주어	동사	목적어	보어
예	<i>The old lady</i>			
1	<i>The drunken man</i>			
2	<i>The waiter</i>			
3	<i>Jack</i>			
4	<i>I</i>			

2) CG Instruction

목적어의 상태 변화 SVOC Part 2

학년	반	번호	이름

Part I. Review

1. 다음 세 그림이 나타내는 “목적어의 상태변화”를 표 안의 문장구조에 맞추어 적어보세요.



주어	동사	목적어	보어
<i>Pooch</i>	<i>made</i>	<i>Piglet</i>	
<i>The cat</i>			
<i>Jim</i>			

2. 다음은 1번 문제에 대해 설명한 내용입니다. 각각의 내용이 참인지 거짓인지 표시해 보세요.

- ① 세 문장은 모두 동일한 문장 구조를 가지고 있다. (참 / 거짓)
- ② 세 문장은 모두 “목적어의 상태 변화”를 보여준다. (참 / 거짓)
- ③ 문장 구조가 문장의 의미를 결정할 수 있다. (참 / 거짓)
- ④ 세 문장에서 공통으로 사용된 동사는 *made*이다. (참 / 거짓)

3. 1번 문제에서 사용된 문장구조와 주어진 단어들을 활용하여, “목적어의 상태변화”를 나타내는 문장을 작성하세요.

- 1) (*doesn't / money / people / make / happy*).
 - _____
- 2) (*tired / him / story books / make*).
 - _____

4. 그림 속의 사물이 가져오는 “목적어의 상태 변화”에 대해 써보세요.

그림	주어	동사	목적어	보어 (형용사)
 dry 마른	<예> <i>it</i>	<i>makes</i>	<i>people</i>	<i>stylish</i>
 annoyed 짜증난				

Part II. "목적어의 상태 변화": 다양한 동사

★ "주어-동사-목적어-보어"라는 문장구조 자체가 "목적어의 상태 변화"를 의미할 수 있다. 그러나 동사 make는 "목적어의 상태 변화"를 일으킨 구체적인 행동을 보여주지 못한다.
 예) Pooh made Piglet angry ⇒ Piglet이 화난 이유 : 모름
 Pooh hit Piglet angry ⇒ Piglet이 화난 이유 : Pooh가 때려서
 이처럼 "목적어의 상태 변화"를 일으키는 구체적인 방법을 표현하기 위하여 "make" 이외의 다양한 동사들을 사용할 수 있다.

1. 다양한 동사를 사용해서 "목적어의 변화"를 일으킨 구체적 방법을 설명하세요.

그림 A				그림 B			
							
주어	동사	목적어	보어	주어	동사	목적어	보어
The father	made	the baby	excited	The man	made	the can	flat
The father	_____	the baby	excited	The man	_____	the can	flat

2. 다음 문장을 읽고 상자 안의 동사를 사용하여 "목적어의 상태 변화"를 일으킨 구체적인 방법을 표현해 보세요.

stood	kicked	gave	ran	watered
bought	pushed	wiped	rubbed	threw

<예> The old lady watered the plants flat.

- 1) The drunken man _____ the dog dead.
- 2) The waiter _____ the tables clean.
- 3) It was so hot that Jack _____ the windows open.
- 4) My dog, *Happy*, was totally wet from the rain, so I brought a towel and I _____ him dry.

3. 2번 문제에서 굵은 글씨로 쓰인 문장을 아래의 구조에 따라 적어보세요.

	주어	동사	목적어	보어
예	<i>The old lady</i>			
1	<i>The drunken man</i>			
2	<i>The waiter</i>			
3	<i>Jack</i>			
4	<i>I</i>			

5.4. Lesson 2: MS PowerPoint Slides

1) VC Instruction

5형식 문장의 동사
Part 2

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0 Review: SVOC Sentence Structure

1. SVOC Sentences with Other Verbs

2. Fill-in-the-blanks: Other Verbs

3. Sentence Structure Practice

4. Scrambled Sentences

5. Creative Writing

0. Review: Sentence Structure

❖ 다음 문장 중에서 5형식 문장(SVOC)을 고르세요.

① Jim made a big mistake.

② Jessica made him a muffler.

③ Pooh made Piglet angry.

S V O C

0. Review: True or False

1) Jim made a big mistake.	3형식 (S-V-O)
2) Jessica made him a muffler.	4형식 (S-V-O-O)
3) Pooh made piglet angry.	5형식 (S-V-O-C)

① 세 문장 모두 5형식 문장구조를 가지고 있다. (참 / 거짓)

② 세 문장 모두 동사 **made**를 사용하고 있다. (참 / 거짓)

③ 동사 **made**는 5형식 문장에 사용될 수 있다. (참 / 거짓)

0. Review: Creative Writing

❖ 동사 **make**를 사용하여 5형식 문장을 두 개 적어보세요.

번호	그림	S	V	O	C
2		It	makes	people	stylish
		It	makes	hair	dry.
		It	makes	your feet	dry.
		It	makes	clothes	dry.

1. SVOC Sentences with Other Verbs

❖ **Make** 이외의 다양한 동사들이 5형식 문장에 사용될 수 있어요. 아래 문장을 표에 넣어보세요.

1) The father **threw** the baby excited.

2) The man **hammered** the can flat

번호	주어	동사	목적어	보어
1	The father	threw	the baby	excited
2	The man	hammered	the can	flat

2. Fill-in-the-blanks: Other Verbs

❖ 상자 안의 동사를 사용하여 빈칸을 채우세요

stood	kicked	gave	ran	watered
bought	pushed	wiped	rubbed	threw

<예> The old lady watered the plants flat.

- The drunken man kicked the dog dead.
- The waiter wiped the tables clean.
- It was so hot that Jack pushed the windows open.
- My dog, Happy, was totally wet from the rain, so I brought a towel and I rubbed him dry.

3. Sentence Structure Practice

다음의 문장을 아래의 구조에 따라 적어보세요.

<예> The old lady watered the plants flat.

- The drunken man kicked the dog dead.
- The waiter wiped the tables clean.
- Jack pushed the windows open.
- I rubbed him dry.

순번	주어	동사	목적어	보어(상태)
(예)	The old lady	watered	the plants	flat
1	The drunken man	kicked	the dog	dead
2	The waiter	wiped	the table	clean
3	Jack	pushed	the windows	open
4	I	rubbed	him	dry

4. Scrambles Sentences

❖ 괄호 안에 주어진 단어를 모두 활용하여 5형식 문장을 적어 보세요.

- Suddenly (two boys / it / closed / push)
→ Suddenly two boys push it closed.
- Then, (the mirror / she / clear / wiped)
→ Then, she wiped the mirror clear.

4. Scrambles Sentences

❖ 괄호 안에 주어진 단어를 모두 활용하여 5형식 문장을 적어 보세요

- 3) ,so (warm / rubbed / I / my hands)
→ , so I rubbed my hands warm.
- 4) , so (kicked / him / I / awake).
→ , so I kicked him awake.

5. Creative Writing

❖ 아래의 상황을 읽고, 주어진 동사를 사용하여 괄호 안에 5형식 문장을 적어보세요.

No	상황
예	Jim sent Mary a letter, but (<u>she tore the letter apart</u>). She did not want to read anything from him.
1	Mike and I moved to a new house and found that the living floor was not smooth. We bought floor wax, and (<u>we rubbed the floor smooth</u>). Now, it looks much better.

5. Creative Writing

❖ 아래의 상황을 읽고, 주어진 동사를 사용하여 괄호 안에 5형식 문장을 적어보세요.

No	상황
2	He fought with his brother in the room and became really angry. He did not want to talk with him, so (<u>he kicked the door open</u>) and went out.
3	John wants to play on the swing but it was wet from yesterday's rain. He took out a handkerchief and (<u>he wiped the swing clean</u>). Then he sit there.

2) CG Instruction

목적어의 상태변화: SVOC

Part 2

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1. Other Verbs in SVOC Sentences
2. Fill-in-the-blanks: Other Verbs
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4. Scrambled Sentences
5. Creative Writing

0. Review: Structure & Meaning

❖ 다음 세 그림이 나타내는 "목적어의 상태변화"를 표 안의 문장구조에 맞추어 적어보세요.





주어	동사	목적어	보어
Pooh		Piglet	angry
The cat	made	the dog	scared
Jim		his mother	tired

0. Review: True or False

순번	주어	동사	목적어	보어(상태)
1	Pooh	made	Piglet	angry
2	Jim	made	his mother	tired
3	The cat	made	the dog	scared

- ① 세 문장은 모두 동일한 문장 구조를 가지고 있다. (참 거짓)
- ② 세 문장은 모두 "목적어의 상태 변화"를 보여준다. (참 거짓)
- ③ 문장 구조가 문장의 의미를 결정할 수 있다. (참 거짓)
- ④ 세 문장에서 공통으로 사용된 동사는 made이다. (참 거짓)

0. Review: Creative Writing

❖ 문장구조(SVOC) & "목적어(대상)의 상태변화"

번호	그림	S	V	O	C
2		It	makes	people	stylish
		It	makes	hair	dry.
		It	makes	your feet	dry.
		It	makes	clothes	dry.

1. Other Verbs in SVOC Sentences

❖ 다른 동사를 사용해서 "목적어의 상태변화"를 일으킨 구체적 방법을 설명하세요.

그림 A



그림 B



주어	동사	목적어	보어	주어	동사	목적어	보어
The father	made	the baby	excited	The man	made	the can	flat
The father	threw	the baby	excited	The man	hammered	the can	flat

2. Fill-in-the-blanks: Other Verbs

❖ 상자 안의 동사를 사용하여 "목적어의 상태 변화"를 일으킨 구체적 방법을 설명하세요.

stood	kicked	gave	ran	watered
bought	pushed	wiped	rubbed	threw

<예> The old lady **watered** the plants flat.

- The drunken man **kicked** the dog dead.
- The waiter **wiped** the tables clean.
- It was so hot that Jack **pushed** the windows open.
- My dog, *Happy*, was totally wet from the rain, so I brought a towel and I **rubbed** him dry.

3. Sentence Structure Practice

다음의 문장을 아래의 구조에 따라 적어보세요.

<예> The old lady watered the plants flat.

- The drunken man kicked the dog dead.
- The waiter wiped the tables clean.
- Jack pushed the windows open.
- I rubbed him dry.

순번	주어	동사	목적어	보어(상태)
(예)	The old lady	watered	the plants	flat
1	The drunken man	kicked	the dog	dead
2	The waiter	wiped	the table	clean
3	Jack	pushed	the windows	open
4	I	rubbed	him	dry

4. Scrambles Sentences

❖ <SVOC 문장구조>와 <주어진 단어>를 활용하여 "목적어의 상태 변화"를 나타내 보세요.

- Suddenly (two boys / it / closed / push)
→ Suddenly **two boys push it closed.**
- Then, (the mirror / she / clear / wiped)
→ Then, **she wiped the mirror clear.**

4. Scrambles Sentences

❖ <SVOC 문장구조>와 <주어진 단어>를 활용하여 "목적어의 상태 변화"를 나타내 보세요.

- so (warm / rubbed / I / my hands)
→ , so **I rubbed my hands warm.**
- , so (kicked / him / I / awake).
→ , so **I kicked him awake.**

5. Creative Writing

❖ 아래의 상황을 읽고, 괄호 안에 "목적어의 상태 변화"를 나타내는 문장을 적어보세요.

No	상황
예	Jim sent Mary a letter, but (<i>she tore the letter apart</i>). She did not want to read anything from him.
1	Mike and I moved to a new house and found that the living room floor was not smooth. We bought floor wax, and (we rubbed the floor smooth). Now, it looks much better

5. Creative Writing

❖ 아래의 상황을 읽고, 괄호 안에 "목적어의 상태 변화"를 나타내는 문장을 적어보세요.

No	상황
2	He fought with his brother in the room and became really angry. He did not want to talk with him, so (he kicked the door open) and went out.
3	John wants to play on the swing but it was wet from yesterday's rain. He took out a handkerchief and (he wiped the swing clean). Then he sit there.

국 문 초 록

본 연구는 영어타동결과구문(VOR 구문) 학습에 교수가 미치는 영향을 분석하였다. Goldberg(1995)의 구문문법 이론에 따르면, VOR 구문은 통사적, 의미론적 특질의 결합체로서 이를 구성하는 어휘 항목으로부터 독립적인 기능을 수행하여 문장의 전반적인 형태[주어-동사-목적어-보어]와 의미[“주어”가 “목적어”를 “보어(의 상태)”로 만들다]를 결정한다.

본 실험에서는 한국인 중등학생 93명을 대상으로 두 교수 집단으로 나누어, VOR 구문 학습을 위한 두 가지 유형의 교수 유형을 각 집단 별로 시행하였다. 첫 번째 교수 유형은 동사중심 교수로서 한국 영어수업에서 일반적으로 활용되는 교수법에 해당된다. 두 번째 교수 유형은 구문문법기반 교수로서 구문문법의 이론 체계 및 실험 결과를 토대로 개발되었다. 사전 및 사후실험의 네 가지 과업을 통하여 학생들이 VOR 구문과 다른 세 개의 영어논항구조구문을 사용하는 양상을 측정하였다.

실험 결과, 영어논항구조구문의 학습과 관련하여 유의미한 현상들이 발견되었다. 첫째, VOR 구문이 교수를 통해 학습되어, 학생들의 VOR 구문의 사용이 사후 실험의 모든 과업에서 증가하였다. 한편, VOR 구문 학습에 있어서 상대적인 어려움이 구문결과구조(constructional resultative: Goldberg & Jackendoff, 2004)에서 확인되었다. 둘째, 구문문법기반 교수가 동사중심 교수보다 VOR 구문 학습에 더욱 효과적이었다. 셋째, 본 연구는 영어논항구조구문이 위계체계를 구성하고 형태적, 기능적 정보를 개체 간 연결 망을 통해 상호 전달한다는 가설(Goldberg, 1995)에 실험적 증거를 제공하였다. 이상의 발견에 근거하여, 본 논문은 교육적 시사점과 미래 연구를 위한 제언을 결론부에 제시한다.

주요어: 구문문법, 영어논항구조구문, 영어타동결과구문, 형태초점 교수법
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