**Markedness Theory and Pattern Drills**

(Abstract)

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It is a common question for a language teacher: i.e., how many sentence patterns and how many times a sentence pattern should be drilled in a language class in order to let students acquire the sentence pattern(s)? This presentation is an attempt to provide some suggestions for the quantity and quality of pattern drills in class by utilizing the Markedness Theory to analyze the result of a survey of the acquisition of Chinese resultative verb complements (RVC). Since the semantic relations of the verbs in RVC with the subject and object in sentences are various and complex, it is always difficult for students who study Chinese as a second language to acquire this structure. Through the surveys administered to students who have finished their first-year of Chinese study and to 12 native Chinese speakers, this study has found the differences in producing (speaking and translating) Chinese sentences contained different types of RVC. By applying the Markedness theory, this study has demonstrated that there is a hierarchy in Chinese RVC and the hierarchy relates to the markedness of the linguistic features of each type of RVC. A form of RVC containing less marked linguistic features is easy to learn, while a form of RVC containing more marked linguistic features is difficult. Knowing the different features of each type of RVC, various teaching strategies can be designed for the different patterns of Chinese RVC. Because the less marked forms of RVC apprear frequently in varous contexts, the form should not be drilled intensivilly in a short time, rather with an average quantity in terms of time and frequency. Contrarily, the more marked forms of RVC occurse infrequently and are often restrained by cerntain conditions in contexts, the forms must be drilled intensively with the restrainded conditions together in class. By doing it, the class time can be used more effiecietly and student learning can be maximazed in the classroom.