

# LING3204 Second Language Acquisition

## Tutorial: Data Analysis

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- Super helpful - please continue to tell us more to improve our teaching!
- You are encouraged to interrupt me anytime if you do not hear me clearly or if what I said was unclear.
- Please make sure that you type your student ID correctly.



- Structure: Relative Clauses
- Native language: Japanese, Thai
- Target language: English
- Data source: Sentence combining
- Learner information
  - Age: Adults
  - Learning environment: Students in an ESL program, U.S.
  - Proficiency level: High intermediate to advanced
  - Number of participants: 2



- SU > DO > IO > GEN > OCOMP
  - Subject relative clause (SU): That's the man [*who* ran away].
  - Direct object relative clause (DO): That's the man [*whom* I saw yesterday].
  - Indirect object relative clause (IO): That's the man [*to whom* I gave the letter].
  - Genitive relative clause (GEN): That's the man [*whose* sister I know].
  - Object of comparative: (OCOMP): That's the man [*whom* I am taller than].
- All languages have subject RCs.
- If a language has an RC of type X, then it will also have any RC type higher on the hierarchy.
  - e.g. If OCOMP allowed, then all the above (SU, DO, IO, GEN) are allowed.
- Keenan & Comrie, 1977, Noun phrase accessibility and Universal Grammar, *Linguistic Inquiry*, 8, 63–99



- Participants were told to combine two sentences using a relative clause.
- They were told to begin with the FIRST sentence.
  - e.g. first = “The boy fell.”, second = “The boy’s girlfriend left him.”  
-> output = “The boy whose girlfriend left him fell.”, rc = “GEN”
- Practice: try out the sentence combining task yourself with the examples on the handout, and categorize each of them to the type of relative clause that is being targeted.

# Problem Set: Sentence Combining



	First sentence	Second sentence	RC that is being targeted	
1.	The boy fell.	The boy's girlfriend left him.	GEN	The boy whose girlfriend left him fell.
2.	The girl laughed.	The boy is bigger than the girl.	OCOMP	The girl whom the boy is bigger than laughed.
3.	The girl laughed.	The boy gave the girl a book.	IO	The girl to whom the boy gave a book laughed.
4.	I saw the girl.	The boy gave the girl a book.	IO	I saw the girl to whom the boy gave a book.
5.	The girl slept.	The boy hit the girl.	DO	The girl whom the boy hit slept.
6.	I saw the girl.	The boy is bigger than the girl.	OCOMP	I saw the girl whom the boy is bigger than.
7.	I saw the girl.	The boy hit the girl.	DO	I saw the girl whom the boy hit.
8.	I saw the man.	The man came.	SU	I saw the man who came.
9.	I saw the boy.	The boy's girlfriend left him.	GEN	I saw the boy whose girlfriend left him.
10.	The man fell.	The man came.	SU	The man who came fell.



- The sentence combining task is also given to a Japanese speaker and a Thai speaker.
- Practice: mark those sentences in which there were learner errors.
  - Instructions stated that they were to form a relative clause, beginning with the FIRST sentence.
  - They were explicitly told not to use words such as because, until, before, etc.

# Problem Set: Learner Errors (Japanese)



Learner 1 Native Language = Japanese

	Learner sentence	Are there learner errors?
1.	The boy whose girlfriend left him fell.	No
2.	The boy is bigger than the girl who laughed.	Yes
3.	It girl whom the boy gave a book laughed.	Yes
4.	I saw the girl whom the boy gave a book.	Yes
5.	The boy hit the girl who slept.	Yes
6.	The boy is bigger than the girl who I saw.	Yes
7.	The boy hit the girl who I saw.	Yes
8.	I saw the man who came.	No
9.	I saw the boy whose girlfriend left him.	No
10.	The man who came fell.	No



# Problem Set: Learner Errors (Thai)



Learner 2 Native Language = Thai

	Learner sentence	Are there learner errors?
1.	The boy fell then the boy's girlfriend left him.	Yes
2.	The girl laughed at the boy who is bigger than her.	Yes
3.	The girl laughed while the boy gave her a book.	Yes
4.	I saw the girl whom the boy gave her a book.	Yes
5.	The boy hit the girl who slept.	Yes
6.	I saw the girl who the boy is bigger than her.	Yes
7.	I saw the girl whom the boy hit.	No
8.	I saw the man who came.	No
9.	I saw the boy who his girlfriend left him.	Yes
10.	The man who came is fallen.	Yes



- Question: How do the student errors relate to the Accessibility Hierarchy?
  - Recall:  $SU > DO > IO > GEN > OCOMP$



- Question: How do the student errors relate to the Accessibility Hierarchy?
  - Recall:  $SU > DO > IO > GEN > OCOMP$
- The learners tend to move the targeted structure higher (or to the left) on the Accessibility Hierarchy. For example, consider Learner 1, who made errors in sentences 2–7. In sentence 2, the targeted structure is an OCOMP relative, yet the produced structure is a SU relative. In sentences 3 & 4, the error did not have to do with a different relative clause structure. In sentence 5, the targeted structure was a DO relative, yet the produced structure is a SU relative. In 6, the change was from an OCOMP to a DO and in 7, there was no change in relative clause type. For Learner 2, there were the following changes: 1) GEN to no relative clause; 2) OCOMP to SU; 3) IO to no relative clause; 4) IO to IO; 5) DO to SU; 6) OCOMP to OCOMP; 9) error in form; 10) error in form.



- Let us know immediately if you are not in any of the groups.
- Please take a look at the shared doc, check your group members, and confirm the current grouping.
- All of the group members are expected to read the paper you will be presenting, and contribute to the presentation.
  - You are encouraged to discuss with your group members if you find the paper difficult to read.
  - Don't hesitate to ask us if you have questions - we are here to help.