

# 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.



- 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.



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



- 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.