The analysis of subjects in the oral and written production of L2 English learners: transfer and language typology

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Purpose: to analyze the use of sentential subjects (full DPs
and pronouns) in the oral and written production of L1

Study part of my ongoing PhD dissertation

Issues under investigation:

- Language typology and transfer
- Type of task

Language under analysis: *English

Danish L2 English
Subjects = a salient property as discussed in LA studies, both 2L1A and L2A

The null subject parameter:
- null subject languages (Danish and English)
+ null subject languages (Spanish and Bosnian)

Both 2L1A and L2A

The null subject parameter:

- [null subject] languages (Danish and English)

[null subject] languages (Spanish and Bosnian)
5. Tom jumped into the pool and swam around Ø

Spanish and Bosnian: rich agreement morphology licenses null subjects

English and Danish: lack of agreement morphology
null subjects are only possible under specific conditions such as VP coordination

English and Danish: null subjects are only possible under
Most works on L2 acquisition deal with transfer between 

Alcaraz & Bel (2010): L1 Arabic and L2 Spanish

- Tsimpli & Roussou (1991); Sauter 2002; Sorace y Filiaci 2006
- de Prada (2009): L1 Spanish and Catalan

Some cases of 2L1:

What has been said in the case of typologically similar languages?

• Some cases of 2L1: 
- de Prada (2009): 2L1 Spanish and Catalan 
- Filiaci (2010): 2L1 Italian and Spanish 
- Alcaraz & Bel (2010): L1 Arabic and L2 Spanish

• L1 English - L2 Spanish
• L1 Spanish - L2 English

Two typologically different languages...
Null subject parameter and closely related languages; both languages have a similar distribution: slight difference in retrieving the antecedent.

- **Interface between syntax and pragmatics**
- The Position of Antecedent Strategy (pragmatically motivated)
- Differences in the strong and weak pronouns
- DPs vs. Pronouns
- Parsing strategy
- Conclusion: there are cross-linguistic differences within the subjects (transfer)

Italian and Spanish both languages have a similar distribution: slight difference in retrieving the antecedent. Null subject parameter and closely related languages; both
Subject position in Spanish in contact with Catalan

- Subject position in unergative and unaccusative structures differences in

In unergative and unaccusative structures differences in

- Word order (pre and post verbal position)

- Conclusion: results probably related to language pair similarity rather than vulnerability to the interfaces

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- Discourse-pragmatic interface is more vulnerable than the lexical-syntactic interface

- Interlingual influence than the lexico-semantic interface

- Subject position in unergative and unaccusative constructions in Spanish (lexico-semantic)

- Subject position in unergative and unaccusative constructions in Spanish (lexico-semantic)

- de Prada 2009 (Spanish and Catalan)
Requirements:

- no long stays in an English speaking country
- L2 learning only in educational settings
- both parents L1 Danish speakers

<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>AGE</th>
<th>L1</th>
<th>L2</th>
<th>EXPOSURE TO L2</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>2 years</td>
</tr>
<tr>
<td># 2</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>4 years</td>
</tr>
</tbody>
</table>

20 participants divided in two groups:

Primary school in Sorø, Denmark
Method

WRITTEN TASK:

Story narration based on picture sequence

Adapted from The Edmonton Narrative Norms Instrument (ENNI)

- Praised while writing the story
- Allowed to ask for vocabulary
- Time: 1 hour
- Story A 1 (ball)

ENNI adapted:

Tom Elephant and Mary Giraffe

ENNI

Mary Elephant and Tom Giraffe and

ENNI

and Mary Giraffe

Tom Elephant