

Over generalized Use of Japanese Intransitive Verb's Potential Form by L1 Cantonese Learners of Japanese

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Ungrammatical sentences with a potential marking (below) are commonly observed even among advanced Japanese learners of L1 Cantonese speakers. However, we know little about the patterns of learner's overextended use of potential forms.

Kono tana ϕ ugo -ke -nai.

this shelf-NOM move- POT-NEG

"This shelf doesn't move"

Kaze ga nao -re -nai.

cold -NOM recover- POT-NEG

"I can't get rid of a cold"

The study involves grammaticality judgment tests (N= 23 advanced learners of L1 Cantonese) using forty intransitive verbs which have transitive counterparts, in three semantically different intransitive sentences, namely unergative KOOI where the subject is a doer/actor, unaccusative KANYO where outside force made a change, and unaccusative NAIHATSU where the change comes from within. Forty transitive-intransitive paired were chosen among 10 morphologically different verb groups. Each of ninety-nine sentences has choices of four verbs: intransitive, transitive, potential form of intransitive verb, and potential form of transitive verb where participants were asked to choose the correct one/s and rank them according to their acceptability.

The initial findings are 1) about 20% of overgeneralization of the potential form by Chinese learners was observed in unaccusative KANYO and NAIHATSU sentences where Japanese native speakers never or rarely made errors, 2) Learners who chose intransitive verbs correctly, didn't overuse its potential form (KANYO $t=19.341$, NAIHATSU $t=33.348$, $p .05$), 3) learners' overextended use of Vi's potential form in unaccusative sentences tends to become stronger in unaccusative KANYO more than unaccusative NAIHATSU, 4) among morphologically different groups of verbs, overuse was observed in only one group of verbs whose transitive morphology is -eru and intransitive morphology -u , such as nukeru, yakeru, wareru.

These findings may suggest that over generalized use of potential form of intransitive verb occurs mainly due to a semantic restriction of Japanese unaccusative sentences.

Keywords: unaccusative, potential form, overgeneralization

Theme Session Talk

Lexical access in simultaneous interpreting trainees

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Lexical access is of critical importance during simultaneous interpreting (SI) as rapid access can free up cognitive resources for other processes. It is unsurprising then that previous studies have found an advantage among professional interpreters compared to non-interpreters on tasks of lexical access. What remains unclear, however, is whether these advantages are stable or transient. The former would suggest that once the SI skill is acquired, the efficiency in lexical access remains even in the absence of further experience, while the latter would suggest that the SI skill needs to be continuously rehearsed to allow the maintenance of lexical benefits. To investigate this, students at various stages of interpreting training completed a verbal fluency task in their native language and a non-native language. We classified the students based on two factors: completion of the coursework for the Master in Conference Interpreting and recent practice with interpreting. These factors aimed to separate long-term from practice-dependent effects. We found that while training and recent practice did not modulate the number of items produced, these factors did influence the frequency of the items that were produced and when during the response period they were produced. Specifically, the students with no training and no practice and those with training and recent practice produced higher frequency words and exhausted the pool of available words earlier than students with only training or only recent practice. We suggest that this similar performance is due to different underlying language control processes, with a small vocabulary size most strongly driving the performance of the first group and low interference between the languages driving the performance of the second group. Beyond shedding light on language control in SI, these data also highlight the importance of examining non-canonical measures in the verbal fluency task.

Theme Session Talk

Bilingual Young Adults' Proficiency: Does modality matter?

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From behavioral to neuroimaging studies, the criteria by which bilingualism is defined may ultimately determine the outcomes. Researchers studying bilingual young adults have reported language proficiency using a variety of subjective (Dussias & Sagarra, 2007; Marian et al., 2007) and objective (Montrul et al., 2008) measures, yet these measures have yielded inconsistencies. The purpose of this study was to compare results from one objective and two subjective measures of English proficiency in a group of bilingual young adults ($N=53$; mean age=27.02; $SD=3.11$). Our aim was to determine: 1) if participants show similar proficiency when using subjective and objective measures; 2) if measures of spoken and written language proficiency are correlated.

Subjective measures included two widely accepted questionnaires: the American Council on the Teaching of Foreign Languages: Performance Indicators for Language Learners (ACTFL; Huhn, 2011; Kissling & O'Donnell, 2015) and the Language Experience and Proficiency Questionnaire (LEAP-Q; Marian et al., 2007). The ACTFL consisted of "can-do" statement checklists with 11 levels ranging from novice low to distinguished. The LEAP-Q required participants to rate their overall level of proficiency on a scale of 0-10. The objective measure was the Dialang (vocabulary & reading comprehension; Alderson & Huhta, 2005). Preliminary descriptive statistics have been conducted and some key Spearman's correlation coefficients are reported below:

1. The two subjective measures were strongly correlated ($r_s=0.716, p<0.001$).
2. Subjective and objective measures of reading were strongly correlated ($r_s=0.658, p<0.001$ for ACTFL