Japanese and Thai L2 Acquisition of English Tense and Aspect Agreement

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Table 1. Summary of tense-aspect morphology

<table>
<thead>
<tr>
<th>Tense</th>
<th>English</th>
<th>Japanese</th>
<th>Thai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-past</td>
<td>-/s -/t -/u</td>
<td>/ -/at -/ -/</td>
<td>-/</td>
</tr>
<tr>
<td>Perfective</td>
<td>have v en -ta -iar</td>
<td>have v en -te-i/i-th</td>
<td>have v en</td>
</tr>
</tbody>
</table>

Results of AJT

One-way ANOVAs and post-hoc tests for each condition show the following:
- Past simple: F(2,254) = 3.211, p = .04; sig. diff. between Japanese and NS controls.
- Present simple: F(2,404) = 1.572, p = .21; no sig. diff. between groups.
- Present perfect: F(2,278) = 7.275, p = .001; sig. diff. between Japanese and NS controls and Japanese and Thai.
- Japanese mismatch: F(2,284) = 3.604, p = .02; sig. diff. between Thai and NS controls.

Self-Paced Reading (On-line) Task (SPR)

Based on Roberts & Liszka, 2013:
- Non-cumulative, word-by-word.
- Speed response (button push) determines underlying processes.
- Word-by-word presentation using SuperLab 5.5 with a Cedrus response pad.
- Each condition had 24 test items with comprehension questions and 16 distractors.
- Comprehension questions, plus making judgments about each sentence (to keep readers on task).

SPL Procedure

The reading time data were log-transformed to correct for left-skewing of the data.

The residual RTs for the critical and post-critical regions were analyzed via a linear mixed effects model in R.

For each analysis, we introduced the fixed effects of tense and aspect (past vs. present perfect), match vs. mismatch and random effects of participant and stimulus.

Independent t-tests on residual RTs between the L2 groups, reveal significant differences between Past simple (R1: t = 5.436, p < .001; mismatch: t = 7.239, p < .001) and Present perfect (R2: t = 4.078, p < .001; mismatch: t = 3.993, p < .001).

Grammaticality Judgement (Off-line) Task

Grammaticality judgements for past simple and present perfect conditions (different Japanese L2 English groups) showed that both Japanese and Thai L2 learners did not have difficulties.

Summary

Since Japanese learners appear to have more difficulties, the effect of tense and aspect between past simple and present perfect conditions is examined via a linear mixed effects model in R.

Thai learners may have used the device to distinguish between the past tense and perfective aspect forms.

Thai learners must acquire new features, Japanese learners need to reassemble features. Reassembling features in the L1 map to L2 morphology is more difficult. This is consistent with the Feature Reassembly Hypothesis (Lardiere, 2009).
References


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