

LINGUISTICS AND SLA
 QUESTIONS FOR IN-CLASS DISCUSSION
 MMTH F98

1. In French, 'I see them' is *Je les vois*, literally 'I them see'. English speakers learning French often incorrectly say **Je vois les*, but no French speaker learning English has been heard to say **I them see*. What explanation might there be? Are French speakers just smarter than English speakers?
2. A German speaker says *You must not take off your hat*, meaning 'You don't have to take off your hat', which in German is *Man muß nicht das Hut abnehmen*. The English sentence is grammatical, but it isn't what the speaker meant. In what sense is this an error?
3. Consider the following 'Hierarchy of Difficulty' from Stockwell & Bowen. Provide examples from your own experience. Is the order correct?

<i>Category</i>	<i>Example</i>
Differentiation	English L1, Spanish L2: 'to know' vs. <i>saber/conocer</i>
New category	Japanese L1, English L2: articles
Absent category	English L1, Japanese L2: articles
Coalescing	English L1, Persian L2: <i>pushidan</i> 'to wear, to put on'
Correspondence, sort of	Italian L1, English L2: 'These spaghetti are no good.'

4. Here are some questions formed by a Japanese child of 5;4 in her first month in an English-speaking environment:

Do you know?
 How do you do it?
 Do you have coffee?
 Do you want this one?

In her second month, she said these:

What do you doing, this boy?
 What do you do it, this froggie?
 What do you doing?
 What do you drinking, her? [= What is she drinking?]

- a. What generalizations has this child made about English questions?
- b. Looking at the questions for the second month, what conclusions can you draw about her first month's performance?