SYNTACTIC ABILITIES OF BILINGUAL AND MONOLINGUAL CHILDREN WITH SLI - LONG DISTANCE RELATIONS

Language Acquisition in Special Circumstances
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Relative clauses
The girl that John kissed is nice
- Relative clauses involve an A’-movement which yields coindexation of an NP in the main clause with a gap in the embedded clause, through an operator.
- The operator carries the theta-role of its trace/gap

Types of relative clauses
- Subject RC
  - The man who the girl that John kissed is nice read my book
  - I saw the man who the girl that John kissed is nice read my book
- Object RC
  - The girl who John kissed is nice read my book
  - I met the man who David saw...
Resumptives and Wh-Movement in the Acquisition of Relative Clauses in Modern Greek and Hebrew

24 monolingual Hebrew-speaking children from 2;8 to 5;5

<table>
<thead>
<tr>
<th>Dependency</th>
<th>Number</th>
<th>rel/pronoun</th>
<th>-cl</th>
<th>RNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>55</td>
<td>*13 (24%)</td>
<td>42 (76%)</td>
<td></td>
</tr>
<tr>
<td>DO</td>
<td>44</td>
<td>41 (93%)</td>
<td>2 (5%)</td>
<td>*1 (2%)</td>
</tr>
<tr>
<td>IO</td>
<td>38</td>
<td>38 (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PP</td>
<td>40</td>
<td>33 (83%)</td>
<td>*3 (7%)</td>
<td>*4 (10%)</td>
</tr>
</tbody>
</table>

The head external analysis (Chomsky 1977, Jackendoff 1977, Partee 1975)
- The man [CP, who [C 0 ]] [IP, Mary loves t]] is my friend
- The man [CP, Op, [C, that] [IP, Mary loves t]] is my friend
- The man [CP, Op, [C 0 ]] [IP, Mary loves t]] is my friend
- The head noun is base-generated outside CP
- The operator undergoes A’-movement to [Spec CP]
- The relative clause is right adjoined to the head noun
- The head noun and CP are combined via predication
- Resumptive pronouns are either base generated (a non-movement analysis) or traces spell out (a movement analysis).

Comprehension

Show me the boy who is pushing the girl.
Show me the boy who the girl is pushing?


Comprehension


Theta-roles Reversal

<table>
<thead>
<tr>
<th></th>
<th>SLI children</th>
<th>LM controls</th>
<th>AM controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion</td>
<td>65/135(48.15%)</td>
<td>27/161(16.77%)</td>
<td>10/24(41.66%)</td>
</tr>
<tr>
<td># of children</td>
<td>8/8(100%)</td>
<td>5/16(31.25%)</td>
<td>5/8(62.5%)</td>
</tr>
<tr>
<td># of sentence types</td>
<td>7/7(100%)</td>
<td>6/7(85.7%)</td>
<td>5/7(71.42%)</td>
</tr>
</tbody>
</table>
**Discussion**

- The presence of the clitic reduces only SLI children's performance.
- Case marking increases only performance of LM controls.
- For the AM controls, neither a clitic effect nor a case marking effect was found.

>>> SLI children's deficit cannot be interpreted in terms of a general delay in language development (Rice et al., 1995)

**Production – which dog is happy?**

**Production of relative clauses**


**Findings**

**Are relative clauses sensitive to bilingualism (Harel 2013)**

**Russian-Hebrew: BITLD vs. BISLI (Meir 2013).**