## English and Hebrew speakers use language-specific strategies to produce communicatively efficient relative clauses

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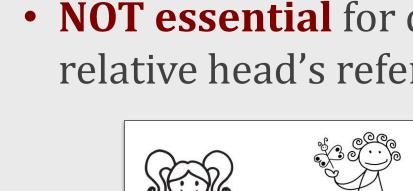
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#### **Object relative clauses (RCs)**

I like the  $[boy_i]$  [that the girl is pushing  $t_i$ ]

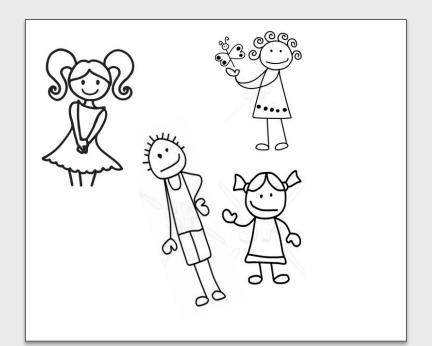
Restrictive (RES)

• Essential for determining the referent of the relative head in a given context



Non- restrictive (N-RES)

 NOT essential for determining the relative head's referent



#### **Restrictive vs. non-restrictive RCs:**

- N-RES: "loose clauses" (Jespersen, 1954)
- RES and relative head are the **same segment/information unit**; N-RES and relative head are **separate** (Mann and Thompson, 1988; Depraetere, 1995)
- N-RESs are **relatively independent** from the relative head, which is signaled by a pause (Ariel, 1999)
- Punctuation: N-RES *should* be bracketed by **commas**
- Also, in English the relative pronoun in N-RES *should* be which, who, whom.

# Restrictive vs Non-restrictive RCs: Evidence and hypotheses

More resumption in N-RES?

Corpus study, **English**: **more resumptives** than gaps in **N-RES** (with a definite relative head) Prince (1990)

A pronoun can be used in N-RES since it refers to an already established discourse entity (=file card, Heim 1982). (*Prince*, 1990)

Corpus study, Hebrew: more resumption in N-RES than in RES Ariel (1999)

*N-RES exhibit less connectedness with the relative head* lower accessibility of the relative head at the relativized position  $\rightarrow$  more resumption (Ariel, 1999)

The information density hypothesis: speakers prefer more explicit linguistic signals where the alternative would convey disproportionately high information (Jaeger, 2010)

weak connectedness of the relative head and the RC $\rightarrow$ lower accessibility of the relative head at the relativized position → high information density → more signal (resumption)

### Difference in passivization rate?

I like the **boy**<sub>i</sub> [that  $t_i$  is being pushed (by the girl)]

English speakers often passivize RCs when the relative head is animate (Gennari & MacDonald 2009; Gennari et al., 2012)

- Animacy-based accessibility: animate heads are made the subject of relative clause (Bock & Warren, 1985; McDonald et al, 1993)
- Similarity-based competition: the animate relative head and the RC's agent are planned in close temporal proximity, hence the latter is inhibited (Gennari et al., 2012)

#### Two alternative hypotheses::

> N-RES: More resources are required to create the 'loose' dependency > stronger activation of the

relative head

> RES: The dependency is essential to determine the referent stronger activation of

the relative head

- > Fluency is maximized by producing more accessible portions of the utterance early (Gennari & MacDonald, 2009, Stallings & MacDonald, 2011).
- (i) N-RES: more passives
- (ii) RES: more passives

## • Typed elicited production task (52 Hebrew speakers, 52 English speakers):

- Context: 4 people, 3 events
- Question: required choosing one person
- Fill-in-the-blank prompts: imposed the formation of RCs

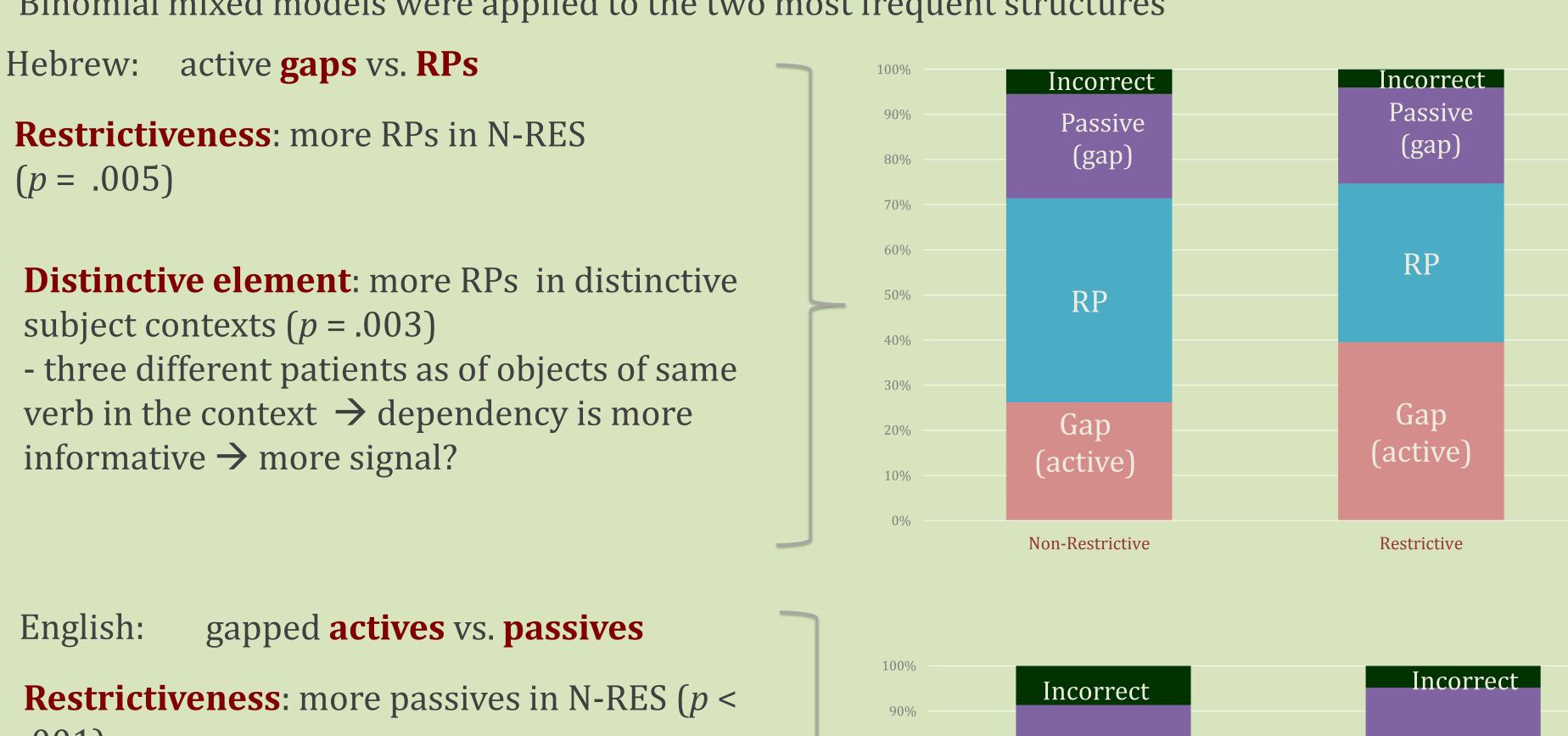
#### **Two 2-level manipulations:**

### (1) Restrictiveness:

- \* RES: choosing the person demanded specification of the relative head's referent; prompt format: The \_\_\_\_ that \_\_\_\_
- \* N-RES: the NP was a sufficient answer; prompt format: The \_\_\_\_, who \_\_\_\_\_ or The \_\_\_\_, that, as mentioned, \_\_\_\_\_
- (2) Distinctive element: target subject /target verb, to control context composition and also:
- Are object RPs used when the verb is emphasized, hence will be more frequent in distinctive verb context?
- Would the prominence of the agent in distinctive verbs contexts affect passivization rate?

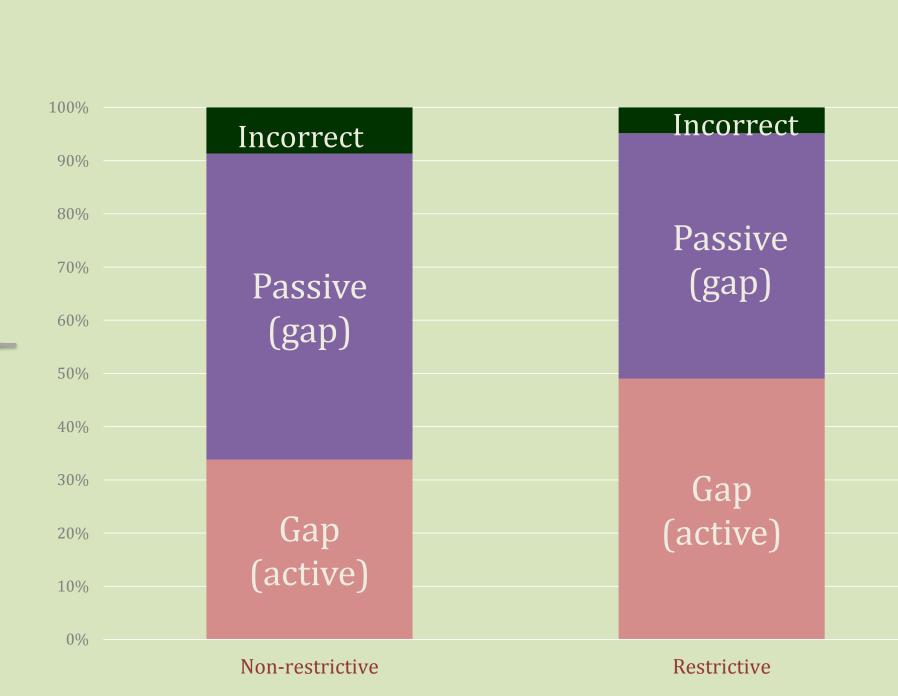
	Restrictive, distinctive subject	Restrictive, distinctive verb	Non-restrictive, distinctive subject	Non-restrictive, distinctive verb
Location	A Banana plantation		A Banana plantation	
_	Farmer, Day-worker A (female), Day-worker B (female), Day-worker C (female).		Farmer, Day worker (female), Cowboy, Banker (male).	
	The farmer praised day-worker A.  Day worker C praised day-worker B.  Day worker B praised day-worker C.		The farmer praised the day- worker. The cowboy praised the banker. The banker praised the cowboy.	The farmer praised the day-worker. The farmer watched the cowboy. The farmer heard the banker.
	Who is most likely to buy the boss a real that that	nice gift for Christmas?	Who is most likely to buy the boss a nice gift for Christmas?  The, who  OR The, that, as mentioned	

# Binomial mixed models were applied to the two most frequent structures



.001)- no resumption - no distinctive element effect: possibly since in passives, patient does not appear in object position

- Relative pronoun did not affect passivization rate (who: 55.2%; that: 56%).



- Structural choices were modulated by **restrictiveness**.
- N-RES are less connected to the Relative head, which renders dependency formation more demanding.
- Communicative efficiency guided production choices: in 'looser', N-RES dependencies, speakers produced more signal, e.g. resumptive pronouns (Hebrew) and maximized fluency by passivizing (English).
- Each population's choices were determined by the properties of its language:
  - **Hebrew**: both gaps and RPs are grammatical in object relatives (Meltzer-Asscher et al. 2015), Passivization is less frequent (Berman, 2008) -> Resumption
  - **English**: resumption is extra grammatical (McCloskey, 2006) → passivization

### Performance in both languages may be related to animacy-based accessibility and similarity-based competition:

**English:** relative head and RC agent are planned in temporal proximity + passivization is readily available relative head is activated, RC agent inhibited (Gennari et al., 2012)

**Hebrew**: passivization is not as available  $\rightarrow$  RC agent is activated, highly accessible relative head is inhibited  $\rightarrow$  reactivation at the gap is more demanding  $\rightarrow$  more signal is used  $\rightarrow$  resumption

• Future study (in progress): Do Hebrew speakers use resumption when English speakers passivize? (e.g. theme-experiencer verbs, F. Ferreira, 1994; Gennari & MacDonald, 2009)