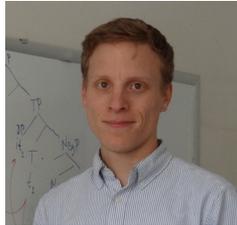

Translation Mining and L2 acquisition

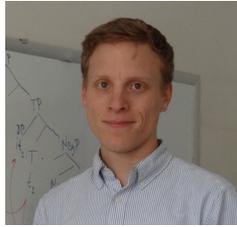
Roadmap

- > Translation Mining
- > How it could serve SLA



Roadmap

- > Translation Mining
- > How it could serve SLA



Translation Mining

Using data from translation corpora to map subsystems of languages and allow us to study them in detail.

Example 1: translations of Camus' *L'Étranger*, Chapter 1, **tense/aspect at the syntax/semantics interface**

FRENCH

Perfect

Imperfective

Present

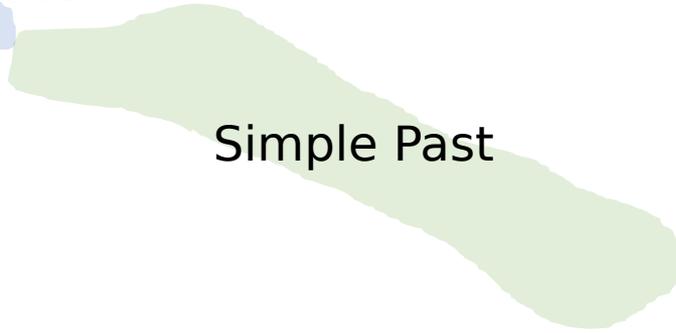
PluPerfect

ENGLISH

Perfect



Simple Past



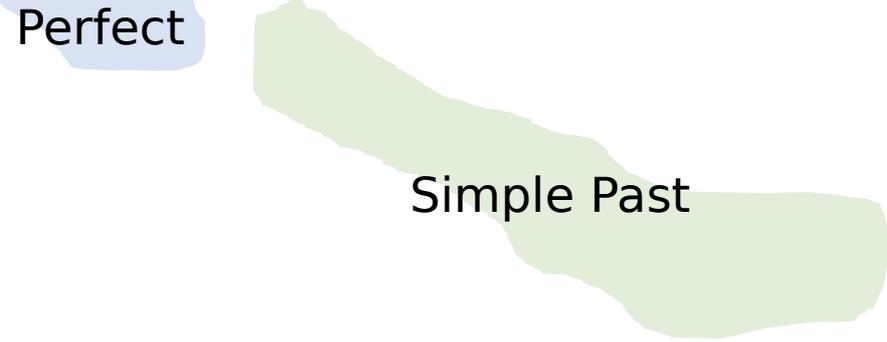
SPANISH

Perfect

Simple Past

DUTCH

Perfect



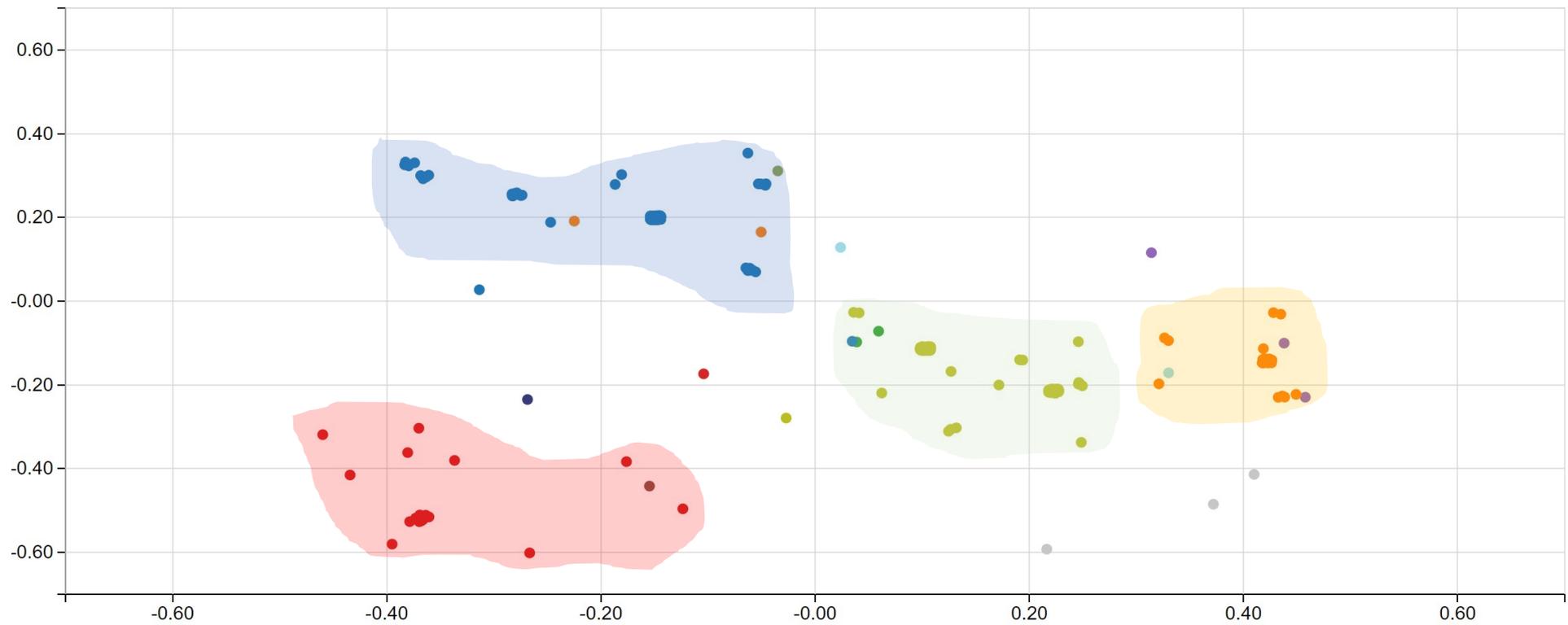
Simple Past

GERMAN

Perfect

Simple Past

FRENCH

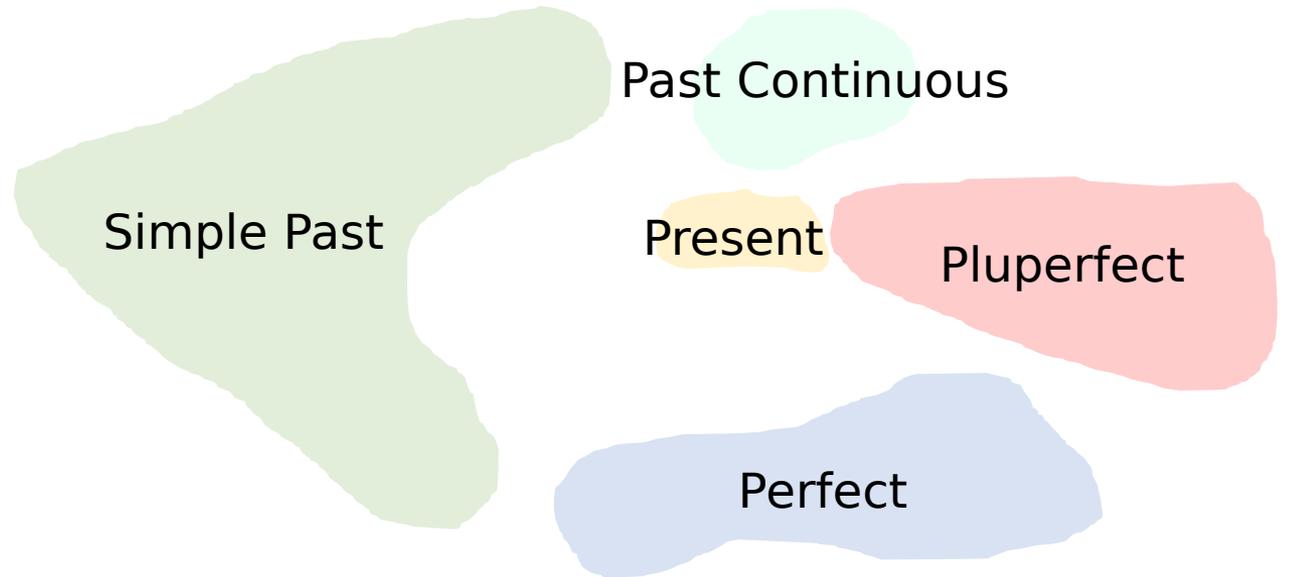


Translation Mining

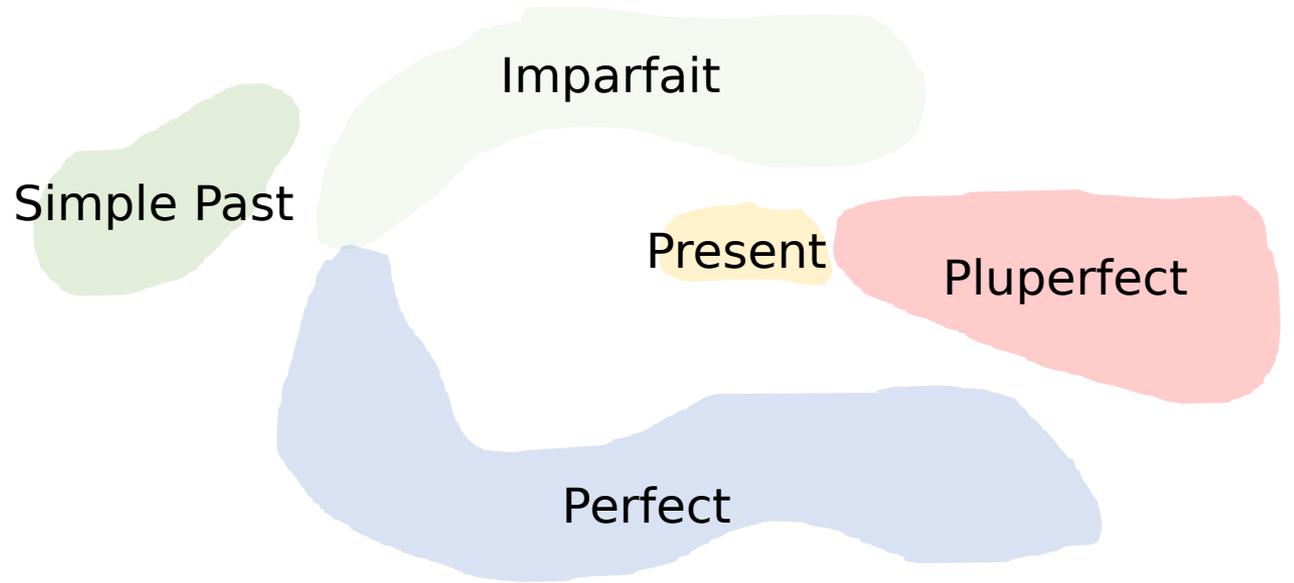
Using data from translation corpora to compare subsystems of languages and study them in detail.

Example 2: translations of Harry Potter, Book 1, Chapter 1,
tense/aspect at the
syntax/semantics interface

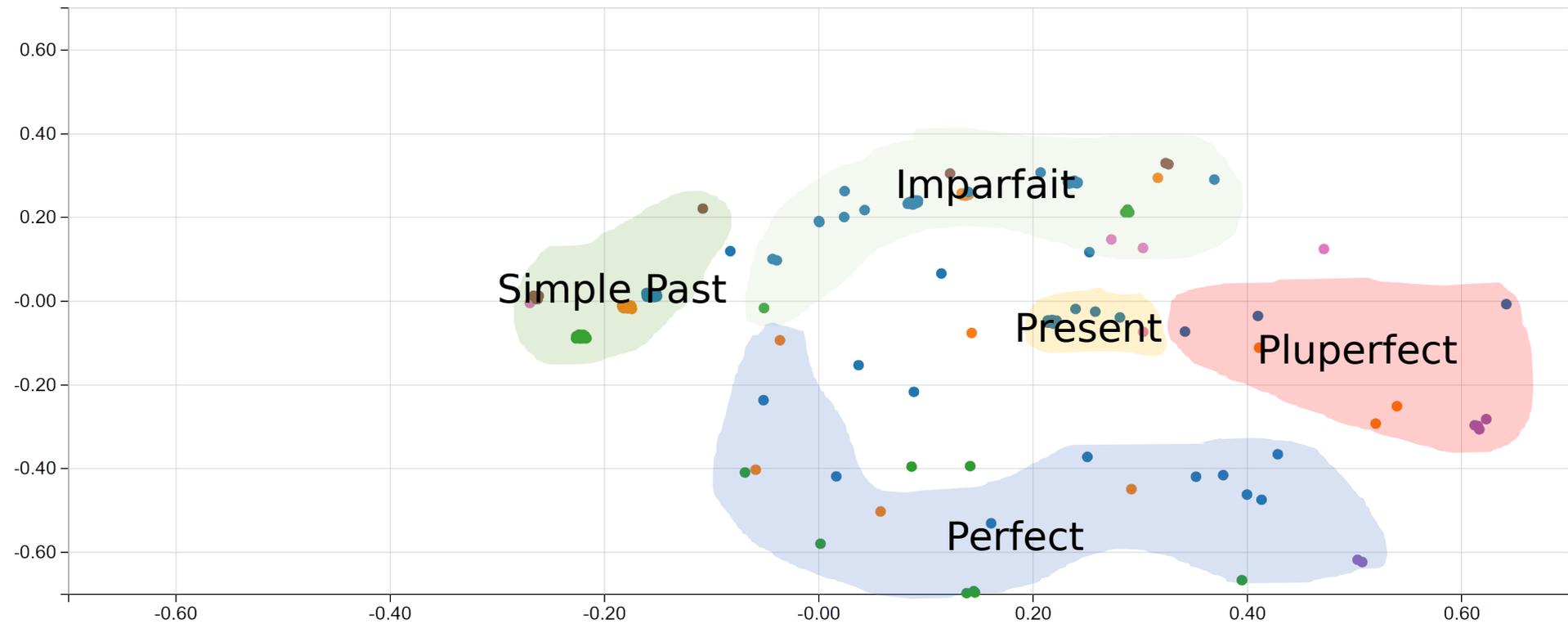
ENGLISH



FRENCH



✓ rvc ✓ unmarked ✓ zai ✓ guo ✓ le1 ✓ zhe



Translation Mining

Using data from translation corpora to compare subsystems of languages and study them in detail.

- > Bigger picture but strong grip on the underlying data
- > Mapping patterns, not equations

Roadmap

- > Translation Mining
- > How it could serve SLA

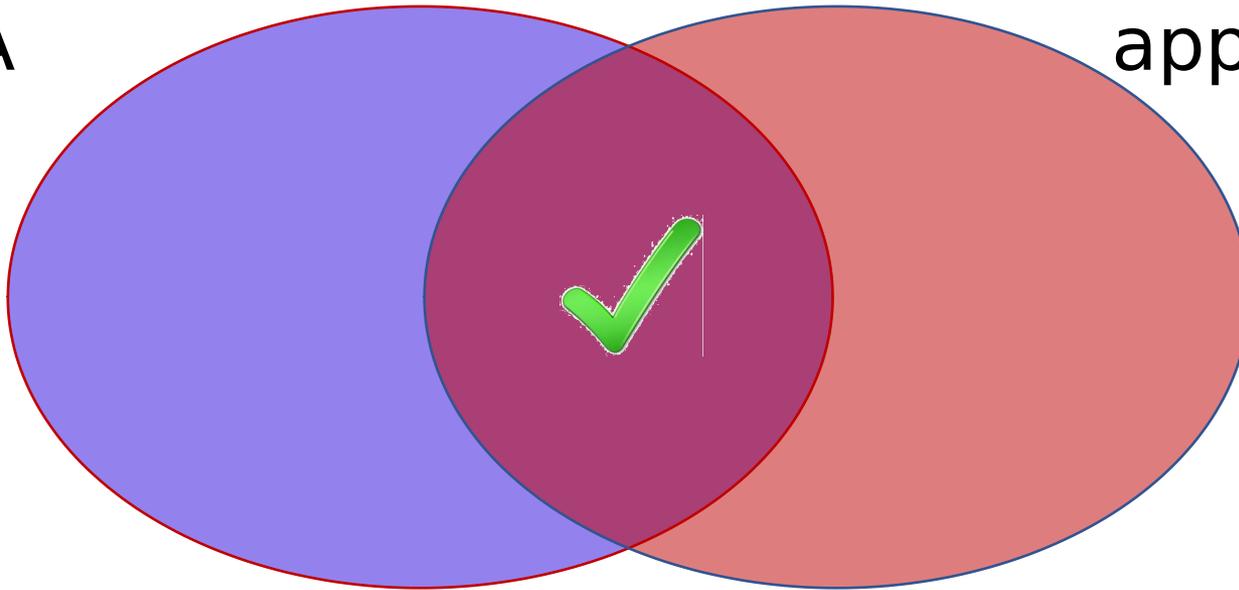
Roadmap

- > Translation Mining
- > How it could serve SLA

SLA

GenSL
A

Usage-based
approaches



GenSLA

> Basic question: is there UG access in SLA?

> Role of Poverty of the Stimulus Argument and Transfer.

Beyond

> Interface issues (are there interfaces that are more difficult?, could the interface with phonology mask perfect

syntactic operations?, and uninterpretable features. Interference explicit/implicit

knowledge. Role of input and how it relates to languages that are already present in the

learner's mind.

GenSLA

> Role of input and how it relates to languages that are already present in the learner's mind

Learner starts with a coarse-grained hypothesis on how the new language compares to those that s/he already knows.

Based on what?

When?

Learner refines the hypothesis on the basis of input.

When?

How?

Basic issue: what, when, why, how do we generalize (i.e. learn a language)?

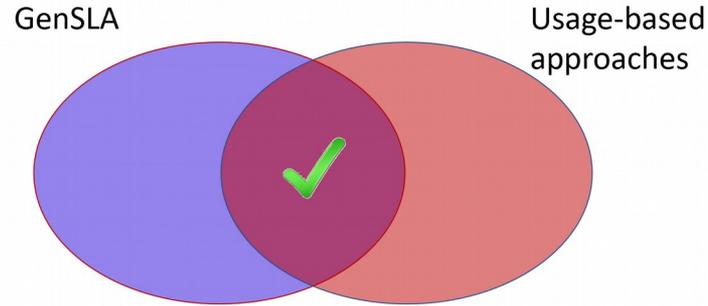
Usage-based approaches

> Input, input, input

> Frequency, contingency,
prototypicality, ...

> Clear awareness of role of languages that are already present in the learner's mind but little hypothesizing about interaction with input

SLA

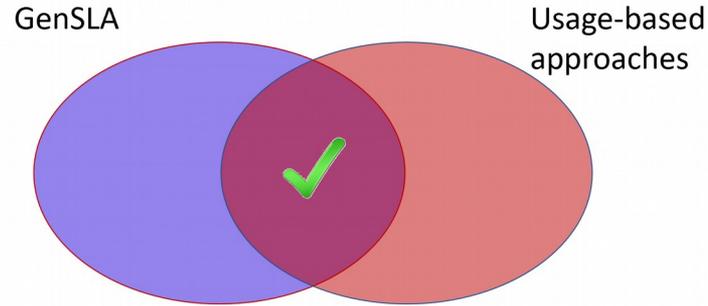


Basic issue: what, when, why, how do we generalize (i.e. learn a language)?

Basic data we need:

Mapping data similar to those we get through Translation Mining

SLA



Basic issue: what, when, why, how do we generalize (i.e. learn a language)?

Basic data we need:

Mapping data **similar** to those we get through Translation Mining

SLA

Basic data we need:

Mapping data **similar** to those we get through Translation Mining

Optimally, we would be able to track real input in real time;

Optimally, we would be able to track input with the learner's translation into the languages s/he

knows;
Optimally, we would like phonological features to be encoded as well;

... □