Case study: Swedish passive

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UNIVERSITY OF HELSINKI

FACULTY OF ARTS

Outline

- RJ project with Elena Volodina
- Case study: The Swedish passive
  - The Swedish passive

Project

- *Development of lexical and grammatical competences in immigrant Swedish*
- 2018–2020
- Riksbankens jubileumsfond
- Elena Volodina, Therese Lindström Tiedemann

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RIKSBANKENS JUBILEUMSFOND
STIFTELSEN FÖR HUMANISTISK OCH SAMHÄLLSVETENSKAPLIG FORSKNING

GÖTEBORGS UNIVERSITET

Project Research questions

- The lexical / grammatical minimum learners at various levels demonstrate (**must-know competences**)
  - receptively (as shown in textbooks)
  - productively (as shown in essays)
- The peripheral vocabulary and grammar (**good-to-know competences**)

Project Material

- Four corpora (Volodina et al 2014, 2016)
    - Tisus – learner corpus
    - Sw1203 – learner corpus
    - (Topling – learner corpus)
    - COCTAILL – course book corpus

    In the future:
    - The new SweLL corpus

Practical outcomes

- Resources and algorithms that empower L2 teachers and learners, course book writers , language assessors, etc.

  - an **inventory** of receptive and productive **vocabulary** scope / proficiency level

  - an **inventory** of receptive and productive **grammar** scope / proficiency level

  - **algorithms** for extracting lexical and grammatical features from L2 corpora

Grammar profiles

- **Positive and negative influence** from other known languages.
- **General pathways:** e.g. Pienemann's Processability theory (cf Pienemann & Håkansson 1999 in relation to Swedish)

PREVIOUS WORK:

- Swedish as a foreign language...
- Inkinen-Järvi & Jokinen (2016) – **teachers' ideas** of what should be known at the **B1-B2 level**, what is taught at that level (seems to confirm PT)
- Finnish work on Swedish learner corpora (Topling, Sve2JU) – e.g. some correlation between word order and CEFR level (Lahtinen & Palvianen 2011)
- "Experience & Intuition": Van Dale *Grammatica Zweeds* CEFR

Combine learner input and output

- What do learners **write**?

- What do learners **read**? / What are they expected to be able to read?

→ Bottom up approach to describing the "requirements" / CEFR-level

CASE STUDY: THE SWEDISH PASSIVE

Aim

- How are passives used by L2 Swedish learners?
  - Frequency
  - Comparison between types
- Is this different to L1 Swedish?

- How can learner corpora help us understand how the Swedish passive constructions are learnt in L2 Swedish?
- What would make it easier to study this with corpora?

Material

- **(Pilot) SweLL-corpus (Språkbanken, Göteborg) (Volodina et al 2016)**
  - SW1203 (preparatory uni course, B2)
  - Tisus (spring 2006)
- **Coctaill-corpus (Språkbanken, Göteborg) (Volodina et al 2014)**
  - L2 Swedish course books

- **Topling corpus (Jyväskylä university)**
  - Swedish L2 (Finnish L1)
  - Upper secondary: 1/2nd course; 3rd course, 5th course
  - 5 different texts, different times of collection
  - Whole text files (concordances through Kielipankki)

THE SWEDISH PASSIVE

The Swedish passive

- THREE passive constructions + impersonal construction with the impersonal pronoun "man".
- *s*-passive: Biljetter kan **köpas** i kassan.
  Tickets can <u>be bought</u> at the checkout.
- *bli*-passive: *Min cykel **blev stulen** igår.*
  My bike <u>was stolen</u> yesterday.
- *vara-passive: Presidenten **är vald** av folket.*
  The president <u>is elected</u> by the people.

Swedish passive 1

- *Barnet*   *sparka-de*   *boll-en.*   *(ACTIVE)*
- child-DET   kick-PAST   ball-DET
- The child   kicked   the ball.

- *Boll-en*   *sparka-de-s*   *av barn-et.*   *(S-PASSIVE)*
- ball-DET   kick-PAST-PASS   of child-DET
- The ball   was kicked   by the child.

Swedish passive 2

- *Barn-et*   *blev biten*   *av en hund.*

  (BLI-PASSIVE)

  Child-DET   become.PST bite-PSTPART   of INDEF dog

  The child   was bitten   by a dog.

- *Hen*   *var vald*   *(av skolan)*

  att representera eleverna.

  (VARA-PASSIVE)

  3SGPRON   be.PST choose.PSTPART   (by school-DET)

  to represent the pupils.

  (s)he   had been chosen   (by the school)

  to represent the pupils.

- *Man*   *valde*   *hen*

  till elevrepresentant.

  PRON.INDEF   choose.PST   3SGPRON

  to pupil representative.

  One   chose   him/her

  to be the pupil representative.

  (IMPERSONAL CONSTRUCTION)

Need for the passive

*Vi **diskuterade** korpusar.*
= We discussed corpora.

*Igår **diskuterade** vi korpusar.*
= Yesterday we discussed corpora

- **Thematise, coherence** – Swedish has very strict word order. (V2, SVO)
- Subject is a must! Agent is often the subject.
  - Unknown agent:
    Min cykel har blivit stulen. (My bike has been stolen)
  - "Hidden" agent

SLA and the Swedish passive

- When (and how) do **learners learn** the different constructions?
- What is **taught** when?
- How well does this relate to **the L1 usage**?
  - How frequently are passives used? (e.g. per 1000 words)
  - Is the "correct" passive used?
- What kind of "**errors**" do they make?
  - active vs passive *Cykel stjäl igår.*
  - passive vs active *Han äts ett äpple.*
  - form e.g. *Min cykel blev stulet igår.*
  - which of the three forms
- How / when do they **learn to distinguish** the three / four constructions?

IS IT LIKELY TO BE DIFFICULT TO LEARN?

Passive crosslinguistically

- Not all languages have passives

Passive constructions in the world

Red = present
White = absent
Swedish not included
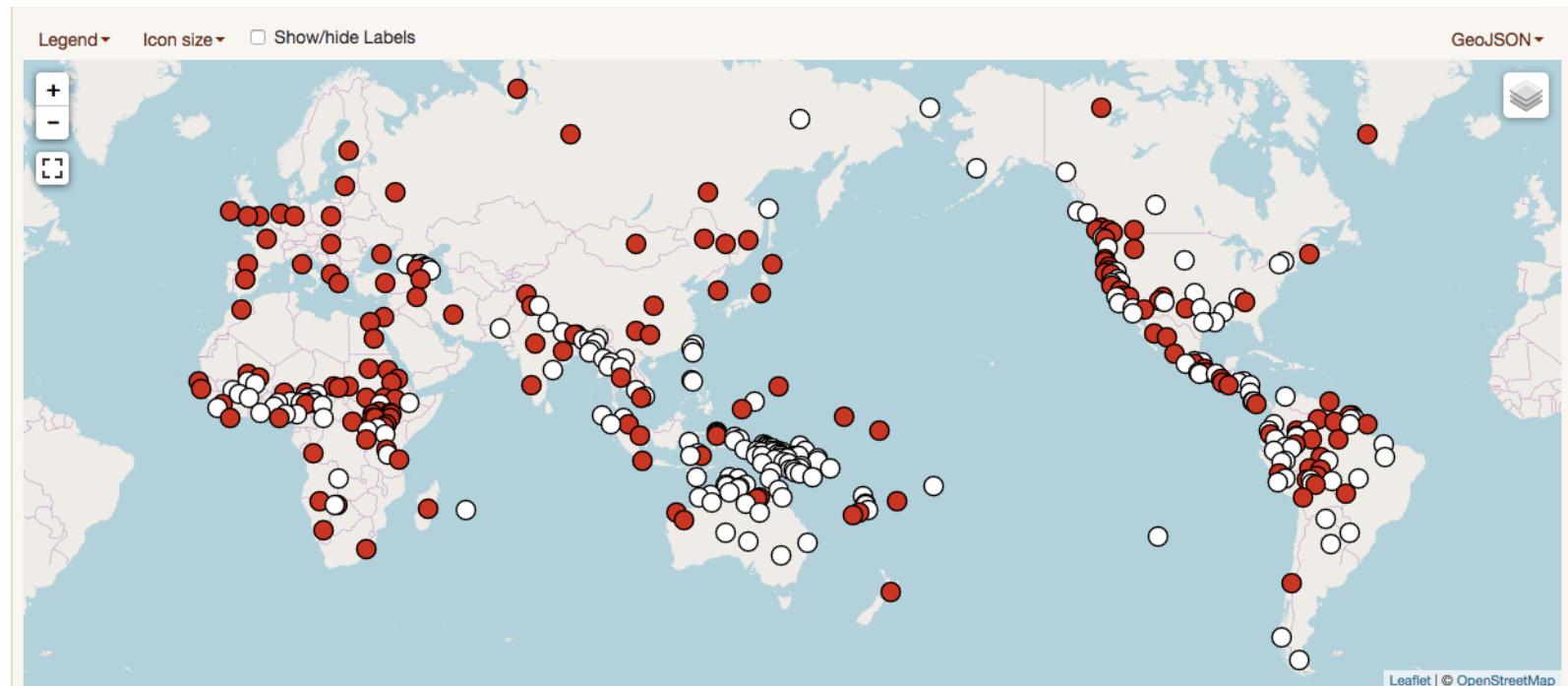
13th Feb 2018

Crosslinguistically

- If a language has passives – often no agent expressed
  - e.g. impossible in Finnish (Källström 2012:117)

- "Svenskan är alltså rätt liberal när det gäller passiv, vilket på ett sätt gör det svårare att göra fel som andraspråksinlärare: möjligheterna är ju flera." (Källström 2012: 117)
  - However the forms can not be substituted randomly for one another.

Pienemann's processability theory & the Swedish passive

- In relation to PT we would expect the *s*-passive to be somewhat easier to get right than the periphrastic passive.

	Processability level	Morphology	Syntax
5	grammatical information betw. clauses	agreement between clauses	NEG + FV in subord. clause; non-INV. indirect question
4	grammatical information betw. phrases within a clause	agreement within the clause (e.g. predicative *Huset är rött.*) PERIPHRASTIC PASSIVE: *Den **blev stulen** utanför huset* vs *Det **blev stulet**...*	FV + NEG; INV after ADV / Q
3	grammatical information between words in a phrase	agreement within a phrase (e.g. attributive *Det röda huset.*)	ADV / Q can be fronted
2	lexical morphology	word morphology (tense, number, etc) S-PASSIVE: *Den **stals** utanför...*	canonic word order
1	word / lemma	non-inflected words	single constituents; NEG + X

Previous work

- Järvinen [Nyqvist] (2004):
  - The S-passive more room in course books. (2004: 47f)
  - The impersonal *man*-construction was taught before passives (*Dags, Helt okej)* (2004: 47)
- Inkinen-Järvi & Jokinen (2016b)
  - 63 % of teachers of L2 Swedish at Finnish universities consider the s-passive something that should be acquired before B1
  - 20 % (4-6 teachers) bli-/vara-passive main topics on B1
  - 47 % *bli-/vara* passives before B1
  - 27 % say explicitly that *s-/bli-/vara*-passives should be acquired before B2-courses

Previous studies

- Kantola 2001 (cit in Järvinen [Nyqvist] 2004: 45-46:
  - "goda elever använder passiva konstruktioner betydligt mera än sämre elever"
  - s-passive most common (75 % of all passives)
  - *man*-construction usually correct – Järvinen [Nyqvist] 2004: 46 says that Kantola (2001: 95) finds it overused
  - Mistakes in passive usage, use of the *man*-construction, inflection, use of subject

Reference works

- Van Dale Grammatica Zweeds
  - *bli-/vara*-passive A2 as auxiliaries in the passive
  - Passive construtions B1 (+ other uses of s-forms)

- Svenska Akademiens Grammatik (SAG)

Added complication:
Other s-forms

- s-forms needn't be passive

- "En sats med *s*-passivt verb kännetecknas av att systematiskt kunna parafraseras med en sats där samma verb står i *s*-lös form och där aktanternas satsledsfunktion förhåller sig till motsvarande aktanters satsledsfunktion i den passiva satsen enligt § 11. Även om den *s*-passiva satsen saknar agentadverbial finns det oftast en mer eller mindre tydlig föreställning om en aktant med agentadverbialets semantiska roll, en roll som i den motsvarande aktiva satsen innehas av subjektet. *S*-verb som inte har de nämnda egenskaperna kallas deponens (Vb § 48)."

    - deponent (i.e. the s is part of the stem: *hoppas 'to hope', andras 'to breathe'*
    - *s*-form with agentive subject *"Akta dig.* **Hen bits***." = Watch out.* **(S)he bites***.*
    - reciprocal (seen as deponent by SAG) (i.e. *träffas 'to meet', kramas 'to hug one another'*)
    - medial (seen as deponent by SAG) *Dimmorna skingrades...*

Other *s*-forms

- Often treated explicitly in textbooks

- "Språk har ibland grammatiskt sett mer utvecklade motsvarigheter till en del av dessa verbformer. Generellt sett kan nog dessa s-former ta lite tid att lära sig för andraspråksinlärare, och **de kan nog också påverka den tid det tar att behärska passiv.**" (Källström 2012: 118, min emfas)

- **Input – 1 form → several functions**

Man (pronoun)

	ABS.	REL	per 1000 words
L1 GP excl 2 dagar	908 392	3 352.4	3.4
L1 Coctaill	3974	5 595.2	5.6
L2 Tisus	1065	17 857.4	17.9
L2 SW1203	758	14 569.9	14.6

- Kantola (2001) appears to be correct in that **learners overuse** the *man*-construction.
- (Genres and corpora not directly comparable.)
- Course books corpus also more than GP – genre, because it is easier?
- **More advanced learners** appear to use **even more** *man*-constructions.

The different Swedish passives

	L1 Danska	L1 Norska	L1 Svenska
S-passive	55%	53%	91%
Bli-passive	31%	32%	1%
Vara-passive	14%	15%	7%

Percentage of the different passive constructions in newspaper texts 2003 (Laanemets 2004: 91)

S-forms most common

- L1 Swedish (Laanemets 2012)

	s-passive	bli-passive
Newspapers	97 %	3 %
Fiction	90 %	10 %
Conversation	86 %	15 %
Debates	94 %	6 %

- Previous research L2 Swedish (e.g. Järvinen [Nyqvist] 2004)
  - S-passives more common

- **Is this also true in the corpora?**
  - learner corpora
  - textbook corpora

DO WE NEED THE PASSIVE?

Passive & L2 proficiency

English L1 writing

- "passive incidence plays an important part in how good a learner's writing is perceived to be"
  (Möller, 2017: 220 with reference to Potter 1967 for comparison)

- cf

- Kantola (2001) – L2 Swedish
  - good pupils use more passive constructions; correlation with marks

Passive in L2 Swedish

- Hardly any studies
  - Kantola 2001
    - studentexamensuppsatser (matriculation exam essays)
  - Järvinen [Nyqvist] 2004
    - essays – 3 possible topics (Upper secondary school, Immersion school)
      - *Uppfostras barn dåligt i dagens Finland?*
      - *Varför mobbar man?*
      - *Människan och djuren / naturen*
    - translation tests

Passives in L2 English: Frequency

- Several corpus studies
- **Correlation to good / poor results – <u>more passives </u>in good essays** (Kameen 1993, cit. in Möller)
- Granger (1997) L1 vs L2 English be V-ed / 1000 words – including **L1 Swedish speakers. Less passives in L2 English than L1 English speakers**.
- Granger (2013) – L1 vs L2 English be V-ed / 1000 words
- Hinkel (2004) – L1 vs L2 English passives
- Xiao (2007) – L1 vs L2 English passives

L1 English vs L2 English passive comparison

	be V-ed / 1000 words
L1 (LOCNESS)	**10.8**
L2 (Swedish) (ICNALE)	**8.43**
L2 (Asia) (ICNALE)	5.74–9.42
L2 (German) (ICLE)	8.1
L2 (Dutch) (ICLE)	12.15
L2 (Finnish) (ICLE)	10.05

Granger 2013
All learners **UNDERUSE** the passive in English, **except** the Dutch and Tswana learners.

Passives in L2 English: accuracy

- Möller (2017:231) reviews many studies of the frequency of passives in L2 vs L1 English texts, also notes that **accuracy increases** (cf Xiao 2007:11)

- Meriläinen (2010) – errors in Eng passives by L1 Finnish / L1 Swedish learners – matriculation exams (3 years)

When Swedish speakers learn the English passive

Meriläinen 2010 (ref. in Möller 2017)

- Errors in passives produced by L1 Swedish learners of English (and L1 Finnish)
- Finnish national matriculation exams (1990, 2000, 2005)

- L1 Swedish: 0.36 mistakes / 10 000 words
- L1 Finnish: 7.1 mistakes / 10 000 words

→ "syntactic transfer happens in the formation of the passive" (Möller 2017: 233)

THE S-PASSIVE

Corpus search for s-passives

- Corpora: TISUS / SW1203
- Advanced search

- [MSD=VB.INF.SFO / VB.IMP.SFO / VB.KON.PRT.SFO / VB.PRS.SFO / VB.PRT.SFO / VB.SUP.SFO]
- +
- Word class = verb

- Sorted by word and base form (lemma)

L1 corpus search for passives

- Corpus: COCTAILL, textbook corpus

- [MSD=VB.INF.SFO / VB.IMP.SFO / VB.KON.PRT.SFO / VB.PRS.SFO / VB.PRT.SFO / VB.SUP.SFO]
- +
- Word class = verb

- Sorted by: word, MSD, base form, level

Problem

- This includes all s-forms, **including deponent forms**

→ need to at least exclude lemmas that end in –s

- Also includes some non-verbs:

- **P.S** *Det här är del utav stress jag går igenom just nu . (Tisus)*

- **Oftas** *avslutar man ett på börjat arbete på kvällen efter arbetsdagen , när man istället ska varva ner . (spelling mistake, adverb oftast) (Tisus)*

- *Enligt professor Thoerell beror* **arbets** *relaterad stress på människans biologiska livsstil . (spelling mistake, 1 word as 2 words, noun in compound) (Tisus)*

Other s-forms

- **Deponent**: looks like a passive but is used actively. Traditionally seen as s-form lemmas.
  - *Jag **andas**.*
    = I breathe.

→ We can excludes s-form lemmas.

- **Reciprocal verbs** (included in deponent verbs in SAG) – *Vi ses imorgon (see you tomorrow).*

- **Medial**: verb where the subject is an experiencer or patient and there is no idea of an agent.

- Included among deponent verbs in SAG.
  - *De **förfärades** över händelserna.*
    =They were chocked by what had happened.

→ How can we exclude these?

Exclude lemgrams –s?

- Advanced search in COCTAILL
excluding lemgrams ending in *s

- [(msd = "VB\.INF\.SFO" | msd = "VB\.IMP\.SFO" | msd = "VB\.KON\.PRT\.SFO" | msd = "VB\.PRS\.SFO" | msd = "VB\.PRT\.SFO" | msd = "VB\.SUP\.SFO") & pos = "VB" & lex not contains ".*s"]

- 5532 hits – but some "deponent" forms are still included, e.g.

- *Finnas* = to exist
*Sist i boken **finns** en svensk alfabetisk ordlista med alla ordformer . (COCTAILL)*

- Kännas = to feel
*Det **känns** lite dumt . (COCTAILL)*

E. Engdahl p.c. 12.2.2018

- SUC-romaner excluding lemmas ending in -s

I)   [msd = "VB.*SFO"]   42 309 hits

II)   [lemma not contains ".*s" & msd = "VB.*SFO"] 21 843 hits

- (ii) excluded *finnas, tyckas, synas,* as well as frequent reciprocal verbs e.g. *träffas:*
  - *De träffades av en slump.*
- (ii) also excludes passive *träffas*
  - *Han träffades av en kula i benet.*

COCTAILL excluding lemmas= *s

- [(msd = "VB\.INF\.SFO" | msd = "VB\.IMP\.SFO" | msd = "VB\.KON\.PRT\.SFO" | msd = "VB\.PRS\.SFO" | msd = "VB\.PRT\.SFO" | msd = "VB\.SUP\.SFO") & pos = "VB" & lemma not contains ".*s"]

- 3138 hits
- Excludes *finnas (to be / to exist), kännas (to feel)...*
- **BUT still includes:**
- *kramas = to hug eachother*
- *De **pussas** och **kramas** innan de skiljs åt * . (COCTAILL)*

Reciprocal s-suffix:
Productive suffix → not part of lemma

Ordattribut

efterled: *[tom]*
sammansatta lemgram: *[tom]*
ordklass: verb
sammansatta ordformer: *[tom]*
förled: *[tom]*
dependensrelation: Samordnat led
betydelse:
- krama

msd: VB.INF.SFO ⓘ
grundform:
    krama
lemgram:
    krama (verb)

Did exclude *träffas*

Ordattribut

efterled: *[tom]*
sammansatta lemgram: *[tom]*
ordklass: verb
sammansatta ordformer: *[tom]*
förled: *[tom]*
dependensrelation: Rot
betydelse:
- träffas
  Visa fler (4)

msd: VB.PRT.SFO ⓘ
grundform:
    träffa
    träffas

lemgram:
    träffa (verb)
    träffas (verb)

... including passive uses of
träffas / träffades / träffats

- *De **träffades** av en _____ .*
- *3 Vem **träffas** oftast av det vapen som förvaras i hemmet ?*

Ordattribut

efterled: *[tom]*
sammansatta lemgram: *[tom]*
ordklass: verb
sammansatta ordformer: *[tom]*
förled: *[tom]*
dependensrelation: Rot
betydelse:
- träffas
  Visa fler (4)

msd: VB.PRT.SFO ℹ
grundform:
    träffa
    träffas
lemgram:
    träffa (verb)
    träffas (verb)

1 / 19 av träffades was passive
1/ 64 träffas
0 / 5 träffats
2.2% passives

Dependensträd
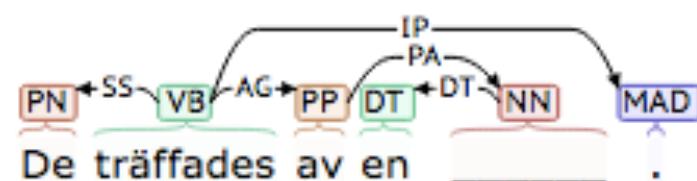
Learners see all s-forms

- Input includes all s-forms

→Interesting to look at all s-forms in their input

→How frequent are passives among these?

→How frequent are s-forms and s-forms excluding s-lemmas, assumed to be s-passives, in L1 and L2 corpora?

Passive s-forms / all s-forms

- COCTAILL text book corpus
- Assume that all non-passive forms were excluded and that no passive forms were excluded:

	Hits	Percentage
All s-forms (verbs)	5532	100 %
All passive s-forms??	3004	54 %
All non-passive s-forms??	2528	46 %

- **Slightly more passive s-forms than non-passive s-forms!**
- **Still needs manual checks.**

Göteborgsposten

	Hits	Percentage
All s-forms	3 697 739	100 %
All passive s-forms?	2 425 407	66 %
All non-passive s-forms?	1 272 332	34 %

- Would indicate that course books contain **more even numbers of passive and non-passive** s-forms that newspapers do.

- But what is the relative frequency? I'll get to that soon…

Tisus / SW1203

	Hits	Percentage
All s-forms	1416	100 %
All passive s-forms?	685	48 %
All non-passive s-forms?	731	52 %

- If this is true, then the passive s-form ratio in learner corpora are nearly the same as in text books, but there are slightly more non-passive than passive
- There is a difference to L1 newspaper texts.

So is this true?

- And if so, can we see a development towards more L1 like behaviour in higher levels...?
- In the ratios between passive s-forms and non-passive s-forms

SW1203

	Hits	Percentage
All s-forms	683	100 %
All passive s-forms?	307	45 %
All non-passive s-forms?	376	55 %

Somewhat more non-passive s-forms than in COCTAILL.

Tisus C1

	Hits	Percentage
All s-forms	733	100 %
All passive s-forms?	378	52 %
All non-passive s-forms?	355	48 %

If this is true, then the passive s-form ratio in learner corpora are
nearly the same as in text books, but different to L1 newspaper texts.

AND

There seems to be a very slight increase in passive s-form in comparison to non-passive
 on higher levels.

What about the frequency?

How frequent are s-passives?

	Tokens	ABS	REL	per 1000 tokens
L1 Göteborgs-posten (excl. 2 dagar)	270 970 550	2 425 407	8950.8	9
L1 Coctaill	710 251	3 004	4229.5	4
L2 Tisus	59 639	378	6338.1	6
L2 SW1203	52 025	307	5901	6

- In comparison with the English passive studies we see that this number is **lower than in English L1**, but the **L1 Swedish newspaper has a s-passive frequency similar to L2 English learners (with L1 Swedish**).
- Frequency is low in course books (COCTAILL). And relatively stable in the learner corpora.
- BUT of course in comparison to English we should add the periphrastic passives.

WHAT ABOUT THE PERIPHRASTIC FORMS?

Bli-passives

Are the results passives?

Examples (4/7 passives = 57 %)

1. ... komma under vällustens herravälde ung **bli** slav under **njutningsfyllda** känslor... (participle as adjective: *bli NOUN*)
2. Efter expeditionen till Torneå **blev** Celsius en **berömd** vetenskapsman . (participle as adjective: *bli NOUN)*
3. Alla **blir förvånade** när de ser folk som står och fiskar – mitt inne i stan ! (PASSIVE cf *Alla förvånas... / Det förvånar alla...)*
4. förödmjukas (förödmjukas , förödmjukades , förödmjukats) **bli behandlad** på ett förnedrande , sårande sätt (WORDLIST ITEM; PASSIVE)
5. Jag **blev uppfostrad av Märta Ulfsdotter** som var dotter till den heliga Birgitta (PASSIVE INCL. AGENT)
6. Du glömmer alltid att ringa när du **blir försenad** . (PASSIVE)
7. När vi skrattar , sprids adrenalin i kroppen och vi blir vakna och pigga , musklerna slappnar av och vi **blir avspända** efteråt . (participle as adjective)

"Bli-passives" results

	Tokens	*bli (xx) part.* hits (ABS)	(REL)	per 1000 words
L1 Göteborgs-posten excl 2 dagar	270 970 550	173 685	641	0.6
L1 Coctaill	710 251	409	575.9	0.6
L2 Tisus	59 639	101	1693.5	2
L2 Sw1203	52 025	34	653.5	0.6

Manual checks still required.

Vara-passive

Vara-passive

	Tokens	*vara (xx) participle (not ande/ende) ABS.*	REL	per 1000 words
L1 Göteborgsposten (not 2 dagar)	270 970 550	648 026	2391.5	2.4
L1 Coctaill	710 251	1248	1757.1	1.8
L2 Tisus	59 639	267	4476.9	4.5
L2 Sw1203	52 025	99	1902.9	1.9

Manual checks still required.

Assuming that we only got passives

- We know didn't
- We know that we also missed some passives
- But assuming this was correct – how similar is this to Laanemets (2004, 2012) study of passives in L1 Swedish?

Comparison

	S-passive	Bli-passive	Vara-passive	
L1 GP (not 2 dagar)	8950.8 75 %	641 5 %	2391.5 20 %	11983.3
L1 Coctaill	4229.5 64 %	575.9 9 %	1757.1 27 %	6562.5
L2 Tisus	6338.1 51 %	1693.5 14 %	4476.9 36 %	12508.5
L2 Sw1203	5901 70 %	653.5 8 %	1902.9 22 %	8457.4

Laanemets 2012	L1 Danska	L1 Norska	L1 Svenska
S-passive	55%	53%	91%
Bli-passive	31%	32%	1%
Vara-passive	14%	15%	7%

So...

- **What are the Possibilites** and **problems** in studying this kind of construction through learner corpora and a course book corpus...
- What would I as a linguist need to study it better or more easily...

NON-ANNOTATED CORPORA

Method Topling

- Kielipankki
- Textfiles

- Search: all word forms; *s (but gives all words in –s incl. *jeans*)

- Read the full text files – "potential passives"

Method full texts (Topling data)

- **Excerpt s-forms and "potential" passives:**
  - Ex. "Min vän är mobbat i internet" (T4 OPS 3)
    TARGET Min vän är mobbaD på internet.
    'my friend is being bullied on the internet'

  - Ex "Alle nya kursser har kommit, men ingenting har tagit bort" (T4 OPS 1, A2.2)
    TARGET: Alla nya kurser har kommit, men ingenting har tagitS bort.
    'all new courses have come, but nothing has been removed'

- **Classification:** passive type
- **"Correct", idiomatic** – focus on passive constructions → agreement mistakes are not counted as errors:
  - Ex "… de finns <u>många fula saker </u>där som är inte menad för barn." (T4 OPS 3, A2.1, min emfas)
    TARGET: det finns många fula saker där som inte är menade för barn

Results:
The task causes certain forms!

- "Studentskrivningar behövs" very common in Topling **– because of the task** – deponent / medial use

- → Information about the task is NECESSARY
    - headings
    - instructions
    - prompt texts
    - prompt vocabulary

- Caines & Buttery (2018: 5, my emphasis) – "Only little attention has been paid in the field of LCR to the effect of situational variables such as document length, task and topic, and yet their true effect **needs to be fully understood before strong conclusions can be made about, for example, proficiency-level profiling**, learner progress and so on."

Task importance

- Difficult to evaluate without access to the tasks.
- Given headings and possible prompts **might include passives** which might be copied (cf *Studentskrivningar behövs*)
  - Would be good to be able to set as a special group
- Some tasks will be more likely to **lead to passives**

- Some learners in SW1203 use A LOT of s-forms in one essay. Hard to evaluate without seeing the complete text.

Corpus analysis of passives

- Annotated and normalised corpus – much easier to study passives

- Topling – can only search for words ending in –s

  - *jeans*…

  - or *bli, blir, blev* or *vara, är, var,…*

- BUT we cannot get to the missing "target" passives, only actual s-forms in the learner data

- Learner data includes some erroneous hits…

  - *"Många släpper inte arbetet* **trotts** *att de kommit hem eller är på semester . "* (Tisus-94, L1 Swe., C1)

  - *"***P.S***. Det här är en del utav den stress jag går igenom just nu."* (Tisus.52, L1 HBS, C1)

P.S.

Word attributes

final part: *[empty]*
compound lemgrams: *[empty]*
part-of-speech: verb
compound word forms: *[empty]*
initial part: *[empty]*
dependency relation: Root
sense: *[empty]*
msd: VB.PRS.SFO ⓘ
baseform: *[empty]*
lemgram: *[empty]*

SLA and the Swedish passive – what can we do at the moment?

- When (and how) do **learners learn** the different constructions?
- What is **taught** when? ✔
- How well does this relate to **the L1 usage**? ✔
  - How frequently are passives used? (e.g. per 1000 words)
  - Is the "correct" passive used?
- What kind of "**errors**" do they make? ✗
  - active vs passive
    - MOST PROBLEMATIC. HOW TO FIND MISSED PASSIVES?
  - passive vs active *Han äts ett äpple.*
  - form e.g. *Min cykel blev stulet igår.*
  - which of the three forms
- How / when do they **learn to distinguish** the three / four constructions?

Conclusions

- Difficulty searching for passives
    - s-forms include other forms too
    - s-forms excluding lemmas ending in –s may exclude some passives and still does not exclude all verbs seen as deponent verbs by SAG
    - *bli*-passives: hard to get only passives, but reasonable results
      vara-passives: hard to get only passives
- **Semantic roles would probably help!**
    - Swedish passives have subjects ≠ agents
    - Still includes non-passives

Conclusions

- Task information
  - **Task headings influence the output (cf Topling results in particular)**
  - Topics may also be more likely to lead to certain constructions, e.g. passives.
- CEFR-levels
  - Test level?
  - Performance level?
  - Both are of interest!
  - **Easier to analyse if we can sort by CEFR level!**
- "Error" annotation – looking forward to the new SweLL corpus

TACK / THANK YOU

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