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## Grammar profiling for empirical research and teaching

Lindström Tiedemann, Therese

2021-12-07

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P17-0716:1

L2Profiles

# Grammar profiling for empirical research and teaching

GR4L2 workshop, online Louvain-la-Neuve, Belgium (7 Dec 2021)  
 Therese Lindström Tiedemann\*, Yousuf Ali Mohammed\*<sup>1</sup>, Elena Volodina<sup>1</sup>

\*=University of Helsinki, <sup>1</sup>= University of Gothenburg



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## “L2profiles”

Development of Lexical and Grammatical Competences in Immigrant Swedish

### Project financed by

Riksbankens jubileumsfond (2018–2020 (2021))  
 P17-0716:1

<https://rj.se/anslag/2017/development-of-lexical-and-grammatical-competences-in-immigrant-swedish/>

### Collaboration:

Swedish language, University of Gothenburg  
 Dept of Finnish, Finno-ugrian and Scandinavian Studies, University of Helsinki

PI: Elena Volodina, Gothenburg

### Homepage:

<https://spraakbanken.gu.se/en/projects/l2profiles>



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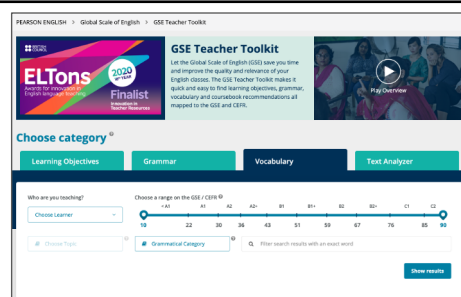


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## Swedish L2 Profiles

- Inspired by English Profile, Pearson GSE toolkit
- Our aim
  - a **descriptive open** resource and tool
  - for teachers, learners and researchers
  - a resource that can **stimulate future research** through infographics, statistics and easy access to empirical data from course books and learner essays
  - easy access to reference corpora



### English Grammar Profile Online

Search... Level  A1  A2  B1  B2  C1  C2

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## Swedish L2 Grammar Profile

L
RK

Language Acquisition Reusing *Korp*

Lexical profile

Adjectival declension

Adjectival & Adverbial structure

Multi Word Expressions

Sen\*Lex

Lexical profile

Grammatical profile

Morphological profile

Noun patterns

Verb patterns

Noun patterns

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## Grammatical profile: Norm-based patterns

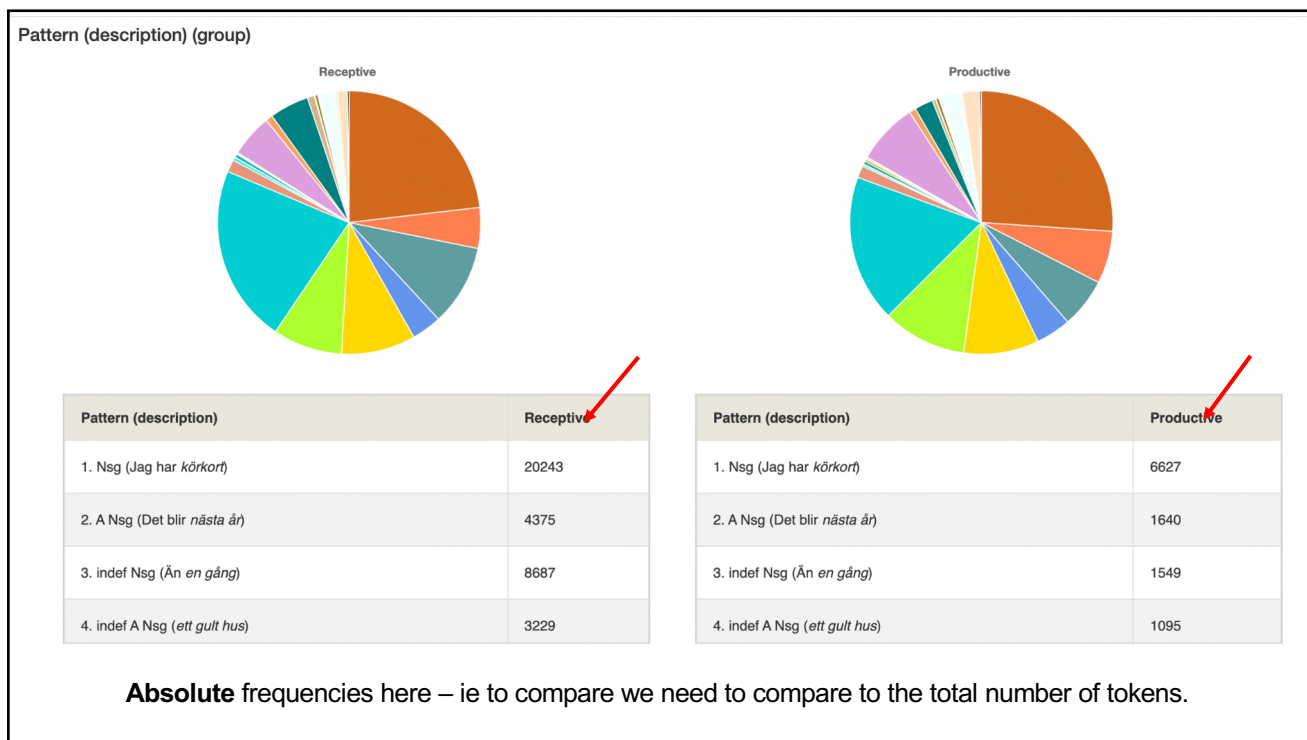
- All patterns are based on Swedish L1 norms (as found in SAG, the Swedish Academy Grammar, Teleman et al 1999)
- Non-normlike usage will not usually be found.
- **Possible future work:** non-norm patterns

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## Receptive and productive

- Learning a language
  - learning to understand (RECEPTIVE SKILLS)
  - learning to produce (PRODUCTIVE SKILLS)
- Two corpora:
  - L2 Course book corpus (*Coctail*, Volodina et al 2014)
  - L2 learner corpus (*SweLL-pilot*, Volodina et al 2016)
  - Both linked to CEFR (COE, 2001)
- Compare the development in receptive and productive proficiency.

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## Usage-based perspective – input important

- Learning is partly implicit.
- Frequency affects learning (cf e.g. Bybee 2008)
  - Important to see how **course books** and **learner essay** usage compares.
  - Differences should be looked into more closely.
    - Due to the task?
    - Due to genre differences?
    - Due to over- / underuse e.g. because of transfer?
    - Due to lack of input?

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# Noun patterns > Definiteness

Profiling for research hypotheses and teaching...  
A case study

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## Noun patterns

### Noun patterns (28+)

(based on Agebjörn (unpubl.) and *Svenska Akademiens Grammatik* (SAG, Swedish Academy Grammar))

- **Indefinite noun phrases**
  - with indefinite article or numeral (**en lärare** 'a teacher')
  - without indefinite article or numeral (*Jag är **lärare**.* 'I am a teacher')
- **Definite noun phrases**
  - with definite suffix (-en / -et / -na: **läraren, provet**)
  - with definite article (den / det / de: **de lärare som...**)
  - with definite suffix & definite article (*Eleverna uppskattade **den** duktiga läraren.*)
  - with possessive attributes (**min lärare** 'my teacher')
  - with demonstrative pronouns & definite suffix (**den här läraren**)
  - with demonstrative pronouns & no definite suffix (**denna lärare**)

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- All patterns divided according to **gender**:  $28 \times 2 = 56$
- Some according to **position** – initial or any position → 56+
- All patterns tagged with:
  - pattern structure
  - clause position
  - definiteness
  - gender
  - number
  - attribute
  - article
  - other definite attribute
 → **filters**

	Singular					Plural					
	#	Art./pron./gen.	Adj. attr.	N	Def. suff.	#	Art./pron./gen.	Adj. attr.	N	Num. suff.	Def. suff.
IN-DEF.	3	en/ett		N	-	5	-		N	pl	-
	4	en/ett	A	N	-	6	-	A	N	pl	-
	1	-		N	-	5	-		N	pl	-
DEF.	2	-	A	N	-	6	-	A	N	pl	-
	7	-		N	-en/-et	17	-		N	pl	-na
	8	den/det	A	N	-en/-et	18	de	A	N	pl	-na
	11	den/det		N	-	21	de		N	pl	-
	12	den/det	A	N	-	22	de	A	N	pl	-
	9	den här/ den där		N	-en/-et	19	de här/ de där		N	pl	-na
	10	den här/ den där	A	N	-en/-et	20	de här/ de där	A	N	pl	-na
	13	denna		N	-	23	dessa		N	pl	-
	14	denna	A	N	-	24	dessa	A	N	pl	-
	15	min/Kalles		N	-	25	mina/Kalles		N	pl	-
	16	min/Kalles	A	N	-	26	mina/Kalles	A	N	pl	-
	27	-	e.g. förra, andra	N	-en/-et	28	-	e.g. förra, andra	N	pl.	-na

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## Nouns patterns – choose by pattern or filter

### Noun patterns [🔗](#)

A1
  A2
  B1
  B2
  C1
  C2

Extend columns in the table
  Show only first occurrence
 [Tables - description](#)
[Filters - description](#)

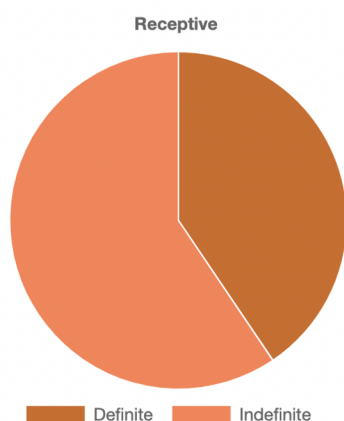
12

## Definiteness in Swedish – a challenge for learners

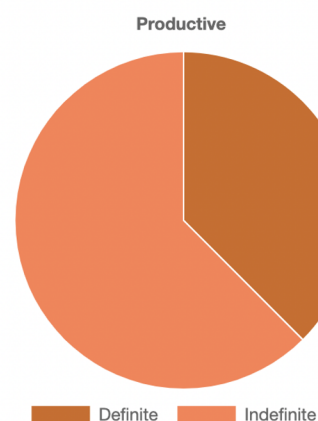
- Swedish has different means of expressing definiteness:
  - **Definite suffix:**  
*boken* 'the book'
  - **Definite suffix and definite article (DOUBLE DEFINITENESS)** – compulsory with preposed attributes:  
*den intressanta boken* 'the interesting book'
  - **Demonstrative pronoun *den här* (DOUBLE DEFINITENESS)** – with definite suffix:  
*den här boken* 'this book'
  - **Possessive pronouns, genitives and demonstrative pronoun *denna*** – without definite suffix:  
*min bok* 'my book'  
*Thereses bok* 'Therese's book'  
*denna bok* 'this book'

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## Definite or indefinite? – more indefinite NPs



Based on **our classification** of whether the search should be definite or indefinite NPs, **not** on the form of the head word in the phrase.

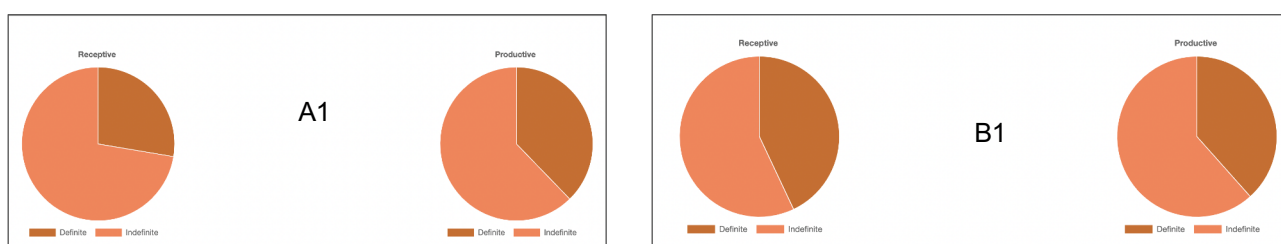


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## Development of definiteness

- Definite NPs are more common in the learner corpus on A1
- Definite NPs increase in the course books...
- ... but the proportion is quite stable from (A2) B1
- Similar in receptive and productive from A2



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## A1 level – article usage: little double definiteness with article & suffix

**Double definiteness** = definiteness is often marked 2–3 times in one NP:

*den duktiga studenten*  
DEF good-(DEF) student-DEF

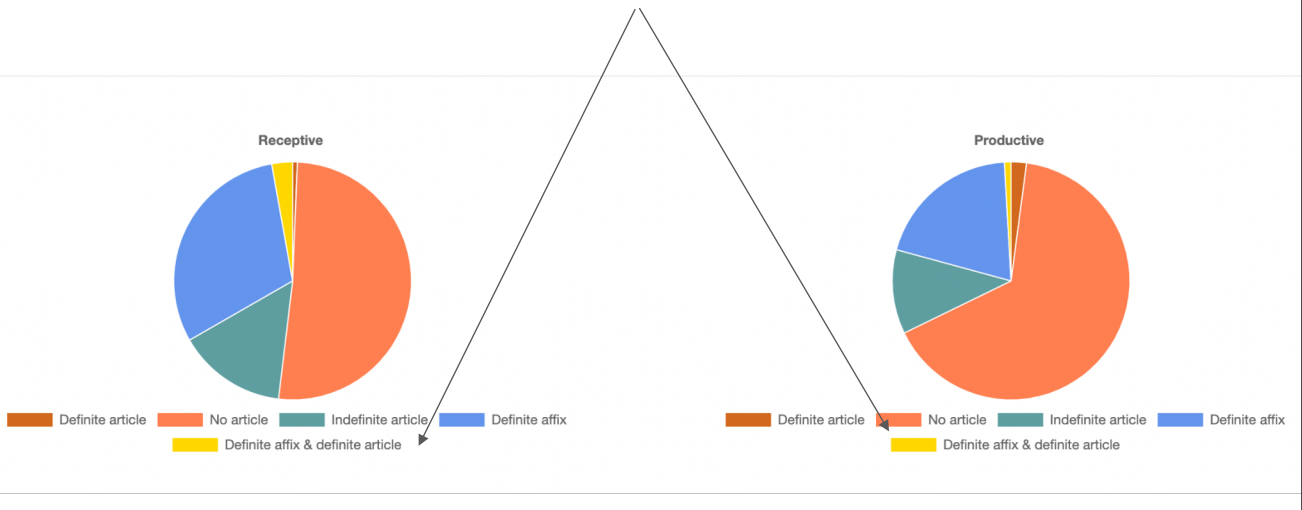
No article incl. cases with possessive / genitive / demonstrative pronouns which take bare nouns.



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## B1 – article usage

Double definiteness is becoming more common, especially in course books.



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## B2 – article usage

Double definiteness in coursebooks and learner data. – still quite rare

No article is still most common.

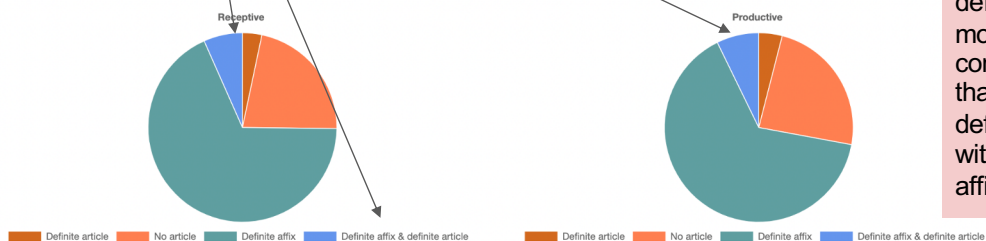


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## Definite NPs only – articles at B2/C1/C2

- Definiteness usually = definite affix
- **Double definiteness** – only slightly more common than only definite article *den / det / de*.
- **No article forms** – include possessive pronouns, genitives, some demonstrative *denna* which take bare nouns.

Article



Definite NPs without definite affix more common than double definiteness with article & affix.

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## Demonstratives, possessives, genitives with adjectival attributes

### Noun patterns

Pattern (description): 3b. indef Nsg (Ån en gång) | Pattern (structure): | Clause position: | Definiteness: |

Gender: | Number: | Attribute: | Article: |

Other definite attributes:

- Demonstrative pronoun (e.g. den här, den där)
- Demonstrative pronoun (e.g. denna)
- Possessive attribute (e.g. min, Kalles)
- No definite attribute

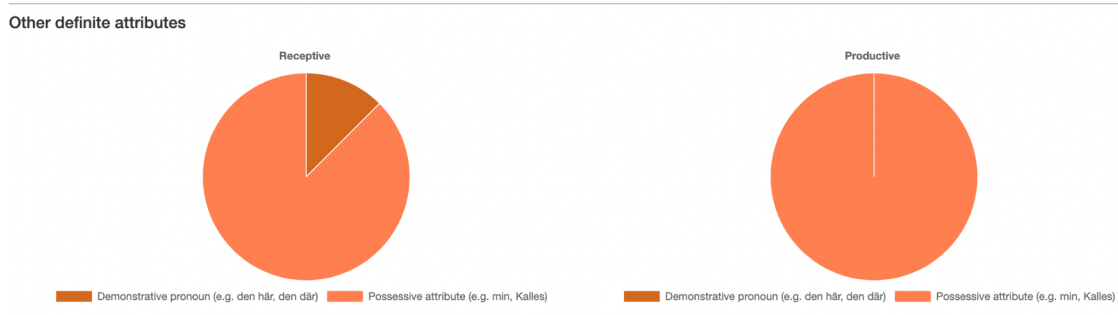
Attribute:

- Preposed attribute
- Preposed attribute & relative clause
- Relative clause
- No attribute

Extend columns in the table |  Show only first occurrence

20

## POSS / GEN / DEM.PRON. + ADJ. A1 – no demonstratives in learner data

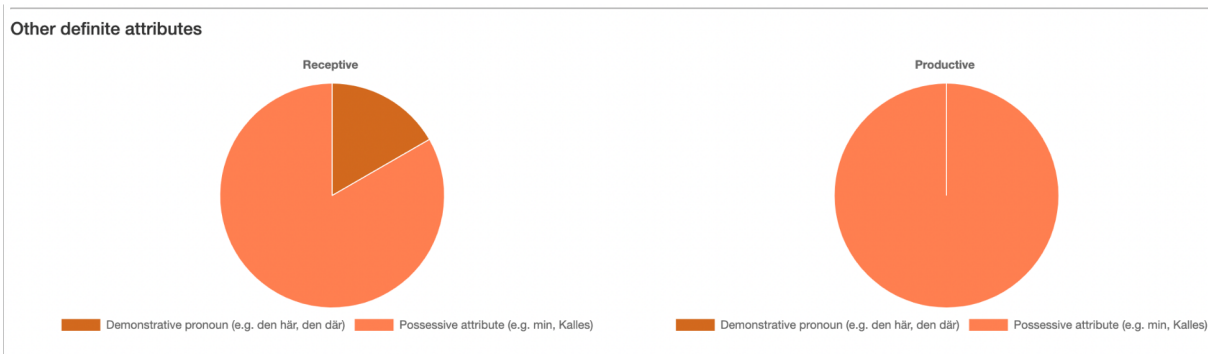


A1 – no demonstratives in learner data – not surprising

A1: “Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.” (COE 2001, p. 24) → focus on personal → possessive pronouns

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## A2 – still no demonstratives in learner data



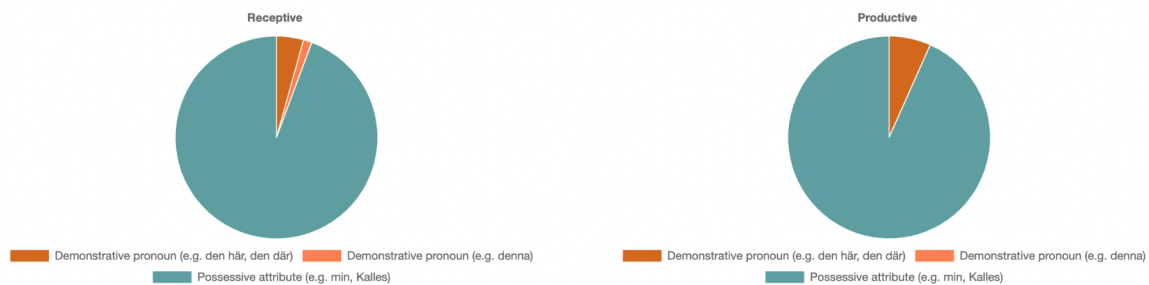
A2: “Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (COE, 2001, p. 24)

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## B1

B1: "Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans." (COE, 2001, p. 24)

## Other definite attributes

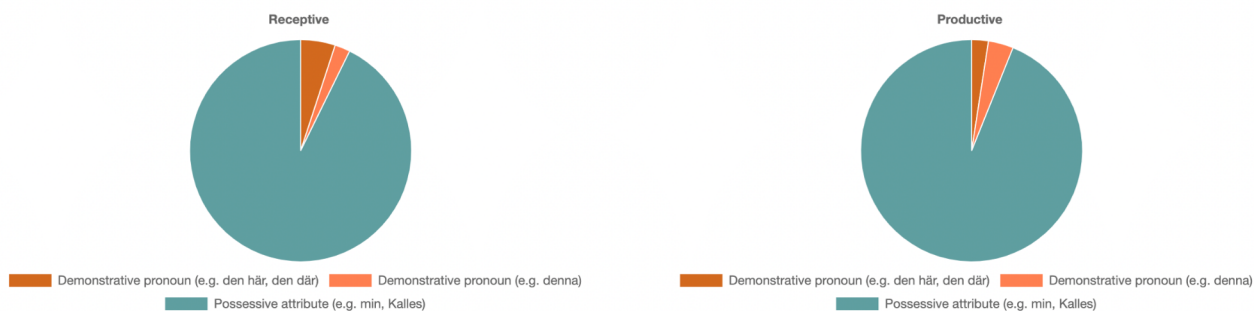


- Demonstrative pronoun *den här*, *denna* in course books.
- Demonstrative *denna* new at this level in course books.
- Some demonstrative pronoun *den här* in the learner data

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## B2

## Other definite attributes

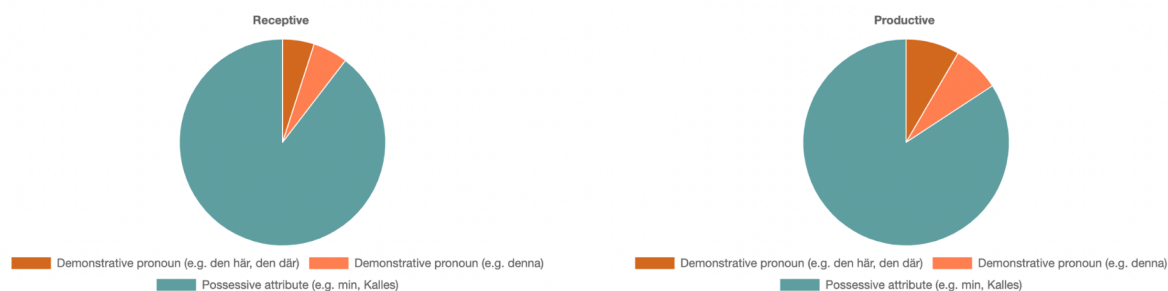


- *Denna* new in learner data.
- More common than *den här* in learner data --> Why?  
Overuse of *denna*? Due to non-normative usage of *den här*?

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## C1

## Other definite attributes



- More demonstratives in receptive and productive.
- *Denna* & *den här* equal proportions in learner data (productive).
- *Denna* slightly more common than *den här* in course books.

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## Previous research on definiteness

Nyqvist 2018:19 – grammaticality judgement test, double definiteness, immersion (16 years old) vs non-immersion students (15 years old)

**Acquisition order:**

(1) **Double definiteness:** common singular > neuter singular > plural

(2) **Definiteness with PRG attributes:** *den här* > genitive attribute with adj. > possessive attribute with adj. > *denna*

75 % accuracy

High frequency NPs – mastered better (p. 21)

- *Den här* occurs with the definite suffix – the most common way of marking definiteness.
- *Denna* is quite rare in input *and* occurs with the more unusual bare noun.

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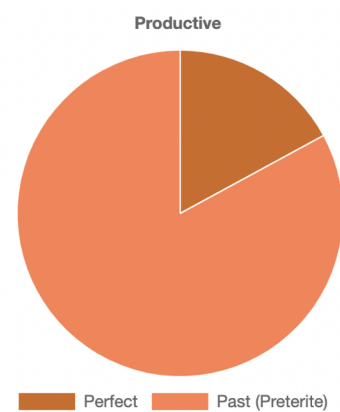
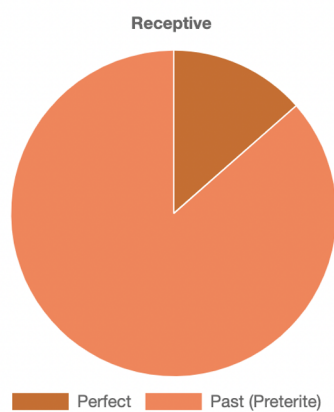
## Verb patterns

- Based primarily on SAG 1999
- Simple and periphrastic forms
- Compare:
  - tenses
  - moods
  - voices

CEFR	Pattern description	Pattern structure	Tense	Mood	Voice	Receptive	Productive
A1	1 Imperativ	Enkel	N/A	Imperativ	Aktiv / passiv / deponens	5.82 (441)	0.47 (5)
A1	2a Presens - aktiv...	Enkel	Presens	Indikativ	Aktiv	45.89 (3480)	119.12 (754)
A1	3a Presens - s-pass...	Enkel	Presens	Indikativ	Passiv / deponens	0.67 (51)	3.48 (22)
A1	3b Presens - s-pass...	Enkel	Presens	Indikativ	Passiv	0.09 (7)	0.47 (3)
A1	3c Presens - deponen...	Enkel	Presens	Indikativ	Deponens	0.50 (38)	2.84 (18)
A1	4a Preteritum	Enkel	Preteritum	Indikativ	Aktiv	2.61 (198)	12.01 (76)
A1	5a Preteritum - s-pa...	Enkel	Preteritum	Indikativ	Passiv / deponens	0.04 (3)	0.00 (0)

27

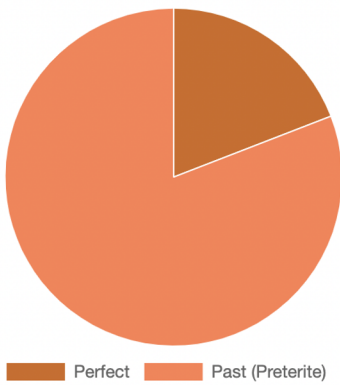
## All levels – mainly past (preterite, Sw. *preteritum*) tense



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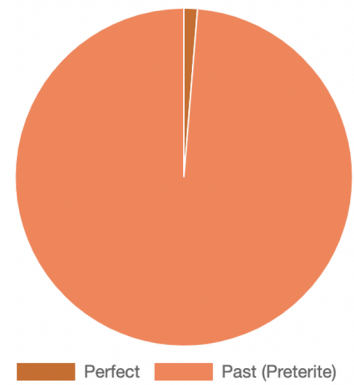
# A1

Receptive



- Perfect – connection to the time of speaking.
- cf Philipsson (2007: 93, 124) acquisition order: simple finite verb (present, preterite) > AUX + INF (aux. verb & infinitive) > *har/hade* + SUPINE (perfect, pluperfect)
- → compare to other tenses

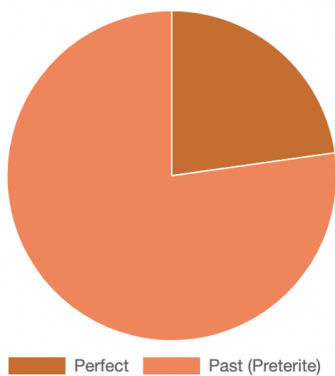
Productive



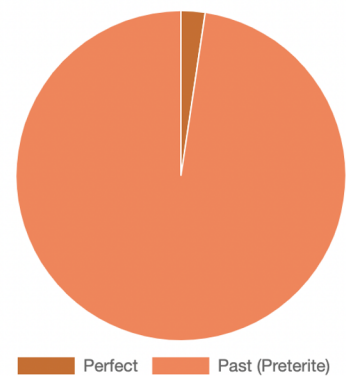
29

# A2

Receptive



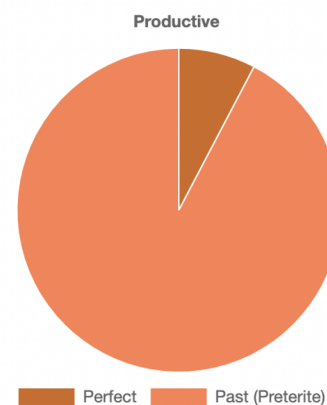
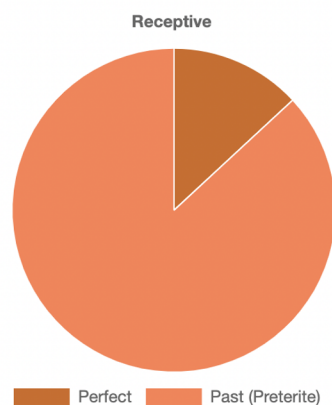
Productive



30

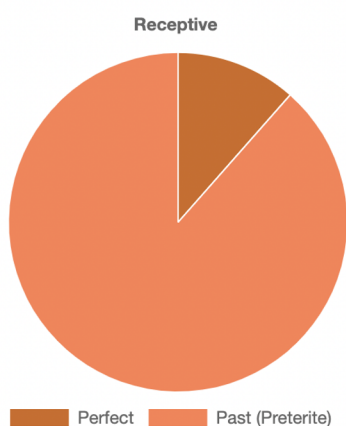


## B1 – more perfect in learner writing

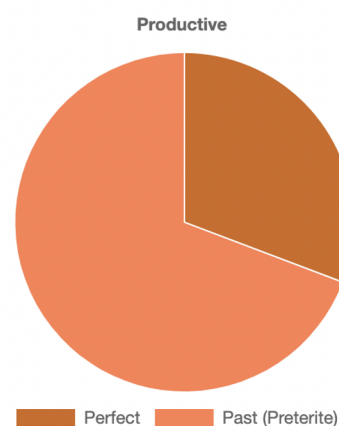


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## B2 – possibly overuse of the perfect...

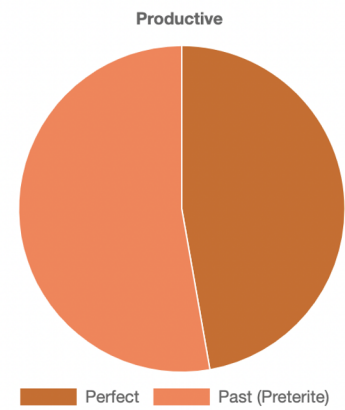
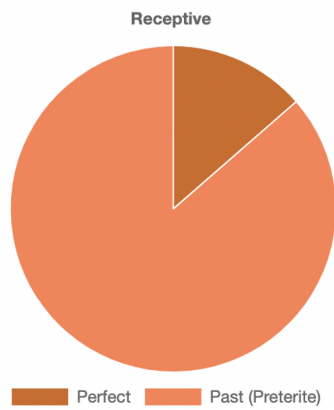


From B2-level we see a possible tendency to **overuse** the perfect.  
 → Needs closer analysis.  
**Possibly due to the tasks** (cf e.g. Caines & Buttery 2017)



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## C1/C2 – still signs of overuse



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Comparison with reference corpora

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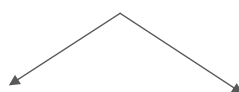
## Comparison with L1 reference corpora easily done

- All of our patterns can easily be searched also in reference corpora available in Korp, Språkbanken Text, Gothenburg.
- One by one → cannot yet get an overview picture
- Let's look at one pattern:  
The most common and in the most common gender  
(*common gender*, c.  $\frac{3}{4}$  of all nouns, Teleman et al 1999: part 2, 59) –  
**pattern 1b**

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## Frequency – link to search → reference corpora

Click on the frequency → Hits in Korp → can change the corpus to an L1 reference corpus



CEFR level ↑↓	Pattern (description) ↑↓	Pattern (structure) ↑↓	Receptive ↑↓ ☒	Productive ↑↓ ☒
A1	1b. Nsg (Jag kan svenska)	Simple noun phrase	1.00 (76)	1.42 (9)
A2	1b. Nsg (Jag kan svenska)	Simple noun phrase	1.04 (145)	1.41 (37)
B1	1b. Nsg (Jag kan svenska)	Simple noun phrase	0.74 (137)	1.57 (27)
B2	1b. Nsg (Jag kan svenska)	Simple noun phrase	0.83 (139)	2.75 (74)
C1	1b. Nsg (Jag kan svenska)	Simple noun phrase	0.89 (148)	3.26 (94)
C2	1b. Nsg (Jag kan svenska)	Simple noun phrase	NaN (0)	2.86 (5)

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Fullständig CQP-fråga: [Hämta CQP-dokumentationen](#)

lex not contains "april\\.\\.nn\\.1" & lex not contains "maj\\.\\.nn\\.1" & lex not contains "juni\\.\\.nn\\.1" & lex not contains "juli\\.\\.nn\\.1" & lex not contains "augusti\\.\\.nn\\.1" & lex not contains "september\\.\\.nn\\.1" & lex not contains "oktober\\.\\.nn\\.1" & lex not contains "november\\.\\.nn\\.1" & lex not contains

Sök

WIC: träffar per sida: 25 sortera inom korpus på: förekomst Statistik: sammanställ på: ord  Visa statistik  Visa ordbild

KWIC Statistik Ordbild

Antal träffar: 148

« < 1 2 3 4 5 6 > » Gå till sida: av 6 [Visa kontext](#)

COCTAILL ACTIVITIES & EXAMPLES

<b>Ordförande Rolf</b>	Eriksson förklarade mötet öppnat.Till sekreterare för mötet valdes Faramarz Askarzadeh och till justerare Disa Svensson.
<b>Förkortning av</b>	ord med suffixet - is uppstår ofta i talspråket.
<b>Strumpfota i</b>	finkläder
<b>mustaschvax ha</b>	mjäll
<b>jämgamal lika</b>	gammal
<b>rätt vad</b>	det är plötsligt
<b>ordning och</b>	reda
<b>Vernissage och</b>	födelsedagsfest på en och samma gång.
<b>dido det</b>	spelar ingen roll, det gör ingenting
<b>Vara betyder</b>	förbli, bestå, fortsätta, pågå.
<b>Forskning &amp;</b>	Framsteg, nr 8, 2010 (Språkporten s. 221)
<b>Avledning innebär</b>	att ett prefix ( förled ) och / eller ett suffix ( efterled ) läggs till en stam och därmed bildas ett nytt ord.
<b>analys av</b>	något

KORPUS  
COCTAILL activities & examples


TEXTATTRIBUT  
[Metadata explanation](#)  
task\_skill: [tom]  
titel: Språkporten - Svenska som andraspråk 1 2 3  
activity\_instruction\_format: [tom]  
författare: Monika Åström  
datum: 2012  
task\_format: [tom]  
language\_example\_skill: vocabulary  
kunskapsnivå (CEFR): C1  
list\_skill: [tom]  
list\_unit: [tom]  
activity\_instruction\_skill: [tom]  
language\_example\_unit: [tom]


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# Change to a reference corpus

- e.g. newspapers GP 2013 (Göteborgsposten)

Modern | [Parallel](#) | [Old Swedish](#) | [Litteraturbanken](#) | [Kubhist](#) | [Old texts](#) | [More](#)

**KORP** v9 


GP 2013 selected — 16.87M of 13.85G tokens 

Simple Extended **Advanced** Compare

Fullständig CQP-fråga: [Get the CQP tutorial](#)

```
[(msd = "NN\UTR\SIN\IND\NOM") & pos = "NN" & lex not contains "januari\\.\\.nn\\.1" & lex not contains "februari\\.\\.nn\\.1" & lex not contains "mars\\.\\.nn\\.1" & lex not contains "april\\.\\.nn\\.1" & lex not contains "maj\\.\\.nn\\.1" & lex not contains "juni\\.\\.nn\\.1" & lex not contains "juli\\.\\.nn\\.1" & lex not contains "augusti\\.\\.nn\\.1" & lex not contains "september\\.\\.nn\\.1" & lex not contains "oktober\\.\\.nn\\.1" & lex not contains "november\\.\\.nn\\.1" & lex not contains "december\\.\\.nn\\.1" & word != "[a-zÄA-ZÄ]" & word != "h" & lbound(sentence)] [pos != "MID|MAD|PAD" & pos != "NN" & pos != "RG" & _lesson_cefr_level = "C1"]
```

Remove the level



38

KWIC   Statistics   Word picture

Results: 21,142

« < 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 ... > »   Go to page  of 846   [Show context](#)

GP 2013

<b>Rättegång inleds</b>	i New Orleans i ett civilmål mot oljebolaget BP anklagat för att inte ha tagit katastrofen vid den läckande oljekällan i Mexikanska golfen 2010 på allvar.
<b>Kvinna våldtagen</b>	
<b>Trafikplanering måste</b>	vara framåtriktad.
<b>Folkbildning i</b>	ett väldigt fint format.
<b>10-åring överfölls</b>	av man i bil
<b>Hörna för</b>	Gais, Muhrén som skytt – och Niklas Hellqvist i Sirius som fullföljde efter att skottet avlossats.
<b>Stress och</b>	krav på snabbare flöden genom förlossningsavdelningen skulle med andra ord kunna leda till att de kloka riktlinjer som arbetats fram inom projektet ”S
<b>Raggare och</b>	Serotonin är två låtar av krautpionjärerna Can, med svenska texter, ett sound som både skaver och har rymd.
<b>Rektor har</b>	sagt att hon ska se vad hon kan göra, säger Josefin Krantz.
<b>Confitering är</b>	ett gammalt sätt att konservera och laga till anklåren.
<b>Polis kontrollerar</b>	en bil vid Rundradiogatan.
<b>Minister misstänkt</b>	för plagiat avgår
<b>ordförande i</b>	SKL:s utbildningsberedning

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## How can we compare these?

- Currently relative frequency in **Swedish L2 Grammatical Profile** is **occurrences / 100 sentences** ← verb phrases first
- Future research: Which is the best measure?
  - Different measures give different indications for over- / underuse.
  - Nouns – relative in comparison to the total number of nouns.

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## Preliminary comparison (newspaper & coursebook)

	GP 2013 (newspaper)	A1 rec.	A2 rec.	B1 rec.	B2 rec.	C1 rec.
1b Nsg (per 1 mil. tok.)	1253.1 (21142)	2045.8	1706.0	889.5	845.9	837.9
1b Nsg (per 100 sent.)	1.69	1.0 (76)	1.04 (145)	0.74 (137)	0.83 (139)	0.89 (148)
3b Indef Nsg (per 1 mil. tok.)	8091.2 (136 515)	17820.1	12259.4	11719.8	9499.6	7614.6
3b Indef Nsg (per 100 sent.)	10.91	8.73 (662)	7.44 (1042)	9.74 (1805)	9.38 (1561)	8.07 (1345)
7c Nsg-DEF (per 1 mil. tok.)	4375.9 (73830)	4414.7	3882.5	3389.3	3164.5	2151.3
7c Nsg-DEF (per 100 sent.)	5.9	2.16 (164)	2.36 (330)	2.82 (522)	3.12 (520)	2.28 (380)

Possible **underuse** of all patterns in **coursebooks**. Due to genre?  
→ more problematic to learn the definite form?

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## Preliminary comparison (newspaper & learner essays)

	GP 2013 (newspaper)	A1 prod.	A2 prod.	B1 prod.	B2 prod.	C1 prod.
1b Nsg (per 1 mil. tok.)	1253.1 (21142)	1740.1	1355.1	1086.4	1619.8	1806.0
1b Nsg (per 100 sent.)	1.69	1.42 (9)	1.41 (37)	1.57 (27)	2.75 (74)	3.26 (94)
3b Indef Nsg (per 1 mil. tok.)	8091.2 (136 515)	5800.5	6519.2	7162.1	6523.1	6897.5
3b Indef Nsg (per 100 sent.)	10.91	4.74 (30)	6.80 (178)	10.35 (178)	11.07 (298)	12.44 (359)
7c Nsg-DEF (per 1 mil. tok.)	4375.9 (73830)	2706.9	2014.4	1609.5	1072.6	1940.5
7c Nsg-DEF (per 100 sent.)	5.9	2.21 (14)	2.10 (55)	2.33 (40)	1.82 (49)	3.50 (101)

Possible **underuse** of all patterns, except 1b & 3b from B2 (per 100 sentences).  
1b, 3b possible signs of **overuse** from B2. → needs further study.

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## Future research

- Introduction of more definite NPs with indefinite head nouns  
→ overuse of indefinite head nouns?
- Development of non-normative patterns per level  
→ patterns in the non-normative usage
- Overuse due to topics, tasks, genres?
- Could more norm-like usage be stimulated by increased usage in e.g. coursebooks?

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## Swedish L2 profile – providing possibilities...

Teaching

Learning

Assessment

Research

- Open access to empirical data (learner data behind access license)
- Open access to reference corpora, possible to search in exactly the same way.
- Further analysis needed.
- ICALL exercises based on the material should be explored.

Underway:

- L2 Swedish development prepositions, passives, etc
- Word / morpheme families
- Morphological complexity

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L2Profiles

# Swedish L2 Profile

Exercise Generator
Tools
Experimental prototypes
Swedish Profile


<https://spraakbanken.gu.se/larkalabb/svlp>

Language Acquisition Reusing **Korp**

Lexical profile

Grammatical profile

Morphological profile

<https://spraakbanken.gu.se/larkalabb/svlp>

GR4L2, (7 Dec 2021)



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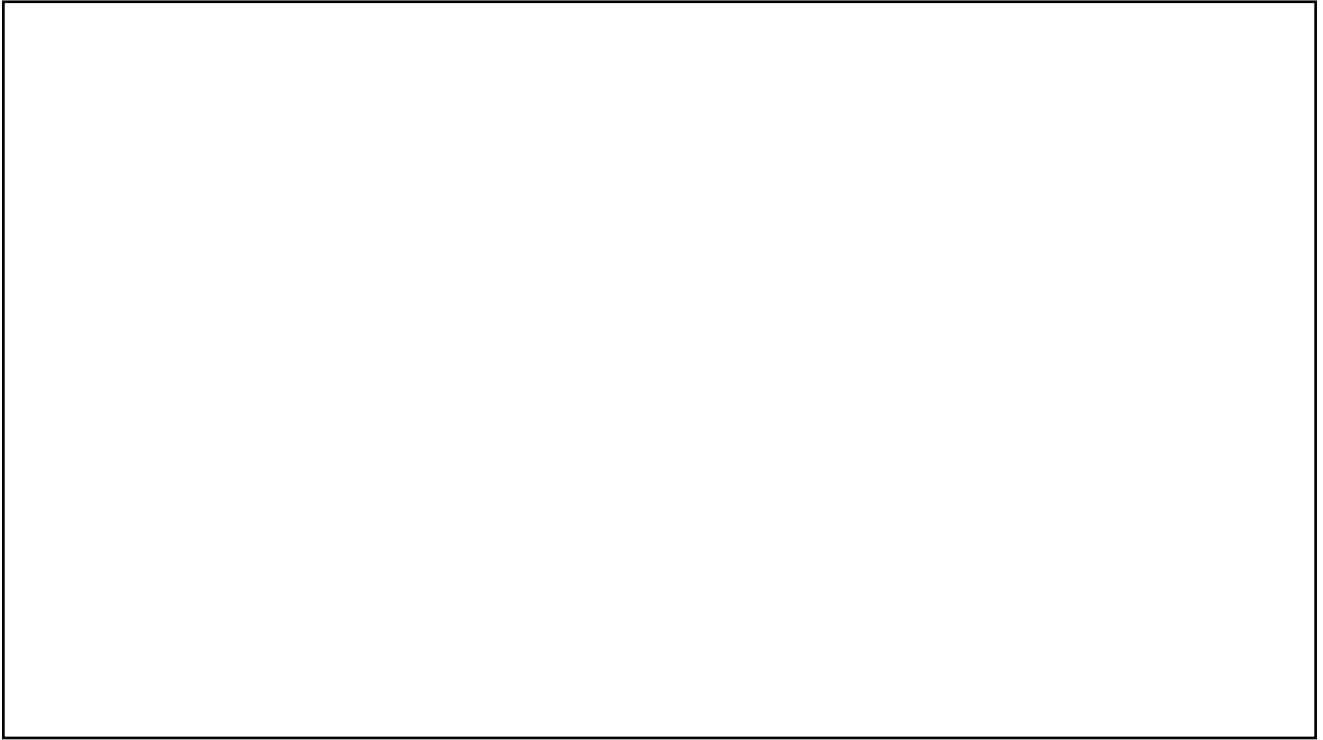
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