

## 論文の英文要旨

論文題目	Multifactorial Corpus Approaches Toward the Acquisition of Relative Clause Constructions by Japanese EFL Learners
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<p>The purpose of this study is to investigate Japanese EFL learners' use of relative clauses (RCs) using multifactorial corpus analysis. The study is corpus-based in that learner corpora, a textbook corpus, and a native corpus were used to analyse the use of relative clauses by learners at different proficiency levels. The study is multifactorial in the sense that it examines the use of relative clauses in relation to multiple factors, including (1) surface forms, (2) relevant SLA theories of the acquisition of relative clauses, (3) comparison between learners and native speakers, (4) the influence of textbooks as primary input source, (5) the influence of the contextual factors in which relative clauses are used, (6) error patterns, (7) the use of zero-relatives, and (8) the avoidance of relative clauses. All these variables were examined in light of CEFR perspectives in order to identify the characteristics of relative clause usage as criterial features for CEFR levels.</p> <p>The comparison between the two learner corpora (the JEFLL and the ICNALE) and the native speaker corpus (the BNC Baby) shows that, overall, the frequency order of relative clause types followed the Noun Phrase Accessibility Hypothesis (NPAH) and the Subject–Object</p>	

Hierarchy Hypothesis (SOHH), and that the frequency order tended to be maintained within each CEFR level. On the other hand, the frequencies of the surface forms of relative pronouns seem to vary depending on the topic or the formality of the essays rather than on their CEFR levels.

The comparisons between the English textbook corpus and the JEFLL by school year did not show any clear input–output relationship. The textbook corpus showed a strong influence of the presentation order of relative clauses, which strongly influences the intensive use of the particular forms in a particular lesson in the textbooks. In addition, the essay topics in learner corpora were more strongly correlated with the choice of surface forms than with the forms' frequencies in the textbooks. Zero-relatives were also extracted from these corpora, and for the learner and textbook corpora, the frequencies of zero-relatives followed the same frequency pattern of DO and IO/OBL types combined and used as explicitly written relative pronouns. After basic frequency analyses, a regression model was used to determine which types of variables could best predict the choice of relative pronoun. The models based on the BNC Baby and the two learner corpora showed almost the same predictor variables retained in the final model: the animacy (animate vs. inanimate) of antecedents, NPAH (SU, DO, IO/OBL, GEN), restrictive types (restrictive/non-restrictive), and topic/genre.

An error analysis was also conducted, which showed increasing number of errors and error types in the JEFLL and the error rate gradually increasing from A1 to B1. In contrast, in the ICNALE, there were fewer types of errors than in the JEFLL, and omission errors, such as missing *be*-verb errors and missing preposition errors, were found throughout A2 to B2.

In addition to the corpus analysis, avoidance behaviour was observed using the two picture description tasks originally used in Takahashi (2017), which indicates that A-level learners and B1-level learners were more likely to avoid RCs than were B2- and C1-level learners. The study also examined alternatives to the use of relative clauses, showing that B-level learners had a wider repertoire of paraphrasing than A-level learners.

Overall, the present study reveals the complex picture of Japanese EFL learners' use of relative clauses. In terms of the role of relative clause constructions as criterial features for the CEFR levels, the study reveals that an increased number of correct uses of RC forms will serve as a positive linguistic property for the CEFR levels. The fact that more grammatical errors were observed within the relative clauses rather than the relative pronoun errors themselves could indicate negative linguistic properties. The predominant use of *that*, *which*, and *who*, compared to *whose* and *whom*, and the frequencies following the RC types defined by SOHH are both good candidates for positive usage distributions across each of the CEFR levels. The increased varieties of strategies used to paraphrase RC sentences are seen at B levels compare to A levels. This could also be a positive linguistic property. Despite the limitations discussed in the conclusion, the multifactorial analyses of L2 learners, textbooks, and native corpora made it possible to show the emergence of relative clause constructions at each acquisition stage, together with characteristic developmental patterns such as common errors as well as omission and avoidance behaviours.