

Bilingual Knowledge of Resultatives: A Study of Spanish Heritage Speakers
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Heritage speakers often exhibit structural differences from baseline grammars across linguistic domains (Montrul, 2010). The present study examines Spanish heritage speakers' (SHS) knowledge of resultatives in English and Spanish, in comparison with monolingually raised native speakers of Spanish (MRS) and English (MRE). Crucially, resultatives occur in English but not in Spanish (Pylkkänen, 2008).

Resultatives predicate a state of an NP which is a result of the action described by the verb (Hovav & Levin, 2001). Examples (1) and (2) show resultatives.

- (1) John hammered the metal *flat*.
- (2) The lake froze *solid*.

Resultatives are subject to a Direct Object Restriction (Levin & Hovav, 1995), meaning they can only be predicated of objects. As such, they are grammatical with transitive verbs, as in (1) and unaccusative verbs, as in (2). They are ungrammatical with unergatives, as in (3), unless a fake reflexive object is added as in (4).

- (3) *She sang hoarse.
- (4) She sang *herself* hoarse.

Given SHSs' dominance shift to English, they are predicted to have nativelike knowledge of English resultatives. This prediction is supported by previous research which found that SHSs have nativelike knowledge of the dominant language (Montrul, 2006; Montrul & Ionin, 2012). Assuming dominant language influence, SHSs are predicted to incorrectly accept resultatives in Spanish. With respect to dominance, greater English dominance should result in greater acceptance of resultatives in Spanish, while greater Spanish dominance should result in greater rejection of resultatives in Spanish.

19 Spanish heritage speakers, 25 monolingually raised Spanish native speakers and 29 monolingually raised English native speakers completed the study (Table 1). Spanish speaking groups completed the Bilingual Language Profile (Birdsong et al., 2012), Spanish and English cloze tests, and 2, 56-item acceptability judgment tasks, one each in English and Spanish. For the Spanish task, conditions were *Resultative and Resultative which contained items like (1) and their grammatical Spanish counterparts. For the English task, conditions were Transitive Resultative, items like (1), and *Unergative Resultative, items like (3). The MRE group completed only English tasks.

According to the statistical results, overall predictions were partially supported. For the Spanish task, there were significant differences between the SHS and the MRS groups. The SHS group accepted significantly more ungrammatical resultatives in Spanish, indicating dominant language influence.

For the English task, results diverged from predictions. There were no significant differences found between the SHS and MRS groups. However, there were significant differences found between the SHS group and the MRE group, in the transitive resultative condition. Interestingly, this difference was due to the SHS group demonstrating *more* categorical judgments in English. This finding confirms the tendency attested in heritage phonetics/phonology in which HSs, "tend to amplify properties that separate their two languages." (Polinsky, 2018, p. 162)

Finally, across both tasks dominance and proficiency were not significant predictors, which may be attributable to the nature of our sample: the high level of English proficiency of the MRS group and the relatively balanced bilingualism of the SHS group.

Table 1 - Participant Information

Group	Number	Mean English Cloze Score (SD) - Max 40	Mean Spanish Cloze Score (SD) - Max 20	Mean Dominance Score (SD)*
HS	19	36.2 (3.87)	12.4 (4.6)	-38.4 (29.6)
MRS	25	33.7 (6.66)	17.6 (3.3)	64.2 (48.3)
MRE	29	37.1 (2.95)	-	-

*Scores range from -218 to +218, with negative scores representing English dominance and positive scores indicating Spanish dominance

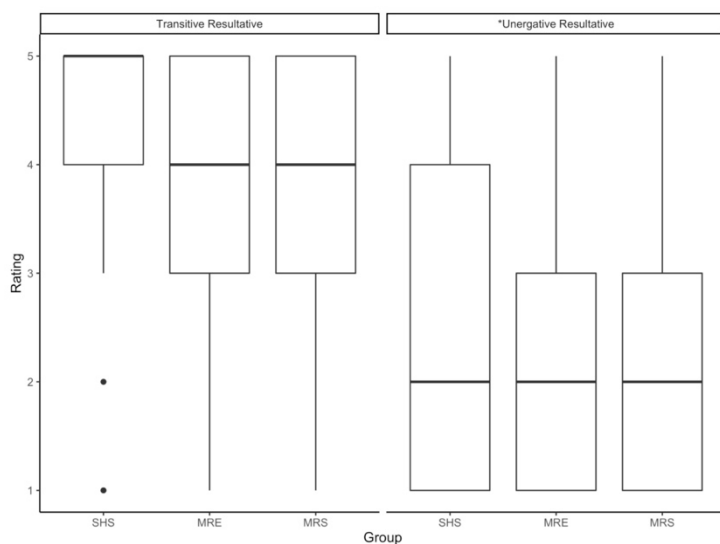


Figure 1 - English AJT

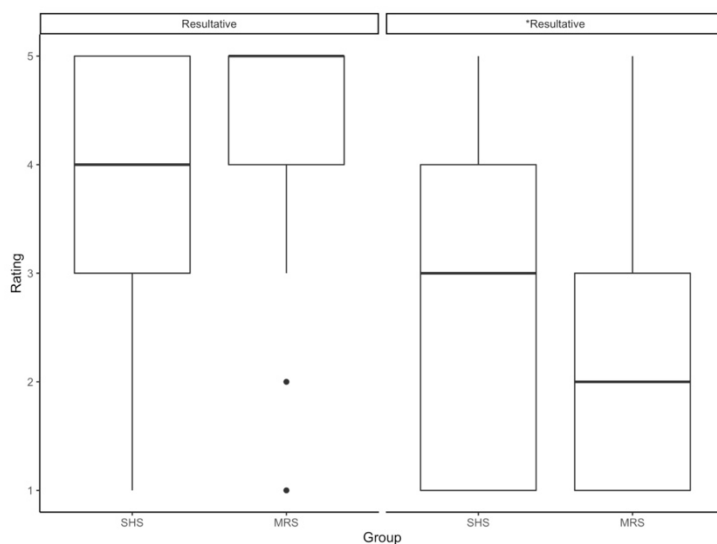


Figure 2 - Spanish AJT

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