**BACKGROUND**

- **Subject relative clauses (SRs):**
  - 学生を見た先生はたばこを吸っていた。
The student who saw the student was smoking a cigarette.

- **Object relative clauses (ORs):**
  - 先生が見た学生はたばこを吸っていた。
The student who was smoking was the one who was seen by the teacher.

- Comprehension ease of SRs and ORs differ.

- Where does this difference come from?

  **LINEAR DISTANCE HYPOTHESIS**

- The number of syntactic nodes between RC-head and a gap determines the difficulty of RCs (O’Grady, 1997)

- SRs are easier than ORs

**EXPERIMENT**

**AIM:** We examine whether there is a processing asymmetry between SRs and ORs in L2 Japanese.

**PARTICIPANTS:** 26 higher-intermediate Turkish speaking learners of Japanese at Çanakkale Onsekiz Mart University.

**MATERIALS:** 24 sets of SRs and ORs + 72 fillers

words: 1 2 3 4 5 6

SRs: デパートで両親を探していた子供は急に泣き出した。
The child who was looking for the parents at department store suddenly cried.

ORs: デパートで両親を探していた子供は急に泣き出した。
The child who was looking for the parents at department store suddenly cried.

**PROCEDURE:**
- Sentences were presented on PC in word by word non-cumulative fashion.
- Participants were instructed to read sentences in a natural pace and answer YES-NO question accurately.

**PREDICTION:** SDH: SR < OR; LDH: OR < SR

**RESULTS**

**ACCURACY:** SRs: 96%; ORs: 94%

**READING TIMES:**

- SRs were read faster than ORs. SRs were easier to process than ORs.
- Processing asymmetry between SRs and ORs was observed at RC-head.

**GENERAL DISCUSSION**

- Turkish speaking learners comprehended SRs more easily than ORs in Japanese.
- The results are consistent with Kanno (2001, 2007) and L1 sentence processing studies (e.g., Ishizuka, 2005), but inconsistent with Kashiwagi (2011) and Ozeki & Shirai (2007).
- SDH can explain the results, whereas LDH cannot.
- When L1 is typologically similar to L2, the number of syntactic nodes between RC-head and a gap has a stronger impact on L2 relative clause processing than the linear distance between RC-head and a gap.

**FUTURE STUDIES**

- We need to examine the possible influences of other factors such as:
  - Frequencies of SRs and ORs
  - Animacy of nouns within RCs
  - Expectation
- We also need to investigate the processing of other types of RCs.