

Tentative Approach to Relations between First Language and Second Language (2)

— Based upon the Judgments of Adult Second Language Speakers of English

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I Introduction

This paper intends to present the additional judgment tests performed by 14 Thais in March in 2007. The form of judgment test has been shown in the Appendix, as shown tentatively in my previous paper, where there might be some fundamental features to estimate and consider different peculiarities between first language (L1) and second language (L2) based upon the cross-linguistic judgment tests,¹ which involve reflexives, Null prep, quantifiers, negative polarity items, *wh*-phrases etc., showing evidence as to how Universal Grammar (UG) can play a role in adult L2 acquisition or not.

With the development of recent acquisition theories, lots of linguists have argued that the concept of UG can be an essential factor to acquire some language or not. Indeed, speakers of some language can acquire innate structure-based concept in mind. We recognize that there are opposite typical theories of L2 acquisition, which differ from the extent how UG can constrain the L2 acquisition. The typical theories of acquisition are the Full Access hypothesis^{2,3,4,5} and No Parameter Resetting hypothesis.⁶ However, it might be essential to find some fundamental concept of L2 acquisition cross-linguistically. In Section II, the items for judgment tests will be shown clearly, and the procedures and results of judgment tests shown by the participants of adult L2 speakers will be analyzed based upon the concept of UG. In Section III, the closing remarks suggest that more research will be required to manifest the evidence.

¹ Mieko Kukita. 2006. "Tentative Approach to Relations between First Language and Second Language (1) — Based upon the Judgments of Adult Second Language Speakers of English." *Bulletin of Kagoshima Prefectural College No. 57*, 31-60.

² Bonnie D. Schwartz and R. Sprouse. 1996a. L2 Cognitive States and the Full Transfer/Full Access Model. *Second Language Research 12*, 40-72. London: Edward Arnold Ltd.

³ Bonnie D. Schwartz and S. Vikner. 1996b. The Verb Always Leaves IP in V2 Clauses. In A. Belletti and L. Rizzi eds., *Parameters and Functional Heads: Essays in Comparative Syntax*, 11-62. Oxford: Oxford University Press.

⁴ Lydia White. 1989. *Universal Grammar and Second Language Acquisition*. Amsterdam: John Benjamins.

⁵ Lydia White. 2003. *Second Language Acquisition and Universal Grammar*. Cambridge: Cambridge University Press.

⁶ Roger Hawkins and Y.C. Chan. The Partial Availability of Universal Grammar in Second Language Acquisition: the Failed Functional Features Hypothesis. *Second Language Research 13*, 187-226. London: Edward Arnold Ltd.

II Judgment Tests — Methods

The judgment tests involve my tentative approach to seek different shades of judgment among L2 speakers of English, cross-linguistically. The participants, who kindly answered this questionnaire, live in various countries; Argentine, South Africa, Venezuela, Pakistan, and India, and Indonesia.⁷ As shown in the Introduction, this paper intends to show the additional judgment tests performed by 14 Thais. With this different language background, some new results might lead me to examine the universal phenomena on language acquisition in mind. The questionnaire consists of two parts. One part inquires into the language background of the participants: L1, L2, and foreign languages, and the other is to ask them to check “grammatical” or “ungrammatical,” and “acceptable” or “unacceptable” for each sentence. On the questionnaire, the participants answered 100–130 English sentences with various linguistic items; reflexives, Null prep, quantifiers, negative polarity items, *wh*-phrases etc. This huge amount of data might lead me to examine some potential or underlying parameter of L2 speakers of English in mind closely related to UG.

On the judgment tests, the participants have been required to check each sentence as “grammatical” or “ungrammatical,” and “acceptable” or “unacceptable.” Generally speaking, concerning such a judgment test, only the concept of grammaticality seems to be adopted, but as this experiment intends to explore various features of L2 speakers of English in mind, the troublesome concept of acceptability has been examined. On the questionnaire, these concepts have been shown clearly to the participants; “Grammatical” means that the sentence is based upon the rules of English. “Ungrammatical” means the sentence is not based upon the rules of English. In the same way, “Acceptable” means the sentence is meaningful, even if with deviant expressions. “Unacceptable” means the sentence is not meaningful at all.

Given the wide-ranged language backgrounds of the participants’ mother tongues, some underlying features might be explored. Concerning the traditional distinction between competence and performance, the concept of “grammaticality” seems to be closely related to competence, and the concept of “acceptability” seems to be closely related to performance. Indeed, these distinctions have been used with the L1 speakers in mind. But these distinctions might be applied to explore the underlying peculiarities of L2 speakers of English in mind under the wide-ranged L1 influence.

Indeed, the fundamental concept of Internalized language (I-language) and Externalized language (E-language) as suggested by Chomsky⁸ have to be mentioned. The orthodox purpose of

⁷ I really appreciate the fact that Toshiro Nomura handed my questionnaire sheets to the inhabitants in various countries on his research tour in August and September, 2006 and in March, 2007.

⁸ N.Chomsky. 1986. *Knowledge of Language: its Nature, Origin and Use*, 19-24.

linguistics has to be focused on I-language with the concept of I-linguistics, I-sounds, I-meaning,⁹ for Chomsky presumed idealized speakers of a native language. Based upon the formulation of linguistic principles, idealized speakers could be presumed, but concerning the research on L2 acquisition, various factors of E-language might have an influence on their process, which leads to the assumption that interlanguage with UG might play a very important role in transferring to L2 speakers of English.

III Judgment Tests — Procedures and Results

1 Reflexives

On account of participants' different language backgrounds, the following sentences with reflexives might be differently interpreted with their presumed interlanguage or L1 influence. As the participants are exposed to different speaking environments, it is interesting to note how they recognize the following sentences. (Sentence (1),(2),(3), White,2003)

- (1) Mary_i blamed herself_i.
- (2) *Mary_i thought that Susan_j blamed herself_i.
- (3) Mary_i thought that Susan_j blamed herself_j.

Concerning the sentences with reflexives, X-self, reflexive anaphor, and the grammaticality or acceptability seem to depend on whether reflexives can be interpreted as phrasal or as head. In English, the reflexive anaphor must be bound within its governing category, so English reflexives require their antecedents within the same clause. Indeed, English is a language with overt pronouns, [-null subject]. On the contrary, Spanish and Japanese are languages with null pronouns, [+null subject]:null subject parameter or *pro*-drop parameter.

On the viewpoint suggested by Youssef A. Haddad,¹⁰ subject anaphors display different features between English and Thai. He claims as follows:

In HPSG (Head-Driven Phrase Structure Grammar) binding theory, subject anaphors are predicted to be inherently exempt anaphors. Apparently, however, the theory limits subject anaphors to subject positions of “non-finite(‘small’) clauses”(Pollard 2005:2). The reason is that originally the theory's main focus was on English, where anaphors do not occupy the subject position of finite clauses. Pollard and Sag (1992:290) hold that “in English, anaphors simply have no nominative forms” and, thus, a sentence like (2) is

⁹ N.Chomsky. 2000. *New Horizons in the Study of Language and Mind*,170-179. Cambridge: Cambridge Univ. Press.

¹⁰ Youssef A. Haddad 2007. Exempt Anaphors: Exempt or Not Exempt? *Linguistic Inquiry Volume 38, Number 2*. 363-372. Cambridge: MIT Press.

ungrammatical.

(2) *Herself ran away.

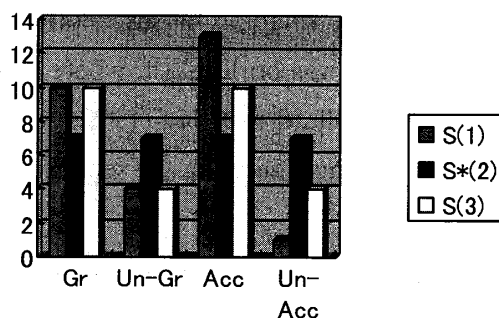
Nevertheless, subject anaphors do occur in other languages, such as Thai and Chinese, as Woolford (1999) points out. Woolford, however, does not mention whether an anaphor in such a position can occur without a local binder and thus be exempt, as the theory predicts (Buring 2003:312). The purpose of this squib is to test this prediction by presenting an account of the behavior of subject anaphors in Thai and Chinese, using HPSG binding theory.

The Thai and Chinese anaphors examined here are local subject anaphors. Local anaphors take a clause-internal antecedent and are not subject to clause-external binding. Subject anaphors are predicted to be inherently exempt from clause-internal binding. Therefore, the prediction is that local subject anaphors should be exempt from any obligatory binding and that they are only subject to nonsyntactic constraints.¹¹

It is interesting to compare different judgments by L2 speakers of English with the background of L1 speakers of Thai, for Thai permits subject anaphors in the subject position. The knowledge of Thai might have an influence on the judgment of grammaticality or acceptability. Generally speaking, in Thai, if many more sentences with a subject anaphor, such as **Herself blamed Susan*, could be contained, the knowledge of Thai might lead one to judge in a different way, compared with L1 speakers of other languages. However, considering the similarities of Thai, there might exist some common features with L1 speakers of India.

Table 1 Responses by 14 Thais

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	10	4	13	1
Sentence *(2)	7	7	7	7
Sentence (3)	10	4	10	4



¹¹ *Ibid.* 363.

Concerning Sentence (1), 10 Thais chose "grammatical" and 4 Thais chose "ungrammatical." Moreover, 13 Thais chose "acceptable," while 1 Thai chose as "unacceptable." All the participants were required to assess all the sentences as being grammatical or ungrammatical, and as acceptable or unacceptable, but some did not check all the items, so that the total number was not the same. Their different responses as to grammaticality and acceptability might be caused by the grammatical differences between Thai and English. In Thai, there are lots of zero pronouns, so that an L1 speaker of Thai might presume the missing pronouns easily both in subject and object position.

Concerning Sentence (2), 7 Thais chose "grammatical," and 7 Thais chose "ungrammatical." Moreover, 7 Thais chose "acceptable," and 7 Thais chose "unacceptable." Thai participants seem to judge Sentence (2) with the violation of English reflexives as ungrammatical. A half of them have acquired the proper antecedent parameter and governing category parameter. In English, long-distance anaphors must be subject-oriented, and the anaphors which allow non-subject-oriented antecedent must be local. Concerning the acceptability, it is difficult to determine why their responses are the same, since a half of them chose "acceptable." It is interesting to compare these different responses cross-linguistically.

Concerning Sentence (3), 10 Thais chose "grammatical," and 4 Thais chose "ungrammatical." Moreover, 10 Thais chose "acceptable," and 4 Thais "unacceptable."

Seeking the different peculiarities of their responses, their language backgrounds have to be examined as shown below:

Table 1' Language Backgrounds of 14 Thais (Responses of Part 1)

	Thai	English	Burmese	Japanese	French	Italian
L1	14					
L2		13	1			
L3			1	2	1	1
Other FL		1			1	
Eng. Career	20yrs-10-19yrs, 7 1-9yrs, 5					
Age	40-49, 0 30-39, 0 20-29, 10					

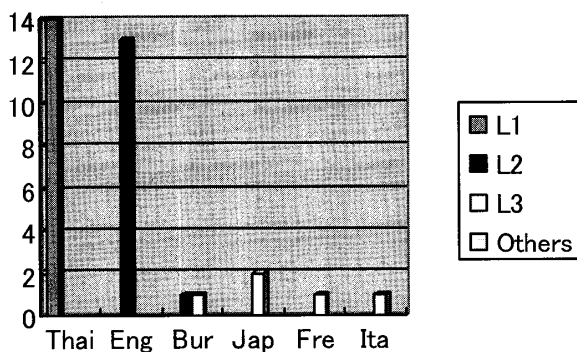


Table 1' shows the various language backgrounds as required by Questionnaire Part 1. 14 Thais (all participants) are L1 speakers of Thai; 13 Thais are L2 speakers of English, and 1 Thai is an L2 speaker of Burmese. In addition, 1 Thai is an L3 speaker of Burmese, 2 Thais are L3 speakers of Japanese, 1 Thai is an L3 speaker of French, and 1 Thai is an L3 speaker of Italian. And 1 Thai has studied English as a foreign language, and 1 Thai has studied French as a foreign language.

As shown above, 14 Thais have shown the different responses, compared with those of Argentines, South Africans, Venezuelans, Pakistanis, Indians, and Indonesians.

However, this paper has shown a subtle part of my research, so that more precise hypotheses have to be examined to determine whether their responses might involve a universal parameter or not.

Table 2 Responses by 11 Argentines

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	10	1	10	0
Sentence *(2)	6	4	11	0
Sentence (3)	4	4	9	0

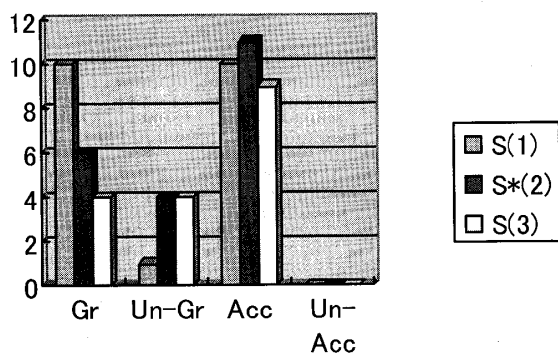


Table 3 Responses by 7 South Africans

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	5	1	4	0
Sentence *(2)	4	2	3	0
Sentence (3)	5	2	4	0

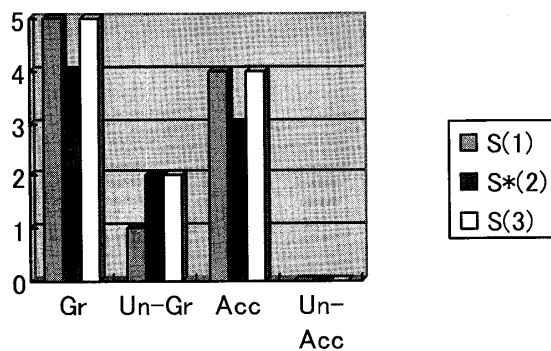


Table 4 Responses by 10 Venezuelans

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	9	1	9	1
Sentence *(2)	10	0	8	0
Sentence (3)	7	1	7	0

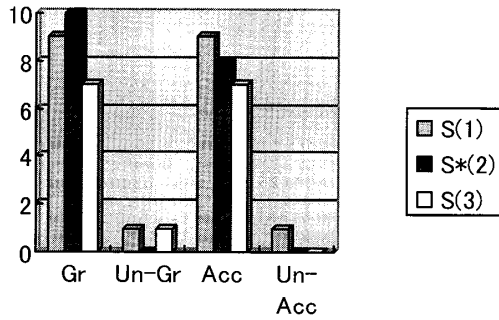


Table 5 Responses by 11 Pakistanis

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	8	0	8	0
Sentence *(2)	6	2	7	2
Sentence (3)	3	4	6	1

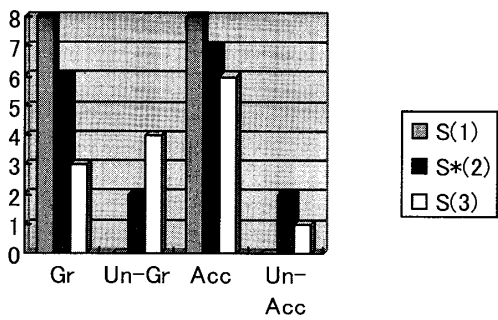


Table 6 Responses by 10 Indians

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	7	2	9	1
Sentence *(2)	5	5	9	1
Sentence (3)	5	5	9	1

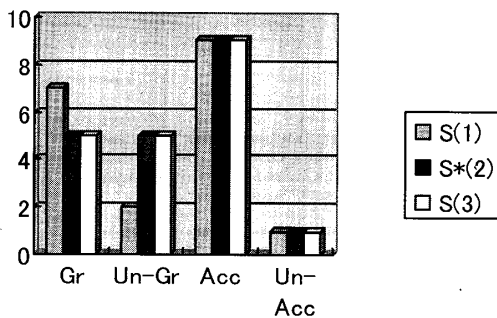
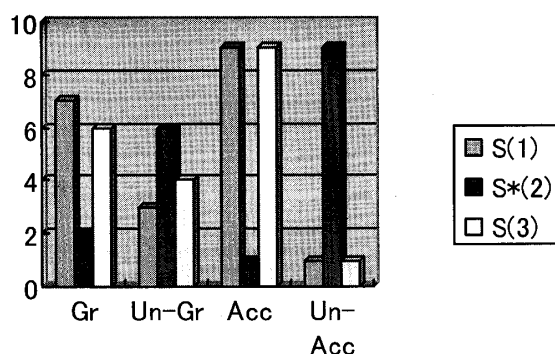


Table 7 Responses by 10 Indonesians

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	7	3	9	1
Sentence *(2)	2	8	1	9
Sentence (3)	6	4	9	1



2 Null Prep

It is interesting to examine how the following sentences with Null prep¹² have been judged by L2 speakers of English who have various language backgrounds. (Sentence (4) –(16), White, 2003) The phenomena of Null prep might show that there is some kind of wild interlanguage grammar. In English, there are lots of prepositional verbs, which necessarily take prepositional complements. However, Null prep can be recognized in other languages, in such as several dialects of Spanish and French, as Klein has suggested. This phenomenon might lead me to explain that L2 speakers of English tend to accept Null prep. On the different viewpoints, this phenomenon might lead to estimate their proficiency in English.

- (4) The student is worrying about the exam.
- (5) *The student is worrying the exam.
- (6) Which exam is the student worrying about?
- (7) About which exam is the student worrying?
- (8) Here's the exam that the student is worrying about.
- (9) Here's the exam about which the student is worrying.
- (10) *Which exam is the student worrying?

¹² E. Klein. 1995. Evidence for a 'Wild' L2 Grammar: when PPs Rear their Empty Heads. *Applied Linguistics* 16, 87-117.

- (11) *Here's the exam that the student is worrying.
- (12) *The delivery boy applied a new job last week.
- (13) *This is the job which the delivery boy applied last week.
- (14) *This is the job that the delivery boy applied last week.
- (15) *This is the job the delivery boy applied last week.
- (16) *Which job did the delivery boy applied last week?

Based upon the hypothesis suggested by Klein, White has claimed as follows:¹³

Klein observes that relative clause in languages allowing null prep show characteristics which suggest that they are not derived by syntactic movement: (i) in a lieu of a null prep, relative clauses can contain an overt resumptive PP, consisting of a pronoun with a preposition cliticized to it — resumptives in general are characteristic of lack of movement; (ii) relative clauses are introduced by complementizers rather than relative pronouns...

Klein analyses null-prep relatives as containing a null resumptive PP, which alters with an overt resumptive PP. Null prep is not permitted in *wh*-questions or relative clauses derived by movement (as in English), on the other hand, because this would constitute an ECP violation: the null preposition would be unable to properly govern the empty category resulting from *wh*-movement.

Given such restrictions, if null prep were to be found in interlanguage grammars either in relative clauses derived by movement or in *wh*-questions, this would constitute evidence of a wild grammar, violating the ECP. Previous research has reported sporadic use of null prep in L2...

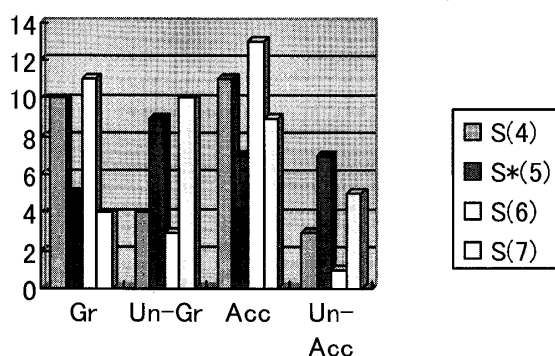
Concerning the phenomena Null prep, it seem to be interesting to examine how the participants have judged the deviant sentences lacking the preposition in English.

Table 8 shows how 14 Thais have judged the sentences with Null prep, presuming a wild interlanguage grammar. All results of each sentence have to be analyzed clearly, but in this paper some typical results have been shown roughly. Concerning the grammar of Thai, lots of different peculiarities from other languages can be found.

¹³ L. White. 2003. *Second Language Acquisition and Universal Grammar*, 52.

Table 8 Responses by 14 Thais

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (4)	10	4	11	3
Sentence *(5)	5	9	7	7
Sentence (6)	11	3	13	1
Sentence (7)	4	10	9	5



Concerning Sentence (4), 10 Thais chose "grammatical" and 4 Thais chose "ungrammatical," which might make it difficult to determine why 4 Thais chose "ungrammatical." This response might not be closely related with Null prep, but rather with the abbreviation of the word *exam*. Moreover, 11 Thais chose "acceptable," while 3 Thais chose "unacceptable." Their responses show that some knowledge of Thai might keep them from being exact judges of grammaticality, or otherwise they might have a different, wild grammar in mind.

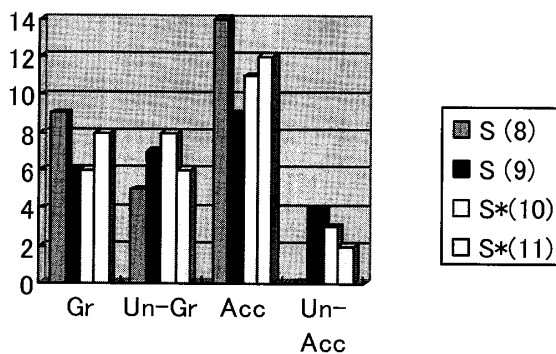
Concerning Sentence (5), 5 Thais chose "grammatical" and 9 Thais chose "ungrammatical," which might show that 9 Thais could find the lack of prep *about*, while 5 Thais might have a wild grammar that permits Null prep in mind. Moreover, 7 Thais chose "acceptable," while 7 Thais chose "unacceptable." These responses show that "acceptable" judgments and "unacceptable" judgments are almost the same. In some way, Thais might tend to permit a subtle violation in words, for there are lots of exempt anaphors etc. and they tend to permit non-syntactic factors in various types of discourse. It might be interesting to interview them directly about why they accept such a sentence with Null prep. Most L2 speakers of English might have acquired a completely different parameter from that of native speakers of English, for they may recognize Null prep as being acceptable.

Concerning Sentence (6), 11 Thais chose "grammatical" and 3 Thais chose "ungrammatical," which might show that they could accept Null prep as some kind of interlanguage grammar. Moreover, 13 Thai chose "acceptable," while 1 Thai chose "unacceptable."

Concerning Sentence (7), 4 Thais chose "grammatical" and 10 Thais chose "ungrammatical," which might show that they could accept Null prep as some kind of interlanguage grammar. Moreover, 9 Thais chose "acceptable," while 5 Thais chose "unacceptable." It is interesting to notice that Thais marked Sentence (7) as "ungrammatical," which choice might be closely related to Thai grammar, where an EC cannot be analyzed as a variable resulting from *wh*-movement. That is why an EC in relative clauses in Thai can be analyzed as a resumptive pronoun rather than as a variable.

Table 9 Responses by 14 Thais

Sentence (8)	9	5	14	0
Sentence (9)	6	7	9	4
Sentence*(10)	6	8	11	3
Sentence*(11)	8	6	12	2



Concerning Sentence (8), 9 Thais chose "grammatical" and 5 Thais chose "ungrammatical," which might show that they could accept Null prep as some kind of interlanguage grammar. Moreover, 14 Thais chose "acceptable," while no Thais chose "unacceptable."

Concerning Sentence (9), 6 Thais chose "grammatical" and 7 Thais chose "ungrammatical," which might show that they could accept Null prep as some kind of interlanguage grammar. Moreover, 9 Thais chose "acceptable," while 4 Thais chose "unacceptable."

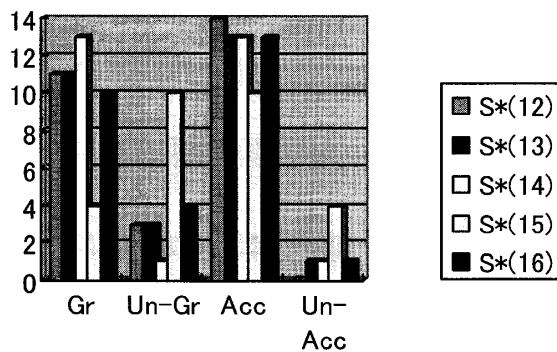
Concerning Sentence (10), 6 Thais chose "grammatical" and 8 Thais chose "ungrammatical," which shows they could partly recognize the lacking of preposition *about*. Moreover, 11 Thais chose "acceptable," while 3 Thais chose "unacceptable," which might show that Null prep can be accepted as L2 or interlanguage grammar.

Concerning Sentence (11), 8 Thais chose "grammatical" and 6 Thais chose "ungrammatical,"

which might show that they could accept Null prep as some kind of interlanguage grammar. Moreover, 12 Thais chose “acceptable,” while 2 Thais chose “unacceptable,” which might also show that Null prep can be accepted as some kind of their interlanguage or L2.

Table 10 Responses by 14 Thais

Sentence*(12)	11	3	14	0
Sentence*(13)	11	3	13	1
Sentence*(14)	13	1	13	1
Sentence*(15)	4	10	10	4
Sentence*(16)	10	4	13	1



Concerning Sentence (12), 11 Thais chose "grammatical" and 3 Thais chose "ungrammatical." Moreover, 14 Thais chose "acceptable," which might also show that Null prep *for* can be accepted as some kind of their interlanguage or L2.

Concerning Sentence (13), 11 Thais chose “grammatical” and 3 Thais chose “ungrammatical.” Moreover, 13 Thais chose “as acceptable,” while 1 Thai chose “unacceptable,” which shows the lack of prep *for* can be presumed in the context on the semantic level.

Concerning Sentence (14), 13 Thais chose “grammatical” and 1 Thai chose “ungrammatical.” Moreover, 13 Thais chose “acceptable,” while 1 Thai chose “unacceptable,” which might also show that Null prep can be accepted as some kind of their interlanguage or L2. These results might well show that Thais might have a wild grammar as L2 speakers of English, which permits the lacking of preposition.

Concerning Sentence (15), 4 Thais chose “grammatical” and 10 Thais chose “ungrammatical.” Moreover, 10 Thais chose “acceptable,” while 4 Thais chose “unacceptable,” which might also show that Null prep can be accepted as some kind of their interlanguage or L2. These results

might well show that Indonesians might have a wild grammar as L2 speakers of English which permits the lacking of preposition.

Concerning Sentence (16), 10 Thais chose “grammatical” and 4 Thais chose “ungrammatical.” Moreover, 13 Thais chose “unacceptable,” while 1 Thai chose “unacceptable,” which might also show that Null prep can be accepted as some kind of their interlanguage or L2. These results might well show that Indonesians might have a wild grammar as L2 speakers of English, which permits the lacking of preposition.

As shown above, most Thais showed a completely different judgment, comparing with their responses of L2 speakers of English with other native languages, in particular, in Sentence(12), Sentence(13), Sentence(14), and Sentence(15), Sentence(16), which involve relative clauses or *wh*-movement. Their different knowledge as opposed to L1 speakers of Thai might cause them to make the different judgments in choosing “grammatical” or “ungrammatical,” and “acceptable” and “unacceptable.” Unlike in English, in Thai, an EC in relative clauses can be analyzed as a null resumptive pronoun rather than as a variable. This means that an EC is a variable at the level of LF. Thus, coindexation between an EC and the head noun can be succeeded by a rule of predication. What’s more, an EC in Thai relative clauses cannot be analyzed as a variable. As resumptive pronouns in relative clauses are base-generated and not related in moving α at S-structure, subjacency is not relevant in relative clauses. These crucial differences in Thai might lead them to judge Sentence(12), (13), (14), (15), and (16) as “grammatical” and “acceptable,” which shows the crucial peculiarities of L1 speakers of Thai. On the contrary, L1 speakers of English easily judge these sentences as “grammatical” and “acceptable.” As shown above, L2 Thai speakers of English tend to accept these ungrammaticalities and acceptabilities with the influence of L1 speakers of Thai.

IV Closing Remarks

As shown in the Introduction, this paper has focused on the Judgment tests performed by 14 Thais in seeking the influence of L2 speakers of English. L1 speakers of Thai have shown different responses, which can be explained clearly by comparing Thai UG with English UG. Indeed, Thais have completely different knowledge of language in mind. To manifest how they responded differently, much more UG have to be compared with each other, and more detailed studies will be required in further research.

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(To be continued.)

Appendix

Questionnaire

Mar. 2007
Mieko KUKITA
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Japan

I really appreciate your kindness to fill out the following items. The data you have shown will be used only for my academic research.

PART 1

I'd like to know your language background in your brain.

1. Your mother tongue (your 1st language) _____
2. Your second (2nd) language, if you have (the language in the same proficiency as your mother tongue) _____
3. Your 3rd language, if you have _____
4. Other foreign languages you have mastered. _____
5. If your 1st language is not English, how many years have you studied English?

PART 2

I'd like you to check the following sentences; grammatical or ungrammatical, and acceptable or unacceptable.

Grammatical means the sentence is based upon the rules of English. *Ungrammatical* means the sentence is not based upon the rules of English.

Acceptable means the sentence is meaningful, even if with deviant expressions. *Unacceptable* means the sentence is not meaningful at all.

SENTENCES (Two checks, grammatical/ungrammatical, acceptable /unacceptable)

1. Mary_i blamed herself_i. (herself = Mary)
() Grammatical () Ungrammatical () Acceptable () Unacceptable
2. Mary_i thought that Susan_j blamed herself_i. (herself = Mary)
() Grammatical () Ungrammatical () Acceptable () Unacceptable
3. Mary_i thought that Susan_j blamed herself_j. (herself = Susan)
() Grammatical () Ungrammatical () Acceptable () Unacceptable
4. The student is worrying about the exam.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
5. The student is worrying the exam.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
6. Which exam is the student worrying about?
() Grammatical () Ungrammatical () Acceptable () Unacceptable
7. About which exam is the student worrying?
() Grammatical () Ungrammatical () Acceptable () Unacceptable
8. Here's the exam that the student is worrying about.

- () Grammatical () Ungrammatical () Acceptable () Unacceptable
9. Here's the exam about which the student is worrying.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
10. Which exam is the student worrying?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
11. Here's the exam that the student is worrying.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
12. The delivery boy applied a new job last week.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
13. This is the job which the delivery boy applied last week.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
14. This is the job that the delivery boy applied last week.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
15. This is the job the delivery boy apply last week..
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
16. Which job did the delivery boy apply
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
17. The nervous doctor wanted a new lawyer in the office.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
18. The happy janitor does not want the new television..
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
19. The little girl can see a tiny flower in the picture.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
20. Which secret message does the young girl find in the basket?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
21. Breakfast, the wealthy business man prepares in the kitchen.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
22. The lawyer slices the vegetables which the father eats.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
23. Cats catch mice.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
24. Cats do not catch dogs.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
25. Cats catch not dogs..
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
26. Cats often catch mice.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
27. Cats often often mice.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
28. Do they catch mice?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
29. Catch they mice?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
30. Like you pepperoni pizza?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable

31. Do you like pepperoni pizza?
 Grammatical Ungrammatical Acceptable Unacceptable
32. The boys like not the girls.
 Grammatical Ungrammatical Acceptable Unacceptable
33. The boys do not like the girls.
 Grammatical Ungrammatical Acceptable Unacceptable
34. Linda takes always the metro.
 Grammatical Ungrammatical Acceptable Unacceptable
35. Linda always take the metro.
 Grammatical Ungrammatical Acceptable Unacceptable
36. What did you eat and drink beer?
 Grammatical Ungrammatical Acceptable Unacceptable
37. What did you eat fish and drink?
 Grammatical Ungrammatical Acceptable Unacceptable
38. The students were all sick.
 Grammatical Ungrammatical Acceptable Unacceptable
39. All the students were sick.
 Grammatical Ungrammatical Acceptable Unacceptable
40. I want to win the game and Jeff to lose the title.
 Grammatical Ungrammatical Acceptable Unacceptable
41. I want Jeff to work hard and to take a rest..
 Grammatical Ungrammatical Acceptable Unacceptable
42. John drank beer and ate what?
 Grammatical Ungrammatical Acceptable Unacceptable
43. John reads often books.
 Grammatical Ungrammatical Acceptable Unacceptable
44. They have often all skipped the class.
 Grammatical Ungrammatical Acceptable Unacceptable
45. I didn't talk with fathers of many children.
 Grammatical Ungrammatical Acceptable Unacceptable
46. I didn't talk with fathers with many children.
 Grammatical Ungrammatical Acceptable Unacceptable
47. I couldn't understand the proofs of all of the theorems.
 Grammatical Ungrammatical Acceptable Unacceptable
48. We didn't see pictures with all of the children painted on them.
 Grammatical Ungrammatical Acceptable Unacceptable
49. Not many people arrived.
 Grammatical Ungrammatical Acceptable Unacceptable
50. Not often do I cut astronomy class.
 Grammatical Ungrammatical Acceptable Unacceptable
51. Not always do I attend the class.
 Grammatical Ungrammatical Acceptable Unacceptable
52. Not many boys did the doctor examine.
 Grammatical Ungrammatical Acceptable Unacceptable
53. The doctor examined not many of the boys.

- () Grammatical () Ungrammatical () Acceptable () Unacceptable
 54. I have seen not much snow.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 55. The target was hit by not all of the arrows.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 56. John saw not every play.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 57. I not often cut astronomy class.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 58. I cut astronomy class not often..
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 59. Anyone did not attend the party..
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 60. John did not eat anything.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 61. Pictures of anyone did not seem to be available.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 62. A good solution to any of these problems does not exist.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 63. What can who do about it?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 64. What can who do about it when?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 65. What can who do about it, and when?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 66. What can you do about it, and when?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 67. What did who buy?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 68. What did who buy where?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 69. What did who buy, and where?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 70. What did you buy, and where?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 71. What will who contribute?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 72. What did who contribute when?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 73. What did who contribute, and when?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 74. What did you contribute, and when?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 75. What will who paint?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable

76. What will who paint where?
 Grammatical Ungrammatical Acceptable Unacceptable
77. What will who paint, and where?
 Grammatical Ungrammatical Acceptable Unacceptable
78. What will you paint, and where?
 Grammatical Ungrammatical Acceptable Unacceptable
79. What will who promote?
 Grammatical Ungrammatical Acceptable Unacceptable
80. What will who promote when?
 Grammatical Ungrammatical Acceptable Unacceptable
81. What will who promote, and when?
 Grammatical Ungrammatical Acceptable Unacceptable
82. What will you promote, and when?
 Grammatical Ungrammatical Acceptable Unacceptable
83. What will who photograph?
 Grammatical Ungrammatical Acceptable Unacceptable
84. What will who photograph when?
 Grammatical Ungrammatical Acceptable Unacceptable
85. What will who photograph, and when?
 Grammatical Ungrammatical Acceptable Unacceptable
86. What will you photograph, and when?
 Grammatical Ungrammatical Acceptable Unacceptable
87. What did who write?
 Grammatical Ungrammatical Acceptable Unacceptable
88. What did who write to whom?
 Grammatical Ungrammatical Acceptable Unacceptable
89. What did who write, and to whom?
 Grammatical Ungrammatical Acceptable Unacceptable
90. What did you write, and to whom?
 Grammatical Ungrammatical Acceptable Unacceptable
91. What will who sing?
 Grammatical Ungrammatical Acceptable Unacceptable
92. What will who sing to whom?
 Grammatical Ungrammatical Acceptable Unacceptable
93. What will who sing, and to whom?
 Grammatical Ungrammatical Acceptable Unacceptable
94. What will you sing, and to whom?
 Grammatical Ungrammatical Acceptable Unacceptable
95. Who can do what about it?
 Grammatical Ungrammatical Acceptable Unacceptable
96. Who bought what?
 Grammatical Ungrammatical Acceptable Unacceptable
97. Who contributed what?
 Grammatical Ungrammatical Acceptable Unacceptable
98. Who will paint what?

- () Grammatical () Ungrammatical () Acceptable () Unacceptable
 99. Who will promote what?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 100. Who will photograph what?
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 101. I have any.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 102. I haven't any.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 103. Anyone can do that. I don't ever see him.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 104. I ever see him.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 105. I don't ever see him.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 106. He would budge.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 107. He wouldn't budge.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 108. He did have a red cent.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 109. He didn't have a red cent.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 110. He has been here.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 111. He hasn't been here.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 112. He may arrive until noon.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 113. He may not arrive until noon.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 114. I have much time left.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 115. I don't have much time left.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 116. I have many days left.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 117. I don't have many days left..
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 118. He has arrived yet.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 119. He hasn't arrived yet.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable
 120. He did know anybody.
 () Grammatical () Ungrammatical () Acceptable () Unacceptable

121. He didn't know anybody.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
122. He did claim that he knew anybody.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
123. He didn't claim that he knew anybody.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
124. He did think that he knew anybody.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
125. He didn't think that he knew anybody.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
126. I doubt that he knows anybody.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
127. He dislikes anybody reminding him.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
128. Only Bill did any of the homework..
() Grammatical () Ungrammatical () Acceptable () Unacceptable
129. Few people see any use for it.
() Grammatical () Ungrammatical () Acceptable () Unacceptable
130. A few people see any use for it.
() Grammatical () Ungrammatical () Acceptable () Unacceptable

Many thanks for your troublesome work.

Please write your profession and age.

Profession () Age()