

Japanese and Korean Demonstratives:

A Cross-Linguistic Analysis

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2008FB018

Abstract

This paper presents a comparative study on Japanese demonstratives '*ko*, *so*, and *a*' and Korean demonstratives '*i*, *ku*, and *ce*'. This paper focuses on the deictic use of demonstratives. The deictic use of the demonstratives has been basically explained by two principles, i.e., 'Distance Principle' and 'Speaker Principle'.

In this paper, we present several pieces of evidence that indicate the empirical differences between Japanese and Korean deictic demonstratives, and propose a hypothesis of "Equation Principle" in order to explain the similarities and differences between Japanese '*ko*, *so*, and *a*' and Korean '*i*, *ku*, and *ce*'. The meaning of "equation" here is that the speaker and the hearer share the same viewpoint. According to the "Equation principle," the differences between Japanese and Korean demonstratives can be stated as follows: "It is impossible to equate the viewpoint of the speaker and the hearer in Japanese; but it is possible to equate the viewpoint of the speaker and the hearer in Korean."

Empirical evidence was collected by asking the native speakers of Japanese and Korean about the grammaticality of the sentences containing demonstratives we prepared to verify the hypothesis. We propose that the differences between Japanese and Korean demonstratives can be naturally captured by "Equation Principle," and the principle is one of the micro-parameters that explain the differences between the two languages.

The Acquisition of English Unaccusative Verbs

By Japanese-Speaking Learners

Mari Takenaka

2008FB170

Abstract

It is well known that Japanese-speaking learners of English sometimes erroneously alternate between transitive and intransitive verbs. For example, such sentence as “A traffic accident was happened”, which Japanese L2 learners of English typically write, is ungrammatical. Here, an intransitive verb *happen* is used as a transitive verb erroneously.

The purpose of this paper is to investigate what kind of verb triggers intransitive/ transitive alternation error and to analyze the cause of the error in the framework of generative grammar.

On the basis of the previous studies on the alternation error, we built up two contrastive hypotheses. The first hypothesis is that L2 learners of English use the passive voice in sentences whose subject is a “patient”, and they use intransitive verbs in sentences whose subject is an “agent”. The second hypothesis is that Japanese-speaking learners assume that unaccusatives are transitives, which is originally proposed by Chiba (1999). We elicit the Japanese native speakers’ meta-linguistic analysis of the usage of verbs, argue that once Japanese-speaking learners acquire the verb usage, they tend to follow it regardless of the subjects, thereby supporting the second hypothesis.

Negation in First Language Acquisition

Koji Tanaka

2008FB172

Abstract

The major focus of this thesis is on the properties of negation and how children acquire the negative expressions. Looking into the process of their development, we try to uncover universal or individual linguistic features in the acquisition of negation.

Linguistically, negation takes various forms and there are many different ways to negate sentences due to the nature each language has. In English, “no” and “not” will be the typical negative markers. Previous studies claim that there would be typical developmental stages (Wode, 1977 and Dimroth, 2010), a stage called “the pre-sentential position of negator” (Klima and Bellugi, 1988), and also a certain sequence of semantic categories (Pea, 1980) in English-speaking children’s acquisition.

In this paper, we examine the corpus of a Japanese-speaking child, *Sumihare* (0;6-3;0), in CHILDES to see if those tendencies can be cross-linguistically found in Japanese.

A comparison between the acquisitions of two languages comes with critical differences and similarities. There seems to be no stage as “pre-sentential position of negator” in Japanese acquisition and Japanese-speaking children experience a bit different developmental stages from English both semantically and syntactically. Some noticeable errors in selecting an appropriate negator and ordering words show that these differences occur because of the different systems each language owns.

On the Acquisition of Word Order

Aimi Tsunekawa

2008FB181

Abstract

This thesis investigates the Japanese-speaking children's knowledge of word order and the relationship between the acquisition of the properties of word order and the acquisition of case markers.

Japanese is relatively a free word-order language, but the basic word order is found to be SOV. A lot of researchers argue that children know the basic word order. In this thesis, we did a parallel research to Sugisaki (2005) which examined the 3-year-old Japanese-speaking children's word order, and examine a corpus of a Japanese-speaking child named Sumihare (1; 08 – 3; 00) in the CHILDES database that Sugisaki (2005) did not deal with. Based on the corpus analysis, we first argue that children know the basic word order at a very early stage of language acquisition.

Then, we argue that children start to produce sentences in the basic word order, but at age 1; 11 they start to change word order and produce sentences in non-basic- order such as VS, VO, OSV and SVO order. We also show that at age 2;01, just at the time when the scrambled sentences (OSV order) start to appear in the spontaneous speech, a variety of case markers appear in the child utterances.

Based on the observation, we finally conclude that there is a relation between the acquisition of the properties of scrambled sentences and the acquisition of case markers.

The Acquisition of Word Order

Samito Ozu

2008FB142

Abstract

This paper discusses the acquisition of word order in Japanese. Japanese word order is flexible and allows both the subject-object-verb order and the object-subject-verb order, or the scrambled sentences. The right dislocation, or the SVO order, is also allowed in Japanese, but there are syntactic restrictions applied to the SVO sentences.

SVO order exhibit three syntactic restrictions that cannot apply to SOV order, and Sugisaki (2005), based on the analysis of corpora of four Japanese children of CHILDES, shows that (S)VO sentences in child Japanese obey the restrictions. Thus, he presents evidence that Japanese-speaking children at around 3 years old already know that (S)OV is the basic word order in Japanese.

In this paper, we analyze the corpus of a Japanese-speaking child that Sugisaki (2005) did not examine. Based on the detailed corpus analysis of the Japanese-speaking child Sumihare (1:00-3:00), we confirm the hypothesis that Japanese-learning children understand the syntactic restrictions that that SVO order should obey. The result obtained in this paper presents supportive evidence for the early parameter-setting of head position, and support the claim that SVO order is derived from SOV word order in Japanese.

Passing by, we examine the position of subject in the sentence in Sumihare's corpora. Although children are highly sensitive to basic OV order, they sometimes produce the (O)VS order at earlier stage of language acquisition.

The Acquisition of Japanese Particle *Ga*

Shiori Yoshizawa

2008FB210

Abstract

This study aims to analyze whether children learning Japanese acquire the case-particle *ga* in the earlier stage of Japanese acquisition. We compare the particle *ga* with other two particles, *wa* and *o*.

First, we attempt to summarize the grammar in adult speech and the previous researches of three particles, *ga*, *o*, and *wa*. Then, we overview the previous researches on the infant acquisition of the particles *ga*, *o* and *wa*. In this thesis, based on the analysis of the corpus of native Japanese speaker Sumihare (CHILDES), we propose two hypotheses : (i) Just at the time when children “acquire” the case-particle *ga*, they also distinguish and use correctly the topic particle *wa* and the accusative particle *o*, and (ii) the number of utterances containing the particle *ga* with *wa* or *o* increase in number after children acquire the case-particle *ga*. We conclude that children acquire the usage of the particle *ga* and distinguish *ga* from *wa* and *o* in the earlier stage of Japanese acquisition, although they do not necessarily use them together in the same sentence even if they acquire the system of the case-particles.

The Acquisition of Floating Quantifiers in Japanese

Tomohiro Matsufuji

2008FB096

Abstract

The word order of Japanese is quite flexible, and the flexibility is typically found in the floating of the numeral quantifiers (NQs). This paper discusses how Japanese-speaking children acquire the syntactic properties of floating quantifiers.

This paper, based on the corpus analysis of Japanese-speaking child Sumihare (1;03-2;05) in CHILDES, argues that very young children know word order and syntax of floating quantifiers, but children do not produce all the possible word order available for the floating quantifiers. We show that there are developmental stages found in the production of numeral quantifiers by Japanese-speaking children, and the developmental stages can be naturally explained by the syntactic analysis proposed by Okutsu (1969, 1983).

Okutsu (1969, 1983) points out first that there are three ways that the numeral quantifiers float in a sentence in Japanese' adult grammar: NQC (Noun+ Quantifier+ Case marker) type, NCQ (Noun+ Case marker+ Quantifier) type, and Q *no* N (Noun+ the attributive form of assertive case marker "*da*" + Noun) type. And Okutsu (1969, 1983) argues that NQC type is the basic word order, and the other two patterns are derived from the NQC type, or the basic word order.

We present an empirical evidence that children first produce the basic word order for the numeral quantifiers, and the floated quantifiers, or the derived forms (NCQ type and Q *no* N type) are produced at a later stage, thereby supporting Okutsu's (1969, 1983) syntactic analysis of the derivation of floating quantifiers.

Interrelationship between Child-directed Speech and Onomatopoeia

Ayumi Kosugi

2008FB086

Abstract

This paper examines the acquisition of onomatopoeia through verifying the interrelationship between child-directed speech and a child's production of onomatopoeia.

There are two contrastive approaches to the language acquisition. Tomasello (2008) claims that children acquire their native language by imitating the word of nursery person; on the other hand, many linguists who support generative grammar propose the opposite opinion. Despite the fact that the input children hear is degenerate in quantity and quality, children acquire their mother language in a few years, and human beings have innate knowledge of grammar from birth.

Ogura, Yoshimoto, and Tsubota (1997) argue that the decrease of child-directed speech precedes the decrease of child's onomatopoeia. Murata (1977) shows that nursery persons and children produce are used in a different way.

This paper frames a hypothesis that children are influenced by the child-directed speech, but they acquire their native language not merely by the imitation of the adult speech. We examine the use of three types of onomatopoeia based on the corpus analysis of Sumihare (0;6~6;11) and his parents in CHILDES, and report that children over-generalize onomatopoeic noun, and creates original onomatopoeic nouns. This paper empirically shows that children do not imitate all adult speech, thereby supporting the generative approach to language acquisition.

The Acquisition Of the Word Order

At the Two-word Utterances Stage

Hazuki Ishikawa

2008FB050

Abstract

This thesis will examine the acquisition of the word order at the stage of two-word or early multiword utterances among Japanese- and English-speaking children. It has been found that there are common properties between Japanese and English two-word utterances. According to Brown (1973), two-word utterances produced by children are semantically classified into ten patterns. It has been also found that children make few word order errors even at the very early stage. According to Dale (1976), children who are acquiring English rarely make word order errors. Toda (2005) also argues that Japanese-speaking children do not make word order errors.

In this thesis, we focus on the pattern of two-word utterances and the word order.

Based on the corpus analysis of a native English speaker Eve (CHILDES) and a Japanese-speaking child Sumihare (CHILDES), we present supportive evidence for the claim that there are universal properties found in children's two-word utterances, and the utterances are semantically classified into ten patterns in English and Japanese as presented in Brown (1973). We also provide a piece of supportive evidence for the proposal that English- and Japanese-speaking children do not make word order errors. We show the empirical evidence that the very young children produce two-word utterances in the adult-like word order.

The Acquisition of Double Object Dative Construction

in English

Ayane Sano

2008FB145

Abstract

The purpose of this study is to investigate the acquisition of double-object dative construction (DOD-construction) by the children whose native language is English. There have been two approaches to the double-object dative construction and the prepositional dative construction (PD-construction) in syntax. One is to analyze two constructions to be derived from one of them, and the other is to assume that the two constructions are derived independently. Pinker (1989) and Goldberg (1995), among others, support the latter analysis proposing that the DOD-construction contains a possession, HAVE, or RECEIVE component, while the PD-construction does not necessarily contain it.

In this paper, we will first overview the previous syntactic analysis of DOD-construction in adult grammar. Then, we will overview Pinker (1989) and other previous acquisition researches finding that English-speaking children go through the stages where they make errors because of slow development of verb meaning. In this paper, we will provide some piece of evidence for Pinker (1989) based on the corpus analysis of CHILDES database.

The Child Speech Errors of Japanese-Speaking Children

Yuria Yamada

2008FB194

Abstract

This paper examines the speech errors produced by Japanese-speaking children. We adults make speech errors even now. Therefore, children have to make more speech errors because they don't learn grammar completely. This paper deals with child speech errors during early stages of development of speech. We analyze four types of speech errors, i.e., the phonological, morphological, syntactic, and semantic speech errors. We research similarities and differences of adult speech errors with those of types of child speech errors. In particular, we focus on speech errors at the phonological level because child speech errors have different characteristics from adult speech errors in phonological level. This paper examines the corpus analysis of two native Japanese speakers Sumihare (CHILDES) and Moko (University of Connecticut and Nanzan University). This corpus analysis shows that phonological speech errors are found quite frequently in child speech errors. In particular, omissions of sounds and substitutions of sounds are found most frequently in child speech errors at phonological level.

An Analysis of Speech Errors Among Japanese-speaking Children

Yui Ikeda

2008FB043

Abstract

Every individual makes speech errors in his daily natural conversations. Errors are generally being made unconsciously and everyone experiences this linguistic phenomenon once in a while. According to Fromkin (1973), speech errors are unintentional deviation from the speaker's intention. There are various studies about speech errors produced by adults, children, and people who learn a second language, and so on. Speech-error data have been considered as a source of historical linguistic changes. Investigating speech errors are effective to know the mechanism of speech production.

Terao (2002) argues that speech errors are divided into several categories, such as the phonological errors, the lexical errors and the syntactic errors. Terao (2002) finds that phonological speech errors are most frequent in early stage of speech production among children. In early stage, the phonological errors are frequent because of their limited vocabularies.

In this thesis, we attempt to analyze the speech errors Japanese-speaking children make to find the properties of the speech errors. In particular, we will examine the corpus analysis of Sumihare in CHILDES and confirm if Terao's (2002) hypothesis explains Sumihare's speech errors. We hope that the analysis of this paper applies not only to Sumihare, but to other Japanese-speaking children.

Common Features in the Mechanism of Japanese *Wakamono Kotoba* and English Coined Words

Naoko Kitamura

2008FB078

Abstract

This paper examines Japanese *Wakamono Kotoba*, which is mainly used by younger people. Some argue that *Wakamono Kotoba* is created randomly, and they are jargon (Tsuji, 1999). On the other hand, Shin (2005) shows that there are interesting system and mechanism in *Wakamono Kotoba*.

In this paper, we will first summarize the analysis of the mechanism of *Wakamono Kotoba* in Japanese presented by Shin (2006), Kuwamoto (2002) and Kubozono's (2002). According to the previous analysis, *Wakamono Kotoba* is categorized into the derivation (verb, adjective and adverb), the compound (verb and noun), the abbreviation (second half in words, first half in words and compound) and the acronym abbreviation. Based on the previous analysis, we reexamine the *Wakamono Kotoba* used recently, and provide additional evidence for the analysis given in the previous literature.

Also, we will argue that *Wakamono Kotoba* shares some features with coined words in English. For example, "benkyou moodo", a word composed of "a noun+ a noun", categorized in the compound of noun in Japanese *Wakamono Kotoba*, shares the morphological property of the English compound such as "snail mail". Thus, in this paper, we will show that *Wakamono Kotoba* is rule-bound, just like English coined words.