

Syracuse University

SURFACE

Syracuse University Honors Program Capstone Projects Syracuse University Honors Program Capstone Projects

Spring 5-1-2005

Acquisition of Violations of English Principle B by Native Speakers of Japanese or Chinese

Clarion C. Mendes

Follow this and additional works at: https://surface.syr.edu/honors_capstone



Part of the [Other Arts and Humanities Commons](#), [Other Languages, Societies, and Cultures Commons](#), and the [Other Linguistics Commons](#)

Recommended Citation

Mendes, Clarion C., "Acquisition of Violations of English Principle B by Native Speakers of Japanese or Chinese" (2005). *Syracuse University Honors Program Capstone Projects*. 660.

https://surface.syr.edu/honors_capstone/660

This Honors Capstone Project is brought to you for free and open access by the Syracuse University Honors Program Capstone Projects at SURFACE. It has been accepted for inclusion in Syracuse University Honors Program Capstone Projects by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.

Acquisition of Violations of English Principle B by Native Speakers of Japanese or Chinese

Clarion C Mendes

Candidate for B.A. Degree
in Linguistics with Honors

April 2005

APPROVED

Thesis Project Advisor: _____
Professor William Ritchie

Second Reader: _____
Professor Tej Bhatia

Honors Director: _____

Honors Representative: _____

Date: _____

Abstract

This work focuses on Principles A and B of Binding Theory as applied to English. While English has a very strict interpretation of Binding Theory, it has a violation of Principle B with sentences with locative prepositional phrases and verb phrases of caused movement or perception.

In contrast, Chinese and Japanese have a very liberal interpretation of Binding Theory. The study is involved with investigating whether or not Japanese or Chinese speakers adapt to the English violation which is typically not taught in a classroom setting, but something acquired through natural exposure.

A custom survey was designed to see if non-native speakers accommodate for the English violation. Thirteen speakers of Chinese and eleven speakers of Japanese participated.

The Chinese and Japanese speakers did adapt to the English interpretations with the violations. Surprisingly, some of the native English speakers did not. There are two conflicting hypotheses: one is that the non-native speakers are using Universal Grammar along with assistance from L1, the other is that they are transferring the parameter value from their L1 to their L2.

Table of Contents

<i>Preface</i>	<i>page i</i>
<i>Acknowledgments</i>	<i>iii</i>
1.1 Introduction	1
2.1 Introduction to Binding Theory	2
2.1.1 Definition and Explanation of English Binding Domain	3
2.1.2 Definition and Explanation of the Pronoun	4
2.1.3 Definition and Explanation of the Anaphor	5
2.1.4 English Examples of Principles A and B	5
2.1.4.1 Principle A	6
2.1.4.2 Principle B	6
3.1 The Problem	7
4.1 Introduction to Binding Theory in Chinese	11
4.1.1 Principle A in Chinese	11
4.1.2 Principle B in Chinese	12
4.1.3 Summary	13
5.1 Introduction to Binding Theory in Japanese	13
5.1.1 Principle A in Japanese	13
5.1.2 Principle B in Japanese	14
6.1 Introduction to English Binding Theory	15
7.1 Method	16
7.1.1 Participants	16
7.1.2 Materials	17
7.1.3 Procedure	19
7.1.3.1 Recruitment of Participants	19
7.1.3.2 The Experimental Session	19
7.1.3.3 Analysis of Data	20
8.1 Results	20
9.1 Discussion	30
9.1.1 Hypothesis One	35

9.1.2 Hypothesis Two	35
10.1 Conclusion	36
Sources Cited and Consulted	37
Appendices	39
Appendix 1: Principle C	39
Appendix 2: Expansion of the Concept Binding Domain	39
Appendix 3: Syntactic Trees	40
Appendix 4: Response to the Question “When and Where Did you Learn English”?	41
Appendix 5: Survey	42
Appendix 6: Full Statistics	46