THE ACQUISITION OF ENGLISH BY A JAPANESE-SPEAKING CHILD: WITH SPECIAL EMPHASIS ON THE ACQUISITION OF THE VA SEQUENCE AND THE PREPOSITIONAL PHRASE

Asako Yamada-Yamamoto
University of Reading

Abstract

A longitudinal case study was conducted in Britain on early English syntactic development of a young Japanese-speaking child. It was revealed that his English acquisition was markedly different from English-speaking children. The comparison of utterance types revealed that his VO and VA-type utterances were infrequent and restricted. The emergence order of his utterance types was noticeably different. Although the instances were few, he produced utterances with word-order reversal (i.e. OV and AV sequences), with the sibilant sound attached to Object and Adverbial (Yamada-Yamamoto 1993 and 1994). His preposition + NP combinations also lacked productivity. In addition, he sometimes produced instances with word-order reversal (e.g. you for big (= "A big one for you")). Further, unlike English-speaking children, he did not produce utterances with prepositions being omitted. The lack of productivity, together with word-order reversal, for both VA and Preposition + NP sequences, suggested that this child initially lacked grammatical control over VA and/or Prep + NP word orders in English. This suggestions was verified by the experiment based on the Derbyshire Language Scheme (Knowles & Masidlover 1982). The above-mentioned unusual aspect of this child's early English speech was explained from the typological differences between English and Japanese: Japanese is a typical head-final language; English, on the other hand, is a good example of a head-initial language (e.g.Comrie 1981). The scarcity in the production of both VA and AV sequences, as well as both Prep + NP sequences, suggests that this child initially avoided word combinations involving 'V' and 'A' and 'Prep' and 'NP'. The Japanese language influenced, therefore, only as a default, and it worked as a basic principle for him, unless he overruled it by the English principle, such as VA and Prep + NP, which he gradually acquired in due course.

1. Introduction

One of the most frequently asked questions in the field of second-language acquisition studies is how the process of second-language acquisition is similar to first-language acquisition by monolingual children. The longitudinal case study which I conducted (Yamada-Yamamoto 1995) also addressed this question, with special emphasis on early English syntactic patterns produced by a pre-school Japanese-speaking boy. In order to define this process, the study investigated the validity of the hypothesis called the "First-Language Influence Hypothesis". This proposes that certain syntactic aspects of the learner's first language influence the acquisition of his second language, with reference to both the direct and indirect influences of his first language. It means that some overt second-language errors can be directly explained by the "influence" of the learner's first-language structure. It also means that the second-language acquisition process is indirectly influenced by the learner's

first-language structure, possibly resulting in avoidance of particular second-language constructions.

A motivating factor for this study came from the observation that Japanese-speaking children, as well as Japanese-speaking adults, generally take a much longer time to acquire English than those who speak Indo-European languages as their first languages. In this context, it should be emphasized that there is a dramatic difference between English and Japanese in terms of their typological characteristics. Comrie (1981) proposed that a basic typological distinction can be made, for all languages, between operand-operator and operator-operand languages. As is shown in Figure 1, operand corresponds to "head" and operator corresponds to "adjunct" or "modifier". The operator-operand language is typically represented by Object followed by Verb and Noun Phrase followed by Post-positional Particle. The operand-operator language is typically represented by combinations such as Verb followed by Object and Preposition followed by noun phrase. According to Comrie's criteria, English is considered to be an inconsistent operand-operator language, whereas Japanese is a consistent operator-operand language.

Figure 2 illustrates the differences between the English prepositional phrase and its corresponding Japanese structure. In English the verb comes first as a head of the adverbial and the preposition also comes first as a head in the prepositional phrase. In Japanese, on the other hand, the adverbial comes before the verb and the adverbial itself is normally realized as an NP to which a particle is attached. It is clear that the Japanese language lacks the preposition as a grammatical category. The diagram in Figure 2 suggests that the English preposition and the Japanese post-positional particle might have similar functions in order to realize the adverbial. This point can be illustrated by the examples in Figure 3. These examples appear to indicate that the English word order: the Preposition + NP and the Japanese word order: NP + post-positional 'particle' are simply the reverse of each other. However, the English preposition is expressed in Japanese not only by the post-positional particle, but also by the combination of 'particle + abstract noun + particle' as is shown in Figure 4. Therefore, despite the functional similarity of 'role' particles in Japanese to prepositions in English in semantic terms, they are different in a strict sense.

FIGURE 1: OPERATOR AND OPERAND

Operator (Adjunct or Modifier)	**Operand** (Head)
Object	Verb
Adjective	Noun
Genitive	Noun
Relative Clause	Noun
Noun Phrase	Adposition (preposition; post-positional "particle")

from Comrie (1981, p.92)

FIGURE 2: COMPARISON IN WORD ORDER

FIGURE 3: SAMPLE SENTENCES IN ENGLISH AND JAPANESE

ENGLISH	**JAPANESE**
This train travels fast. V A	Kono kisha-wa hayaku hashiru. *This train fast travels* A V
I arrived yesterday. V A	Watashi-wa kinou tsukimashita. *I yesterday arrived* A V
Saburo went there. V A	Saburo-wa soko-e itta. *Saburo there went* A V
He came from London. preposition NP	Kare-wa London-kara kita. *He London from came* NP-particle
The shop closes at 6pm. preposition NP	Mise-wa rokuji-ni shimaru. *Shop 6 o'clock at closes* NP-particle

FIGURE 4: ENGLISH PREPOSITIONAL PHRASES

ENGLISH	JAPANESE
on the table preposition NP	teeburu-no ue-ni *table* *surface* NP-particle NP-particle
in the garden preposition NP	niwa-no naka-ni *garden* *interior* NP-particle NP-particle
for you preposition NP	anata-no tame-ni *you* *sake* NP-particle NP-particle

The framework of this case study was to compare English speech produced by a Japanese-speaking child with English speech produced by monolingual English-speaking (E-sp) children. For this comparison, the general tendency in the speech of monolingual E-sp children was used. When the Japanese-speaking child's English speech differed from the E-sp children's tendency, possible explanations were attempted, especially regarding the influence of Japanese.

2. Method

The subject of this case study was my third son called "Jun". He came to England when he was 2 years and 1 month old. Jun's relatively constant exposure to English started when he was 2 years and 2 months. The study started when Jun was 3 years and 4 months, and lasted 1 year and 5 months. For the first 8 months, he went to a British childminder, then he went to a nursery. Jun changed nurseries just before this study began, when he was 3 years and 4 months. He started primary school towards the end of the data-collection period, when he was 4 years and 6 months. Thus, Jun's regular contact with English was established mainly outside the home in the daytime during the week. At other times, he used Japanese at home. It has to be emphasized that Jun was involved in active acquisition of Japanese during the whole period of data collection. Furthermore, regarding our domestic education policy, my husband and I gave equal priority to both English and Japanese.

The data used for this study consist mainly of spontaneous utterances. Written daily records and results of experiments were also used as supplementary data. Jun's spontaneous utterances were collected at his home in two different situations: In one situation, his family members spoke to him in English, and in the other a native E-sp adult talked with him. This arrangement was made so that the data were collected in a more natural and comprehensive manner. The data were both video- and audio-recorded at regular intervals, and were later transcribed.

3. Preparatory Settings for Analysis

Prior to actual analysis, Jun's mean length of utterance, i.e. MLU, was analyzed and was compared with the development of MLU of E-sp children studied by Wells (1985). Wells also conducted a longitudinal study, including an analysis of syntactic descriptions of utterances produced by 128 British children between 15 and 60 months old. In Figure 5(a), the dotted lines show the E-sp children's Mean Length of Utterance together with 2 standard deviations in terms of their age. Jun's Mean Length of Utterance together with 2 standard deviations were plotted using the solid lines in the same figure. From this figure, in terms of the chronological age, the growth of Jun's MLU is far behind the MLU of the E-sp children, mainly because of the difference in the length of exposure to English between E-sp children and Jun.

In Figure 5(b), MLU values for both E-sp children and Jun are plotted against the length of exposure to English. This figure indicates that Jun's MLU development is similar to E-sp children's MLU, although the standard deviation of Jun's utterance length is twice as large as E-sp children. Based on this finding, it was judged that the developmental profile of Jun's MLU was nearly comparable to that of the E-sp children, despite the differences in age. This might be a coincidental similarity resulting from external factors, which are difficult to quantify. Based on MLU figures, the data-collection period was divided into 4 Intervals, as is shown at the bottom of Figure 5(b). These Intervals will be used for the discussion of Jun's development of VA sequences and the prepositional phrase.

Figure 5(a) Development of MLU: English-speaking children and Jun
Comparison by Age

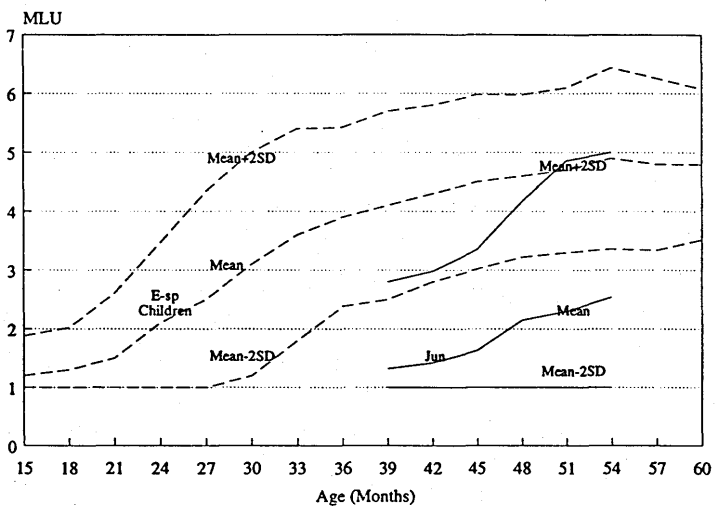
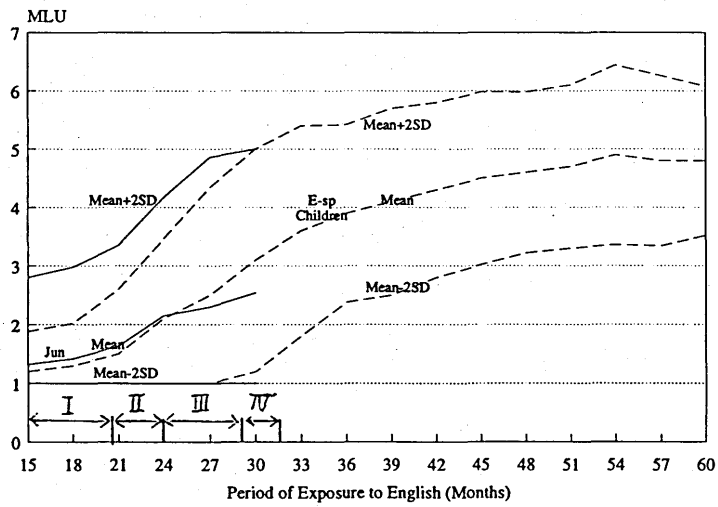


Figure 5(b): Development of MLU: English-speaking Children and Jun
Comparison by Exposure Length



4. Utterance Types

Jun's utterance types were also investigated prior to specific analyses in order to establish a general tendency in comparison with utterances produced by E-sp children. This was carried out based on a framework established by Wells (1985). A significant finding was that, while E-sp children produced the Verb + Object, or VO-type utterance, and Verb + Adverbial, or VA-type utterance, very frequently when they were very young, Jun rarely produced utterances of these types. By looking at Wells' data on E-sp children, it was discerned that the VO and VA utterance types were among the most frequently produced utterance types in the earliest period of word combinations. Since Jun's VO sequence development has already been introduced (Yamada-Yamamoto 1993), aspects relevant to his VA and Preposition + NP sequence development will be concentrated on in this paper.

The above-mentioned speech tendency of E-sp children studied by Wells (1985) is consistent with the conclusions drawn by other researchers. De Villiers and de Villiers (1985), for example, said that V + N sequences were "the earliest and most frequent patterns" after observing the result of the studies of McNeill (1966) and Menyuk (1969). It is noteworthy that a general commonality existed in the word-combination patterns with locative meanings produced by the E-sp children. Braine (1976), for example, noted the word-order consistency in 17 instances out of 18 in the corpus of Jonathan II. They included Physical Object + Location such as 'sand ball' meaning "The sand is on the ball" and the 'Action Locative' sequence such as 'ride car' and 'walk car' possibly meaning "riding in a car" and "travelling by car" respectively. Braine also reviewed the Kendall II corpus which was originally investigated by Bowerman (1973), and noted word-order consistency in both Subject + Adverbial such as 'towel bed' meaning "The towel is on the bed" and Verb + Adverbial such as 'play bed' meaning "play in the bed". It should be emphasized, therefore, that E-sp children use the VA sequence productively and in a consistent word order from an early stage, although they frequently omit prepositions.

5. Jun's Utterances related to VA and Preposition Development: An Overview

Such a speech tendency of E-sp children is in complete contrast to that of this young Japanese-speaking child. Figure 6 shows utterance examples relevant to his VA sequence

FIGURE. 6: VA/AV SEQUENCES PRODUCED BY JUN

	Interval I **(15 - 19 month)** **Lack of productivity**	**Interval II** **(20 - 23 month)** **Lack of productivity**	**Interval III** **(24 - 28 month)** **Emergence of productivity**	**Interval IV** **(29 - 31 month)** **Increasing productivity**
V + A Utterances	come here line up	wake up coming here stand up break up	come on coming in speak in English this ones put in there *(=Put this one in there)* * this goes this one *(=This goes to this one)* * this ones change this *(=This one changes to this)*	fly away put in there can I play with you? * what do you doing the Christian house? *(=What did you do at Christian's house?)* * I'm sleeping the car *(=I'm sleeping in the car)* * who's living this? *(=Who is living in here?)* * you draw this *(= You draw with this)*
A + V Utterances (Reversed word order)	airplanes noru hito *(=People getting on an airplane)*	this ones sleep *(=We'll sleep on this one)*		this ones fall *(=I fell at this one)*

The asterisk (*) indicates examples in which prepositions are omitted.

FIGURE 7: PREP + NP / NP + PREP SEQUENCES PRODUCED BY JUN

	Interval I (15 - 19 month) **Lack of productivity**	**Interval II (20 - 23 month)** **Lack of productivity**	**Interval III (24 - 28 month)** **Emergence of productivity**	**Interval IV (29 - 31 month)** **Increasing productivity**
Prep + NP Utterances	greens . up there	at nursery on a mat we are [ən] London one for you, one for me in the London	all of them up there over there like that speak in the . English speak in English he . in there someone splash in the there in the my pocket [ən] the finger *(=With the finger)*	like that for you and lots of girls how about this? in there it's in there he's going to the spaceship here's rajikon in the mouth
NP + Prep Utterances (Reversed word order)	you for big *(=A big one for you)* white on no *(=Don't put it on the white one)* house in *(=He's inside the house)*	pink you for *(=A pink one for you)*		

development. It was revealed from the monthly collected samples that Jun's production of VA sequences was extremely infrequent in the initial period. Moreover, his VA sequences were mainly realized as formulaic or fixed phrases such as wake up and coming in. There was not a single utterance such as "go park" meaning "I went to the park", typically produced by E-sp children. Such a finding suggests that Jun's initial production lacked productivity. Furthermore, it should be pointed out that although the number of instances is extremely small, Jun produced utterances with the reversed word order, namely, the AV sequence, rather than VA, throughout the data collection period. It is clear that in these instances, the reversed word order is observed together with the attachment of the sibilant sound. These utterances resemble corresponding utterances in Japanese, which uses the AV word order in principle, and attaches the particles to the NP used as an adverbial.

As is shown in Figure 7, a preliminary observation of Jun's English speech also suggests that the Preposition + NP combinations, which realize the major grammatical element, the adverbial, lacked productivity. In addition, he sometimes produced NP + Preposition sequences which were reversed in word order. The suggestion of lack of productivity came from the fact that Jun used prepositions only in certain fixed expressions which seemed to have been memorized as a whole in his everyday life, and the fact that he used prepositions in phrases containing pronominal items which might have been heard by Jun frequently in his daily life. The suggestion of lack of productivity also stems from the fluency observed in the production and the existence of model utterances identified in the immediate context.

Figure 8 shows the result of the quantitative analysis of utterances produced by Jun which are relevant to the development of prepositions. It is obvious from the table that firstly, the number of utterances with prepositions, produced during Intervals I and II, was very small; secondly, there is a sudden increase in the number of utterances with prepositions in Interval III; and thirdly, the number of utterances with preposition omission is small throughout the data-collection period (10 instances in all). These observations may suggest that Jun's use of prepositions was not productive in Intervals I and II, but may have been productive during Interval III.

FIGURE 8: UTTERANCES WITH / WITHOUT PREPOSITION

	Utterances with preposition	Utterances with preposition omission
Interval I	4	1
Interval II	5	0
Interval III	40	5
Interval IV	31	4
TOTAL	80	10

	Reversed Word Order	Productive Use	Remainder	TOTAL
Interval I	4	0	0	4
Interval II	1	1	3	5
Interval III	0	9	31	40
Interval IV	1	14	16	31
TOTAL	6	24	50	80

It should be further noted from Figure 8 that instances with reversed word order decreased in absolute and relative frequency during the period between Interval I and Interval IV, while instances of productive use increased in the corresponding period.

It should be mentioned at this point that when compared to the speech of E-sp children, the scarcity of utterances with prepositions in Jun's data is not particularly unusual. The E-sp children's data also manifest a similar tendency. A significant difference between Jun's speech and that of E-sp children is, however, that while the E-sp group seem to produce many utterances with prepositions being omitted from the early period of multi-word production, Jun produced such utterances very infrequently throughout the data-collection period. The previous examples produced by E-sp children such as 'ride car' and 'play bed' illustrate this point.

A more fundamental characteristic of Jun's initial use of prepositions is that his early samples include instances with word-order reversal between a preposition and an NP, as is

exemplified in Figure 7. Such a phenomenon has not yet been reported in any of the studies of the E-sp children.

These findings in Jun's speech, especially regarding the lack of productivity and the use of reversed word order, for both VA and Preposition + NP sequences, prompt the need for further investigation of his initial utterances with prepositions. It can be hypothesized, based on the scarcity of preposition omission in his multi-word utterances, that initially he may not have known the VA word order in English. It can also be hypothesized, based on instances with the reversed word order, that he may not have known the word order within the prepositional phrase.

6. Experiments on Jun's Ability to Describe Locative Relations

In order to supplement the afore-mentioned investigation based on regular collection of spontaneous utterances, an experiment was conducted on three different occasions: first, the English version of the experiment, in the middle of Interval II, the second, the Japanese version of the experiment at the same time, and the third, the English version at the end of Interval IV. The purpose of this experiment was to investigate Jun's ability to express both in English and in Japanese the locative relation such as 'a pencil in the cup'. This experiment was based on a method used by the "Derbyshire Language Scheme" developed by Knowles and Masidlover (1982) in order to investigate comprehension and to elicit language production.

In order to describe in English the locative state such as 'a pencil in the cup', the first requirement for Jun was to correctly order the two NPs involved, for example, 'pencil' and 'cup' in this order, and the second requirement was to correctly order the preposition and the NP indicating location, for example, 'in' and 'cup' in this order. Such a task did not demand him to describe an 'action' such as 'putting a pencil in the cup', which can be represented as VOA, in terms of the major grammatical relation, but simply demanded him to describe a 'state' which can be represented as OA or NP + Prepositional Phrase. It was considered to be relevant to assign Jun such a state-description task, rather than an action-description task, in order to see to what extent he may have had the word-order knowledge of grammatical relations or knowledge of constituent order in English.

The full English version of the experiment consisted of the three kinds of tasks, which are shown in Figure 9. In Task 1, Jun was requested to identify eight objects used in the experiment. Jun first had to point to, or pick up, the right object which had been introduced in the Investigator's question such as "Which is the pencil?" After pointing to all the objects, he was then told to give the names of objects in English. The Investigator's typical question was "What's this?" In Task 2, he was requested to act out to the stimulus sentences which described the locative relation. The stimulus sentences are shown in Figure 9. In this task, Jun first had to carry out actions following the Investigator's instructions in the stimulus sentences. After acting this out, he was then shown a card which described the locative situation which he had just created with the real objects and he was asked to confirm that the two situations were the same. In Task 3, Jun was requested to describe verbally a situation which was depicted in the picture. The Investigator's typical instruction was "Tell me about this picture", or "What's happening here?" The first two stimulus sentences were used only for the practice session. Examples of the nine picture cards called 'reversal cards' are shown in Figure 10.

The result of the experiment is shown in Figure 11. A full experiment in English was conducted first in mid Interval II. In Task I, Jun was able to identify all of the eight objects. He could also correctly say the names of the objects except the coin, for which he said 'money' instead, which was accepted. In Task 2, he was also able to correctly react to all the stimulus sentences including those used in the practice session. When looking at the 'reversal cards' after the acting-out, and being asked if the picture described the locative situation which he had just created, he confirmed correctly in all cases.

In Task 3, however, he failed to respond correctly in every single instance, including the two in the practice session. In the practice session, the correct answers were given by the Investigator after his failure to describe the locative relation such as 'a block in the cup'. Two important points should be mentioned concerning Jun's actual responses in Task 3: Firstly, in no single instance did he produce a preposition. Secondly, no consistency was observed in the ordering of the two NPs involved, because he sometimes produced the NP referring to location first, but on other occasions he did not. These findings suggest that at the time of this experiment, namely, mid Interval II, Jun did not know how to express in English the locative relation typically represented by N + A and/or NP + Prepositional Phrase.

FIGURE 9: THREE TASKS IN THE EXPERIMENT

Task 1: to identify 8 objects (i.e. a pencil, a block, a cup, a plate, a book, a box, a spoon and a coin)
The last item (i.e. a coin) was used only for the practice session.

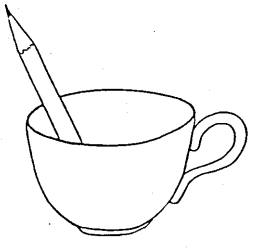
Task 2: to act out to the stimulus sentences shown below which describe the locative relation:

No. 1: Put the block in the cup (for practice)
No. 2: Put the coin on the plate (for practice)
No. 3: Put the pencil in the cup.
No. 4: Put the spoon in the box.
No. 5: Put the block and the spoon on the plate.
No. 6: Open the book. Put the pencil and the block on the book.
No. 7: Put the pencil in the cup. Put the spoon in the box.
No. 8: Open the book. Put the pencil on the book.
No. 9: Open the book. Put the block on the book.
Put the spoon on the plate.

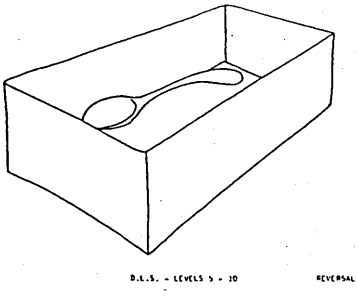
Task 3: to describe verbally the locative relation.

FIGURE 10: SAMPLE OF REVERSAL CARDS

No.3: "Put the pencil in the cup."



No.4: "Put the spoon in the box."



Reduced from 15cm x 10cm

FIGURE 11: RESULT OF THE EXPERIMENT

Experiement 1:	**Mid Interval II (in English)**	
	Task 1: object identification	OK
	Task 2: acting out	OK
	Task 3: verbal description	No
Experiment 2:	**Mid Interval II (in Japanese)**	
	Task 3: verbal description	OK
Experiment 3:	**End Interval IV (in English)**	
	Task 3: verbal description	OK

The Japanese version of the experiment was also conducted on the same day as the English version, but a few hours later. In the Japanese version, only Task 3 was assigned to him. As all the items, such as a pencil and a cup, were considered to be familiar to him, it was assumed that he knew the Japanese names of the items. Task 2 was not required, either.

The results of Task 3 indicate that he was able to correctly describe in Japanese all the locative situations on the 'reversal cards'. Although there are some un-adult-like aspects in his Japanese performance, his performance was considered to be comparable to that of adults in the following two main points: Firstly, he correctly constructed the locative phrase for the two object items in the picture by the use of post-positional particles. Secondly, Jun was able to describe the locative relation with a consistent constituent order: Adverbial (or Locative) Phrase + Main Clause, based on the correct Japanese grammar.

It is suggested from these findings, therefore, that when Jun did not know how to describe the locative situation in English, he knew how to do it in Japanese by the use of a post-positional particle.

Toward the end of Interval IV, the same experiment using the 'reversal cards' was conducted in English again. This time only Task 3 was assigned to Jun. No practice session was conducted, and the cards designated for practice before were also included in the actual session. The result of the experiment indicates that there are still some problematic aspects in Jun's production of locative relations. Nevertheless, on the whole, Jun could be judged as having correctly described the locative relation. Firstly, the word order affecting the preposition and the NP was correct. Secondly, in all instances, a consistent word order was used in the production of the located object and the prepositional phrase. For example, he said 'pencil in the cup'. It can be concluded, therefore, at the end of Interval IV, he probably had acquired the ability to describe the locative relation in English as well.

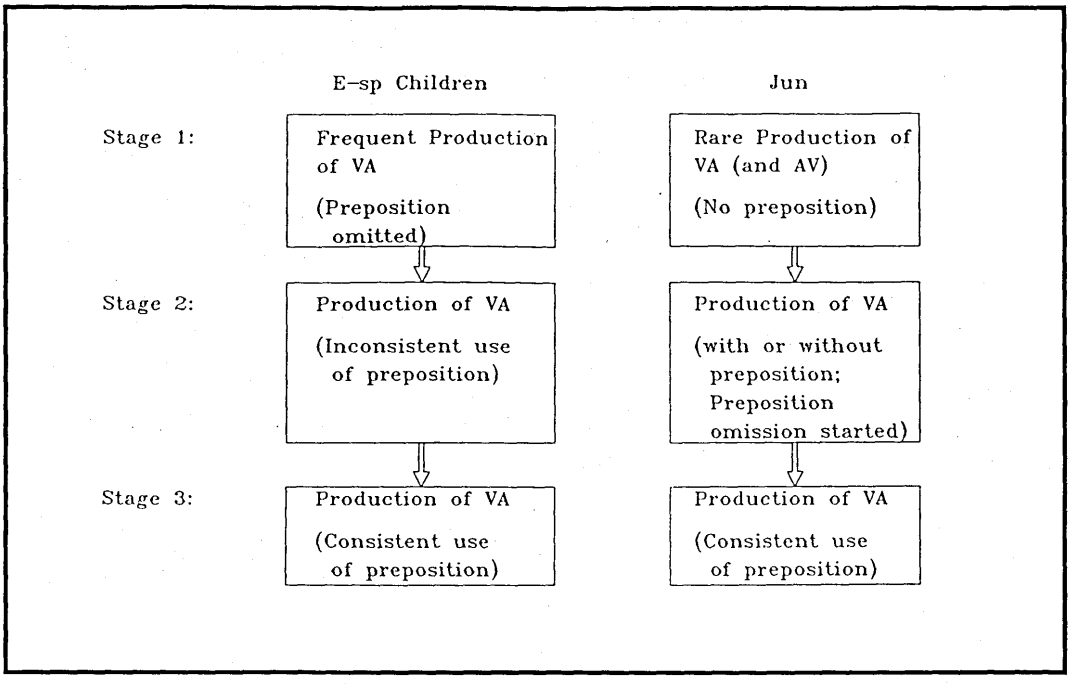
To sum up, the result of the experiments suggests that Jun may not have mastered the grammatical pattern for expressing the locative relation in English at the time of the first experiment, but he may have acquired it by the time of the third experiment in Interval IV.

Since the locative relation is typically represented by the word order of NP + Prepositional Phrase, for example, 'pencil in the cup', and the word order within the prepositional phrase itself, for example, 'in the cup', it can be concluded that he lacked such grammatical knowledge in the earlier Intervals but that he acquired it sometime between Intervals II and IV, as is shown by the two English experiments.

Such a conclusion is consistent with the suggestion already made on the basis of Figure 8, namely, that by the end of Interval III he had already acquired and was able to produce English locative expressions using prepositions. Based on this conclusion, the developmental paths of VA sequence for Jun are inferred, as is shown in Figure 12, in comparison with that of E-sp children. What is noteworthy about Jun's development of prepositions is that just when he seems to have acquired the order of the VA sequence, occasional omission of the preposition in Verb + Locative combinations started, and that the number of utterances with prepositions increased as well. By contrast, E-sp children seem to produce utterances without prepositions at the initial stage of word combinations. Brown (1973) says that the stage of prepositional omission and the production of VA word combination co-occurred in the early period. It was then followed by a stage of inconsistent use of prepositions, which was in turn followed by a stage of consistent use of prepositions. In this figure, Jun's last stage of

development, namely, consistent use of prepositions in VA sequences, is based on inference from extrapolation. In Interval IV, he was still producing utterances with prepositions being omitted.

FIGURE 12: DEVELOPMENTAL PATH OF VA SEQUENCE



7. Explanation from the Influence of Japanese

The different developmental path taken by Jun suggests that he might have been in a state of flux about how to represent VA sequences and the prepositional phrases, especially at the initial stage of English development. As one possible explanation, such a state of flux might have been influenced by his knowledge of the Japanese language, which contains syntactic devices completely different from those of English. This suggestion can be supported by the fact that he was successful in the picture description task conducted in Japanese and also by the fact that he occasionally produced utterances with word order inversion in both VA and Preposition + NP sequences.

As has been discussed before, Japanese is a typical operator-operand language, where the

Adverbial always comes before the Verb. Another characteristic of Japanese is that case relations, such as locative meanings, are represented by the use of post-positional particles, which usually attach to preceding NPs. Therefore, Jun might have been confused with the word order and might have attached the sibilant sound to the NP on the basis of analogy to the Japanese particle (Yamada-Yamamoto 1994).

Although his speech was influenced by the features of the Japanese language mentioned before, he did not seem to resort to them actively. The production of utterances with word order reversal and attachment of the sibilant sound was very infrequent and decreased further as the number of productive utterances with correct word order, namely, the VA and Preposition+NP sequences increased. This suggests that in the early period, he might have tended to avoid word-combination patterns involving the verb and the adverbial and/or preposition and NP in the early period. In other words, when he did not have enough control over the use of the preposition, he tended not to produce the word combinations in question. It appears therefore that the Japanese language influenced Jun's speech only as a default procedure in this respect, and not as an active procedure. This Japanese default procedure might have worked as a basic principle for him, unless he consciously overruled it by using the English principle, such as VA word ordering and preposition and NP ordering, which he gradually acquired in due course.

8. Conclusion

This paper has demonstrated the piecemeal process of the acquisition of English VA and Preposition + NP sequences by a Japanese-speaking child. It has been strongly suggested that this process was both directly and indirectly influenced by the structure of his first language. His final move towards converging with the standard of E-sp children resulted from the child's formulaic learning, or pattern practice. In addition, the acquisition of these sequences took place much later than the acquisition of the VO sequence, because the VO sequence seems to have been acquired around the period between Intervals I and II. These interesting aspects which are interrelated with each other provide enough materials for future discussion.

REFERENCES

Bowerman, M. (1973). Early Syntactic Development: A cross-linguistic study with special reference to Finnish. Cambridge: Cambridge University Press.

Braine, M.D.S. (1976). Children's first language combinations. Monographs of the Society for Research in Child Development. Serial No.164. Vol.41. No.1.

Brown, R. (1973). A First Language: The early stages. Cambridge, M.A.: Harvard University Press.

Comrie, B. (1981). Language Universals and Linguistic Typology. Oxford: Basil Blackwell.

de Villiers, J.G. and P.A. de Villiers. (1985). The acquisition of English. In D.I. Slobin (ed.) The Crosslinguistic Study of Language Acquisition. Volume 1: The data. Hillsdale, N.J.: Lawrence Erlbaum Associates. 27-139.

Knowles, W. and M. Masidlover. (1982). Derbyshire Language Scheme. Unpublished, limited availability from Derbyshire Country Council.

Kuno, S. (1973). The Structure of the Japanese Language. Cambridge, M.A.: The MIT Press.

McNeill, D. (1966). Developmental psycholinguistics. In Smith, F. and G.A. Miller (eds.) The Genesis of Language: a psycholinguistic approach. Cambridge, M.A.: The MIT Press. 15-85.

Menyuk, P. (1969). Sentences Children Use. Cambridge, M.A.: The MIT Press.

Wells, G. (1985). Language Development in the Pre-school Years. Cambridge University Press.

Yamada-Yamamoto, A. (1993). The Acquisition of English Syntax by a Japanese-speaking Child: with special emphasis on the VO-sequence acquisition. Proceedings of Child Language Seminar. University of Plymouth.

Yamada-Yamamoto, A. (in press). The Acquisition of English Syntax by a Japanese-speaking Child: the sibilant-sound attachment as an influence of Japanese. Proceedings of Child Language Seminar (1994). University of Wales, Bangor.

Yamada-Yamamoto, A. (1995). The Acquisition of English Syntax by a Japanese-speaking Child: From left branching to right branching. Tokyo: Liber Press.