Problem I. Child L2 Acquisition of Questions.

Part A: The following data are from a child learning English as a second language, in an English-speaking environment. She began learning English at age 5;4. In her first month of residence in an English-speaking country, she formed questions like those below:

Do you know?  
How do you do it?  
Do you have coffee?  
Do you want this one?

Month 1

Part B: During her second month of residence, the following questions were uttered by the same child. The intended meaning is given to the right of each question (and was clear from the context).

What do you doing, this boy? ‘What is this boy doing?’
What do you do it, this froggie? ‘What is this froggie doing?’
What do you doing? ‘What are you doing?’
What do you drinking, her? ‘What is she drinking?’

Month 2

4 questions in this problem—consider the two different data sets, and the generalizations you can state about them.

Problem II. Parameters and Markedness.

Consider four properties that could hold of a language, which we’ll label VA, VN, AV, and NV.

VA: Tensed verbs appear before adverbs.
VN: Tensed verbs appear before negation.
AV: Tensed verbs appear after adverbs.
NV: Tensed verbs appear after negation.

Suppose that we find when we look across languages that we find the following types:

Type I: Tensed verbs appear before both adverbs and negation (VN and VA).
Type II: Tensed verbs appear before adverbs, but after negation (NV and VA).
Type III: Tensed verbs appear after both adverbs and negation (NV and AV).

Part A. Markedness and Universals

3 questions in this part. Consider these types of languages in terms of markedness and universals.
Part B. Parameters

In order to handle the language variation in terms of parameters, we will need to assume that there are two parameters, [+VA] and [+VN]:

[+VA]: VA order
[-VA]: AV order

[+VN]: VN order
[-VN]: NV order

Let us treat these as *verb movement* parameters. That is, let us suppose that in all languages, there is an abstract underlying form that comes in the order in (1) and languages with [+VA] move the verb to a point which is to the left of adverbs while languages with [+VN] move the verb a point which is to the left of where negation is. *Importantly*: Assume that these places to which the verb move exist in the sentence whether there actually is an adverb or negation or not. That is, in a [+VA] language, the verb moves to a place in the sentence structure where, if an adverb were present, the adverb would come after.

(1) — (Negation) — (Adverb) Verb (Universal underlying order)

Assume that negation always comes before adverbs.

2 questions in this part. Consider the parameters in connection with the three language Types.

Part C: Interpreting experimental results, UG in L2A

Suppose the following newly discovered languages are of the type indicated:

- Spanglish: Type I (VN, VA)
- Welnch: Type II (NV, VA)
- Turkanese: Type III (NV, AV)

A study was done on L2 acquisition of two of these languages. Sadly, in your excitement to read the article, you spill some coffee onto the results table, and now you can’t quite read the results for Intermediates, Group 2—they accepted AV, NV and… either VA or VN, you’re not quite sure.

*Study:*


*Results:*

- **Beginners**: Accepted: NV, AV
  Rejected: VN, VA
- **Intermediates**: Group 1: Accepted: NV, AV, VN, VA
  Rejected: —
  Group 2: Accepted: NV, AV, VN
  Rejected: VN
- **Advanced**: Accepted: VN, VA
  Rejected: NV, AV

2 questions in this part. concerning what the experiment says about UG constraining L2A.