

Korean EFL Learners' Recognition of English Obligatory Adjuncts*

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The study investigated general Korean adult EFL learners' recognition of English obligatory adjuncts that are found in the following constructions: passive, middle, cognate object, and subcategorization. The grammaticality judgment test of H Park (2008) was used with adjustment in the present study to measure the learners' recognition of the sentences with different adjunct-related conditions and further analyses of the data were explored. The results revealed that the learners have an awareness of motivation to use an obligatory adjunct in these four constructions and the learners' acceptability judgments on the given sentences are affected by lexical grammar features and L1 influence.

Keywords: English obligatory adjuncts, passive, middle construction, cognate object, Korean EFL learner

1. Introduction

In English, the rules of syntactic structure are not always able to explain grammaticality of a sentence. Such a case is found in English obligatory adjuncts as the syntactic rules do not completely explain whether an adjunct should be used in a predication after a verb in a sentence. Existing research discussed pragmatic aspects of the use of the obligatory adjuncts which follows pragmatic rules rather than syntactic rules. The question of whether an adjunct should be used in a certain type of sentences has been explored by researchers who have

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focused on the role of pragmatics that plays in the use of an adjunct in those sentences. Goldberg and Ackerman (2001) and Goldberg (2004) argued that the use of an adjunct is discourse-conditioned therefore whether a sentence without an adjunct is valid and acceptable depends on the context in which the sentence is used. They explained the motivation of obligatory adjuncts in the sentences of the construction of short passive, middle, cognate object, and subcategorization, and according to their discussion, the context, information types, and lexico-grammar are involved in the presence of an adjunct in these constructions.

Such complexity found in the use of an adjunct has been understood and discussed as a feature of syntax-pragmatics interface in which the interaction between each module of syntax and pragmatics occurs. Previous studies have indicated that linguistic features of the interface between linguistic modules can be difficult to acquire due to its complexity and instability therefore there is a possibility of difficulties in second language acquisition of these features. There is, however, little research has been on acquisition of such features and little attention has been on the acquisition of English obligatory adjuncts. H Park (2008) related the knowledge of English obligatory adjuncts to syntax-pragmatics interface and explored its acquisition by university students who were exposed to prescriptive grammar of formal instruction related to obligatory adjuncts in English syntax class. English obligatory adjuncts, however, are usually not emphasized in Korean learners' learning of English construction therefore are not explicitly taught at schools as being out of a learning focus. With such a background, the recognition of English obligatory adjuncts by general Korean learners of English who have not been exposed to formal instruction on English obligatory adjuncts has been rarely investigated, hence little is known about the issue. The research on this issue can provide useful knowledge and pedagogic implications on Korean learners' learning of English obligatory adjuncts.

The present study attempts to expand current knowledge of Korean learners of English and their recognition of English obligatory adjuncts based on H Park (2008) to replicate it by modifying the used materials with more various analyses that have not been investigated. Following the research methods of H Park (2008), the present study attempts to compare the results with previous studies and focuses on

more detail analyses between factors that have not been explored before to answer the following research questions: (1) How Korean adult learners recognize English obligatory adjuncts? (2) Which factor does influence on the learners' recognition of English obligatory adjuncts?

2. Literature Review

English adjuncts are used in a predication to reinforce the contextual meaning of a verb used in a sentence by providing additional information to the meaning of the verb to clarify the meaning of the sentence. According to Goldberg and Ackerman (2001), adjuncts are required only when the verb of a sentence do not convey sufficient information by itself. The use of obligatory adjuncts depends on not only syntactic grammatical rules but also pragmatics, which shows the interaction between syntax and pragmatics. It also implies that acquisition of syntactic grammatical rules and acquisition of ability to utilize the knowledge of pragmatics are related.

The studies of interrelationship between grammar acquisition and acquisition of pragmatics are started from research of the interaction and the interface between linguistic modules such as phonology, morphology, syntax, pragmatics, and semantics. According to theoretical research of linguistics, each linguistic module influences to each other and the area in which the interaction between modules exists, which is the interface between modules. Previous studies have shown that syntax and pragmatics are closely related and interact with each other in language use, and related researchers' views are diverging. According to Németh and Bibok (2010), there are four positions on the relationship between syntax and pragmatics: (1) an inseparable relation between pragmatics and syntax, (2) pragmatics is not an additional adjunct to linguistic theories but involved in every level of a language, (3) pragmatics is a component of grammar, and (4) pragmatics is separate from grammar.

Among the previous studies that discussed the features and a close relationship of syntax and pragmatics, Brinton (2008) revealed that development of English syntactic structures was affected by pragmatics. He researched the history of pragmatic discourse markers to inves-

tigate a diachronic developmental course of English comment clauses. On the course of searching the origin of comment clauses such as *I mean*, *I think*, and *I guess*, he discovered that these comment clauses were developed by pragmatic needs from *that*-complementizers structure. He described a developmental process of pragmatic markers as grammaticalization, pragmaticalization, lexicalization, idiomatization, subjectification and intersubjectification. He also pointed out that syntactic development of pragmatic markers such as comment clauses has not been studied much thus does not have a decisive conclusion yet. He discussed the sources of potential productive findings about syntactic-pragmatics development of comment clauses which can be drawn from development of new grammar systems such as construction grammar by Goldberg (1995).

Based on the theoretical discussion of linguistics, acquisition of linguistic elements of the interface between modules was researched in terms of first and second language acquisition. Previous studies revealed that linguistic features existing at the interaction and the interface between syntactic rules and pragmatics rules cause difficulties in acquisition. Researchers' recognition of such difficulties to language learners led to the studies that focused on second language (L2) learners' L2 use (Németh & Bibok 2010, Park 2008, Rothman 2009) with the theme of the syntax-pragmatics interface or the interaction between grammar and pragmatics.

Rothman (2009) discussed acquisition of linguistic features of the interface between linguistic modules and an issue of learnability. The linguistic features of the interface between modules are simultaneously involved in two modules thus are more complex and such complexity may lead to learners' difficulties in acquisition. As L2 learners are required to have knowledge of the features of two modules to understand the linguistic features of the interface between linguistic modules, there can be more difficulties in terms of acquisition compared to the case of learning linguistic features of a single module. Due to learnability about the complexity of the linguistic features existing at the interface between syntax and pragmatics, learning of both syntactic and pragmatic features can be more demanding to L2 learners. Rothman (2009) also discussed a possible cause of the difficulties in acquisition when the interface of linguistic modules is vulnerable, which makes learners' L2 use deviate from a target language. When

cross-linguistic interference exists and linguistic modules have a vulnerable interface that is apt to influence to each module, L2 learners' grammatical judgment and production become delayed.

Rothman (2009) found that more advanced L2 learners are sensitive to pragmatic rules, and difficulties of the syntax-pragmatics interface are overcome as learners make a progress in their L2 proficiency level. He indicated that the acquisition of syntactic structures comes first before that of pragmatics. Features of pragmatics are delivered to learners by discourse patterns thus the types of input affect on learners' L2 production and judgment. What his findings share with other studies is that learners' L2 syntax competence can be similar to that of native speakers, but when the syntax interacts with other linguistic modules through their interface, target-deviancy can appear in learners' L2 use.

Németh and Bibok (2010) studied the interaction between grammar and pragmatics which appears in Hungarian discourse structure. They presented that the same syntactic structure can have different grammatical acceptability according to its context by the approaches of functional discourse grammar, construction grammar, and lexical functional grammar. It shows that the syntactic element is influenced by the element of pragmatics 'context' and the influence of pragmatics seen in English obligatory adjuncts appears in other language in a similar way.

Based on Goldberg (2004) and Goldberg and Ackerman (2001), their discussion of the four constructions related to the use of an obligatory adjunct in English will be reviewed by each construction. Goldberg (2004) argued that pragmatics can explain why certain types of sentences do not need an adjunct. The example sentences below are from Goldberg and Ackerman (2001) and Goldberg (2004).

2.1. The Passive Construction

According to Goldberg (2004), the below passive sentence (1a) needs an adjunct to be normal as seen in the sentence (1b). However, the sentence is not in need of an adjunct when changes in tense or aspect (1c), modality (1d), polarity (1e), and emphasis of the auxiliary (1f) are provided (p.437).

- (1) a. #The house was built.
 b. The house was built last year.
 c. The house will be built. The house has been built.
 d. The house might be built. The house should be built.
 e. The house wasn't built.
 f. The house WAS built.

Goldberg (2004) argued that the meaning of the subject and the verb in the above sentences emerges from the presuppositions of what the participants in a conversation know about and what is assumed and asserted does matter in the judgment of the need of an adjunct. A contrast context can help the adjunctless sentences to be out of oddness and when new information is provided by the above ways in the example sentences, the adjunctless passives can be used. It is worthy of note for some particular words such as a verb of creation which can provide meaningful information without a presence of an adjunct as seen in “*This cake was microwaved.*” and “*These diamonds were synthesized.*”(p. 438).

2.2. The Middle Construction

The English middle construction is in need of a certain type of adjunct (Goldberg 2004). The agent is implicit in the middle construction and in most cases diverse adjuncts can be used to make the sentences of the middle construction acceptable. As seen in passive, the negation or emphasis of adjunctless sentences of the middle construction can provide new information. The below sentences in (2) demonstrate such phenomenon. When the verb itself can provide sufficient information and make the sentence informative, an adjunct is unnecessary as seen in (3). Sometimes, an adjunct is used to provide additional information as seen in (4).

- (2) a. #The car drives.
 b. The car drives like a boat/easily/365 days a year/only in the summertime.
 c. That car doesn't drive.
 d. These cars DO drive!

- (3) A: How do you close this purse?
 B: It snaps / zips / buttons.
- A: Where do we enter the secret passageway?
 B: The bookshelf opens.
- (4) a. The book reads.
 b. The book reads well.
 c. The book sells.
 d. The book sells well.

2.3. The Cognate Object Construction

A cognate object in a sentence needs a modifier to be acceptable because without an adjunct, the sentence becomes unacceptable due to lack of an information focus and new information. Sentences in (5) are the examples:

- (5) a. #She smiled a smile.
 b. She smiled a shy smile.
 c. #They fought a battle.
 d. They fought a fierce battle.
 e. #I dreamed a dream.
 f. I dreamed a scary dream.

2.4. Subcategorized Adjuncts

Subcategorized elements are selected by the verb at the syntactic level and not to be influenced by pragmatic factors (H Park 2008, p.192). Sentence (6) shows that a sentence can be acceptable without an adjunct according to the context. A sentence can be also used with a modifying adverb as a subcategorized adjunct. However, the case of (7) shows a verb which requires subcategorized adjuncts as obligatory. For such a type of a verb, the pragmatic rules do not work.

- (6) a. #Pat dresses.
 b. Pat dresses stylishly.
 c. Pat DRESSES!

- d. Pat doesn't dress.
 - e. Pat dresses first thing in the morning/ in the middle of the night / only on Tuesday.
- (7) a. *Pat behaved to Chris.
b. Pat behaved badly to Chris.

2.5. H Park's (2008) Study

The study of Korean learners' knowledge of English obligatory adjuncts by H Park (2008) has significance in its approach to the topic from a dimension of L2 learning. The pragmatics consideration of the L2 learners with different L2 proficiency was investigated by using a grammaticality judgment questionnaire to measure 48 Korean learners and 12 native English speakers' judgments on grammatical acceptance of pairs of sentences on the four point scale from 1 (very unnatural) to 4 (very natural). There are 27 pairs of test items of the above four constructions (10 on passive, 7 on middle, 5 on cognate object, and 5 on subcategorization restriction) and each pair consists of a sentence with an adjunct and a sentence without an adjunct. The results showed that pragmatics knowledge fluctuated more than that of syntax, which implied delayed development of pragmatic knowledge in L2 learning.

H Park's study has its theoretical background of Goldberg and Ackerman's (2001) discussion of the theory of obligatory adjuncts. Goldberg (2004) discussed argument structures and pragmatics as the base of the construction grammar system through the analysis of the argument structures in syntax of English and the functions of pragmatics in the argument structures. Such a close interaction between syntax and pragmatics indicates the influence of contexts on grammar structure (Goldberg & Ackerman 2001). Therefore, obligatory adjuncts become discourse-conditioned and are able to provide new information. From the construction-grammar perspective, however, adjuncts are unnecessary when the main verb is the focus of the information thus the degree of acceptability of adjuncts in a sentence differs by context.

In relation to information focus, H Park (2008) discussed L1 transfer in L2 use; learners' preferred patterns of the information structures in L2 can emerge by L1 transfer, which has potential to make the acquisition of L2 information structure more difficult than that of L2

formal structure. She discussed the possibility that Korean learners judge the acceptability of obligatory adjuncts according to their preferred patterns of the information structure that is influenced by learners' L1. It was also found that the advanced level of L2 learners still have difficulties in acquiring the rules of connecting syntax and pragmatics; the developmental gap between learners' syntax knowledge and pragmatics knowledge may be potentially caused by the characteristics of the input which L2 learners are exposed to.

The results of the analysis of the data showed that the sentences with an adjunct were more acceptable to native English speakers in the passive construction. For the sentences of lower acceptability, less informativeness of those sentences was discussed as a potential reason. H Park (2008) pointed out that the interaction of the meaning of a verb and an adjunct was crucial in acceptability judgments of the sentences. The presence of contexts and modality change were explored as a condition that may improve the acceptability and the results were mixed; acceptability did not improve or improved with no statistical significance according to the condition. The absence of linear progression among the learners was interpreted as supporting the hypothesis that mapping rules of syntax and pragmatics is difficult for advance learners to acquire. In the middle construction, the sentences with an adjunct were preferred, but the judgment was not stable. The presence of a context was not effective in middle. In the object cognate construction, the sentences with an adjunct received much higher acceptability as seen in other constructions; however, depending on a cognate object, some sentences received low acceptability from native English speakers. In the subcategorization construction, categorical and more stable judgments were found with a statistically significant difference. This is because the subcategorized adjuncts are under the influence of syntax. H Park (2008) concluded that lexico-grammatical factors are more involved in the use of an adjunct.

The study of H Park (2008) has the participants who enrolled in the course of introductory English syntax at a university and divided these participants into three groups according to their course grade and compared with each other and with native English speakers' performance. These divided groups, however, may be too homogenous to examine the aspects of acquisition of English obligatory adjuncts as the participants were explicitly taught English obligatory adjuncts in

the same class. The present study recruited the participants who have not been explicitly taught or learned English obligatory adjuncts so that the real aspects of general Korean EFL learners' recognition of English obligatory adjuncts can be examined.

3. Methods

3.1. Participants

Fifty-six Korean adult learners of English as a foreign language (EFL) voluntarily participated in the study. The participants are in the 18-32 age range and their mean age is 24. They consist of 29 males and 27 females. Half of the participants are undergraduate students and the other half are college graduates of various occupations. Unlike the participants of H Park (2008) who were registered students of English syntax course at a university, none of the participants in the present study has not been exposed to explicit formal instruction of English obligatory adjuncts and does not have an expert knowledge related to English obligatory adjuncts. The participants' majors are various but no one is in English or English-related majors (e.g., English Education, English language and literature, Linguistics) or minors; because people of English-related majors or minors could have more expert knowledge of English obligatory adjuncts which can cause different recognition and judgmental aspects, they were deliberately not included as the participants in this study to achieve the aim so as to examine general Korean adult EFL learners' recognition of English obligatory adjuncts. All participants have reported the fact that they have constantly studied English in and out of schools by themselves for their own purposes thus have had continuous exposure to English input at the time of participation.

3.2. Material and Procedure

The material used in the present study is an acceptability judgment test consisted of 54 English sentences with different adjunct-related conditions. The sentences are four types of adjunct-related constructions which are passive, middle, cognate object, and subcategorization.

Among the 54 sentences, there are 18 sentences of the passive construction, 16 sentences of the middle construction, 10 sentences of the cognate object construction, and 10 sentences of subcategorization construction. The adjunct-related conditions are the following three: (1) provision of an adjunct, (2) provision of context, and (3) a change in modality. The first condition is to examine the participants' recognition of a sentence with an adjunct and that of a sentence without an adjunct. This condition was created by presenting a pair of a sentence with an adjunct and an adjunctless sentence and explored in all four constructions. The second condition is to examine the context effect; the sentences to judge are given with context in the form of a conversation pair or giving background information to contextualize within a sentence or in a separate sentence. This condition is only investigated in the passive and middle constructions. The third condition is to examine the effect of a modality change in English obligatory adjuncts found in the passive construction.

Except three sentences, 51 sentences are from H Park's (2008) study. The researcher included the following three sentences which were not used by H Park (2008) to the present test: *The house will be built soon.* *The knife cuts.* *The knife cuts well.* The first sentence is to examine the effect of an adjunct with the effect of a modality change in the passive construction. The second and the third sentence are a pair to examine the adjunct effect in the middle construction; the researcher thought the inclusion of these two sentences is useful as it can contribute to obtain more data about the participants' recognition of the use of adjuncts in the middle construction. In H Park's (2008) test, every sentence is presented in a form of a pair and this causes that some sentences appear several times across pairs of different conditions so that participants have to judge the same sentences over and over again. To eliminate the participants' duplicated judgments on the same sentence, the current test presented the sentences in a form of a list and each sentence individually out of a pair and apart from its pair sentence except the sentences in the three conversation pairs to examine context effect. In this way, each sentence appears only once in each condition on the test. With such adjustments, the set of test sentences was completed. Table 1 shows the test sentences categorized by each construction and conditions. Refer to Appendix to see the whole list and the order of presentation in the test of the sentences.

Table 1. The Sentences of the Acceptability Judgment Test

The Passive Construction	
(1) Adjunct effect	<i>The house was built. / The house was built last year.</i> <i>The program was watched. / The program was watched all over the country.</i> <i>The claim was believed. / The claim was believed by many.</i> <i>The position was held. / The position was held by no one.</i> <i>The book was read. / The book was read yesterday.</i> <i>The house was destroyed. / The house was destroyed last year.</i>
(2) Context effect	A: What happened to the parking lot? B: <i>The house was built. / The house was built in the 19th century.</i> <i>The rough cover shows that the book was read.</i>
(3) Modality change effect	<i>The house will be built. / The house will be built soon.</i> <i>The book will be read.</i>
The Middle Construction	
(1) Adjunct effect	<i>The book reads. / The book reads well.</i> <i>The book sells. / The book sells well.</i> <i>The car drives. / The car drives like a boat.</i> <i>The purse buttons. / The purse buttons easily.</i> <i>The knife cuts. / The knife cuts well.</i>
(2) Context effect	A: How do you close this purse? B: <i>It buttons. / The purse buttons easily.</i> <i>The vase breaks. / Don't touch the vase. It breaks.</i> A: Where do we enter the secret passageway? B: <i>The bookshelf opens. / The bookshelf opens easily.</i>
The Cognate Object Construction	
(1) Adjunct effect	<i>She smiled a smile. / She smiled a little smile.</i> <i>He died a death. / He died a miserable death.</i> <i>Pat laughed a laugh. / Pat laughed a quiet laugh.</i> <i>I dreamed a dream. / I dreamed a scary dream.</i> <i>He fought a battle. / He fought a fierce battle.</i>
Subcategorization	
(1) Adjunct effect (subcategorization violation)	<i>He put the book. / He put the book on the table.</i> <i>He ate. / He ate breakfast.</i> <i>Pat sneaked. / Pat sneaked into the house.</i> <i>A woman came hurtling. / A woman came hurtling down the stairs.</i> <i>The crocodile devoured. / The crocodile devoured the snake.</i>

The participants were asked to read each sentence and judge how they feel about the sentence according to the acceptability judgment scale. The acceptability judgment scale is based on the four point scale used in H Park (2008): “the scale of 4 (very natural) to 1 (very unnatural)” (p. 184). The present test provides more descriptions on each scale as seen as in the following: Scale 1 ‘very unnatural and strange’, Scale 2 ‘somewhat unnatural’, Scale 3 ‘natural and not strange’, and Scale 4 ‘very natural and not strange at all.’ These descriptions are written in Korean and descriptions in English are provided in parentheses next to descriptions in Korean only for Scale 1 *very unnatural* and Scale 4 *very natural*. After reading each sentence, participants were asked to write one scale number in the parentheses at the end of each sentence. The reason to justify the use of a four point judgment scale is to avoid the participants’ neutral judgments which are uncertain or indefinite and to obtain the participants’ distinct tendency on their judgments on acceptability of each test sentences that inclines to either side of both ends of the scale.

Such research designs of the test sentences and a four point judgment scale follow H Park (2008) so as to compare the results of the present study with those of H Park (2008). On the process of developing the present test, the pilot test of a draft version was administered to eight graduate students in the master program of English education who are mostly English teachers at elementary or secondary schools in order to find out any problems of the test that need to be fixed or considered. The pilot test takers provided their opinions on the test sentences and procedure which were helpful to revise the draft and produce a final version of the test. All sentences were presented in two columns on one page of a sheet of A4-size paper. The test was administered individually to each participant without a time limit but all participants completed the test within around 10 minutes.

3.3. Data Analysis

The data obtained through the acceptability judgment test was examined by the following statistical analyses using SPSS. First, as H Park (2008) did in the previous study, paired-samples t tests were performed to examine the participants’ acceptability judgments on the sentence pairs in each condition by each construction. The two types

of paired-samples *t* test were conducted. In the first type of analysis (subject-analysis), the mean of each participant's judgment on the applicable sentences of each condition, as seen in Table 2, was calculated and then the mean scores of the participants of one condition were compared with the participants' mean scores of the other pair condition. Each sentence was marked with an alphabet in each construction as seen in Table 4 for the passive construction, Table 7 for the middle construction, Table 10 for the cognate object construction, and Table 13 for the subcategorization construction. The second type of analysis (item-analysis) is to compare the mean of the whole participants' acceptability judgments on each single item, which is seen in H Park (2008). The results of this second analysis will be discussed in a section of each construction.

For the passive and middle constructions, a two-way ANOVA was performed to examine the influence of the interaction between the use of an adjunct and the changes of other effects on acceptability judgment. Lastly, a two-way ANOVA was performed to investigate the interaction between the use of an adjunct and each construction and its influence on the participants' acceptability judgments on the sentences with an adjunct and the sentences without an adjunct in each construction (refer to Figure 1 for the result). The significance level was set at .05 in all above statistical analyses. The mean scores of the twelve native English speakers' acceptability judgments presented in the previous study of H Park (2008) were compared with the current data when it is necessary.

Table 2. The Sentences Included in the First Type Analysis

Construction	Effect	Condition	Sentences
Passive	Adjunct	adjunctless	A, G, I, K, M, Q
		adjunct	B, H, J, L, N, R
	Context in adjunctless	context	C, O
		contextless	A, M
	Modality change in adjunctless	change	E, P
		no change	A, M
Middle	Adjunct	adjunctless	A, C, E, G, K
		adjunct	B, D, F, H, L

Construction	Effect	Condition	Sentences
Middle	Context in adjunctless	context	I, N
		contextless	G, M
	Adjunct in context	adjunctless	I, O
		adjunct	J, P
Cognate object	Adjunct	adjunctless	A, C, E, G, I
		adjunct	B, D, F, H, J
Subcategorization	Adjunct	adjunctless	A, C, E, G, I
		adjunct	B, D, F, H, J

4. Results and Discussion

Table 3 shows the results of a paired-samples *t* test of Table 2. The acceptability differences due to the use of an adjunct appear statistically significant in all four constructions (the passive construction .011, the middle construction .000, the cognate object construction .000, and the subcategorization construction .000). The statistically significant difference between the acceptability of the sentences with an adjunct and that of the sentences without an adjunct indicates the learners' recognition of the need of an adjunct or the motivation to use an adjunct in those sentences. The mean scores, however, indicate the participants' overall low acceptability on the test sentences regardless of the presence of an adjunct except the sentences with subcategorized adjuncts ($M = 3.46$, $SD = 0.48$). It suggests a possibility that the test sentences may be unfamiliar to the participants in terms of their formal structures or the learners' available knowledge of applicable English constructions.

Figure 1 shows the results of a two-way ANOVA to examine the interaction between four constructions and the use of an adjunct and their influence on acceptability. There was a significant effect of construction ($F = 62.769$, $p = .000$), adjunct ($F = 93.195$, $p = .000$), and their interaction ($F = 4.762$, $p = .003$). As seen in Figure 1, the order of constructions from the lowest acceptability to the highest acceptability scores appeared as middle, cognate object, passive, and subcategorization. The middle construction and the cognate object construction can be less frequent in input than passive especially in the

EFL learning context; hence these EFL learners could have not been exposed to such constructions. Therefore, the learners' low acceptability can be caused by lack of experience of these constructions due to the features of input in EFL environment; however, it requires further research that investigates learners from other English learning context such as learning English as a second language so that the differences of input in different learning context and linguistic environment can be discussed.

Table 3. The Results of a Paired-samples t Test of the First Type Analysis

Construction	Effect	Condition	Mean	SD	t	p
Passive	Adjunct	adjunctless	2.63	0.51	-2.638	.011
		adjunct	2.83	0.50		
	Context in adjunctless	context	2.77	0.58	.535	.595
		contextless	2.71	0.66		
	Modality change in adjunctless	change	2.49	0.69	-2.110	.039
		no change	2.71	0.66		
Middle	Adjunct	adjunctless	1.76	0.59	-7.620	.000
		adjunct	2.49	0.71		
	Context in adjunctless	context	2.51	0.72	5.413	.000
		contextless	1.84	0.71		
	Adjunct in context	adjunctless	2.39	0.68	-.988	.327
		adjunct	2.51	0.76		
Cognate object	Adjunct	adjunctless	2.11	0.58	-6.951	.000
		adjunct	2.62	0.71		
Subcategorization	Adjunct	adjunctless	2.78	0.49	-9.263	.000
		adjunct	3.46	0.48		

For the passive constructions, short passive forms were explored in the test, and the gap between the participants' acceptability of the sentences with adjunct and the ones without an adjunct is small compared to other constructions. In order to understand how these learners recognize these passive sentences, it would be meaningful to investigate the learners' recognition of the sentences that contain the same information given in the test sentences in a different form such as the active voice; such study will be able to show the typical man-

ner of Korean learners' recognition of the information given in the presented sentences so as to provide a knowledge of Korean EFL learners' way of packaging information given in a sentence and their information structure that functions when reading the English sentences.

The context effect appears as not statistically significant even though the sentences without an adjunct with given context appeared as slightly more acceptable than the ones without context. The presented context may not be sufficient to provide enough context effect to the adjunctless sentences in this test. Modality effect was significant ($p = .039$), however, the effect appeared as reversed; the change of modality from *was* to *will* did not improve the acceptability but yielded lower acceptability. The two sentence pairs were analyzed here: the pair of [(A) *The house was built.* (E) *The house will be built.*] and the pair of [(M) *The book was read.* (P) *The book will be read.*] The reason why a change of modality here reinforced the unnaturalness of these adjunctless sentences can be found in the way the learners recognized the event of the sentences; the learners might have felt it odd to express an event that will occur in the future in the passive voice, hence recognized the passive voice to express an event that already happened as more natural. Further research of using sentences with more various changes in modality is required to investigate modality effect in regard to the use of an adjunct.

The sentences of the middle construction appeared as unnatural regardless of the presence of an adjunct. As seen in Table 3, the adjunctless sentences have low acceptability ($M = 1.76$) whereas the sentences with an adjunct have much higher acceptability ($M = 2.49$) with a statistically significant difference ($p = .000$). Although the learners seem to be aware of the need of an adjunct in the middle construction, they may not be familiar with the middle construction itself which has a non-agent subject as its feature. The context effect was significant for adjunctless sentences ($p = .000$), however, the use of an adjunct was not significant when there was context.

The results about the cognate object in Table 3 show a statistically significant difference caused by an adjunct ($p = .000$). The sentences with an adjunct show higher acceptability than the adjunctless sentences, however, both types of sentences are recognized as unnatural by these learners. It may be due to the learners' lack of relevant knowledge such as how cognate object can be used in a sentence or how

the verbs used in the test sentences are related to the given cognate objects.

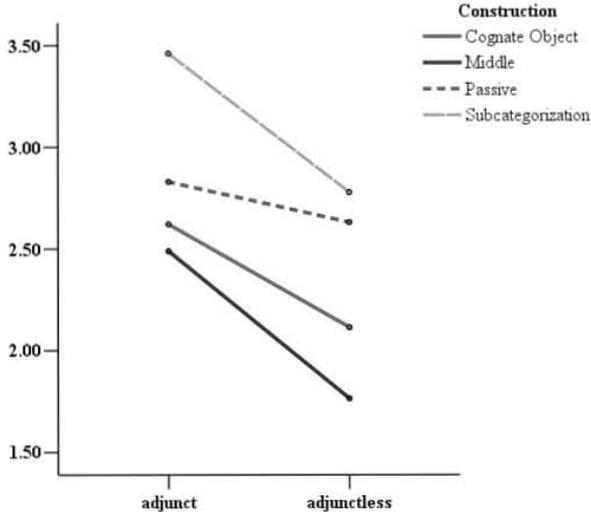


Figure 1. The result of a two-way ANOVA: The interaction between constructions and the use of an adjunct.

As the subcategorization restriction rule is not affected by pragmatics, the learners' categorical judgments were predicted with respect to the use of an adjunct. For these Korean adult EFL learners, the subcategorization restriction rule seems obvious because they recognized the subcategorization violation with a statistically significant difference ($p = .000$); the acceptability of the sentences violating subcategorization restriction is toward unacceptable ($M = 2.78$) whereas that of the sentences with subcategorized adjuncts is toward acceptable ($M = 3.46$). Figure 1 also shows the difference of acceptability judgments on the sentence items of the subcategorization construction compared to other three constructions; the learners may have knowledge of subcategorization rules or the acceptability judgments on these sentences could be easier due to the fact that the subcategorization restriction follows syntactic rules free from consideration of pragmatics. The participants from H Park (2008) also showed categorical judgments on the items of subcategorization. Further analyses of each construction follow in each section below.

4.1. The Passive Construction

Table 4 shows the test sentences of the passive construction categorized by each condition. The differences between the sentences are basically the absence or the presence of an adjunct and a number of sentences are to examine the effects of provision of context and change of modality. Table 5 presents the mean value of the participants' acceptability of each sentence of the passive construction and Table 6 is the results of a paired-samples t test in relation with the data of Table 5.

Table 4. The Test Sentences of the Passive Construction

Adjunctless sentences	Sentences with an adjunct and sentences with change of context or modality
(A) The house was built.	(B) The house was built last year. [Context effect] A: What happened to the parking lot? B: (C) The house was built. (D) The house was built in the 19 th century. [Modality effect] (E) The house will be built. (F) The house will be built soon.
(G) The program was watched.	(H) The program was watched all over the country.
(I) The claim was believed.	(J) The claim was believed by many.
(K) The position was held.	(L) The position was held by no one.
(M) The book was read.	(N) The book was read yesterday. [Context effect] (O) The rough cover shows that the book was read. [Modality effect] (P) The book will be read.
(Q) The house was destroyed.	(R) The house was destroyed last year.

Table 5. The Mean Value of the Participants' Acceptability of the Passive Construction

Sentences	Mean	SD
(A) The house was built.	3.04	0.76
(B) The house was built last year.	3.32	0.72
(C) The house was built. [Context]	2.57	0.89
(D) The house was built in the 19 th century. [Context]	2.91	0.94
(E) The house will be built. [Modality]	2.66	0.90
(F) The house will be built soon. [Modality]	2.55	0.99
(G) The program was watched.	2.09	0.72
(H) The program was watched all over the country.	2.91	0.86
(I) The claim was believed.	2.36	0.72
(J) The claim was believed by many.	2.41	0.89
(K) The position was held.	2.50	0.83
(L) The position was held by no one.	2.64	0.72
(M) The book was read.	2.39	0.93
(N) The book was read yesterday.	2.38	0.78
(O) The rough cover shows that the book was read. [Context]	2.96	0.83
(P) The book will be read. [Modality]	2.32	0.81
(Q) The house was destroyed.	3.41	0.73
(R) The house was destroyed last year.	3.32	0.61

Table 6. The Result of a Paired-samples t Test of the Passive Construction

Effect	Sentence pairs	t	p
Adjunct (Adjunctless-adjunct)	A-B	-2.211	.031
	G-H	-7.016	.000
	I-J	-.434	.666
	K-L	-1.211	.231
	M-N	.129	.898
	Q-R	.820	.416
Context	A-C	3.647	.001
Context + adjunct	C-D	-2.504	.015
Context	M-O	-4.174	.000
Modality change	M-P	.574	.568
	A-E	2.579	.013
Modality + adjunct	E-F	.814	.419

The results are mixed. A statistically significant effect of the presence of an adjunct only appeared in the pair of the sentence A-B ($p = .031$) and G-H ($p = .000$). The other pairs do not show a statistically significant difference. This can be caused by different characteristics of each event in the sentence. For these learners, the adjuncts used in the sentence B and H could have provided more satisfactory information that can complement its adjunctless pair as the adjunct of the sentence B provides specific time when the house was constructed and that of the sentence H provides specific place where the program was watched. In a sense that the sentence structures and surface information structures of the sentence B and H are the same in Korean, which is the learners' L1, the results could be caused by L1 influence in some way. The adjuncts in other pairs may not be enough to be make the sentence more informative than its adjunctless pair. In case of the sentence N, the information of agent rather than a specific time when the event happened could be more informative to interlocutors. Therefore, other types of information given in an adjunct may yield different results.

The sentence A, B, Q, R appeared as all acceptable and such a tendency may have been caused by informativeness of these sentences. The house itself can exist only when it was built therefore in neutral context, the sentence A can be used without an adjunct. The verb *destroy* in the sentence Q and R also provides sufficient information in relation to the subject of the sentence thus an adjunct may not be obligatory in this case. The unexpected result is found, however, that the use of an adjunct in this pair made the sentence more unacceptable with no statistically significant difference. H Park (2008) also discussed the informativeness of the verb *destroy* in these passive sentences and the interaction between the meaning of a verb and an adjunct as an important variable that determines informativeness of a sentence (p. 185).

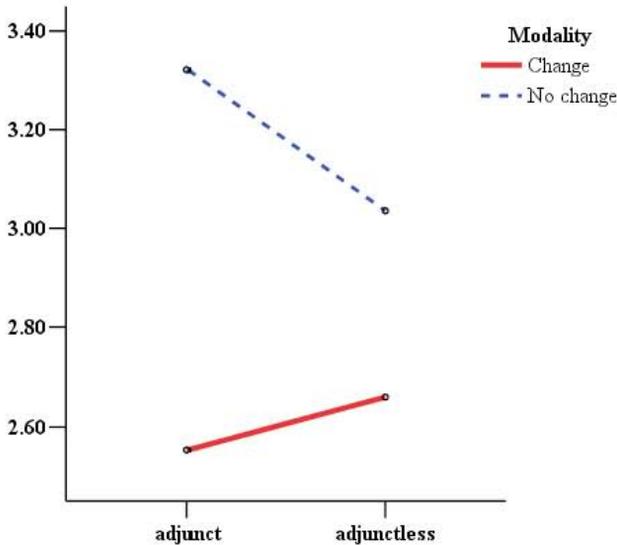


Figure 2. The result of a two-way ANOVA on acceptability on Sentence A, B, E, F of the passive construction (the interaction between change of modality and the use of an adjunct).

A statistically significant difference found in the pair of sentence A-E shows a reverse effect that change of modality failed to improve the acceptability, which is contrary to H Park's (2008) native speakers' performance. As discussed earlier, the use of the passive voice to express the future event may cause unnaturalness to these learners hence a higher acceptability was given to the original adjunctless sentence before changing its modality. The result of a two-way ANOVA to examine the effect of modality change and that of adjunct are seen in Figure 2. The interaction between the effect of modality change and that of adjunct is not statistically significant ($F = 2.998$, $p = .085$). The effect of modality change was significant ($F = 25.375$, $p = .000$) but that of adjunct was not ($F = .620$, $p = .432$). The higher acceptability of the adjunctless sentence when modality is changed shows these learners' recognition of the present sentence with change of modality as unnatural. With earlier discussion on this, the current discussion of the effect of modality change is restricted to the current data. Further research is required to explore the effect of modality change with respect to the use of an adjunct with more various modality changes with more number of sentences.

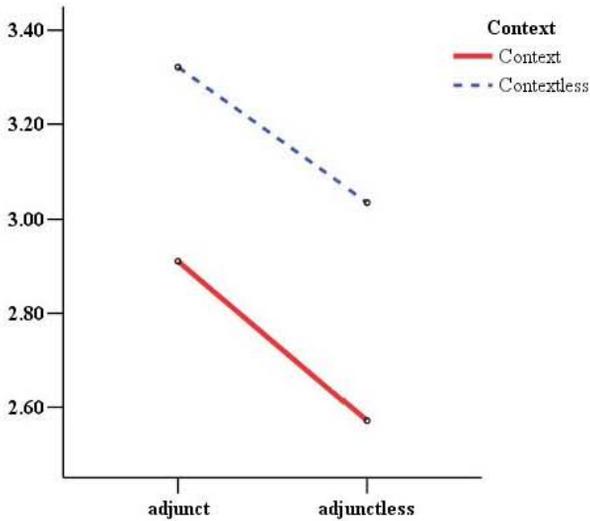


Figure 3. The result of a two-way ANOVA on acceptability on Sentence A, B, C, D of the passive construction (the interaction between context and the use of an adjunct).

The context effect appeared in the pair of the sentence A-C shows a statistically significant difference ($p = .001$), however, the provided context caused lower acceptability of the adjunctless sentence. As discussed the results seen in Table 3 earlier, the provided context may not be effective and appropriate to cause the context effect. Another possibility of lower acceptability can be found in the construct of the conversation pair which possibly makes the learners' unnatural recognition.¹⁾ The pair of the sentence C-D shows that the use of an adjunct in the provision of a context makes a statistically significant difference in acceptability ($p = .015$). Figure 3 shows the result of a two-way ANOVA to examine the effect of context and that of adjunct. The effect of context ($F = 15.472, p = .000$) and that of adjunct ($F = 7.894, p = .005$) are both statistically significant, however, the interaction between the effect of context and that of adjunct is not statistically significant ($F = .058, p = .810$). The pair of the sentence M-O shows a statistically significant difference ($p = .000$) which indicates the context effect. Compared to the sentence P with modality change,

1) One of the anonymous reviewers suggested the potential oddness of the B's response to A's question in the conversation pair.

the provided context appeared to be more effective in yielding the improvement of acceptability. In this case, the context made the sentence more informative than the sentence with modality change.

4.2. The Middle Construction

Table 7 shows the test sentences of the middle construction categorized by each condition. The differences between the sentences are basically the absence or the presence of an adjunct and a number of sentences are to examine the effects of provision of context. Table 8 presents the mean value of the participants' acceptability of each sentence of the middle construction and Table 9 is the results of a paired-samples t test in relation with the data of Table 8.

Table 7. The Test Sentences of the Middle Construction

Adjunctless sentences	Sentences with an adjunct and sentences with context
(A) The book reads.	(B) The book reads well.
(C) The book sells.	(D) The book sells well.
(E) The car drives.	(F) The car drives like a boat.
(G) The purse buttons.	(H) The purse buttons easily. [Context effect] A: How do you close this purse? B: (I) It buttons. (J) The purse buttons easily.
(K) The knife cuts.	(L) The knife cuts well.
(M) The vase breaks.	[Context effect] (N) Don't touch the vase. It breaks. A: Where do we enter the secret passageway? B: (O) The bookshelf opens. (P) The bookshelf opens easily.

Table 8. The Mean Value of the Participants' Acceptability of the Middle Construction

Sentences	Mean	SD
(A) The book reads.	1.64	0.86
(B) The book reads well.	2.27	0.96

Sentences	Mean	SD
(C) The book sells.	1.80	1.03
(D) The book sells well.	2.39	0.97
(E) The car drives.	1.55	0.78
(F) The car drives like a boat.	2.46	0.87
(G) The purse buttons.	1.84	0.87
(H) The purse buttons easily.	2.50	0.83
(I) It buttons. [Context]	2.38	0.80
(J) The purse buttons easily. [Context]	2.48	0.81
(K) The knife cuts.	1.98	0.80
(L) The knife cuts well.	2.82	0.81
(M) The vase breaks.	1.84	0.80
(N) Don't touch the vase. It breaks. [Context]	2.64	0.90
(O) The bookshelf opens. [Context]	2.41	0.76
(P) The bookshelf opens easily. [Context]	2.54	0.93

Table 9. The Result of a Paired-samples t Test of the Middle Construction

Effect	Sentence pairs	t	p
Adjunct (Adjunctless-adjunct)	A-B	-5.282	.000
	C-D	-4.238	.000
	E-F	-6.104	.000
	G-H	-4.636	.000
	K-L	-6.249	.000
Context + Adjunct	O-P	-.880	.383
	I-J	-.785	.436
Context	G-I	-3.368	.001
	M-N	-5.299	.000

The overall low acceptability of the middle construction regardless of the use of an adjunct may be caused by the learners' unfamiliarity on this construction due to lack of exposure to the construction. The all pairs of a sentence with an adjunct and an adjunctless sentence show statistically significant differences; this may indicate that the learners recognized the need of an adjunct in these sentences even though the sentences seem unacceptable. When context is given to adjunctless

sentences, as seen in the sentence I and N, acceptability increased with a statistically significant difference. It shows that the provided context increased the informativeness of the adjunctless sentence. When context is given, the use of an adjunct did not yield a statistically significant difference as seen in the pairs of the sentence O-P and I-J. In this case, the adjunct *easily* may not be distinctive enough to have different informativeness in its sentence. Figure 4 shows the result of a two-way ANOVA to examine the effect of context and that of adjunct. The interaction between the effect of context and that of adjunct was significant ($F = 6.265$, $p = .013$) as well as the effect of context ($F = 5.482$, $p = .020$) and that of adjunct ($F = 12.053$, $p = .001$). Unlike the case of the passive construction, the context effect occurs significantly, however, the results may be only limited to the current test items. The pair of the sentence K-L, which is newly explored in this study, shows higher acceptability compared to other sentences; this might be caused by the influence of the learners' L1 information structure as a knife can be perceived as an agent being used as a subject of a sentence in Korean.

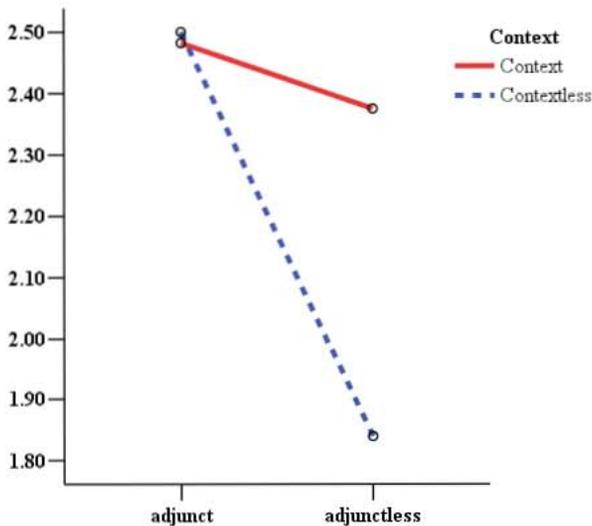


Figure 4. The result of a two-way ANOVA on acceptability on Sentence G, H, I, J of the middle construction (the interaction between context and the use of an adjunct).

4.3. The Cognate Object Construction

Table 10 shows the test sentences of the cognate object construction categorized by each condition. The differences between the sentences are basically the absence or the presence of an adjunct. Table 11 presents the mean value of the participants' acceptability of each sentence of the cognate object construction and Table 12 is the results of a paired-samples t test in relation with the data of Table 11.

Table 10. The Test Sentences of the Cognate Object Construction

Adjunctless sentences	Sentences with an adjunct
(A) She smiled a smile.	(B) She smiled a little smile.
(C) He died a death.	(D) He died a miserable death.
(E) Pat laughed a laugh.	(F) Pat laughed a quiet laugh.
(G) I dreamed a dream.	(H) I dreamed a scary dream.
(I) He fought a battle.	(J) He fought a fierce battle.

Table 11. The Mean Value of the Participants' Acceptability of the Cognate Object Construction

Sentences	Mean	SD
(A) She smiled a smile.	2.07	0.71
(B) She smiled a little smile.	2.41	0.91
(C) He died a death.	1.70	0.69
(D) He died a miserable death.	2.39	0.97
(E) Pat laughed a laugh.	1.91	0.69
(F) Pat laughed a quiet laugh.	2.46	0.81
(G) I dreamed a dream.	2.57	0.95
(H) I dreamed a scary dream.	3.04	0.81
(I) He fought a battle.	2.32	0.90
(J) He fought a fierce battle.	2.80	0.86

Table 12. The Result of a Paired-samples t Test of the Cognate Object Construction

Effect	Sentence pairs	t	p
Adjunct (Adjunctless-adjunct)	A-B	-3.407	.001
	C-D	-5.837	.000
	E-F	-5.281	.000
	G-H	-4.424	.000
	I-J	-4.232	.000

In the acceptability of the cognate object construction, there are statistically significant differences between the acceptability of the sentences with an adjunct and that of the adjunctless sentences. The sentence H is the only one that appeared as acceptable ($M = 3.04$), which may be in related to the same structure appeared in the learners' native language Korean. The lowest acceptability of the sentence C also has a possibility of L1 transfer as such an expression does not exist in Korean. In the cognate object construction, the lexico-grammar features seem to work in respect to the use of an adjunct.

4.4. Subcategorized Adjuncts

Table 13 shows the test sentences of the subcategorization construction categorized by each condition. The differences between the sentences are basically the absence or the presence of an adjunct. Table 14 presents the mean value of the participants' acceptability of each sentence of the subcategorization construction and Table 15 is the results of a paired-samples t test in relation with the data of Table 14.

The differences between the learners' acceptability of the sentences of subcategorization violation and that of the sentences with subcategorized adjuncts appeared as statistically significant. The acceptability tendency is generally categorical; however, the behavioral aspects are different from the native speakers of H Park (2008) who judged the sentences violating subcategorization restriction with very low acceptability. First, the learners thought the sentence A as acceptable even though the sentence violates subcategorization restriction. This is apparently caused by L1 influence as the sentence structure as seen in sentence A is possible in Korean. Therefore, it is skeptical to

view these learners as being equipped with knowledge of subcategorization rules and judged these sentences of the subcategorization construction based on the subcategorization restriction rule. The learners may not know the rule of subcategorization restriction and probably thought that the verb used in the sentence provides sufficient information. This indicates these learners' possibility to use such subcategorization-violated sentences without knowing that they are ungrammatical due to the learners' L1 transfer, which leads to the use of rule-violated sentences based on their acceptability in the learners' native language system. It is clearly seen when the acceptability scores of the subcategorization construction are compared with those of other constructions. The violating sentences have higher acceptability than the sentences with an obligatory adjunct in other constructions (also refer to Figure 1). As the sentences of subcategorization violation cannot be given in the input of English, the results of the acceptability judgments could have been more categorical than other constructions. With such reasons, the learners may not recognize the violation of subcategorization restriction under the influence of L1.

Table 13. The Test Sentences of the Subcategorization Construction

Adjunctless sentences (subcategorization violation)	Sentences with an adjunct (subcategorized adjuncts fulfilled)
(A) He put the book.	(B) He put the book on the table.
(C) He ate.	(D) He ate breakfast.
(E) Pat sneaked.	(F) Pat sneaked into the house.
(G) A woman came hurtling.	(H) A woman came hurtling down the stairs.
(I) The crocodile devoured.	(J) The crocodile devoured the snake.

Table 14. The Mean Value of the Participants' Acceptability of Subcategorization

Sentences	Mean	SD
(A) He put the book.	3.14	0.86
(B) He put the book on the table.	3.61	0.59
(C) He ate.	2.84	0.95
(D) He ate breakfast.	3.73	0.49

Sentences	Mean	SD
(E) Pat sneaked.	2.71	0.80
(F) Pat sneaked into the house.	3.32	0.77
(G) A woman came hurtling.	2.50	0.76
(H) A woman came hurtling down the stairs.	3.14	0.84
(I) The crocodile devoured.	2.70	0.74
(J) The crocodile devoured the snake.	3.50	0.63

Table 15. The Result of a Paired-samples t Test of Subcategorization

Effect	Sentence pairs	t	p
Adjunct (Adjunctless-adjunct)	A-B	-4.078	.000
	C-D	-7.201	.000
	E-F	-5.371	.000
	G-H	-5.877	.000
	I-J	-6.660	.000

The results indicate that general Korean adult EFL learners may not be familiar with the constructions explored in this study which are related to the use of English obligatory adjuncts. Although the learners show their unfamiliarity with these constructions, they seem to be able to judge the need of an obligatory adjunct. Due to the limited number of test items and the characteristics of the test sentences, some results of the present study are hard to be conclusive; the effects of context and modality change are not decisive and thus need further investigation with more test items. The current study did not investigate native English speakers' performance on the same test which can be seen as lacking or missing a control group. This can be seen as an undeniable limitation of this study, however, as a replicated study, the 51 out of 54 test sentences are the same with H Park (2008) which made possible to compare H Park's (2008) results with the present study in overall whenever necessary, and the focus of the present study is not to compare the performance of native English speakers with that of Korean learners to discuss the acquisition aspects but is on the characteristics of Korean learners' recognition of the use of an adjunct in the four related constructions therefore this study has addressed only the question of what it focused. If the data

from native English speakers and a post hoc interview on asking the learners which construction is more unfamiliar were available in the present study, the findings and arguments could have been much richer and stronger with being triangulated.²⁾

Notwithstanding its limitations, this study does suggest that what general Korean adult EFL learners have and do not have in utilizing their knowledge of English construction in respect to the use of an obligatory adjunct. For those four constructions, the learners were able to recognize the need of an adjunct in these sentences; however, their judgments may not be based on the application of syntactic or pragmatic rules which seems lack in these learners. The learners' judgments could have been based on their exposure to English input in EFL learning context, the lexical grammar features of the sentences, and their relying on the knowledge of L1 information structure. These findings may offer some insights into pedagogic implications on Korean EFL learners; based on the findings of the present study, Korean EFL learners are in need of the knowledge of less frequent constructions such as middle and cognate object, the rule of obligatory subcategorized adjuncts, and the pragmatic rule in the use of an adjunct. Teaching and learning of these knowledge and rules in explicit ways to complement the lack of input in EFL learning context can be considered. Lexical approaches to these constructions are suggested so that the learners can learn the rules of lexico-grammar with specific examples of using particular words and how pragmatics works in each case.

5. Conclusion

The Korean EFL learners of the present study appeared to have an awareness of the motivation to use an adjunct in a given sentences of the constructions of passive, middle, cognate object, and subcategorization. For the middle construction and the cognate object construction, Korean learners are found to be in need of the knowledge of these constructions. Compared to the passive construction, these

2) One of the anonymous reviewers suggested the importance of the data of native English speakers as a control group and a post hoc interview to examine the learners' unfamiliarity of the constructions.

constructions rarely appear and their use is thus restricted to particular words. Such a less frequency in input provided in EFL learning context can be covered through explicit ways of teaching and learning of these constructions so that appropriate input can be provided to learners. Korean EFL learners' exposure to these constructions can be carried out by presenting them on teaching and learning materials and during the instruction. The pragmatic rules working in the knowledge of obligatory adjuncts can be presented with the four constructions explored in the current study.

Korean learners may need to understand what is possible and allowed in producing a sentence in English. The test of the subcategorization construction revealed Korean learners' lack of proper knowledge of subcategorization restriction and their judgments affected by L1 transfer. As the Korean learners judged the sentences violating subcategorization rules by relying on the knowledge of possible structures in Korean which is the learners' native language, they need to learn the syntactic rules related to obligatory subcategorized adjuncts and realize the difference between what is grammatically possible in English and that in Korean. The characteristics of lexico-grammar are seen as crucial in understanding of obligatory adjuncts in the four constructions as the learners' acceptability judgment varied across the sentences within a condition. Therefore, lexico-grammatical features of particular words involved in the use of adjuncts also should be considered in the teaching of obligatory adjuncts so that Korean learners can judge the rule-violated sentences not by the judgments of lexical features such as in that a verb used in a sentence is sufficient to be informative.

L2 learners' different acceptability of linguistic features in the syntax-pragmatics interface due to the influence of a native language can be explained by the differences of the information structures between a native language and L2. The results of the present study revealed the Korean EFL learners' needs of learning the information structure of English as well as English syntactic structures. The importance of the input of the target language that L2 learners are exposed to should be considered and reflected on teaching and learning materials for Korean EFL learners. The present study raised the possibility of Korean EFL learners' unfamiliarity with the sentence structures and forms of the constructions presented in the study. As Rothman (2009)

discussed, the input of the features of pragmatics are conveyed to L2 learners via discourse patterns and such channels are able to influence on L2 learners' use, judgment, and acquisition of their target language. Therefore, it is significant to develop teaching and learning materials that provide appropriate input that is necessary for learners' L2 acquisition. The further follow-up research on the continuum of the present study should be continued so as to investigate and provide information to deepen the current knowledge and understanding of Korean EFL learners' recognition, learning, and acquisition of obligatory adjuncts.

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Appendix

The Sentences of the Acceptability Judgment Test

(The asterisked sentences are newly added to the present study. The rest are from the sentences presented in H Park's (2008) study. The sentences are presented in the following order on the test sheet used in the current study.)

The house was built.
 The program was watched.
 The claim was believed.
 The position was held.
 The book was read.
 The house was destroyed.
 The book will be read.
 The house will be built.
 The house was built last year.
 *The house will be built soon.
 The program was watched all over the country.
 The claim was believed by many.
 The position was held by no one.
 The book was read yesterday.
 The house was destroyed last year.
 The rough cover shows that the book was read.
 The book reads.
 The book sells.
 The car drives.
 The purse buttons.
 The vase breaks.
 *The knife cuts.
 The book reads well.
 The book sells well.
 The car drives like a boat.
 The purse buttons easily.
 Don't touch the vase. It breaks.
 *The knife cuts well.
 She smiled a smile.
 He died a death.
 Pat laughed a laugh.
 I dreamed a dream.
 He fought a battle.

She smiled a little smile.
He died a miserable death.
Pat laughed a quiet laugh.
I dreamed a scary dream.
He fought a fierce battle.
He put the book.
He ate.
Pat sneaked.
A woman came hurtling.
The crocodile devoured.
He put the book on the table.
He ate breakfast.
Pat sneaked into the house.
A woman came hurtling down the stairs.
The crocodile devoured the snake.

A: What happened to the parking lot?

B: The house was built.

The house was built in the 19th century.

A: Where do we enter the secret passageway?

B: The bookshelf opens.

The bookshelf opens easily.

A: How do you close this purse?

B: It buttons.

The purse buttons easily.

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