A Dissertation titled

A STUDY OF THE LEARNER VARIETY OF MODALITY IN JAPANESE FROM THE PERSPECTIVE OF GRAMMATICALIZATION

（日本語モダリティにおける学習者言語変種の研究

―文法化方法を通して）

Submitted as partial fulfillment of the requirements
for the degree of Doctor of Philosophy

By the Researcher

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At the

INSTITUTE OF MODERN LANGUAGES

UNIVERSITY OF DHAKA

DHAKA, BANGLADESH

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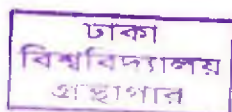**Institute of Modern Languages, University of Dhaka**

At the

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September 2007

I dedicate this work to four bright icons of modality study:
Frank Robert Palmer, Nitta Yoshio, Anna Giacalone Ramat and Norbert
Dittmar whose works mostly influenced my thinking during this study

DECLARATION

I hereby declare that this study titled *A Study of the Learner Variety of Modality in Japanese from the Perspective of Grammaticalization* is an original work of research. I did not submit or publish the whole or part of this thesis for Ph D. or any other degree elsewhere. I also declare that I did not copy others' theses to compile this dissertation.

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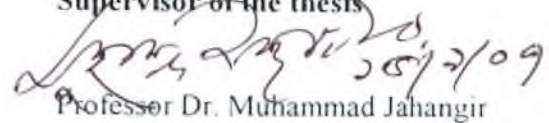
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CERTIFICATE

I certify that the researcher A.B.M. Razaul Karim Faquire, Assistant Professor of Japanese, Institute of Modern Languages, University of Dhaka, has properly done the research and compiled the dissertation titled *A Study of the Learner Variety of Modality in Japanese from the Perspective of Grammaticalization* under my supervision. He fulfilled all requirements for submission of this thesis including the two presentations on the content of this thesis before the academic committee of the Institute of Modern Languages. He did neither submit it to any other university previously for the Ph.D. degree nor publish it in any journal.

I, therefore, forward the submission of his dissertation titled *A Study of the Learner Variety of Modality in Japanese from the Perspective of Grammaticalization* for the Ph.D. degree.

Supervisor of the thesis

Professor Dr. Muhammad Jahangir

Institute of Modern Languages

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ABBREVIATIONS OF VARIOUS CONCEPTS OF LINGUISTICS

BV	Basic Variety
ESF	European Science Foundation
FA	Functional Approach
FUO	Finite Utterance Organization
IUO	Infinite Utterance Organization
L2	Second Language
IL	Interlanguage
NUO	Nominal Utterance Organization
SAT	Speech Act Theory
SLA	Second Language Acquisition

ABBREVIATIONS OF GRAMMATICAL FORMS AND FORMATIVES

ABL	ablative case particle 「から (*kara*)」
ACC	accusative case particle 「を (*o*)」
CAUS	causative affix 「〜させ (*~sase*)」
CNT	contrastive marker 「は (*wa*)」
COM	comitative case particle 「と (*to*)」
COMP	sentential complementizer 「の、こと、という、ところ (*no, koto, to iu, tokoro*)」
COND	conditional affix 「と、〜たら、〜えば、〜なら (*to, ~tara, ~eba, ~nara*)」
COP	copula 「〜だ、〜です、でした、ではない (*~da, ~desu, deshita, dewa nai*)」
DAT	dative case particle 「に [*ni, (ni* purposive（目的を表す 「に」))
DES	desiderative affix 「たい (*~tai*)」
DIR	directional case 「〜 (*e*)」
FUT	future tense of verb/adjective
GEN	genitive case 「の (*no*)」
GER	gerundial affix 「て (*~te*)」
HON	honorific form 「〜られ、おVになる (*~rare, o-V ni naru*)」
IMP	imperative form
INF	infinitive form 「〜い、〜く (*~i, ~ku*)」
INS	instrumental case particle 「で (*de*)」
ITER	iterative affix 「〜ている (*~te-iru*)」
LOC	locative case particle 「に、で、〜 (*ni, de, e*)」
MADV	modaliser: modal adverb 「多分、きっと (*tabun, kitto*)」

MINF	modaliser: modal inflection 「しろ、しよう (*shiro, shiyou*)」
MOD	stereotypic modaliser 「だめ、大丈夫、お願いします (*dame, daijoubu, onegai shimasu* etc.)」 and lexical modaliser 「思う (*omou* etc.)」
MSUF	modaliser: modal suffix 「はず、に違いない、だろう、かもしれない、よう、そう、らしい、べき (*hazu, ni chigai nai, darou, kamo shirenai, you, sou, rashii, beki* etc.)」
MVRB	modaliser: modal verb 「思う、出来る (*omou, dekiru*)」
NEG	negative form of verb/adjective
NOM	nominative case particle 「は、が (*wa, ga*)」
PASS	passive affix 「〜られ (*~rare*)」
PAST	past tense of verb/adjective
PERF	perfective affix 「ている (*~te iru*)」
PLTS	polite style of expression
PLNS	plain style of expression
POT	potential affix 「〜られ、〜れ [~(*r*)*are, ~(r)e*]」
PRE	present tense of verb/adjective
PROG	progressive affix 「ている (*~te iru*)」
Q	question particle 「か (*ka*)」
QUOT	quotative form 「と (*to*)」
RES	resultative affix 「〜てある (*~te aru*)」
SEP	sentential particle 「よ、ぞ、ね (*yo, zo, ne*)」
SPON	spontaneous affix 「〜られ (*~rare*)」
STAT	stative affix 「ている (*~te iru*)」
TEMP	temporal particle 「に、で (*ni, de*)」
TOP	topic marker 「は (*wa*)」
VN	verbal noun
VOL	volitional affix 「〜よう (*~you*)」
WHQ	Wh-question marker

TERMS AND TERMINOLOGIES IN JAPANESE WITH THEIR MEANING

Bun no dentatsutekina arawashiwake o arawasu modariti「文の伝達的なあらわしわけを表すモダリティ (modality of art of utterance transmission of sentence)」

Chikaku-doushi「知覚動詞 (perception verbs)」

Chinjutsu「陳述 (statement)」

Chinjutsudo「陳述度 (degree of modality)」

Chinjutsu-ron「陳述論 (theory of predication)」

Chokusetu-hou「直説法 (indicative mood)」

Chuushi-kei「中止形 (gerundive form/ te-form)」

Dantei「断定 (assertive)」

Dentatsu no modariti「伝達のモダリティ (modality of utterance expression)」

Dentatsu o arawasu shuu-joshi「伝達を表す終助詞 (expression conveying final particles)」

Dentatsu taido no modariti「伝達態度のモダリティ (modality of utterance transmission attitude)」

Fu-hitsuyou「不必要 (non-necessity, exemption from obligation)」

Fukugou keishiki「複合形式 (catenative modaliser)」

Fu-kyoka hi-kyoyou「不許可・非許容 (non-approval/non-permission and prohibition)」

Fuutsu-tai「普通体 (plain style)」

Gaigen no muudo「概言のムード (mood of evidential, inferential/experiential modal)」

Gaizen-sei「蓋然性 (likelihood)」

Genpyou jitai「言表事態 (state of affairs)」

Genpyou jitai meate no modariti「言表事態めあてのモダリティ (modality of proposition)」

Genpyou taido 「言表態度 (modus/ attitude of expression)」

Giji-modariti 「疑似モダリティ (pseudo-modality)」

Gimon 「疑問 (question)」

Gimon no modariti 「疑問のモダリティ (inquisitive modality)」

Gimon-bun 「疑問文 (interrogative sentence)」

Gimon-keishiki 「疑問形式 (interrogative forms)」

Handan horyuu no modariti 「判断保留のモダリティ (modality of judgment withholding)」

Hatsuwa dentatsu no modariti 「発話伝達のモダリティ (modality of utterance transmission)」

Hatsuwa keisei no modariti 「発話形成のモダリティ (modality of discourse (text) formation)」

Hatsuwa yotei no modariti 「発話予定の (modality of speech act manner)」

Hitei gimon bun 「否定疑問文 (negative interrogative)」

Hitsuyou 「必要 (necessity, suggestion and obligation)」

Hoju-doushi 「補助動詞 (modal auxiliary)」

Hojuu gimon bun 「補充疑問文 (wh-question)」

Housei 「法制 (mood)」

Hou no hojo-doushi 「法の補助動詞 (modal auxiliaries)」

Hou no jodoushi 「法の助動詞 (modal auxiliaries)」

Hyougen ruikei no modariti 「表現類型のモダリティ (modality of utterance type)」

Hyouka no modariti 「評価のモダリティ (modality of evaluation)」

Iken no gimon bun 「意見の疑問文 (interrogative sentence of opinion)」

Irai 「依頼 (request)」

Irai no modariti 「依頼のモダリティ (modality of request)」

Ishi 「意志 (intention)」

Ishi no gimon bun 「意志の疑問の文 (interrogative sentence of will)」

Ishi no modariti 「意志のモダリティ (modality of wish) 」

Ishi-bun「意志文 (intention sentence)」

Ishi-kei「意志形 (intention form) 」

Isonkankei-kouzou「依存関係構造 (structural interdependency principle)」

Jitai meate no modariti「事態めあてのモダリティ (modality of proposition)」

Jitai ni taisuru toraekata o arawasu modariti「事態に対するとらえかたをあらわすモダリティ (modality of speaker's evaluation on the proposition)」

Jogen「助言 (advice)」

Johou「情報 (information)」

Jojutsu「叙述 (narration)」

Jojutsu no modariti「叙述のモダリティ (indicative modality)」

Joui-kei no machi-nozomi「情意系の待ち望み (feeling-related expectation)」

Jouhou toritate no modariti「情報取立てのモダリティ (modality of informational salience)」

Jouhou-kei「情報系 (information related)」

Joujutsu「上述 (narration)」

Joujutsu-bun「叙述文 (indicative sentence)」

Jouken-kei「条件系 (provisional/ conditional form)」

Jutsugo kanbi ni okeru dokuritsu shushikei-keitai「述語完備における独立終止形形態 (independent inflectional forms of predicate)」

Kachi handan no modariti「価値判断のモダリティ (modality of value judgment)」

Kachi handanteki jitai sentaku-gun「価値判断的事態選択群 (catenative modalisers expressing deontic meaning)」

Kachi-handan no modariti「価値判断のモダリティ (modality of value judgment)」

Kaisouteki-kouzo「階層的構造 (structural stratification principle)」

Kakugen no muudo「格言のムード (indicative mood)」

Kakunin youkyuu no gimon no modariti「確認要求の疑問のモダリティ (interrogative sentence asking for confirmation)」

Kakunin-kantan o arawasu shuu-joshi 「確認・感嘆をあらわす終助詞 (confirmation conveying final particles)」

Kankan hyoushutsu kankou girei 「感官供出・慣行儀礼 (modality of interjection/ritual conventions)」

Kantan 「感嘆 (exclamation)」

Kantan no modariti 「感嘆のモダリティ (modality of exclamation)」

Kantan-bun 「感嘆文 (exclamatory sentence)」

Kanyuu 「勧誘 (persuasion)」

Kanyuu no modariti 「勧誘のモダリティ (modality of persuasion)」

Kanyuu-bun 「勧誘文 (persuasion sentence)」

Katei-hou 「仮定法 (subjunctive mood)」

Keishiki meishi 「形式名詞 (nominal modaliser)」

Kikite ni taisuru tsutaekatao arawasu modariti 「聞き手に対する伝え方を表すモダリティ (modality of art of transmission to the addressee)」

Kinshi no modariti 「禁止のモダリティ (modality of prohibition)」

Kokugo bunpou 「国語文法 (Japnese Indigenous Grammar)」

Kokuritsu Kokugo Kenkyuujo 「国立国語研究所 (The National Language Research Institute)」

Kougi-shuujoshi-rui 「広義終助詞 (final modal particles)」

Koui youkyuu no modariti 「行為要求のモダリティ (modality for the request of action)」

Koui-kei 「行為系 (performative related)」

Koui-yuukyuu 「行為要求 (request)」

Kouiyuukyuu-bun 「行為要求文 (imperative sentence)」

Kousoku-handan no modariti 「拘束判断のモダリティ (modality of deontic judgment)」

Kyoka 「許可 (permission)」

Kyoka kyoyou 「許可・許容 (permission/approval)」

Meidai 「命題 (proposition)」

Meirei「命令 (command)」

Meirei-hou 命令法 (imperative mood)」

Meirei-kei「命令形 (command form) 」

Mitomekata no modariti「認め方のモダリティ (modality of recognition)」

Modariti「モダリティ (modality)」

Modariti no keishiki toshite no fukakeishiki-gun「モダリティの形式としての付加形式群 (modal auxiliaries suffixed to the predicate of a sentence)

Muudo「ムード (mood)」

Nihongo Bunpou「日本語文法 (Japanese Grammar)」

Nihongo Bunpou Kijutsu Kenkyuukai「日本語文法記述研究 (Research Association for Japanese Descriptive grammar)」

Nihongo kijutsu bunpou「日本語記述文法 (Japanese descriptive grammar)」

Nihongo no Modariti「日本語のモダリティ (Japanese Modality)」

Nihongo no Modariti o Megutte「日本語のモダリティをめぐって (About Japanese Modality)」

Ninshiki no modariti「認識のモダリティ (modality of recognition)」

Ninshiki-kei no handan「認識系のモダリティ (recognition related to judgment)」

'Noka' gimon bun「のか疑問文 (*Noka* interrogative sentence)」

Rentai-kei「連体形 (attributive form)」

Senkou bunmyaku to bun to no kankeizuke o arawasu modariti「先行文脈と文との関係付けを長すモダリティ (modality of inter-propositional relation)」

Sentaku gimon bun「選択疑問文 (alternative question)」

Setsumei no modariti「説明のモダリティ (modality of explanation)」

Shikou doushi「思考動詞 (thinking verbs)」

Shingi gimon bun「真偽疑問文 (yes-no question)」

Shingi handan no modariti「真偽判断のモダリティ (modality of truth judgment)」

Shouko-sei「証拠性 (evidentiality)」

Shuhentekina gimon bun 「周辺的な疑問文 (resembling interrogative sentence)」

Shuujoshi soutou no keishiki 「終助詞相当の形式 (quasi-final particles)」

Shuushi-kei 「終止形 (finite form)」

Suiryou 「推量 (speculative)」

Suiryou hyouji-gun 「推量表示群 (catenative modalisers expressing epistemic meaning)」

Susume 「勧め (suggestion)」

Taijin-genkei no modariti 「対人原形のモダリティ (modality of interpersonal relation)」

Teiji-hadan no modariti 「提示判断のモダリティ (modality of (dis)approval)」

Teineisa no modariti 「丁寧さのモダリティ (modality of politeness)」

Teinei-tai 「丁寧体 (polite style)」

Tensu no modariti 「テンスのモダリティ (modality of tense) 」

Toritate no modariti 「取立てのモダリティ (modality of conjunction)」

Utagai no gimon bun 「疑いの疑問文 (doubting interrogative sentence)」

ACKNOWLEDGMENTS

This dissertation is an outcome of my doctoral research, which I undertook a few years back.

The idea of this study came to my mind 7 years back when I enrolled as a doctoral researcher at the Hyogo Kyouiku University in Japan, where I was studying *The Influence Of Mother Tongue on The Acquisition Of Japanese Kaku-Joshi* (Particles). However, I failed to continue the study that topic for some reasons and then I started to think about the acquisition of modality in Japanese as L2. I found the new topic very interesting but difficult to make a breakthrough, because the topic of *modality* is so cumbersome that it took me more than three years to make a major breakthrough. In the meantime, three-year period fixed for the research came to an end in the year 2002. Therefore, I had to return to my present workplace in the year 2002. It was a matter of disappointment for me to return home without a Ph.D. degree. Having returned home I became very busy with the family affairs. Just after one year of my return from Japan, I decided to start my study with a new topic *Learner Variety of Modality in Japanese from the Perspective of Grammaticalization* under a new academic advisor, Prof. Dr. Mohammad Jahangir. When I started the study with the new topic I had to study hard to understand all the jargon in the discipline of Second Language Acquisition. Finally, I have been able to compile a thesis to meet the requirement of Ph.D. degree when 7 years have already passed since the start of my doctoral research.

Coming back to the main story, my research project was undertaken to elucidate and characterize the learner variety of modality in Japanese informed by the assumptions on interlanguage that the internal organization of an interlanguage at a given time as well as the transition from one variety to the next over time is essentially systematic in the perspective of grammaticalization in the functional approach. The concept of *modality* is a well-discussed subject matter in general linguistics. It has been carried out from on the basis of the idea of grammatical category of *mood* and *modal auxiliaries*. I elucidated and characterized the

learner variety of modality in Japanese with the corpora compiled on the basis of spontaneous speeches of the L2 learners of Japanese in the natural and quasi-natural situation.

I claim this study to be first of its kind in the field of acquisition of modality in Japanese as L2 in the functional approach. Therefore, all my efforts in compiling the thesis would be considered fruitful if it provides any impetus to new studies in the field of acquisition of modality in Japanese as L2.

ABSTRACT

I have been influenced by the earlier works of many scholars from both the East and the West while writing this dissertation. The scholars by whom I have been influenced greatly are Frank Robert Palmer, Nitta Yoshio, Anna Giacalone Ramat, and Norbert Dittmar. Therefore, this study can be said to be a crossbreed of the ideas from both the East and the West. I have circumscribed the modal system given by the Japanese linguists in the framework of the European linguists. I have further attempted to find out the modal system in the learner variety of L2 learners on the premise of grammaticalization.

This endeavor has been launched to elucidate and characterize the learner variety of modality in the emergent interlanguage of Japanese with the assumption that grammatical forms and system of modality gradually emerge out of cross-linguistically common semantics by the interaction of cognitive disposition and propensity factors, such as communicative needs, attitude to the target language, and motivational factors with the exposure to the target language in the perspective of grammaticalization on the premise of Functional Approach (Perdue eds., 1993a and Dittmar, 1992).

Modality within the scope of semantics described by Lyons (1977) is considered to be concerned with the *opinion and attitude towards the proposition that the sentence expresses.* Palmer (1994; In: Asher and Simpson eds., 1994) with reference to Lyons's (1995:327–335, 253–257) semantic framework identifies four common features: subjectivity, commitment, necessity/possibility, and non-factuality in encompassing the two types of modality: epistemic and deontic modality. These two types of modality manifest themselves by means of various linguistic means: pragmatic, lexical, syntactic and morphosyntactic means.

There is no no consensus among the Japanese linguists on modal system of Japanese except on a set of common archetypical modals i.e. *kamoshirenai* (may), *kanenai* (might), *ni chigainai* (must), *ni kimatteiru* (certainly), *hazuda* (surely), *youda* (may), *rashii* (may), *souda* (may) and *shinakereba naranai* (must), *shite wa ikenai* (must not), *sezaru o enai* (there is no

choice but to do), *shite mo ii* (may), *shinakute mo ii* (it would be all right even if you do not do), *suru beki da* (should do), *suru hou ga ii* (would be better to do) for the formal realization of modality, which are only a few of the entire modal system. However, we have found the modality system in a framework given by *Nihongo Bunpou Kijutsu Kenkyuukai* (Research Association for Japanese Descriptive Grammar) ingenious for our present study on the learner variety of modality in Japanese, because with certain degree of success conforms to our Functional Approach. This framework has recognized that modality manifests itself in four different spheres: *hyougen ruikei no modariti* (modality of utterance type), *jitai meate no modariti* (modality of proposition), *setsumei no modariti* (modality of explanation) and *dentatsu no modariti* (modality of utterance expression). With regard to the European framework of modal system given by Palmer (1986), we have found that modality in Japanese is realized both in the utterance structure and at morphosyntactic levels. The morpho-syntactic realization of modality requires the well-formedness of sentence and also involves the idiosyncratic process of integration of modalisers (i.e. modal verb, auxiliaries and suffix) and that of operationalization of grammatical rules (i.e. insertion, suffixation, inflection, cliticization and subordination), which further require the appropriate inflectional/ derivational forms of verb/adjective.

Linguists, such as Giacalone Ramat (1995, In: Giacalone Ramat and Crocco Galeas), Skiba and Dittmar (1992) and Stephany (1993) working within the framework of FA described that modality emerges in the developing IL by means of the process of *grammaticalization*. Of them, Giacalone Ramat (1995:272, In: Giacalone Ramat and Crocco Galeas, 1995) discovered that modality gradually emerges from discourse and the learners go through a set of linguistic tasks that allow them to express with varying degrees of success in their efforts to move towards the target language.

Thus, the approach of grammaticalization entails that in the initial stage, modality is marked by intonation and in the subsequent stage, formal means gradually appear, starting from more transparent items such as adverbs and lexical verbs and finally, reaching the grammatical means. The hierarchy in the development of the different means of modality can be shown in the following scale:

'Implicit means lexical means grammatical means (Dittmar, 1993, Giacalone Ramat, 1995:279 and Stephany, 1995:115)'

We have formulated six hypotheses with regard to the four different spheres of modality to achieve the aim of this study, i.e. elucidating and characterizing the learner variety of modality in Japanese. To verify these hypotheses, we have analyzed the corpora of six L2 learners of Japanese documented for a few months eliciting the spontaneous speeches with one-week interval in the natural and quasi-natural situations. Verifying these hypotheses, we have elucidated and characterized the learner variety of modality in the emergent learner variety of Japanese. The analyses of the corpora of modality in L2 Japanese have revealed that a minimal modal system exists at the two levels of manifestation: utterance level and morphosyntactic level in the emergent learner variety of Japanese.

At the utterance level, we have found to appear roughly the distinctions between the various types of *hyougen-ruikei no modariti* (modality of utterance type). We have found that the modalised utterances for *jojutsu no modariti* (modality of indicative sentence), *gimon no modariti* (modality of inquisitive) and also the utterances for *koui youkyuu no modariti* (modality for the request of action) are constituted of lexical and protosyntactic means in the learner variety. We have also found that the means of *jojutsu no modariti* and *irai no modariti* perform the function of other types of *hyougen ruikei no modariti*, which are absent in the emergent learner variety.

At the morphosyntactic level, we have found the learner system in two semantic domains: epistemic and deontic domains. Epistemic domain subsumes in it the *ninshiki no modariti* (modality of recognition) along with the *gimon no modariti* (inquisitive modality), *ishi no modariti* (modality of wish) and *dentatsu taido no modariti* (modality of utterance transmission attitude) under it. They manifest themselves by either of the means of verbal suffixes or verbal inflections as means of modality. On the other hand, deontic domain subsumes the *hyouka no modariti* (modality of evaluation) along with the neighboring semantic notion: *koui youkyuu no modariti: meirei* (command), *irai* (request), *kyoka* (permission), *susume* (suggestion), and *jogen* (advice) and *kinshi no modariti* (modality of

prohibition) Modality in the deontic domain manifests itself either by the means of verbal suffixes or verbal inflections

The modal system under epistemic domain (including *ninshiki no modariti*) was minimal in comparison with that found under deontic domain (including *hyouka no modariti*). We have found that the learner variety of modality in Japanese at this morpho-syntactic level is constituted of mostly lexical and stereotypic means, such as *douzo* (please), *dame* (no good, set up), *daijoubu* (all right), *onegai shimasu* (I request), and *ii desu* (all right) and also the imitative means of catenative modalisers embodied in the protosyntactic [e.g. *nomite kudasai* (please drink)] and paratactic constituents.

Thus, I claim that a system of *proto-modality* exists in the emergent learner variety of L2 Japanese constituted predominantly of lexical forms that are transparent in meaning, e.g. stereotypic means and imitative means of catenative modalisers embodied in the protosyntactic and paratactic constituents.

I insist that this study is first of this kind, because none of the studies so far I came across has dealt with the acquisition of modality so comprehensively. I hope that this study will open a new window to the researchers, who are looking forward to studying the acquisition of modality in Japanese as L2 in the functional approach.

PART ONE:

UNFOLDING THE THEORETICAL UNDERPINNING

Chapter 1

INTRODUCTION

1.1. Focus of Inquiry

The present endeavor aims at elucidating and characterizing the learner variety of modality and eventually signifying the proto-modality in the *emergent*[1] interlanguage (IL) of Japanese in the perspective of grammaticalization with the assumptions on the interlanguage by Perdue (1993a) that the internal organization of an interlanguage at a given time as well as the transition from one variety to the next over time is essentially systematic. With the above aim to elucidate and characterize the learner variety of modality in Japanese, we have set a stage for grammaticalization of modality in Japanese on the premise of F(unctional) A(pproach) being informed by the findings of grammaticalization of modality in the European languages.

Although the study of modality dates back several centuries, recent advances in it were made having been motivated by the idea borrowed from the category of *mood* in the traditional grammar. A number of pioneer linguists, such as Jesperson (1924), Lyons (1977 and 1995) and Palmer (1986 and 2001) have contributed to this development.

Therefore, *modality* has been a new area of study in linguistics once again, which has recently been undertaken as subject matter in the field of S(econd) L(anguage) A(cquisition) and I(nter) L(anguage) study. It is preferably understood as semantic distinction, which manifests itself among others things, in the *mood*. The studies of the acquisition of modality as Second Language (L2) are historically preoccupied with the FA, which holds that the function of language determines its forms. Within the FA, Dittmar and Terborg (1991; In: Huebner and Ferguson eds., 1991) suggest that emergence (i.e. acquisition) of modality involves the gradual emergence of various means, from pragmatic to morpho-syntax out of its underlying modal semantics.

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[1] We will use a common term *'emergent'* to cover the developing learner varieties from early learner variety to elementary learner variety [see chapter-6.]

Our study on the learner variety of modality in Japanese has been set in the perspective of grammaticalization on the premise of functional approach. While learner variety of modality is a variety of modal system that an L2 learner develops in course of grammaticalization, the concept of *learner variety* has its root in the idea of IL dating back to nineteen-seventies, and this has subsequently been enriched in the stage of FA.

1.2. Outline of This Study

With the above-mentioned aim, we have set the whole study as in the following description. The whole thesis comprises three parts, unfolding the theoretical foundation of the study, setting the stage for the study with that theoretical foundation and empirical confirmation of the study.

In the first part, we have discussed the theories and systems relevant to our concepts of *modality*, *grammaticalization* and *learner variety* to set a stage for the study, so that we can adopt it to elucidate and characterize the learner variety of modality in Japanese.

The first part of this thesis comprises six chapters from chapter-1 to chapter-6. The first chapter of the first part, i.e. the ongoing chapter, has been an introductory chapter employed to introduce the aim of the study and present the overview of the sequential presentation of the whole study. Chapter-2 has been employed to introduce the functional approach of grammar in contrast to the structurilst approach. Chapter-3 deals with various formulations on modality that have contributed to the framework of modality for this study. We have also introduced the idea of *modaliser* to encompass all the morphological means, which require to chart the modal system in a particular language including the modal auxiliary, particle and lexical means etc. In chapter-4, we have described the scenario of acquisition of second language acquisition in the functional linguistic approach. In this chapter, we have also introduced the concept of *grammaticalization* to encompass the process of acquisition on the premise of functional approach. We, in addition, come up with the idea of *fossilization*, which means the closing down in the process of grammaticalization. In chapter-5, we have come up with the description of learner language within the functional perspective. In this chapter, we have depicted the historical development of the concept of *learner variety* beginning with the familiar concept of *interlanguage*. In this chapter, we have come up with the statement that the concept of *learner variety* on the premise of FA encompasses both function as well as

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form demonstrating the wide range of devices (from lexical to grammatical), which learners deploy in order to communicate. In chapter-6 of this part, we have charted the gradual development of utterance structure and modality, which appear in the course of grammaticalization with reference to the findings of previous studies of the European languages

In the second part, we have mainly set a stage for the grammaticalization of modality with a view to elucidate the learner variety of modality in Japanese on the basis of the theoretical foundation, which we will set in the first part.

The second part of the thesis comprises four chapters from chapter-7 to chapter-10. In chapter-7, we have presented the literature on the studies of modality in Japanese from the field of descriptive grammar. Subsequently, we have identified the controversies among the Japanese linguists on several crosscurrent issues of modality, e.g. controversy about the issues of definition, categorization and origin, etc. In this chapter, we have also presented the grammatical system of modality given by the *Nihongo Kijutsu Bunpou Kenkyuukai-hen* (Nitta et al., 2003). We have found the modal system given by *Nihongo Kijutsu Bunpou Kenkyuukai-hen* suitable for the study of learner variety of modality in Japanese. In chapter-8, we have appraised the modal system in Japanese with reference to the modal system in the European languages and have been brought to light with the approach of synchronic grammaticalization. In chapter-9, we have presented a comprehensive account of the literature on acquisition of modality in Japanese as second language so far as we have come to know. In chapter-10, we have put together all the ideas related to the formulation of hypotheses and subsequently, we have formulated six hypotheses on the learner variety of modality of our study being informed by the idiosyncratic rules of modality in Japanese given by *Nihongo Bunpou* (Japanese Grammar) and supplemented by the grammaticalization of modality in the European languages.

In the last part of the thesis, we have undertaken the empirical confirmation of the study. This part has been dedicated to the confirmation of the hypotheses of the study with learners' corpora of modalised utterances documented in the learners' speeches. This part of the study comprises five chapters from chapter-11 to chapter-15.

In chapter-11, we have presented the methodology of the study. We have also presented the sample of the subjects, method of data collection and the materials, which have been used for documentation of the learners' corpora. In chapter-12, we have

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compiled the learners' corpora to verify our hypotheses of the study. These have been collected from the seven subjects given in separate sections recorded from spontaneous speech elicited in natural and quasi-natural situations. In chapter-13, we have verified all the hypotheses in different sections with regard to the learners' corpora presented in chapter-12. Subsequently, in chapter-14, we have attempted to elucidate the shape of modal system in the learner variety of modality in Japanese. And in chapter-15, we have eventually attempted to designate *proto-modality* in the emergent interlanguage of Japanese in the perspective of grammaticalization on the premise of FA.

Chapter 2

INTRODUCING FUNCTIONAL LINGUISTIC APPROACH

2.1. Introduction

Since we have a plan to set our study of learner variety of modality on the premise of FA, we will have to circumscribe all our ideas belonging to this study on the premise of FA. Therefore, we have allotted the following sections to circumscribing all our ideas of *Second Language Acquisition* (SLA) and *Interlanguage* (IL) on the premise of FA.

Pfaff (1992) maintain that FA to grammar, as its name implies, is concerned predominantly with the function corresponding to the forms of language in general. It considers grammar as secondary to discourse. Although its theoretical and empirical status is mostly unclear, it upholds good hypotheses for guiding descriptive work in SLA.

Braidi (1999:139) similarly maintains that the central assumption, which distinguishes the FA to grammar from form-oriented approach[2], is that a morphosyntactic form[3] in a language is closely related to its semantic (meaning) and pragmatic (use) functions. Thus, grammar is closely related to the semantic-pragmatic functions that they perform. Accordingly, FA unites the notion of grammar and use of grammar within a context.

Therefore, in dealing with the SLA and IL on the premise of FA, we have to know about the semantic/pragmatic function of language as well as the morphosyntactic forms with which these semantic/pragmatic functions are encoded. Although we are already familiar with some ideas concerning morphosyntactic forms by virtue of studying descriptive grammar, we are mostly uninformed of their semantic/pragmatic function in

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[2] Form-oriented approach, structural approach and syntactic approach will be used interchangeably to mean the opposite of FA.

[3] Morphosyntactic form is understood as a representation of a form, e.g. morphological, syntactic or combination of both, in terms of its grammatical properties as opposed to a phonetic form.

grammar. To state briefly, the semantic function normally includes meaning of entities (nouns and adjective, etc.), and verbs and also the notions like temporality, modality and space. It also includes the thematic role of the participants. All of these semantic functions contribute meaning to the language system. The pragmatic function relates to the role of discourse organization and is concerned with how a particular form is used in the communicative discourse. These semantic/pragmatic functions together make up the functional aspects of language.

2.2. Tenets Underlying the Functional Approach

Functional linguists proposed the following tenets to characterize their functional approach. Tomlin (1990) as one of them, has identified the following basic tenets of the FA:

2.2.1. The meaning of functionalism

The main tenet of functionalism is concerned with possible mapping of relations between grammatical form and semantic/pragmatic function.

The descriptive orientation of functionalism deals with either how a particular semantic/pragmatic function is encoded with a grammatical form or a particular grammatical form is used to encode different functions, e.g. how a Japanese modal form i.e. *onegaishimasu* (I request.) is used in the communicative context. On the other hand, the forms that are used to encode a semantic notion like *request* are the issues of the function-form relation.

The speculative orientation of functionalism is concerned with recurring patterns of form-function mappings or the historical/developmental changes in a grammar due to the constraints, which arise out of discourse activities and cognitive processes. This orientation of the functionalism is also known as *relational functionalism*.

The explanatory orientation of *ecological functionalism* is concerned with how a grammatical system is achieved or maintained by means of the general principles of language in the communicative discourse.

2.2.2. Nature of grammar in the functional framework

FA to grammar considers an individual grammar to be composed of three interrelated components:

i) a set of semantic/pragmatic functions,

ii) a set of morphosyntactic forms with which this semantic/pragmatic function is encoded, and

iii) a set of rules, which specifies how semantic/pragmatic functions are realized with morphosyntactic forms.

Accordingly, a form (i.e. morpho-syntax) in FA is not autonomous, but is deterministically linked to its semantic/pragmatic function in the discourse. Thus, this assumption of FA attests the view that a grammatical structure can be explained with reference to the discourse activities. It also rejects the view that grammar can be an independent cognitive system.

2.2.3. The role of grammar in the language and that of language in communication

Human beings must communicate their emotions, ideas and information for interpersonal purposes, which they do by means of language. The language they produce as a means of communication is not a random accumulation of sounds but essentially constrained by semantic, pragmatic and phrasal principles of grammar. Thus, grammar serves as the main vehicle for the realization of language as a means of communication.

2.2.4. Competence and performance on the functional premise

FA concerns itself with the *competence* of language underlying its actual linguistic performances manifested in the discourse activities. However, the concept of *competence* in FA has a somewhat different implication than it has in the formal approach. In the formal approach, the concept of *competence* relates to its view on *language knowledge*.

However, *competence* in FA has a somewhat broader meaning than it has in formal approach. Hence, the notion of *competence* means the *competence to perform* language functions. Thus, competence in FA encompasses how the *language knowledge* is put to use in the discourse interaction in addition to the *language knowledge*.

The above tenets set a guiding premise for describing the framework of FA focusing on the function of language, the function-form relationship, and role of grammar in the language and the knowledge of a language including the knowledge of how to use linguistic forms in discourse production. These tenets are the basic guiding principles of

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FA, which offer us an idiosyncratic premise for SLA theory with a view broader than that in the structural approach.

Since our present study is mainly concerned with the learner variety of modality, we are required to know how modality contributes to the form-function system of grammar. Therefore, we will present in the following chapter a comprehensive analysis of various formulations of modality, so that we can be aware of the components of semantic/ pragmatic functions and their morphosyntactic realization. We have already got some literature on the modal system in Japanese, which we will present in chapter-7. With the upcoming analysis, we will come to know about how the semantic and pragmatic functions of modality contribute to the form-function system of grammar in Japanese.

Chapter 3

MODALITY AS DESCRIBED IN VARIOUS FORMULATIONS

3.1. Introduction

In the previous chapter, we have mentioned that FA considers any *grammar* to be composed of three interrelated components:

i) a set of semantic/pragmatic functions,

ii) a set of morphosyntactic forms with which the set of semantic/pragmatic function is encoded, and

iii) a set of rules, which specifies how semantic/pragmatic functions are realized in morphosyntactic forms.

Since our study will be done on the premise of FA, we will require to circumscribe the modal system in Japanese with three interrelated components. Although we have some ideas concerning morpho-syntactic forms of modality, we are mostly uninformed of the semantic/pragmatic function of modality in Japanese. Therefore, we will introduce below some formulations of modality and shows how they encompass the semantic function of modality. Ultimately, we will obtain some ideas on semantic aspects of modality in order to circumscribe the existing grammatical system of modality in Japanese (see chapter-7 and 8).

3.2. Various Formulations of Modality

Although the study of modality dates back several centuries, recent advances in it were made when the study was motivated by the idea borrowed from the category of *mood* used in the traditional grammar. A number of pioneer linguists, such as Lyons (1977 and 1995) and Palmer (1986 and 2001) contributed to this development.

Classical languages, such as Latin, Greek and some modern European languages have the grammatical category of mood: indicative, subjunctive and imperative, etc. Thus,

the European languages have a category of moods as well as a set of modal verbs, e.g. English has a *subjunctive mood* and *modal auxiliaries*, such as *can*, *may* and *must* etc. Like Enlish, Japanese has traditionally a set of *hojo-doushi* (modal auxiliary), which expresses a similar notion but has no mood in that sense. Therefore, many linguists, such as Coates (1984) and Palmer (1986) find a justification in recognizing the aspect of mood and *hojo-doushi* as a cross-linguistic phenomenon and put them under the label of *modality*, which can be comparable with other grammatical categories such as tense and gender.

Jesperson (1924) distinguished between *mood* and *modality*: modality being whatever is expressed by *mood*. For him, mood is one of the many grammatical means to signal modality. Jesperson (1924) offers the following formula regarding the relationship between modality and mood:

Modality (notion) = mood (grammar) + modal auxiliaries+other means

Thus, modality is understood as a notion, which manifests itself linguistically by lexical, syntactic, morphosyntactic and pragmatic means of language.

By now, we have found a number of formulations of modality in general linguistics. We have also find the *chinjutsu-ron* (theory of predication) in *Kokugo bunpou* (Japanese Indigenous Grammar), which is dealt under the category now known as modality. We have taken for granted that all the formulations under the headings of *mood*, *modal logic*, *modal auxiliaries*, *dictum-modus dichotomy*, *modality pervading the sentence types* and *chinjutsu-ron* have influenced the shaping of the current trend of modality studies. The following are the formulations, which contributed to the shaping of the present trend of formulation on modality in Japanese.

3.2.1. Mood

The traditional grammatical category of *mood* is one of the main sources, which have set off the present idea of *modality*. In the normative grammar, *mood* has been a very common term for centuries. It is a grammatical category that distinguishes modality. It was originally an inflectional category of verbs in Greek and Latin, distinguishing, in particular, into indicative and subjunctive, and sometimes into two more categories imperative and optative. Nowadays, other moods sometimes recognized in the languages

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including conditional, hortative (urging), dubitative (doubting), optative (wishing), hypothetical and potential.

In the present day grammar, inflectional moods have been replaced by different kind of new forms and constructions. Therefore, *mood* has been given a new definition in terms of meaning pervading the sentence types. The indicative mood (*chokusetu-hou* in Japanese) is used to mean the factual or neutral situations, as in English '*John did his work,*' and Japanese '*Kore wa hon da* (This is a book).' The imperative (*meirei-hou* in Japanese) is used to express the commands or requests, for example, '*Do your work.*' The imperative mood is indicated by the absence of a subject, e.g. '*Koko de tabako o sun na* (Do not smoke here)'. The functions of subjunctive mood vary widely across languages. Subjunctive mood (*katei-hou*) is used to mean doubt, possibility, necessity and desire and also future time. It is worth mentioning that nowadays the subjunctive is no more realized with inflection rather in a new syntactic dimension. It is now found to be realized by means of lexical verbs (conveying attitude) involving the subordinate clause.

Although the category of *mood* as an inflectional category has disappeared from grammar of the European languages and is no more recognized as a grammatical category, Teramura (1984) attempted to simulate the inflectional category of *mood* in Japanese. His formulation of *muudo* (mood) accounts for the suffix and inflection located in the predicate to bring a system of *muudo* (mood) in Japanese. He (1984:60) differentiates the concept of *muudo* (mood) from *chinjutsudo* (degree of modality). For him, the term *chinjutsu-do* means the nature of meaning expressed by moods.

3.2.2. Modal auxiliaries

Modal auxiliaries are a set of auxiliary verbs (such as, *may* and *must*, etc. in English), which express *modality*. The set of modal auxiliaries appeared to replace the function of inflectional mood. Thus, in the languages like English and German, modal auxiliaries have been synonymous with the category of mood. Coates (1983) construed the meaning of modality in terms of the operators of possibility or necessity and found these modal auxiliaries to express a number of meaning components of modality. In Japanese, modal auxiliaries are known as *hou no hojo-doushi*, which Oono (1977:14; In: Oono and Shibata, 1977) divides into the following four categories:

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Table-1: Different categories of *hojo-doushi* in Japanese

Category-1	Category-2	Category-3	Category-4
seru, saseru, reru, rareru	*nasaru, moshiagaru, masu*	*shimau, ta, tai, nai, n, rashii*	*n, you, darou, deshou, souda, youda*

Of Oono's set of auxiliaries, *tai* (want), *nai* (no/none), *n* (marker for asking reason), *rashii* (appear), *darou* (suppose), *deshou* (suppose), *souda* (probably) and *youda* (looks) are considered as *hou no hojo-doushi* (modal auxiliaries). Later, some Japanese linguists, such as Yuki Johnson (1994) and Moriyama (2001; In: Moriyama, Nitta and Kudou, 2001) found these *hou no hojo-doushi* (modal auxiliaries) indispensable in the formulation of modal system and integrated them along with some other *catenative modalisers*[4] (or *catenative* in short) in the modal system of Japanese.

3.2.3. Modality with reference to logic

Modal logic is a system of logic with operators, such as necessity and possibility that distinguish modality. Linguists draw on modal logic with the consideration that both logic and linguistics share the property of modality in terms of semantics. But logic and linguistics differ in that they respectively deal with impersonal and personal meanings.

In logic, a sentence is reduced to a *proposition* and *modality* is derived construing this proposition in terms of operators, whereas linguists derive modality as speaker's meaning pervading the whole sentence. This understanding of modality in linguistics in comparison with that in logic would provide us with the useful tool to qualify the *modality* in linguistics by means of modal logic. Therefore, in the following discussion, we will try to circumscribe the semantics of modality in linguistics with reference to modal logic.

The pioneers, who worked to establish the new order of modality and mood, are Jesperson (1924), Lyons (1977) and Palmer (1986). They found the *modal logic* to be the

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[4] It is of relevant here to introduce the term *catenative modaliser*. *Catena* is a Latin word, which means *chain*. The catenative modaliser is used to refer to the chain of modaliser, e.g. *would, have* and *been* form a chain of modal *'would have been'*, therefore, a *catenative modaliser* in English. Similarly, participial form of verb *v-te*, particle *mo* and adjective *ii* form a catenative modaliser *verb-te mo ii* (may) in Japanese.

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origin of modality (semantic aspect of modality) in grammar. They make strong claim that modality in linguistics has necessarily recourse to modal logic.

In modal logic, modality is understood as *characteristics of entities or states of affairs described by modal propositions*. But in linguistics, modality is described as *the attitude and opinion of the speaker towards the proposition* (Audi, 1995:499)*. Hence, logic and linguistics differ in the way they respectively deal with formal semantics and linguistic semantics. However, there is a correspondence between the two systems of semantics.

Modal logic construes the meaning of modality from a sentence reducing into a proposition. A sentence is a physical and linguistic entity that can be used to perform a variety of tasks, such as asking questions, issuing commands and making assertions. A sentence can be reduced to a proposition, which *is expressed by certain sentences in certain contexts and of which it is proper to say that it is true or false* (Baum, 1987:26).

Therefore, a proposition is held to be equivalent to a statement or declarative sentence. For example, the construction *Kore wa yuufo ka* (Is it a UFO?).' or *Kore wa yuufo da* (It is a UFO.).' are respectively interrogative and assertive sentences. However, the assertive sentence *Kore wa yuufo da* (It is a UFO.).' being a statement is a proposition as well. Propositions can be of different types in terms of the structure of the sentence. A proposition can be represented by a glossed sentence, e.g. *[kore wa yuufo da] to iu koto wa kanou da* (It is possible that [it is a UFO].). This glossed sentence contains within it the simple proposition *Kore wa yuufo da* (It is a UFO.)' and a *logical operator* *Kanou da* (it is possible)*. This *logical operator* operates on the simple proposition *Kore wa yuufo da* (It is a UFO.)' to create a complex proposition *Kore wa yuufo da to iu koto wa kanou da* (It is possible that it is a UFO.)' with a different logical structure (Baum, 1987:173).

Accordingly, modal logic construes a proposition to derive the modality in terms of *logical operators*. Thus, it is logic with operators that distinguishes the types of modality. Lyons (1995) states that traditional modal logic is concerned only with a single kind of modality, *i.e.* alethic modality, with the following set of operators: necessary, possible, contingent and impossible. Therefore, the operators of alethic modality are considered as fundamental in modal logic. According to Palmer (1986:11-12) and Audi (1995:499), recent advances in modal logic have been made with the identification of a number of logical modalities: assertoric, alethic, epistemic, doxatic, deontic, existential,

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temporal, volitive, evaluative, clausal and conditional. Among the various types of modality, linguists often refer to von Wright (1951; In: Palmer, 1986), who proposed the following four basic types of modality: alethic, epistemic, deontic and existential modalities with the set of operators. The types of modality are presented with their corresponding set of modal operators in Table-2.

Table 2: Logical modalities along with their operators

Types of modality	Operators
Alethic	Necessary, possible, contingent, impossible
Epistemic	Verified, undecided, falsified
Deontic	Obligatory, permitted, indifferent, forbidden
Existential	Universal, existing, empty

According to von Wright (1951; In: Palmer, 1986), these four sets of modal operators operate on the simple proposition '*Kare wa kuru* (He comes.)' to construe the following four kinds of logical modality i.e. modality in logic:

i) Alethic: *Kare wa kuru koto ga hitsuyou kanou guuzen fukanou da* (it is necessary/ possible/contingent/impossible + come).

ii) Epistemic: *Kare wa kuru koto ga kakuninsareru kimerareteinai netsuzousareru* (it is verified/undecided/falsified +come).

iii) Deontic: *Kare wa kuru koto ga gimuzukerareru kyokasareru mushisareru kinshisareru* (it is obligatory/permitted/ indifferent/forbidden +come).

iv) Existential: *Kare wa kuru koto ga fuhen sonzai kuu da* (it is universal/existing/ empty + come).

However, these four kinds of logical modality demonstrate the impersonal meaning; hence, they are different from the modality in linguistics in that they do not convey the speaker's meaning i.e. linguistic semantics. However, among these four types of modality, the epistemic and deontic modality can be designated as the *speaker's opinion and attitude*, as in the following:

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i) Alethic. *Watashi wa [kare wa kuru koto ga hitsuyou kanou guuzen fukanou da* (I + necessary/possible/contingent/ impossible + come)*[5]

ii) Epistemic. *Watashi wa [kare wa kuru koto] ga kakuninsuru netsuzousuru.* (I +verify/ falsify + comes)

iii) Deontic. *Watashi wa [kare wa kuru koto] ga gimuzukeru kyokasuru mukanshinsuru kinshisuru* (I + oblige/permit/indifferent/forbid + come)

iv) Existential. *Watashi wa [kare wa kuru koto] ga fuhen sonzai kuu da.* (I+ universal/ existing/empty + come)*

From the above examples, we can see that out of the four categories the two categories of impersonal sentences in epistemic and deontic modalities can be turned into personal sentences, but those in alethic and existential modalities cannot be turned into forms that express the speaker's opinion and attitude. With reference to above idea, Lyons (1977) recognizes the epistemic and deontic modalities as valid categories for linguistics. Hence, the above analysis shows that two sets of modalities can be distinguished. One set is for modal logic, which is concerned with the proposition by means of modal operators operating on a simple proposition consisting of alethic, epistemic, deontic or existential meaning. The other set is for linguistics involving the speaker's attitude towards a proposition consisting of an epistemic or deontic meaning.

According to modal logic, epistemic modality can be characterized with the following meaning features: verified, undecided and falsified. However, Lyons (1977: 739) with reference to meaning features conceived it to be concerned with the matter of the speaker's knowledge and belief about the state of affairs. According to Matthews (1991:33), epistemic modality encompasses the expressions relating to the speaker's knowledge with reference to truth/factuality of a proposition. Palmer (1986:51) describes that epistemic modality is the matter of *the degree of commitment by the speaker to what he says.*

On the other hand, according to modal logic, deontic modality can be characterized with the following meaning features: *obligatory, permitted, indifferent* and

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[5] The *mark indicates that the impersonal meaning in this sentence could not be converted to personal meaning.

forbidden. However, in linguistics, it is concerned with the necessity or possibility of acts performed by morally responsible agents. Deontic modality, according to Matthews (1991:87), encompasses the expressions relating to social and moral constraints dependent on some authority.

To recapitulate, modality is concerned with the *opinion and attitude towards the proposition that the sentence expresses,* which can be characterized by the semantic features of subjectivity, commitment, necessity/possibility, and non-factuality and is exclusively confined to epistemicity, and deonticity. The main contributions of modal logic to modality in linguistics are the terms like *proposition* and the categories of modality: *epistemic modality* and *deontic modality.*

3.2.4. Modality as grammatical category

Palmer (1986 and 2001) is one of the pioneer linguists who contributed a lot to the advancement of research in modality. He has two complementary perspectives in dealing with the modality: *grammaticalization* and *typology.*

With the first alternative, Palmer (1986:16) describes modality as the *grammaticalization* of the speaker's (subjective) attitude and opinion towards the proposition. He (1986, and 1994; In: Asher and Simpson, 1994), in this perspective, descirbes modality as a system consisting of semantic distinctions and the grammatical means with which these semantic distinctions are expressed. Thus, *grammaticalization* involves two consecutive steps: the delimitation of the semantic feature that is common in many languages and identification of the grammatical forms and systems of individual languages with which this semantic aspect can be encoded.

Therefore, the first step in the *grammaticalization* of modality involves the delimitation of the area of semantics for modality. However, there is no sensible clue as to how to derive the semantics of modality except the concept of *speaker's opinion and attitude* coined by Lyons (1977:452), a concept so vague and diffused that according to Palmer (1986:2) it can imply a variety of psychological expressions. Moreover, it is not a single semantic feature, but a cover term for a number of notions, including the following:

i) It [modality] is generally concerned with the speaker's opinion and attitude (cf. Lyons, 1977:452).

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ii) The meaning feature treated as modality in linguistics is considered to have recourse to modal logic, which examines several types of meaning features such as epistemic and deontic (as we will see in the later discussion) under the common term *modality* (cf. Matthews, 1993).

iii) There are some languages, e.g. Bengali (i.e. Bangla), English, German and Tamil, which encode several different modal meanings with a common set of modalisers. For example, the auxiliary verb *can* in the English sentence '*He can come upstairs,*' expresses the speaker's prediction of his coming, permission for his coming, and his ability to come.

Lyons (1995:327–335, 253–257) identifies four common semantic features of these two types of modality (*i.e.* epistemic and deontic): subjectivity, commitment, necessity/possibility and non-factuality, the first two of which relate to the speaker, while the later two relate to the substance of the semantics of modality.

From the *grammaticalization* perspective, Palmer found considerable similarities between functions of some traditionally recognized categories such as mood, modal verb and evidential particles, though the semantic feature underlying these grammatical means is often vague and obscure. He, therefore, in his latest review (2001) of Mood and modality proposed a grammatical typology.

Palmer (2001) in his second alternative perspective conceives modality as being *the status of proposition that describes the event.* Thus, the typological perspective involves two basic steps: the identification of some grammatical categories, which can be characterized as modality across languages and recognizing these categories as being the same across languages.

3.2.5. Modality with regard to factivity

Lyons (1977:794-796) has yet one more kind of formulation on modality for which he develops a schema for classifying modality on the basis of the notion of *factivity* (i.e. factuality). He proposed three different levels of factivity: *factive, non-factive* and *contra-factive.* In his formulation, he identified some predicators (i.e. verb, adjective, etc.), which determine the level of factivity.

With the predicator *amazing* in the example statement: *It is amazing that they survived,* a speaker expresses a little commitment to the proposition, hence, it expresses

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the notion of *factive*. With the predicators like *believe* or *know*, the speaker commits himself neither to the truth nor to the falsity of the proposition expressed by the statement, as in '*He believes/thinks that Edinburgh is the capital of Scotland.*', hence, they expresses the notion of non-factive. By the predicators like *wish* in the example statement '*I wish he had been to Paris.*' a speaker commits himself not to the truth, but to the falsity of proposition, hence they express the notion of *contra-factive*.

3.2.6. Modality pervading the utterance structure

Utterance-based analysis explores modality pervading the utterance functions rather than the morphological or morphosyntactic means.

We know that grammar deals with the formal classification of sentence types into assertive, imperative, interrogative, optative and exclamatory, which are respectively given a specification as statements (mainly used to present information), questions (primarily used to elicit information or a response), directives (chiefly used to issue commands, request, etc.) and exclamations (passionate expressions of the speaker's emotions) at the utterance levels.

The classification of these utterance functions can be further refined with reference to the Speech Act Theory, in short SAT theory. SAT theory derived from the work of J.L. Austin and was subsequently developed by, among others, Searle (1979). According to SAT theory, an utterance is understood as an act of speaking. The underlying tenet of the theory is that language is a practical means of communication. It aims to characterize an utterance in relation to the speaker and hearer in an interpersonal communication. For example, an utterance expressing *statement* is the semantic realization of an assertive sentence, which can be used to make an assertion about the speaker's belief in the world.

SAT theory has several criteria with which a number of competing taxonomies of speech acts have been developed. Austin, initially, distinguished between two kinds of utterances: *constative* by which a speaker expresses a proposition, which may be true or false and *performative* by which a speaker does something. Searle proposed five basic categories of illocutionary speech acts: assertives, directives, commissive, declarations and expressions, which conform to the types of modality.

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3.2.7. Modality on the basis of dictum-modus distinction

Bally (1924 and 1934), a French linguist, proposed to derive the modality dissecting the sentence into dictum and modus. It is a method, which considers that any sentence can be split up into a dictum and a modus. By dictum and modus, he respectively means *state of affairs* and *the speaker's judgment or evaluation of the dictum (state of affairs)*. This approach describes modus as the speaker's evaluation of the state of affairs. The modus can be expressed in a number of ways, for example, the sentences *'It is raining'*, *'It may rain'* and *'Is it raining?'* have a *state of affairs* i.e. *It rains* in common and all other components, which qualify this *state of affairs-'It rains'* are the speaker's evaluations or different kinds of modus.

One of the drawbacks of this approach is that the division of a sentence into dictum-modus can be a hypothetical one. It does not provide any precise tool for assigning the modality at the morpho-syntactic level. Therefore, the dissection of a sentence into *dictum* and *modus* has been relatively simple.

3.2.8. Modality as the status of proposition

Contrary to the above formulations, some hypotheses on modality have come out on the premises of functional grammar. Foley and Van Valin (1984; In: Roberts, John R. 1990.) put forward a different hypothesis. In their layered schema of clause structure, they (1984) identified four categories of operators: *illocutionary force, evidential, tense* and *status* that have scope over the whole clause. Roberts (1990) considers the term *status* as *modality*. Foley and Van Valin (ibid.) view *status* as a binary distinction between *realis* and *irrealis* but within this dimension, many languages recognize further distinctions according to whether an operator contributes the meaning of necessity, likelihood, and possibility to the meaning of a clause.

3.2.9. *Chinjutsu-ron* (theory of predication)

Chinjutsu-ron is an indigenous approach in the *Kokugo bunpou* (Japanese Indigenous Grammar) for the study of predication system in Japanese. It originates with Yamada (1908 and 1951), and quantifies the function of the elements such as adjective, verb, adjectival noun, auxiliary and sentence final particle (in short final particle) is located in the predicate of the sentence structure. Subsequently, some other linguists, such as Tokeida (1950 and 1955) and Mikami (1953; In: Moriyama, Nitta and Kudou eds., 2000)

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contributed to the view of *chinjutsu-ron*. Each of these linguists working with *chinjutsu-ron* has his own view on the analysis of sentence. Masuoka (1991) finds the present-day modality as the extension of the *chinjutsu-ron* and (Moriyama, 2000; In: Moriyama, Nitta and Kudou eds , 2000) finds it as a state of *posto-chinjutsu-ron* (post-theory of predication).

In the foregoing presentation, we have come across the various formulations on modality. Each of these formulations has its own observation on the order of *modality* and *mood* from its own standpoint. We have speculate that the present trend of modality study in Japanese has been considerably shaped by the ideas borrowed from all of the above mentioned formulations, such as traditional category of mood, sentence-based analysis of mood, modus-dictum distinction, category of modal auxiliaries (*houjo-doushi*), modal logic and *chinjutsu-ron* (theory of predication).

3.3. The Concept of *Modaliser*

All the above-mentioned formulations on modality require various formal means from lexical to morphosyntactic in order to manifest itself the notion of modality. For our convenience, we have put forward an umbrella term of *modaliser* coined by Whorf (1938; In: Athialy, 1987.12). The term *modaliser* was introduced to cover all the formal means form and constituent from lexical to morphosyntactic with which modality is encoded.

Hopper and Traugott (1993:7) put forward a scale: *cline of grammaticalization* for the appraisal of grammaticality of the particular modalisers. *Cline of grammatical-ization* is understood as a continuum, in which its leftmost edge is a lexical or content item and on the rightmost edge there is an inflectional affix. Therefore, modalisers from left to right on the cline show increasing degrees of grammaticality. The cline of *grammaticalization* proposed by Hopper and Traugott (1993:7) can be shown as follows:

'*Content item grammatical word clitic inflectional affix*'

For example, modalisers of Japanese in a cline would show non-grammaticalized items, such as lexical verbs [(e.g. *tabun* (may be), *dame* (shut up, do not do it)) at the extreme left end and the highly grammaticalized, such as inflections [e.g. *ik-e* (Go away.)] would show at the extreme right. Of the four types of modalisers on the cline of

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grammaticalization, Hopper and Traugott (1993:7) regard the last three types: *grammatical word*, *clitic* and *inflectional affix* as grammatical forms.

Although there are a large number of modalisers with different degrees of grammaticalization, there is no consensus among the linguists on the modal system except on a set of archetypical modals. For example, English has a common set of modal auxiliaries: *may*, *must*, *can* and *might*, etc. for both epistemic and deontic modality. Japanese has two different sets of archetypical modalisers to represent modality; it has the modalisers of *kamoshirenai*, *kanenai*, *ni chigainai*, *ni kimatteiru*, *hazuda*, *youda*, *rashii*, *souda* to represent the *ninshiki no modariti* (modality of recognition) and it has the modalisers of *shinakereba naranai*, *shite wa ikenai*, *sezaru o enai*, *shite mo ii*, *shinakute mo ii*, *suru beki da*, *suru hou ga ii* to represent the *hyouka no modariti* (modality of evaluation).

Chapter 4

SECOND LANGUAGE ACQUISITION THEORIES
ON THE PREMISE OF FUNCTIONAL LINGUISTIC APPROACH

4.1. SLA as a Discipline in the Functional Approach

The present trend of studies in the discipline of SLA has evolved from the experience of research outcomes in the earlier form-oriented approach. The studies following the latest trend have been undertaken in order to cope with the pitfalls found in the SLA studies in the form-oriented approach. In fact, the present functional perspective in the SLA has developed from the experiences of coping with the pitfalls of SLA studies in the form-oriented approach.

We know that the early studies of SLA, i.e. *contrastive analysis hypothesis* and *error analysis* were undertaken primarily to account for the acquisition of grammatical forms (e.g. morpheme order studies) produced by the learners. Sato (1990; In Mitchell and Myles, 1998) designates them as form-only analysis studies, because they exclusively account for the grammatical forms produced by the learners. At a subsequent stage, a number of theories: i) creative construction hypothesis, ii) Krashen's monitor model (Krashen, 1981, 1983 and 1985; In: Mitchell and Myles, 1998) and iii) cognitive theory appeared to account for the SLA.

Braidi (1999) tells us that though these later theories hold a broader view on the learners' acquisition processes and chart the developmental pattern and syntactic development, etc., they still account for the structures overlooking their functions corresponding to the forms in the IL. Thus, Sato (1990; In: Mitchell and Myles, 1998) complains that form-oriented studies of SLA do hide the real makeup of the learner language i.e. IL.

In this connection, Skiba and Dittmar (1992) advocate in favour of the FA saying that FA opened up a window on the phenomenon of IL focusing both on the forms as well as on the semantic/pragmatic functions within its scope to compensate for the

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shortcomings of form-oriented studies (structural approach). Accordingly, it came up with the necessary descriptive tools to evaluate the IL encompassing all the possible means, such as lexical, pragmatic and grammatical that the L2 learners put to use in the course of learning a L2.

Here it is of relevance to our later discussion that FA put to use a distinctive set of terms to designate the phenomena of SLA and IL. FA prefers the term *emergence* to the term *acquisition*. It has also put forward the concept of *grammaticalization* (to which we will give more attention in the chapter-4) to refer to the gradual manifestation of various devices for semantic concept of modality from pragmatic to lexical and from these to morphosyntactic for the realization of grammatical aspects (cf. Bardovi-Harlig, 2000).

The guiding principle of FA is that language is acquired from the general circumstances of its use through discourse activities. Thus, acquisition of language is described as a function of language knowledge implementation or use in the discourse environment.

There are two alternative views on the role of discourse environment in the acquisition of grammar: strong functional view and weak functional view. The strong view infers that all the aspects of grammar develop anew for each individual from a unique communicative environment. On the other hand, the weak view postulates that at least some aspects of language knowledge are available from the outset, which arise in the specific languages through interaction in the discourse environment.

Tomlin (1990) considers FA to be central in the SLA research, because regardless of language knowledge or cognitive process available to the learner, the acquisition of an L2 depends mostly on the use and interaction of it in the discourse situation. Perdue and Klein (1993:266-9; In: Perdue, 1993b) similarly conceives FA to be the basis of SLA theory.

The main critique of the FA is that it is not a standard theory of language acquisition, and therefore, is only good for guiding the descriptive work on SLA and IL. Consequently, FA has made varied contributions to SLA and IL studies at the descriptive level. However it has made fewer contributions to SLA and IL studies at the explanation level.

4.2. Determinants of L2 Acquisition in the Functional Approach

Functional linguists identified some determinants, which guide the course of grammatical-ization, i.e. acquisition of L2 and eventually lead to the mastery of the target language. Linguists in ESF Project (1982-1988)[6] as in (Perdue eds., 1993a) enumerated such determinant forces that potentially determine grammaticalization. They divided them under three broad headings: the cognitive/perceptual disposition of the adult speaker, propensity factors and exposure to the language to be learned. Given the cognitive/perceptual disposition, the emergence of grammar proceeds under the influence of propensity factors with the exposure to L2 input until some balance is reached between the cognitive efforts and communicative needs.

4.2.1. The cognitive/perceptual disposition of the adult speaker

By virtue of being, a biological being an L2 learner is essentially equipped with the inborn cognitive/perceptual disposition. This disposition is subsequently supplemented by learning experiences, in particular by first language (L1) acquisition.

Perdue (eds. 1993a) demonstrates that an individual being equipped with the inborn cognitive/perceptual disposition, comes to master the specific expressive devices of the language, the semantic/cognitive categories that underlie them and the ways they are to be used appropriately in communication. Accordingly, his/her cognitive and perceptual disposition is subsequently enriched; hence the cognitive disposition provides a learner with the capacity to learn a L2.

4.2.2. Propensity factors

Propensity factors comprise a number of psychological factors, such as communicative needs, attitude to the target language and motivational factors. They are the prime drivers to influence the emergence of grammatical devices. The modal devices emerge in the learner variety due to the pressure of communicative needs and the fact that the grammatical devices lack proto-modal system is due to the constraints of organizational principles (we will describe the constraints of organizational principles in chapter-10). The cognitive disposition provides an individual with the capacity to learn an L2, but it is actualized if and only if he/she is motivated to do so. It is supposed that the grammatical-

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[6] The ESF project had been undertaken by the European Science Foundation to chart the natural development of some European languages among the L2 learners during 1982-86.

ization continues until a balance is reached between cognitive disposition and communicative needs

4.2.3. Exposure to the language to be learned

The L2 learners either living in the foreign language situation or native situation have an opportunity of being exposed to the target L2 through various means: self-study, formal teaching and the interaction with native or non-native speakers by means of which they acquire a new language. However, the trend of acquisition depends on the shape and nature of input.

In support of the above forces of acquisition, Dittmar (1992) holds the view that IL is the product of an interaction between learning energy i.e. propensity factors, the cognitive disposition and the nature and shape of the target linguistic input.

4.3. *Grammaticalization*: The Process of Acquisition on the Premise of FA

Functional linguists introduced a theoretical construct called *grammaticalization* to demonstrate the gradual development of language learning beginning with the pragmatic mode towards the syntactic mode approximating the target variety encompassing a wide range of means: pragmatic, proto-syntactic and morphosyntactic.

Dittmar (1992:251) observed that *grammaticalization* offers a new paradigm to the field of SLA study. He demonstrates that it is neither a theory nor a model of linguistic analysis but a research programme, which describes the dynamics of linguistic evolution, change or language acquisition. It tries to describe the acquisition by examining the interaction of grammatical processes with semantic and pragmatic factors and to explain this interaction by means of the functional concepts, like *competition of forms, communicative needs, input resources, motivation* and *style*, etc.

In fact, *grammaticalization* has originated on the premise of diachronic linguistics —meaning the process, whereby lexical forms and constructions come, in certain contexts, to perform grammatical functions. Meillet (1912; In: Lehmann, 1995) was the first to coin the (French) term *grammaticalization*. For him, the term grammaticalization designates the process of linguistic change in the course of which an autonomous lexical unit gradually acquires the function of a dependent grammatical category (e.g. Latin habere [*to have, to posses*]>French avoir [to have]). Traugott and Konig (1991:189), in a similar line, described *grammaticalization* as the dynamics and unidirectional historical process,

whereby lexical items acquire, in the course of time, a new status as grammatical, morphosyntactic forms, and in the process come to code relations that either were not coded before or coded differently.

However, in the recent days, *grammaticalization* has continued to be used in two derivative senses for describing the synchronic state of a language and gradual development of a language beginning with the pragmatic mode towards the syntactic mode approximating the target variety, which respectively refer to the *synchronic grammatical-lization* and *acquisitional grammaticalization*.

Synchronic grammaticalization is understood as the ordering of forms or systems varying in the degree of grammatical meaning along a synchronic scale. Accordingly Palmer (1986:3-4) attempts to formulate *modality* in terms of grammaticalization: *with the idea that semantic features that are common to many languages may be captured or signaled by the grammatical forms and systems of individual languages.* On the other hand, *acquisitional grammaticalization* is described as the gradual emergence of grammatical means of the target language starting from pragmatic and autonomous lexical means.

Thus, functional linguists find a parallelism among the three different senses of grammaticalization and give empirical evidence in support of their claim. Giacalone Ramat (1992 and 1995) has made a strong claim about the parallelism of *grammatical-ization* saying that diachronic changes and changes in acquisition involve a general trend of shift from lexical items to grammatical means, which they call the phenomenon of unidirectionality.

Givon (1979; In: Ellis, 1994:371) has first introduced the term *syntactization* to refer to the phenomenon that is now known as the *acquisitional grammaticalization*, which refers to the gradual move from the pragmatic mode (or pre-grammatical mode) in the way to the syntactic mode (or grammatical mode). He observes that the *pragmatic mode* is something poorly structured: there is no stable syntax and the only principle that operates governing the word order is, e.g. *to go from given to new.* He (1979) postulates that *syntactization* is the process through which the target-like use of morphosyntactic devices in IL increases over time, while the dependence on discourse pragmatic context declines. The early means which L2 learners use for communication is the pragmatic mode. In syntactization (i.e. grammaticalization), an L2 learner gradually acquires the syntactic mode, while he/she retains the capacity of the other mode i.e. the pragmatic mode.

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Giacalone Ramat (1992:289) uses the term *grammaticalization* instead of *syntactization* to mean learning of the sets of rules constituting the grammar of a language together with a number of pragmatic principles and socio-cultural norms that govern language use. She (1995; In: Giacalone Ramat and Galeas, 1995) observed that grammatical devices in learner varieties emerge gradually starting from more pragmatic and context dependent uses.

Skiba and Dittmar (1992) conceive *grammaticalization* as the transformation of pragmatic/semantic modes of expression (words and unanalyzed chunks) into specific productive syntactic patterns of the individual learner variety, which are important for the organization of meaning and which also tend to converge in the long run on the target variety. The emergence of grammatical structure in *grammaticalization* is enhanced by the influence of the interaction of pragmatic, semantic, and syntactic principles.

Along the same lines, Perdue and Klein (1992:259 and 1993, In: Purdue, 1993b) view *grammaticalization* as changes, over time, in the interaction of organizational principles: phrasal, semantic and pragmatic principles, where learners have gradually come to give relatively more weight to phrasal principles.

Dittmar (1993) identified three basic tasks for the learners required to cope with the process of *grammaticalization*:

i) The first basic task is that the learners need to access the communication in order to exchange views with others.

ii) The second task is that the learners require certain expressions: stereotypic, lexical and morphosyntactic, whatever means available to them to enhance the linguistic communication.

iii) The third basic task is that the learners are to find the economy and efficiency in language use for which they need the appropriate and polyfunctional means in order to stabilize the linguistic expressions in the communication.

In contrast to the above-mentioned studies, some other studies have come to account for the cognitive aspect of *grammaticalization*. In that perspective *grammaticalization* is understood as the mapping of grammatical forms onto its functions constrained by the interaction of organizational principles: phrasal, semantic and pragmatic principles. However, form-function mapping is primarily a cognitive task,

because acquisition of a language involves the operation of its underlying cognitive process, which can be described by means of *competition model* as in Bates and MacWhinney (1982 and 1987; In: Ellis, 1994) or of *operating principle* as in Andersen (1990; In: Ellis, 1994). However, this study will not account for the cognitive process of form-function mapping, because the study of learner variety of modality is excluded from the scope of our study.

4.4. The Process of *Fossilization*

The term *fossilization* is very familiar in the field of SLA study. Ellis (1994) noted that L2 learners stop learning when their internalized rule system contains rules different from those of the target system. As as result, a phenomenon is reflected, where " *L2 learner's L2 system seems to freeze or become stuck, at some more or less deviant stage* "(Mitchell and Myles, 1998). The effect of *fossilization* can be observed at phonological, morphological and syntactic levels. Many people cannot articulate the letter *tsu* (つ) in Japanese due to the effect of fossilization. The concept *fossilization* has different implications in the field of FA. Skiba and Dittmar (1992) states that phrasal, semantic and pragmatic constraints, which are involved in the process of *grammaticalization* are assumed to hinder the process of acquisition causing *fossilization* in the learner language. Perdue and Klein (1992) observed that many natural learners of L2 survive with little or no grammaticalization but with *fossilized* learner varieties. Skiba and Dittmar (1992) assert that some learners, however, can overcome the effect of *fossilization* by being facilitated by the pressure of propensity factors.

Chapter 5

DESCRIBING THE CONCEPT OF LEARNER VARIETY

5.1. The Early Notion of Interlanguage

In the foregoing chapter, we have elucidated the aspects of SLA grounded in the framework of FA. Now, in this chapter, we will describe how the learner variety is represented with regard to the grammaticalization in FA.

The idea of learner variety has its root in the idea of *Interlanguage* (IL) by Selinker (1972, In: Ellis, 1985), which refers to the language produced by learners, and which can be described as a system resulting form systematic rules at any one point in time and as a series of interlocking systems that characterize learner progression. Thus, the term IL accounts for two fundamental notions: (i) the language produced by the L2 learner is a system in its own right and (ii) it is a dynamic system, which develops over time.

Selinker (1972; In: Ellis, 1985) suggested that underlying the IL are involved five cognitive processes, which determine the structure of IL. These are:

i) language transfer,

ii) overgeneralization of the target language rules,

iii) transfer of training,

iv) strategies of L2 learning and

v) strategies of L2 communication.

These five cognitive processes together constitute the ways in which the learner tries to internalize the L2 system.

Nemser (1971, In: Ellis, 1985) puts forward the term *approximative system* to mean the IL. He finds three assumptions underlying the IL theory: (i) the *approximative*

system is distinct from L1 and L2 at any given stage, (ii) it consists of an evolving series and (iii) the *approximative system* of different learners roughly coincide in a given discourse situation at the same level of proficiency.

Yamaoka (2000) sums up the arguments about IL by different linguists such as Adjemin (1976), Corder (1967) and Tarone (1983) and characterizes the IL by the following remarks: *'IL is rule-governed'*, *'IL as a system is permeable in nature'*, *'IL as a system is transitional in nature'*, *'IL follows the universal pattern of development'*, *'IL performance is variable'* and *'IL has tendency to be fossilized'*.

However, there remains an ambiguity about the term IL due to the absence of an explanation as to whether it refers to a process or a product. However, the process/ product distinction is crucial to the understanding of what goes on in the creation and use of the IL system. Smith (1994), in this regard, postulates that IL is usually used to mean the IL product.

The idea of IL has later been elaborated under the heading of IL theory focusing on its three major aspects:

i) the systematicity and the variability within IL,

ii) the process of acquisition of IL and

iii) the role of the native and target language in the development of the IL system.

5.2. The Subsequent Development of the IL Theory

The IL theory has been supplemented by the theories like creative construction theory and Krashen's monitor model. Likewise, it has been endorsed by the empirical studies, such as morpheme order studies and longitudinal studies. This advance in the IL theory consequently gave birth to the ideas like *natural route* and *natural order hypothesis*[7] to underpin the IL theory.

Underpinned by a variety of theories and enriched by the empirical findings, applied linguists aimed to reveal more systems and rules of ILs. They found that L2

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[7] According to the *Natural Order hypothesis*, we acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes (Krashen, 1985: 1. In: Mitchell and Myles, 1998)

acquisition proceeds in a regular and systematic fashion showing a *developmental pattern* in the developing IL. According to Ellis (1994), the concept *developmental pattern* refers to the general regularities evident in language acquisition and encompasses two different but related epiphenomenona order and sequence. While *order of development* refers to the course of acquisition in which different grammatical features are acquired, the *sequence of development* refers to the natural sequence of acquisition in which the overall development becomes evident. Evidence for the *order of development* is provided by *morpheme studies*, which investigated the acquisition of a set of grammatical functors in English, e.g. plural *s*, past *ed*, verb *ing*, and articles and found a natural order in the acquisition of grammatical functors. Similarly, the support for the *sequence of development* comes from the longitudinal studies on the acquisition of grammatical features, e.g. *negation*. A strong support of *sequence of development* comes from the studies on the acquisition of syntax.

5.3. Status of IL on the Premise of FA

Being enriched by the ideas of the previous theories and supplemented by the outcome of longitudinal studies, further development of IL theory has taken place. Consequently FA has enriched our understanding of IL by accommodating the ideas from earlier theories and outcome of longitudinal studies.

FA has developed a systematic and thorough treatment of IL communication including both function as well as form demonstrating the wide range of devices (from lexical to grammatical), which learners deploy in order to communicate. For example, functional linguists come with the idea of *grammaticalization*, which charts the development of utterance structure and emergence of semantic concept like modality and temporality by various means from pragmatic via protosyntactic to syntactic.

With the broad idea of grammaticalization functional linguists are concerned with the internal workings and integrability of IL. They are also concerned with learner's discourse/text organization rather than with syntax

Mitchell and Myles (1998) noted some limitations of FA in treating the IL. For example, it concentrates only on the early stages of development describing their IL grammar in their earliest forms. Although it has come to be an efficient tool in describing the early stages of development, it is not adequately equipped to deal with the development of syntax in the advanced learners.

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5.4. The Idea of *Learner Variety* Elucidated

In the course of the development of the discipline of SLA, a new term *learner variety* has emerged from the concept of IL. Functional linguists prefer the term *learner variety* to IL. The functional linguists, who are known to work with the ESF project, have launched the term *learner variety* with the variant of *pre-basic variety, basic variety* and *beyond the basic variety*. They consider a certain variety of learner language as *basic variety*, which seems to represent a *natural equilibrium* among various constraints operating in the organizational principles: phrasal, semantic and pragmatic constraints. We will elaborate the idea of constraints in the next section.

Perdue (1993a) described two assumptions about the learner variety with respect to overall development that: the internal organization of an interlanguage at a given time as well as the transition from one variety to the next over time is essentially systematic. The former is considered as the *horizontal systematicity*, which refers to the balance, obtained at any given point in time, between various organizational principles: phrasal, semantic and pragmatic. It is the balance which manifests the syntactic structure of a given learner variety. The later is known as the *vertical systematicity* which refers to the transition from one learner variety to the next.

Chapter 6

DESCRIBING THE LEARNER VARIETY OF UTTERANCE STRUCTURE AND THAT OF MODALITY WITH REGARD TO GRAMMATICALIZATION

6.1. The Scope of Enquiries into Learner Variety with regard to Grammaticalization

Studies of grammaticalization vary in their scope of enquiry. For example, the ESF project (1982-1986) provides a number of studies regarding the grammaticalization of various aspects, which vary in their scope of enquiry. The Journal of *Studies of Second Language Acquisition* (1992, Vol. 14 No. 1) has come out with a collection of such studies of grammaticalization of various aspects of second language; while a group of studies enquires into the evolution of selected L2 forms or development of utterance structures, other studies enquire, varying with scope of enquiry, into the emergence of linguistic aspects within the semantic sub-domains, such as temporality and modality.

The studies by Perdue and Klein (1992), Skiba and Dittmar (1992) and Pfaff (1992) have enquired into the evolution of selected L2 forms and development of utterance structures. Perdue and Klein (1992) are concerned with the development of utterance structure and claim for a basic learner variety representing a proto-grammar stage. Skiba and Dittmar (1992), in a similar manner, have provided us with a description of the overall development in terms of predicate-argument structure[8] along with the markings of person, tense, case, gender and definiteness at various developmental levels. Klien and Purdue (1992) elsewhere under the same ESF project (1982-1986) presented a picture of the overall development of utterance structure within the FA, which also claims

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[8] Argument structure: Any syntactic element required by a predicate, e.g. a verb or an adjective, is called an argument. The predicate, e.g. the verb *love* takes two arguments, represented by *she* and *me* in *'She loves me'*. Whereas, the argument structure of a predicate (verb or other lexical unit) is the range of arguments that it may or must take. This range of arguments is also known as *valency*.

for a *basic variety*. Pfaff (1992), along the same lines, looks for the development of nominal and verbal morphology.

On the other hand, linguists, such as Giacalone Ramat (1992, 1995 and 1999), Skiba (1993; In: Dittmar and Reich, 1993), Dittmar (1993) and Stephany (1995), enquired into the emergence of linguistic aspects within the semantic sub-domains such as temporality, spatiality and modality. Giacalone Ramat (1992) deals with the grammatical-ization of concepts like temporality (temporal relation) and modality (modal relation), which represent the gradual emergence of changing means for temporality and modality from pragmatic to grammatical means used by the learners in course of the development of IL. Likewise, Skiba (1993; In: Dittmar and Reich, 1993), Dittmar (1993) and Stephany (1995) investigating the acquisition of modality looked also for the gradual emergence of grammatical means in relation to grammaticalization. Giacalone Ramat (1995, 1999) in her later studies explored the details of grammaticalization of modality.

Now, in the next section, we will attempt to demonstrate learner variety of utterance structure and that of modality with regard to grammaticalization. In doing so, we will first illustrate the framework of grammaticalization for the utterance structure and modality and subsequently we will try to portray the learner system of utterance structure and that of modality.

6.2. Describing the Development of Utterance Structure with Regard to Grammaticalization

Some recent studies in the perspective of grammaticalization have come to provide the premise for the development of utterance structure. Some of the findings of such studies: Givon (1979; In: Ellis, 1994:171-173), Skiba and Dittmar (1992) and Klein and Perdue (1993; In: Perdue, 1993b), which have come to light in recent years are presented in the following description.

Givon (1979; In: Ellis, 1994:171-173) views the acquisition of utterance structure as the process of *syntactization* (a synonymous term of grammaticalization). To define the term *syntactization*, he (1979:98; In: Mitchell and Myles, 1998) introduced the dichotomous concepts of pragmatic mode of expressions and syntactic mode of expressions as in Table-3 on the next page. Accordingly, he defines the term syntactization as the movement from pragmatic mode of expression (utterance structure) to the syntactic mode of expression. Thus, for Givon, the pragmatic mode and syntactic mode are the two

edges of a continuum in the grammaticalization. The pragmatic mode of expression represents the learner system of language, whereas the syntactic mode of expression[9] represents the utterance organization of the native speakers' speech. We present the pragmatic mode of utterance organization in comparison with the syntactic mode of organization in the following Table-3:

Table-3: Pragmatic mode of utterance organization versus Syntactic mode of utterance organization (Source: Givon 1979, p. 98, in Mitchell and Myles, 1998, p. 06.)

Pragmatic mode	Syntactic mode
i) Topic-comment structure	i) Subject-predicate structure
ii) Loose conjunction	ii) Tight subordination
iii) Slow rate of delivery (under several intonation contours)	iii) Fast rate of delivery (under a single intonation contour)
iv) Word order is governed by one pragmatic principle:old information goes first, new information follows	iv) Word order is used to signal semantic case functions (though it may also be used to indicate pragmatic topicality relations)
v) Roughly one-to-one ratio of verbs to noun in discourse, with the verbs beings semantically simple	v) A larger ratio of nouns over verbs in discourse, with the verbs being semantically complex
vi) No use of grammatical morphology	vi) Elaborate use of grammatical morphology
vii) Prominent intonation stress marks the focus of new information; topic intonation is less prominent	vii) Very much the same but perhaps not exhibiting as high a functional load and at least in some languages, totally absent

Skiba and Dittmar (1992) and Klien and Purdue (eds., 1993) also investigated the grammaticalization of utterance structure under the ESF project. For them,

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[9] By expressions, Givon means the utterance structures.

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grammaticalization is the change in the interaction of a range of organizational principles: phrasal principle, semantic principle and pragmatic principle.

Klein and Purdue (1993, In: Perdue, 1993b) and Purdue and Klein (1992) offer a description of phrasal (morphosyntactic), semantic and pragmatic principles. According to them, phrasal principle mainly conforms to the grammatical rules. They are concerned with syntactic structure, word order and morphological pattern. *Semantic principle* has to do with the case-role properties of arguments. The main *semantic principle* relates to the thematic role and deals with the notion of *control*, i.e. the amount of control that an NP-referent with a given thematic role may have over another NP-referent. The *pragmatic principle* deals with the organization of information in connected text. Linguists are mainly concerned with two types of pragmatic principles in dealing with utterance structure: with the information status (i.e. information in the utterance which is new and that which is maintained from the preceding utterances) in the one hand and with the topic-focus structure, on the other.

They found that these three organizational principles do interact throughout the grammaticalization to produce the utterance structures at three different developmental levels:

i) *nominal utterance organization* (NUO),

ii) *infinite utterance organization* (IUO) and

iii) *finite utterance organization* (FUO).

However, the kind of interaction involved in the organizational principles of the utterance structure may vary according to the level of development of the learners (Perdue and Klein, 1992).

Klein and Perdue (1993; In: Perdue, 1993b) characterize the three developmental levels of NUO, IUO and FUO. The NUO, in the spontaneous utterances (i.e. those which are not just rote-forms), mainly consist of seemingly unconnected nouns, adverbs and particles (sometimes also adjectives and participles). At this stage, functional morphology does not appear and the structuring power of verbs, e.g. argument structure and case role assignment etc. remains weak. Consequently, the verb is used as noun-like form in

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constructing an utterance structure. At the subsequent stage of IUO, the verb forms,[10] both non-finite verb form and finite verb form appear in the learner speeches. However, non-finite and finite verb forms are not often clear at this stage. The non-finite verb forms allow the utterance structure with loose predicate-argument structures. The FUO allow the learners to form the utterance organization of target variety. In the phase of FUO, distinction of the finite and non-finite forms becomes evident. The grammatical morphology appears and functions adequately in the utterance structure.

Klein and Perdue (1993; In: Perdue, 1993b) found that the movement from NUO to IUO and from there to FUO is slow and gradual. Although it is stable, it is not steady. Therefore, the different types of utterance organization are found to co-exist in each developmental phase and backsliding from one utterance organization to another may occur in the learner language. They found many of their learners reaching the level of IUO, though most of them failed to achieve the level of FUO.

6.2.1. Learner variety of utterance structure as portrayed in course of grammaticalization

There are different perspectives to deal with the utterance structure in the learner variety. We have listed three different types of such paradigms to deal with the distinctions between learner varieties.

Linguists such as Givon (1979; In: Ellis, 1994:171-173), Klein and Purdue (1993) and Skiba and Dittmar (1992:329) have sought to chart the shapes of utterance structures in different learner varieties. The following are the three types of paradigms to distinguish the utterance structure in different learner varieties.

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[10] On the basis of semantic-grammatical criteria, a verb form can be divided into non-finite and finite components. The non-finite component encompasses the semantic aspect in contrast to other component of verb and also carries the information on valencies. For example, the verb *give*, which allow three arguments has specific meaning in contrast to another verb *take*. On the other hand, the finite component of a verb carries the information of tense, aspect and modality, etc. Therefore, it can involve the auxiliary verb and inflection for the realization of all the information it needs. The non-finite and finite component distinctions are also used for the measure of structuring power of verbs (Klein and Perdue, 1993; In Perdue, 1993 eds.).

6.2.2. Utterance structure in the learner variety in terms of mode of expressions

Givon (1979) is first to chart the concept *learner variety* as shown in Table-3. He has charted the learner variety with regard to the continuum of syntactization. According to his finding, elementary learners organize their words in speeches following the principle of pragmatic mode. He characterized the learner utterances with the topic-comment structure configured by single intonation contour rather than with the grammar-based subject-predicate structure. By pragmatic mode, Dittmar (1993) understands a discourse strategy by means of which a learner minimally establishes communication with a native speaker. These discourse strategies are mainly context-dependent and involve topic-elaboration.

6.2.3. Utterance structure in the learner variety in terms of structural development

Following a different paradigm, Perdue and Klein (1992) demonstrate the distinctions between the different learner varieties in the course of grammaticalization: pre-basic variety, basic variety (BV) and a variety beyond the basic variety, though they could not offer any noticeable boundaries between these varieties. It is worth mentioning that Klein and Perdue (1997) suggested that the concept *pragmatic mode* is not parallel to the concept of *basic variety* (BV).

a) Pre-basic variety: At the early stage of grammaticalization, pre-basic variety consistsof those incipient means, which L2 learners acquire from his/her target language and make productive use of in the communication. Purdue and Klein (1993) characterize the pre-basic variety with the following three properties:

i) Pre-basic variety consists of simple nouns, adjectives, adverbials and a few particles. There are also some rote-expressions, which are used as individual lexical items.

ii) Few *verbs* appear in spontaneous speech of the learner. They hardly possess the structuring power to constitute well-formed utterance structures. Therefore, they are used as noun-like forms. Very few verbs in inflectional form are found, e.g. verbs in present form. Although they appear in the speech of the learners, they are used in free variation.

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iii) The complex constructions are rare. They are either rote forms or spontaneous. Although the rote complex constructions are almost well-formed, the spontaneous complex constructions are organized according to the pragmatic principle. The sequence of utterances is paratactic in nature. They are organized with the topic-rule and are heavily context-dependent.

b) Basic variety (BV): Klein and Purdue (1993) assert that all the learners start *grammaticalization* with NUO and pass through the IUO in their way to FUO. At the level of IUO, the L2 learners develop a particular way of structuring their utterances, which are called BV.

Linguists characterize the *basic variety* in four respects: its lexical repertoire, the principle according to which the utterances are structured and temporality and modality are expressed.

Lexical repertoire: Klein and Perdue (1993, In: Perdue, 1993b) found the repertoire of the BV to consist of

i) dominantly descriptive elements: nouns, adjectives, verbs, adverbs (mainly temporal and spatial) and a few prepositions with lexical meaning (again mainly temporal and spatial),

ii) a very small number of functional elements: copula, determiners (in particular, definite and indefinite articles), negation, personal pronouns (where deictic pronouns such as *I* and *you* clearly precede anaphoric pronouns) and

iii) a number of rote forms, which will not be considered here. The richness of the repertoire varies considerably and this variation mainly concerns the lexical elements.

Klein and Perdue (1993; In: Perdue, 1993b) illustrate the following shape of the basic variety with reference to the findings of the ESF project. In the basic variety, the utterance structure shows the IUO, which consists of the non-finite form of verbs, i.e., base form of verbs. However, the form which is chosen as base form, may differ. Most learners of English use bare stem (V) or occasionally V-ing form as the base form. Learners of German usually use the non-finite and those of Swedish may use the

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generalized inflected forms. The learners are often found to drop the copula, though they know the rules for the use.

In the *basic variety* (BV), there are a steadily increasing number of repertoires of temporal adverbials. Minimally, it may include calendar type, e.g. *Sunday, in the evening*, anaphoric type adverbials, e.g. *then, after* and deictic adverbials, e.g. *yesterday, now*. BV integrates some boundary markers with which the learners mark the beginning and finishing and the end of some situation, e.g. the doublet *start-finish* marks a boundary of an event and similarly the doublet *morning-evening* marks a boundary of the extend of time.

Organizational principles: Given the repertoire, the utterance structure of BV is determined by the interaction of organizational constraints: phrasal, semantic and pragmatic constraints, while the phrasal constraint in the BV admits three basic phrasal patterns in SVO language (e.g. English) with some subvariants as in the following.

1) PH1a: NP1- V

   PH1b: NP1-V-NP2

   PH1c: NP1-V-NP2-NP2

2) PH2: NP1-Cop-Adj/NP2/PP

3) PH3: V/Cop-NP2

The BV, according to the ESF project, is an important form of learner language for the following reasons:

i) it reflects some general principles of utterance organization,

ii) it can be the final state of development for many learners and

iii) it shares many structural features with other reduced types of languages, such as pidgins and foreigner talks.

Based on their longitudinal analysis of acquisition of Dutch, English, French, and German, Klein and Perdue (1997) described *basic learner variety* as a cross-linguistically valid category, which is constituted of a limited number of shared syntactic patterns interacting

with two types of constraints i) semantic the NP, whose referent has the highest control, comes first, and ii) pragmatic the focus expression comes in the final position.

The idea of something like a BV is not new. In one way or others, it has appeared in the earlier studies. The idea of BV is also congruent with the idea of *proto-language* cocieved by Bickerton (1990; In: Klein, Wolfgang and Purdue, Clive. 1997.)

c) Learner variety beyond the basic variety: This learner variety tends to be the final learner variety in which a learner finishes his learning. This variety of learner language can be described with the characteristics given by Givon's syntactic mode of expressions.

6.2.4. Utterance structure in the learner variety in terms of phases of development

Following a different paradigm, Skiba and Dittmar (1992:329) break up the overall life-span of IL into three different phases in terms of the criterion of valency and co-occurrence of expressions proposed by Schuacher and Skiba (1991; In: Skiba and Dittmar, 1992). While *valency* is defined by Maththews, P. H. (1997) as the range of syntactic elements either required or specially permitted by a verb or other lexical unit. Thus, the valency of a verb, e.g. *read* includes the two valencies: the subject *I* and object *book* as in the sentence '*I read the book.*'. Skiba and Dittmar (1992) break up the overall life-span of IL into three different phases: elementary phase, elaborated phase and a phase of differentiated adaptation to the norms of target language as in the following:

a) The elementary phase: In the elementary phase of developing IL, the learners' utterance structure can be characterized by the valency of 0-2, i.e. a verb as predicate takes maximum two arguments, e.g. the copula *desu* as predicate takes two arguments *tabako* (cigarette) and *dame* (not good) in the utterance structure of '*Tabako wa dame desu* (Cigarette is prohibited)'.

b) The elaborated phase: In the elaborated phase, learners' utterance structures are found in an elaborated form. The elaborated predicate-argument structure can be characterized by the multiple valencies with the adjunction or extension by either of the process of co-ordination, sub-ordination and modification. e.g. [*Koko de* (*sake wa dame desu*) =(Cigarette is prohibited) here.].

c) A phase of differentiated adaptation to the norm of target language In this phase, morphological extension in the learner variety occurs. The learners' utterances can be characterized by well-formed utterances operated by an appropriate morphological system.

With the above analyses, we assume that the features of learners' pre-basic variety conform to those of pragmatic mode of utterance organization given by Givon. Learner variety escapes the pragmatic mode of organization as the grammaticalization goes forward. The transitional learner variety gradually advances to the syntactic mode of organization. Therefore, the advances in the learner variety can be characterized by the syntactic mode of expressions.

However, for the convenience of our study, we propose, with the above insight, to distinguish the whole life cycle of a learner variety into four successive varieties: early learner variety, elementary learner variety, intermediate learner variety and target learner variety. The level of each learner variety will be quantified as in the following description.

a) Early learner variety The learner language of the learners, who have attended not more than 100 hours of course work and have less than 12 months of stay in Japan.

b) Elementary learner variety The learner language of the learners, who have attended more than 100 hours of course work or have more than 12 months of stay in Japan and have not more than level-4 in the standard proficiency test of JPLT administered by the Japan Foundation.

c) Intermediate learner variety The learner language of the learners, who have achieved more than level-4 in the standard proficiency test but have less than level-2 in the proficiency test of JPLT administered by the Japan Foundation.

d) Target learner variety Learner language of the learners, who have achieved more than level-2 in the standard proficiency test of JPLT administered by the Japan Foundation.

In the following Table, we have presented the composite picture of the learner language differentiated according to the level of development suggested by different formulations and the correspondence between the learner languages in the various levels.

Table-4: Differentiating the learner language according to the level of development suggested by different formulations and the correspondence between the learner language in various levels

The terms to be used in this study	The terms given by Givon (1979)	The terms given by Perdue and Klein (1992)	The terms given by Skiba and Dittmar (1992)
Early learner variety	Pragmatic mode	Pre-basic variety	-
Elementary learner variety	-	Basic variety	Elementary phase
Intermediate learner variety	-	Variety beyond the basic variety	Elaborated phase
Target learner variety	Syntactic mode		A phase of differentiated adaptation to the norm of target language

We will use the cover term *emergent learner variety* to cover the developing learner variety from early learner variety to elementary learner variety.

6.3. Describing Development of Modality with Regard to Grammaticalization

In the foregoing chapter, we have come across the grammaticalization of utterance structure in the different developmental levels. The grammaticalization of semantic domain like modality and temporality also occurs hand in hand along with the grammaticalization of utterance structure. Therefore, as the grammaticalization of utterance structures occurs, the appropriate means for modality also appear gradually in the learner language. For that reason, the emergence of modality in the learner languages marks the jump of the IUO towards the FUO (Giacalone Ramat, 1999).

Perdue and Klein (1993) suggest that *grammaticalization* provides a complete and contextualized account of linguistic means, which learners use to encode the semantic concept of modality. Therefore, linguists prefer grammaticalization to other L2 approach in dealing with the acquisition of modality. As a result, studies of the acquisition of modality in the perspective of grammaticalization are found to be pervasive.

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Our understanding of the framework of grammaticalization of modality has mostly been derived from a number of studies undertaken by ESF project, P-MoLL project[11] and Pavia Project[12]. The ESF project has come up with the study of grammaticalization on temporal and modal relations. Similarly, both P-MoLL and Pavia Projects have produced a number of studies exclusively on the grammaticalization of modality and learner system of modality.

6.3.1. Learner variety of modality as portrayed in course of *grammaticalization*

In the foregoing chapter, we have mentioned some projects, which have enriched our understanding of the framework of grammaticalization of modality. Now, in this chapter, we will attempt to portray the learner variety of modality that we have found in some of the European languages. Linguists, such as Giacalone Ramat (1995 and 1999) and Dittmar and Ahrenholz (1995; In. Giacalone Ramat and Crocco Galeas, 1995) found, with regard to *grammaticalization*, the following trend of emergence of modality in the learner varieties.

Giacalone Ramat, on the basis of her studies (1995 and 1999), demonstrated a trend of regular systematicity, which becomes evident in course of *grammaticalization* of modality. The *vertical systematicity*, which she claims to become evident in the course of grammaticalization are *grammaticalization scale*, *grammaticalization path* and *systematicity with regard to the hierarchal-layered structure*. Of them, *the systematicity with regard to the hierarchal-layered structure* has no relevance to our present study; therefore, we will leave it out of our discussion.

Giacalone Ramat (1999) found a general tendency of the emergence of modality with various changing means from implicit to lexical and then to grammatical according to the following *grammaticalization scale*.

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[11]Berlin P-Moll project on the modality in a longitudinal study of Learner Verities in German was undertaken from 1987 to 1990. In this project, eight subjects were observed for a two and a half year period. The project was funded by the Deutsche Forschungsgemeinschaft.

[12]The Pavia Project was a longitudinal study done in 1986 in collaboration with researchers from the Universities of Bergamo, Torino, Trento and Verona. The subjects of the project were of different source language background (including Chinese, Arabic, Tigrinya, French, English and German), who were learning Italian as L2. Having received some formal instructions, the subjects were learning Italian in everyday contact with native speakers.

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'Implicit means lexical means grammatical means'

According to the grammaticalization scale, modality is marked by intonation or retrievable from the context at the initial stage. As the grammaticalization proceeds on, formal means of modality appear gradually starting from more transparent items such as adverbs and lexical verbs and the grammatical means appear finally. Dietrich, Klein, and Noyau (1993; In: Perdue eds., 1993) and Bardovi-Harlig (2000) investigated the emergence of *temporality* in the perspective of FA and found a similar trend of *grammaticallization scale* for the notion of temporality.

Another important vertical systematicity, which Giacalone Ramat (1999) elucidated for the emergence of grammaticalized (morphosyntactic) means of modality, e.g. modal verbs and inflections in L2 Italian, is the *grammaticalization path*. The grammaticalization path, which she elucidates for modality in Italian, is as follows:

'Deontic modals epistemic modals inflectional modality[11]'

Where, '<' means *is earlier than*. Thus, deontic modals appear first, the epistemic modals appear subsequently and the inflectional epistemic modality appears at last. Thus, this kind of *grammaticalization path* for the acquisition of modality is only valid for those languages, which are encoded by the grammatical forms, like modal auxiliaries and modal inflection.

Giacalone Ramat (1999) argues that the *grammaticalization path* appears to be different in the case of grammaticalization of polysemous modalisers. Languages, such as English, German, Italian and Tamil have polysemous modals. Stephany (1995:115), with a cross-linguistic survey, reveals that polysemous modals are not used with their full range of meaning from the beginning. She found that the polysemous modalisers first appear in the IL to serve the deontic function, which afterward achieves the function of epistemic modality. Bernini (1995; In: Ramat and Galeas, 1995) describes this phenomenon as the meaning shift of modal verbs.

Linguists with longitudinal observation found certain order in the appearance of modal verbs. Giacalone Ramat (1992:316) found that in Italian the modals: *volere* (want),

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[11] Here modals are used to refer to modal auxiliaries, which encode the deontic and epistemic modality.

potere (can) and *dovere* (must) appear in learner system of modality following an order of appearance, though she also found to appear some other lexical means of modal system in the course of grammaticalization.

Dittmar and Ahrenholz (1995; In: Giacalone Ramat and Crocco Galeas, 1995) found a certain order in the acquisition of modal verbs by an Italian learner of German. They found that *wollen* (want) is the first modal verb to appear followed by *müssen* (must) and *können* (can, it is acquired with some difficulty due to confusion between *können* and *kennen* (to know). These three modals are acquired at an early stage; a second group of modals including *sollen* (supposed to, should), *mögen* (would like to) and *dürfen* (be allowed to) appear in the IL considerably later.

6.3.2. Modality in the learner variety

In the above discussion, we have come across different types of vertical systematicity of modality extending from early stage to final stage of development. Learner variety of modality can also be established in there different developmental stages. i) elementary phase, ii) transitional phase and iii) final phase.

The analysis on the vertical systematicity of modality in *grammaticalization* manifests itself the following shape of developing IL in the learner variety.

Dittmar (1993; In: Dittmar and Reich, 1993) argues that modality of illocution types in the early learner variety is not very distinct from one other on the basis of formal criteria: syntax and morphology. At this stage, modality is realized by intonation and feature of illocution, which serve to interpret the modality of utterance type. On the other hand, the morphosyntactic means of modality is compensated by the incipient devices i.e. stereotypic means, e.g. *bitte* (please).

Dittmar (ibid.) has enumerated some such incipient pragmatic devices along with the pre-grammatical means, such as unanalyzed prefabricated chunks of quasi-modals, e.g. *guck mal* (look), *Guck mal* occurs in the utterance like '*Guck mal garderobe* (Look wardrobe)' or '*Guck mal mann hund* (Look man dog)'. He regards these incipient means found in the interactive discourse as *proto-modality*. At this incipient stage, modality is expressed by formal means, starting from more transparent items such as adverbs and lexical verbs. At this stage, both the epistemic and deontic modality are expressed by lexical means due to the low degree of grammaticalization. At the last stage of grammaticalization of modality, grammatical means appear embodied in the

grammatical system, which is beyond the stage of learner variety of modality, therefore, tends to the target variety

Giacalone Ramat (1995:272; In: Giacalone Ramat and Crocco Galeas, 1995) found that learner variety shows two different distributions of forms/expressions for two main types of modality: deontic and epistemic. In Italian, for example, the learner variety of epistemic modality is found to be constituted of adverbials: *forse, magari, probabilmente* and *sicuramente*. Some verbs of belief, e.g. *penso, credo*, verbs containing a mark of uncertainty, e.g. *mi sembra* and some modal particles have been also found to appear in the modal system of epistemic modality. On the contrary, deontic modality in the developing IL is mainly constituted of modal verbs, though a few other means such as adverb and predicatively used modal adjectives, e.g. *è necessario che* (it is necessary that) are also found to appear in the learner variety. The modal verbs, which appear to convey the deontic meaning, e.g. *may* as in '*He may come* (meaning *He are allowed to come*).' at this stage, gradually attain the feature of epistemic meaning, e.g. *may* as in '*He may come* (He is supposed to come)' in the course of grammaticalization.

In the above, we have come across the utterance structure and structure of modality, which appear in the learner variety in some European languages in the course of grammaticalization. In the following chapters, we will present the modality as found in *Nihongo Bunpou* and subsequently we will be trying to adopt modal system in the functional perspective, so that we can formulate the hypotheses on learner variety of modality in Japanese and verify them to establish the learner system of modality in Japanese in the concluding chapters.

PART TWO:

SETTING THE STAGE FOR THE STUDY

Chapter 7

MODALITY AS FOUND ON THE PREMISE OF *NIHONGO BUNPOU*

7.1. Introduction

In the first part, we have come across the early formulations on modality and subsequently the FA along with its implication in describing the learner variety. In this chapter, we will appraise a good number of contemporary formulations on modality in Japanese and on the basis of these, we will choose a framework conforming modality on the premise of FA.

There are two indigenous terms in *Kokugo Bunpou* (Japanese Indigenous Grammar) corresponding to what is now known as modality: *chinjutsu-ron* (theory of predication) and *hou no jodoushi* (modal auxiliaries). When the new wave in the study of modality and mood in the European school emerged in the nineteen seventies and eighties, it began to influence the trend of modality study in Japanese, too. Then Nakau (1979) introduced the term *modariti* in Japanese to represent the idea known as modality in the light of two previous works by Lyons (1977) and Palmer (1979) on the European languages. After the introduction of the idea of modariti in 1979 by Nakau, a series of studies have appeared on this topic. Subsequently, a symposium on *Nihongo no Modariti o Megutte* (About Japanese Modality) was organized at Kyoto University in December 1981 by a research team, which continued to study for 8 years and published the outcome of their study later in 1989 in the form of a book named *Nihongo no Modariti* (Japanese Modality).

Since then, a number of studies on modality in Japanese have appeared. We have surveyed a number of such contemporary studies of modality in Japanese [by Teramura (1984), Nitta and Masuoka (1989), Noda (1989, In: Nitta and Masuoka, 1989), Masuoka (1991), Nitta (1991), Ishihara (1992), Maynard (1993), Nakau (1994), Johnson Mayumi (1994), Moriyama and Adachi (1996), Masuoka (1999), Nakau (1999), Miyazaki (2000), Moriyama, Nitta, and Kudou (2001) and Miyazaki, Noda, Adachi, and Takanashi (2002;

15) and Nitta et al. (2003)] in order to examine the present trend of modality studies of Japanese.

In this survey, we have found that although there is consensus among the Japanese linguists on a common set of archetypical modals i.e. *kamoshirenai* (may/might), *kanenai* (can/could), *ni chigainai* (must be), *ni kimatteiru* (must be), *hazuda* (ought), *youda* (seem), *rashii* (seem/appear), *souda* (seem/likely) for *ninshiki no modariti* (modality of recognition) and *shinakereba naranai* (have to do), *shite wa ikenai* (must not do), *sezaru o enai* (there is no choice but to do), *shite mo ii* (may do), *shinakute mo ii* (need not to do), *suru beki da* (should do), *suru hou ga ii* (had better do) for *hyouka no modariti* (modality of evaluation), they are found to have different opinions about various issues regarding modality. In some cases, there have been serious controversies on some of these issues, especially about the delimitation of semantic domain of modality and its categorization and the formal means with which modality is encoded.

7.2. Controversies about the Cross-current Issues of Modality in *Nihongo Bunpou*

The controversies about various issues, such as the origin of the idea of modality, terminology of modality, definition of modality, delimitation of the semantic domain of modality, categorization of modality, hierarchy in the array of modal system, morpho-syntactic system of modality with regard to thought of the European school on modality are being presented below:

7.2.1. The origin of the idea of modality

Japanese linguists generally use the term *modariti*, the transliteration of English term *modality*, to capture the notion of what is meant by modality, though they differ on the question of origin of the term. Before the introduction of the term *modariti* by Nakau in 1979, the study of modality was under the topic of either *hou no joudoushi* or *chinjutsu-ron*, which are used to mean the *modal auxiliary* and *predication system* respectively.

Japanese linguists often refer to *chinjutsu-ron* of traditional grammar while studying modality, though they cannot always maintain this stance in formulating a framework. Consequently they are to draw on any of the disciplines of mood, modal auxiliary, modal logic, dictum-modus dichotomy or utterance-based modality.

Linguists have described the nature of influences of *chinjutsu-ron* on the evolution of the idea of *modariti* in Japanese. Some linguists consider that the idea of *modariti*

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evolved exclusively from the *chinjutsu-ron*, some other linguists found simultaneous influences of both the European school and the *chinjutsu-ron* on the evolution of the idea of *modariti*. Some linguists have found the idea of *modariti* evolving exclusively from modal logic.

A group of influential linguists, such as Masuoka (1991) and Nitta (1989), with their orthodox view, found the origin of modality in the *chinjutsu-ron* (theory of predication). Masuoka (1991:33-34) conceives that the idea of modality has originated exclusively on the premise of *Kokugo-bunpou*. He demonstrates that the tradition of dividing a sentence into two components has first appeared in Tokieda (1941) and it attained a high degree of precision in the hands of Watanabe (1971). He also speculates that a variety of the same formulation can be found in Mikami (1959), Suzuki (1972), Minami (1974), Nakau (1979), Teramura (1982) and Nitta (1989b). Nitta (2000; In: Moriyama, Nitta and Kudou, 2000), on the other hand, finds an association between the term of *modality* and *chinjutsu*. Moriyama (2000:163; In: Moriyama, Nitta and Kudou, 2000) is another pioneer linguist, who believes that *chinjutsu* and *modality* evolved out of two different disciplines. He regards the present formulation of modality in Japanese as a matter of post-*chinjutsu-ron*. He puts a line of differentiation between *chinjutsu-ron* and *post-chinjutsu-ron*. He states that *chinjutsu-ron* is concerned with how the predicate is constituted and also how it contributes to the formation of a sentence (2000:6). The *post-chinjutsu-ron* i.e. *modariti*, on the other hand, is concerned with how a specific form contributes to the expression of a sentence (2000:7). Thus, he regards *chinjutsu-ron* and *post-chinjutsu-ron* as two different varieties of framework for dealing with the structure of a sentence.

Maynard (1993) contended that the idea of modality in the Western school and *chinjutsu-ron* in *Kokugo bunpou* have evolved simultaneously. However, she at the same time maintains that the idea of modality in Japanese has derived gradually from *chinjutsu-ron*. She mentioned the names of some linguists, such as Haga (1954; In: Maynard, 1993), Hayashi (1983; In: Maynard, 1993) and Onoe (1973; In: Maynard, 1993), who shaped the idea of the *chinjutsu-ron* has been shaped.

Among the Japanese linguists, Nakau (1999:28) opposes the view that modality has its origin in the *chinjutsu-ron*, rather he believes that the traditional *chinjutsu-ron* has been put forward with an insight, which was different from that of the study of modality. He found a correspondence between doublets [proposition and modality] of the European

school of modality and the doublets, such as [*shukanteki-kyakkanteki hyougen* (subjective-objective expression)] by Kindaiichi, [*shutaiteki-kyaktaiteki hyougen* (subjective-objective expression)] by Haga and [*shi-ji*] by Tokieda in Japanese (cf. Nakau, 1999:28).

7.2.2. The issue of terminology

A variety of terms for modality are in usage now: *modariti* (modality), *genpyou taido* (attitude of expression), *chinjutsu* (statement), *chinjutsudo* (degree of modality), and *muudo* (mood) including some more conventional terms [*shukanteki* (main relations)] by Kindaiichi, [*shutaiteki* (subjective)] by Haga, and [*ji*] by Tokieda in the *kokugo-bunpou*. Miyazaki, Noda, Adachi, and Takanashi (2002) infer that *muudo* is signaled by the inflection and *modality* manifests itself by the various linguistic means along with *muudo*. Nitta (2001; In: Nitta et al., 2001) enumerated some corresponding terms such as *modariti* (modality), *muudo* (mood), *jouhou* (information) and *chinjutsuteki* (subjectivity) and suggests that there is no consensus among the linguists on the terms for modality.

Any discussion about the term *modality* usually entails its counterpart *proposition*. Hence, any study of *modality* involves the elucidation of the relation between proposition-modality. Linguists often find the dichotomy *proposition-modality* to correspond to the dichotomy of '*genpyou jitai* (dictum)-*genpyou taido* (modus)', *meidai-modariti*, *koto-muudo*, *koto-modariti*, and *meidai-chinjutsu* and they still find the correspondence with some other duets of [*shukanteki-kyakanteki hyougen* (subjective-objective relations)] by Kindaiichi, [*shutaiteki-kyaktaiteki hyougen* (subjective-objective expression)] by Haga, and [*shi-ji*] by Tokieda.

Of the various duets, *meidai-modariti* (proposition-modality) originated on the premise of modal logic, *genpyou jitai-genpyou taido* (dictum-modus) originated in the sentence-based analysis by Bally (1932 and 1934) and the duet of *koto-muudo* has derived from the Latin system of mood by Teramura (1984). All the remaining dichotomies of this phenomenon originated mostly on the premises of *chinjutsu-ron*. The terms *housei* (mood), *jojutsu* (description) and *johou* (information) are said to be the just translation of the traditional term *mood*.

Although Japanese linguists proposed a lot of duets parallel to the duet *proposition-modality* in English, the dichotomy of *meidai-modariti* has recently been attested for the framework modality in Japanese. Nakau (1999:28) considers the two

terms in the dichotomy of *meidai-modariti* as an unusual mixing, because *meidai* and *modariti* have originated respectively from the translation of *proposition* and the transliteration of *modality*.

7.2.3. The issue of definition

Definition is considered to be a crucial issue for any kind of research work, because a research work begins with the operational definition of the concepts concerned. However, there is no recognized definition of modality in Japanese till now.

Masuoka (1989.193; In: Masuoka and Nitta, 1989), in this regard, comments that there is no adequate definition at present for answering the question what is *modality*. Similarly, Miyake (1999.69) affirms that modality has been defined variancely (or vaguely) in Japanese linguistics, because there is no agreed common definition of modality.

The reflection of the above two remarks on the definition of modality can be seen in a number of contradictory definitions given by some leading Japanese linguists as in the following (i ~vii).

i) Modality is described as the speaker's psychological attitude at the time of speech provided that the time of speaking is instantaneous (cf. Nakau, 1999.29).

ii) Modality is considered as the direct expression of the speaker's psychological attitude at the time of speech (cf. Noda, 1989: 131; In. Nitta and Masuoka, 1989).

iii) *Muudo* is understood as the syntactic element of a sentence, by means of which a speaker conveys the art of presentation or attitude before the addressee at the practical situation in transmitting a *koto* (state of affairs) (cf. Teramura, 1984; 12). *Muudo* can be prefixed, infixed or suffixed to the *koto* and is necessary mostly in the construction of syntactic structure. Of them, inflectional type of *muudo* is an obligatory category in the construction of syntactic structure.

iv) A sentence can be divided into two components. One is the state of affairs constituting the core of a sentence serving as a means of conveying the content, which is called *koto* or *meidai* (proposition) and another is *art of presentation* or *mode of utterance*, which can be called *modariti* (modality). Since the *modariti* specifies the meaning of speech-act, so it expresses the speaker's art of presentation at the time of speech (cf. Moriyama, 2000; In: Moriyama, Nitta and Kudou, 2000:4).

v) A sentence in an utterance expression is constituted of two parts — a part is objective matter — called *meidai* (proposition) and another part is evaluation of the speaker's speech and attitude to the utterance-transmission — called *modariti* (cf. Masuoka, 1999:46).

vi) Modality is the grammatical expression for the representation of the speaker's evaluation of the state of affairs from his/her own standpoint at the time of speech and the speaker's art of speech or that of utterance transmission at the time of expression of it (cf. Nitta, 1989, In Nitta and Masuoka, 1989 and Nitta, 1991).

vii) Miyazaki, Noda, Adachi and Takanashi (2002, 15) define modality as the functional-semantic category manifested themselves at the sentence level, which conveys the speakers' attitude to the mode of presentation of a sentence.

With reference to the above accumulation of definitions, let us now justify the remarks given above by Masuoka (1989:193; Masuoka, and Nitta, 1989) and Miyake (1999:69). Here, we can see that these definitions are mostly concerned with the semantic aspect of modality and only two of them refer to the morphosyntactic realization of modality. The definitions from (i) to (vii) in the above respectively make use of wordings variously for signifying the semantic notion of modality: i) Speaker's psychological attitude at the time of speech, ii) Speaker's psychological attitude, iii) Speaker's attitude, iv) Speaker's art of presentation, v) evaluation of the speaker's speech and attitude to the utterance-transmission, vi) Speaker's evaluation/speaker's art of speech and utterance transmission, and vii) Speaker's attitude. Therefore, they render the massive controversy about the idea of modality. Here, we can see that though all these definitions are concerned with the formal structure of modality, they do not specify the wordings for the morphosyntactic realization except the definitions as in iii) Syntactic element of a sentence, vi) Modality is the grammatical expressions and vii) Functional-semantic category manifested itself at the sentence level.

From the above accumulation of definitions, we understand that there is no consensus among the linguists on the wordings for the semantic notion, and also for the realization of formal structure, and consequently, they cannot demonstrate how the modality in linguistics looks like. Nakau (1999) classifies these definitions of modality

into two groups: i) notional definition and ii) structural definition, in accordance with the elements they specify. Accordingly, he puts his definition in the group of notional definition and the definitions by Masuoka and Nitta in the group of structural definitions. Nakau's grouping of definitions is insufficient but significant in a way because it emphasizes the inclusion of the notional aspect along with the structural aspect.

7.2.4. The theoretical substantiation of modality

Japanese linguists express the semantic notion of modality with wordings like the *speaker's psychological attitude*, *speaker's art of presentation* and/or *speaker's evaluation speaker's art of speech* and *utterance transmission*. However, the wordings for semantic concepts are virtually vague, and therefore, invite a number of alternative explications. On the other hand, they aggregate the controversy over the idea of modality.

However, to overcome this drawback some leading Japanese linguists, such as Nakau (1994), Masuoka (1991, 1999) and Yuki Johnson (1994) rely on the theoretical substantiation. Nakau (1994:37-40) proposed a semantic hierarchy model in delimiting modality. Based on this model, he semantically segregates a sentence into propositional and non-propositional meaning components. His non-propositional meaning encompasses six different types of grammatical elements: traditional type of mood, mutual act of negative operator, and quantitative pronoun, expression of possibility and probability, conjunction and conjunctional adverb, discourse marker and marked sentence type. He refers to the meaning of these grammatical elements as modality. Thus, he maintains that there is a correspondence between non-propositional meaning and modality (1994:33).

Unlike Nakau, Masuoka refer to both *chinjutsu-ron* (theory of predication) as well as *predication system* in organizaing his formulation. According to this formulation (1991:33-36), the location of various modalisers in a constituent is determined by two general principles: *isonkankei-kouzou* (structural interdependency principle) and *kaisouteki-kouzo* (structural stratification principle), which are the characteristics of modalised sentence structure as well.

Isonkankei-kouzou (structural interdependency principle): Structural interdependency principle is concerned with the collocation of two types of modalisers within a sentence: a principal element, e.g. *darou* (may) and a dependent element *tabun* (probably), as in the following sentence:

Tabun   Hanako wa   mousugu kaette kuru darou.

Probably Hanako TOP   soon   return   MSUF (I think that)

I think that Ms. Hanako probably will return soon.

In the above sentence, the principal and dependent elements are structurally interdependent and they jointly convey the meaning of the probability of Hanako's coming. The dependent element must be either an adjective or an adverb infixed in the sentence initially or medially, which acts as an emphasizer on the principal element of modality.

Kaisouteki-kouzo (structural stratification principle): The principle of structural stratification assigns the location of a certain modaliser in the predication system. According to this principle, the various categories of modalisers appearing in the predicate must follow an order. It also assigns a position for each type of modaliser in the predication system.

On the other hand, Yuki Johnson (1994) following Lyons's (1977) proposal derives modality with reference to modal logic. Thus, he characterizes modality by the feature of necessity/possibility borrowed from modal logic.

The aforementioned three linguists, Nakau, Masuoka and Yuki Johnson present controversial formulations on modality sharpening the controversy over other issues like categories of modality.

7.2.5. The issue of categorization

The categorization of modality is another crucial issue on which there is no consensus among the Japanese linguists. Even the European linguists do not have any common approach to the categorization of modality in Japanese and the European languages. Following are a set of categorization system in the below, which Japanese linguists have brought to light following their own approaches.

a) Inflectional category of *Muudo*:

Teramura (1982) has the term *muudo* (mood) in dealing with the category of modality. By *muudo*, he (1982) means the sets of suffixes and inflections, which appear in the predicate of a sentence expressing the modal functions. He divided *muudo* into three subcategories.

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Kakugen no muudo (indicative mood): The tensed forms (present/past tense) of verb/ adjectives forming indicative sentence are *kakugen no muudo*.

Gaigen no muudo (mood of evidential, inferential/experiential notion): A set of auxiliaries suffixing to the *kakugen no muudo*, such as [*-darou (deshou)* (will/ may)], *-mai* (will not) etc., and also a set of phrases, such as [*ka mo shirenai* (might)], [*kamo wakaranai* (may)], [*ni chigainai* (must)] and [*to iu* (it is said)], etc. conveying the meaning of evidential and inferential/experiential modality are *gaigen no muudo*.

Setusmei no muudo (explanation mood): A set of auxiliaries, such as *hazu da, -wake da, - tokoro da, -koto da, -mono da* and *-no da*, etc. suffixing to the sentence ending in *kakugen no muudo* and conveying the reasons of its antecedent.

b) Suffixational category of modality

Like Teramura (1982), Moriyama's (2001) formulation accounts exclusively for the suffixes and inflections in the predicate of a sentence. He categorized *modariti* into two main types in terms of the nature and process of predication system. They are:

Jutsugo kanbi ni okeru dokuritsu shushikei-keitai (independent inflectional forms of predicate): This type includes *shuushikei* (finite form of verb) [e.g. *iku* (go)], *meireikei* (command form) [e.g. *ike* (go)], *ishikei* (intention form) [*e.g. shiyou*] and presumptive form. e.g. *darou* (may) etc. In addition to these finite forms, other inflectional forms convey some kind of modality or other.

Modariti no keishiki toshite no fukakeishiki-gun (modal auxiliaries suffixed to the predicate of a sentence): This type includes modalisers, which are suffixed to the predicate of the indicative sentence modifying them into modalised sentences within their scope. This type of modalisers being suffixed to the predicate expresses the following two different subcategories of modality:

Suiryou hyouji-gun (catenative modalisers expressing epistemic meaning): *Suiryou hyouji-gun* includes the modalisers: *kamo shirenai* (may), *ni chigai nai* (must be), *hazu da* (should), *youda* (seem), *rashii* (appear) and *sou da* (likely) being suffixed to the tensed forms of the verbs [e.g. *iku itta* (go/went)] to express the speaker's judgment on proposition.

Kachi handanteki jitai sentaku-gun (catenative modalisers expressing deontic meaning): *Kachi handanteki jitai sentaku-gun* includes some modalisers, such as *shinakereba naranai* (have to do), *shite ikenai* (must not do), *sezaru ennai* (there is no choice but to

do), *shite mo ii* (may do), *shinakute mo ii* (don't have to do), *suru beki da* (should do), *suru hou ga ii* (had better do), which are suffixed to non-tensed forms, e.g. participial form or infinite form of verb to convey the speaker's suggestion and obligation to the addressee for bringing an action into being.

c) Masuoka's taxonomy of the predicate

Masuoka categorizes modal suffixes and inflections into several categories located in the predicate following the principle of structural stratification. According to the principle of structural stratification, the modals appearing in the predicate must follow an order. This order of appearance of the modalisers in the predicate is as follows:

Dentatsu-taido no modariti (modality of utterance transmission attitude)

Teineisa no modariti (modality of politeness)

Hyougen-raikei no modariti (modality of utterance type)

Shingi-handan no modariti (modality of truth judgment)

Kachi handan no modariti (modality of value judgment)

Setsumei no modariti (modality of explanation)

Tensu no modariti (modality of tense)

Mitomekata no modariti (modality of recognition)

Toritate no modariti (modality of conjunction)

Although Masuoka (1991) at the beginning proposed a stratified predication system of modality consisting of eight different categories, he (1999:48) in a later revised edition dropped three categories: modality of tense (*tensu no modariti*), modality of recognition (*mitomekata no modariti*) and modality of conjunction (*toritate no modariti*) from his list of nine categories.

d) Nitta's sentence-based analysis on modality

Nitta (1991) deals with the categorization system at two different levels. He affirms that modality manifests itself at two different levels in a speaker's utterance. They are *hatsuwa dentatsu no modariti* (modality of utterance transmission) and *genpyou jitai meate no modariti* (modality of proposition), which manifest themselves respectively at the utterance level and morphosyntactic level.

Hatsuwa dentatsu no modariti (modality of utterance transmission): He divides the modality of expression type into four subcategories: *ugoki-kake* (performative), *hyoushutsu* (expressive), *nobetate* (descriptive) and *toui-kake* (inquisitive).

Genpyou jitai meate no modariti (modality of proposition): He divides the *genpyou jitai meate no modariti* into two subcategories: *Joui-kei no machi-nozomi* (feeling-related expectation) and *Ninshiki-kei no handan* (recognition related to judgment).

The modality types of Nitta are not self-determining rather they are interdependent categories. Thus, of the two levels of modality, the *genpyou jitai meate no modariti* (modality of proposition) is anchored in the *hatsuwa dentatsu no modariti* (modality of utterance transmission). Nitta in his early work (Nitta, 1989, In: Nitta and Masuoka, 1989 and Nitta, 1991:20) found a mutual relationship between the two types of modality, which is shown in the following Table:

Table-5: Mutual relationship between the two types of modality: *genpyou jitai meate no modariti* and *hatsuwa dentatsu no modariti* [Adopted from Nitta, 1991: 231]

	Genpyou jitai meate no modariti **(Modality of proposition)**	
	Ninshiki-kei no handan (Judgment type)	*Joui-kei no machi nozomi* (Wish type)
Hatsuwa dentatsu no modariti (Modality of utterance transmission)	*Toui-kake* (Judgment and emotion type inquisitive)	*Ugoki-kake* (Order, request, prohibition and suggestion)
	Nobetate (Judgment and doubt type indicative)	*Hyoushitsu* (Intention, wish and desire)

e) Miyazaki et al.'s sentence-based analysis of modality

Miyazaki, Noda, Adachi and Takanashi (2002; 15) found five categories of modality: *jikkou* (performative), *jojutsu* (narrative), *gimon* (inquisitive), *setsumei* (explanation) and *shuujoushi* (sentence final particles, in short final particle), each of which can be subcategorized as menfesting themselves at three different levels of linguistic structure.

Of the five categories, the first three categories of modal notion: *jikkou* (performative), *jojutsu* (narrative) and *gimon* (inquisitive) are signaled in the semantic-functional level. The remaining two categories are signalled at the text-discourse level.

The different categories of modality manifesting themselves at different levels and their mutual relationship are shown in the following Table

Table-6: Categories of modality manifesting themselves at the different levels and their mutual relationship

Categories of modality	Subcategories of modality under each category	*Setsumei no modariti* (Modality of explanation)	*Shuujoshi* (Final particles expressing dentatsu no modality)
Jikkou (Performative)	*Ishi* (Intention), *Kanyuu* (Persuasion)		
	Meirei (Command), *Irai* (Request)		
Jojutsu (Narrative)	*Ninshiki* (Recognition)		
	Hyouka (Evaluation)		
Gimon (Inquisitive)	*Shitsumon* (Question), *Utagai* (Doubt)		
	Kakunin yuukyou (Request for confirmation)		

f) Nakau's semantic-oriented study as non-propositional meaning

Nakau (1994) has two main categories of modality, i) Sentence modality (or S-modality) and ii) Discourse modality (or D-modality), which respectively specify the modality at the sentence level and utterance level. Each of these two categories can be further subcategorized into a number of subcategories

Sentence modality (S-Modality)

Shingi handan no modariti (modality of truth judgment): e.g. *ni chigai nai* (must be), *(watashi no) omou ni* (I suppose) and *wakaranai* (don't understand).

Handan horyuu no modariti (modality of judgment withholding): e.g. *sou da* (seem/ likely) and *uwasa dewa* (in a rumor).

Teiji-hadan no modariti (modality of (dis)approval): e.g. *utagawashiku omou* (think doubtfully), *sansei dekinai* (cannot agree).

Kachi-handan no modariti (modality of value judgment): e.g. *moushiwake naku omou* (feel sorry), *odoroita koto ni* (to one's surprise), *ukatsu nimo* (carelessly).

Kousoku-handan no modariti (modality of deontic judgment): e.g *(to) yakusoku shimasu* (make promise) *chikaimasu* (swear a promise), *(you ni) onegai shimasu* (I request)/*tanomimasu* (request).

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Discourse modality (D-modality):

Hatsuwa keisei no modariti (modality of discourse (text) formation): e.g. *node* because/since), *nanoni* (although) *ni shite mo* (if not most/ however), *kekkyoku* (in he end).

Hatsuwa youtai no modariti (modality of speech act manner): e.g. *Socchoku ni itte* frankly speaking), *tsutsumikakusazu ieba* (speaking openly).

Jouhou toritate no modariti (modality of informational salience): e.g. *mo* (too), *shika* only).

Taijin-genkei no modariti (modality of interpersonal relation): Modality of inter-ersonal relation is realized by formal language. It has three subtypes or forms: a) olite form (*masu, desu* and *masen* etc.), b) honorific form (e.g. *o-ni naru, rareru* tc.) and c) humble form (e.g. *o-suru*)

Kankan hyoushutsu/kankou girei (modality of interjection/ritual conventions): *aa, shimatta, aho* (stupid), *baka* (stupid), *manuke gomen nasai* (I'm sorry), *ohayou* (good morning).

g) Yuki Johnson's semantics-oriented study with reference to the modal logic
Yuki Johnson (1994) adopted the categorization of the European school of modality with epistemic and deontic type of modality. She (1994) describes epistemic modality as being concerned with the speaker's knowledge, and belief and deontic modality as being concerned with *obligation, permission* and *prohibition.*

In the above enumeration, some common categorization systems of modality have been presented. In this presentation, we can find that the categorizations of modality are different from each other, while some of the categorization systems are indigenous, others conform to the European categorization system. Masuoka (1991:40) has an indigenous categorization system and is optimistic about the fact that his newly formulated paradigm of categorization especially the categories of *dentatsu no modariti* (modality of utterance expression), *setsumei no modariti* (modality of explanation) and *toritate no modariti* (modality of interpersonal relation) would contribute to the enrichment of the Western system of categorization.

On the other hand, some categorizations conform to the European approach to categorization including the epistemic and deontic modality. Being informed with the European categorization system of modality, Nitta (1989:62 and 2000; In: Moriyama, Nitta, and Kudou, 2000 and Nitta, and Masuoka, 1989) put the epistemic and deontic

modality in his larger traditional categorization system, while Yuki Johnson (1994) follows the categorization system of the Western school

7.2.6. The issue of the level of manifestation of modality

A number of linguists find a hierarchy in the array of the categories of modality Masuoka (1991:44) considers the hierarchy to be an indigenous feature of modality in Japanese language.

Nakau (1994:14) examines the array of the categories of modality in terms of a *semantic hierarchy model* developed by him. Nakau's *semantic hierarchy model* is concerned with the pattern of hierarchy of various elements in a sentence at the semantic level. According to his model, as we have mentioned earlier, modality comprises two different categories of *sentence modality* (S-modality) and *discourse modality* (D-modality), which manifest themselves in the modalised sentence and can be shown in the embedding process of [D-modality [S-modality [proposition]]].

Similarly, Masuoka (1991:20-25) finds a hierarchy in the array of various categories of modality in the predication system. He finds different kinds of morpho-syntactic means of modality concentrated in the predicate of the sentence constituent. He considers the adverbial modaliser as a collocative element in his hierarchy model. This model postulates that the hierarchy is constrained by the principle of interdependence, where one category depends on another and vice versa. His (1991:44) model allows as many as nine categories of modality on his hierarchy scale. However, he droppoped two categories in his later revised edition (1999).

Unlike the above two studies, Nitta's (1989 and 1991) formulation finds two different kinds of modality: *genpyou jitai meate no modariti* (modality of proposition) and *hatsuwa dentatsu no modariti* (modality of utterance transmission), which manifest themselves respectively at the morphosyntactic level and the utterance level. Thus, his (1989; In: Nitta and Masuoka, 1989) formula indicates an embedding process as in the following:

[*Hatsuwa.dentatsu no modariti* [*genpyou jitai meate no modariti* [*meidai*]]].

Miyazaki, Noda, Adachi and Takanashi (2002:15) find modal functions to manifest themselves at three different levels. They affirm that three types of means:

verbal inflection, morphological means and discourse particles manifest themselves at the semantic-functional level and discourse level.

Nitta et al. (2003) suggest that modality manifests itself at four different levels. *bun no dentatsutekina arawashiwake o arawasu modariti* (modality of art of utterance transmission of sentence) manifests itself at the utterance level, *jitai ni taisuru toraekata o arawasu modariti* (modality of speaker's evaluation of the proposition) at the morpho-syntactic level; *senkou bunmyaku to bun to no kankeizuke o arawasu modariti* (modality of inter-propositional relation) and *kikite ni taisuru tsutaekata o arawasu modariti* (modality art of transmission to addressee) manifest themselves at the discourse level.

7.2.7. The issue of morphosyntactic means of modality

Modality may manifest itself by various morphosyntactic means. It may be encoded with the lexical means, e.g. noun, adverbial, modal auxiliaries and modal catenative. It may also manifest itself in grammatical forms such as modal suffix and inflection. It may also manifest in the taxonomy of the predicate. Moreover, it may pervade the simple as well as the complex sentence structure. The subjunctive mood is a kind of modality that pervades the whole sentence structure.

All the formulations of modality in Japanese do not employ the morphosyntactic means to the same extent. Each of the formulations makes use of different types of modal means from lexical to syntactic in various degrees.

7.3. Modality as described by *Nihongo kijutsu bunpou kenkyuukai* (Nitta et al., 2003)

We have come across the controversies about the various crosscurrent issues of modality in Japanese mainly on the premise of descriptive linguistics. We have also come to know that the prevalent formulations on modality on the premise of descriptive linguistics mostly account for morphosyntactic means and overlook its underlying semantic aspect. With the prevalent formulations, therefore, functional linguists like Dittmar and Terborg (1991: In: Huebner and Ferguson eds., 1991) face three pitfalls in studying the acquisition of modality as SLA. The three pitfalls are about the specification of semantic function, representation of it with grammatical means and the treatment of pragmatic/discoursal aspects in the modalised utterances.

Therefore, our study on modality in learner variety of Japanese necessitates circumscribing modality within the framework which conforms to the functional

perspective. In this context, we will take the comprehensive formulation in *Nihongo kijutsu bunpou* (Japanese descriptive grammar)[14] offered by Nitta et al. (2003) for granted. This formulation conforms to the idea of Matthews' (1991) functional framework of modality discussed below, because it accounts for the distinctions of modality comprehensively both at the utterance as well as morphosyntactic level.

According to the framework of Matthews (1991), an utterance can be analyzed as a scheme composed of an illocution (Ill) that operates over a modality (Mod), which itself operates on a nucleus (Nuc). While *Ill* specifies the communicative function of an utterance (which can be described by means of the SAT of Austin and Searle), e.g. asserting, inquiring, requesting, directing and predicting etc., which gives an utterance its status as statement, question, request, command or demand and prediction etc. *Mod* specifies the speaker's conceptualization of or his orientation towards the content of the nucleus: real, unreal, possible and necessary etc. And *Nuc* denotes the situation in the object world i.e. state of affairs (which, of course, need not be the real world) that is referred to. Thus, both *Ill* and *Mod* are treated as operators of *Nuc*, while *Nuc* is represented by a simple, compound or complex predication. Thus, according to this formulation a modalised utterance can be shown with the following embedding process:

U: [Ill [Mod [Nuc]]]

The modal system presented by Adachi Tarou, Amemiya Yuichi, Takanashi Nobuno, Noda Harumi, Miyazaki Kazuhito (2003) is a teamwork on *modality* by a group of five linguists, which appears to be an extended version of Nitta's early formulation (Nitta, 1991). According to Nitta et al. (2003), *modariti* encompasses several notions in four different spheres: i) art of utterance transmission, ii) speaker's evaluation of proposition, iii) inter-propositional relation and iv) art of transmission to the addressee. The term *hatsuwa dentatsu no modariti* is used to specify the speaker's attitude to utterance transmission, *meidai meate no modariti* is used to specify the speaker's evaluation of the state of affairs (Nitta, 1989; In: Nitta and Masuoka, 1989 and Nitta,

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[14] *Nihongo kijutsu bunpou* means Japanese descriptive grammar. It is different from the *Kokugo bunpou*, which undertakes the study on grammar in the indigenous perspective.

1991) and *meidai* (proposition) is used to specify the objective matter or the event regarding the real world.

Thus, Matthews's concept of *Ill* roughly correspond to a set of two concepts: *hyougen-ruikei no modariti* and *dentatsu no modariti*, while his concepts of Mod and Nuc correspond respectively to the two different concepts *jitai-meate no modariti* and *meidai* by the Nitta et al. (2003). Matthews's (1991) terms: Ill, Mod and Nuc with their corresponding terms given by Nitta (2000; In: Moriyama, Nitta and Kudou) and Nitta et al. (2003) are given in Table below.

Table-7: Matthews's (1991) terms of Ill, Mod, and Nuc with their corresponding terms given by Nitta (2000) and Nitta et al eds. (2003)

Studies by	Matthews's terms with their corresponding terms in *Nihongo Bunpou*		
Matthews (1991)	Illocution	Mod	Nucleolus
Nitta (2000; In: Moriyama et al.)	*Hatsua-dentatsu no modariti*	*Meidai meate no modariti*	*Meidai (genpyou-jitai)*
Nitta et al. (2003)	*Hyougen-ruikei no modariti & Dentatsu no modariti*	*Jitai-meate no modariti; Hyouka nnshiki no modariti*	*Meidai*

Hence, we assume that the above framework given by Nitta et al. (2003) may, with certain degree of success, cope with the three pitfalls mentioned in the above.

7.3.1. Types of modality in four different spheres

Nitta et al. (2003) offers a composite framework of the mutual relationship of modality in four different spheres. This formulation proposes four different types of modality: i) *hyougen-ruikei no modariti* (modality of utterance type), ii) *jitai-meate no modariti* (modality of proposition), iii) *setsumei no modariti* (modality of explanation) and iv) *dentatsu no modariti* (modality of utterance expression), which are considered to be interrelated. They manifest themselves in four different areas respectively: i) *bun no dentatsutekina arawashiwake o arawasu modariti* (modality of art of utterance transmission of sentence), ii) *jitai ni taisuru toraekata o arawasu modariti* (modality of

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speaker's evaluation on the proposition), iii) *senkou bunmyaku to bun to no kankeizuke o arawasu modariti* (modality of inter-propositional relation) and iv) *kikite ni taisuru tsutaekata o arawasu modariti* (modality of art of transmission to addressee)

For example, in the utterance '[[*Kare wa kuru*] *kamo shirenai*] *ne* (He may come, isn't it)', the modalisers *darou* (may) and *ne* (isn't it) respectively express *jitai meate no modariti* and *dentatsu no modariti*. In this way, *jitai meate no modariti* modalizes a *genpyou jitai* into a modalised sentence and *dentatsu no modariti* further modalizes this modalised sentence into a second-order modalised sentence. This doubly modalised sentence as a whole represents a type of *hyougen ruikei no modariti*.

7.3.1.1. *Bun no dentatsutekina arawashiwake o arawasu modariti (hyougen-ruikei no modariti)*

We know that sentences are classified into five different types, which, however, can be given semantic specification at the utterance level (Lyons, 1977.745). The semantic specification, such as statements, questions and commands of the sentence types such as assertive, interrogative, imperative, optative and exclamatory, which manifest themselves at the utterance level are called *hyougen-ruikei no modariti* (modality of utterance type). Thus, *hyougen-ruikei no modariti* are concerned with semantic/pragmatic specification of the sentence types in communicative discourse.

Nitta et al. (2003) have recognized five types of *hyougen-ruikei no modariti*. They are *jojutsu* (narration), *gimon* (question), *ishi* (intention), *kanyuu* (persuasion), *koui-yuukyuu* (request) and *kantan* (exclamation). Of them, *jojutsu* (narration) and *gimon* (question) are grouped together under *jouhou-kei* (information-related) and *ishi* (intention), *kanyuu* (persuasion) and *koui-yuukyuu* (request) are grouped together under *koui-kei* (performative-related), while *kantan* (exclamation) is considered to be an independent kind of *hyougen-ruikei no modariti*. The sentences modalised with the five different types of *hyougen-ruikei no modariti*: *jojutsu* (narration), *gimon* (question), *ishi* (intention), *kanyuu* (persuasion), *koui-yuukyuu* (request) and *kantan* (exclamation) are respectively specified as the five types of sentences: *joujutsu-bun* (indicative sentence), *gimon-bun* (interrogative sentence), *ishi-bun* (intention sentence), *kanyuu-bun* (persuasion sentence), *kouiyuukyuu-bun* (imperative sentence) and *kantan-bun* (exclamatory sentence).

a) *Jojutsu no modariti* (modality of indicative sentence)

The indicative type of sentence is pervaded by *jojutsu no modariti*. However, indicative sentences show further distinctions at the morphosyntactic level, i.e. at the level of *jitai-meate no modariti* in the predicative system. But these morphosyntactic distinctions are not often clear at the level of *jitai-meate no modariti*. Therefore, a contrast is made between an unmarked modalised sentence and a marked modalised sentence at the level of *jitai-meate no modariti*. A straightforward statement that ends in verb forms of *shushi-kei*: *suru* and *shita* is known as an unmarked modalised sentence, while a sentence showing some distinctions with morphosyntactic means at *jitai-meate no modariti* level is called a marked modalised sentence. We will have more discussion on marked type of *jojutsu no modariti* under the heading of *jitai-meate no modariti* type later.

b) *Gimon no modariti* (inquisitive modality)

It is another type of *hyougen-ruikei no modariti* that typically goes with the *jojutsu no modality*. It is the semantic/pragmatic specification of the interrogative sentence at the utterance level.

There are mainly three types of *gimon no modariti* realized with three types of interrogative sentences: *shingi gimon-bun* (yes-no interrogative sentence), *sentaku gimon-bun* (alternative interrogative sentence) and *hoju gimon-bun* (Wh-interrogative sentence). The most common morphological marker to signal this type of modality is the marker *ka*, which is suffixed to the end of sentence, although a question may be expressed by rising intonation while *ka* is dropped. The types of *gimon no modariti*, which manifest themselves respectively with the type of *gimon-bun* (interrogative sentence) are as in the below:

***Shingi gimon bun* (yes-no interrogative sentecne)**: *Shingi gimon bun* is constituted of the suffixation of *ka* to the indicative sentence. The response to the *shingi gimon bun* is realized with the sentence beginning with *hai* or *iie*.

***Sentaku gimon bun* (alternative interrogative sentecne)**: *Sentaku gimon bun* is similar to the *shingi gimon bun* in terms of sentence structure. In *sentaku gimon bun*, a pair of two queries is placed before the respondents with two alternative *shingi gimon-bun*, from which he is to choose one.

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Hojun gimon bun **(WH interrogative senteene):** *Hojun gimon no modariti* involves a set of wh-question marker, e g. *nan* (what), *dore* (which), *doko* (where), *doushite* (why) and *dou yatte* (how), etc.

Apart from the three main types of *gimon no modariti* mentioned above there are some more types of quasi-*gimon no modariti*:

Hitei gimon bun (negative interrogative) *janai ka* [*dewa nai ka*], *no ja nai ka* [*no dewa nai ka*]

[*Noka*] *gimon bun* (*noka* interrogative sentence): *no ka ? (no?)*.

Utagai no gimon bun (doubting interrogative sentence): *darou ka* (will it be?), (*deshou ka*), *kana* (may be), *kashira* (may be)

Kakunin youkyuu no gimon no modariti (interrogative sentence asking for confirmation) *darou (deshou)* (isn't it)?, *dewa nai ka* (Isn't it)? And also final particles *ne* (isn't it)?, *yone* (isn't it)?, with the intonation of interrogation, express the *kakunin youkyuu no gimon no modariti*.

Ishi no gimon bun (interrogative sentence of will) *shiyou ka* (*shimashou ka*) (shall we).

Iken no gimon bun (interrogative sentence of opinion) *~to omou ka* (do you think).

Shuhentekina gimon bun (resembling interrogative sentence) *tsuke, n dattte, da tte?*

c) *Ishi no modariti* (modality of wish)

Ishi no modariti is understood as an expression of the speaker's intention to do something. There are two key verbal forms *shushi-kei* (finite form of verb), which convey this type of modality *shiyou* (will) and *suru* (do). Some other forms to express this type of modality are *tsumori da* (have an intention to do), *ki da* (have intention to do) and *mai* (will not do) etc.

d) *Kanyuu no modariti* (modality of persuasion)

This type of modality conveys the speaker's mode of persuasion in convincing someone to do something along with the speaker. There are three key verbal forms: *shiyou* (shall we), *shiyou ka* (shall we) and *shinai ka* (why not do) which convey this type of modality.

e) *Koui youkyuu no modariti* (modality for the request of action)

Koui youkyuu no modariti is understood as the modality which conveys a speaker's demand for the listener's actions. The following are the four subtypes of *koui youkyuu no modariti*: *meirei* (command), *irai* (request), *kyoka* (permission), *susume* (suggestion), *jogen* (advice) and *kinshi* (prohibition) along with their modal means.

Meirei (command): *shiro* (command form of do), *shi-nasai* (polite command form of do), *suru* (do), *(suru)-noda* (do), *(suru)-koto* (doing), *(suru)-youni* (do that), *shi-naika* (why don't you do).

Irai (request): V-*te*- *kure* -*kudasai* -*kureru ka* -*kurenai ka* V-*te-moraenai ka* -*moraeru ka*; V-*te*, V-*te hoshii*, V-*te moraitai*.

Kyoka (permission) *susume* (suggestion) *jogen* (advice): *o*-V-*kudasai*, *(shi)- tara?*, *(suru)-to ii*, *(suru shita)- hou ga ii* and *(suru)-koto da*.

Kinshi (prohibition): *(suru)-na* (don't do), *(shi)-naide kure* (please don't do it for me) and *(shi)-naide kure-naika* (why don't you not do it for me).

Here, it is worth mentioning that *kinshi* (prohibition) can also be expressed by morphosyntactic means of *hyouka no modariti*, e.g. *(shite)-ikenai* (must not do), *(shitara)-dame da* (must not do), and *(shi)-nakute ii* (it would be all right even if you do not to do) and lexical verbs signaling impossibility, e.g. *(suru)-kotowa dekimasen* (cannot do).

f) *Kantan no modariti* (modality of exclamation)

Kantan no modariti refers to the speakers' emotional expression elicited by some stimulation. *Kantan no modariti* is expressed at the speech act level by the stress given on a particular word, e.g. 'Kireina _iro_! (What a beautiful color!)' or by sentence medial adverbial *nanto* and *nante* inserted in the middle of the sentence, e.g. '_Nante kawaii hana darou_! (What a beautiful flower!)'. Among the nouns there is noun proper and also is deajectival noun+*sa*, *koto* (thing), *no* (possessive), *e.g. utsukushisa* (beauty) and deverbal noun plus *koto*, e.g. *Shin-nyuusei wa nanto ikiikishite iru koto ka* (what a large number of freshmen!).

7.3.1.2. *Jitai ni taisuru toraekata o arawasu modariti (jitai-meate no modariti)*

The type of modality, which appear in the sphere of *jitai ni taisuru toraekata o arawasu modariti* is known as *jitai-meate no modariti* and is concerned with the speaker's attitude and evaluation of the state of affairs. Nitta (1991) calls this type of modality *genpyou jitai meate no modariti* (modality of proposition), which he describes as the speaker's conceptual understanding or evaluation of the *genpyou jitai* (state of affairs). These distinctions of the *jitai-meate no modariti* manifest themselves only at the level of *jouhou-kei no modariti* under the type of *hyougen-ruikei no modariti*.

Nitta et al. (2003) subcategorize *jitai ni taisuru toraekata o arawasu modariti* into two types of *ninshiki no modariti* (modality of recognition) and *hyouka no modariti* (modality of evaluation), which designate respectively the speaker's judgment, and uncertainty about the state of affairs and the speaker's obligation vis-a-vis the listener to bring an action into being.

a) *Ninshiki no modariti* (modality of recognition)

Ninshiki no modariti is understood as the speaker's cognitive evaluation of the state of affairs. Nitta et al. (2003) propose the following four subcategories of *ninshiki no modariti*: *dantei* (assertive), *suiryou* (speculative), *gaizen-sei* (likelihood) and *shouko-sei* (evidentiality). While *dantei* (assertive), and *suiryou* (speculative) are seen as the opposites of each other and *gaizensei* (likelihood), and *shouko-sei* (evidentiality) are considered as independent categories.

Dantei (assertive): *Dantei* (assertive) is described as speakers' direct cognition of the state of affairs by means of knowledge and experience. *Dantei* is of two types: *jijitsu* (fact) and *handan* (judgment). *Dantei* (assertive) is conceived as an unmarked kind of *ninshiki no modariti* by Miyazaki et al. (2002).

Dantei (assertive) is morphosyntactically realized with the non-past, and past form of verb/adjective and Noun+[*da* - *datta*] both in affirmative and negative sentences in collocation with the adverbials like *jijitsu* (fact), *gen ni* (actually), *kitto* (surely), *tabun* (maybe), *osoraku* (probably), *machiganaku* (certain), *zettai ni* (absolutely), *sazo* and *sazokashi*.

Suiryou (speculative): *Suiryou* (speculative) is a primary type of *ninshiki no modariti*, which is considered as the opposite of the *dantei* (assertive). It is described as the speaker's cognition of the state of affairs by means of imagination and thought. The

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following are the two types of modalisers: adverbial modalisers, e.g. *jujitsu, gen ni, kitto, tabun, osoraku, machigainaku, zettai ni, sazo, sazokashi* and *deshou* and its derivatives, e.g. *darou* (will), *(shi)-you* (intention to do) *(dekiyou, nakarou)* and *mai (nai darou)* by means of which *suiryou* is realized in the modalised sentence structure.

Gaizen-sei (likelihood): *Gaizen-sei* is understood as the epistemic evaluation of a state of affairs in terms of *kanousei* (possibility) and *hitsuzensei* (necessity).

Kanousei (possibility) is realized by means of adverbial modalisers, such as *moshika suruto* (perhaps), *moshikashitara* (perhaps), *moshika shite, hyotto suru to* (maybe/possibly), *hyotto shitara* (maybe/possibly), *hyotto shite* (maybe/possibly) and catenative modalisers, such as *kamo shirenai* (may), *kamo wakaranai* (may), *kamo shiranu* (may), *kamo shirenai* (may), *kanousei ga aru* (possibly), *osore ga aru, kanenai, V-temo fushigi dewanai* (no wonder), *towa kagiranai* (not always), *nai tomo kagiranai, tomo kangaeraru* and *koto ga aru.*

On the other hand, *hitsuzensei* (necessity) is realized by means of adverbial modalisers, such as *kitto* (surely), *sazo, sazokashi, touzen, tabun* (maybe), *tashika* (probably), *hontou wa* (in fact), *hontou nara* (if it's true), *honrai wa* (essentially), *honrai nara* (if essentially), and *masa ka* (possibly), *etc.* and catenative modalisers, e.g. *ni chigai nai* (must be), *ni kimatte iru* and *hazu da* (should be).

Shouko-sei (Evidentiality): *Shoukosei* (evidentiality) is understood as the speaker's inference [e.g., *Ame ga furu sou desu* (It appears that it may rain).] on certain state of affairs on the basis of evidence by any of the means, like observation, presumption and hearsay.

Shoukosei (evidentiality) is realized by means of the adverbials, such as *mita tokoro* (in appearance), *dou yara* (seem like), *dou mo* (presumably), *maru de* (as if), *ataka mo* (as if), *ima ni mo* (any minute), *mou sukoshi de* (almost), *nan demo* (anything), *kikeba* (if it is asked), *~kiku tokoro ni yoru to* (as it is heard), *~ni yoreba* (according to), *~ni yoru to* (according to), *~ni yoreba* (according to), *no hanashi dewa* (according to someone's speech), *~kara kiita tokoro ni yoru to, ~ga iu koto ni wa, ~ni iwaseru to, uwasa dewa* (in a rumor) and modal auxiliaries, such as *you da, mitai da* (seem/appear), *rashii* (seem/ likely), *no darou* (will), *(shi)-sou da* (seem), *(suru)-sou da* (seem), *tte, date, n-datte, to iu, tono koto da, to iu koto da.*

Supplementary morphosyntactic means of *ninshiki no modariti*

Apart from the above mentioned modalisers, there are some *gimon-keishiki* (interrogative forms), e.g. *no dewa nai ka, dewa nai ka, chikaku-doushi* (perception verbs), e.g. *to mieru* (equivalent to *you da*), *to kiku* (equivalent to *suru-sou da*) and *shikou doushi* (thinking verbs), e.g. *to omou* (expresses belief, doubt, expectation), with which speakers convey the meaning of *ninshiki no modariti*.

b) *Hyouka no modariti* (modality of evaluation)

Nitta et al. (2003) describes *hyouka no modariti* is described by as the speaker's evaluative perception of the state of affairs or proposition. Nitta et al. have the following subcategories of the *hyouka no modariti* (modality of evaluation), which recognize the semantic distinctions with their modalisers as in the following.

Hitsuyou (necessity, suggestion and obligation) *Hitsuyou* is understood as the necessity for the occurrence of certain behavior as it is expected.

Hitsuyou (necessity; suggestion and obligation) is realized by means of the catenative modalisers, e.g. *to ba tara-n* (would be better), *hou ga ii* (it would be better), *nakute wa ikenai* (have to), *nakute wa naranai* (must), *nakute ikenai* (must), *nakereba ikenai* (must), *nakereba naranai* (must), *nai to ikenai* (must), *zaru o enai* (no choice but to do), *nai-wake niwa ikenai* (must), *shika nai, hou ga mashi da* (would be better), *nai dewa naranai* and modal auxiliaries, e.g. *beki da* (should), *mono da* and *koto da*.

Kyoka/kyoyou (permission/approval) *Kyoka kyoyou* is described as the approval or permission given to the person for doing something.

Kyoka kyoyou (permission/approval) is realized by means of a few catenative modalisers, e.g. *(shi)-te mo ii* (can), *(shi)-te ii* (can), *(shi)-te mo kamawanai, (shi)-tatte ii*.

Fu-hitsuyou (non-necessity; exemption from obligation): *Fu-hitsuyou* means that a certain act is not necessary or that the addressee is exempted from doing something.

Fu-hitsuyou (non-necessity, exemption from obligation) is realized by means of the catenative modalisers, e.g. *(shi)-nakute mo ii* (it would be all right even if you do not to do), *(shi)-nakute ii* (it would be all right even if you do not to do), *(shi)-nakute mo kamawanai (suru)- koto wa nai (suru)-hitsuyou wa nai* (it would be all right even if you do not to do), *(suru)-made mo nai* (you need not to do it), *(suru)-ni wa oyouba nai* (you need not to do it).

Fu-kyoka/hi-kyoyou (non-approval/non-permission and prohibition) *Fu-kyoka hi-kyoyou* is understood as the prohibition or non-permission for addressee to perform some act. The main formal means by means of which *fu-kyoka hi-kyoyou* is realized are some catenative modalisers, such as *(shi)-tewa ikenai (tewa naranai)* (must not), *(shi)-tewa dame da* (must not) *and koto ga dekinai* (cannot do).

Here, it is worth mentioning that *(shi)-nakute wa ikenai* (necessity) and *(shi)-te mo ii* (approval/permission) are respectively the exact opposite of the expressions of *(shi)-nakute mo ii* (non-necessity) and *(shi)-te wa ikenai* (non-approval/non permission).

Categories of morphosyntactic means of *hyouka no modariti*

The modalisers of *hyouka no modariti* can be grouped under three heads on the basis of the morphosyntactic criteria. They are:

Lexical modalisers: Nouns, e.g. *beki da* (should do), *daijoubu da* (all right), *dame da* (it's not right); *hitsuyou ga aru* (need to be) and *hitsuyou ga nai* (no need), Verbs, e.g. *dekiru onegai suru* (I request) and *douzo* (please) and Modal auxiliary verb. *beki da* (should), *mono da* and *koto da*.

Fukugou keishiki (catenative modalisers): *you ni, hou ga ii* (had better do), *(se)-zaru enai* (no choice but to do), *ikenai naranai* (must not), *ii kamawanai* (all right) [these *ikenai naranai dame* and *ii kamawanai* have polysemous meanings].

Derivatives of the above *Fukugou keishiki* (catenative modalisers).

   i) *(shite)-kudasai shite* (please do)

   ii) *(shi)-nasai shi-na shi* (do)

   iii) *(sure)ba-ii (sure)ba-kamawanai (shi)tara-ii (shi)tara-kamawanai suru to-ii suru to-kamawanai (sure)ba or shitara*

   iv) *(shi)nakereba naranai ikenai dame (shi)nakereba (shi)-nakucha* (have to do)

   vi) *(shi)nai to naranai ikenai dame (shi)nai to* (have to do)

   vii) *(shi)- nakutewa naranai> (shi)-nakucha* (have to do). (This deontic clitic is a derivative form of the expression of catenative form)

Inflections: *shi-you* (have intention to do), *ko- you* (have intention to come) *and (shi) ro* (do in command form), *ko-i* (come in command form), *hasher-e (run* in command form).

c) *Giji-modariti* (pseudo-modality)

In Japanese, there are modal expressions, where a modaliser of *ninshiki* (recognition) or *hyouka* (evaluation) can be embedded with other particular modaliser and the process of embedding results in the neutrality of the embedded recognition and evaluation modaliser. This neutrality of embedded modaliser is described by Nitta (1991 53) as *pseudo-modality*. The following are the cases of pseudo-modality:

i) a particular modal form is embedded in some other modaliser, e.g. [*issho ni itta*] *hou ga ii*] *kamo shirenai*] (It may be better to go together.);

ii) a particular modal form is embedded in some other clause, e.g. [*issho ni itta*] *hou ga ii*] *da to kikimashita*] (I heard that It's better to go together.);

iii) a particular modal form is conjugated in the past tense, e.g. [*issho ni itta*] *hou ga ii*] *kamo shirenakatta*] (It might be better to had gone together.);

iv) a particular modal form modifies some other noun phrase. e.g. *Iku kamoshirenai-hito* (a person, who might go together.) as an adnominal, and in any of these cases, a modaliser loses its modal meaning.

7.3.1.3. *Senkou bunmyaku to bun to no kankeizuke o arawasu modariti (setsumei no modariti)*

The modality that manifests itself in the sphere of *senkou bunmyaku to bun to no kankeizuke o arawasu modariti* is known as *setsumei no modariti*. It is realized by the insertion particles inserted between two consecutive sentences, while the later sentence conveys the explanation of its antecedent. The insertion modalisers, such as, *no da* and *wake da* express the modal function being inserted between two sentences at the discourse level. The supplementary insertion particles for expressing *setsumei no modariti* are *mono da, koto da* and *hazu da*.

The insertion modal particles (i.e. insertion modalisers), e.g. *no da, wake da, mono da, koto da* and *hazu da* are described as *keishiki meishi* (nominal modaliser) considering its role in a morphosyntactic constituent.

7.3.1.4. *Kikite ni taisuru tsutaekata o arawasu modariti (dentatsu no modariti)*

In the area of *kikite ni taisuru tsutaekata o arawasu modariti*, the sphere of *dentatsu no modariti* appears. *Dentatsu no modariti* specifies the art of presentation of the speaker to

the addressee and can be subcategorized into *dentatsu-taido no modariti* (modality of utterance transmission attitude) and *teinetsa no modariti* (modality of politeness) as in the following:

a) *Dentatsu-taido no modariti* (modality of utterance transmission attitude)

Dentatsu-taido no modariti (modality of transmitting attitude) is understood to show how a speaker responds to an addressee/interlocutor perceiving the discourse context concerned. *Dentatsu taido no modariti* is realized in the modal system with some *shuu-joshi* (sentence final modalisers), which modalises a sentence under its scope being placed at the end of the sentence. Here it is worth mentioning that Moriyama (2000, in ibid.) regards the set of final particles as the *kougi-shuujoshi-rui* (final modal particles).

Clancy (1985; In: Slobin, 1985:472) observed that *shuu-joshi* serve to mark illocutionary force and convey the two diverse features of the speaker's attitude and feelings and also reflects presupposition of the speaker. Thus, in this type of modality, a speaker expresses his concern about his counterpart to whom he/she is to speak. *Dentatsu-taido no modariti* (modality of utterance transmission attitude) can be categorized into two types: dialougic or monolougic in accordance with the involvement or non-involvement of the attitude towards the listener, respectively.

Dentatsu-taido no modariti is realized in a modalised utterance with any of the three different sets of final particles:

Dentatsu o arawasu shuu-joshi (expression conveying final particles), e.g. *yo, zo, ze, sa,* and *wa*;

Kakunin-kantan o arawasu shuu-joshi (confirmation conveying final particles), e.g. *ne, na, naa,* and *yone* and

Shuujoshi soutou no keishiki (quasi-final particles), e.g. *~tomo, ~ mon, ~no, ~ kke, ~tteba.*

The pattern of cliticization for each of the modalisers in the *dentatsu-taido no modariti* have been presented in Table-8. In Table-8, the marks 'O', '△', and 'X' respectively indicate whether the cliticization of a particular *shuujoshi* is *'allowed'*, 'partially allowed' or *'not allowed'* at the end of predicative Noun/Verb form of a modalised sentence as mentioned at the top of the column.

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Table-8: The pattern of cliticization of final particles to the Nouns and Verbs (e.g. *asobu*)

	Noun du	Noun desu	Noun	Asobu	Asobi-masu	Asobe	Asobou	Asobu darou
Yo	○	○	○	○	○	○	○	△
Zo	○	△	X	○	△	X	X	X
Ze	○	△	X	○	△	X	○	○
Sa	X	X	○	○	○	X	X	○
Wa	○	○	X	○	○	X	X	X
Ne	○	○	○	○	○	X	○	○
Na	○	△	X	○	△	X	○	○
Naa	○	△	X	○	△	X	X	○
Yone	○	○	○	○	○	△	X	X

b) *Teineisa no modariti* (modality of politeness)

Teineisa no modariti is concerned with the speaker's sense of politeness towards the address at the time of speaking. Accordingly a speaker is to select his style of speech out of the *fuutsu-tai* (plain style) and *temei-tai* (polite style) in order to communicate. The *fuutsu-tai* and the *teinei-tai* are realized by two different sets of mutually exclusive verbal forms. Thus, sentences in polite style are realized by *desu masu* form and those in the plain style are realized by *da iru* as in the following Table:

Table-9: Pattern of verbal form *suru* (to do) and *iru* (to exist) in the *fuutsutai* and *temeitai*

Fuutsu-tai		Teinei-tai	
Present tense	Past tense	Present tense	Past tense
Suru	*Shita*	*Shimasu*	*Shimashita*
Da	*Datta*	*Desu*	*Deshita*

Here, it is worth mentioning that the European school of modality does not recognize politeness as a matter of modality.

7.3.2. Mutual relationship between four different spheres of modality

According to the framework of *Nihongo Kijutsu Bunpou Kenkyuukai*, a mutual relationship among the four spheres of modality can be established. According to this framework, *hyougen ruikei no modariti* (modality of utterance type) pervades the sentence structure. Therefore, a constituent becomes a sentence by virtue of being modalised with any of the subtypes of *hyougen ruikei no modariti*: *jojutsu* (narration), *gimon* (question), *ishi* (intention), *kanyuu* (persuasion) and *koui-yuukyuu* (request). This composite framework also indicates whether further distinctions for each of the subtypes of *hyougen-ruikei no modariti* are allowed under the heading of *jitai-meate no modariti*, *setsumei no modariti* and *dentatsu no modariti*.

Table-10. Mutual relationship between four different spheres of modality

			Jitai meate		Setsumei	Dentatsu	
			Hyouka	*Ninshiki*		*Teineisa*	*Dentatsu taido*
Hyougen ruikei	*Jouhou-kei*	*Jojutsu*	○	○	○	○	○
		Gimon	○	△	○	○	○
	Koui-kei	*Ishi*	╳	╳	╳	○	△
		Kanyuu	╳	╳	╳	○	○
		Koui Youkyuu	╳	╳	╳	△	○
		Kantan	╳	╳	╳	△	○

In the Table-10 the mark '╳' indicates that further distinctions of a *hyougen-ruikei no modariti* are allowed under the particular type of modality mentioned at the top of the column, while '○' indicates that the distinction is not allowed under the particular type of modality mentioned at the top of the column.

Hence, we assume that the framework given by Nitta et al. (2003) may, with a certain degree of success, cope with the three above-mentioned pitfalls of the existing formulation of modality in Japanese mentioned in section-7.3.

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Chapter 8

APPRAISING MODAL SYSTEM IN JAPANESE WITH REGARD TO THE MODAL SYSTEM IN THE EUROPEAN LANGUAGES

8.1. Introduction

We have come to know about four spheres of modality *hyougen ruikei no modariti, jitai meate no modariti, setsumei no modariti* and *dentatsu no modariti*, which manifest themselves respectively in four different areas: i) *bun no dentatsutekina arawashiwake o arawasu modariti* (modality of art of utterance transmission of sentence), ii) *jitai ni taisuru toraekata o arawasu modariti* (modality of speaker's evaluation on the proposition), iii) *senkou bunmyaku to bun to no kankeizuke o arawasu modariti* (modality of inter-propositional relation) and iv) *kikite ni taisuru tsutaekata o arawasu modariti* (modality of art of transmission to addressee) allowing a number of classifications under each of the spheres.

However, with regard to the framework of grammaticalization, we can find a different picture of the modal system in Japanese. In chapter-3 we have already come to know about the framework of synchronic grammaticalization of modality in the European school. As We have come to know that grammaticalization of modality in the synchronic sense requires the delimitation of semantic domain and realization of it by morpho-syntactic means, we, therefore, in this section, will appraise the modal system in Japanese given by Nitta et al. (2003) in the framework of synchronic grammaticalization.

8.2. Category of Modality Under Semantic Domain

We have come to know that the European school of modality recognizes two main types of modality: epistemic and deontic drawing on modal logic. Epistemic modality covers a number of semantic features including mainly the *subjectivity, commitment,* and *possibility* and deontic modality covers the semantic features mainly including

subjectivity, commitment, and *necessity.* Therefore, covering multiple semantic features, both epistemic and deontic modality include under them the *ninshiki no modariti,* and *hyouka no modariti* respectively, along with their peripheral notions.

In the following section, we will detail the epistemic and deontic domain including both main and peripheral notions respectively.

8.2.1. Modality in the epistemic domain

According Palmer (1986:51) epistemic modality usually designates the semantic features confined to the speaker's knowledge or belief about the state of affairs. He characterizes the epistemic modality with the following four semantic features (example of each semantic feature has been mentioned with gloss): speculation (e.g. *I think that--*), deductive judgment (e.g. *I conclude that--*), quotation (e.g. *X said that--*) and visual evidentials (e.g. *It appears that*).

Palmer (In: Asher and Simpson, 1994) suggests that epistemic modality may also implicate the state of knowledge or belief of both the speaker and the hearer, e.g. [*Kyou wa nichiyoubi darou- ne.* (Today is Sunday-isn't it?)] or the state of knowledge of the hearer but lack of knowledge of the speaker, i.e. in questioning, e.g. [*Kyou wa nichi-youbi darou- ka.* (Today is probably Sunday. I ask you.)]. In this way, epistemic modality subsumes the quasi-epistemic notion under it on the basis of the semantic features involved.

Accordingly, epistemic domain covers the *ninshiki no modariti* and overlaps some notion of quasi-epistemic modality such as *gimon no modariti,* and *ishi no modariti* in the sphere of *hyougen ruikei no modariti* and also the *dentatsu taido no modariti* in the sphere of *dentatsu no modariti* under the domain of it. They all share the common semantic features of epistemic notion and constitute together the epistemic domain. Therefore, epistemic domain subsumes the *ninshiki no modariti* along with the *gimon no modariti, ishi no modariti* and *dentatsu taido no modariti.* Of them, *ninshiki no modariti* is considered to be the main component, while *gimon no modariti, ishi no modariti* and *dentatsu taido no modariti* are considered to be neighboring components of the epistemic domain.

8.2.2. Modality in the deontic domain

Deontic modality usually encompasses act of granting permission and imposing obligation, etc. However, being a broad category, deontic modality covers the notion of *hyouka no modariti* and overlaps some notions of *hyougen ruikei no modariti*, e.g. *kanyuu no modariti* and *koui youkyuu no modariti* (*meirei, irai, kyoka susume jogen* and *kinshi*). They all share the common features of deontic notion and constitute the deontic domain together. Therefore, *deontic domain* covers *hyouka no modariti* and its neighboring notions.

Thus, deontic domain subsumes the *hyouka no modariti* along with the neighboring semantic notion under it. Of them, *hyouka no modariti* is considered to be the main component and *koui youkyuu no modariti*: *meirei* (command), *irai* (request), *kyoka* (permission), *susume* (suggestion), and *jogen* (advice) and *kinshi no modariti* (prohibition) under *hyougen ruikei no modariti* are considered to be the neighboring components of deontic modality.

8.3. Grammatical Forms and Systems in Japanese underlying the Semantic Domain of Modality

The European languages, e.g. English, German and Italian have a common set of modal auxiliaries to express both the epistemic and deontic modalities, which perform the deontic as well as the epistemic functions by extension of meaning.

However, we can find Japanese have two different sets of modalisers involving different sets of grammatical rules for each of the epistemic and deontic domain. In the morphosyntactic realization of modality, Japanese have an idiosyncratic system under the domain of epistemic and deontic modality involving the entry of modalisers by means of a number of grammatical rules. Moreover, these grammatical rules in Japanese require the use of specific derivational and inflectional forms of verb/adjective to allow the entry of a certain modaliser into a modalised constituent. Thus, the modal system in Japanese requires a few grammatical rules, a set of modalisers and several derivational or inflectional forms of verb/adjective.

8.3.1. Rules for entry of modalisers into a modalised sentence

We know that the European languages have a limited number of modalisers, i.e. modal auxiliaries for the morphosyntactic realization of modality involving few grammatical rules

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such as insertion. However, Japanese have several modalisers for the morpho-syntactic realization of modality involving a set of grammatical rules like insertion, suffixation, fusion, subordination and modification. Thus, a modaliser enters into a modalised constituent by means of any of the following rules of insertion, suffixation, collocation, fusion (inflection), cliticization, and sub-ordination and make it a modalised constituent:

Insertion: The adverbial modalisers, such as *tabun* and *osoraku*, etc. enter into an indicative sentence by means of insertion and modalise it into an empistemically-modalised sentence.

Suffixation: Most of the modalisers both in epistemic and deontic modality enter into the sentence constituent by means of the morphosyntactic rule of suffixation. By suffixation, a modaliser enters into a sentence being suffixed to the predicative verb/adjective form, for example: *futta (hageshikatta)-daro* (probably it rained); *suru-beki da* (should do it), *shita-hou ga ii* (it would be better to do), *shi (se)-zaru o enai* (there is no other way but to do it), *shite-mo ii kamawa nai* (it may be done), *(shi)-nakute-wa ikenai* (it is all right even don't do it), *(shi)-nasai* (do it) and *(sureba)- ii kamawanai* (it would be better to do).

Collocation: Some adverbial modalisers, such as *tabun* (probably) and *hyotto suru to* (possibly) happen together with a modaliser suffixed to the predicative verb, such as *darou* (I suppose) to emphasize the function of epistemicity.

Fusion: Some of the epistemic and deontic modalisers are fused with the predicative verb blending into an inflection, e.g. *shiyou* (let's do) *koyou* (let's come) and *shiro* (do it) *koi* (come) *hashire* (run).

Cliticization: Some of the sentence particles, such as *ne* (isn't it), *na*, and *yo* (I tell you) etc. are suffixed to the end of a sentence either to express or/and enforce the meaning of epistemicity.

Subordination: Some lexical verbs, such as *omou* (I suppose) express epistemic modality involving a subordinate clause, e.g. '*Ame ga furu to omou* (I think that it will rain.)'. Hence, they form structure similar to that of the *subjunctive mood*. In the sentence '*Ame ga furu to omou* (I think that it will rain)', the main clause '*omou* (I think)' involves the subordinate clause '*Ame ga furu* (It rains).' with a complement marker *to* (that), thus it expresses the speaker's commitment to the state of affairs of *ame ga furu* (It rains).

8.3.2. The derivational/inflectional forms of verb/adjective with which the modalisers are suffixed to

We have come across the morphosyntactic realization of modality in Japanese in the foregoing chapter-7. Here, we will present it once again comprehensively with a different approach under the epistemic and deontic domains. We have already come to know that the morphosyntactic realization of modality in Japanese requires certain derivational/ inflectional form of verb/adjective. We, therefore, present the derivational/ inflectional forms of verbs in Table-11 at first and the derivational forms of verb along with the modalisers, which are suffixed to the forms of verbs respectively under epistemic and deontic domain in Table-12 and Table-13.

a) The derivational/inflectional forms of verb

Miyazaki et al. (2002) enumerated the following derivational and inflectional forms of verb, which a particular modaliser is affixed to or fused with for the realization of modality in a modalised constituent.

Table-11: Derivational/inflectional forms of verb the *suru* (to do)

Kire-tsuzuki	Go-kei (verbal forms)
Chuushi-kei	*(shi)-, (shi)-te*
Rentai-kei (attributive)	*(su)-ru, (shi)-ta*
Jouken-kei (conditional)	*(su)-reba, (shi)-tara, (shi)-temo, (shi)-tatte*
Shuushi-kei (finite)	*(shi)-you, (shi)-ro, (su)-ru, (shi)-ta*

[This Table is adopted from Miyazaki, Adachi, Noda and Takanashi (2002)]

In the Table-11, we can find the types: *chuushi-kei*, *rentai-kei*, and *jouken-kei* include the derivational forms of verbs, whereas the type: *shuushi-kei* (finite form of verb) includes inflectional forms of verbs. A particular modaliser occurs in a construction being suffixed to the derivational form, while that another occurs in a construction being fused with the inflectional form.

b) Process of suffixation

The realization of modality in the modal system in Japanese under both *ninshiki no modariti* and *hyouka no modariti* domains involves suffixation of the modalisers (i.e.

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modal auxiliaries and catenatives) to the derivational forms of adjective/verb. The process of suffixation of modalisers to the derivational forms of adjective/verb for *ninshiki no modariti* and *hyouka no modariti* are given in Tables-12 and 13 respectively.

Table-12: The derivational/inflectional forms of adjective/verb with which the modalisers of *ninshiki no modariti* are suffixed to:

Noun	Verb	i-adjective	Na-adjective	Modalisers
Noun da /Noun datta	Indicative (Non-past/ Past form)	Indicative (Non-past/ Past form)	Stem form/ Past form	*Darou, kamo shirenai, mitai (da), rashii*
Noun da/ Noun datta			Non-past/ Past form	*Ø, (suru)- sou da*
Noun no/ Noun datta			Stem form+na/ past form	*Hazu (da), you (da)*
×	Infinitive	Infinitive	Infinitive	*(shi)-sou (da)*

Table-13: Derivational/inflectional forms of adjective/verb with which the modalisers of *hyouka no modariti* are suffixed to:

Verbal forms of verb/ na-adjective	Suffixational modalisers
Jouken-kei (provisional/ conditional form)	~*ba ii* , ~*tara ii*
Rentai-kei (attributive form)	~*to ii* , ~*hou ga ii* , ~*tatte ii*
Shuushi-kei (non-past finite form)	~*to ii*, ~*hou ga ii*, ~*beki da*, ~*mono da*, ~*koto da*, ~*shika nai*, ~*koto wa nai*, ~*hitsuyou wa nai*, ~*made mo nai* , ~*niwa oyobanai*
Chuushi-kei (negative form)	~*nakute wa ikenai*, ~*nakutewa dame da*, ~*zaru o enai*, ~*nai wake niwa ikenai*, ~*nai dewa irarenai*, ~*nakute mo ii*, ~*nai to ii*, ~*nakereba ii* , ~*nakattara ii*, ~*hou ga ii*
Chuushi-kei (gerundive form/ *te*-form)	~*te mo ii*, ~*te ii*, ~*temo kamawanai*, ~*nakute ii*, ~*nakute mo kamawanai*, ~*tewa ikenai*, ~*tewa dame da*

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In Tables-12 and 13, the realization of modality involving the process of suffixation of modalisers to the derivational forms of verbs and also adjectives are given. The modality in Japanese is also realized by means of the suffixation of modalisers to Noun/na-Adjective forms, which are given in Table-14 below.

Table-14: Forms of Noun/na-adjective with which the modalisers of *hyouka no modariti* are suffixed to

Noun/na-Adjective	Modalisers
da	*~to ii , ~(da)tte ii*
de aru	*~beki da .*
de	*~mo ii, ~ii, ~mo kamawanai, ~nakute wa ikenai, ~nakute wa dame da, ~nakute mo ii, ~nakute ii, ~wa ikenai, ~wa dame*

From the above presentation of morphosyntactic realization of modality, it appears that the modal system in the deontic domain is richer than that in the epistemic domain both in terms of modalisers and required derivational forms of verbs/adjectives.

Chapter 9

STUDIES OF THE ACQUISITION OF MODALITY
IN L2 JAPANESE AS FOUND IN THE CURRENT LITERATURE

The studies of the acquisition of modality in Japanese have been found very meager. Kurotaki (2005:19), in her survey, found only a few studies of the acquisition of modality in Japanese, some of which are mentioned below. Similarly, we have found a very small number of descriptive studies of the acquisition of modality, which are mostly concerned with the learners' comprehension of modalisers (of epistemic modality) by means of the cloze test[15]. The few studies of the acquisition of modality in Japanese, which we have found, are not circumscribed with any kind of SLA theory. We found not a single study on the acquisition of modality in Japanese has been done in the perspective of *grammaticalization* on the premise of FA.

The following are the findings of some descriptive studies, done by means of comprehension test and composition-writing test.

Ooshima (1993), with a descriptive test i.e. multiple-choice cloze test, investigated the choice of modalisers by the intermediate level Chinese and Korean learners out of *darou, kamo shirenai, you (da), mitai (da), rashii, no (da), (shi) sou (da)* and *(suru) sou (da)* as compared to the native speakers' choice in filling in the blank tasks. The findings of the test reveal that

i) learners have a general tendency to either give up choosing any of the modalisers for filling the blanks (indicative mood) or choose any of the evidential modaliser of *(shi)-sou (da)*, even though the blank can be filled with any of the judgment type modalisers;

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[15] Cloze test is described by Metthews (1997) as *A test in which pupils or subjects are instructed to supply words, etc., that are missing from text presented to them.*

ii) learners give up in choosing a modaliser for the blank in case of twisted usage of [*mitai (da)/you (da)*]; and

iii) native speakers choose to put any of the modalisers either from the group of [*darou kamo shirenai*] or [*you (da)/ mitai (da) rashii*] respectively for judgment and evidential type of modality.

Sasaki and Kawaguchi (1994) in an investigation compared the sentence final modal expressions elicited by composition-writing test of Japanese L2 learners and Japanese students. They in their investigation found that L2 learners use more propositional and explanatory endings and fewer epistemic modalisers than Japanese students. As the L2 learners acquire the more Japanese, they use more modal expressions, especially the epistemic expressions. Sasaki and Kawaguchi (1994) observed in their investigation that the L2 learners could easily acquire the means of primary type of modality, e.g. *darou, rashii* and *souda*, while the L2 learners find difficulty in learning the formal means of secondary type of modality, e.g. *hazuda, youda, rashii* and *souda*.

Takegata et al. (1995; In: Kikuchi, Igari and Takegata, 1998) and Kikuchi et al. (1996; In: Kikuchi, Igari and Takegata, 1998) in an experimental study in a setting of expectancy grammar, e.g. [*Tomodachi ni kiku to* (If I ask my friend)] investigated the use of modalisers by intermediate level learners of Hong Kong, where subjects' task was to complete the five blanks with epistemic suffixational modalisers. In this test, they found that while native Japanese complete 40% to 73% of the total number of sentences with either of the modalisers of *~to iu ~rashii ~sou (da) ~you (da)*, the L2 learners complete merely 2% to 10% of total number of sentences mainly with the modaliser of *~sou (da)*.

Kikuchi, Igari, and Takegata (1998) simulated the study by Takegata et al. (1995; In: Kikuchi, Igari and Takegata, 1998) in a new setting of expectancy grammar, e.g. [*tomodachi ni yoru to* (according to friend)] and investigated the use of modalisers by advanced level learners of Japanese from Hong Kong, where subjects' task was to complete the five blanks with suffixational epistemic modalisers. Administering this test they discovered that while native Japanese complete 71% to 100% of the total number of sentences with either of the modalisers of *~to iu* or *to iu koto* or *to no koto/ ~rashii/ ~sou (da) ~you (da)/ mitai (da)*, the L2 learners completed 33% to 63% of the total number of sentences mainly with either of the four modalisers of *~to iu ~rashii/*

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sou (da)/ you (da). This study reveals also a noteworthy trend of acquisition; while the native speakers use the *–rashii* and *~sou (da)* in an equal percentage of 37% cases each, the L2 learners rely mainly on the use of *sou (da)*. They choose to use the modalisers of *~sou (da)* and *~rashii da* in 79% and 4% cases respectively.

Kikuchi, Igari and Takegata (1998) enumerated the following three probable reasons behind excessive usage of *~sou (da)* by the learners:

i) Learners may have used *~sou (da)* for its original meaning as well as a substitute of the modaliser *~rashii da* to express the meaning of evidentials.

ii) Learners may have used *~sou (da)* as *formulaic pattern* (cf. Ellis, 1985) for the effect of expectancy setting induced by the keyword [*~ni yoru to* (accordingly)]

iii) One more reason may have lain in the elicitation technique of data. Kikuchi et al. assume that the learners may have used *~sou (da)* because this form is well-learnt by him/her; s(he) used this modaliser with the confidence that its use may not cause any mistake.

Contrary to all the above findings, Izuin and Takahashi (2004) put forward a survey report on the basis of Chinese L2 learners' written composition, which show that the Chinese L2 learners use the much more modal expressions in their written composition than the native Japanese. They examined the corpora of written composition covering all the areas of modality given by Nitta et al. (2003) and found that their learners used excessive modal expressions for all the types of modality. However, the learners were found to use very few *setsumei no modariti*. They found that the Japanese used the modaliser *noda* in 74 cases, while the L2 learners used it only in 7 cases. Here it is worth mentioning that this finding goes against the *grammaticalization scale* (cf. Giacalone Ramat, 1999) as developed on the basis of the corpora of some of the European languages.

The findings in the above studies of the acquisition of modality in Japanese are based on comprehension test, which will not be suitable for our present study. Therefore, we will attempt to set up a stage for the acquisition of modality as L2, as Kikuchi, Igari, and Takegata (1997) suggested, on the basis of learners' corpora collected with speech production test.

Ooshima (1993) and Kikuchi, Igari, and Takegata (1998) asserted their concern about the limitation of their study. Accordingly, they suggested some way out for further investigation to overcome the limitations of the present approach.

Ooshima (1993), in conclusion, asserted that modal expressions are context sensitive. Therefore, the skill at using modality is not adequately reflected by means of the comprehension test. They can only be reflected in the communicative tasks.

Kikuchi, Igari and Takegata (1998) have made similar suggestions in overcoming limitations of their approach. They suggested that investigation into the acquisition of modality should be made with the learners' spontaneous speeches in the natural situation. Underlying their suggestion is the idea that cloze test does not chart the real progress of development. The deliberate expressions of the learners in the practical situation provide real data on the acquisition of modality. Although the above descriptive studies out of the context of SLA theory are not useful in setting the stage for our present studies, their suggestions would be useful in preparing the stage for further study.

Chapter 10

FORMULATION OF HYPOTHESES ON LEARNER VARIETY OF MODALITY IN JAPANESE IN THE PERSPECTIVE OF GRAMMATICALIZATION

10.1. Bringing the Relevant Ideas Regarding the Hypotheses Together

In the foregoing discussion, we have set a theoretical groundwork for our study being underpinned with the premises of FA. Subsequently, we have been informed by the findings of learner variety of modality in the European languages. These studies have shed light on the general shape of modality (mainly those of epistemic and deontic modality) in the learner variety with regard to grammaticalization. We have also described the modality in Japanese as described in the *Nihongo Bunpou*. Our formulation on modality in Japanese being underpinned by the framework of modality given by Matthews (1991) and following the framework of Nitta et al (2003) recognize four different spheres of modality: *hyougen ruikei no modariti, jitai meate no modariti, setsumei no modariti* and *dentatsu no modariti*, which manifest themselves respectively in the spheres of *bun no dentatsutekina arawashiwake o arawasu modariti* (modality of art of utterance transmission of sentence), *jitai ni taisuru toraekata o arawasu modariti* (modality of speaker's evaluation on the proposition), *jenkou bunmyaku to bun to no kankeizuke o arawasu modariti* (modality of inter-propositional relation) and *kikite ni taisuru tsutaekata o arawasu modariti* (modality of art of transmission to addressee). In this way, we have brought all the relevant ideas together regarding the hypotheses on learner variety of modality in Japanese, on the basis of which we will formulate the hypotheses, to go further forward in this study.

We have come across the idea of grammaticalization in the chapter-4, which we think would be relevant in formulation of our hypotheses. The framework for the study of grammaticalization of modality has been set on the following three premises:

First, in the framework for the study of grammaticalization by Giacalone Ramat (1995) *modality* is recognized as one of the fundamental semantic (pragmatic) notions, which regularly appear in language and play a basic role in structuring the discourse. Stephany (1995, In: Giacalone Ramat and Crocco Galeas, 1995) in this regard states that a learner gradually attains the schematic experience during the developmental period in the childhood, when he/she acquires an L1. Therefore, a learner, who is already an adult L2 learner, is provided with a modal schema by virtue of learning at least a language(s) beforehand. Thus, an L2 learner in the course of grammaticalization learns a new set of linguistic means for his/her existing modal schema. Hence, *grammaticalization* of modality in the case of SLA involves the reorganization of existing modal system.

Second, all human languages have developed a wide range of devices for the expression of modality. They are lexical (e.g. inherent verb meaning), morphological (e.g. modal auxiliaries), syntactic (e.g. insertion of modal auxiliaries or suffixation of modal auxiliaries) and pragmatic means (e.g. rule of discourse organization in conveying the modality). Although these devices are similar, they are not identical across languages. Such variability in the devices of modality between the languages provides the learners with a set of learning problems (cf. Dittmar and Terborg, 1991; In: Huebner and Ferguson eds., 1991:347-384).

Grammaticalization is enhanced by being encoded in the devices for the semantic concept of modality. Therefore, grammaticalization of modality typically involves the interplay of the means involved: pragmatic (e.g. rule of discourse organization in conveying the modality), lexical (e.g. inherent verb meaning), morphological (e.g. modal auxiliaries) and syntactic (e. g. insertion of modal auxiliaries or suffixation of modal auxiliaries).

Third, with regard to the previous two premises, we find that in the grammatical- ization of modality, L2 learners require to discover the semantic distinctions of modality and encode the corresponding devices for these semantic distinctions (cf. Giacalone Ramat, 1995). Giacalone Ramat (1999) explains this grammaticalization task comparing with a Chinese learner's task of encoding grammatical means for gender in learning of Italian as L2. She adds that though Chinese does not have any system of gender, a Chinese understands the sex differences (natural gender). Therefore, a Chinese learner's task of acquisition starts with the conceptualization of the notion *gender* and encoding of

it by grammatical means occurs afterward. She (1999) suggests that a similar task may have to be faced by the L2 learners in acquisition of modality.

Thus, being circumscribed by the SLA theory in the FA, and being informed by the modality system of Japanese given by Nitta et al. (2003) and drawing on the findings of learner variety of modality in the European languages, we will formulate the hypotheses on the learner variety of modality in Japanese for all the four spheres of modality as described by Nitta et al. (2003). Since Japanese is different from the European languages, we assume that SLA studies on Japanese would provide a different magnitude of the nature of learner variety of modality in Japanese.

10.2. Formulation of Hypotheses for the Present Study

Dittmar (1992) with regard to the grammaitcalization of modality in German described how grammatical forms and system of modality gradually emerge out of cross-linguistically common semantics by the interaction of cognitive disposition and propensity factors, such as communicative needs, attitude to the target language, and motivational factors with the exposure to the target language in the perspective of grammaticalization on the premise of Functional Approach. With this understanding of the three above-mentioned tenets of grammaticalization, we will now formulate six hypotheses on the shape of learner variety of modality in Japanese under four different headings of four different spheres of modality. *hyougen ruikei no modariti, jitai meate no modariti, setsumei no modariti* and *dentatsu no modariti* separately.

10.2.1. Hypotheses with regard to *hyougen ruikei no modariti*

In this section, we will formulate the hypothesis on the shape of learner variety for *hyougen ruikei no modariti* (modality of sentence type) with regard to development of utterance structure. According to Nitta et al. (2003), *hyougen ruikei no modariti* pervades sentence structure. Hence, by virtue of being modalised by any of the five types of *hyougen ruikei no modariti*, a constituent achieves the quality of being an utterance structure. Therefore, *modalization* of an utterance (i.e. a sentence) by any of the distinct types of *hyougen ruikei no modariti* is obligatory.

Klein and Perdue (1993; In: Perdue, 1993b) have found that development of utterance structure occurs gradually in three different stages. In the pre-basic learner variety, functional morphology does not appear and consequently the structuring power of

verbs (e.g. predicate-argument structure) and case role assignment, etc. remain weak. Therefore, the verb in the predicate is used noun-like. In the subsequent stage of basic learner variety, the distinction between non-finite verb form and finite verb form appear. However, the distinction between the non-finite verb and finite verb forms does not become evidently clear at this stage. Consequently such verb forms allow the utterance structure with loose predicate-argument structures. In the final phase, the distinction between non-finite forms and finite forms of verb becomes evident. The grammatical morphemes also appear and function adequately in the utterance structure.

With the insight gained in the above discussion, we assume that acquisition of utterance structure entails the acquisition of predicate-argument structure and that of distinction between the non-finite and finite verb forms, both of which are required for the grammaticalization of *hyougen ruikei no modariti*. In other words, grammaticalization of *hyougen ruikei no modariti* entails the acquisition of utterance structure operated by predicate-argument structure along with their proper grammatical morphology and this eventually leads to the discovery of differentiation between five different types of utterances. Hence, we require clarification of the two concepts of *predicate-argument structure* and *grammatical morphology*. ·· **425613**

The predicate-argument structure in an utterance structure is understood as the range of arguments that a predicate (verb or other lexical unit) may or must take. A predicate, e.g. adjective *suki* (like) takes two arguments represented by *watashi* (I) and *hana* (flower) in `Watashi wa sakana ga suki desu (I like fish.)`.

On the other hand, grammatical morphology for the *hyougen ruikei no modariti* in case of Japanese includes inflectional and derivational forms of verb/adjective. Miyazaki, Adachi, Noda and Takanashi (2002) listed a number of such inflectional/derivational forms of verb, which are involved in utterance structure as presented in Table-11 in chapter-8. Of the verbal forms, two *shuushi-kei* (finite form): *suru* and *shita* express the unmarked type of modality i.e. a type of *jojutsu no modariti*. The other *shushi-kei* (finite form) includes *ishi-kei* (intention form) [e.g. *shiyou* (I wish to go.)], *meirei-kei* (command form) [e.g. *shiro* (go)] and presumptive form, e.g. *darou* etc. *Chuushi-kei* i.e. *shite* being suffixed to *kudasaru moraeru itadaku* conveys the meaning of request in the deontic domain.

In the light of the above discussion, we assume that changes in the development of utterance structure will be reflected in learner variety of *hyougen ruikei no modariti*.

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Accordingly, we will put forward the following hypothesis on learner variety of *hyougen rutkei no modariti* appearing at different stages of early learner variety and elementary learner variety.

Hypothesis-1:

With regard to the development of utterance structure, we hypothesize that formal distinction among the *hyougen rutkei no modariti* will not appear clearly in the emergent learner variety due to the delay in acquisition of required inflectional and derivational form of predicative verbs/adjectives.

10.2.2. Hypothesis with regard to *jitai meate no modariti*

In this section, we will hypothesize with regard to *jitai meate no modariti*. The *jitai meate no modariti* constitutes the second largest sphere of modal system in Japanese, including the types of *ninshiki no modariti* and *hyouka no modariti*. However, we can put *ninshiki no modariti* and *hyouka no modariti* along with their peripheral notion respectively under epistemic and deontic domains as recognized by the European school of modality.

There are already findings on the phenomenon of vertical systematicity in the development of epistemic/deontic modality for the European languages in the perspective of grammaticalization. Giacalone Ramat (1995 and 1999) claims a number of trends in the development of modality among Italian L2 learners with regard to grammaticalization of epistemic and deontic modality in the European languages:

Firstly, the trend of *grammaticalization scale*: Grammaticalization scale shows a general tendency in the emergence of modal means from implicit to lexical and then to grammatical means as follows:

'*Implicit means lexical means grammatical means*'

Secondly, the trend of *grammaticalization path*: Grammaticalization path on the basis of findings from the development of modality in Italian L2 learners demonstrates a sequence of development of grammaticalized means of modality, e.g. modal verbs and modal inflections etc. A *grammaticalization path*, which has been elucidated for the sequence of development of grammaticalized modal means in Italian, is as follows:

'Deontic modals epistemic modals inflectional modals'

Where '<' means *is earlier than*. Thus, deontic modals appear first, the epistemic modals appear subsequently and the inflectional epistemic modality appears at last.

From the above-mentioned trends of grammaticalization of modality in Italian language as in i) and ii), we assume that a similar trend of grammaticalization will also appear in the acquisition of modality and accordingly this reflection of grammaticalization will appear in the emergent learner variety of modality in Japanese.

In the above findings, the grammaticalization scale shows that after some implicit period the lexical means appear and the grammatical means appear subsequently irrespective of the types of modality. On the other hand, the grammaticalization path shows that between the two types of lexical modals, deontic modals appear first and then the epistemic modals. Both the trends of grammaticalization point to the common discovery that grammatical means appear last.

Although we can infer roughly the learner variety for *jitai meate no modariti* in Japanese with regard to the above findings of grammaticalization, we do not find the full shape of learner system for *jitai meate no modariti* in the learner variety. The reason may be that the *grammaticalization process* of *jitai-meate no modariti* (along with the *koui youkyuu no modariti* under *hyougen ruikei no modariti*) in Japanese undergoes some intervening processes confined to the idiosyncratic features of modal system in Japanese as is shown in the following description.

In chapter-8, We have come to know that *jitai meate no modariti* (along with the *koui youkyuu no modariti* under *hyougen ruikei no modariti*) in Japanese is realized by being integrated with modalisers and operated by the grammatical rules of insertion, collocation, suffixation, cliticization and subordination, which are distinct from the modality system in the European languages. We assume that these idiosyncratic grammatical rules will yield a distinctive set of learning problems to the learners learning Japanese as L2. Consequently these idiosyncratic morphosyntactic properties of modality in Japanese will be reflected in the learner variety of *jitai meate no modariti*.

The followings are the processes by means of which the modalisers are integrated and the grammatical rules are operated in the epistemic domain and deontic domain of modality (*jitai meate no modariti* system along with the *koui youkyuu no modariti* under *hyougen ruikei no modariti*).

a) Integration of modalisers: There are numerous modalisers under epistemic domain/ deontic domain (*jitai meate no modariti* system along with *koui younkyuu no modariti* under *hyougen ruikei no modariti*), the entry of which occurs in the modalised utterance constituent constrained by semantic criteria. These semantic criteria can be drawn from the finding given by Skiba and Dittmar (1992) that selection of forms/expressions may occur according to the following criteria:

i) usefulness of the word/expression as a poly-functional device, e.g. *bitte* (a German expression meaning please),

ii) transparency of meaning of the word/expression in an actual context and

iii) optimal compatibility in the ranking of information.

The modalisers following the above criteria encode the conventional meaning; therefore, can said to be overgeneralized forms.

The above semantic criteria of modalisers would render constraints on the integration of modalisers impeding the entry of modalisers in the learner variety and allowing the entry of those modalisers that are transparent in meaning. Since the modalisers in operation encounter constraints from the process of integration of modalisers, the modalisers of *jitai meate no modariti* will appear according to transparency of meaning provided that the trend of grammaticalization scale is maintained (deontic modals<epistemic modals <inflectional modals). With the above insight, we hypothesize on the appearance of modalisers in the learner system of *jitai meate no modariti* as in the following:

Hypothesis-2:

We hypothesize that encoutering constraints from the process of integration of modalisers, the modalisers of *jitai meate no modariti* (*hyouka no modariti* and *ninshiki no modariti*) will appear in the learner variety according to the transparency of meaning following the scale of grammaticalization (*deontic modals epistemic modals< inflectional modals*). Accordingly, the emergent learner variety of *jitai meate no modariti* will predominantly contain the semantically transparent modalisers for *hyouka no modariti* along with less amount of that for *ninshiki no modariti* due to the low degree of grammaticalization.

b) Operationalization of grammatical rules: There are several grammatical rules: insertion, collocation, suffixation, inflection and subordination, as we have specified in chapter-8, by means of which morphosyntactic realization of *jitai meate no modariti* system (along with *koui youkyuu no modariti* under *hyougen ruikei no modariti*) occurs. The different grammatical rules are involved in realizing different types of modalisers. The adverbial modalisers, i.e. *tabun* enters into the constituent by insertion, lexical verb *omou* enters into the constituent by means of subordination, suffixational modalisers enter by means of suffixation and inflectional modalisers enter into the constituent by means of fusion. Moreover, the operationalization of grammatical rules of modality also requires the learning of inflectional/derivational forms of verbs/adjectives presented in Table-11. Since the process of grammaticalization follows *sequence of development* (see section-5.2), the learning of derivational/inflectional forms of verb/adjective is not completed until the last stage of grammaticalization. Therefore, the paucity of these required inflectional/derivational forms of verb/adjective and the grammatical rules remain operated and render constraint in the process of grammaticalization of *jitai meate no modariti*.

Given the above facts, we, therefore, assume that the process of grammaticalization of *jitai meate no modariti* system (i.e., modality in the epistemic/deontic domain) in Japanese will encounter the constraints from the process of integration of modalisers and also from the process of operationalization of grammatical rules and consequently the effects of those constraints will be reflected in the learner variety of modality in the epistemic/deontic domain (i.e. *jitai meate no modariti* system along with the *koui youkyuu no modariti* under *hyougen ruikei no modariti*) in Japanese. We, therefore, will formulate the following hypothesis for the shape of the learner variety of *jitai meate no modariti* for the emergent learner variety.

Hypothesis-3:

We hypothesize that the constraints involved in the operationalization of grammatical rules and the unlearning of derivational/inflectional form of verb/adjective would either lead to the use of lexical means or render proto-syntactic constituents and also paratactic constituents in the emergent learner variety of *jitai meate no modariti*.

10.2.3. Hypotheses with regard to *setsumei no modariti*

Setsumei no modariti expresses the sense of conjunction between a sentence and its antecedent. It is realized by inserting a modaliser, e.g. *no da* or *wake da* between two sentences at the discourse level. Thus, the integration of modalisers of *setsumei no modariti* in learner variety entails the acquisition of sentence structure. However, the well-formed sentence structure, as Givon (1984) described in his framework, does not appear in the speeches until at the last stage of *grammaticalization*. With this insight, we hypothesize on *setsumei no modariti* in the learner variety as in the follows:

Hypothesis-4:

We hypothesize that modalisers of *setsumei no modariti* will not appear in the emergent learner variety. Consequently, the learner variety under our investigation will not contain modalisers for *setsumei no modariti*.

10.2.4. Hypotheses with regard to *dentatsu no modariti*

Previously, We have come to know that the sphere of *dentatsu no modariti* comprises two subtypes: *teineisa no modariti* and *dentatsu taido no modariti*.

Teineisa no modariti

In chapter-7, We have come to know that *teineisa no modariti* is realized by means of polite style of predicative verb/adjective forms, e.g. *hon o kaimasu* (I'll buy book) *hon desu* (It's book) in contrast to plain style of verb/adjective, e.g. *'hon o kau hon da'*. The foreign language textbooks of Japanese are mainly written in polite style. Therefore, it is expected that a tutored L2 learner of Japanese will acquire the polite style of speaking rather than the plain style of speaking. On the other hand, the natural L2 learners of Japanese will be accustomed to speaking in plain style. Since some of our learners were tutored learners and lived in the Japanese society, we assume that their modalised utterances will be constituted of both polite and plain styles of verb/adjective. Accordingly, the learners will often switch their speeches from polite style to plain style. With this insight, we will hypothesize on the learner variety of *teineisa no modariti* as follows:

Hypothesis-5:

We hypothesize that the tutored learners' learner variety of *temeisa no modariti* will be expressed mainly in polite style of predicative verb/adjective and that the natural learners' learner variety will be expressed mainly in plain style of predicative verb/adjective.

Dentatsu taido no modariti

Clancy (1985; in Slobin, 1985:472) with reference to the survey by *Kokuritsu Kokugo Kenkyuujo* (The National Language Research Institute) mentioned that out of all *shuu-joshi* (final modal particles), as we have presented in the previous Table-8 in the chapter-7, three *shuu-joshi*: *ne, yo* and *no* are used most commonly in the adult speeches. Since the learners are accustomed to listening with these three *shuu-joshi* of *ne, yo* and *no*, we assume that the learners will acquire them first, reflection of which will appear in the learners' utterances. Accordingly, we will hypothesize as follows:

Hypothesis-6:

We hypothesize that since three *shuu-joshi*: *ne, yo* and *no* occur frequently in the native adults' speeches of Japanese, these three *shuu-joshi* (final modalisers): *ne, yo* and *no* will also appear in the emergent learner variety of *dentatsu no modariti*.

10.3. Hypotheses of the Present Study at a Glance

In the above section, we have formulated six hypotheses altogether for the learner variety of modality in Japanese under four different headings. We will now present all the six hypotheses together as follows:

Hypothesis-1: With regard to the development of utterance structure, we hypothesize that formal distinction among the *hyougen ruikei no modariti* will not appear clearly in the emergent learner variety due to the delay of acquisition of required inflectional and derivational form of predicative verbs/adjectives.

Hypothesis-2: We hypothesize that encoutering constraint from the process of integration of modalisers, the modalisers of *jitai meate no modariti* (*hyouka no modariti* and *ninshiki no modariti*) will appear in the learner variety according to the transparency of meaning following the scale of grammaticalization (deontic modals<epistemic modals<inflectional

modals). Accordingly, the emergent learner variety of *jitai meate no modariti* will predominantly contain the semantically transparent modalisers for *hyouka no modariti* along with less of that for *ninshiki no modariti* due to the low degree of grammaticalization.

Hypothesis-3: We hypothesize that the constraints involved in the operationalization of grammatical rules and the unlearning of derivational/inflectional form of verb/adjective would either lead to the use of lexical means or render proto-syntactic constituent and also paratactic constituents in the emergent learner variety of *jitai meate no modariti*.

Hypothesis-4: We hypothesize that modalisers of *setsumei no modariti* will not appear in the emergent learner variety. Consequently, the learner variety under investigation will not contain modalisers for *setsumei no modariti*.

Hypothesis-5: We hypothesize that the tutored learners' learner variety of *tentatsu no modariti* will be expressed mainly with polite style of predicative verb/adjective and that the natural learners' learner variety will be expressed mainly in plain style of predicative verb/adjective.

Hypothesis-6: We hypothesize that since three *shuu-joshi*: *ne*, *yo* and *no* occur frequently in the native adults' speeches of Japanese, these three *shuu-joshi* (sentence final modalisers): *ne*, *yo*, and *no* will not also appear in the emergent learner variety of *dentatsu no modariti*.

We will verify all the above hypotheses in chapter-12 with reference to the learners' corpora presented in the chapter-11.

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PART THREE:

EMPIRICAL CONFIRMATION OF THE STUDY

Chapter 11

METHODOLOGICAL ISSUES

11.1. Sampling of Subjects

For the verification of above hypotheses on modality in learner variety, we have documented the learners' spontaneous speeches of a sample of seven subjects[16] in the foreign language situation of Japan. Here it is worth to mention that studies on the premise of FA employ few subjects for the SLA studies. We have found tens of such studies, which employ only three to ten subjects in the SLA studies. We, therefore, have decided to document the utterances of only seven subjects for the verification of hypotheses of our study.

However, we had to face the following difficulties in selecting the seven subjects for this study. Firstly, subjects were not available for long-term investigation; secondly, though we could manage to interview these seven subjects, the length of their learning Japanese language were diverse and finally, the learners were diversified in terms of natural and tutored learners. Tutored learners were also different in terms of part-time and full-time learners. We have found that the natural learners' learner variety was rich in pragmatic means and was grammatically accurate. But tutored learners' learner variety was rich in complex constituents and morphosyntactic means, although they were not well-formed in terms of the morphosyntactic criteria.

In spite of the above difficulties, the concept of developmental phases: elementary phase, elaborated phase and phase of differentiated adaptation to the norms of target language, helped us to decide on the sampling of subjects. In this connection, we recall

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[16] The studies on SLA in the functional approach usually do not require a large number of subjects. The studies like Perdue, and Klein (1992), Pfaff (1992), Giacalone Ramat (1992) and Skiba, and Dittmar (1992) are examples of such studies in the functional approach. These studies have employed a few subjects for the documentation of learner corpora.

the finding by Ellis (1985) that though the learners' source language and other factors influence the rate of development, it does not affect the route of development. Perdue and Klein (1992), in this regard, suggest that the duration of learning language and length of stay in the native situation do not play a decisive role in the rate of development of a L2. They cite an example of the rate of acquisition by two subjects. They mentioned that their subject Andrea acquired the target language in a systematic manner, as compared to that of the subject Shanto, who attended a few courses long before Therefore, the developmental level of a particular learner does not depend on and differ according to the length of language learning. The subjects under our investigation have been found with either early learner variety or elementary learner variety respectively corresponding to the developmental phases of elementary phase and elaborated phase though their duration of language learning and length of stay in foreign language situation were different.

Keeping the idea of developmental phases in our mind, we have selected seven adult subjects of various nationalities with the age ranging from 23 years to 36 years, who were living in Japan for various purposes. We have collected the spontaneous speeches in two phases first in 2000 and again in 2006 during stay in Japan for the academic purpose.

We will present their profiles serially according to the developmental levels ranging from the least proficiency to the most proficiency. We performed this task combining the idea of valency technique with developmental levels as in the description given in the chapters-6. We have put the three subjects S1, S2, S3 in the early learner variety and the remaining subjects in the elementary learner variety, though we did not find the learners at exactly any of the levels of early learner variety and elementary learner variety. Since the transition from one level to another is slow and gradual (as We have come to know in the foregoing discussion), the learners were found to stay long on elementary learner variety. We have found some learners to combine the early learner variety and the elementary learner variety in their learner system.

11.2. Profiles of the Subjects

The profiles of each of the seven subjects of S1, S2, S3, S4, S5, S6, and S7 are given below:

a) Profile of subject-1

Given name: S1 (Male)

Nationality: Bangladeshi

Age: 29 years

Languages Known: Bangla (mother tongue) and English

Education: Master of Science,

Background of Japanese study. The subject S1 came to Kobe University from Bangladesh as a research student nine months before the first recording of his speeches. He came to Japan without any prior knowledge of Japanese. After his admission into Kobe University, he started to attend Japanese language course offered by Kobe University. He studied Japanese for 6 months after his arrival in Japan. S1 was first interviewed 9 months after his arrival in Japan.

b) Profile of subject-2

Given name: S-2 (Male)

Nationality: Bangladeshi

Age: 25 years

Languages Known: Bangla (mother tongue) and English

Education: Masters of Science

Background of Japanese study: The subject S-2 came to Kobe University from Bangladesh as a research student three months before the first recording of his speeches. He came to Japan without any prior knowledge of Japanese. After his admission into Kobe University, he started to attend Japanese language course offered by Kobe University. S2 was first interviewed 3 months after his arrival in Japan.

c) Profile of subject-3

Given name: S-3

Nationality: Bangladeshi

Age: 28 years

Languages Known: Bangla (mother tongue) and English

Education: Bachelor of Computer Science.

Background of Japanese study: S-3 came to Japan as the wife of a student of vocational college in Tokyo. She came to Japan without any prior knowledge of Japanese and did not attend any tutored Japanese language class. However, she learned Japanese from Internet website her husband guided in learning Japanese. She also learned Japanese by means of

conversation with the neighboring people. After two years of stay in Japan, she achieved the survival level of Japanese. We have started to document her speech at the end of her two years of stay in Japan. Her communicative capacity was found to be stable from the first to the last recording.

d) Profile of subject-4

Given name: S-4 (female)

Nationality: Chinese

Age: 26 years

Other languages Known: Hinan dialect of Chinese (mother tongue), Chinese, English

Education: Bachelor of Humanities

Background of Japanese study: S-4 came to Japan as a foreign student. On entering the university, she started to attend Japanese language classes at the university. She was first interviewed one year after her arrival in Japan. S-4 attended an elementary course for one month in China. She had just arrived in Japan to study for a degree of bachelor of education at the time of our first recording. We have recorded her modalised utterances six times within the period of two months.

e) Profile of subject-5

Given name: S-5 (female)

Nationality: Bangladeshi

Age: 30 years

Languages Known: Bangla (mother tongue) and English

Education: Master of Arts,

Background of Japanese study: S-5 came to Japan as the housewife of a foreign student. She learned Japanese for six months in Bangladesh before her arrival in Japan. Therefore, she arrived in Japan with a low level of proficiency in Japanese. She achieved her repertoire of Japanese by means of interaction with native and non-native speakers during her 2 years of stay in Japan since January 1999. She was first interviewed two years after her arrival in Japan. From the beginning, she was found to possess a sufficient survival skill for communication in daily life situation.

f) Profile of subject-6

Given name: S-6 (male)

Nationality: Chinese

Age: 36 years

Other languages Known: Chinese (mother tongue)

Education: Bachelor of fine arts,

Background of Japanese study: S-6 came to Japan as a foreign student. He was first interviewed from one month after his arrival in Japan, when he started to attend seminar class of fine arts. From the beginning, he was found quite proficient in communicating in daily life conversation, though most of his utterances were grammatically incorrect. During the six months of his stay in Hyogo University of Teacher Education, he developed very little accuracy in his utterance structures. He was interviewed 12 times on several occasions.

g) Profile of subject-7

Given name: S-7 (female)

Nationality: South Korean

Age: 23 years

Other languages Known: Korean (mother tongue) and English

Education: Undergraduate Student

Background of Japanese study: S-7 came to Hyogo University of Teacher Education in Japan as an exchange student from Tegu University in South Korea. She attended Japanese language course in South Korea for one year and passed the proficiency test level-4. She was first interviewed 2 months after her arrival in Japan. From the beginning, she was capable of communicating her ideas thoroughly. During her six months of stay in Hyogo University of Teacher Education, she developed a stable modal system in her utterance structures. She was interviewed 12 times on several occasions.

11.3. Method of Documentation of Learners' Speeches

In the foregoing analyses, we have come to know that the idea of *grammaticalization* has come from the wisdom of longitudinal studies that concerns the overall life-span of IL encompassing the series of learner varieties. Therefore, an empirical work on grammaticalization of a semantic concept like modality requires the documentation of

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learners' spontaneous speeches in the communicative discourse throughout the acquisition process.

In this connection, we would remember Ooshima's (1993) suggestion that spontaneous speech data cannot be elicited with the paper pencil test; therefore, we have documented speech in the communicative discourse. Since our study is concerned with the early stage of grammaticalization i.e. modal system before reaching finite utterance organization, we will document the spontaneous speeches of the early and elementary learners.

Documentation of modalised utterances of subjects was not an easy task because we had to follow the subjects in every possible natural and quasi-natural situation to record their spontaneous speeches. Here the concepts like natural and quasi-natural situations require some clarification.

Natural situation: By natural situation we mean the daily life situation. The modalised utterances were documented to compile leaners' corpora in the daily life situations where the subjects communicate spontaneously.

Quasi-natural situation: By quasi-natural situation, we mean the manipulated situation approximating the natural situation. In the quasi-natural situation, subjects were interviewed giving them various topics as input, such as daily life in Japan, the experience in Japan, the views on Japan and religious beliefs, etc. to speak on. The subjects were also asked to role-play in various situations, such as conversation between a doctor and a patient in the hospital and conversation between a tourist and a tourist guide.

With various topics in the two different kinds of situations described in the above, we have documented the following different kinds of discourses:

i) Descriptions

ii) Narratives and reports

iii) Opinions and attitudes

iv) Wishes and intentions

v) Giving instructions

The subjects of the study were interviewed for around one to six weeks regularly in various natural and quasi-natural situations. The speeches of subjects as well as that of their addressees were either tape-recorded or taken note of.

11.4. Materials Used for the Documentation of Learners' Spontaneous Speeches

The following materials were used to document the modalised utterances.

i) Tape recorder: A handy tape recorder to record the spontaneous speeches of the subjects interviewed.

ii) The picture cards or panels depicting various situations, such as inside a hospital, etc.

iii) A television set.

Chapter 12

PRESENTATION OF LEARNERS' CORPORA

12.1. The Method of Presentation of Learners' Corpora

In the previous chapter, we have described the method for elicitation and documentation of spontaneous utterances, which are required as data for the verification of hypotheses of our study. In this section, we will describe the method for analysis of modalised utterances in the spontaneous speeches of subjects.

We have already come to know that FA account for forms as well as their corresponding functions in encompassing the grammar. Sato (1990, In: Mitchell and Myles, 1998) proposed that there could be two complementary perspectives for the analysis of IL data: function-to-form analysis and form-to-function analysis. Since our study on modality in the learner variety is concerned with the emergence of linguistic means underlying its function, we will follow the perspective of function-to-form analysis.

For the convenience of analyses of ongoing learners' means of modality in the spontaneous speeches following the approach of function-to-form analysis, we will here introduce the term *modalization* given by Dittmar (1993) to capture the learners' performance of modal expressions (and their combinations), which gradually emerge in the communicative discourse. Dittmar uses the term *modalization* to mean the learners' verbal performance i.e. the means, which the learners employ in expressing modality. He demonstrated that the modalization in the utterances could be coded at four different levels as follows:

i) Illocution (request, question, order and assertion, etc.),

ii) Factuality (whether a inter-propositional relation establishes a real or fictitious reference, e.g., conditional sentences),

iii) Deontic modality (characterized by semantic features of possibility/necessity) and

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iv) Epistemic modality (characterized by semantic features of probability/certainty)

With reference to the idea of *modalization* given above, we will recall that modality in Japanese manifests itself at four different levels: i) *bun no dentatsutekina arawashiwake o arawasu modariti* (modality of art of utterance transmission of sentence), ii) *jitai ni taisuru toraekata o arawasu modariti* (modality of speaker's evaluation on the proposition), iii) *senkou bunmyaku to bun to no kankeizuke o arawasu modariti* (modality of inter-propositional relation) and iv) *kikite ni taisuru tsutaekata o arawasu modariti* (modality of art of transmission to addressee), which are respectively given the type name of *hyougen ruikei no modariti, jitai meate no modariti, setsumei no modariti* and *dentatsu taido no modariti*.

Of the four spheres of *modality* in Japanese, *bun no dentatsutekina arawashiwake o arawasu modariti* (modality of art of utterance transmission of sentence) corresponds to the level of Illocution, *jitai ni taisuru toraekata o arawasu modariti* (speaker's evaluation on proposition) corresponds to epistemic modality (probability/certainty) and deontic modality (possibility/necessity) and *senkou bunmyaku to bun to no kankeizuke o arawasu modariti* (modality of inter-propositional relation) roughly correspond to the level of factuality.

For the documentation of *modalization*, we will record all possible means regardless of their well-formedness, which can be elicited in spontaneous speeches. Successively, we will display the spontaneous speeches of seven subjects for all the four types of modality[17]. Since *modalization* encompasses the learner's means, the structurilst linguistic term of *syntax* has little value in the documentation of *modalization*. The term *syntax* in structurilst linguistic approach is normally defined with the concepts like verb phrase, subject, agreement and so on. Therefore, we assume that the term *organizational principles* comprises *semantic principle, pragmatic principle* and *phrasal principle* of FA would be helpful to evaluate the learners' verbal performances of *modalization*. The term

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[17]Since the common grammatical means ~*tara ii*, ~*to ii*, and *hou ga ii* share the meaning of *susume* under the *kou youkyuu no modariti* and *hitsuyou* under *hyouka no modariti*, we will put the learner utterances containing ~*tara ii*, ~*to ii*, and *hou ga ii* in the subtype *hitsuyou* under the *hyouka no modariti* to avoid confusion.

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organizational principle is understood by Purdue (1993b: 3) to refer to the formal constraints in the utterance structures. Therefore, we assume that the *organizational principle* would be adequate to deal with the modalization for the documentation of learners' corpora.

We have documented the learners' modalization in the next chapter in order to verify the hypotheses and then elucidate the learner variety of modality in Japanese. We have presented the modalized utterances together with their general structures of the seven subjects in the order of their proficiency level. Among the seven subjects, we have found three subjects to enroll in the early learner variety phase, whereas four were found to enroll in the elementary learner variety phase.

12.2. General Picture of Modalised Utterances in the Learner Variety of Subjects

We will describe the modal system in learner variety and ultimately the learner variety of modality with the learners' corpora of modalised utterances of seven L2 learners, integrating the means such as discourse fragments, unanalyzed chunks embodied in the protosyntactic, and paratactic expressions and even in the syntactic expressions, whatever the learners put to use in the modalization.

We will present the learners' formal means and substitute means for modality under four different headings: *hyougen ruikei no modariti, jitai meate no modariti, setsumei no modariti* and *dentatsu taido no modariti* for all the seven subjects from S-1 to S-7. We present the learners' corpora according to their level of proficiency in Japanese from the least proficient subject i.e. S-1 to most proficient subject i.e. S-7 in the following:

12.2.1. Modalised Utterances in the Learner Variety of S-1

General structure of learner variety of S-1

We have found that S-1 could hardly communicate with his minimal repertoire of Japanese. He was found to construct his utterances with maximum two valencies (i.e. arguments) with great difficulty. We did not find any compound and complex sentence in his speech. Similarly, grammatical means i.e. functional words in his speech were found very poor. Hence, we did not find any clear system of modality in his learner variety. However, we have found a few stereotypic means of modality in his learner variety.

(a-2) *Gimon no modariti*

    Anata wa   ikimasu ka.

    You   NOM go-PRE Q

    Will you go?

    Sannomiya wa doko desu ka.

    Place name TOP where COP Q

    Where is Sannomiya?

(a-3) *Ishi no modariti*

    Nil

(a-4) *Kanyuu no modariti*

    Nil

(a-5) *Koui youkyuu no modariti:*

Koui youkyuu no modariti has been found under the following four headings:

(a-5.1) *Meirei*

    Nil

(a-5.2) *Irai*

    Juusu nomite   kudasai.

    Juice drink-GER MSUF (give)

    [*Juusu o nonde kudasai.*]

    Please drink juice.

    Terebi wo   mimasen.

    TV   ACC see-NEG

    [*Terebi o minaide kudasai.*]

    Don't watch TV.

Osake o   nomimasen.

Liquor ACC drink-NEG

[*Osake o nomanaide kudasai.*]

Don't drink liquor.

(a-5.3) *Kyoka/susume/jogen*

Jusu wa   daijoubu desu.

Juice TOP all right   COP

Juice is all right (You may drink juice)

Tabako o   sutte   kudasai.

Cigarette ACC smoke-GER MOD (give)

Please smoke a cigarette.

(a-5.4) *Kinshi*

Nil

(a-6) *Kantan no modariti*

Nil

(b) *Jitai meate no modariti*

Two different distributions for the *ninshiki no modariti* and *hyouka no modariti* were found in the learner system of *jitai meate no modariti* of S-1.

(b-1) *Ninshiki no modariti*

Nil

(b-2) *Hyouka no modariti*

We have found modalised utterances for *hyouka no modariti* under the following four headings *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka hi-kyoyou.*

(b-2.1) *Hitsuyou*

Kono benkyou shimasu; ii desu.

This study-PRE , good-COP

[*Benkyou suru to ii desu.*]

It would be better to study.

(b-2.2) *Kyoka-kyoyou*

Koko de daijoubu desu ka?

Here LOC all right COP Q

Is it all right (to do the thing) here?

Terebi wa mimasu, daijoubu.

TV ACC see-PRE, all right

[*Terebi o mite mo daijobu desu.*]

You may watch TV.

Watashi wa tabako shimasu ka?

I NOM cigarette smoke-PRE Q

[*Watashi wa tabako o sutte mo ii desu ka?*]

Hai, douzo.

Yes, please.

(b-2.3) *Fu-hitsuyou*

Nil

(b-2.4) *Fu-kyoka/hi-kyoyou*

Kono tokei touch dame.

This watch touch MOD (must not)

[*Kono tokei o tacchi shite wa dame desu.*]

You must not touch this watch.

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Biru nomimasu dame.

Beer drink-PRE MOD (must not)

[*Biiru o nonde wa dame desu.*]

You must not drink beer.

Ima   television mimasen.

Now TV   see-NEG

[*Ima terebi o mite wa dame desu.*]

You must not watch TV now.

(c) *Setsumei no modariti*

Nil

(d) *Dentatsu no modariti*

The means for only *teineisa no modariti* out of *teineisa no modariti* and *dentatsu taido no modariti* under *dentatsu no modariti* was found to appear in the learner system.

(d-1) *Teineisa no modariti*

The utterances of S-1 were found to be expressed mainly in the polite style of predicative verb/adjective, though some of them were found to be expressed in the plain style of predicative verb/adjective as in the following:

Kono benkyou shimasu; ii desu.

This study   -PLTS, good-COP-PLTS

[*Benkyou suru to ii desu.*]

It would be better to study.

Mise de   kaimasu.

Shop LOC buy-PRE-PLTS

(I) buy (things) at the shop.

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Biru nomimasu, dame.

Beer drink-PRE MOD (must not)-PLNS

[*Biru o nonde wa dame desu.*]

You must not drink beer.

(d-2) *Dentatsu taido no modariti*

Nil

12.2.2. Modalised Utterances in the Learner Variety of S-2

General structure of the learner variety of S-2

We have found the whole system of learner variety of S-2 to be constituted of very poor repertoire of Japanese language. His utterances were found to be constituted of maximum two valencies (i.e. arguments). Similarly, grammatical morphemes in his speech was really poor. Hence, we did not find any clear system of modality in his learner variety. However, we have found a few stereotypic means of modality in his learner variety.

(a) *Hyougen ruikei no modariti*

The following are the distinctive constituents under different subtypes of *hyougen ruikei no modariti*.

We found that the distinctive means for the different types of *hyougen ruikei no modariti* did not appear in the learner system of modality. Among the five types of *hyougen ruikei no modariti*, we have found the learner variety to contain the means for only *jojutsu no modariti* and *gimon no modariti* along with the protosyntactic means for *irai no modariti*, a subtype of *kou youkyuu no modariti* in the learner system of modality.

(a-1) *Jojutsu no modality*

Benkyou wa   mizukashii desu.

Study   TOP difficult   COP

Study is difficult.

Kore pen o   kaimasen.

This pen ACC buy-NEG

[*Kono pen o kaimasen.*]

(I shall) not buy this pen

(a-2) *Gimon no modariti*

Heya o   tabako o   tabemasu ka?

Room LOC cigarette ACC smoke-PRE Q?

[*Heya de tabako o suimasu ka?*]

May I smoke in the room?

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Koko de   nan desu ka?

Here LOC what COP Q

[*Koko wa nan desu ka.*]

What is here?

(a-3) *Ishi no modariti*

Watashi wa   kuni   e   kaerimasu.

I   NOM country LOC return

[*Watashi wa kuni e kaeritai desu.*]

I want to go back to my country.

(a-4) *Kanyuu no modariti*

Nil

(a-5) *Koui youkyuu no modariti*

Koui youkyuu no modariti has been found under the following four headings:

(a-5.1) *Meirei*

Nil

(a-5.2) *Irai*

Shashin o   torimashite kudasai.

Photo   ACC take-GER   give-MOD

[*Shashin o totte kudasai.*]

Please take the photograph.

(a-5.3) *Kyoka-susume-jogen*

Terebi o   mimashite kudasai.

TV   ACC see-GER give- (MOD)

[*Terebi o mite kudasai.*]

Please watch TV.

Eigo   wa   daijoubu desu.

English TOP all right   COP

English is all right (may be spoken)

(a.5.4) *Kinshi*

Nil

(a-6) *Kantan no modariti*

Nil

(b) *Jitai meate no modariti*

Two different distributions for the *ninshiki no modariti* and *hyouka no modariti* were found in the learner system of *jitai meate no modariti* of S-3.

(b-1) *Ninshiki no modariti*

Nil

(b-2) *Hyouka no modariti*

We have found modalised utterances for *hyouka no modariti* under the following four headings *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka hi-kyoyou*.

(b-2.1) *Hitsuyou*

Kore wa   byouin   desu, anata wa   byouin   de   ikimasu.

This TOP hospital COP, You   TOP hospital LOC go-PRE

[*Kono byouin e anata wa itta hou ga ii desu.*]

It would be better for you to go to this hospital.

(b-2.2) *Kyoka-kyoyou*

Toriniku wa   daijoubu   desu.

Chicken TOP MOD (all right) COP

It is all right (to have) chicken

Watashi wa   anata no   heya daijoubu desu ka?

I   NOM   you-GEN room all right   COP Q

[*Watashi wa anata no heya ni haitte mo daijoubu desu ka?*]

Is it all right if I enter your room? (May I come into your room)

Tabako   tabemasu; daijoubu   desu ka?

Cigarette eat   ; MOD (all right) COP Q

[*Tabako o sutte mo daijoubu desu ka?*]

May I smoke a cigarette?

Heya o   tabako   o   tabemasu ka?

Room LOC cigarette ACC smoke-PRE Q?

[*Heya de tabako o suumasu ka?*]

May I smoke in the room?

(b-2.3) *Fu-hitsuyou*

Nil

(b-2.4) *Fu-kyoka/hi-kyoyou*

Uisukii wa   dame   desu.

Whisky TOP MOD (no good) COP

Whisky is prohibited.

Heya no   tabako tabemasu wa   dame desu.

Room GEN cigarette eat-PRE TOP MOD (no good) COP

[*Heya de tabako o sutte wa dame desu.*]

Cigarette is not allowed in the room.

Iie, chigaimasu, dame   desu.

No, different,   no good COP

[*Iie, (tabako o sutte) wa dame desu.*]

No, you must not (smoke).

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Terebi o   mimasu, dame   desu.

TV   ACC see-PRE, not good COP

It is not good to watch TV (It is prohibited to watch TV).

Iie, chigaimasu.

No, not that

[*Iie, tabako o sutte wa dame desu.*]

No, you are not allowed

(c) *Setsumei no modariti*

Nil

(d) *Dentasu no modariti*

The means for only *teineisa no modariti* out of *teineisa no modariti* and *dentatsu taido no modariti* under *dentatsu no modariti* was found to appear in the learner system.

(d-1) *Teineisa no modariti*

The utterances of S-1 were found to be expressed mainly with the polite style of predicative verb/adjective as in the following:

Benkyou wa   muzukashii desu.

Study   TOP difficult   COP-PLTS

Study is difficult.

Iie, chigaimasu, dame   desu.

No, different,   no good COP-PLNS

[*Iie, (tabako o sutte) wa dame desu*]

No, you must not (smoke).

(d-2) *Dentatsu taido no modariti*

Nil

12.2.3. Modalised Utterances in the Learner Variety of S-3
General structure of learner variety of S-3

We have found that the utterance structures of S-3 were constituted mostly of two valencies (i.e. arguments) in the learner variety. The grammatical morphology in his utterance structure was found very minimal and instable. Her speeches were found to contain abundant stereotypic means and grammatically imperfect means. We have found her to develop a minimal modal system containing the instrumental means to express the modality.

(a) *Hyougen ruikei no modariti*

The following are the distinctive constituents under different subtypes of *hyougen ruikei no modariti*.

We have found that the distinctive means for the types of *hyougen ruikei no modariti* did not appear clearly in the learner system of modality of S-3. Among the five types of *hyougen ruikei no modariti*, we have found the means of *jojutsu no modariti*, *gimon no modariti*, and *ishi no modariti* and some means of *koui youkyuu no modariti* to appear in the learner system of modality. We did not find any modalised utterances for *kanyuu no modariti* and *kantan no modariti* at all in his learner system.

(a-1) *Jojutsu no modariti*

Chotto benkyou nai   to   muzukashii.

Little   study   NEG QUOT difficult

[*Chotto benkyou shinai to muzukashii.*]

It will be difficult for (him), if (he) does not study.

Nihon no   system   wa   ii   desu.

Japan GEN system TOP good COP

[*Nihon no shisutemu wa ii desuq2*]

The system of Japan is good.

Akachan mo chisai kara dokomo   ikanai.

Baby   also small since nowhere go-NEG

Since baby is small, I do not go anywhere.

(a-2) *Gimon no modariti*

Tonari hito   nan-nin   imasu ka.

Beside person how many exist   Q

[*Tonari ni hito ga nan-nin imasu ka.*]

How many people are there in the room beside?

Nihon de   omiyage wa   nan   desu ka.

Japan LOC gift   TOP what COP Q

[*Nihon de omiyage ni nani o agemasu ka?*]

What thing people usually give as a gift in Japan?

Karee wa   tabemasu ka.

Curry TOP eat-PRT   Q

[*Karee o tabemasu ka.*]

Will you eat curry?

(a-3) *Ishi no modariti*

Joti-san wa   Nihon ni   iki-tai.

Ms. Joty TOP Japan LOC go-MSUF (DES)

Ms. Joty wants to go to Japan

Benkyou mo hoshii, Nihon de.

Study   also want   Japan LOC

[*Nihon de benkyou mo shitai.*]

I want to study in Japan.

Nihon e   ikitai.   Nihon wa   ii   desu.

Japan LOC go-MSUF (want). Japan TOP good COP

I want to go to Japan because Japan is good.

(a-4) *Kanyuu no modariti*

Issho ni Disneyland ni ikimasu yo.

Together Disneyland LOC go-FUT SEP

[*Issho ni Dizunirando ni ikimashou.*]

Let us go together to Disneyland, I tell you

Ja issho ni ikimasu.

Well, together go-FUT

Ja, issho ni ikimashou.

Well, let us go together.

(a-5) *Koui youkyuu no modariti*

Koui youkyuu no modariti has been found under the following four headings:

(a-5.1) *Meirei*

Nil

(a-5.2) *Irai*

Issho-ni tsukutte kudasai.

Together make-GER give

Please make (it) with (me).

(a-5.3) *Kyoka-susume-jogen*

Douzo, Terebi o mite.

Please , TV ACC see-GER

Please, watch TV.

Kusuri o tabete kudasai.

Medicine ACC eat-GER MOD (please)

[*Kusuri o nonde kudasai.*]

Please take medicine.

Juusu wa ii desu.   Douzo nomimasu.

Juice TOP good COP. Please drink-PRE

[*Douzo juusu o nonde kudasai.*]

Please drink juice.

(a-5.4) *Kinshi*

Nil

(a-6) *Kantan no modariti*

Nil

(b) *Jitai meate no modariti*

Two different distributions for the *ninshiki no modariti* and *hyouka no modariti* were found in the learner system of *jitai meate no modariti* of S-3.

(b-1) *Ninshiki no modariti*

We have documented only three modalisers: *tabun, mitai* and *omoimasu*, which were found to share the function of all the types of *ninshiki no modariti: dantei to suiryou, gaizensei, shoukosei* and *sono hoka no ninshiki no modariti* during our recording period.

Tabun   soko wa   supa   wa   aru.

MADV (probably) there TOP supermarket TOP exist

[*Tabun soko ni suupaa ga aru.*]

There is probably a supermarket.

Kono kanji wa   muzukashii mitai   ne.

This Kanji TOP difficult   MSUF (looks) SEP (isn't it)

This Kanji looks difficult, doesn't it?

Ashita   atsui to   omoimasu.

Tomorrow hot QUOT MVRB (think)

[*Ashita wa atsuku naru to omoimasu.*]

I think that it will be hot tomorrow.

Karee wa tabemasu ka, oishii   desu, kedo wakaranai.

Curry TOP eat-PRE Q, delicious COP, though know-NEG

Will you eat curry? It is delicious, though I am not sure.

(b-2) *Hyouka no modariti*

We have found modalised utterances for *hyouka no modariti* under the following four headings *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka hi-kyoyou.*

(b-2.1) *Hitsuyou*

Kusuri   nonde   hou ga to ii desu.

Medicine take-GER MSUF

[*Kusuri o nonda hou ga ii desu.*]

It would be better for you to take medicine.

Resutoran de   ocha o   nomi   hou ga to ii desu.

Restaurant LOC tea   ACC drink-INF MSUF (think better)

[*Resutoran de ocha o nomu hou ga ii desu.*]

It would be better to drink tea at the restaurant.

Suupaa   e   iku ii desu.

Supermarket LOC go-INF good COP

[*Suupaa e iku hou ga ii desu.*]

It would be better for you to go to supermarket.

Gulistan ni   ikenai   to   ii   desu.

Gulistan LOC go-NEG QUOT good COP

[*Gurisutan ni ikanai hou ga ii desu.*]

It will be better not to go to *Gulistan.*

Kusuri   o   tabeta   to   ii   desu.

Medicine ACC eat-PERF QUOT good COP

[*Kusuri o nonda hou ga ii desu.*]

It would be better to take medicine.

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Taxi hou ga to ii   *desu.*

Taxi MSUF (would be better) COP

[*Takushii no hou ga ii desu.*]

Taxi would be better.

(b-2.2) *Kyoka-kyoyou*

Sumimasen, koko de   suwatte   ii desu   ka.

Excuse me, here LOC seat-GER MSUF (may) Q

[*Sumimasen, koko de suwatte mo ii desu ka.*]

Excuse me, may I sit here.

(b-2.3) *Fu-hitsuyou*

Osake wa   nomanai   to   ii   desu.

Liquor TOP drink-NEG QUOT good

[*Osake wa nomanai to ii desu.*]

It is better not to drink liquor.

Gulistan ni   ikanai   to ii desu.

Place   LOC go-NEG MSUF (would better)

[*Gulistan ni ikanai hou ga ii desu.*]

It would be better not to go to Gulistan

(b-2.4) *Fu-kyoka/hi-kyoyou*

Biru o   nonde   ikimasen.

Beer ACC drink-GER MSUF (must not)

[*Biiru o nonde wa ikemasen.*]

You must not drink beer.

Soto   ikimasen, dame.

Outside go-NEG, MOD (must not)

[*Soto e itte wa dame desu.*]

You must not go out.

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Teepu kara mizu   nomimasen. Sore ga   ki o tsukete ne.

Tap   from water drink-NEG. That about careful,   SEP (I tell you)

[*Teepu no mizu o nomanai you ni ki o tsukete kudasai.*]

Be careful so that you don't drink tap-water.

(c) *Setsumei no modariti*

Nil

(d) *Dentasu no modariti*

Two different distributions for two subtypes of *teineisa no modariti* and *dentatsu taido no modariti* were found to appear as in the following:

(d-1) *Teineisa no modariti*

We have found switching between the polite style and the plain style of predicative expressions of verb/adjective of S-4 in the same context.

Nihon e   ikitai.   Nihon wa ii   desu.

Japan LOC go-MSUF (want) Japan TOP good COP

I want to go to Japan because Japan is good.

Soto   ikimasen, dame.

Outside go-NEG,   MOD (must not)

[*Soto e itte wa dame desu.*]

You must not go out.

(d-2) *Dentatsu taido no modariti*

We have found only *shuujoshi 'ne'* to appear in the speech of S-3. For example:

Kyou   wa   atsui desu ne.

Today TOP hot   COP SEP (isn't it)

Today is hot, isn't it?

Bangura   de   namimono wa   amari   tabenai, ne.

Bangladesh LOC raw thing   TOP not much eat-NEG, SEP (isn't it).

In Bangladesh, (people) do not eat raw things much, do they.

12.2.4. Modalised Utterances in the Learner Variety of S-4

S-4: General structure of learner variety of S-4

We have found that the utterance structures of S-4 were constituted of mostly two valencies (i.e. arguments) in the learner variety. The grammatical morphology in the utterance structure was found to be minimal and instable. On the other hand, her utterance structures were found to contain abundant stereotypic means and grammatically imperfect means. We have found a minimal system of modality in her learner variety.

(a) *Hyougen ruikei no modariti*

The following are the distinctive constituents under different subtypes of *hyougen ruikei no modariti*.

The distinctive means for different types of *hyougen ruikei no modariti* were not comprehensively clear in her utterance structure. We have found some unstable proto-grammatical means for *komi youkyuu no modariti* in her modal system. We have found many modal means are yet to appear in her modal system. We did not find any means for *kantan no modariti* appearing in her modal system.

(a-1) *Jojutsu no modariti*

Kyou wa ii tenki desu ne.

Today TOP good weather COP, isn't it

Today's weather is good, isn't it?

Byouin e iki-iki ikimasu.

Hospital LOC go-PRE

[*Byouin e ikimasu.*]

(I) shall go to the hospital.

(a-2) *Gimon no modariti*

Heya ga arimasu ka.

Room TOP have Q

Is there any room?

Issho ni   asobi ni   ikimasu ka.

Together enjoy DAT go-PRE Q

Will you go to enjoy (something) together?

(a-3) *Ishi no modariti*

Watashi wa   tomatai.

I   NOM stay-MSUF (want)

[*Watashi wa tomaritai.*]

I want to stay.

Watashi wa   ginkou o   ikitam desu.

I   NOM bank   LOC go-MSUF (want)

[*Watashi wa ginkou e ikitam desu.*]

I want to go to the bank.

(a-4) *Kanyuu no modariti*

Byoun e   iki-iki ikimasu-ikou.

Hospital LOC go-PRE- go-MINF (Lets)

[*Byoun e ikou.*]

Let us go to the hospital.

Moshi hima nara   issho ni sukii ni   ikimasu-ikimashita-ikou.

If   leisure-COND together skii DAT go-PRE-go-PAST –go-MINF (Let's)

[*Moshi hima nara issho ni sukii ni ikimashou.*]

Let's go for skiing if you have some free time.

(a-5) *Koui youkyuu no modariti*

Koui youkyuu no modariti has been found under the following four headings:

(a-5.1) *Meirei*

Nil

(a-5.2) *Irai*

> *Watashi wa   kouhii o   onegai shimasu.*
> I   NOM coffee ACC MOD (request)
> Please give me coffee.

> *Kono tegami o   onegai shimasu.*
> This letter   ACC MOD (request)
> I request (to give) this letter.

> *Michi o   oshie-te kudasai.*
> Road ACC tell-(GER+*kudasai*) = MINF
> Please tell me the way.

(a-5.3) *Kyoka-susume-jogen*

> *Kochira   massugu arukemasu.*
> This way straight   walk-POT-PRE
> [*Kochira o massugu arukemasu.*]
> You can walk straight toward this direction.

> *Hai, haitte   kudasai.*
> Yes, enter-GER MOD (please)
> Yes, Please come in.

> *Koko juusu o   taberu   daijoubu.*
> This juice ACC eat-PRE all right
> [*Koko de juusu o nonde mo daijoubu.*]
> It is all right to drink juice in this place.

(a-5.4) *Kinshi*

> *Baiku yameru.*

(a-5.5) *Kantan no modariti*

> Nil

(b) *Jitai meate no modariti*

Two different distributions for the *ninshiki no modariti* and *hyouka no modariti* were found in the learner system of *jitai meate no modariti* of S-4

(b-1) *Ninshiki no modariti*

We have found the modalised utterances under *dantei to suiryou, gaizensei, shoukosei* and *sono hoka no ninshiki no modariti* for *ninshiki no modariti* in the documented speech.

(b-1.1) *Dantei to suiryou*

Ginkou wa takushii de ii deshou.

Bank TOP taxi INS good MINF (probably)

It would probably be better to (go to) the bank by a taxi.

Byouin wa tabun tooi desu.

Hospital TOP probably far COP

The hospital is probably far (from here).

(b-1.2) *Gaizensei*

Anata wa warui mono o tabeta kamo shiremasen.

You NOM bad thing ACC eat-PERF MSUF (may)

You may have eaten a bad thing.

(b-1.3) *Shoukosei*

Nil

(b-1.4) *Sono hoka no ninshiki no modariti*

Nil

(b-2) *Hyouka no modariti*

We have found modalised utterances for *hyouka no modariti* under the following four headings *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka/hi-kyoyou*.

(b-2.1) *Hitsuyou*

Hidari no   hou ii desu.

Left   GEN MSUF COP

[*Hidari no hou ga ii desu.*]

It would be better (to follow) the left-hand side

Iku~ ika-nakereba naranai.

Go-INF~Go-MSUF (must)

[*Ikanakereba naranai.*]

(You/I/he) must go.

(b-2.2) *Kyoka-kyoyou*

Iku   ga ii   desu.

Go-INF TOP good COP

[*Iku hou ga ii desu.*]

It is allowed to go.

Massugu ii   desu.

Straight good COP

[*Massugu itte mo ii desu.*]

You may go straight.

Hidari mo ii   desu.

Left   too good COP

[*Hidari itte mo ii desu.*]

You may go toward the left.

Watashi wa haitte   kimasen   ka.

I   TOP enter-GER come-NEG Q

[*Watashi wa haitte mo ii desu ka.*]

May I enter?

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Kono konpyuta wa   tsukau-tsukai-tsukamasen   ka.

This computer TOP use (invariant form of verb)-NEG Q

[*Kono konpyuuta o tsukatte mo ii desu ka.*]

May I use this computer.

(b-2.3) *Fu-hitsuyou*

Nil

(b-2.4) *Fu-kyoka/hi-kyoyou*

Tabako   o   sutte   sutte- wa ikemasen.

Cigarette ACC smoke-GER MSUF- (must not)

You must not smoke cigarette.

Anata kono michi ga   arukemasen.

You   this   road TOP walk-POT-NEG

[*Anata wa kono michi ni hairemasen.*]

You must not enter this road.

Migi   dekinai.   *Migi   dame   desu.*

Right can-NEG.   Right MOD (no good) COP

You cannot go through the right; it is not allowed (through the right).

Kuruma   un-koto ga   dekinai.

Car   um- that TOP able-NEG

[*Kuruma o unten suru koto ga dekinai.*]

I cannot drive a car.

(c) *Setsumei no modariti*

Nil

(d) *Dentasu no modariti*

Two different distributions for two subtypes of *teineisa no modariti* and *dentatsu taido no modariti* were found to appear as in the following:

(d-1) *Teineisa no modariti*

The utterances of S-4 were found to be expressed exclusively in the polite style of predicative verb/adjective, though we have found a few utterances in the plain style of predicative verb/adjective to appear.

Byouin e   iki-iki ikimasu-ikou.

Hospital LOC go-PRE- go-MINF (Lets')

[*Byouin e ikou.*]

Let us go to hospital.

| *Migi   dekinai,* | *Migi dame* | *desu.* |
| Right can-NEG. | Right MOD (no good) COP | |

You cannot go through the right, it is not allowed (through the right).

(d-2) *Dentatsu taido no modariti*

We have found to appear only *shuu-joshi 'ne'* of *dentatsu taido no modariti* in the learner variety of S-4. For example:

Kyou   wa ii   tenki desu ne.

Today TOP good weather COP, isn't it.

Today the weather is good, isn't it?

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12.2.5. Modalised Utterances in the Learner Variety of S-5

S-5: General structure of learner variety of S-5

We have found noticeably well-formed sentences with multiple valencies (i.e. arguments) in the learner variety of S-5. The grammatical morphology in the utterance structure of S-5 was found minimal and stable, though not perfect. Her speeches were found to contain abundant stereotypic means and grammatically imperfect means. We have found a minimal but comprehensive modal system in her learner variety.

(a) *Hyougen ruikei no modariti*

The following are the distinctive constituents under different subtypes of *hyougen ruikei no modariti*.

We have found to appear the distinctive means for various types of *hyougen ruikei no modariti* in the modal system of S5. We have found some proto-grammatical means for *koui youkyuu no modariti* in her modal system. We did not find the appearance of any means for *kantan no modariti*.

(a-1) *Jojutsu no modariti*

Ima   kodomo ga benkyou ga aru.

Now children TOP study   have

[*Ima kodomo wa benkyou ga aru.*]

Now, children have lessons.

(a-2) *Gimon no modariti*

Kore ii   desu ka.

It   good COP Q

[*Kore wa ii desu ka.*]

Is it good?

(a-3) *Ishi no modariti*

Yasashii shigoto shitai.

Easy   work   do-MSUF (want)

[*Yasashii shigoto o shitai desu.*]

I want to do an easy job.

Watashi wa   shujin   iku   no   to   hoshikunai.

I   NOM husband   go-INF GEN QUOT want-NEG (want)

[*Watashi wa shujin ni itte hoshiku nai.*]

I want my husband not to go.

(a-4) *Kanyuu no modariti*

Takushii de   ikou.

Taxi   INS go-MINF (Lets)

Let's go by taxi.

Chuugoku ryouri taberu.

Chinese   dish   eat-PRE

[*Chuuka ryouri o tabeyou.*]

Let us have a Chinese dish.

(a-5) *Koui youkyuu no modariti*

Koui youkyuu no modariti has been found under the following four headings:

(a-5.1) *Meirei*

Watashi wa   hanashimasu. Ishmam   wa   yoku   taberu.

I   TOP speak-PRE   Personal name   TOP well eat-PRE

[*Ishmam-kun, yoku tabero.*]

Ishmam, eat well.

(a-5.2) *Irai*

Chotto omachi   kudasai.

Little   wait-INF MOD (please)

Please wait a little bit.

(a-5.3) *Kyoka-susume-jogen*

Asoko wa   tabako   wo   suwaru   -sutte   kudasai.

There TOP cigarette ACC smoke-INF smoke-GER MOD (please)

[*Asoko de tabako o sutte kudasai.*]

Please smoke there

Terebi mite   kudasai.

TV   see-INF MOD (please)

Please watch TV.

Asoko wa daijoubu.

There TOP all right

It is all right to smoke there.

Koko wa   suwatta   -suwarete ii desu.

Here TOP seat-PERF seat-GER MSUF (good)

[*Koko de suwatte mo ii desu.*]

It is all right to sit here.

Kyou wa   isshoni daijoubu?

Today TOP together MOD (all right)

Is it all right (if I go) together with you?

(a-5.4) *Kinshi*

Tabako o   suwaru dame.   *Kocchi wa   dame.* (S-5)

Cigarette ACC   smoke MOD (no good) Here   TOP MOD (no good)

[*Tabako o sutte wa dame.*]

Smoking is prohibited.   Here it is prohibited.

(a-6) *Kantan no modariti*

Nil

(b) *Jitai meate no modariti*

We have found two different distributions for the *ninshiki no modariti* and *hyouka no modariti* in the learner system of *jitai meate no modariti* of S-5.

(b-1) *Ninshiki no modariti*

We have found the modalised utterances under *dantei to suiryou, gaizensei, shoukosei* and *sono hoka no ninshiki no modariti* for *ninshiki no modariti* in the documented speech.

(b-1.1) *Dantei to suiryou*

Doraiba ga   jama   deshou.

Driver   NOM disturbing MINF (I suppose).

I suppose that the driver is disturbing.

Are   wa   tabun   takai   mono desu.

That TOP MADV (probably) expensive thing COP

That is probably an expensive thing.

(b-1.2) *Gaizensei*

Kare wa   kuru   kamo shirenai.

He   TOP come-INF MSUF (perhaps)

He may come.

(b-1.3) *Shoukosei*

Ichiro-kun o   mite   Nihon-jin mitai.

Person   ACC see-GER Japanese MSUF (looks)

[*Ichiro-kun wa Nihonjin mitai.*]

Ichiro looks like a Japanese.

Anohito   wa   mite warui desu.

That person TOP looks bad   COP

[*Anohito wa Nihonjin mitai desu.*]

That person looks like a Japanese.

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(b-1.4) *Sono hoka no ninshiki no modariti*

> *Are wa takai   to   omoimasu.*
>
> That TOP expensive QUOT MOD (think)
>
> I think that that would be expensive.

> *Kore wa   daijoubu desu omoimasu.*
>
> This TOP all right   COP MOD (I think)
>
> [*Kore wa daijoubu da to omoimasu.*]
>
> I think it is all right.

> *Donogurai ikiru   ka wakaranai.*
>
> How long   live-INFQ understand-NEG
>
> [*Donogurai ikirareru ka wakaranai.*]
>
> I do not know how long I will live.

(b-2) *Hyouka no modariti*

We have found modalised utterances for *hyouka no modariti* under the following four headings *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka hi-kyoyou.*

(b-2.1) *Hitsuyou*

> *Ringo ga   tabete   hou ga ii desu.*
>
> Apple TOP eat-GER MSUF (would better)
>
> [*Ringo o tabeta hou ga ii desu.*]
>
> It would be better to eat an apple.

> *Terebi mita   ii   desu.*
>
> TV   see-PERF MSUF (would better) COP
>
> [*Tererbi o mita hou ga ii desu.*]
>
> It would be better to watch TV.

(b-2.2) *Kyoka-kyoyou*

Kusuri   nonde   ii.

Medicine drink-GER MSUF (may)

[*Kusuri o nonde mo ii.*]

You may take medicine.

Tabako o   suite   ii   desu ka.

Cigarette TOP smoke-GER MSUF   Q

[*Tabako o sutte mo ii desu ka.*]

May I smoke a cigarette?

Issho ni   ikite   ii   desu ka.

Together with go-GER MOD (good) COP Q

[*Issho ni itte mo ii desu ka.*]

May I go with you?

(b-2.3) *Fu-hitsuyou*

Anata wa   kusuri   nonde   nakute ii desu.

You   NOM medicine drink-GER MSUF (all right without)

[*Anata wa kusuri o nomanakute mo ii desu.*]

It would be all right even if you do not take medicine.

Motte   konai   daijoubu desu.

Bring-GER come-PRE-NEG all right

[*Motte konakute mo ii desu.*]

It would be all right even if you do not bring it.

Ki o tsukete iranai.

Be careful   need-NEG

[*Ki tsukenakute mo ii desu.*]

It would be all right if you are not careful.

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(b-2.4) *Fu-kyoka/hi-kyoyou*

Ano toire haitte   dame desu.

That toilet enter-GER MOD (no good)

[*Ano toire ni haitte wa dame desu.*]

You must not enter that toilet.

Biru nonde   dame.

Beer drink-GER MOD (no good)

[*Biiru o nonde wa dame.*]

You must not drink beer.

Terebi minai; dame.

TV see-NEG MOD (no good)

[*Terebi o mite wa dame.*]

You must not watch TV.

Kochira wa suwaranaide kudasai.

Here TOP seat-NEG MOD (please)

Don't sit here.

(c) *Setsumei no modariti*

Nil

(d) *Dentasu no modariti*

Two different distributions for two subtypes of *teineisa no modariti* and *dentatsu taido no modariti* were found to appear as in the following:

(d-1) *Teineisa no modariti*

The plain style of predicative expressions was common in the learner variety of S-5, though there was also the polite style of expression in the learner variety of S-5.

Kusuri   nonde   ii.

Medicine drink-GER MSUF (may)

[*Kusuri o nonde mo ii.*]

You may take medicine.

Yasashii shigoto shitai.

Easy   work   do-MSUF (want)

[*Yasashii shigoto o shitai desu.*]

I want to do an easy job.

Anohito   wa   mite warui desu.

That person TOP looks bad   COP

[*Anohito wa Nihonjin mitai desu.*]

That person looks like a Japanese.

Ima kodomo ga   benkyou ga aru.

Now children TOP study   have

[*Ima kodomo wa benkyou ga aru.*]

Now children have lesson.

(d-2) *Dentatsu taido no modariti*

We have recorded only two *shuujoshi ne* and *yo* of the *dentatsu taido no modariti* in the speech of S-5. We have found that *dentatsu taido no modariti* in the learner variety of S-5 was constituted of abundant *ne* and a few *yo*.

Are wa takai.   ne.

That TOP expensive, SEP (isn't it)

That is expensive, isn't it?

Kore wa dame   yo.

This TOP MOD (no good) SEP (I tell you.)

This is prohibited, I tell you.

12.2.6. Modalised Utterances in the Learner Variety of S-6

General structure of the learner variety of S-6

We have found noticeably well-formed sentences with multiple valencies (i.e. arguments) in the learner variety of S6. The grammatical morphology in the utterance structure was found to be very minimal and stable though not perfect. However, some of his utterances were fond imperfect in terms of the criteria of morphology and syntax. We have also found a significant amount of paratactic and protosyntactic structures in his learner system. His natural speeches were found to contain abundant proto-syntactic means. We have found an instable and minimal modal system in his speeches.

(a) *Hyougen ruikei no modariti*

The following are the distinctive constituents under different subtypes of *hyougen ruikei no modariti*.

The distinction between the types of *hyougen ruikei no modariti* was found to appear clearly in the learner variety of S-6. However, we did not find the appearance of any means for *kantan no modariti*. There were still found some proto-grammatical means in the modal system of S6 for the different subtypes of *koui youkyuu no modariti*.

(a-1) *Jojutsu no modality*

Kore wa   yappari shakai no   mondai desu.
This TOP likewise society-GEN problem COP
This is a societal problem too.

Ashita   wa   yasumi desu.
Tomorrow TOP holiday COP
Tomorrow is a holiday.

(a-2) *Gimon no modariti*

Jiiyuu ni hairu koto ga   dekimasu   ka.
Freely   enter-VN   TOP MOD (can) Q
Can I enter freely?

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Kugatsu   tsuitachi Kyouto ni   iki-ikimasu ka.

September 1ˢᵗ day   Kyoto LOC go-PRE   Q

Will you go to Kyoto on 1st September?

(a-3) *Ishi no modariti*

Furui kenchiku   o   ryokou shi-tai.

Old   architecture ACC travel do-MSUF (want)

(I) want to visit the old architectural (structure)

Jibun no sono heya no   kagi o   morashi-tai.

Own   that room GEN key ACC receive-MSUF (want)

[*Jibun no heya no kagi o morai-tai.*]

I want to receive the key of my room.

(a-4) *Kanyuu no modariti*

Nil

(a-5) *Koui youkyuu no modariti*

Koui youkyuu no modariti has been found under the following four headings:

(a-5.1) *Meirei*

Koko de tabenai

Here LOC eat-NEG

[*Koko de tabenaide*]

Don't eat here.

(a-5.2) *Irai*

Mou ichido nomite   kudasai.

Again once   drink-GER give (MOD)

[*Mou ichido nonde kudasai.*]

Please drink one more time.

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Koko de   tabako o   suwatte-suwanai-suwanaide kudasai.

Here LOC cigarette ACC smoke-NEG   MOD (please)

[*Koko de tabako o suwanaide kudasai.*]

Please don't smoke here.

(a-5.3) *Kyoka-susume-jogen*

Anata wa   hanashi   douzo.

You   NOM speak-PRE please.

[*Douzo anata wa hanashite kudasai.*]

Please you speak.

Osake   o   nomaranai-nomanai, chuui shite   kudasai.

 Liquor ACC drink-NEG   pay attention-GER MOD (please)

[*Osake o nomanai you ni shite kudasai.*]

You must be careful about not drinking liquor.

Sugu   byouin e   iki-iki-itte kudasai. (S-6)

Immediately hospital LOC go-GER MOD (please)

[*Sugum byouin e itte kudasai.*]

Please go to the hospital immediately.

(a-5.4) *Kinshi*

Nil

(a-6) *Kantan no modariti*

Nil

(b) *Jitai meate no modariti*

We have found two different distributions for the *ninshiki no modariti* and *hyouka no modariti* in the ttttttt of *jitai meate no modariti* of S-5.

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(b-1) *Ninshiki no modariti*

We have found the modalised utterances under *dantei to suiryou, gaizensei, shoukosei* and *sono hoka no ninshiki no modariti* for *ninshiki no modariti* in the documented speech.

(b-1.1) *Dantei to suiryou*

    Ashita   wa   taibun (tabun)   daitai minna kaerimasu.

    Tomorrow TOP MADV (probably) almost all   return-FUT

    [*Ashita wa tabun daitai minna kaerimasu.*]

    Almost all will probably return tomorrow.

    Ashita   wa   daitai ame desu.

    Tomorrow TOP almost rain COP

    [*Ashita wa tabun ame desu.*]

    It will probably rain tomorrow.

(b-1.2) *Gaizensei*

    Yonen   ato de kono mondai o   kangaeru kamo shiremasen

    Four years after   this problem ACC think-INF MSUF (may)

    I may think about this problem after four years.

(b-1.3) *Shoukosei*

    Daitai ame furisou desu.

    Almost rain fall- MSUF (appear)

    [*Mousugu ame ga furisou desu.*]

    It seems that it will rain soon.

(b-1.4) *Sono hoka no ninshiki no modariti*

    Shatsu wa omiyage to   omoimasu.

    Shirt TOP gift   QUOT MOD (think)

    [*Shatsu wa omiyage da to omoimasu.*]

    I think that this shirt would be a gift.

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Anata no ima no   yousu   miru to   taihen desu   yo.

Your   now GEN condition see-COND terrible COP, SEP (I tell you)

As I see your condition, it looks terrible, I tell you

Mata au   ka dou ka wakarimasen. Dakara tomodachi ni   narimasu.

Again meet-INF whether   I don't know. So   friend   DAT become

[*Mata au ka dou ka wakarimasen kara tomodachi ni narimashou.*]

I don't know whether we will meet again or not. So let's become friends.

(b-2) *Hyouka no modariti*

We have found modalised utterances for *hyouka no modariti* under the following four headings *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka hi-kyoyou.*

(b-2.1) *Hitsuyou*

Anata wa   kuruma o   kau ii desu   yo.

You   NOM car   ACC buy MSUF (would better) SEP (I tell you)

[*Anata wa kuruma o kau hou ga ii desu yo.*]

It would be better to buy a car, I tell you.

Kochira no   naka de   tomaranakereba narimasen.

This way GEN inside LOC stop-MSUF (must)

You must stop in this direction.

Hayai   jiko   no   genjou e   iku-iku-iku no to yoi.

Quickly accident GEN place   LOC go-COND   MOD (good)

[*Hayaku jikou no genba e iku to yoi.*]

It would be better to go to the scene of accident quickly.

Yuumeina kankon-chi kankou suru; Kore hou ga ii desu.

Famous   tourist spot travel   ; This MSUF (would better)

[*Yuumeina kankou-chi ni ryokou suru hou ga ii desu.*]

It would be better to travel to the famous tourist spot.

Osake o   nomi-nomu to yoi-to ii desu.

Liquor ACC drink-COND MOD (good)

Osake o nomu to ii desu.

It is good to drink liquor.

(b-2.2) *Kyoka-kyoyou*

Kore wa   tabe ii   desu ka.

This TOP eat MSUF (may)   Q

[*Kore o tabete mo ii desu ka.*]

May I eat this?

Jiyuu ni hairu koto ga   dekimasu   ka.

Freely   enter-VN   TOP MOD (can) Q

Can I enter freely?

Yukkuri iku   demo ii desu.

Slowly go-INF MSUF (may)

[*Yukkuri itte mo ii desu.*]

You may go slowly.

Kousoku-douro kara hyaku   kiro daijoubu desu.

Highway   LOC hundred km all right   COP

[*Kousoku-douro de hyaku kiro daijoubu desu.*]

It is all right at 100 km on the highway.

Kousoku-douro haitte   kanou   desu ka? Baiku   de.

Highway   enter-GER possible COP Q? Motorcycle INS

[*Kousoku-douro ni baiku de haitte mo ii desu ka?*]

Is it allowed to enter the highway on motorcycle?

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b-2.3) *Fu-hitsuyou*

Paspooto o   motte   ikanai   daijoubu desu.

Passport ACC hold-GER go-NEG all right   COP

[*Pasupooto o motte ikanakute mo daijoubu desu.*]

I would be all right even if you do not go with a passport.

(b-2.4) *Fu-kyoka/hi-kyoyou*

Ame ga   futta   ato de   nobo-nobotte   wa ikemasen.

Rain NOM fall-PST after   climb-climb-GER MSUF (must not)

[*Ame ga futta ato nobotte wa ikemasen.*]

You must not climb (a mountain) after the rain.

Baiku wa   kodomo o   noru dewa nai, kanou dewa nai.

Bike   LOC children TOP ride on-NEG   possible-NEG

[*Baiku ni   kodomo wa notte wa ikemasen.*]

Children should not ride motorcycles.

Te   de   sawaru dewa nai, ikemasen.

Hand INS touch-INF NEG MSUF (must not)

[*Te de sawatte wa ikemasen.*]

(You) must not touch it.

Kore de   tabako suttara   dame desu   ne.

Here LOC cigarette smoke-COND MOD (must not) SEP (isn't it?)

[*Koko de tabako o suttara dame desu ne.*]

You must not smoke here, don't you think so?

Kono bashou tomaranai, hoka no desu   yo.

This place   stop-NEG, other-GEN COP, SEP (I tell you)

[*Kono bashou ni tomatte wa ikemasen. Hoka ni tomete kudasai.*]

You must not stop here. Stop it at another place.

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(c) *Setsumei no modariti*

   Nil

(d) *Dentasu no modariti*

We have found the two different distributions for two subtypes of *temetsa no modariti* and *dentatsu taido no modariti* as in the following:

(d-1) *Teineisa no modariti*

The natural utterances of S-6 were found to be realized mainly in the polite style of predicative verb/adjective, though some were found to be realized in the plain style of predicative verb/adjective in the same context. For example:

(d-2) *Dentatsu taido no modariti*

We have found to occur only two *shunjoshi* *ne* and *yo* in the speech of S-6. We have recorded abundant *yo* and a few *ne* in the learner variety of S-6.

Kore de   tabako suttara   dame desu   ne.
Here LOC cigarette smoke-COND MOD (must not) SEP (isn't it?)
[Koko de tabako o suttara dame desu ne.]
You must not smoke here, don't you think so?

Anata wa   kuruma o   kau ii desu   yo.
You   NOM car   ACC buy MSUF (would better) SEP (I tell you)
[Anata wa kuruma o kau hou ga ii desu yo.]
It would be better to buy a car, I tell you.

Kono bashou tomaranai, hoka no desu   yo.
This place   stop-NEG, other-GEN COP, SEP (I tell you)
[Kono bashou ni tomatte ikemasen. Hoka ni tomete kudasai.]
You must not stop here. Stop at another place.

12.2.7. Modalised Utterances in the Learner Variety of S-7

General structure of the learner variety in the S-7

From the beginning, S7 showed a sufficient level of proficiency for communication in her daily life situations. We have found noticeably well-formed sentences with multiple valencies (i.e. arguments) in the learner variety of S-7. A significant number of grammatical forms were found in the utterance structure. We have found her learner variety to be constituted of an abundant means of modality.

Since we have found the S-7 with a learner system far beyond the learner variety under our investigation, i.e. emergent learner variety, we, therefore, did not use the corpus of S-7 as material for confirmation of our hypotheses. However, we present the corpus of S-7 in order of the recording dates respectively in the epistemic domain and deontic domain.

Learner's Corpus Under Epistemic Domain

Modalised utterances documented on 22 June 2000

—*de, un, atsui kara onaka ga itai shi; tabun chigau ookina byouki ga atta to omou kedo.*

—*watashi no iken dewa--- anata no byouki wa ---kaze (2) da to omou kedo.*

—*kin- youbi wa chotto muri da to omou kedo.*

Modalised utterances documented on 28 June 2000

—*eigo to nihon-go o isshoni benkyou suru koto wa chotto warui ka ---nai ka.*

—*mou sugu ame ga fusu--fusu---fusou----fuso---nanka oishii sou -e--furi sou desu ne.*

—*un, tabun ramen no natsu yasumi ni koreru kana.*

Modalised utterances documented on 24 July 2000

—*tabun --- sakana o kattara sashimi o tsukutte moraeru.*

—*hakkiri janai kedo tabun Rotte no honten wa souru o---demo--ironna--rotte no ironna koujou ga toka Pusan-shi no chikaku tokoro ga ooi desu*

—*tabun hasseiki--juisseiki made .*

—*(Chosen jidai) sono toki hotondo jukyou deshou .*

—*sore wa tabun ooku nai deshou.*

—*mondai desu kedo----taihen ja naika to omoimasu.*

—*hakkiri wakaranai desu kedo--moshi ryokou shitara---dekinai desu ne (kekkon)*

Modalised utterances documented on 31 July 2000

—*un nanka ne--kaze ga tsuyokute(2)--un---kion ga hikukute--dakara ashita ni picnic o iku koto wa chotto muri da to omou kedo--*

—*michi(2) de chotto ittara, michi ga futatsu ni naru kana-koutsuu ni tsuite chotto wakaranai.*

—*un, tabun rainen no natsu yasumi ni koreru kana.*

—*watashi no kangae dewa maa--ushi to buta to imi ga ichiban ookatta to omoimasu kedo*

—*Pusan kara Tegu to Andun kana tabun Andun kana----to Pusan made .*

—*mada kimete inai desu ne, tabun kaeru.*

—*de, kono e no imi wakaru ka dou ka ne ha--ha--*

Modalised utterances documented on 07 August 2000

—*koko gurai to omoimasu.*

—*un, netsu mo nai shi----seki mo nai shi-----kaze da to omou kedo.*

Modalised utterances documented on 22 August 2000

—*sono shougakusei no tame ni mondai kana, chotto muzukashi desu ne, watashi ga mite mo.*

—*tabun kono gurai no mondai dattara, sekai de (2) ukeru mondai mitai.*

—*kore wa oishii sou desu.*

—*ame ga furu sou desu.*

—*soko dattara honya-san ga ookute ironna shoroi hon toka takusan arimasu-----takusan aru to omoimasu.*

—*tabun isshukan gurai ryokou shite de, obon wa kankoku de sugoshite de itsu kaeru ka wa mada wakarimasen.*

—*Oita, beppu chikaku tokoro deshou.*

Modalised utterances documented on 30 Augut 2000

—*hotondo osoku naru kedo-----31-32 gurai kana.*

—*35 toka 40 dai wa---un---amari nai kana--*

—*demo wtashi wa isshou-senmon ga isshouna hito ga hitori iru ka douka wakaranai kedo*

—*demo watashi no kouhai ga uketa kedo sore ga dou kana*

—*tengoku ka jikoku ga aru ka douka wakaranai kedo---genjitsu ga nai deshou.*

—*demo ningen to mite iru kana.*

Modalised utterances documented on 06 October 2000

—*ima watashi to onaji gurai kana.*

—*Seoul toka----demo ooi dakedo inaka dattara zutto sukunai kana.*

—*de, ima wakai hito amari naritakunai ------nasasou desu yo.*

—*dakara minami no keizai mo mada yoku nakunaru kana.*

—*mukashi no hito dattara zettai toitsu ga hitsuyou da to omoun desu kedo.*

Modalised utterances documented on 13 October 2000

—*mukashi yori sukunakunai da to omoimasu yo.*

Modalised utterances documented on 27 October 2000

—*mondai mitara kakukoto ja nakatta desu ka?*

—*soul daigaku toka yonsei daigaku toka sou iu hito dattara nikamoku ga dekiru ka mo shirenai kedo.*

—*sore ja nai desu ka?*

—*anohito to atarashii hito to koutai ga yoku dekinakatta kana.*

—*kankoku wa suiei toka rikujou toka sonna koto amari tsuyokunai ja nai desu ka.*

—*tabun deshou ne, sannen to yonensei to isshou desu yo.*

—*tantou kyouju tatoeba Nihongo o toretara kaette, nihongo kyouju sensei wa moshi ha nintei sasetara dekiru kamo shirenai kedo.*

—*akairo wa yasumi deshou*

Modalised utterances documented on 17 November 2000

—tabun ashita dattara shuri ga dekiru ga kyou wa muri dato omoimasu.

—hidari ni magatte ikun ja nai desuka.

—nanka kouji ga osoku natte 2002 kara kana.

—kore chotto yowai janai desu ka?

Modalised utterances documented on 26 December 2000

—benkyou surun ja nai desu ka?

—Hyokyoudai wa ooi hou data to kiitan desu kedo, demo nanka juunan pasento gurai janai desu ka?

—yonenkan isshokenmei yatta hito dato omoun desuyo.

—ima nihon no chougakusei, koukousei wa benkyou o zenzen shinai to mierun desu yo.

— ima shigoto o yatteiru hito dattara mukashi nanka ima no wakai hitotachi sonna fuu janakatta to omoimasu kedo.

Learner's Corpus Under Deontic Domain

Modalised utterances documented on 22 June 2000

—nan demo douzo.

—watashi wa sakki kodensha mitai mono notte maa --sore o iku to ii.

—sui youbi no 1ji han daijoubu desu ka.

—kankoku ga ---kangae---ta koto kedo daijoubu desu ka?

—watashi wa ---un--un--tasukeru koto arimasu ka?

—kono kusuri nomu toki wa zettai gyuuniku toka sakana toka dame desu.

—soshite tsumetai nomu toki mo dame desu.

—watashi ga kotoba o shitsumon sitara dame desu ka?

—iie, dame desu yo. Kono tokoro wa kinen.

—suu koto wa dekimasen.

—kore wa sawaru koto ga dekimasen.

—hakubutsukan no naka de aru mono ha sawatta nai desu yo. sumimasen.

—kore sawatta--sawattara---kono---dame desu yo.

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—*nijuu ichinichi wa daijoubu desu ka?*

—*ashita no asa hayaku ga ii desu.*

—*moshi ryuugaku shtara zutto ie de--okane--okutte---mora(3)wake reba naranai desu yo.*

—*sake nondara daitai handan dekinai desu kara inshu unten zettai dame desu yo.*

Modalised utterances documented on 27 September 2000

—*yoru osoku demo daijoubu desu ka?*

—*sumimasen, ocha o moraemasu ka?*

—*hai, douzo.*

—*nyuuin suru koto ga ii to omotte irun desu kedo.*

—*kore owatte kara tabete mo ii desu yo.*

Modalised utterances documented on 17 October 2000

—*watashi wa issho ni tetsudaimashou ka?*

—*onegaishimasu.*

—*kono michi wataremasen.*

—*sumimasen, tabako o suite mo ii desu.*

—*kusuri o motte kaette kudasai*

—*biiru sanpai onegaishimsu.*

—*6 ji ni aimashou.*

—*douzo*

—*kore de benkyou shite mimasen ka?*

—*itsu demo kaette mo ii desu yo.*

—*isshou ni ikimasen ka?*

Modalised utterances documented on 26 December 2000

—*kono michi dewa tooremasen.*

—*kono michi de ikenai desu yo.*

—*kono michi de watareru.*

—*watatte wa ikenai desu yo ne.*

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—watatte mo ii desu.

—ni-rin de kono michi o ikemasen.

—50 ijou de hashitte wa ikenai.

—30 ika de hashitte wa ikemasen.

—Kono michi de yukkuri hashitte mo ii.

Chapter 13

ANALYSES OF LEARNERS' CORPORA FOR THE VERIFICATION OF HYPOTHESES

13.1. Verifying the Hypotheses-1 to 6 Analyzing the Learners' Corpora

In the preceding chapter, we have come across the learners' corpora of some seven subjects documented from their spontaneous speech. Now in this chapter we will verify all the hypotheses one by one by analyzing the learners' corpora constituted of spontaneous modalised utterances of all the subjects except S-7.

It is worth mentioning here that the FA is not a standard theory of language acquisition; therefore, according to Braidi (1999) it is good only for guiding the descriptive work on SLA and IL. Therefore, we wish that our study would achieve the descriptive adequacy of the learner variety of modality in Japanese rather than statistical adequacy.

13.1.1. Verifying the hypothesis-1

To verify the hypothesis-1, we shall recall here it once again. The hypothesis was that formal distinction among the *hyougen ruikei no modariti* will not appear clearly in the emergent learner variety due to the delay of acquisition of required inflectional and derivational form of predicative verbs/adjectives.

To verify the hypothesis-1, we shall now analyze the corpora of the six subjects given in chapter-12. In the above presentation of learner corpora, we found that the distinction among the subtypes of *hyougen ruikei no modariti* is not clear in the learner system of the subjects. We have found no distinction among the types of *hyougen ruikei no modariti* excpet between the types of *jojutsu no modariti* and *gimon no modariti* to appear in the learner system of subjects S-1 and S-2. Some more distinctions among the types of *hyougen ruikei no modariti*, e.g. among the *jojutsu no modariti, gimon modariti, ishi no modariti* and *kanyuu no modariti* were found to appear in the learner system of the

remaining subjects. We have found that the distinction among most of the subtypes of *hyougen ruikei no modariti* appeared in the learner variety of the subjects S-5 and S-6. However, no modal means at all for *meirei*, and *kinshi no modariti* under *koui youkyuu no modariti* and also for *kantan no modariti* were found to appear in the learner system of the subjects. Apart from the distinctions among the *hyougen ruikei no modariti*, We have also found lexical and protosyntactic means to appear sporadically for the different subtypes of *koui youkyuu no modariti* in the learner system of all the subjects.

Thus, we have found the distinctions of *jojutsu no modariti, gimon no modariti, ishi no modariti* and *kanyuu no modariti* to appear at the utterance level. We have also found lexical, and proto-syntactic constituents sporadically for *koui youkyuu no modariti* in the learner system of the subjects S-1 to S-6. We have found no means for expressing *meirei no modariti* and *kinshi no modariti* under *koui youkyuu no modariti* and that for *kantan no modariti* in the emergent learner variety of S-1 through S-6.

We have also found many of the utterances modalised by *hyougen ruikei no modariti*. For example, *ishi no modariti, kanyuu no modariti*, and *koui youkyuu no modariti* in the emergent learner variety, are constituted of (i) lexical means, (ii) proto-syntactic constituent (e.g. variant form of lexical verb/adjective, and omission of lexical verb/adjective) and also (iii) the paratactic constituent as in the following examples:

(a) Lexical means

Juusu wa   daijoubu desu. (Kyoka susume jogen by S-1)
Juice TOP all right   COP
Juice is all right (You may drink juice).

Eigo   wa   daijoubu desu. (Kyoka susume jogen by S-2)
English TOP all right   COP
English is all right (may be spoken)

Koko juusu o   taberu   daijoubu. (Kyoka susume jogen by S-4)
This juice   ACC eat-PRE all right
[*Koko de juusu o nonde mo daijoubu.*]
It is all right to drink at this place.

Kyou wa isshoni daijoubu? (*Kyoka susume jogen* by S-5)

Today TOP together MOD (all right)

Is it all right together with you?

(b) Protosyntactic constituent

Proto-syntactic constituents have been found under the heading of variant form of lexical verb/adjective, and omission of lexical verb/adjective:

(b-1) Variant form of verb/adjective

Watashi wa tomatai. (*Ishi* by S-4)

I NOM stay-MSUF (want)

[*Watashi wa tomaritai.*]

I want to stay.

Watashi wa shujin iku no to hoshikunai. (*Ishi* by S-5)

I NOM husband go-INF GEN QUOT want-NEG (want)

[*Watashi wa shujin ni itte hoshiku nai.*]

I want my husband not to go.

Jibun no sono heya no kagi o morashi-tai. (*Ishi* by S-6)

Own that room GEN key ACC receive-MSUF (want)

[*Jibun no heya no kagi o morai-tai.*]

I want to receive the key of my room.

Byouin e iki-iki ikimasu-ikou. (*Kanyuu* by S-4)

Hospital LOC go-PRE- go-MINF (Lets)

[*Byouin e ikou.*]

Let us go to hospital.

Juusu nomite kudasai. (*irai* by S-1)

Juice drink-GER MSUF (give)

[*Juusu o nonde kudasai.*]

Please drink juice.

Shashin o   torimashite kudasai. (irai by S-2)

Photo   ACC take-GER   MOD (give)

[*Shashin o totte kudasai.*]

Please take the photograph.

Sugu   byouin e   iki-iki-itte kudasai. (irai by S-6)

Immediately hospital LOC go-GER   MOD (please)

[*Sugu byouin e itte kudasai.*]

Please go to the hospital immediately.

Asoko wa   tabako   wo   suwaru   -sutte kudasai. (Kyoka susume jogen by S-5)

There TOP cigarette ACC smoke-INF smoke-GER MOD (please)

[*Asoko de tabako o sutte kudasai.*]

Please smoke there.

Koko wa   suwatta   -suwarete ii desu. (Kyoka susume jogen by S-5)

Here TOP seat-PERF seat-GER MSUF (good)

[*Koko de suwatte mo ii desu.*]

It is all right to sit here.

(b-2) Omission of lexical verb/adjective

Kono tegami o   onegai shimasu. (Irai by S-4)

This letter   ACC MOD (request)

I request (to give) this letter.

(c) Paratactic constituent

Paratactic constituents are found as in the following examples:

Osake   o   nomaranai-nomanai, chuui shite   kudasai. (susume/jogen by S-6)

Liquor ACC drink-NEG   pay attention-GER MOD (please)

[*Osake o nomanai you ni shite kudasai.*]

You must be careful not to drink liquor.

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Thus, we confirm the hypothesis-1 that formal distinction of the *hyougen ruikei no modariti* was not found to appear clearly in the emergent learner variety due to a paucity of the required inflectional and derivational form of verbs/adjectives. We have found the distinction only of the *jojutsu no modariti, gimon no modariti,* and *ishi no modariti* to appear clearly. We have also found that many of the learners' utterances are constituted of lexical and protosyntactic means.

13.1.2. Verifying the hypothesis-2

To verify the hypothesis-2, we would like to recall that hypothesis-2 once again. The hypothesis was that encountering constraint from the process of integration of modalisers, the modalisers of *jitai meate no modariti* (including *hyouka no modariti* and *ninshiki no modariti*) will appear in the learner variety according to the transparency of meaning following the scale of grammaticalization (deontic modals<epistemic modals<inflectional modals). Accordingly, the emergent learner variety of *jitai meate no modariti* will predominantly contain the semantically transparent modalisers for *hyouka no modariti* along with less of that for *ninshiki no modariti* due to low degree of grammaticalization.

To verify the hypothesis-2, we will arrange the learners' corpora of six subjects to find out the distribution of modalisers in the *jitai meate no modariti*. By means of analyses, we find two different distributions: *ninshiki no modariti* and *hyouka no modariti* under the learner variety of *jitai meate no modariti*. We have found that the learners use the minimal means of *jitai meate no modariti* to perform the personal communicative functions.

a) Modalisers in the learner system of *ninshiki no modariti*

We have found very minimal means of *ninshiki no modariti* in the emergent learner variety under our investigation. We have found no means for *ninshiki no modariti* in the emergent learner variety of the subjects of S-1 and S-2. We have found the modalisers: *tabun, mitai desu,* and *to omoimasu* for *ninshiki no modariti* in the learner variety of S-3 and *tabun, deshou, kamo shiremasen* in the learner variety of S-4 for *ninshiki no modariti*. However, we have found more modalisers in the learner variety of S-5 and S-6 than those in the learner variety of S-3 and S-4. We have found the modalisers: *tabun, deshou, kamo shiremasen, mitai desu, to omoimasu* for *ninshiki no modariti* in the learner variety of S-5 and modalisers: *tabun, kamo shiremasen, mitai desu, sou desu, and to omoimasu* for

ninshiki no modariti in the learner variety of S-6 for the expression of the meaning of *ninshiki no modariti*.

Thus, we have found the modalisers: *tabun, deshou, kamo shiremasen, mitai desu, sou desu* and *to omoimasu* to appear for sharing together the function of *dantei to suiryou, gaizensei, shoukosei* and *sono hoka no ninshiki no modariti* in the emergent learner system of *ninshiki no modariti*.

b) Modalisers in the learner system of *hyouka no modariti*

Contrary to the modal system in the *ninshiki no modariti*, we have found several modal means in the learner corpora for *hyouka no modariti* under different subtypes of *hyouka no modariti*, which are mostly stereotypic or protosyntactic in nature. We have found few transparent lexical means, e.g. stereotypic means, in the learner variety of the subjects S-1 and S-2. However, we have found several means including not only lexical but imitative means of catenative modalisers along with grammatical means in the learner variety of S-4 to S-6. The modal means, which we have found under different subtypes of *hyouka no modariti*: *hitsuyou, kyoka-kyoyou, fu-hitsuyou,* and *fu-kyoka hi-kyoyou* in the learner corpora are given below:

b-1) *Hitsuyou*: We have found abundant imitative means, e.g. *ii desu, to ii desu, to yoi desu, hou ii desu,* and *hou ga to ii desu* as substitution for the catenative modaliser '(Verb-INF/ PAST)+ *hou ga ii desu* (It would be better)' along with the grammatical means '(Verb-NEG)-*nakereba narimasen* (must)' for the expressions the function of *hitsuyou no modariti*. These imitative modal means for *hitsuyou no modariti* are often confusing, it is not being clear whether they are imitation of the modaliser '(Verb-INF/PAST)+ *hou ga ii desu*' or an individual lexical means '*ii desu* (It's good.)'.

b-2) *Kyoka-kyoyou*: We have found abundant stereotypic modal means constituted of *daijoubu desu* (It's all right.) and also found imitative means, e.g. '(Verb-GER)+*ii desu*', '(Verb)+*ga ii desu*', '(Verb)+ *ii desu*' and '(Verb)+ *demo ii desu*'] as substituton of the catenative modaliser '[e.g. (Verb-GER)+*mo ii desu* (allowed to do/may)'] to perform the function of *kyoka-kyoyou no modariti*. We have also found two lexical means of *dekimasu* (can) and *kanou desu* (possible) to perform the function of *kyoka-kyoyou no modariti* in the learner variety of S-6.

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b-3) *Fu-hitsuyou*: We have found learners' imaginative catenative means like '(Verb-NEG)+*to ii desu*', '(Verb-NEG)+*daijoubu desu*', and '(Verb-GER)+ *iranai*' to perform the function of *fu-hitsuyou no modariti*. We have also found modal means '(Verb)-*nakute ii desu*' imitative means of the catenative modaliser '(Verb)-*nakute mo ii desu* (It would be better even you do not do)' in the learner variety of *fu-hitsuyou no modariti*.

b-4) *Fu-kyoka/hi-kyoyou*: We have found abundant modal means constituted of stereotypic means, e.g. *dame desu* (no good/bad), '(Verb-NEG)+*de kudasai* (Please do not do.)', and a few grammatical modalisers of '(Verb-GER)+*ikemasen* (must not)' to convey the meaning of *fu-kyoka/hi-kyoyou no modariti*. We have also found some lexical means like *dekimasen* for the expressions of the meaning of *fu-kyoka/hi-kyoyou no modariti* in the learner corpora.

Hence, the findings of the above analysis go in favor of the hypothesis-2 that emergent learner variety of *jitai meate no modariti* predominantly contains the semantically transparent modalisers for *hyouka no modariti* and less of that for *ninshiki no modariti*.

13.1.3. Verifying the hypothesis-3

To verify the hypothesis-3, we once again recall that hypothesis. The hypothesis was that the constraints involved in the operationalization of grammatical rules and the unlearning of derivational/inflectional form of verb/adjective would either lead to the use of lexical means or render proto-syntactic constituents and also paratactic constituents in the emergent learner variety of *jitai meate no modariti*.

To verify the hypothesis-3, we here analyze the corpora of six subjects in order to explore the shape of *jitai meate no modariti* in the emergent learner variety. We have analysed the learners' corpora in the above and found that the grammatical means along with stereotypic and lexical means to appear in the learner corpora of S3, S4, S5 and S6, which are mostly proto-syntactic in nature.

The various means of *jitai meate no modariti*, which appeared in the emergent learner variety are (a) learners' imaginative lexical means, (b) proto-syntactic modal means (e.g. imitative means of catenative modalisers, and usage of variant form of lexical verb/adjective or omission of lexical verb/adjective) and (c) also paratactic constituents, some of which are shown under three different headings as in the following:

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(a) Learners' imaginative lexical means

Anohito   wa   mite warui desu. (Shokosei by S-5)

That person TOP looks bad   COP

[*Anohito wa Nihonjin mitai desu.*]

That person looks like a Japanese.

Anata no ima no   yousu   miru to   taihen desu   yo.

(*Sonohoka no ninshiki by* S-6)

Your   now GEN condition see-COND terrible COP, SEP (I tell you)

If I see your condition, it looks terrible, I tell you.

Ashita   wa   daitai ame desu. (Dantai to suiryou by S-6)

Tomorrow TOP almost rain COP

[*Ashita wa tabun ame desu.*]

It will probably rain tomorrow.

Donogurai ikiru   ka wakaranai. (Sono hoka no ninshiki by S-5)

How long   live-INF Q understand-NEG

[*Donogurai ikirareru ka wakaranai.*]

I do not know how long I will live.

Jiiyuu ni hairu koto ga   dekimasu   ka. (Kyoka-kyoyou by S-6)

Freely   enter-VN   TOP MOD (can) Q

Can I enter freely?

Kousoku-douro haitte   kanou   desu ka? Baiku   de. (Kyoka-kyoyou by S-6)

Highway   enter-GER possible COP Q? Motorcycle INS

[*Kousoku-douro ni baiku de haitte mo ii desu ka?*]

Is one allowed to enter the highway on a motorcycle?

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Motte   konai   daijoubu desu. (Fu-hitsuyou by S-5)

Bring-GER come-PRE-NEG all right

[*Motte konakute mo ii desu.*]

It would be all right even if you do not bring it.

Ki o tsukete iranai. (Fu-hitsuyou by S-5)

Be   careful need-NEG

[*Ki o tsukenakute mo ii desu.*]

It would be all right if you don't be careful.

Paspooto o   motte   ikanai   daijoubu desu. (Fu-hitsuyou by S-6)

Passport ACC hold-GER go-NEG all right   COP

[*Pasupooto o motte ikanakute mo daijoubu desu.*]

It would be all right even if you do not go with passport.

Kono tokei touch dame. (Fu-kyoka hi-kyoyou by S-1)

This watch touch MOD (must not)

[*Kono tokei o tacchi shite wa dame desu.*]

You must not touch this watch.

Biru nomimasu dame. (Fu-kyoka hi-kyoyou by S-1)

Beer drink-PRE MOD (must not)

[*Biiru o nonde wa dame desu.*]

You must not drink beer.

Heya no   tabako   tabemasu wa dame desu. (Fu-kyoka hi-kyoyou by S-2)

Room GEN cigarette eat-PRE TOP MOD (no good) COP

[*Heya de tabako o sutte wa dame desu.*]

Smoking cigarette is not allowed in the room.

Iie, chigaimasu, dame   desu. (Fu-kyoka hi-kyoyou by S-2)

No, different,   no good COP

[*Iie, (tabako o sutte) wa dame desu.*]

No, you must not (smoke).

Kuruma   un-koto ga dekinai. (Fu-kyoka hi-kyoyou by S-4)

Car   um- that TOP able-NEG

[*Kuruma o unten suru koto ga dekinai.*]

I cannot drive a car.

(b) Protosyntactic constituent

(b-1) Imitative means of catenative modalisers

Resutoran de   ocha o   nomi   hou ga to ii desu. (Hitsuyou by S-3)

Restaurant LOC tea   ACC drink-INF MSUF (think better)

[*Resutoran de ocha o nomu hou ga ii desu.*]

It would be better to drink tea at the restaurant.

Suupaa   e   iku   ii   desu. (Hitsuyou by S-3)

Supermarket LOC go-INF good COP

[*Suupaa e iku hou ga ii desu.*]

It would be better for you to go to supermarket.

Gulistan ni   ikenai   to   ii   desu. (Hitsuyou by S-3)

Gulistan LOC go-NEG QUOT good COP

[*Gurustan ni   ikanai hou ga ii desu.*]

It will be better not to go to *Gulistan*.

Kusuri o   tabeta   to   ii   desu. (Hitsuyou by S-3)

Medicine ACC eat-PERF QUOT good COP

[*Kusuri o nonda hou ga ii desu.*]

It would be better to take medicine.

Taxi hou ga to ii   *desu. (Hitsuyou by* S-3)

Taxi MSUF (would be better)

[*Takushii no hou ga ii desu.*]

Taxi would be better.

Terebi mita   ii   *desu. (Hitsuyou by* S-5)

TV   see-PERF MSUF (would better)

[*Tererbi o mita hou ga ii desu.*]

It would be better to watch TV.

Anata wa   kuruma o   kau ii desu   *yo. (Hitsuyou by* S-6)

You   NOM car   ACC buy MSUF (would better) SEP (I tell you)

[*Anata wa kuruma o kau hou ga ii desu yo.*]

It would be better to buy a car, I tell you.

Iku   ga   ii   desu. (Kyoka-kyoyou by S-4)

Go-INF TOP good COP

[*Iku hou ga ii desu.*]

One is allowed to go.

(b-2) Variant form of lexical verb/adjective

Kusuri   nonde   hou ga to ii desu. (Hitsuyou by S-3)

Medicine take-GER MSUF

[*Kusuri o nonda hou ga ii desu.*]

It would be better to take your medicine.

Resutoran de   ocha o   nomi   hou ga to ii desu. (Hitsuyou by S-3)

Restaurant LOC tea   ACC drink-INF MSUF (think better)

[*Resutoran de ocha o nomu hou ga ii desu.*]

It would be better to drink tea at the restaurant.

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Iku-- ika- nakereba naranai. (Hitsuyou by S-4)

Go-INF~Go-MSUF (must)

[*Ikanakereba naranai.*]

(You/I/he) must go.

Ringo ga tabete hou ga ii desu. (Hitsuyou by S-5)

Apple TOP eat-GER MSUF (would better)

[*Ringo wo tabeta hou ga ii desu.*]

It would be better to eat an apple.

Hayai jiko no genjou e iku-iku-iku no to yoi. (Hitsuyou by S-6)

Quickly accident GEN place LOC go-COND MOD (good)

[*Hayaku jikou no genba e iku to yoi.*]

It would be better to go to the scene of accident quickly.

Osake o nomi-nomu to yoi-to ii desu. (Hitsuyou by S-6)

Liquor ACC drink-COND MOD (good)

Osake o nomu to ii desu.

It is good to drink liquor.

Kono konpyuta wa tsukau-tsukau-tsukaimasen ka. (Kyoka-kyoyou by S-4)

This computer TOP use (invariant form of verb)-NEG Q

[*Kono konpyuutaa o tsukatte mo ii desu ka.*]

May I use this computer?

Tabako o suite ii desu ka. (Kyoka-kyoyou by S-5)

Cigarette TOP smoke-GER MSUF Q

[*Tabako o sutte mo ii desu ka.*]

May I smoke a cigarette?

Issho ni   ikite   ii   desu ka. (Kyoka-kyoyou by S-5)

Together with go-GER MOD (good) COP Q

[*Issho ni itte mo ii desu ka.*]

May I go with you?

Kore wa   tabe ii desu   ka. (Kyoka-kyoyou by S-6)

This TOP eat   MSUF (may) Q

[*Kore o tabete mo ii desu ka.*]

May I eat this?

Yukkuri iku   demo ii desu. (Kyoka-kyoyou by S-6)

Slowly go-INF MSUF (may)

[*Yukkuri itte mo ii desu.*]

You may go slowly.

Osake wa   nomanai   to   ii   desu. (Fu-hitsuyou by S-3)

Liquor TOP drink-NEG QUOT good

[*Osake wa nomanai to ii desu.*]

It is better not to drink liquor.

Gulistan ni   ikanai to ii desu. (Fu-hitsuyou by S-3)

Place   LOC go-NEG MSUF (would better)

[*Gurisutan ni ikanai hou ga ii desu.*]

It would be better not to go to Gulistan

Anata wa   kusuri   nonde   nakute ii desu. (Fu-hitsuyou by S-5)

You   NOM medicine drink-GER MSUF (all right without)

[*Anata wa kusuri o nomanakute mo ii desu.*]

It would be all right even if you do not take medicine.

Tabako o   suite sutte- wa ikemasen. (Fu-kyoka hi-kyoyou by S-4)

Cigarette ACC smoke-GER MSUF- (must not)

You must not smoke cigarette.

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Ame ga   futta   ato de nobo-nobotte   wa ikemasen. (Fu-kyoka/hi-kyoyou by S-6)

Rain NOM fall-PST after   climb-GER MSUF (must not)

[*Ame ga futta ato nobotte wa ikemasen.*]

You must not climb (a mountain) after the rain.

(b-3) Omission of lexical verb/adjective

Ginkou wa   takushii de   ii deshou. (Dantei to suiryou by S-4)

Bank   TOP taxi   INS good MINF (probably)

It would probably be better to (go to) the bank with a taxi.

Shatsu wa   omiyage to   omoimasu. (Sono hoka no ninshiki by S-6)

Shirt   TOP gift   QUOT MOD (think)

[*Shatsu wa omiyage da to omoimasu.*]

I think that this shirt would be a gift.

Hidari no   hou ii desu. (Hitsuyou by S-4)

Left   GEN MSUF COP

[*Hidari no hou ga ii desu.*]

It would be better (to follow) the left side.

Koko de   daijoubu desu ka? (Kyoka-kyoyou by S-1)

Here LOC all right COP Q

Is it all right (to do the thing) here?

Toriniku wa daijoubu   desu. (Kyoka-kyoyou by S-2)

Chicken TOP MOD (all right) COP

It is all right (to eat) chicken.

Watashi wa   anata no heya daijoubu desu ka? (Kyoka-kyoyou by S-2)

I   NOM you-GEN room all right   COP Q

[*Watashi wa anata no heya ni haitte mo daijoubu desu ka?*]

Is it all right if I enter your room? (May I come in your room.)

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Massugu ii   desu. (Kyoka-kyoyou by S-4)

Straight good COP

[*Massugu itte mo ii desu.*]

You may go straight.

Hidari mo ii   desu. (Kyoka-kyoyou by S-4)

Left   too good COP

[*Hidari itte mo ii desu.*]

You may go to the left.

Kousoku-douro kara hyaku   kiro daijoubu desu. (Kyoka-kyoyou by S-6)

Highway   LOC hundred km all right   COP

[*Kousoku-douro de hyaku kiro daijoubu desu.*]

It is all right at 100 km on the highway.

Uisukii wa   dame   desu. (Fu-kyoka hi-kyoyou by S-2)

Whisky TOP MOD (no good) COP

Whisky is prohibited.

(c) Paratactic constituent

Karee wa   tabemasu ka, oishii   desu, kedo wakaranai. (Sono hoka no ninshiki by S-3)

Curry TOP eat-PRE Q, delicious COP, though know-NEG

Will you eat curry? It is delicious, though I am not sure.

Kore wa   daijoubu desu omoimasu. (Sono hoka no ninshiki by S-5)

This TOP all right   COP MOD (I think)

[*Kore wa daijoubu da to omoimasu.*]

I think it is all right.

Kono benkyou shimasu; ii   desu. (Hitsuyou by S-1)

This study-PRE   , good-COP

[*Benkyou suru to ii desu.*]

It would be better to study.

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Kore wa byouin desu, anata wa byouin de ikimasu. (*Hitsuyou by* S-2)

This TOP hospital COP, You TOP hospital LOC go-PRE

[*Kono byouin e anata wa itta hou ga ii desu.*]

It would be better for you to go to this hospital.

Yuumeina kankon-chi kankou suru; Kore hou ga ii desu. (*Hitsuyou by* S-6)

Famous tourist spot travel ; This MSUF (would better)

[*Yuumeina kankou-chi ni ryokou suru hou ga ii desu.*]

It would be better to travel to the famous tourist spot.

Terebi wa mimasu, daijoubu. (*Kyoka-kyoyou by* S-1)

TV ACC see-PRE, all right

[*Terebi o mite mo daijobu desu.*]

You may watch TV.

Tabako tabemasu; daijoubu desu ka? (*Kyoka-kyoyou by* S-2)

Cigarette eat-PRE ; MOD (all right) COP Q

[*Tabako o sutte mo daijoubu desu ka?*]

May I smoke a cigarette?

Soto ikimasen, dame. (*Fu-kyoka hi-kyoyou by* S-3)

Outside go-NEG. MOD (must not)

[*Soto e itte wa dame desu.*]

You must not go out.

Teepu kara mizu nomimasen. Sore ga ki o tsukete ne. (*Fu-kyoka hi-kyoyou by* S-3)

Tape from water drink-NEG. That about careful, SEP (I tell you)

[*Teepu no mizu o nomanai you ni ki o tsukete kudasai.*]

Be careful so that you don't drink tap-water.

Migi dekinai. Migi dame desu. (*Fu-kyoka hi-kyoyou by* S-4)

Right can-NEG. Right MOD (no good) COP

You cannot go through the right, one is not allowed (through the right).

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Terebi minai: dame. (Fu-kyoka hi-kyoyou by S-5)

TV   see-NEG, MOD (no good)

[*Terebi o mite wa dame.*]

You must not watch TV,

Baiku wa kodomo noru dewa nai, kanou dewa nai. (Fu-kyoka hi-kyoyou by S-6)

Bike LOC children ride on-NEG possible-NEG

[*Baiku ni kodomo wa notte wa ikemasen.*]

Children should not ride on motorcycle.

Te de sawaru dewa nai, ikemasen. (Fu-kyoka hi-kyoyou by S-6)

Hand INS touch-INF NEG   MSUF (must not)

[*Te de sawatte wa ikemasen.*]

One must not touch (things) with hand.

Kono bashou tomaranai, hoka no desu yo. (Fu-kyoka hi-kyoyou by S-6)

This   place   stop-NEG, other-GEN COP, SEP (I tell you)

[*Kono bashou ni tomatte ikemasen. Hoka ni tomete kudasai.*]

You must not stop here. Stop at another place

Juusu nomimasu, biiru wa   chigaimasu. (Fu-kyoka hi-kyoyou by S-2)

Juice drink-PRE, Beer TOP don't agree.

[*Juusu wa nomimasu ga biiru wa nomimasen.*]

I drink juice but I don't drink beer,

Terebi o   mimasu, dame   desu.

TV   ACC see-PRE, MOD (not good) COP

It is not good to watch TV (It is prohibited to watch TV,)

In the above presentation of learners' means of *jitai meate no modariti*, we have found that the learners' modalised utterances are predominantly constituted of lexical means, imitative means of catenative modalisers embodied in the proto-syntactic and paratactic constituents. We can also find more of modal means for *hyouka no modariti* as compared

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with that for *ninshiki no modariti* in the emergent learner variety of the subjects under investigation.

Thus, we confirm the hypothesis-3 that the constraints involved in the operationalization of grammatical rules and the unlearning of derivational/inflectional form of verb/adjective would either lead to the use of learners' imaginative lexical means or render proto-syntactic constituents (like imitative means of catenative modalisers, variant form of lexical verb/adjective or omission of lexical verb/adjective) and also paratactic constituents in the emergent learner variety of *jitai meate no modariti*.

13.1.4. Verifying the hypothesis-4

To verify the hypothesis-4, we recall that hypothesis once again. The hypothesis was that modalisers of *setsumei no modariti* will not appear in the emergent learner variety. Therefore, the learner variety under investigation will not contain modalisers for *setsumei no modariti*.

We have searched for the modalisers for *setsumei no modariti* in the corpora of all the subjects from S-1 to S-7 to verify the hypothesis-4. However, we find no modalisers to appear for the *setsumei no modariti* in the documented speeches of subjects S-1 to S-7 given above. Therefore, we confirm the hypothesis-4 that the means for *setsumei no modariti* is not integrated in the emergent learner variety.

13.1.5. Verifying the hypothesis-5

To verify the hypothesis-5, we recall that hypothesis once again. The hypothesis was that the tutored learners' learner variety of *teineisa no modariti* will be expressed mainly in the polite (*teineisa no modariti*) style of predicative verb/adjective and that the natural learners' learner variety will be expressed mainly in the plain style of predicative verb/adjective.

We here analyze the corpora of the subjects of S-1 to S-7 to verify the hypothesis-5 and find the following two different trends in the distribution of *teineisa no modariti* in the corpora of the subjects.

Firstly, we find that the utterances of subjects S-1, S-2, S-6, and S-7 (the tutored learners, who experienced conversation with native speakers for a short period are mainly realized in the polite style of predicative verb/adjective as in the following:

Kono benkyou shimasu; ii desu. (S-1)

This study - PLTS, good-COP-PLTS

[*Benkyou suru to ii desu.*]

It would be better to study.

Mise de   kaimasu. (S-1)

Shop LOC buy-PRE-PLTS

(I) buy (things) at the shop.

Biru   nomimasu dame. (S-1)

Beer drink-PRE MOD (must not)-PLNS

[*Biiru o nonde wa dame desu.*]

You must not drink beer.

Benkyou wa   muzukashii desu. (S-2)

Study   TOP difficult   COP-PLTS

Study is difficult.

Iie, chigaimasu, dame   desu. (S-2)

No, different,   no good COP-PLTS

[*Iie, (tabako o sutte) wa dame desu.*]

No, you must not (smoke).

On the other hand, we find that the utterances of subject S-3 and S-4 (the tutored learner, who experienced conversation with native speakers for more than 1 year) are realized in both the plain style and the polite style of predicative verb/adjective. We have also found switching between the polite and the plain style of predicative verb/adjective in the natural speeches of subjects S-3 and S-4 as in the following:

Nihon e   ikitai.   Nihon wa   ii   desu. (S-3)

Japan LOC go-MSUF (want). Japan TOP good COP-PLTS

I want to go to Japan because Japan is good.

Soto   ikimasen, dame. (S-3)

Outside go-NEG, MOD (must not) -PLNS

[*Soto e itte wa dame desu.*]

You must not go out.

Byouin   e   iki-iki ikimasu-ikou. (S-4)

Hospital LOC go-PRE- go-MINF (Lets') -PLNS

[*Byouin e ikou.*]

Let us go to hospital.

Migi dekinai,   Migi dame   desu. (S-4)

Right can-NEG. Right MOD (no good) COP-PLTS

You cannot go through the right side; one is not allowed through the right side.

We have also found the utterances of subject S-5 (a tutored learner for a short period, who experienced the interaction with native speakers for a long period) are mainly realized in the plain style of predicative verb/adjective.

Kusuri   nonde   ii. (S-5)

Medicine drink-GER MSUF (may) -PLNS

[*Kusuri o nonde mo ii.*]

You may take medicine.

Yasashii shigoto shitai. (S-5)

Easy   work   do-MSUF (want) -PLNS

[*Yasashii shigoto o shitai desu.*]

I want to do an easy job.

Anohito   wa   mite warui desu. (S-5)

That person TOP looks bad   COP-PLTS

[*Anohito wa Nihonjin mitai desu.*]

That person looks like a Japanese.

Thus, we confirm hypothesis-5 that the length of stay and that of learning experience of the subjects combinedly provide the ingredient for the learner system of *teineisa no modariti*. The short period of experience of conversation with native speakers has produced the polite style of utterances in the speech of S-1, S-2, S-4, S-6 and S-7. On the other hand, the long experience of conversation with the native speakers has predominantly produced the plain style of utterances in the speeches of the subjects S-3 and S-5.

13.1.6. Verifying the hypothesis-6

To verify the hypothesis-6, we once again recall that hypothesis. The hypothesis was that since three *shuu-joshi*: *ne*, *yo* and *no* occur frequently in the native adults' speeches of Japanese, therefore, these three *shuu-joshi* (sentence-final modalisers) of *ne*, *yo*, and *no* would appear in the emergent learner variety of *dentatsu no modariti*.

We have here analyzed the corpora of all the subjects from S-1 to S-7 to verify the hypothesis-7. Having analyzed the corpora, we have found no *shuu-joshi* (sentence-final modalisers) for *dentatsu no modariti* to appear in the corpora of S-1 and S-2. However, we have found the lone *shuu-joshi* '*ne*' to appear in the corpora of subjects: S-3, and S-4 as in the following example utterances:

Bangura   de   namimono wa amari   tabenai,   ne. (S-3)
Bangladesh LOC raw thing   TOP not much eat-NEG, SEP (isn't it).
In Bangladesh, (people) do not eat raw things much, do they?

Kyou wa   ii   tenki   desu ne. (S-4)
Today TOP good weather COP, isn't it.
The weather is good today, isn't it?

We have found the two *shuu-joshi* (sentence-final modalisers) of *ne*, and *yo* to appear in the corpora of the remaining three subjects: S-5, S-6, and S-7 as in the following example utterances:

Kono bashou tomaranai, hoka no desu   yo. (S-6)

This   place   stop-NEG, other-GEN COP, SEP (I tell you)

[*Kono bashou ni tomatte ikemasen. Hoka ni tomete kudasai.*]

You must not stop here. Stop at another place.

Are   wa   takai,   ne. (S-6)

That TOP expensive, SEP (isn't it)

That is expensive, isn't it?

Kore wa   dame   yo. (S-6)

This TOP MOD (no good), SEP (I tell you.)

This is prohibited, I tell you.

Kore de   tabako suttara   dame desu   ne. (S-7)

Here LOC cigarette smoke-COND MOD (must not), SEP (isn't it?)

[*Koko de tabako o suttara dame desu ne.*]

You must not smoke here, mind you?

Anata wa   kuruma o   kau ii desu   yo. (S-7)

You   NOM car   ACC buy MSUF (would better), SEP (I tell you)

[*Anata wa kuruma o kau hou ga ii desu yo.*]

It would be better to buy a car, I tell you.

In the above analyses, we find no *shuujoshi* to appear in the corpora of S-1, and S-2; the solitary *shuujoshi* 'ne' appears in the corpora of S-3, and S-4 and two *shuujoshi*: ne, and *yo* appear in the corpora of the remaining three subjects: S-5, S-6, and S-7.

We, thus, confirm the hypothesis that out of the three common *shuujoshi*: ne, yo and *ne*, only two *shuu-joshi* (sentence-final modalisers) of *ne* and *yo* appear in the emergent learner variety of *dentatsu no modariti*. Additionally, we have also confirm that *shuujoshi* 'no' did not appear in the emergent learner variety, though we have hypothesized that it would.

In this way, we have verified and confirmed all the six hypotheses by means of the corpora presented in chapter-12. In the next chapter-14, we will attempt to elucidate the

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learner variety of modality and eventually designate *proto-modality* in Japanese on the basis of the above findings with regard to two assumptions of the theory of learner variety in the FA.

Chapter 14

ELUCIDATING THE SHAPE OF MODAL SYSTEM IN THE EMERGENT LEARNER VARIETY OF JAPANESE

14.1. Introduction

In the foregoing chapter, we have confirmed the hypotheses regarding the nature of learner system of modality in Japanese by means of analyses of the learners' corpora presented in chapter-12. The confirmation of these hypotheses leads us to the elucidation of learner variety of modality in Japanese. In this connection, we will attempt to elucidate the shape of modal system in the emergent learner variety of Japanese in this chapter and eventually signify the *proto-modality* in Japanese in the concluding chapter.

14.2. Elucidating the Shape of Modal System in the Emergent Learner Variety of Japanese

In the foregoing chapter, we have found two different distributions of emergent learner varieties: the early learner variety and elementary learner variety. We have called the learner variety of remaining four subjects S-1, S-2, S-3, and S-4 *early learner variety*. On the other hand, we have called the learner variety of the remaining three subjects S-5 and S-6 *elementary learner variety*[19]. Again, we have grouped the early learner variety and the elementary learner variety together and labeled it *emergent learner variety* (which we have described before in chapter-6) throughout the discussion.

We have found four subjects S-1, S-2, S-3 and S-4 out of seven to possess a very minimal means of repertoire in their learner system. Their repertoires were found to contain very minimal incipient means of modality. With a limited repertoire they were found to hardly able to communicate in the daily life conversation and to express their

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[19] We have decided to drop the corpus of subject S-7 as possible data for confirming the hypothesis in chapter-13, because we have found the utterances of S-7 to be mostly well-formed, therefore, her utterances can be considered beyond the learner variety.

ideas at some length. They were also found to be unable to speak about the things out of their sights. Their utterance structures were found to be constituted of maximum two valencies. The grammatical morphology did not appear significantly in their utterance structures.

On the other hand, we have found the utterance structures of the remaining three subjects: S-5, S-6 and S7 to be comparatively well-formed. We have found the grammatical morphology of their utterance structure to be richer than those we found in the early learner variety of S1, S2, S3 and even S4. The distinction of finite and non-finite form of verbs was found to appear in their utterance organization, though those distinctions were not often clear. We have found the learner variety of S5, S6 and S7 to contain significant amount of means for modality, though many of those were proto-syntactic in nature. Although the utterance structures of learners S5, S6 and S7 were habitually found to be expressed with two valencies, they tended to be realized with more than two valencies, e.g. *Daitai ku-gatsu tsuitachi Kyouto ni iki-ikimasu yo* (S-6) [I shall go to Kyoto around 1st September.]

We will present the shape of learner variety of modality, which we have elucidated in the emergent learner variety under four different spheres: *hyougen ruikei no modariti* (modality of utterance type), *jitai meate no modariti* (modality of proposition), *setsumei no modariti* (modality of explanation), and *dentatsu no modariti* (modality of utterance expression) as follows:

14.2.1. Shape of modal system of *hyougen ruikei no modariti* in the emergent learner variety

In the last chapter, we have confirmed the hypothesis-1 with reference to which we will elucidate the shape of *hyougen ruikei no modariti* in the emergent learner variety.

We have found many well-formed utterances and, therefore, roughly the distinctions between the various types of *hyougen-ruikei no modariti* to appear. We have found the modalised utterances for *jojutsu no modariti*, *gimon no modariti* and also the utterances for *koui youkyuu no modariti* constituted of lexical and protosyntactic means in the learner variety of *hyougen ruikei no modariti*. We did not find any means for *ishi no modariti*, *kanyuu no modariti*, and *kantan no modariti* at all in their learner system.

Dittmar (1993; In: Dittmar and Reich, 1993) found that since the distinctive means (i.e. formal criteria: morphology and syntax) for different types of utterance structures did

not appear in the learner variety, the illocutionary force (i.e. *hyougen ruikei no modariti* in our formulation) of utterances has been found to be expressed merely by intonation or other substitute means in the absence of such formal means at the initial stage of SLA.

We have found several instances, where *jojutsu no modariti* and *gimon no modariti* were used as substitute means for the subtypes of *ishi no modariti, kanyuu no modariti, koui youkyuu no modariti* and *kantan no modariti* in the emergent learner variety of S1, S2 and S3. The learners were found to use the means of *jojutsu no modariti* (modality of indicative sentence) for conveying the meaning of (a) *ishi no modariti* and (b) *kanyuu no modariti* and (c) *koui youkyuu no modariti* (*meirei, irai, kyoka susume jogen,* and *kinshi*) as in the following:

(a) *Ishi no modariti*

Watashi wa   kuni   e   kaerimasu. (S-2)

I   NOM country LOC return

[*Watashi wa kuni e kaeritai desu.*]

I want to go back to my country.

Benkyou mo   hoshii, Nihon de. (S-3)

Study   also want   Japan LOC

[*Nihon de benkyou mo shita..*]

I want to study in Japan.

(b) *Kanyuu no modariti*

Byouin   e   iki-iki ikimasu-ikou. (S-4)

Hospital LOC go-PRE- go-MINF (Lets)

[*Byouin e ikou.*]

Let us go to hospital.

Issho ni   Disneyland ni   ikimasu yo. (S-3)

Together Disneyland LOC go-FUT SEP

[*Issho ni dizuniirando ni ikimashou.*]

Let us go together to Disneyland, I tell you.

Chuugoku ryouri taberu. (S-5)

Chinese dish eat-PRE

[*Chuuka ryouri o tabeyou.*]

Let us have Chinese dish.

(c) *Kouiyoukyuu no modariti*

Kouiyoukyuu no modariti has been found under the following four headings:

(c-1) *Meirei*

Watashi wa hanashimasu. Ishmam   wa yoku taberu. (S-5)

I   TOP speak-PRE.   Personal name TOP well eat-PRE

[*Ishmam-kun, yoku tabero.*]

Ishmam, eat well.

(c-2) *Irai no modariti*

Terebi o   mimasen. (S-1)

TV   ACC see-NEG

[*Terebi o minaide kudasai.*]

Don't watch TV.

(c-3) *Kyoka/susume/jogen*

Jusu wa ii desu.   Douzo nomimasu. (S-3)

Juice TOP good COP. Please drink-PRE.

[*Douzo juusu o nonde kudasai.*]

Please drink juice.

Anata wa   hanashi   douzo. (S-6)

You   NOM speak-PRE please.

[*Douzo anata wa hanashite kudasai.*]

Please (you) speak.

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(c-4) *Kinshi*

Tabako   o   suwaru dame.   *Kocchi wa   dame.* (S-5)

Cigarette ACC smoke MOD (no good) Here   TOP MOD (no good)

[*Tabako o sutte wa dame.*]

Smoking is prohibited.   Here it is prohibited.

Thus, the above examples provide support in favour of the findings in the European languages that illocutionary force of *hyougen ruikei no modariti* can be conveyed by the substitute means, which appear early in the absence of clear distinctions between the types of *hyougen ruikei no modariti* in the emergent learner variety.

14.2.2. Shape of modal system of *jitai meate no modariti* in the emergent learner variety

In the previous chapter, we have confirmed the hypotheses-2 and 3 with reference to which we will elucidate the shape of *jitai meate no modariti* in the emergent learner variety. We have found the *jitai meate no modariti* to be realized both at the morpho-syntactic and the utterance levels, though it is considered to be the type of modality which manifests itself at the morphosyntactic level.

We have found the learners to posses the minimal system of *jitai meate no modariti* in the emergent learner variety. Therefore, very few modalisers for *jitai meate no modariti* were found to be integrated in the learner variety due to the hindrance coming from the semantic constraint following the trend of the grammaticalization scale. We have also found sterrotypic means embordied in the protosyntactic and paratactic constituents in the modal system of emergent learner variety produced due to the hindrance received from the grammatical rules.

a) *Ninshiki no modariti*

We have found *ninshiki no modariti* to contain a few modalisers in the emergent learner variety due to the involvement of semantic constraints in the integration of modalisers. We have found the modalisers *tabun, deshou, kamo shiremasen, mitai desu, sou desu,* and *to omoimasu* to appear together in the emergent learner variety of *ninshiki no modariti*. Of these modalisers, we have found *tabun* and *omou* to occur frequently in the emergent learner variety of Japanese. Thus, we have found a minimal system of *ninshiki no*

modariti in the learner variety. We have found a few lexical mean i.e. *tabun* and *omou* for *ninshiki no modariti* (modality of recognition) to appear along with *deshou, kamo shiremasen, mitai desu* and *sou desu* to cover the whole function of *ninshiki no modariti* in the learner variety.

Similar to these findings in the present study of Japanese there are also the findings in the acquisition of epistemic modality (i.e. *ninshiki no modariti*) in Italian and German presented by Stephany (1995: 112; In: Giacalone Ramat and Crocco Galeas, 1995). The equivalent of *tabun* in Italian and German are respectively *forse magari*, and *vielleicht* and the equivalent of *omou* in Italian and German are respectively *io penso*, and *denken*. The studies on grammaticalization of modality in Italian and German language show that the corresponding lexical modalisers of *tabun* [*forse magari*, and *vielleicht*] and *omou* [*io penso* and *denken*] in Italian and German respectively perform the function of epistemic modality until the other grammatical means appear in the learner variety. Thus, our present findings on the acquisition of modalisers of *ninshiki no modariti* (recognition modality) go in favor of the findings in Italian and German. Therefore, we can generalize the findings by saying that epistemic modality is expressed with the transparent lexical modalisers such as adverbs and lexical verbs in the early learner variety.

b) *Hyouka no modariti*

Our study has recorded various incipient modalisers for the four different sub-areas; *hitsuyou, kyoka-kyoyou, fu-hitsuyou* and *fu-kyoka hi-kyoyou* in the emergent learner variety of *hyouka no modariti*. They are as in the following:

Hitsuyou: Catenative modaliser 'Verb-INF/PAST+ *hou ga ii desu* (It would be better)' along with its imitative modal means [e.g. '(Verb)+*ii desu*', '(Verb)+*to ii desu*', '(Verb)+*to yoi desu*', '(Verb)+*hou ii desu*', and '(Verb)+*hou ga to ii desu*'] and '(Verb-NEG)-*nakereba narimasen* (must)'

Kyoka-kyoyou: Catenative modaliser '(Verb-GER)+ *mo ii desu* (allowed to do/may)' along with its imitative modal means [e.g. '(Verb-GER)+ *ii desu*', '(Verb) *ga ii desu*', '(Verb) *ii desu*', '(Verb) *demo ii desu*'], *daijoubu desu* (It's all right.)', and also lexical modalisers of *dekimasu* (can), and *kanou desu* (possible)

Fu-hitsuyou: Imaginative catenative modalisers '(Verb-NEG) *to ii desu*', '(Verb-NEG) *daijoubu desu*', '(Verb-GER) *iranai*', and '(Verb)-*nakute ii desu*'

Fu-kyoka/hi-kyoyou: Pragmatic and lexical means like, '*Dame desu* (no good/bad)', '(Verb-NEG)+*de kudasai* (Please do not do)', '(Verb-GER) +*ikemasen* (must not)' and *dekimasen* (cannot be done)

Thus, we have found richer means for the *hyouka no modariti* than for the *ninshiki no modariti* in the emergent learner variety of modality.

c) The nature of morphosyntactic structures in the *jitai meate no modariti*

We have come to know that the *ninshiki no modariti* and *hyouka no modariti*, being subsumed in the domain of epistemic and deontic domain manifest themselves mainly at the morpho-syntactic level. Their realization requires certain inflectional/derivational form of verb/ adjective involving a similar set of morphosyntactic operation. Therefore, acquisition of modality in the epistemic and deontic domain encouter a similar set of constraints from the operationalization of morphosyntactic rules and lead to the use of lexical means and render proto-syntactic and paratactic constituents in the emergent learner variety.

Accordingly, we have found the learner variety of *jitai meate no modariti* to be constituted of lexical and imitative modal means embodied in the protosyntactic constituent (e.g. variant form of lexical verb/adjective, and omission of lexical verb/ adjective), and paratactic constituent.

14.2.3. Shape of modal system of *setsumei no modariti* in the emergent learner variety

We have found that the emergent learner variety under our investigation does not integrate any modaliser for *setsumei no modariti*. Hence, emergent learner variety of *setsumei no modariti* in Japanese is said to be constituted without any modaliser.

14.2.4. Shape of modal system of *dentatsu no modariti* in the emergent learner variety

The *teineisa no modariti* and *dentatsu taido no modariti* being the subtypes under *dentatsu no modariti* follow the two different sets of grammatical rules. Therefore, we have found two different distributions for two subtypes of *teineisa no modariti* and *dentatsu taido no modariti*.

a) *Teineisa no modariti*

The learner variety of tutored learners is found to be constituted mainly of polite style of expression. On the other hand, the learner variety of tutored learners, who experienced long conversations with native speakers, is found to be constituted of predominantly plain style.

b) *Dentatsu taido no modariti*

Two modalisers i.e. *yo* and *ne* for *dentatsu no modariti* out of several modalisers are found to be integrated in the emergent learner variety of modality in Japanese.

The above is the shape of modality in learner variety under different spheres of modality: *hyougen ruikei no modariti* (modality of utterance type), *jitai meate no modariti* (modality of proposition), *setsumei no modariti* (modality of explanation), and *dentatsu no modariti* (modality of utterance expression) with reference to which we will attempt to designating a core system of learner variety of modality in Japanese.

Chapter 15

CONCLUDING REMARKS: GENERAL SHAPE OF THE LEARNER VARIETY OF MODALITY IN JAPANESE

This endeavor has been made to elucidate and characterize the learner variety of modality in the emergent interlanguage of Japanese on the assumption that grammatical forms and system of modality gradually emerge out of cross-linguistically common semantics by the interaction of cognitive disposition and propensity factors (such as communicative needs, attitude to the target language, and motivational factors) with the exposure to the target language in the perspective of grammaticalization on the premise of Functional Approach (Perdue eds., 1993 and Dittmar, 1992).

We will, therefore, attempt to designate a core system of learner variety of modality i.e. *proto-modality* after Dittmar (1993, In: Dittmar and Reich). Dittmar (1993; In: Dittmar and Reich) claims that a *proto-modality* system in the learner variety constituted of pragmatic devices along with the pre-grammatical means such as unanalyzed prefabricated chunks of quasi-modals exists in German. We will attempt to designate *proto-modality* having been informed with the shape of modal system, which we have elucidated in the emergent learner variety of Japanese in the foregoing discussion with regard to assumptions put forwarded by Perdue (1993) that the internal organization of an interlanguage at a given time as well as the transition from one variety to the next over time is essentially systematic in the perspective of grammaticalization.

In the foregoing discussion, we have elucidated a minimal but efficient modal system at two levels of manifestation: utterance level and morphosyntactic level covering the function of the whole modal system in the emergent learner variety of Japanese. We have found that this system represents a natural equilibrium between the phrasal, semantic and pragmatic constraints having the potentiality to transfer itself into the next learner variety. Pfaff (1992:275) has speculated in this regard that the learner system winds up into morpho-syntactic means gradually converging with the norm of target variety of

language with the advance of grammaticalization. Thus, we have found two different core systems in the learner system of modality constituted of minimal but polysemous means respectively at the utterance level and at the morphosyntactic level as in the following:

a) Core system of learner variety of modality in Japanese at the utterance level

We have found a core system regarding the distinction of the *hyougen ruikei no modariti* at the utterance level. In this core system, we have found few utterance types covering the function of the whole system of *hyougen ruikei no modariti*. Out of the six types of *hyougen ruikei no modariti*, the utterance types for only *jojutsu no modariti, gimon no modariti, ishi no modariti* and a subtype of *koui youkyuu no modariti* i.e. *irai no modariti* were found to appear in the emergent learner variety.

In the absence of *hyougen ruikei no modariti*, illocutionary force (i.e. *hyougen ruikei no modariti* in our formulation) of that type of unlearned hyougen *ruikei no modariti* is found to be expressed by the substitute utterance constituents, which appear first at the initial stage of emergent learner variety. This outcome conoborates the finding of Dittmar (1993; In: Dittmar and Reich, 1993).

Of the different types of *hyougen ruikei no modariti*, we have found two types: *jojutsu no modariti* (modality of indicative sentence) and *meirei no modariti* (sentence type of imperative mood) covers the function of the extensive area of *hyougen ruikei no modariti* in the emergent learner variety. It is worth mentioning here that Palmer (1994; In: Asher and Simpson, 1994) conceived of the indicative and imperative sentences respectively as being the unmarked types of epistemic and deontic modality. Being unmarked types of *hyougen ruikei no modariti, jojutsu no modariti* and *meirei no modariti*, they cover the function of a vast area of this type.

Accordingly, we have found *jojutsu no modariti* to cover the function of *ishi no modariti, kanyuu no modariti* and even in some cases the function of *koui youkyuu no modariti*. On the other hand, we have found the expression of *irai no modariti* ['*Verb-GER kudasai*' (imperative type)] to cover the function of *koui youkyuu no modariti* and *hyouka no modariti* in the early learner variety. We remember, in this regard, that Nitta et al. (2003) conceived that the imperative constituent '(Verb-GER)+*kudasai*' is a multifunctional from signaling the function of *permission, support, entreaty* and *temptation* as a substitute means.

b) Core system of learner variety of modality in Japanese at the morphosyntactic level

We have found another core system of modality mainly with regard to *jitai meate no modariti* at the morphosyntactic level. We have found minimal incipient modalisers, e.g. stereotypic and lexical means embodied in the protosyntactic and paratactic constituents in the learner system of Japanese at the morphosyntactic level. We have found this core system of modality under two different modal domains: epistemic domain and deontic domain. Previously, in chapter-8, we have come to know that epistemic domain subsumes the *ninshiki no modariti* along with *gimon no modariti, ishi no modariti* and *dentatsu taido no modariti* under it. We have also found the deontic domain to subsume the *hyouka no modariti* along with the *koui youkyuu no modariti: meirei* (command), *irai* (request), *kyoka susume jogen* (permission/ suggestion/advice) and *kinshi* (prohibition) *no modariti* under *hyougen ruikei no modariti*.

Thus, with the above examples, we confirmed that the modal system in the epistemic domain (including *ninshiki no modariti*) is more minimal than it is in the deontic domain (including *hyouka no modariti*).

We have found the following few modalisers in the emergent learner variety of the epistemic domain. They are question marker *ka* for *gimon no modariti*, '(Verb-Pre)+*tai desu* (desiderative)' for *ishi no modariti* and *yo* (I tell you), and *ne* (Is it not?) for *dentatsu no modariti*. We have found the following means of *deshou (daro), kana, kamo shirenai, youda, mitai da, souda (hs), to omou*, and *tabun* to be integrated all together for *ninshiki no modariti* to share the function of all the subtypes of *dantei to suiryou, gaizensei, shoukosei*, and *sono hoka no ninshiki no modariti* under *ninshiki no modariti* in the emergent learner variety. Of these, the lexical modalisers *tabun* and *omou* have been found to occur frequently in the learner variety of modality in Japanese.

We have found the following incipient modalisers for *hyouka no modariti* all together in their modalised utterances. We have found the modalisers *daijobu desu* for *koui youkyuu no modariti*, 'Verb-GER *kudasai*' for *irai no modariti* and 'intention form of Verb' for *kanyuu no modariti*. We have also found the following modal means for *hyouka no modariti*. We have found 'Verb-INF/PAST+ *hou ga ii desu* (It would be better)' along with its several imitative modal means and '(Verb-NEG)-*nakereba narimasen* (must)' for *hitsuyou no modariti*. We have found '(Verb-GER)+ *mo ii desu* (allowed to do/may)' along with its imitative modal means [e.g. '(Verb-GER)+ *ii desu*',

'(Verb) *ga ii desu*', '(Verb) *ii desu*', '(Verb) *demo ii desu*'], *daijoubu desu* (It's all right.) and also lexical modalisers *dekimasu* (can) and *kanou desu* (possible) for *kyoka-kyoyou no modariti*. We have found '(Verb-NEG) *to ii desu*', '(Verb-NEG) *daijoubu desu*', '(Verb-GER)+ *iranai*' and '(Verb)-*nakute ii desu*' for *fu-hitsuyou no modariti*. We have also found *dame desu* (no good/bad), '(Verb-NEG)+*de kudasai* (Please do not do.)', '(Verb-GER)+*ikemasen* (must not)' and *dekimasen* (cannot be done) for *fu-kyoka hi-kyoyou no modariti*.

Thus, we have found that all the types of modality with their subtypes in the epistemic and the deontic domains have rendered the protosyntactic and paratactic constituents at the morphosyntactic level as they encountered the same set of learning problems from the operationalization of morphosyntactic rules. Hence, we have found the minimal modalisers including, e.g. stereotypic means, imitative modal means for catenative modaliser embodied in the protosyntactic (imitative modal means of modaliser, variant form of lexical verb/adjective and omission of lexical verb/adjective) and paratactic constituents at the morphosyntactic level. We have also found several well-formed modalised utterances in the emergent learner variety.

To recapitulate, we regard the emergent learner variety of modality in Japanese to be constituted predominantly of lexical and imitative means of modalisers embodied in the protosyntactic and paratactic constituents as *proto-modality*. We have found this *proto-modality* system as a learner system of modality in its own right at the two levels of manifestations: utterance level and morphosyntactic level. This *proto-modality* system is minimal but as efficient as the full-fledged modal system as described in chapter-7. The L2 speakers of Japanese were found to use this *proto-modality* system as an instrument of practical communicative functions.

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