

Adjective Order in the Noun Phrase

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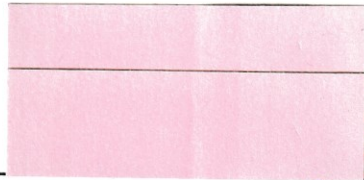
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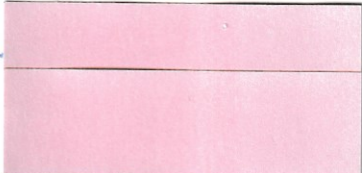
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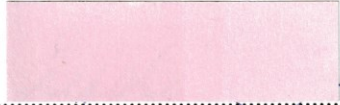
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ABSTRAKT

Tato bakalářská práce pojednává o pořadí přídavných jmen ve jmenné frázi. V práci jsou vysvětleny základní lingvistické pojmy jako přídavná jména nebo jmenná fráze. Jsou zde popsány přístupy vybraných autorů k pořadí přídavných jmen. Praktická část je složena z tvorby gramatického testu pro rodilé mluvčí, tvorby hypotéz a analýzy výsledků gramatického testu. Cílem práce je zjistit, jakým způsobem používají rodilí mluvčí přídavná jména ve jmenné frázi.

Klíčová slova: fráze, podstatné jméno, jmenná fráze, přídavné jméno, pořadí přídavných jmen

ABSTRACT

This bachelor's thesis discusses adjective order in the noun phrase. Basic linguistic terms such as adjectives or noun phrases are explained in the thesis. The approaches of selected authors to the order of adjectives are explained. The practical part consists of creating a grammaticality test for native English speakers, creation of hypotheses, and analysis of test results. The aim of this bachelor's thesis is to find out how do the native English speakers use the adjective order in the noun phrase.

Keywords: phrase, noun, noun phrase, adjectives, order of adjectives

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I hereby declare that the print version of my Bachelor's/Master's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

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INTRODUCTION

Adjective order in the noun phrase in the English language is a phenomenon which is not completely and, in many cases, clearly described by many authors. It is an important element of language that is often unnoticed in everyday conversations. It is crucial element for denoting the meaning of the noun phrase. Opinions of linguists for example Biber et al. (1999), Huddleston et al. (2002), or Scott (2002) do in particular areas vary for example in described adjective groups, however they are very similar in the basis.

This bachelor's thesis is divided into two parts - theoretical and practical. Theoretical part is divided into three parts. The first part of theory is focused on adjectives. This part focuses on the detailed description and explanation of function of adjectives, semantic of adjectives, morphology of adjectives and syntax of adjectives and adjective phrases. The second part of theory is focused on the noun phrase. In the second part the structure of the noun phrase is described and explained in detail. The third part of theory is focused on the adjective order itself. In the third part, statements from works of authors such as Biber et al. (1999), Huddleston et al. (2002), Zeiljstra and Koeneman (2017), Veselovská (2015), Quirk (1985) or Scott (2002) are discussed and compared in detail.

Practical part of this bachelor's thesis is focused on preparation of the grammaticality test, which is designed for native English speakers, creation of hypotheses and on analysing the test results and making conclusion. The preparation of the grammaticality test has several stages. Statements of authors from the theoretical part of this bachelor's thesis are summarized in the table for creating a clear basis for the practical part. From those statements in the table, phrases are created which are the basis for the whole grammaticality test. The aim of the practical part is to find out how do native English speakers use adjectives in the noun phrase and which adjective order out of those described in the grammaticality test they would use.

I. THEORY

1 ADJECTIVES

To fully comprehend the whole topic of this bachelor's thesis it is essential to provide explanation of the term adjectives. Adjectives belong to open-class word category. Words belonging to open-class word category are lexical words, which indicates that they have lexical meaning and they give meaning to phrases and sentences. New members in the form of words can be added into open-class word category. Grammatical category, also called as parts of speech, can be defined as group of words with same grammatical functions. Other grammatical categories can be put among the open-class word category concerning nouns (*dog, dandelion, notebook*), verbs (*jumping, read, breathing*) or adverbs (*slowly, quicker, hardly*) (Zeiljstra and Koeneman 2017, 20). The second case is closed-class word category. This category of words is focused on grammatical categories auxiliaries (*would, could, should*), conjunctions (*and, or, but*), determiners (*the, a, both*), particles (*up, out, into*) and prepositions (*under, above, through*). Words belonging into closed-class word category have limited number of members and new members in the form of words cannot be added. Words from closed-class word category do not carry lexical meaning and they are referred to as function words. They are typically used for binding lexical words together (Biber et al. 1999, 55-56).

1.1 Function of Adjectives

Main function of adjectives is to modify nouns and describe their properties, which is the reason why adjectives are also referred to as modifiers. With the use of adjectives, nouns can be described in detail and more information about them can be provided mainly in age (*young, old*), size (*big, small*), colour (*red, blue*), shape (*circular, oval*), length (*long, short*) etc. Adjectives can also function as the head within the adjective phrase (1) and (2) (Biber et al. 1999, 64). Multiple adjectives combined in adjective phrase then pre-modify the head noun in the noun phrase. Nouns or other grammatical categories do not have to appear in adjective phrase from which it arises that in adjective phrase the adjective modifies adjective.

(1) *very small*

(2) *dark red*

According to Huddleston et al., adjectives have three crucial characteristics and those are syntactic function, gradeability and functioning as dependents (2002, 528). All of those characteristics are further explained below.

Adjectives have specific characteristics in semantics, morphology, and syntax. All those specific characteristics are described below in this bachelor thesis. Grammatical category

adjectives concerns words such as: *black, red, small, pretty, lovely* etc. Based on the characteristics they have; adjectives can be further divided into types. Important is the distinction between central (3) and peripheral (4) adjectives.

Central adjectives also referred to as descriptive, are adjectives crucial for communicating the meaning and qualities of the noun. They consist of all adjective characteristics stated below. Central adjectives comprehend of adjectives of age, colour, and size. Peripheral adjectives can be referred to as adjectives that lack some of the defining characteristic. Peripheral adjectives are adding information that is not crucial for understanding the meaning (Biber et al. 1999, 506).

(3) *The red apple.*

(4) *My cake was decorated with delicious chocolate shavings.*

1.2 Semantics of Adjectives

Zeiljstra and Koeneman define semantics as “the set of grammatical rules that pertain to determining the meaning of a sentence” (2017, 215). Semantics relate to the meaning of adjectives. Semantics in English is not reliable for identifying parts of speech. As stated above, adjectives are used for modification of the noun, and they denote the noun qualities. In other words, adjectives describe the properties of nouns. They most frequently denote properties of age (*old*), size (*big*), colour (*red*), and shape (*oval*) (Huddleston et al. 2002, 528). Semantically, one adjective has always an equivalent to it for instance *young* and *old*, or *smart* and *stupid* (Huddleston et al. 2002, 527).

Semantically adjectives can be divided into two groups: descriptors and classifiers. Descriptors (5) can be referred to as the adjectives that denote characteristics like age, colour, or size. Descriptors are gradable. In other words, this means that they can be inflected or can be preceded by emphatic word for the creation of comparative and superlative form (Biber et al. 1999, 509).

(5) *red, old, large*

On the other hand, there are classifiers (6) that in most cases are not gradable. In other words, they cannot be inflected, and emphatic word is in most cases not preceding them. Biber et al. stated that “the function of classifiers is to delimit or restrict a noun’s referent, by placing it in a category in relation to other referents” (1999, 508). In other words, this means that classifiers are used for dividing nouns into particular groups. Noun’s referent can be described as the object or idea that the noun refers to or represents. Certain adjectives can function both as descriptors and as classifiers.

(6) *European, Asian*

1.3 Morphology of Adjectives

Zeiljstra and Koeneman define morphology as “the set of grammatical rules that pertain to the building of words” (2017, 214). Morphology of adjectives concerns the internal structure of adjectives. It concerns how adjectives are formed. Adjectives can be formed by adding derivational or inflectional morphemes, or by compounding (Biber et al. 1999, 530). Morphemes can be defined as “the smallest units carrying meaning” (Zeiljstra and Koeneman 2017, 214). When pre-modified by the emphatic adverbs *very*, *so* or *quiet*, the meaning of the adjective is graded (Biber et al 1999, 505-506).

1.3.1 Adjectives Formed by Derivation

Derivation is the process of creating a new word by adding prefixes or suffixes and with that changing parts of speech (Aarts 2011, 31). Adjectives are most often derived from nouns and verbs. The most frequent suffixes used for forming adjectives are *-al*, *-ive* (7) and (8). Suffixes that are very rare for forming adjectives are *-ate* or *-less* (9) and (10). Adjectives also can take the suffix *-ly* (11) (Biber et al. 1999, 531).

(7) *logical, magical, political*

(8) *effective, creative, sensitive*

(9) *passionate, desperate, accurate*

(10) *useless, endless, hopeless*

(11) *curly, friendly, lonely*

1.3.2 Adjective Inflections

The difference between derivational and inflectional morphemes is that inflectional morphemes have grammatical function and parts of speech are not changing. Inflectional morphemes can denote degree. In connection with adjectives, inflectional morphemes are used for comparison. When adding inflectional morphemes for denoting degree or comparison, adjectives create so called comparative and superlative forms. Comparative form is created by *-er* suffix and superlative form is created by *-est* suffix (Biber et al. 1999, 64). Forming comparative and superlative form is perceived as regular grading.

(12) *hard – harder – the hardest*

(13) *small – smaller – the smallest*

(14) *large – larger – the largest*

There are also adjectives that are non-gradable, which means that they cannot be regularly graded by adding suffixes. Adjectives which are non-gradable, cannot be graded by adding suffixes, so they are preceded by the words *more* and *most* (Biber et al. 1999, 524-26).

(15) *more interesting*

(16) *the most interesting*

When adding specific suffixes *-ing* and *-ed* from verb participial forms, participial adjectives are created. They can function as both attributive and predicative adjectives which are further described in 1.4. (Biber et al. 1999, 530).

(17) *interesting*

(18) *working*

(19) *surprised*

(20) *employed*

1.3.3 Adjectives Formed by Compounding

Compounding can be referred to as taking two independent words, connecting them together and forming a new one. In other words it is combining of two bases (Aarts 2011, 33). Compounds can also be in form of a whole phrase (Aarts 2011, 33). The connection may be formed from words of same parts of speech but even from words of different parts of speech. Adjectives can be formed from connection of adjective plus adjective (22), adjective plus noun (23) or adjective plus adverb (24) (Biber et al. 1999, 533). Compounded adjectives can also be connected with participial suffixes (25) and (26).

(21) *red-hot*

(22) *high-tech*

(23) *overly-protective*

(24) *open-minded*

(25) *tightly-fitting*

1.4 Syntax of Adjectives and Adjective Phrases

Syntax of adjectives and adjective phrases is connected to their position in the phrase and syntactic functions. Adjectives form adjective phrases which then can be part of other phrases such as noun phrases. Syntactic functions can be perceived as function of particular word in the phrase, or function of the whole phrase based on its position and relation to other parts of speech and other phrases.

Adjectives and adjective phrases can occur in two positions – attributive and predicative. There are adjectives that have stronger tendency to function only as attributive or only as predicative, but certain adjectives can function as both (Matthews 2014, 2-4). This bachelor's thesis focuses mainly on attributive adjectives.

Based on corpus findings of Biber et al. the usage of adjective phrases in attributive and predicative position is not very frequent in conversation, those phrases occur more in written registers. The usage of attributive position is more frequent than the usage of predicative position (Biber et al. 1999, 506). Cinque explains attributive and predicative position of adjectives and adjective phrases with different words and that is *pre-nominal* and *post-nominal*. In this case pre-nominal stands for attributive adjective phrases and post-nominal stands for predicative adjective phrases (2010, 57-59).

Huddleston et al. describe one more syntactical function and that is postpositive function (26). Postpositive adjectives and adjective phrases occur directly after noun and are mostly connected with words such as *someone, something*. (Huddleston et al. 2002, 528-29). Postpositive function is not held frequently and is quite rare in conversation.

(26) *On the party he saw someone **unknown**.*

1.4.1 Attributive AdjP

Attributive adjective phrases are those that occur directly before the head noun, that is being modified, and after a determiner (explained further in 2.1). Function of attributive adjective phrases is to modify the head noun. This bachelor thesis deals with attributive adjectives further in the chapter 3.

Payne refers to attributive adjective function simply as to modifying function (1997, 64). In many cases, attributive adjectives are derived from nouns by adding the suffix *-al* (Biber et al. 1999, 514). Adjective that occurs specifically in attributive position is the adjective *mere*. Other adjectives which are commonly found in attributive position include adjectives *main, future, or former* (Aarts 2011, 63).

(27) *the **main** character*

(28) *my **smart future** husband*

(29) *the **wise former** president*

1.4.2 Predicative AdjP

Adjectives that occur in the predicative position most often, are for instance *ready, ill, and impossible*. Predicative adjective phrases can function either as a subject predicative or as an object predicative (Biber et al. 1999, 515).

Subject predicative can also be called subject complement and it is an element which describes subject. Subject predicative is located after a linking verb, sometimes called copula verb (30), (31) and (32). Linking verbs are for instance *is*, *are*, *were*. Adjectives in subject predicative position denotes the characteristic of the noun. (Biber et al. 1999, 515). Linking verbs in the example are underlined and adjectives are in bold.

(30) *The car is **red**.*

(31) *They are **young**.*

(32) *His arguments were **logical**.*

Object predicative can also be called object complement and it is an element which describes object. Adjectives in object predicative position (33) and (34) follow direct object providing more information about it (Biber et al. 1999, 515). The direct object in the example is underlined and adjectives are in bold.

(33) *I found the meal **delicious**.*

(34) *He did find her **pretty**.*

2 NOUN PHRASE

To fully comprehend the whole topic of this bachelor's thesis it is also important to provide the explanation of the terms noun and phrase. As Koeneman and Zeiljstra state: "A phrase is a constituent with a head" (2017, 34). According to Biber et al. a phrase can consist of one or more words, and it can also include other phrases (1999, 50).

Head of the phrase can be defined as a central word that determines particular parts of speech and the meaning of the whole constituent and phrase.

As stated above, phrases can be combined from one word (head) or more words. The phrase that consists only of the head without any other element like determiner or modifier is referred to as bare phrase (35) and (36).

(35) *dog*

(36) *children*

Phrases can have different types based on the type of their head and also based on their syntactic role. Based on the type of head we distinguish determiner phrase so called DP (37), noun phrase so called NP (38), adverb phrase so called AP (39), verb phrase so called VP (40), adjective phrase so called AdjP (41) and preposition phrase so called PP (42) (Biber et al. 1999,96-97).

(37) *some apples*

(38) *the black cat*

(39) *very slowly*

(40) *eat vegetable*

(41) *very tall*

(42) *on the table*

Identity of the phrase can be recognized thanks to the type of head whether it is represented by noun, adverb, adjective, verb or preposition and the identity of the phrase can be verified by substitution or movement test¹.

Noun phrase is a phrase which contains as the head noun together with other constituents. To explain the noun phrase in detail it is necessary to first define nouns.

¹ Substitution and movement tests are tests that provide understanding of sentence's syntactic structure, meaning if the phrase is noun phrase, adverb phrase, verb phrase, adjective phrase or preposition phrase.

Nouns, much like adjectives belong to open-class word category. Words that fall under the category of nouns are for instance *car, hair, legs, mother, dog, or ring*. Nouns can be identified based on their characteristics and features. Nouns have the ability to be preceded by a definite article, they can be modified by adjectives, and they cannot be preceded by the word *to* which differs them from other grammatical parts of speech like verbs for example (Zeiljstra and Koeneman 2017, 17). In English there is a division of nouns into three groups and those are common (*rose, car, pen*) and proper nouns (*Dylan, Microsoft, Paris*) and pronouns (*I, you, who*) (Huddleston et al. 2002, 328). All of them can be the head of the noun phrase.

2.1 Structure of the Noun Phrase

Elements of noun phrase have strict order, and it is described by number of authors. In this thesis the description of simple and complex noun phrase is provided. As it was stated above noun phrase has the noun as the head of the phrase which is connected with other constituents (43) and (44).

(43) *The boy that she liked.*

(44) *The book she bought.*

The head noun in the noun phrase can be either pre-modified or post-modified. The elements that form pre- and post-modification can also be referred to as pre-head and post-head dependents (Huddleston et al. 2002, 329). Pre-modification and post-modification is explained in detail in 2.1.2 and 2.1.3. Based on their structure phrases can be distinguished as simple or complex.

Simple noun phrase usually contains elements of pre-modification namely determiner, modifier and the head (45).

(45) *a long journey*

Complex noun phrase additionally contains elements of post-modification. Complex noun phrase consists of multiple phrases (46). There is no limitation to the complexity of the noun phrase.

(46) *A long journey that he needed to go through.*

Corpus findings of Biber et al. indicate that more common is the usage of noun phrases which are pre-modified than post-modified. However, they are more common in written form and in literature such as academic prose (Biber et al. 1999, 578). Biber et al. describe the structure of noun phrase clearly and their stance towards it is shown on the table no. 1 below.

Table 1 The Structure of the Noun Phrase according to Biber et al. (1999, 241)

| Determiner | Pre-modifier | Head | Post-modifier |
|------------|--------------|------|-----------------|
| the | red | car | was there again |
| his | dark | hair | |
| a | long | time | ago |

Huddleston et al. describe the structure of the noun phrase in more complex and detailed way than Biber et al. as visible on the table no. 2.

Table 2 The Complex Structure of the Noun Phrase according to Huddleston et al. (2002, 452)

| Pre-head external modifier | Determiner | Pre-head internal modifier | Pre-head complement | Head | Post-head internal dependents | Post-head external modifier |
|----------------------------|------------|----------------------------|---------------------|----------|-------------------------------|-----------------------------|
| all | those | grossly over-rewarded | financial | advisors | in the city | too |

Huddleston et al. further divide pre-head internal modifier into two groups - early and residual modifiers (2002, 453). This means that in the field of pre-head internal modifier, early modifier comes first before the residual. Huddleston et al. also state that early and residual modifier can be changed in their order (47) and (48) (2002, 453).

(47) *“the two largest buildings”*

(48) *“the largest two buildings”*

2.1.1 Head

As it was already stated above, head is kind of directory element of the phrase, which defines its identity. In the noun phrase the head of the phrase is noun. The head can consist of only one element however it can also consist of more elements (Huddleston et al. 2002, 330).

2.1.2 Pre-modification

Pre-modification is the position of phrase that occurs before the head. Elements that appear in this position can be also called pre-head dependents. As Veselovská stated, pre-

modification can be divided into two other positions and those are determiner position and modifier position (2015, 40).

Determiner position consists mainly of grammatical elements (determiners) (49) and modifier position consists of lexical elements (adjectives, adverbs) (50), which means that determiner position does not give the meaning to the phrase it only has grammatical function but on the other hand the lexical element in the modifier position gives meaning to the whole phrase (Veselovská 2015, 40).

(49) *a girl*

(50) *a young girl*

They both appear before the head of the noun phrase. Huddleston et al. divide premodifiers into more classes namely into pre-head external modifiers, pre-head internal modifiers and pre-head complement (Huddleston et al. 2002, 452).

On the figure no. 1 below is shown the view on pre-modification of Zeiljstra and Koeneman.

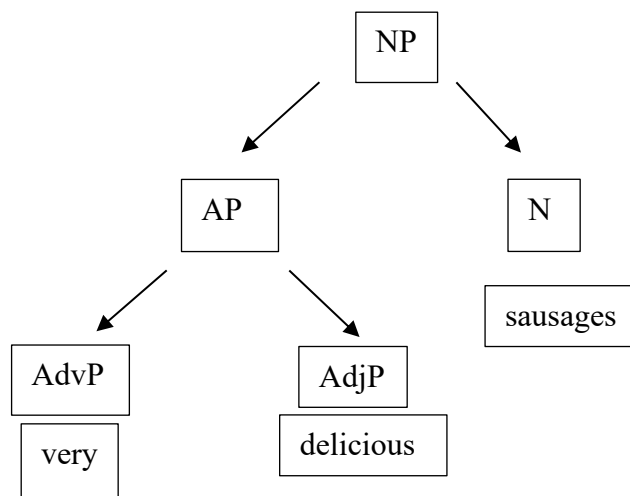


Figure 1 Pre-modification of the Noun in the Noun Phrase according to Zeiljstra and Koeneman (2017, 44)

2.1.2.1 Determiners

Determiner is the first position which appears before modifier and before the head of the noun phrase itself. Biber et al. define determiners like this: “Determiners are function words which are used to specify the reference of a noun.” (1999, 258). Thanks to determiners it is easy to recognize if the noun phrase is definite or indefinite. Another function of determiners is to quantify, which means that determiners can specify the quantity of an item that noun phrase refers to (51) and (52).

(51) *the student*

(52) *many students*

Determiners can be divided into several groups. They can be divided into pre-determiners (quantifiers) (53), central determiners (54) and post-determiners (55). Determiner and the head noun are crucial for the structure of the noun phrase, and they cannot be omitted (Biber et al. 1999, 240).

(53) *all*

(54) *an*

(55) *other*

Veselovská states that there is only limited number of determiners that can occur in the noun phrase (2015, 40). Precisely it is one determiner from each group of determiners. Pre-determiners, central determiners and post-determiners have given order that cannot be changed to make the phrase remain grammatical (Biber et al. 1999, 258). If this order is deviated, the phrase becomes ungrammatical (56) and (57).

(56) **The all students.*

(57) **Other those guys.*

The order of determiners together with examples of each of them is visible on the table no. 3 below.

Table 3 Groups of Determiners according to Biber et al. (1999, 259)

| Pre-determiner | Central determiner | Post-determiner | Head |
|----------------|--------------------|-----------------|----------|
| all | the | | students |
| | those | other | guys |
| both | her | | friends |
| | | many | mistakes |

Pre-determiners are special by its function. They function as quantifying determiners which means that they can “specify nouns in terms of quantity” (Biber et al. 1999, 275). Quantifiers can be different parts of speech from determiners for instance adverbs (58) and (59) (Huddleston et al. 2002, 358).

(58) *all*

(59) *double*

2.1.2.2 Modifiers

Modifiers are elements that are used to modify noun in the noun phrase. In the noun phrase they occur after the determiner (*the, a*). When comparing determiners and modifiers, it is notable that modifiers, are not restricted in number that can occur in the noun phrase and their structure is not as strictly prescribed. Modifiers are mostly adjectives, but modifier position can also be obtained by noun or adverb (Biber et al. 1999, 574-76). Adjectives in modifier position of the noun phrase are called attributives, as it was already explained above in the chapter 1.4.1.

In connection with modifiers the terms complement, and adjunct become relevant. Complement is element which is selected by the word, and it is obligatory. Adjunct is the element that is not selected by a word, and it does not have to be in the phrase. In some cases, but very rarely we can have adjective as modifier complement (60) (Huddleston et al. 2002, 441).

(60) *customer service*

The order of modifying adjectives is not strictly given, and it is described by number of authors. Adjective order is discussed in detail in the chapter 3 of this thesis. Based on Biber's corpus findings, the most typical is that noun heads are modified only by one modifier for example one adjective or one adverb. By two modifiers is modified circa 20 % of noun heads and by three or four modifiers is modified circa 2 % of noun heads (Biber et al. 1999, 597).

2.1.3 Post-modification

There are several ways how the head noun of the noun phrase can be post-modified. Post-modification elements occur after the head noun in the noun phrase. The head noun in the noun phrase can be post-modified by using relative clauses (61), verbal phrases (62) (ing-clause, ed-clause and to-infinitive), adverb phrases (63) and preposition phrases (64).

(61) *The blue car **that was fast**.*

(62) *All the beautiful colourful flowers **picked in the garden**.*

(63) *A new computer **more powerful than I expected**.*

(64) *A rumour **about him**.*

Relative clause is clause which ads additional information. Relative clauses contain relative pronouns such as *who, which, where* or *that* (Huddleston et al. 2002, 1039). Verb phrase is the phrase where the directory element that affects the whole phrase is verb. Similarly, adverb phrase and preposition phrase are phrases where the directory element that affects the whole phrase is adverb and preposition.

Post-modification structures are usually longer than pre-modification structures (Biber et al. 1999, 588). According to Biber et al. post-modifier can have either restrictive or non-restrictive function (1999, 602).

Restrictive post-modifier denotes the intended meaning behind the head noun, it provides more information about the head noun (65) (Biber et al. 1999, 602).

(65) *They hired a lawyer **who is a specialist in environmental law**.*

Non-restrictive post-modifiers denote some characteristic that is already known, or it is not crucial for denoting the meaning of the phrase (66) (Biber et al. 1999, 602).

(66) *My friend, **who is a baker**, baked delicious cake.*

On the figure no. 2 below, the structure of complex post-modification is shown.

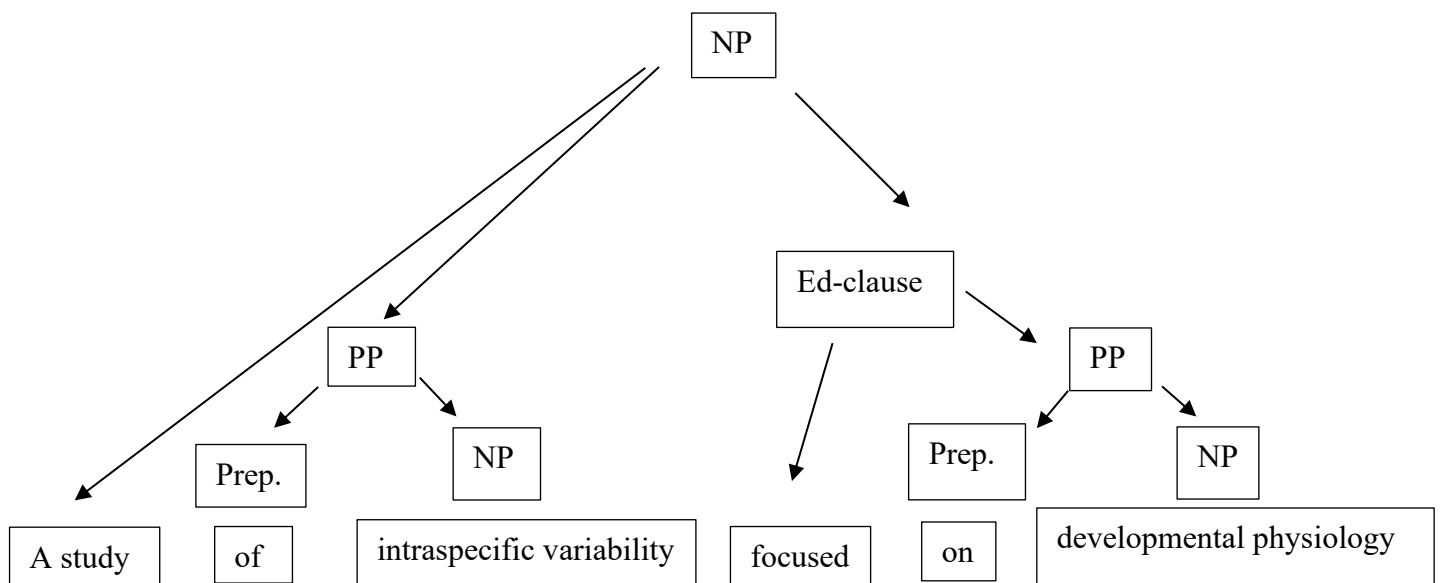


Figure 2 Structure of Complex Post-modification according to Biber et al. (1999, 576)

3 ADJECTIVE ORDER IN THE NOUN PHRASE

In this chapter, the order of multiple attributive adjectives that are used to modify the head noun in the noun phrase is discussed. Those adjectives are words like *big*, *blue*, *wooden*, *long* etc. Attributive adjectives can also be referred to as pre-head internal dependents (Huddleston et al. 2002, 452). Attributive adjectives occur after the determiner and precede the head noun (Huddleston et al. 2002, 439).

Adjective order is described by number of authors. This chapter discusses and compares views of linguists namely Biber et al. (1999, 598-600), Huddleston et al. (2002, 452-53), Zeiljstra and Koeneman (2017, 82-85), Cinque (2010, 58), Veselovská (2015, 42-53) and the authors she compared such as Quirk (1985, 1337-45), or Scott (2002, 102). According to some authors such as Biber et al. (598-600), Huddleston et al. (2002, 439) or Zeiljstra and Koeneman (2017, 82-85) the order is not strictly given, meaning that adjectives can be ordered in multiple ways, and it is not taken as ungrammatical.

Examples of noun phrase with multiple modifying adjectives:

(67) *ugly red carpet*

(68) *smart young girl*

(69) *expensive fast blue car*

It is necessary to distinguish groups that adjectives can be put into based on the meaning and the field they denote. Every author can describe the groups of adjectives differently, some do not distinguish many categories and only divide adjectives into two groups for example size adjectives and colour adjectives. Adjective groups in which adjectives can be divided can be for example subjective evaluation (value), meaning the personal view of speaker or writer including words like *pretty*, *ugly* or *boring*. Other groups can be colour (*black*, *white*), size (*big*, *small*), material (*steel*, *cotton*), nationality (*Czech*, *American*). Those groups are the most frequent ones, but some authors for example Scott (2002, 102) also describe groups like wetness (*wet*, *dry*), height (*tall*, *small*), depth (*deep*, *shallow*) or length (*long*, *short*).

3.1 Adjective Order Based on Biber et al.

Biber et al. does not provide detailed order of only adjectives, but they provide the order including other premodifiers (adverbs), but this is not the focus of this thesis. Biber et al. state that the ordering is based mainly on the meaning that the speaker wants to implement and on the type of the pre-modifier (adjective, adverb) (1999, 598). Biber et al. talk about adjective order as about “preference” (1999, 598-600). Biber et al. also state that the order

is not strictly given but there are strong tendencies for ordering (1999, 598). One of the strongest tendencies according to Biber et al. is positioning the word, with the most similar semantic (similar meaning) and morphological features with the head noun, closest to the head noun (Biber et al. 1999, 599). Other strong tendency that is described by Biber et al. is to put the word that describes the head noun most objectively (characteristics which are more permanent and visually observable such as nationality or colour) the closest to the head noun (1999, 599). Those can be words like *red*, *American*, *green* etc. This means that characteristic which is subjective (less permanent and visually observable and more depending on the opinion of writer or reader) like *pretty*, *expensive*, *ugly* is put far from the head noun.

Biber et al. presents the preferred order of pre-modifiers including adverbs, participle and noun but these are not the focus of this thesis which means that only adjectives are stated here following the order from left to right:

“adjective (*pretty*) > colour adjective (*red*) > head noun (*flower*)” (1999, 598).

Order of premodifiers in practice based on the statements of Biber et al. is shown in the example (70) where the NP is in bold.

(70) *She smiled warmly at **the beautiful yellow growing flowers**.*

Biber et al. are not dividing adjectives to subgroups like size, height or wetness. They only distinguish subgroups like adjectives and colour adjectives (1999, 599). In other words, there is distinction between colour adjectives and all other adjectives are metaphorically in one group. Based on the statements of Biber et al. category of adjectives could include words like *pretty*, *huge*, *tall* or *shallow*. Based on the order that they provide, adjectives of size etc. precede the colour adjectives (71) and (72).

(71) *big green apple*

(72) *fast red car*

3.2 Adjective Order Based on Huddleston et al.

Huddleston et al. in the contrast with Biber et al. do provide the distinction of categories of adjectives such as colour, size, age etc. (2002, 452-53). Huddleston et al. come up with the terms “rigid” and “labile” constraints (2002, 452). They distinguish these terms graphically by using “>>” for rigid constraint and “>” for labile constraint.

Rigid constraint means that the order of elements is strict and change in the order makes the phrase ungrammatical, such as in the relation of determiner and the head noun (chapter 2.1). Labile constraint means that the order of the elements can be changed for example to communicate different meaning, and it will not make the phrase ungrammatical.

Huddleston et al. similarly as Biber et al. state that “in the absence of special factors” adjective of size precedes adjective of colour (2002, 452). In practice this statement means that in conversation or text one thing was already established and is known such as size, but one thing can be a special factor such as colour (73) and (74).

(73) *My sister wants to have **long red nails**.*

(74) *My sister wants to have **red long nails**, not any other colour of nails.*

They also state that adjectives of general property precede adjective of colour (2002, 453). This makes statements of Huddleston et al. and Biber et al. similar. Huddleston et al. divide pre-head internal modifier into two groups and those are early and residual modifiers.² Based on the statements that Huddleston et al. provide, the order of two early modifiers can be changed (75) and (76) (2002, 453).

(75) *the two longest movies*

(76) *the longest two movies*

This thesis will not further describe early modifiers. Among residual modifier Huddleston et al. put groups of adjectives like evaluative, general property, age, colour, provenance etc. (2002, 453). According to Huddleston et al. the groups of residual modifiers have labile order amongst them, and the order can be changed. Huddleston et al. present the order of residual modifiers like this:

“evaluative (*tasty*) > general property (*big*) > age (*old*) > colour (*red*) > provenance (*American*) > manufacture (*wooden*) > type (*woman’s*)” (2002, 453).

Adjective order based on the statement of Huddleston et al. is shown on the example (77), which is taken directly from Huddleston et al. (2002, 453).

(77) *“An attractive tight-fitting brand-new pink Italian lycra woman’s swimsuit.”*

The evaluative category of adjectives concerns author’s subjective opinion. This category can contain words such as *tasty*, *attractive*, *boring* etc. General property contains number of subcategories of adjectives and those are “size, dimension, sound, touch, taste”, and the words that are concerned by those categories are for example *big*, *tall*, *loud*, *soft*, *sweet* etc. Age contains words like *old*, *new* etc. (Huddleston et al. 2002, 453). Colour concerns words like *blue*, *black*, *red*, *carmine* etc. Provenance denotes nationality or geographical proper names so those are words such as *Italian*, *French* etc. Manufacture category tells what material something is made of so for example *wooden* etc. (Huddleston et al. 2002, 453).

² According to Huddleston et al. the function of early modifier is occupied by determiners (*two*), superlatives (*largest*) or ordinals (*third*) (2002, 452-53).

According to Huddleston et al. the relationship between early and residual modifier is labile and can be changed without making the phrase ungrammatical (78) and (79). The example is taken directly from Huddleston et al. (2002, 453).

(78) *the fastest red car*

(79) *the red fastest car*

3.3 Adjective Order Based on Zeiljstra and Koenemann

Zeiljstra and Koenemann mention that in the noun phrase, determiner precedes the modifier of the noun, and this order must remain unchanged (2017, 82). Zeiljstra and Koenemann state that modifiers can be “reorder with respect to one another” and that without context the reordering of adjectives can have “funny or ungrammatical result” (2017, 85). They do not provide specific order of adjectives in the noun phrase. They even provide readers with multiple adjectives and encourage them to create multiple connections with them (80) (2017, 85).

(80) “sausages + Italian, tasty, expensive”

3.4 Adjective Order Based on Cinque

Cinque states that there is generally taken order which stands: “Value adjective (*expensive*) > size adjective (*big*) > shape adjective (*oval*) > colour adjective (*red*) > nationality (*American*) adjective” (Cinque 2010, 58). About this order he says that it can be changed, but cases where it is changed are rare (Cinque 2010, 58).

(81) *expensive big oval green stone*

3.5 Adjective Order Based on Findings of Veselovská

Veselovská looked into works of number of authors. In addition to already mentioned authors, Veselovská compared Quirk et al. (1985), Dušková (2013), Halliday et al. (1985), Scott et al. (2002) or Sproat et al. (1991).

Veselovská states that according to Quirk et al. adjectives can be divided into two groups. Those are adjectives which are visually observable (82) and adjectives which are not visually observable – subjective in opinion (83) (2015, 42).

(82) *red, tall, oval*

(83) *smart, friendly, expensive*

Veselovská states that Quirk et al. prefer to put the visually observable adjectives close to the head noun and adjectives which are not visually observable (subjective in opinion) further from the head noun (84) (2015, 42).

(84) *expensive red car*

Veselovská also provides the view on adjective ordering of Scott:

“subjective evaluation (*attractive*) > size (*small*) > length (*long*) > height (*tall*) > speed (*quick*) > depth (*deep*) > width (*extensive*) > weight (*heavy*) > wetness (*wet*) > age (*old*) > shape (*oval*) > colour (*red*) > nationality/origin (*American*) > material (*cotton*)” (Scott 2002, 102) (Veselovská 2015, 46).

In this order, adjectives that provide description of subjective evaluation are far from the head noun and adjectives that provide most objective properties such as material are close to the head noun. This order is more complex than the order that is provided by other authors because of including adjective categories like height, speed, depth, or width. Veselovská examined the order of Scott, and she studied corpora. In the study she compared pairs of adjectives. She compared pairs of adjectives that laid furthest from each other and also pairs of adjectives that laid close to each other. She studied the frequency of occurrences of those pairs in corpus. Her conclusion from this was that the change of pairs from the default Scott’s adjective order is very common and that English adjective order is not as strict as in Czech for example (Veselovská 2015, 49-51). She also states that the perspective of Scott is the most respected one but the order itself still “requires more research” (2015, 53).

4 CONCLUSION

When comparing all the authors above, multiple statements can be made. It can be said that the majority of authors state that changing the default order that they explained is not ungrammatical. Biber et al. and Huddleston et al. actually clearly state that order of some categories of adjectives can be changed. Authors also distinguish different groups of adjectives. From the statements it can be said that the preferred adjective order is positioning adjectives left to right from the most subjective one to the most objective one. In the statements of Biber et al. and Quirk et al. there is visible similarity with the subjective and objective adjective. From all the authors above, Scott is the one that provides the most detailed and complex adjective order by including many adjective groups such as wetness, speed, or depth. Huddleston et al. differ significantly from other authors by presenting the terms early and residual modifier and rigid and labile constraints and stating that early and residual elements can be changed in order and also stating that change in rigid constraint will make the phrase ungrammatical but change in labile constraint will not. For the practical part of this thesis, I have three hypotheses.

My hypotheses are as follows:

1. the default order is left to right from the most subjective adjectives to the most objective adjectives.
2. the most objective adjective should not be in front of more subjective adjective.
3. closely associated adjectives can be changed in order.

II. ANALYSIS

5 METHODOLOGY

The aim of the practical part is to find out through a grammaticality test if native English speakers use adjectives in the noun phrase according to the default order (from the most subjective adjective to the most objective adjective), or if they put the most objective adjective in front of more subjective adjective or if they change two closely associated adjectives in order.

Statements of authors mentioned above: Biber et al. (1999, 598), Huddleston et al. (2002, 453), Zeiljstra and Koeneman (2017, 85), Cinque (2010, 58), Quirk et al. (1985, 1337-45) and Scott (2002, 102) are the basis for the practical part of this bachelor's thesis. In this bachelor's thesis it is considered that most authors use the adjective order from the most subjective adjectives to the most objective adjectives from left to right in the noun phrase. Practical part is focused on creating the grammaticality test for native English speakers and analysis of the results. Hypotheses, preparation of the grammaticality test, exact form of the grammaticality test, who my respondents were and analysis of results of the grammaticality test are described below.

Based on the statements of authors a table is presented below. In the table no. 4, there is described and compared which adjective categories in which order do authors use.

Table 4 Comparison of Authors Statements

| Authors | Value | Size | Age | Shape | Colour | Nationality | Material |
|-------------------------------------|-------|------|-----|-------|--------|-------------|----------|
| Biber et al. ¹ | | | | | ✓ | | |
| Huddleston et al. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Zeiljstra and Koeneman ² | | | | | | | |
| Cinque | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Quirk et al. ³ | | | | | | | |
| Scott ⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

¹Biber et al. state that the default order is connected to subjective and objective characteristics (1999, 598). Biber at al. provide order of more pre-modifiers, not only adjectives. In the case where they talk about adjectives, they only mention general adjective (for example size) and colour adjective.

The order stated by Biber et al.:

“adjective (*pretty*) > colour adjective (*red*) > head noun (*flower*)” (1999, 598).

(85) *beautiful red vase*

²Zeiljstra and Koeneman do not provide any concrete adjective order. They only state that when changing adjective order, it can have “funny” result (Zeiljstra and Koeneman 2017, 85). In their work they provide multiple adjectives and encourage readers to create multiple connections.

The example stated by Zeiljstra and Koeneman (2017, 85):

(86) “*sausages + Italian, tasty, expensive*”

³Quirk et al. do not provide any concrete adjective order. However, they state that preferred order could be putting adjectives denoting characteristics that are not visually observable to adjectives denoting characteristics which are visually observable (1985, 1337-45).

(87) *expensive red car*

⁴Scott provides order with more subgroups like wetness, height, or length.

The order stated by Scott (2002, 102):

“subjective evaluation (*attractive*) > size (*small*) > length (*long*) > height (*tall*) > speed (*quick*) > depth (*deep*) > width (*extensive*) > weight (*heavy*) > wetness (*wet*) > age (*old*) > shape (*oval*) > colour (*red*) > nationality/origin (*American*) > material (*cotton*)”

5.1 Hypotheses

In this bachelor thesis there are three hypotheses.

Hypotheses are as follows:

1. the default order is left to right from the most subjective adjectives to the most objective adjectives.
2. the most objective adjective should not be in front of more subjective adjective.
3. closely associated adjectives can be changed in order.

I suppose that the majority of native speakers who will answer the grammaticality test would use phrases that provide default adjective order (from the most subjective adjective to the most objective adjective) in their speech. Next thing I suppose is that native speakers would not use phrases where the most objective adjective is put in front of the more subjective adjective. Last thing I suppose is that native speakers would use phrases where only closely associated adjectives are changed in order. The aim of the grammaticality test is to find out if hypotheses will be confirmed or disproved.

5.2 Preparation of the Grammaticality Test

The exact form of the grammaticality test is attached in the appendix in the end of the bachelor's thesis. The grammaticality test was prepared after gathering and processing theoretical information from literature. Statements on adjective order stated by number of authors are gathered in a table no. 4 which describes what categories of adjectives, and in which order they are used. In the table no. 4, there is always marked by check symbol which categories do authors describe in their work. To add, below the table no. 4, statements of authors are further described. According to the table no. 4 above, where statements of authors are described, two phrases are created, and they are written in the table no. 5. Words in phrases were chosen so that each category has one suitable representative.

Table 5 Phrases Prepared for the Grammaticality Test

| Determiner | Value | Size | Age | Shape | Colour | Nationality | Material | Head noun |
|------------|-----------|-------|-----|-------|--------|-------------|----------|-----------|
| the | expensive | big | new | round | brown | Swedish | wooden | table |
| the | beautiful | small | old | oval | red | Chinese | ceramic | vase |

These phrases contain words from all the adjective groups mentioned in the table no. 4. From phrases in the table no. 5, twelve other phrases for the grammaticality test are created. In every phrase there are always three adjectives used. There are four sets of noun phrases with three options in which the adjective order differs. Phrases are made based on the hypotheses of this bachelor's thesis. Phrases are formed by selecting one adjective from a distant group and two adjectives from closely associated groups of adjectives.

In the grammaticality test, the first option in every set (phrases 1, 4, 7 and 10), concretely phrases: “*the expensive big wooden table*”, “*the small old red vase*”, “*the big brown Swedish table*” and “*the beautiful red Chinese vase*” provide the default adjective order where adjectives are written from left to right from the most subjective to the most objective adjective. In other words, these phrases provide the adjective order which is visible in the table no. 5. Second options in the grammaticality test (phrases 2, 5, 8 and 11), concretely phrases “*the **wooden** expensive big table*”, “*the **red** small old vase*”, “*the **Swedish** big brown table*” and “*the **Chinese** beautiful red vase*” provide the adjective order where the most objective adjective (in bold) is put in front of the most subjective adjective (underlined). Third options in the grammaticality test (phrases 3, 6, 9 and 12) concretely phrases “*the **big***

expensive wooden table”, “*the old small red vase*”, “*the big Swedish brown table*” and “*the beautiful Chinese red vase*” provide adjective order where closely associated groups of adjectives (in bold) are changed in order. The exact form of created grammaticality test is attached in appendix in the end of this bachelor ‘s thesis.

The grammaticality test is sent to native English speakers. In every option, they are asked to choose if they would or would not use the phrase in their speech. They can also comment on every phrase.

5.2.1 Respondents

Respondents of the grammaticality test are native English speakers. The exact number of respondents is 17. Respondents were addressed on-line. The majority of respondents (12) were my friends from England and some of them (5) were English speaking colleagues of my family member. Their task was to mark in every option if they would use the phrase in their speech or not. They could also comment on their selection.

5.2.2 Pre-testing

A pre-testing of the grammaticality test was carried out. The grammaticality test was given to native English speaker. Thanks to the pre-testing the grammaticality test is in the form that it is now. Prior to pre-testing, there were twelve options with one same head noun and same adjectives. Thanks to the pre-testing it was find out, that this form of test might seem confusing to native speakers because the phrases seemed repetitive and as much similar to each other. After this finding, two phrases with different head noun and adjectives, were created from the table no. 4 where adjective categories and adjective order was described. Those two phrases are in the grammaticality test modified into twelve different phrases and they always change in order so that they do not seem repetitive.

5.3 Analysis of the Test Results

In this chapter of the bachelor’s thesis every set of adjectives is analysed. In the test there were four sets of phrases with always three options of adjective order. Below, a table no. 6 is created where all the results are displayed. Some important results are highlighted by red, orange, and green colour.

All native speakers always had the chance to comment on the phrase and why they choose to use it or not to use it in their speech. Some native speakers commented on some phrases.

Among the most interesting comments I would put:

(88) *“this does not sound natural to say”*

(89) *“it is not wrong to say but the word order could be better”*

(90) *“this seems natural compared to others”*

(91) *“the correct order is from the distance to closer details”.*

From those comments it is clear that most native speakers selected the answer based on how natural the phrase appeared and sounded to them.

Table 6 Grammaticality Test Results

| Phrase | Number of native speakers who would use the phrase in their speech | Number of native speakers who would not use the phrase in their speech |
|-----------------------------------|--|--|
| 1.the expensive big wooden table | 7 | 10 |
| 2.the wooden expensive big table | 0 | 17 |
| 3.the big expensive wooden table | 13 | 4 |
| 4.the small old red vase | 9 | 8 |
| 5.the red small old vase | 5 | 12 |
| 6.the old small red vase | 13 | 4 |
| 7.the big brown Swedish table | 14 | 3 |
| 8.the Swedish big brown table | 4 | 13 |
| 9.the big Swedish brown table | 5 | 12 |
| 10.the beautiful red Chinese vase | 12 | 5 |
| 11.the Chinese beautiful red vase | 5 | 12 |
| 12.the beautiful Chinese red vase | 13 | 4 |

There are two approaches, how test results were analysed. The first approach was analysing the number of native speakers who would use or would not use the phrase in their speech in every single phrase. The second approach was analysing in how many cases did individual native speakers met with the expected result and in what phrases or options they have similar answers.

In the grammaticality test it was expected that the majority of native speakers would use first options (phrases 1, 4, 7 and 10) in their speech. It was also expected that they would not

use second options (phrases 2, 5, 8 and 11) in their speech. Lastly it was expected that the majority of native speakers would use third options (phrases 3, 6, 9 and 12) in their speech.

In the first approach the expectation was met in the grammaticality test, and it only was not met in three cases out of twelve. Cases where the expectation was not met at all are phrases no. 1 and 9. This result is highlighted with red colour in the table no. 6 containing results. The first phrase is an option with default adjective order (from the most subjective adjective to the most objective adjective), so the opposite result is surprising. In the second case in phrase no. 9 this is the option where two closely associated adjectives are changed in order. This is not as surprising as in the first case. Those are only two phrases where the expected result was not supported by the majority of native speakers. Moreover, it can be said that the expectation was not met in the phrase no. 4 since the result is not demonstrable. In the phrase no. 4 because the result is not as clear as in other phrases. The result is also highlighted with orange colour in the table. Phrase where the result is fully clear is phrase no. 2 and the result is highlighted with green colour in the table no. 6 containing results. Phrase no. 2 is the only phrase where all native speakers agreed on the answer.

In the second approach, meaning analysing in how many phrases native speakers met the expected result and looking for pattern in their answers, it can be said that no native speaker met the expectation fully in all points of the grammaticality test (did not answer due to the expectation in all sets of phrases). This finding was very surprising because it was expected that someone will answer the test according to hypotheses in all points of the grammaticality test.

There were native speakers who did not meet the expectation in any point of the grammaticality test. The number of native speakers who did not meet the expectation in any point is six. Surprisingly, among those native speakers also was one who said that he would not use any phrase from the first options (phrases 1, 4, 7 and 10) which are phrases with the default adjective order. However, there were native speakers who met the expectation in one or two points. Meaning that they said that they would or would not use all phrases from one set (for example 1, 4, 7 and 10). The number of native speakers who answered due to the expectation at least in one point was seven. This number is the largest so most of the native speakers met the expected result only in one point. Out of these seven native speakers there is one case where the native speaker would use all the last options in his speech (phrases 3, 6, 9 and 12). Other native speakers, out of those seven, agreed that they would not use any second option (phrases 2, 5, 8 and 11) in their speech. There were also native speakers who met the expectation in more than one point of the grammaticality test. The number of native

speakers who met the expectation in two points of the grammaticality test is four. It can be said that this number is the smallest which is very surprising. It was expected that this number will be the largest, but it is the opposite. Among the native speakers that met the expectation in two points of the grammaticality test there were two types of answers. Both include that native speaker would not use any second option (phrases 2, 5, 8 and 11). The first one is that native speakers would use all first options (phrases 1, 4, 7 and 10) and as already stated, would not use any second option (phrases 2, 5, 8 and 11). The second one is that native speakers would use all third options (phrases 3, 6, 9 and 12) and as already stated, would not use any second option.

In the first approach, it can be said that the majority of native speakers answered in single phrases according to the expectation and the expected result was only deviated in phrases no. 1, 4 and 9.

In the first approach, the first hypothesis that native speakers would use the default adjective order in their speech was confirmed in three out of four phrases so overall it can be said that this hypothesis was confirmed. The second hypothesis that native speakers would not use the adjective order, where the most objective adjective is put in front of more subjective adjective, was confirmed. In these phrases the majority of native speakers always answered according to the expectation. The third hypothesis that native speakers would use the adjective order where only closely associate adjectives are changed in order was confirmed in three out of four phrases so overall it can be said that this hypothesis was confirmed.

In the second approach it was shown that no native speaker fully adhered to the expected result in all phrases. Six native speakers did not meet the expectation in any point, seven native speakers met the expectation in one point and four native speakers met the expectation in two points. The first hypothesis was confirmed by two native speakers, second hypothesis was confirmed by ten native speakers and the third hypothesis was confirmed by three native speakers.

Overall, although the majority of individual responses aligned with the hypotheses, none of native speakers confirmed all of the hypotheses individually. These results displayed the diversity of usage of adjective order among native English speakers.

CONCLUSION

This bachelor's thesis dealt with adjective order in the noun phrase where in the theoretical part basic linguistic terms such as adjectives or noun phrase were described and explained. The chapter where adjectives were explained also dealt with function of adjectives, morphology of adjectives and syntax of adjectives and adjective phrases. The chapter where noun phrase was described further dealt with the structure of the noun phrase. In the most fundamental part of theoretical part, it was dealt with the adjective order in the noun phrase itself. In this chapter statements of authors were presented. This includes authors like Biber et al, Huddleston et al., Zeiljstra and Koeneman, Veselovská, Cinque, Quirk or Scott. Statements of mentioned authors were compared and the methodology and hypotheses for the practical part of this bachelor's thesis were created according to them.

The practical part of the bachelor's thesis dealt with the preparation of the grammaticality test which was designed for native English speakers. The test was created based on the statements of authors already mentioned above. The test included twelve options of noun phrases with adjective order that differed in each phrase. In every option the task for native English speakers was to say if they would use the phrase with concrete adjective order in their speech or not. There were three hypotheses. The first one was that the majority of native English speakers would use the default adjective order which is from the most subjective adjectives to the most objective adjectives. The second one was that they would not use phrases with the adjective order where the most objective adjective is in front of more subjective adjective. The third one was that they would use the phrases with the adjective order where adjectives from closely associated adjective groups are changed in order.

Practical part was analysed through two approaches. One, where results in single phrases were analysed and second where individual approach of native speakers was analysed. In the first case, hypotheses were confirmed in nine out of twelve phrases. Although there were three phrases where the result was other than expected, hypotheses were confirmed because most of the phrases from each set would still be used as expected.

Although the majority of individual responses aligned with the hypotheses, none of native speakers confirmed all of the hypotheses individually. Through the second approach the first hypothesis was confirmed by two native speakers, second hypothesis was confirmed by ten native speakers and the third hypothesis was confirmed by three native speakers.

Some of native speakers also commented on the phrases and most of the comments included if the phrase sound or seem right to them. Some of them also included rules of adjective ordering from the most subjective adjective to the most objective adjective.

By looking on the results through those two approaches there are provided two different interesting point of views. These results displayed the diversity of usage of adjective order in the noun phrase among native English speakers.

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LIST OF ABBREVIATIONS

- * – ungrammatical example
- Et al. – and others
- Etc. – et cetera
- AP – adverb phrase
- AdjP – adjective phrase
- AdvP – adverb phrase
- DP – determiner phrase
- NP – noun phrase
- PP – preposition phrase
- VP – verb phrase

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APPENDIX

Appendix 1: Grammaticality Test for Native English Speakers

This grammaticality test is designed for native English speakers, and it is created as a part of my bachelor's thesis. Your task is to say if you would use the examples below in your speech. Please highlight your answer in the test.

Please choose if you would use these phrases in your speech:

1. the expensive big wooden table → yes/no
2. the wooden expensive big table → yes/no
3. the big expensive wooden table → yes/no

Comments:

4. the small old red vase → yes/no
5. the red small old vase → yes/no
6. the old small red vase → yes/no

Comments:

7. the big brown Swedish table → yes/no
8. the Swedish big brown table → yes/no
9. the big Swedish brown table → yes/no

Comments:

10. the beautiful red Chinese vase → yes/no
11. the Chinese beautiful red vase → yes/no
12. the beautiful Chinese red vase → yes/no

Comments: