

Index

- ability, 18, 19, 23
- accessibility hierarchies, 163
- adjacency, 134–58, 173n
 - on case assignment, 135–7
 - see also* Subset Principle
- adjective phrases, 103n
- Adjemian, C., 4, 113, 115n, 166, 173n
- adjuncts
 - frequency, 150
 - manner, 137, 150
 - prepositional phrase, 151
 - see also* adverbial
- adverbial adjunct clauses, 91, 93, 98, 100, 103, 105, 151
- affect, 49, 55, 58–9, 60–1
- agent, 205, 206, 207
- agreement marking, 160, 184, 185, 190, 192n, 195–6n, 196
- Altenberg, E., 257
- Altman, R., 165, 211
- ambiguous sentences, 29
- analogy, 54
- anaphora, 33–4, 93, 94, 104n, 105
- Andersen, R., 177n, 211n
- Anderson, J. R., 54
- Anderson, L., 45
- Anderson, S., 204n, 205, 246, 248, 252
- animacy, 161, 184, 185, 191, 192, 194–6
 - hierarchy, 186, 187, 188, 189
- Arabic, 204
 - word order, 90, 160, 167, 169, 170, 174, 175, 179
- Ard, J., 5, 32, 89, 163, 239–40, 243–59
- Asher, J., 61
- Atkinson, M., 16–17
- attention, selective, 194
- autonomy, 25–8, 30
 - of linguistic knowledge, 12
 - of grammatical competence, 24–5
- Bach, E., 166n
- Bailey, N., 45
- Baker, C. L., 41n, 112, 134, 208, 210, 218
- Barker, S., 243
- Bates, E., 6, 161, 184–5, 191, 192
- Baudouin de Courtenay, J., 246, 252–3
- Beebe, L., 194, 250, 255
- behavior, rules of, 17–18
- Berwick, R., 2, 20, 112n, 138, 167n, 172, 173n, 177n
- Bialystok, E., 21n
- binding
 - reflexive, 62–3
 - see also* Government-Binding Theory
- biological endowment, 91, 92, 203
- Bishop, E., 243
- Bley-Vroman, R., 4, 5, 12–13, 41–68, 75, 135, 155, 260n
- Bloch, B., 255
- Bondarko, L. V., 248
- bounding categories, 76
- Bourdieu, P., 251
- Bowers, J., 209
- Braine, M. D. S., 2, 138
- branching, 174, 175n
 - see also* head-direction
- Bresnan, J. W., 2, 76n
- Broselow, E., 6, 63, 154, 260n, 281, 282

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M.

Gass Jacquelyn Schachter

Index

[More information](#)286 *Index*

- Brown, R., 2, 138
 Burt, M. K., 42n, 49, 56n, 93
 Burzio, L., 115n, 170n, 204, 208, 210n
- c-command, 33–4
 Canale, M., 23n
 Cancino, H., 23n
 capability continuum, 20–2
 Carden, G., 23n
 case assignment, 134–58, 206, 207
 adjacency condition on, 135–7
 as cue, 160, 184–5, 190, 195–6n, 196
 see also Subset Principle
 case theory, 136
 centrality, 202, 230, 231, 232
 Chao, W., 112
 Chase, S., 226
 Chien, Y.-C., 94, 95, 101
 Chinese, Mandarin, 31–2, 167n
 head direction, 90, 93n, 103n
 lexicon, 232–3, 233–4, 235–6
 Subjacency, 70–1, 77–8, 78–86
 Cho, S. W., 34n
 Chomsky, C. S., 94
 Chomsky, N.
 adjacency, 136, 137
 commonsense idea of language, 16
 competence, 23
 form and function, 164
 Government-Binding Theory, 2, 69, 134–5
 knowing that/knowing how, 19
 markedness, 109, 271
 parameter model, 91, 109
 phonology, 244–5, 252
 pleonastic *pro*, 117
 process and product, 35–6n
 reification of language, 16
 UG, 5, 41, 51n, 62, 74, 91–2
 mentioned, 4, 25n, 82n, 115n, 216
 Čistovič, L. A., 249
 Clahsen, H., 45, 46, 135, 165, 166n
 cloze tests, 141–2, 144–5, 147
 clustering of properties, 64–5
 coarticulation rules, 249
 cognitive systems
 competing, 55, 57–61
 domain-specific, *see* LAD
 general, 43–9, 55, (*see also* problem-solving)
 “cognizing,” 18–19, 28
 Cohen, A. D., 48
 color terms, 232, 235–6
 communication, 23–4, 26–8, 35, 76
 competence, 20–4, 29–30, 58–9
 communicative, 23–4, 35
 explaining acquisition, 28, 30
 generative grammar and, 134
 grammatical, 1, 20–3, 35
 multiple, 20n, 22, 35
 /performance distinction, 11, 18, 20–1, 22, 24, 26n
 phonological, 245
 pragmatic, 23–4, 35
 Variable Model, 20
 see also logical problem
 Competition Model, 161, 184–5, 187, 196
 complementizers, 89, 115
 and *that-t*, 124, 126, 127, 128
 missing, 115n, 116, 119, 121, 124, 126
 complements, 92, 101–2, 136
 Comrie, B., 19–20n, 27, 89, 160, 169
 configurationality, 167n, 202, 204, 206–8, 211, 217, 218, 219
 conflicting language data, 6, 183
 see also interpretation
 context, 20, 21, 23n, 26n
 see also function
 contrastive analysis, 2–3, 33, 93, 104
 control, volitional, 212
 Cooper, F. S., 249
 Cooreman, A., 185, 195–6
 Corder, S. P., 73
 correction, *see* negative evidence
 covariate factor, 97, 99, 102
 Creative Construction Model, 93
 Critical Period Hypothesis, 42
 cues, *see* interpretation
 Culicover, P., 2, 20, 24, 48, 172
 cultural influence, 233–4, 235, 237
 curriculum design, goals and, 46n
- D-structure, 206, 207, 209, 210
 Daniloff, R., 249

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M.

Gass Jacquelyn Schachter

Index

[More information](#)*Index* 287

- dative alternation, 206
- Davis, P., 243
- de Abrew, K., 94
- declarative sentences, 117
- deduction, 237
 - see also* problem-solving
- Delattre, P. C., 249
- derivational processes, 205, 266–7
- Diffley, F. J., 47
- discontinuity and branching, 175n
- discourse
 - analysis, 30–1
 - based approach, 26–8, 30–1
 - collaborative, 28n
 - and interlanguage, 166
 - and transfer, 166, 169, 171
 - and word order, 176, 177, 211
 - see also* function
- distance, language, 129
- distributional analysis, 54
- do-so test, 29
- domain, 11, 17, 20–4, 29–30
 - specific system, *see* LAD
- double object construction, 136n
- Doyle, J., 54
- Ducrot, O., 245
- Dulay, H., 42n, 49, 56n, 93
- Duranti, A., 186
- Dutch, 195–6, 215–16n

- ease of learning, 114n, 194
- Eckman, F. R., 5, 32n, 163, 251, 256
- Eisenstein, M., 45
- elicited imitation, 22, 23n, 95
- Ellis, R., 20, 21n, 23, 166n
- embedding, 95, 98, 99–100, 111, 129
- Emonds, J., 168
- English
 - adjacency, 136, 137, 140–54
 - configurationality, 206, 211
 - ergativity, 203–21
 - head direction, 89, 92, 93–4
 - lexicon, 203–21, 232–3, 233–4
 - passive, 207
 - phonology, 255–6
 - predicate, stress on, 176
 - redundancy reduction, 101
 - sentence interpretation, 161, 190–4 (*see also* word order *below*)
 - stress assignment, 240, 272–7
 - word order, 159, 160, 167–9, 172, 174, 175n, 178–9, 206
 - as cue, 184, 185, 190, 192, 195–6
- ergatives, 203–21
 - /active distinction, 208
 - auxiliary selection, 208, 210, 211, 213–14, 216, 218, 219
 - categorization, 202, 212
 - defined, 208–9
 - ergative hypothesis, 218
 - learnability theory and, 219
 - lexical ergative rule, 217
 - and NP-movement, 207, 208, 209, 210, 211, 216, 217n, 218, 220
 - mapping problems, 216
 - and passive, 211, 219
 - and pro-drop, 115, 214–16
 - test data, 212–16
 - typology, 202, 205, 219–20
 - and Unaccusative Hypothesis, 210–11, 217
 - verb-subject inversion, 118, 121, 124, 128, 176n, 214–16
- error analysis, 2–3
- Espinal, I., 92, 93, 105, 163
- Eubank, L., 15n, 41n, 95
- existential sentences, 116–17
- explanatory power, 12
 - context, 26n
 - formal rules, 24
 - function, 164
 - parameters and, 34, 171
 - pragmatics, 177
 - theory, 17
 - word order, 177–8
- expletives, 111–12, 114, 115, 119
- extensional theory, 223, 224–6
- extraction, 76, 78, 129
- extrametricality, 265–7, 283
 - Consonant, 272–3
 - Noun, 273, 277, 278–9, 281
 - Predictable, 267
 - Trisyllabic, 274, 277, 278–9, 281
- failure, adult SLA, 43–4, 44–5, 57
 - see also* fossilization
- Farsi, 90

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M.

Gass Jacquelyn Schachter

Index

[More information](#)288 *Index*

- feedback, 48–9, 54, 70
 see also negative evidence
 Felix, S., 4, 53n, 57–61, 64
 Ferguson, C., 163
 Fiengo, R., 209
 filter hypothesis, 57–8, 59
 Finer, D., 63, 154
 Firbas, J., 176
 first language acquisition, 1–2, 5
 developmental nature, 43
 input, 56–7
 redundancy reduction, 101
 SLA compared, 12, 42, 73, 93, 165, 237
 UG and, 41, 51, 74, 91, 92
 see also: Fundamental Difference;
 logical problem; transfer
 Flynn, S., 4, 34n, 71–2, 89–108, 109, 163
 focus, 176, 177
 Fodor, J. A., 25n
 Foley, W. A., 26, 28
 foreign language learning, 41–68
 terminology, 41, 42–3
 see also second language
 form/function, 12, 26–8, 164–5, 184
 formal operations, 53, 60, 61
 formality, 12, 24, 30, 33, 34, 201–2
 fossilization, 46–7, 72, 135, 154
 Fowler, C., 249
 Frantz, D., 170n
 Frazier, L., 163, 164–5, 174–5, 176
 Frege, G., 223, 236
 French, 109–33, 136–7, 140–54, 176n
 frequency adjuncts, 150
 Fries, C. C., 55, 93
 Fröhlich, M., 58, 59
 Fuller, J., 166n
 function, 12, 26–8, 164–5, 184
 Fundamental Difference Hypothesis, 12–13, 50–4, 75, 85, 135
 alternatives to, 54–62
 LAD decline, 44–54 *passim*, 61–2

 Gair, J., 94
 Gallimore, R., 95
 gapped sentences, 21, 22
 Garcia, G., 61
 Gardner, R., 49

 Gass, S., 4, 5, 32, 89–90, 161, 163, 182–200
 generalization, direction of, 217
 German, 45, 90
 Gettier, E. L., 18n
 Givón, T., 26, 30, 164, 186
 Gleitman, H., and L. R., 2, 56n
 Goffman, E., 235
 Gold, E. M., 54n
 Goodluck, H., 94
 Governing Category Parameter, 63
 Government-Binding Theory, 2, 34, 69, 206
 grammar
 /communication distinction, 27
 competence, 1, 20–3, 35
 core and peripheral, 109–10, 135
 generative, 2, 15, 20, 22–3, 24, 29–36, 134, 209
 interlanguage, 47
 Montague, 30n
 nonparameterized aspects, 110, 129
 pragmatics, 160–1
 projectionist model, 216
 provisional, 218–19
 see also: competence, grammatical;
 logical problem
 grammatical relations, 205, 207, 209–10
 grammaticality judgment tasks, 23n, 78–88, 97n, 113, 116, 141–4, 145–8, 155–7
 Greenberg, J. H., 31, 32, 163
 Gregg, K. R., 11–12, 15–40
 grouping rules, 229–30
 Gundel, J. K., 34, 166n

 habit formation, 56
 Hakuta, K., 196
 Hale, K., 207
 Halle, M., 244–5, 252, 272
 Hammarberg, R., 249
 Hanlon, C., 2, 138
 Harré, R., 31n
 Harrington, M., 194–5, 196
 Harris, A., 208
 Harris, J. W., 240, 263, 264–7, 268, 269
 Hawkins, B. W., 15n

- Hawkins, J., 163
 Hawkinson, A., 186
 Hawthorne effect, 48
 Hayes, B. P., 240, 264, 271, 272–5
 head-complement relation, 101–2
 head-direction, 71–2, 91, 92, 93–102
 Hersh, R., 243
 Hetzron, R., 169
 Heyde, A., 58
 hierarchies
 accessibility, 163
 acquisitional, 70, 129, 220
 animacy, 186, 187, 188, 189
 interpretational cue, 196
 and parameter resetting, 114
 pro-drop and, 70, 71, 110, 129
 Hilles, S., 4, 23n, 65, 113, 114, 163, 211n
 Hindi, 89
 Hoekstra, T., 208, 209, 218
 holistic approaches, *see* discourse
 Hornstein, N., 2, 134
 Huang, C.-T., 76, 77
 Hudson, W., 201–2, 222–38
 Huebner, T., 166
 Hyams, N., 2, 109n, 111–12, 114
 Hyltenstam, K., 90, 103n
 Hyman, L., 186
 hypothesis formation and testing, 54
 imitation, 101
 immigrants, 57
 implicational relationships, 161
 Indonesian, 70–1, 76–7, 78–86
 input
 lexicon, 201
 and logical problem, 5, 41–55, 69, 73–4, 134, 135
 input hypothesis, 55, 56–8
 phonology, 239, 240
 see also negative evidence
 instruction, SL, 47–8, 54
 intensional theory, 223–4
 interference, 55–6, 74–5, 85
 see also transfer
 interlanguage, 163, 165, 177, 178
 grammar, 47, 263
 stress assignment, 240, 260–83
 see also word order
 interpretation, sentence, 186–94
 animacy cues, 161, 184, 185, 186, 191, 192, 194–6
 conflicts, 186–7, 188–90, 196–7
 cue strengths, 184, 185, 189–94
 L1 influence, 183, 185, 192–4, 196
 L2 knowledge, 183, 185, 194, 196–7
 ordering importance, 193–4
 pragmatics and, 184, 185, 190, 211
 semantic cues, 161, 184, 185, 187, 188–90, 192, 194
 syntax and, 161, 187, 188–90, 194
 universal strategies, 194
 word order, 184, 185, 191–2, 196
 see also tell; promise
 intuition, 22–3, 51, 75
 indeterminate, 47, 54
 lexical, 224, 225, 230
 inversion, verb-subject
 acquisitional hierarchy, 129
 and pragmatics, 171, 176n
 triggering, 114, 124
 see also ergatives; pro-drop
 Ioup, G., 64, 89–90, 244, 247, 260n
 island constraints, 146n
 Italian
 adjacency, 136
 agreement, 192n, 196
 auxiliary verbs, 208
 ergatives, 170n, 208, 209, 210
 interpretation, 161, 184–5, 190–4
 NP-movement, 209
 si-construction, 208
 word order, 159–60, 170n, 185, 207, 208
 Ito, T., 194–5, 196
 Jackendoff, R., 202, 205, 222, 226–34, 237
 Jaeggli, O., 207
 Japanese
 case-marking, 196, 206
 ergatives, 204
 head direction, 89, 90, 92, 93–4, 98–102
 interpretive cues, 195, 196, 206

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M.

Gass Jacquelyn Schachter

Index

[More information](#)290 *Index*

- Japanese (*cont.*)
 pro-drop, 35
 topic-comment organization, 31–2
 word order, 160, 167, 168–9,
 175n, 176n, 196, 211
- Jones, D., 252–3
- Joos, M., 248
- Judd, E. L., 235
- Katz, J. J., 223–4, 226
- Kean, M.-L., 19
- Kellerman, E., 6, 32–3n, 34n, 53,
 144, 183, 215–16n
- Kent, R. D., 249
- Keppel, G., 97
- Kerlinger, F., 97
- Keyser, S., 205, 209, 210, 217
- Kilborn, K., 185, 194–5, 195–6
- Kiparsky, P., 247, 250, 264
- knowledge
 and ability, 18, 19
 abstract, of language, 4–5
 autonomy of linguistic, 12
 and cognizing, 18–19
 cultural, 233–4
 innate, 2, 5, 18, 70, 223, 226, 247
 justified true belief, 18–19
 knowing how/knowing that, 18–
 19
 unconscious, of language, 18–19
 see also target language; transfer
- Korean, 62–3, 64, 70–1, 77–8, 78–
 86
- Kornfeld, J., 249
- Koževnikov, V., 249
- Krashen, S. D., 15n, 31, 42n, 43, 48,
 49, 56n, 57, 59, 61, 74
- Kruse, A., 89–90
- Kruszewski, M., 246
- Kuhn, T. S., 26
- Kumpf, L., 26
- Kuno, S., 27, 89
- L1, *see* first language; transfer
- Labov, W. 17–18, 21
- LAD (language acquisition device),
 12, 41, 60–2, 74–5, 91, 109
 loss with age, 43–9, 49–54, 61–2
 postpubertal reactivation, 74–5
- Ladefoged, P., 61, 249
- Lado, R., 93
- Lambert, W., 49
- language
 commonsense ideas of, 16
 /communication confusion, 23n,
 26–8
 linguistic theory and, 24–9
 /speech confusion, 17–18
 language acquisition device, *see* LAD
 learnability, 1–2, 4–5, 29, 72, 135
 adjacency and, 137–8
 ergatives, 219
 and word order, 172
 see also Subset Principle
 learning
 /acquisition distinction, 43
 principles, 70, 135
 see also cognitive systems; LAD
 Lenneberg, E., 42
 lexical ergative rule, 217
 lexicon, 201–37
 complete/incomplete entries, 225,
 235–6
 cross-linguistic differences, 202,
 232–4
 deductive processes, 237
 formal theory of, 201–2
 inductive process and, 236
 input, 201
 interpretive cues, 184, 192
 intuitions on, 230
 L1 influence, 166, 235
 meaning acquisition, 201–2, 222–
 38
 organizing principles, 228
 rule-governed, 226, 227
 semantics, 222–6
 theory of development, 222–37
 structure of words, internal, 228
- Li, C. N., 32, 166, 167n
- Lieberman, A. M., 249, 264
- Liceras, J., 71, 109–33
- Lightbown, P. M., 23n
- Lightfoot, D., 2, 27, 29, 134, 203
- Limber, J., 177n
- Linell, P., 249, 251, 254–5, 257
- logical problem of language, 4–5,
 12–13, 41–68, 69, 73–4, 135,
 203
 generative grammar and, 134

- see also* Fundamental Difference;
input
Long, M. H., 15n, 24, 28n, 31, 48
Lust, B., 34n, 91, 94, 95, 101, 102
- MacWhinney, B., 6, 161, 184–5,
196
- Madden, C., 45
- Mairs, J. L., 239, 240, 260–83
- Major, R. C., 253, 256
- Mangione, L., 101
- manner, 137, 150, 153
- Manzini, R., 63, 112n, 139
- mapping, 204, 207, 216, 219
- Marantz, A., 205, 216, 217, 219
- Marked Rime Hypothesis, 279–80,
281
- markedness, 109–10, 139, 163
and pro-drop, 109–10, 111–12,
113–14, 115, 128, 129
and stress, 271–2, 279–80, 281
- Martinet, A., 245
- mathematical linguistics, 54n
- Mazurkewich, I., 34n
- McCarthy, J., 134
- McDermott, D., 54
- McLaughlin, B., 15n
- meaning
acquisition of word, 222
extensional theory, 224–6
cross-linguistic differences, 232–4
preference rule system, 232–4
revisability, 224, 225, 226, 230
stereotypes and, 225
see also semantics
- Meisel, J. M., 45, 46
- Menn, L., 247, 250
- Michigan Tests, 45, 96–7, 102
- Minifie, F. D., 249
- Mitleb, F., 255
- modals, 112
- modularity, 12, 24–5, 28–9, 30, 36
- Monitor Model, 43
- Montague grammar, 30n
- Moravcsik, E., 5
- Morolong, M., 186
- morphology, *see* case-marking
- motivation, 41, 46, 54
- Moulton, J., 47, 48
- Moulton, W., 244, 256
- movement rules, 173
see also noun phrases; *wh*-
movement, presentative, 169
- Müller-Gotama, F., 76
- multiple-choice tasks, 143–4, 148–
50
- multiple language acquisition, 43, 56
- Munby, J., 46n
- Muysken, P., 135
- Myhill, J., 89–90, 91, 103n, 105
- Naiman, N., 58, 59
- native language, *see* transfer
- necessity condition, 202
- negative evidence, 54n, 138, 172
and logical problem, 48–9, 134
and pro-drop, 111–12, 113
and Subset Principle, 72, 135, 173
- Newell, A., 54
- Newmeyer, F. J., 24, 25, 27
- Newport, E. L., 56n
- nodes, 173n, 175n
- nominative-accusative, 202, 205
- noun phrases
complements, 79, 136
head-direction, 92, 95, 99–100,
105
-movement rule, 207, 208, 209,
210, 211, 216, 217n, 218, 220
relativization, 89
- null subjects, 64–5, 71, 112, 116–
18, 129, 171
arbitrary reference, 117, 119
and pro-drop parameter, 110, 111,
114, 115, 126
specific reference, 117, 118, 119,
122, 126, 128
- O'Grady, W., 34n
- Obler, L., 194
- Observer's Paradox, 17–18
- order of acquisition, 45, 220
- organizing principles, 6, 228
- Otsu, Y., 2
- overgeneralization, 112, 138, 150,
217, 219
- Pankhurst, J., 3
- parameters, 71–2, 74, 109–10, 135,
163, 177

292 *Index*

- parameters (*cont.*)
 adjacency, 173n
 explanatory power, 34, 171
 Governing Category, 63
 head-direction, 71–2, 91–102, 104–5
 properties, 70, 135
 setting, 34, 91–3, 94, 104–5, 109, 129, 135
 and logical problem, 42, 64–5
 and subset hypothesis, 173n
 and transfer, 74–5, 171
see also markedness; pro-drop; triggering
- parsing, 163, 164–5, 175, 177
- passive, 174, 207, 210, 217, 219
- Pavlova, L. P., 248
- Pedhazur, E., 97
- perception, 248–9
- performance and competence, 11, 18, 20–1, 22, 24, 26n
- Peripherality Condition, 266, 268n, 275, 278–9, 281–2, 283
- Perlmutter, D., 170, 204, 208
- Phinney, M., 109, 113–14, 119, 126
- phonemes, 240, 248, 249–50, 252–3, 255, 257
- phonology, 44, 239–83
 competence, 245
 constructivist model, 243, 254–7
 definitions, 245
 error, 240, 255, 257
 generative, 244, 257
 input, 239, 240
 knowledge, innate, 247
 and perception, 248–9
 phonological representations, 238–9, 243–59
 and acquisition, 250–1
 concrete nature, 253, 254
 constructivist model, 254–7
 and linguistic theory, 244–50
 status in theories, 251–4
 rules, 246, 250, 253–4
 salient features, 249
 spelling pronunciations, 256–7
 subphonemic differences, 249
 theory, need for, 254–7
see also stress assignment
- Piaget, J., 25, 53
- Pienemann, M., 45, 46
- Pinker, S., 20, 23, 24, 45, 48, 51n
- Placement Test, Michigan, 96–7, 102
- Port, R., 255
- Portuguese, 90, 256
- pragmatics, 159–238
 competence, 23–4, 35
 cues, 184, 185, 190, 211
see also word order
- preference rule, 202, 222, 229–34
- prepositional phrases, 103n, 151
- Prince, A., 264
- principles, UG, 70, 74, 92–3, 135, 139, 203; *see also* Subset
- pro*, pleonastic, 115, 116–18, 119, 120, 126
- pro-drop parameter, 34, 109–33
 acquisition, 70, 71, 110, 113–15, 129
 hierarchies, 71, 110, 129
 inversion, subject-verb, 71, 110, 111, 112, 115, 116, 121, 123–4, 211, 214–16, 218, 219
 markedness, 111–12, 113, 128, 129
 native language influence, 113
 and pragmatic word order, 171
 properties, 110–13, 114, 115
 setting, 112, 113, 126
 in Spanish, 111–12, 128, 129
 and Subset Principle, 173n
 test methodology, 115–19, 129–33
 test results, 119–26
that-t effects, 71, 110, 111
see also null subjects
- problem-solving cognitive system, 13, 41, 42, 49–54, 60–2, 101, 105
 Competing Cognitive Systems, 55
- process orientation, 35–6n, 163, 165
- processing, 27, 28
 controlled; automatization, 48, 54
 pragmatic word order, 164–5, 174–7
see also parsing
- product orientation, 26, 35–6n, 165
- promise* sentences, 161, 185, 186–7, 188–90
- pronouns
 anaphora, 33–4

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M. Gass Jacquelyn Schachter

Index

[More information](#)*Index* 293

- dummy subjects, 207n, 210, 211, 220
- ergatives and, 220
- lexical subject, 121, 122
- overt subject, 126
- pleonastic, 116
- resumptive, 89, 90, 103
- prosody, 184, 239
- proximity, 230
- psychotypology, 32–3n
- puberty, 53, 60, 61
- Pulman, S. G., 224
- Putnam, H., 224–5, 226, 234
- Pylyshyn, Z., 22–3, 30
- quantity-sensitivity, 264
- questions, 23n, 79, 196
- Quine, W. V., 224
- recursion, 89
- reductionism, 25, 36
- reference, 223, 227–8
- Reinhart, T., 33–4
- relative clauses, 28, 79, 89–108, 114
 - see also* head-direction
- Remez, R. E., 249
- representation, 206, 246
 - see also under* phonology
- Retraction, Strong, 274
- rhematicity, 176
- Richards, J., 235
- rimes, 262, 264, 272, 283
 - Marked Rime Hypothesis, 279–80
 - Stray Rime Adjunction, 265–6, 275
- Ringbom, H., 183
- Ritchie, W., 6, 89
- Robbins, M., 48
- Robinson, G., 47, 48
- Roeper, T., 2, 205, 209, 210, 217
- root transformation, 168
- Rosansky, E. J., 23n, 45
- Rosen, C., 204n, 211, 212
- Rubin, P., 249
- rules
 - formal, 24, 30, 33
 - lexical acquisition, 226, 227
 - phonological, 246, 250, 253–4
 - representation and, 246
 - variable, 21
- Russian, 160, 248
- Rutherford, W., 4, 26, 31, 34, 154, 160–1, 163–82, 211
- S-structure, 206, 207, 210
- Sacerdoti, E. D., 54
- Sadock, J. M., 29
- Safir, K., 112
- Saito, M., 77
- Sanskrit, 211
- Sato, C. J., 28n
- Schachter, J., 4, 5, 31, 47, 64, 70–1, 73–88, 90, 91, 105, 135, 166
- Scheffé procedures, 148
- Schmerling, S. F., 41n
- Schmidt, M., 21
- Schmidt, R., 194
- Schumann, J. H., 23n, 31n, 46, 235
- Schwartz, A., 170
- Searle, J., 17, 164
- second language acquisition, *see individual aspects and foreign language learning*
- segments, 239, 254
- Seliger, H., 44n, 48, 61
- Selinker, L., 44, 47, 183
- semantics, 159–238
 - lexical, 222–6
 - see also* animacy; lexicon; interpretation; meaning
- sense/reference distinction, 223
- set of laws theory, 24
- Shapere, D., 17
- Sharwood Smith, M., 3, 4, 18n, 20n, 21n, 183
- Sheen, R., 154
- Shipley, E. K. F., 2
- Shuldborg, K., 53n
- similarity and proximity, 230
- Simon, H., 54
- Sinhalese, 94
- Skinner, B. F., 25
- Slobin, D., 163, 164
- Snow, C., 61
- sociolinguistics, 20
- Solan, L., 94
- Sonorant Destressing, 274
- sound/phoneme equation, 252–3
- Spanish
 - a marker, 114, 124, 128, 129

294 *Index*Spanish (*cont.*)

- embedded clauses, 111
- ergatives, 210
- head-direction, 90–1, 92, 93–4, 98–102
- pro-drop, 111–12, 128, 129
 - pleonastic *pro*, 115, 116–18, 119
- se-constructions, 122
- stress assignment, 240, 264–71
- wh*-movement, 111
- word order, 160, 167, 168, 170, 172, 174, 178–9, 207
- special purpose language, 46n
- speech/language confusion, 17–18
- spelling pronunciations, 256–7
- Sperber, D., 27
- Spolsky, B., 15n
- stereotypes, 225, 226
- Stern, D., 58, 59
- Stevick, E., 57, 58n
- Stowell, T., 92, 136, 137, 150, 210n
- strategies, language, 45, 194
- Stray Foot Adjunction, 275
- Stray Rime Adjunction, 265–6, 275
- stress assignment, 239, 240, 260–83
 - English, 272–7
 - L1 transfer, 240, 263–71, 281, 282
 - L2 knowledge, 240, 260, 272–7, 281–2
 - Long Vowel Stressing, 272
 - metrical theory of, 282–3
 - Peripherality Condition, 266
 - simplicity and, 271–2
 - Spanish, 240, 267–71
 - Strong Retraction, 274
 - syllable structure and, 282–3
 - universal tendencies, 240, 271–2
 - see also* extrametricality
- Strong Foot Rule, 269
- Strong Retraction, 274
- structure
 - conceptual, 226
 - head-direction, 95, 100–1, 102–3
 - surface, induction from, 91
 - variation, 92, 103
- Subjacency, 70–1, 73–88
 - see also wh*-movement

subjects

- extraposed, 175, 176
- sentential, 79
 - see also* null subjects; pro-drop; topic/subjects
- Subset Principle, 72, 112n, 134–58, 172–4
 - and adjacency condition, 137–9
 - hypotheses, 139–40, 153–5
 - tests, 140–55
 - loss with age, 135, 153–5, 173–4
 - subset/superset relation, 138–9, 153, 154–5
 - and word order, 165, 177
- Suzuki-Wei, Y., 34n
- Swain, M., 23n
- syllable structure, 282–3
- synonymy, 202, 224
- syntax, 69–158
 - as cue, 161, 187, 188–90, 194
 - and theme, 173n
 - transfer, 166, 171
 - see also* adjacency; head-direction; pro-drop; subjacency; Subset
- Takahashi, T., 194
- Tarallo, F., 89–90, 91, 103n, 105
- target language knowledge, 4
 - cues, 183, 185, 194, 196–7
 - on stress, 240, 260, 272–5, 281–2
- Tarone, E., 17–18, 20, 21, 31, 34, 244, 246, 252, 281, 282
- Tavakolian, S., 2, 94
- Taylor, S. H., 225–6
- tell*, 161, 185, 186–8, 189–90
- terminal element, 266–7
- Test of English as a Foreign Language, 45
- Thai, 204
- Tharp, R., 95
- that-t*, 114, 118–19, 124–6, 128, 129
 - and pro-drop, 110, 111, 112, 115
- thematic roles, 204, 205, 206, 207, 209–10, 216, 218
- theory
 - acquisition, 2–3, 4–5, 16–24, 225
 - grammatical and ergatives, 216–17

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M. Gass Jacquelyn Schachter

Index

[More information](#)*Index* 295

- linguistic, 1, 4–6, 11, 15–40, 160–1, 194–7, 240
- phonological, 244–50, 254–7
- semantic, 222–38
- theta-roles, 204, 205
- theta/non-theta position, 173n
- Thompson, S. A., 32, 166, 267n
- Todesco, A., 58, 59
- Todorov, T., 245
- topic-comment organization, 31–2, 33
- topic/subject prominence, 32, 171–2
- topicality, 186, 187, 188, 189
- Torrego, E., 121n
- transfer, L1, 6, 74–5, 165–6
 - and adjacency, 140
 - and discourse, 166, 169, 171
 - hypothesis, 113, 153
 - interpretive cues, 183, 185, 192–4, 196
 - and language organization, 6, 31–2
 - lexical, 119, 166, 235
 - and logical problem, 13, 42, 50, 51–3, 85
 - parameters and, 70, 74–5, 89, 113, 171, 173n
 - stress assignment, 240, 260, 263–71, 281, 282
 - Subset Principle and, 72, 135, 154–5, 173–4
 - syntactic, 171
 - word order, 160, 169
 - see also* interference
- triggering of parameter settings, 64–5, 110, 114, 135–6, 139n, 172
 - inversion, 114, 124
 - L1 acquisition, 64, 135–6
- Trubetzkoy, N. S., 245–6
- Turvey, M. T., 249
- Twaddell, W. F., 235
- typicality, 202, 230, 231, 233–4
- typology, language, 31
 - canonical, 203–21
 - ergative, 202, 205, 219–20
 - Greenbergian, 31, 32, 163
 - nominative-accusative, 202, 205
 - psycho-, 32–3n
 - topic/subject, 32, 171–2
 - transfer and, 166
 - variation, 203
 - see also* configurationality
- Tyson, A. F., 47
- U-shaped learning, 220
- Unaccusative Hypothesis, 170, 174, 204–5, 208, 210–12, 217, 218
- universals and Universal Grammar, 73
 - adult access, 12–13, 74–5, 85, 135 (*see also* Fundamental Difference)
 - animacy, 186
 - and c-command, 34n
 - characterization, 74
 - and FLA, 41, 51, 74, 91, 92
 - Greenbergian, 32
 - implicational, 163
 - language interpretation strategies, 194
 - and lexicon acquisition, 202
 - and logical problem, 4–5
 - and pragmatic word order, 171–4
 - psychological status, 77–8
 - and SLA, 3, 42, 51, 62–5, 70, 92–3
 - stress, 240, 260, 281, 282
 - theta/non-theta position, 173n
 - typological universals, 31
 - and word order, 171–4
 - see also* markedness; parameters; principles; triggering
- Vago, R., 257
- van Buren, P., 4
- Van Ek, J. A., 46n
- van Riemsdijk, H., 69, 76n
- Van Valin, R. D., Jr., 26, 28
- Variable Competence Model, 20
- variables, bound, 71–2, 95, 104n
- verb phrases, head direction in, 92
- Verbickaja, L. A., 248
- verbs
 - acquisition of inflection, 129
 - arguments, 170, 174, 201
 - auxiliary, *see under* ergatives
 - complements, 136

Cambridge University Press

0521378117 - Linguistic Perspectives on Second Language Acquisition - Edited by Susan M.

Gass Jacquelyn Schachter

Index

[More information](#)296 *Index*verbs (*cont.*)intransitive, 170n, 174, 204, 207,
210, 217, 218

passive, 174, 207, 210, 217, 219

subcategorization properties, 202

transitive, 212–13, 218

see also ergatives; Types

visual perception, 29, 227

Wang, W., 249

Weinberg, A., 2, 173n

Weinberger, S. H., 244, 247

Wertheimer, M., 229–30

Wexler, K., 2, 20, 24, 48, 63, 112n,
139, 172*wh*-movement, 111and Subjacency, 63–4, 69–70,
76–7

hypotheses, 78–9, 82

methodology, 79–80, 86–8

results, 81–6

White, L., 4, 16n, 35, 64, 73–4

grammaticality judgment study,
211n, 214–15n

parameter setting, 109, 171

pro-drop, 34, 64, 113, 114, 115

Subset Principle, 72, 134–58, 165

Wilkins, D. A., 235

Williams, E., 69, 76n 110, 205

Wilson, D., 27

Wirth, J., 5

Wode, H., 203, 253, 255, 256

word derivational processes, 205

word order, 159–238

canonical, 164, 165–6, 167–74,
177

discourse-pragmatic, 211

ease of learning, 194

English, 167–9, 174

grammatical, 160–1, 166, 169–74

hypothesis, 166, 169

interlanguage, 159, 160–1, 163–
82and interpretation, 159, 161, 184,
185, 191–2, 196pragmatic, 159–60, 160–1, 164–5,
166, 167–78, 211and Subset Principle, 165, 172–4,
177*see also* inversion

X-bar theory, 92

Zinder, L. A., 248

Zobl, H., 4, 163, 165, 166, 176n,
202, 203–21

Zwicky, A. M., 29