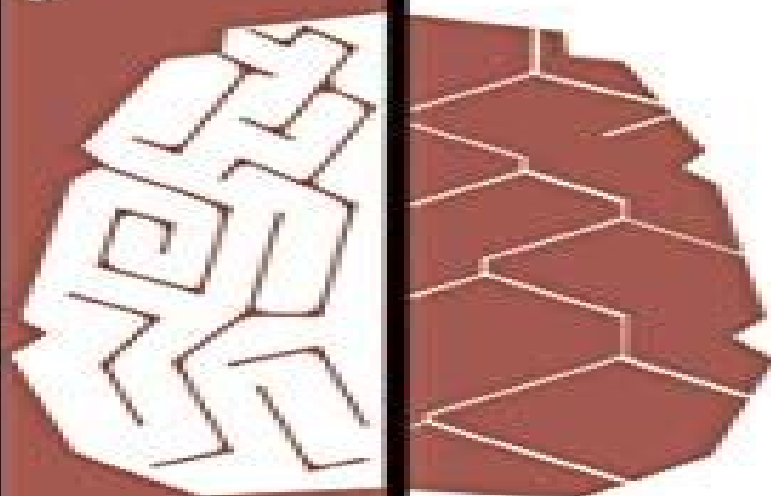


STUDIES IN THEORETICAL PSYCHOLINGUISTICS

A Parameter- Setting Model of L2 Acquisition

**Experimental Studies
in Anaphora**

Suzanne Flynn



D. Reidel Publishing Company

Parametersetting Model Of L2 Acquisition

Susan Braid



Parametersetting Model Of L2 Acquisition:

A Parameter-Setting Model of L2 Acquisition S. Flynn, 2012-12-06 Recent developments in linguistic theory have led to an important reorientation of research in related fields of linguistic inquiry as well as in linguistics itself The developments I have in mind viewed from the point of view of government binding theory have to do with the characterization of Universal Grammar UG as a set of subtheories each with its set of central principles perhaps just one principle central to each subtheory and parameters perhaps just one for each principle according to which a principle can vary between an unmarked and a marked parametric value Chomsky 1985 1986 For example let us assume that there is an X bar theory in explanation of those features of phrase structure irreducible to other subtheories of UG Within X bar theory variation among languages is then allowed only with respect to the position the head of a phrase occupies in relation to its complements such that the phrases of a language will be either right or left headed Thus languages will vary between being right headed in this respect as in Japanese phrase structure and being left headed as in English phrase structure Everything else about the phrase structure of particular languages will be fixed within X bar theory itself or else it will fall out from other subtheories of UG Case theory θ theory etc Chomsky 1985 161 62 Chomsky 1986 2 4 and references cited there Hatters are the same in other modules of grammar

Parameter Setting in Language Acquisition Dalila Ayoun, 2005-02-28 This book provides a broad overview of parameter setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it based on cross linguistic language data that cover a range of syntactic and phonological phenomena From an historical perspective on parameter setting theory to an introduction to its role in computational linguistics neurolinguistics and language change the reader will find a critique of the most commonly made arguments as well as an index of all the syntactic phonological lexical and morphological parameters presented in the literature to date A closer look at the theory itself addresses the following questions What does a parameter setting approach to language acquisition entail What are the underpinnings of the theory What issues and problems remain to be solved The empirical studies carried out to test the null subject parameter and verb movement parameter are reviewed to re-examine long standing theoretical assumptions as well as the learnability implications for first and second language acquisition

The Current State of Interlanguage Lynn Eubank, Larry Selinker, Michael Sharwood Smith, 1995-01-01 This state of the art volume presents an outstanding collection of 22 studies on current issues facing research in second language acquisition SLA The editors sought contributions for this volume from seasoned veterans of SLA like Lydia White and Susan Gass from well known researchers in linguistics and/or first language acquisition like Haj Ross and Harald Clahsen and from relative newcomers to the field like India Plough and Jean Marc Dewaele The topics covered range from the role of universals at various levels of second language L2 knowledge the way that linguistic knowledge is represented by L2 learners the changing nature of linguistic theory itself and the definition of usage phenomena like style shifting and code switching The

introduction to *The Current State of Interlanguage* gives a concise yet detailed overview of research in the field over the past 10 years and focuses on the present growing consensus on a number of issues that were at one point highly controversial

Knowledge of Reflexives in a Second Language Margaret Ann Thomas, 1993-01-01 This study addresses the debate about whether adult language learners have access to the principles and parameters of universal grammar in constructing the grammar of a second language The data are based on two related experiments The first examines the interpretation of English reflexive pronouns by native speakers of Japanese and of Spanish The second experiment examines the interpretation of the Japanese reflexive *zibun* by native speakers of English and of Chinese Three hypotheses are evaluated a that UG is unavailable and that processing strategies or other non linguistic principles guide second language acquisition b that UG is available only in the form in which it is instantiated in the learner's native language c that UG is fully available including the ability to re set parameters to UG sanctioned values not instantiated in the learner's native language The results show that learners observe constraints defined by Manzini and Wexler's parameterized version of Principle A of the binding theory and support the proposal that adult learners have access to universal grammar A final chapter reviews the experimental data in the light of recent accounts of cross linguistic variation in the grammar of anaphors which reject parameterization of the binding principles in favor of a movement to INFL analysis

Point Counterpoint Lynn Eubank, 1991-08-09 Point Counterpoint offers a series of papers and replies originally presented at a special session of the Second Language Research Forum UCLA March 1989 The focus of the papers is primarily the role of Universal Grammar in second language acquisition though the agenda also includes discussion of other fundamental questions viz the explanatory potential of linguistic theory in native language development It may come as no surprise that the contributors and their respondents often present very different perspectives on the issues for most of the authors were known in advance to hold contrasting points of view Contributors c and Respondents r are Wolfgang Klein c Nina Hyams r Sascha Felix c Jacquelyn Schachter r Suzanne Flynn Lydia White c Robert Bley Vroman r Peter Jordens c Lynn Eubank r Jurgen Meisel c Bonnie Schwartz r Sharon Hilles c William O Grady r Daniel Finer c Margaret Thomas r Usha Lakshmanan c Nina Hymans Ken Safir r

The First Glot International State-of-the-Article Book Lisa Cheng, Rint Sybesma, 2014-10-09 The Glot International State of the Article books constitute the ideal solution for everyone who wants to have a good idea of what the others are doing but does not have time to follow the developments in all other parts of the field on a day to day basis All articles were previously published in Glot International and have been revised and updated and special attention was given to the extensive bibliography which constitutes an important part of each overview article Among the essays in the first volume are overview articles dealing with VP ellipsis by Kyle Johnson Ergativity by Alana Johns tone by San Duanmu acquisition of phonology by Paula Fikkert and semantic change by Elizabeth Closs Traugott The second volume offers articles on subjects ranging from the development of grammars by David Lightfoot and markedness in phonology by Keren Rice to the syntactic representation of linguistic events

by Sara Thomas Rosen optionality in Optimality syntax by Gereon Müller and the nature of coordination by Ljiljana Progovac

Principles and Prediction Mushira Eid, Gregory K. Iverson, 1993-03-25 The volume is divided into four sections typology syntax discourse and phonology Two of the typology papers study the structure and organization of category systems Joseph Greenberg Linda Schwartz the third discusses language typology and universals from the perspective of language acquisition Fred Eckman The eight papers in the syntax section are of three types Edith Moravcsik and James Tai discuss general issues of linguistic theory domain Four papers Mushira Eid Michael Kac Nancy Hedberg Larry Hutchinson address specific analyses and their implications from language particular and theoretical perspectives The papers by Deborah Dahl and Thomas Rindflesch relate theoretical concepts and analyses to natural language processing In the section on discourse the contributions by Anita Barry and Amy Sheldon deal with interpersonal conflict George Yule discusses the selection between direct and indirect speech forms Helga Delisle and Cynthia Clamons consider ways in which choices among or variation in some grammatical and semantic categories may be explainable on pragmatic and discourse grounds The phonology papers are focused on two major themes underspecification and borrowing Four of the articles address the issue of underspecification in phonological representations Daniel Dinnsen Joseph Stemberger Janet Bing Gregory Iverson In the other two papers questions of borrowing are discussed in Nancy Stenson's contribution from a synchronic perspective and in Gunter Schaarsmidt's paper from a historical one The volume is completed by a subject index and a language index

Theory Construction in Second Language Acquisition Geoff Jordan, 2004 Recently many SLA researchers have adopted a postmodernist approach which challenges the assumption that SLA research is a rationalist scientific endeavour The resulting epistemological arguments plus problems of theory proliferation contradicting theories and theory domain hinder progress towards a unified theory of SLA Theory Construction in SLA addresses these problems by returning to first principles it asks whether there is such a thing as reliable knowledge what is special about scientific method and how we can best explain SLA It is the first book to use the philosophy of science in order to examine the epistemological underpinnings of SLA research and evaluate rival theories of SLA Part One explores the central issues in the philosophy of science defends rationality against relativists and offers Guidelines for theory assessment Part Two examines different theories of SLA and evaluates them in terms of how well they stand up to the Guidelines

The Development of Second Language Grammars Elaine C. Klein, Gita Martohardjono, 1999-05-15 This volume is a collection of state of the art papers in generative studies of second language L2 acquisition bringing together an unusually broad range of interests and inquiry Selected papers report on controlled experimental studies within specific areas of research investigating the development of L2 grammars others formulate exciting new proposals for methodology and learnability in both first and second language acquisition Following an introduction which argues for new research strategies that focus on the process of acquisition along with its product the book is divided into two sections Current Perspectives includes compelling new work on the development

of functional categories within a parameter setting model of L2 acquisition the second section New Directions introduces research and discussion on topics which reflect the latest developments in the field including syntax semantics correspondences L2 processing research code switching from a UG perspective and applications of Chomsky's 1995 Minimalist Program to second language acquisition studies The Second Time Around Julia Rogers Herschensohn, 2000 Linking recent advances in theoretical syntax and empirical research in language development the book claims that second language acquisition is not totally distinct from first language acquisition but rather is a replay a relearning of language It argues that Universal Grammar is a template guiding acquisition of L1 while constraining acquisition of L2 Assuming that a syntactic distinction crucial for language and its acquisition is the division between lexical and functional categories it argues that the key to L2 as well as L1 acquisition of syntax is the mastery of morphological features and their linking to functional categories It thus supports the availability of UG to the second language learner and the minimalist claim that cross linguistic variation is morpholexical Constructionism the hypothesis of L2A proposed in this account argues for a period of feature underspecification after loss of the L1 value followed by a progressive building of the L2 value through specific constructions

Portraits of the L2 User Vivian Cook, 2002 Portraits of the L2 User treats second language users in their own right rather than as failed native speakers It describes a range of psychological and linguistic approaches to diverse topics about L2 users It thus provides an overview of current second language acquisition theories results and methods seen from a common perspective Jacket **Metalinguistic Performance and Interlinguistic Competence** David Birdsong, 2012-12-06 It is

often assumed that metalinguistic performance e.g. detection of ambiguity judgments of grammaticality straightforwardly reflects linguistic knowledge The inadequacies of such an assumption are explored in this volume which documents the subtleties of the relationship between metalinguistic performance and knowledge of a second language interlinguistic competence from the perspectives of language acquisition theory and cognitive and developmental psychology This thorough and up to date examination of metalinguistic phenomena offers insight to those involved in designing elicitation materials analyzing and interpreting metalinguistic performance data and applying such evidence to descriptions of interlanguage grammars and to second language acquisition theory The book also contributes constructively to the current debate concerning the role of metalinguistic variables in second language acquisition that is how they ultimately affect success or failure in learning a second language **Second-Language Speech** Allan James, Jonathan Leather, 2011-05-03 Language

acquisition is a human endeavor par excellence As children all human beings learn to understand and speak at least one language their mother tongue It is a process that seems to take place without any obvious effort Second language learning particularly among adults causes more difficulty The purpose of this series is to compile a collection of high quality monographs on language acquisition The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and or about language acquisition in specific contexts **Parameter Setting** Thomas

Roeper, Edwin Williams, 2012-12-06 In May 1985 the University of Massachusetts held the first conference on the parameter setting model of grammar and acquisition. The conference was conceived in the belief that there is a new possibility of tightly connecting grammatical studies and language acquisition studies and that this new possibility has grown out of the new generation of ideas about the relation of Universal Grammar to the grammar of particular languages. The papers in this volume are all concerned in one way or another with the parametric model of grammar and with its role in explaining the acquisition of language. Before summarizing the accompanying papers I would like to sketch the intellectual background of these new ideas. It has long been the acknowledged goal of grammatical theorists to explicate the relation between the experience of the child and the knowledge of the adult. Somehow the child selects a unique grammar by assumption compatible with a random partially unreliable sample of some language. In the earliest work in generative grammar starting with Chomsky's *Aspects* and extending to such works as Jackendoff's *Lexicalist Syntax* 1977 the model of this account was the formal evaluation metric accompanied by a general rule writing system. The model of acquisition was the following: the child composed a grammar by writing rules in the rule writing system under the constraint that the rules must be compatible with the data and that the grammar must be the one most highly valued by the evaluation metric. Acquisition of Second

Language Syntax Susan Braidi, 2020-11-25 This book deals with the questions asked about the L2 acquisition process within different research paradigms: examines the results found in each approach and evaluates the contributions of each to our understanding of L2 acquisition of syntax and to possible implications for L2 instruction. **Crosscurrents in Second**

Language Acquisition and Linguistic Theories Thom Huebner, Charles A. Ferguson, 1991-01-01 The term crosscurrent is defined as a current flowing counter to another. This volume represents crosscurrents in second language acquisition and linguistic theory in several respects. First, although the main currents running between linguistics and second language acquisition have traditionally flowed from theory to application, equally important contributions can be made in the other direction as well. Second, although there is a strong tendency in the field of linguistics to see theorists working within formal models of syntax, SLA research can contribute to linguistic theory more broadly defined to include various functional as well as formal models of syntax, theories of phonology, variationist theories of sociolinguistics, etc. These assumptions formed the basis for a conference held at Stanford University during the Linguistic Institute there in the summer of 1987. The conference was organized to update the relation between second language acquisition and linguistic theory. This book contains a selection of mostly revised and updated papers of this conference and two newly written papers. Knowledge and

Language E. Reuland, W. Abraham, 2012-12-06 1 BACKGROUND This volume is one of three which emerged from the Conference on Knowledge and Language held from May 21 to May 25 1989 at the occasion of the 375th anniversary of the University of Groningen. Studying the relation between knowledge and language, one may distinguish two different lines of inquiry: one focussing on language as a body of knowledge, the other on language as a vehicle of knowledge. Approaching

language as a body of knowledge one faces questions concerning its structure and the relation with other types of knowledge One will ask then how language is acquired and to what extent the acquisition of language and the structure of the language faculty model relevant aspects of other cognitive capacities If language is approached as a vehicle for knowledge the question comes up what enables linguistic entities to represent facts about the world To what extent does this rely on conventional aspects of meaning Is it possible for language when used non conventionally as in metaphors to convey intersubjective knowledge If so and it does seem to be the case one may wonder what makes this possible The aim of this conference was to investigate the role of conceptual structure in cognitive processes exploring it from the perspectives of philosophy of language linguistics political philosophy psychology literary theory aesthetics and the philosophy of science The themes of these three volumes reflect the themes of the conference **Universal Grammar and Second Language Acquisition**

Lydia White,1989-01-01 This authoritative textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework Lydia White argues that second language acquisition is constrained by principles and parameters of universal grammar **Georgetown University Round Table on Languages and Linguistics (GURT) 1990: Linguistics, Language Teaching and Language Acquisition**

James E. Alatis,1990-12-01 Knowledge and Language Eric J. Reuland,Werner Abraham,F. R. Ankersmit,1993 Studying the relation between knowledge and language one may distinguish two different lines of inquiry one focussing on language as a body of knowledge the other on language as a vehicle of knowledge Approaching language as a body of knowledge one faces questions concerning its structure and the relation with other types of knowledge One will ask then how language is acquired and to what extent the acquisition of language and the structure of the language faculty model relevant aspects of other cognitive capacities If language is approached as a vehicle for knowledge the question comes up what enables linguistic entities to represent facts about the world To what extent does this rely on conventional aspects of meaning Is it possible for language when used non conventionally as in metaphors to convey intersubjective knowledge If so and it does seem to be the case one may wonder what makes this possible The aim of this conference was to investigate the role of conceptual structure in cognitive processes exploring it from the perspectives of philosophy of language linguistics political philosophy psychology literary theory aesthetics and the philosophy of science Publisher description

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