

Verb Movement Universal Grammar And The Structure Of Ip

The Domain of Syntax explores the consequences for syntax of assuming that language is grounded in cognition and perception. He considers whether this permits a lexicalist approach to syntax that would allow it to dispense not only with structural mutations but with universal grammar itself.

Diese Arbeit wurde mit dem Förderpreis der Landeshauptstadt Salzburg zur Förderung von Kunst, Wissenschaft und Literatur ausgezeichnet. The book addresses the issue of Universal Grammar (UG) and parameter resetting in Second Language (L2) acquisition. The central questions are: what is the initial state of a learner's L2-grammar and does UG play a role in L2-acquisition? Several hypotheses are evaluated and set in relation to four parameters that are suggested to play a central role in UG and language acquisition. Particular focus is put on parametric differences between English and German. For this purpose Austrian learners have been tested on null subjects and adverbial and verb placement. It is shown that the learners transfer the L1-parameter settings into their early English interlanguage grammars. They are then involved in a disrupted process of parameter resetting, which is not guided by UG but proceeds via cognitive processes and learning strategies. Contents: Universal grammar in language acquisition - The pro-drop parameter - Parameterisation of adverbial and adverb placement - The head parameter - A case study with Austrian learners of L2-English.

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.

The Grammar of Raising and Control surveys analyses across a range of theoretical frameworks from Rosenbaum's classic Standard Theory analysis (1967) to current proposals within the Minimalist Program, and provides readers with a critical understanding of these, helping them in the process to develop keen insights into the strengths and weaknesses of syntactic arguments in general. Distills a very successful graduate course in syntax from two prominent figures in the field, covering analyses from a range of theoretical frameworks. Provides readers with an understanding of the various perspectives represented in generative syntax, using a particular class of grammatical constructions as a means of examining the evolution of syntactic theory over the last thirty years. Helps students to develop keen insights into the strengths and weaknesses of syntactic arguments. Includes excerpts from six important works that allow students to familiarize themselves with the original literature while also providing discussion of the theoretical context in which they were written.

This volume, with contributions from distinguished researchers, illustrates the best of recent work in the field of verb movement.

The book addresses some important issues in second language acquisition research, such as access to Universal Grammar, the factors that account for success or failure in L2 learning, as well as parameter (re)setting, within the generative framework. The empirical data against which the research hypothesis is tested come from two main studies: a longitudinal one, involving beginner learners, and an experimental one, with elementary and advanced learners; all subjects are adults learning English in a formal instruction setting, with Romanian as L1. Starting from Chomsky's (2005) account of first language acquisition in terms of three factors, namely genetic endowment, experience and non-linguistic principles, the first chapter of the book explores the question of whether the same three factors may be operating in second language learning. The rest of the book focuses on more specific research issues related to access to Universal Grammar and parameter (re)setting. Since L1 acquisition is defined mainly as the process of parameter setting on the basis of the input, parameter setting is expected to be at the core of L2 learning as well. However, in the literature, it has often been argued that one of the most important differences between L1 and L2 acquisition is related precisely to this process. The parameter which the book focuses on is the split IP parameter (Bobaljik and Thráinsson, 1998), in the case of Romanian L1 learners of English as L2. Romanian is (+ split IP) while English is (- split IP). In this case, the learners would need to move from the positive (+) value of the parameter to the negative (-) one, i.e. from a wider set of property values to a more restrictive one. There are three possible scenarios: (i) the L2 learners set the negative (-) value from the target language from the very beginning, on the basis of input alone; (ii) the learners first transfer the positive (+) value from their L1 and reset this value to the L2 negative (-) one as they progress in acquiring the L2; the final state is L2-like; (iii) the learners first transfer the positive (+) value from their L1 but resetting is impossible; the L2 underlying representations are different from those of native speakers even with advanced speakers, and what may account for final L2 state is parameter learning. These scenarios are explored with the help of the data provided by longitudinal and experimental studies.

Move! A Minimalist Theory of Construal provides an accessible, in-depth and empirically oriented look at Chomsky's Minimalist Program.

Table of contents

This text considers syntactic change from the perspective of generative theory. It explains how diachronic generative theory may be used in the study of linguistic change in different languages & shows how diachronic generative syntax links with the study of first-language acquisition, computational linguistics & sociolinguistics.

This handbook provides a critical guide to the most central proposition in modern linguistics: the notion, generally known as Universal Grammar, that a universal set of structural principles underlies the grammatical diversity of the world's languages. Part I considers the implications of Universal Grammar for philosophy of mind and the philosophy of language, and examines the history of the theory. Part II focuses on linguistic theory, looking at topics such as explanatory adequacy and how phonology and semantics fit into Universal Grammar. Parts III and IV look respectively at the insights derived from UG-inspired research on language acquisition, and at comparative syntax and language typology, while part V considers the evidence for Universal Grammar in phenomena such as creoles, language pathology, and sign language. The book will be a vital reference for linguists, philosophers, and cognitive scientists.

The articles of the present volume consist of generative analyses dealing with several current topics of discussion and debate in syntactic theory, such as clitics, word order, scrambling, directionality, movement. The data in the volume are drawn from a number of typologically diverse languages (e.g. Arabic, Berber, Dutch, Gaelic, Greek, Malagasy).

Philologists aiming to reconstruct the grammar of ancient languages face the problem that the available data always underdetermine grammar, and in the case of gaps, possible mistakes, and idiosyncracies there are no native speakers to consult. The authors of this volume overcome this difficulty by adopting the methodology that a child uses in the course of language acquisition: they interpret the data they have access to in terms of Universal Grammar (more precisely, in terms of a hypothetical model of UG). Their studies, discussing syntactic and morphosyntactic questions of Older Egyptian, Coptic, Sumerian, Akkadian, Biblical Hebrew, Classical Greek, Latin, and Classical Sanskrit, demonstrate that descriptive problems which have proved unsolvable for the traditional, inductive approach can be reduced to the interaction of regular operations and constraints of UG. The proposed analyses also bear on linguistic theory. They provide crucial new data and new generalizations concerning such basic questions of generative syntax as discourse-motivated movement operations, the correlation of movement and agreement, a shift from lexical case marking to structural case marking, the licensing of structural case in infinitival constructions, the structure of coordinate phrases, possessive constructions with an external possessor, and the role of event structure in syntax. In addition to confirming or refuting certain specific hypotheses, they also provide empirical evidence of the perhaps most basic tenet of generative theory, according to which UG is part of the genetic endowment of the human species - i.e., human languages do not "develop" parallel with the development of human civilization. Some of the languages examined in this volume were spoken as much as 5000 years old, still their grammars do not differ in any relevant respect from the grammars of languages spoken today.

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.

Universal Grammar (UG) is a theory of both the fundamental principles for all possible languages and the language faculty in the "initial state" of the human organism. These two volumes approach the study of UG by joint, tightly linked studies of both linguistic theory and human competence for language acquisition. In particular, the volumes collect comparable studies across a number of different languages, carefully analyzed by a wide range of international scholars. The issues surrounding cross-linguistic variation in "Heads, Projections, and Learnability" (Volume 1) and in "Binding, Dependencies, and Learnability" (Volume 2) are arguably the most fundamental in UG. How can principles of grammar be learned by general learning theory? What is biologically programmed in the human species in order to guarantee their learnability? What is the true linguistic representation for these areas of language knowledge? What universals exist across languages? The two volumes summarize the most critical current proposals in each area, and offer both theoretical and empirical evidence bearing on them. Research on first language acquisition and formal learnability theory is placed at the center of debates relative to linguistic theory in each area. The convergence of research across several different disciplines -- linguistics, developmental psychology, and computer science -- represented in these volumes provides a paradigm example of cognitive science.

The Romance Languages document remarkable variations in subject word order in different constructions, and have various restrictions in their occurrence. No consensus has emerged on what the parameters are for such variations. This volume does not attempt to create a consensus, but tries to represent and bring into dialogue the different sides of the debate.

This volume comprises twenty eight papers selected from the widely known work of K.A. Jayaseelan and R. Amritavalli on Dravidian. Collectively, these papers cover the entire area of Dravidian syntax: they range from broad questions such as sentence structure and word order to more particular questions such as the morphological basis of anaphora, the genesis of lexical categories, the morpho-syntax of quantifiers, and the syntax and semantics of questions. Important universalist claims are embedded in these essays; for this reason, this volume will be of interest also to a student of the general theory of syntax. No future discussion of Dravidian (or South Asian) languages is possible without taking into account the insightful analyses set forth in these pages.

This new edition introduces the reader to Noam Chomsky's theory of language by setting the specifics of syntactic analysis in the framework of his general ideas. It explains its fundamental concepts and provides an overview and history of the theory.

This is a collection of essays on the native and non-native acquisition of syntax within the Principles and Parameters framework. In line with current methodology in the study of adult grammars, language acquisition is studied here from a comparative perspective. The unifying theme is the issue of the 'initial state' of grammatical knowledge: For native language, the important controversy is that between the Continuity approach, which holds that Universal Grammar is essentially constant throughout development, and the Maturation approach, which maintains that portions of UG are subject to maturation. For non-native language, the theme of initial states concerns the extent of native-grammar influence. Different views regarding the continuity question are defended in the papers on first language acquisition. Evidence from the acquisition of, inter alia, Bernese, Dutch, English, Finnish, French, German, Icelandic, Italian and Japanese, is brought to bear on issues pertaining to clause structure, null subjects, verb position, negation, Case marking, modality, non-finite sentences, root questions, long-distance questions and scrambling. The views defended on the initial state of (adult) second language acquisition also differ: from complete L1 influence to different versions of partial L1 influence. While the target language is German in these studies, the native language varies: Korean, Spanish and Turkish. Analyses invoke UG principles to account for verb placement, null subjects, verbal morphology and Case marking. Though many issues remain, the volume highlights the growing ties between formal linguistics and language acquisition research. Such an approach provides the foundation for asking the right questions and putting

them to empirical test.

This book deals with syntax in three dimensions: in part I with the history of grammatical theory, in part II with synchronic aspects of Present-Day English, and in part III with diachronic aspects of English. The most prominent linguistic terms and phenomena are discussed in their historical context and are taken up again in the synchronic and diachronic parts. In this way they can be viewed from different perspectives. At the end of each chapter a summary and recommendations for further reading is provided as well as exercises in parts II and III. There is also a webpage for this book with more material, a glossary, and model answers of the exercises. The aims of the book are 1) to provide an introduction to the history of grammatical theory in order to show how and why generative grammar evolved (alongside other theories); in this way, generative grammar is presented in its historical context, and the motivation for the ideas and assumptions of this theory becomes clear; 2) to show that the terms and phenomena discussed are still applicable and interesting today; 3) to investigate phenomena of Present-Day English and their development in the history of English by means of authentic data, and to find explanations for the developmental paths they took by applying theory. This book primarily aims at undergraduate students of English or linguistics who have already acquired some knowledge of syntax and generative syntactic theory. It is also well suited for students specialising in syntax, syntactic theory, and language change. It can further be used as a study aid for final exams.

This outstanding resource for students offers a step-by-step, practical introduction to English syntax and syntactic principles, as developed by Chomsky over the past 15 years. Assuming little or no prior background in syntax, Andrew Radford outlines the core concepts and how they can be used to describe various aspects of English sentence structure. This is an abridged version of Radford's major new textbook *Analysing English Sentences* (also published by Cambridge University Press), and will be welcomed as a handy introduction to current syntactic theory.

In recent years, word order has come to be seen, within a Government Binding/Minimalist framework, as determined by functional as well as lexical categories. Within this framework, functional categories are often seen as present in every language without evidence being available in that language. This book contains arguments that even though Universal Grammar makes functional categories available, the language learner must decide whether or not to incorporate them in his or her grammar. For instance, it is shown that English has one (not two as often assumed) functional category between the complementizer and the Negation, but that languages such as Dutch, Swedish, German and Old and Middle English have none. The title of the book can be seen in terms of the direction current research is taking; it can also be seen in terms of the changes that have taken place in English.

The legendary Greek figure Orpheus was said to have possessed magical powers capable of moving all living and inanimate things through the sound of his lyre and voice. Over time, the Orphic theme has come to indicate the power of music to unsettle, subvert, and ultimately bring down oppressive realities in order to liberate the soul and expand human life without limits. The liberating effect of music has been a particularly important theme in twentieth-century African American literature. The nine original essays in *Black Orpheus* examines the Orphic theme in the fiction of such African American writers as Jean Toomer, Langston Hughes, Claude McKay, James Baldwin, Nathaniel Mackey, Sherley Anne Williams, Ann Petry, Ntozake Shange, Alice Walker, Gayl Jones, and Toni Morrison. The authors discussed in this volume depict music as a mystical, shamanistic, and spiritual power that can miraculously transform the realities of the soul and of the world. Here, the musician uses his or her music as a weapon to shield and protect his or her spirituality. Written by scholars of English, music, women's studies, American studies, cultural theory, and black and Africana studies, the essays in this interdisciplinary collection ultimately explore the thematic, linguistic structural presence of music in twentieth-century African American fiction.

other aspects of developing grammars. And this is, indeed, what the contributions to this volume do. Parameterization of functional categories may, however, be understood in different ways, even if one shares the dual assumptions that substantive elements (verbs, nouns, etc.) are present in all grammars and that X-bar principles are part of the grammatical knowledge available to the child prior to language-specific learning processes. From these assumptions it follows that the child should, from early on, be able to construct projections on the basis of these elements. The role of functional categories, however, may still be interpreted differently. One possibility, first suggested by Radford (1986, 1990) and by Guilfoyle and Noonan (1988), is that children must discover which functional categories (FC) need to be implemented in the grammar of the language they are acquiring. Another possibility, first explored by Hyams (1986), is that a specific category is present in developing grammars but that parameter values are set in a way deviating from the target adult grammar, corresponding, however, to options realized in other adult systems. A third option would be that these categories might be specified differently in developing as opposed to mature grammars. All three are explored in the papers collected in this volume. Before outlining the various hypotheses in more detail, however, I would like briefly to sketch the grammatical context in which the following debate is situated. 2.

This six-volume collection draws together the most significant contributions to morphological theory and analysis which all serious students of morphology should be aware of. By comparing the stances taken by the different schools about the important issues, the reader will be able to judge the merits of each, with the benefit of evidence rather than prejudice.

One of the most hotly debated phenomena in natural language is that of leftward argument scrambling. This book investigates the properties of Hindi-Urdu scrambling to show that it must be analyzed as uniformly a focality-driven XP-adjunction operation. It proposes a novel theory of binding and coreference that not only derives the coreference effects in scrambled constructions, but has important consequences for the proper formulation of binding, crossover, reconstruction, and representational economy in the minimalist program. The book will be of interest not only to specialists in Hindi-Urdu syntax and/or scrambling, but to all students of generative syntax.

Morphosyntax of Verb Movement discusses the phenomenon of Dutch, present in many Germanic languages, that the finite verb is fronted in main clauses but not in embedded clauses. The

theoretical framework adopted is the so-called Minimalist Program of Chomsky (1995), the latest developmental stage of generative grammar. Taking issue with previous analyses, the author argues that phrase structure in Dutch is uniformly head initial, and that the finite verb moves to different positions in subject initial main clauses and in inversion constructions. The book contains lucid and detailed discussion of many theoretical issues in connection with the Minimalist Program, such as the relation between syntax and morphology, the nature of syntactic licensing, and the structure of the functional domain. At the same time, it offers a survey of the properties of Dutch syntax, a discussion of previous analyses of Dutch syntax and a wealth of material from dialects of Dutch and other Germanic languages.

Over the past few decades, the book series *Linguistische Arbeiten* [Linguistic Studies], comprising over 500 volumes, has made a significant contribution to the development of linguistic theory both in Germany and internationally. The series will continue to deliver new impulses for research and maintain the central insight of linguistics that progress can only be made in acquiring new knowledge about human languages both synchronically and diachronically by closely combining empirical and theoretical analyses. To this end, we invite submission of high-quality linguistic studies from all the central areas of general linguistics and the linguistics of individual languages which address topical questions, discuss new data and advance the development of linguistic theory.

This book is the study of two different kinds of variation across the Germanic languages. One involves the position of the finite verb, and the other the possible positions of the "logical" subject in constructions with expletive (or "dummy") subjects. The book applies the theory of Principles-and-Parameters to the study of comparative syntax. Several languages are considered, including less frequently discussed ones like Danish, Faroese, Icelandic, and Yiddish.

The volume assembles eleven articles presenting a linguistic approach to the grammar of German, English and the diachronic forerunners of English. Common to all is a theoretical discussion against the background of Chomskyan minimalism (1993) and more recent developments of it (Kayne 1993, Chomsky 1995), all of which make language typology comparisons an interesting proposition. Some of the articles are critical of certain aspects of these theoretical approaches. For all their claims to descriptive universality, it transpires that they fail to address a number of features specific to German.

This book provides a critical review of the development of generative grammar, both transformational and non-transformational, from the early 1960s to the present, and presents contemporary results in the context of an overall evaluation of recent research in the field. Geoffrey Horrocks compares Chomsky's approach to the study of grammar, culminating in Government and Binding theory, with two other theories which are deliberate reactions to this framework: Generalised Phrase Structure Grammar and Lexical-Functional Grammar. Whilst proponents of all three models regard themselves as generative grammarians, and share many of the same objectives, the differences between them nevertheless account for much of the recent debate in this subject. By presenting these different theories in the context of the issues that unite and divide them, the book highlights the problems which arise in any attempt to establish an adequate theory of grammatical representation.

In this volume the subject of parametrization is addressed from various, though interrelated perspectives, ranging from learnability, the form and nature of parametrization, the role of the interface between morphology and syntax and the parameters of X-bar syntax, to the lexical parametrization hypothesis.

This book proposes that research into generative second language acquisition (GenSLA) can be applied to the language classroom. Assuming that Universal Grammar plays a role in second language development, it explores generalisations from GenSLA research. The book aims to build bridges between the fields of generative second language acquisition, applied linguistics, and language teaching; and it shows how GenSLA is poised to engage with researchers of second language learning outside the generative paradigm. Each chapter of *Universal Grammar and the Second Language Classroom* showcases ways in which GenSLA research can inform language pedagogy. Some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena. Others review existing research findings, discussing how these findings are useful for language pedagogy. All chapters show how generative linguistics can enhance teachers' expertise in language and second language development. "This groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition (GenSLA) and second language pedagogy, by gathering chapters from GenSLA researchers who are interested in the relevance and potential application of their research to second/foreign language teaching. It offers a welcome and thought-provoking contribution to any discussion of the relation between linguistic theory and practice. I recommend it not only for language teachers interested in deepening their understanding of the formal properties of the languages they teach, but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research." Donna Lardiere, Georgetown University, Washington DC, USA

This book develops a minimalist approach to cross-linguistic morphosyntactic variation. Ian Roberts argues that the essential insight of the principles-and-parameters approach to variation can be maintained - albeit in a somewhat different guise - in the context of the minimalist program for linguistic theory. The central idea is to organize the parameters of Universal Grammar (UG) into hierarchies that define the ways in which properties of individually variant categories and features may act in concert. A further leading idea, which is consistent with the overall goal of the minimalist programme to reduce the content of UG, is that the parameter hierarchies are not directly determined by UG, and are instead emergent properties stemming from the interaction of the three factors in language design. Cross-linguistic variation in word order, null subjects, incorporation, verb-movement, case/alignment, *wh*-movement, and negation are all analyzed in the light of this approach. This book represents a significant new contribution to the formal study of cross-linguistic morphosyntactic variation on both the empirical and theoretical levels, and will appeal to researchers and students in all areas of theoretical linguistics and comparative syntax.

Seminar paper from the year 2006 in the subject American Studies - Linguistics, grade: 2,3, University of Cologne, 14 Literaturquellen entries in the bibliography, language: English, abstract: The ability to learn and produce natural language and move beyond the communication of sign and body language is unique to human beings. The acquisition of language is possible since grammar is assumed to be universal. Universal Grammar (UG) defines properties of language itself. CHOMSKY'S theory of grammar is constrained, first, by universal grammatical principles which determine the broad outline of grammar and are generally true and, second, by grammatical parameters which are language-specific dimensions of a particular language and allow crosslinguistic variation. The first doesn't have to be learned since it is part of the innate language faculty; the latter needs to be acquired and is assumed to be linked to individual items in the lexicon (CAPDEVILA I BATET ET AL. 1995, 31). The central task of acquisition is thus the construction of the grammar of the target language, in other words, the setting of parameters, which is also referred to as grammatical learning (versus lexical learning). One of the parameters that needs to be set is the construction of negation. In this paper, I look at the nature and operation of negation (part I) and how children and adults acquire it during their first and second language acquisition process of different languages (parts II and III). Moreover, underlying principles and mechanisms of L1 and L2 acquisition will be discussed and compared. I want to investigate the way in which the principles and parameters of UG (do not) operate over time as the individual's grammar gradually develops and find out if the children's and adults' grammars conform to these. An individual acquiring L1 has to access the innate grammatical principals of UG in the initial state and learn the language-specific grammatical parameters. L1 acquisition is rapid, un

[Copyright: 55e376311b5784a51147e8f9ee822809](#)