Investigations In Universal Grammar A Guide To Experiments On The Acquisition Of Syntax And Semantics Language Speech And Communication

Modern linguistic theory has been based on the promise of explaining how language acquisition can occur so rapidly with such subtlety, and with both surprising uniformity and diversity across languages. This handbook provides a summary and assessment of how far that promise has been fulfilled, exploring core concepts in acquisition theory, including notions of the initial state, parameters, triggering theory, the role of competition and frequency, and many others, across a variety of syntactic topics that have formed the central domains of investigation and debate. These topics are treated from the unique perspective of central actors in each domain who have helped shape the research agenda. The authors have presented a summary of the data, the theories under discussion, and their own best assessments of where each domain stands. Providing as well the agenda for future work in the field showing both particular needs and general directions that should be pursued in the coming decades.

Autism Spectrum Disorder (ASD hereafter) is a neurodevelopmental condition characterized by deficits in communicative and social skills. The vast majority of research on language in ASD has focused on pragmatic difficulties, while less is known about structural aspects of language in this population. Work on syntax and phonology is not only sparse, but the heterogeneity in these grammatical domains has moreover led to conflicting reports that they are either intact or impaired. More remains to be understood about variations in grammatical profiles in ASD, as well as the relation of grammar to other cognitive abilities. The body of research gathered here increases our understanding of the grammatical strengths and weaknesses in ASD. The contributions carefully elucidate the relations between grammar and other areas of cognition, as well as unveil the similarities and differences of grammar in ASD compared to other conditions. The result is a volume that provides new ways to think about language and communication in ASD, and beyond, which should be of interest to both linguists and clinicians.

Translation of Metodika poleyvykh issledovanii.

I Edmund Husserl's Logische Untersuchungen is, by any standard and also by nearly common consent, a great philosophical work. Within the phenom enological movement, it is generally recognised that the breakthrough to pure phenomenology - not merely to eidetic phenomenology, but also to transcendental phenomenology - was first made in these investiga tions. But in the context of philosophy of logic and also of theory of know ledge in general, these investigations took decisive steps forward. Amongst their major achievements generally recognised are of course: the final death-blow to psychologism as a theory of logic in the Prolegomena, a new conception of analyticity which vastly improves upon Kant's, a theory of meaning which is many-sided in scope and widely ramified in its appli cations, a conception of pure logical grammar that eventually became epoch-making, a powerful restatement of the conception of truth in terms of 'evidence' and a theory of knowledge in terms of the dynamic movement from empty intention to graduated fulfillment. There are many other detailed arguments, counter-arguments, conceptual distinctions and phenomenolo gical descriptions which deserve the utmost attention, examination and assimilation on the part of any serious investigator. With the publication of J. N. Findlay's English translation of the Untersuchungen, it is expected that this work will find its proper place in the curriculum of the graduate programs in philosophy in the English speaking world.

Language Development Over the Lifespan is a reference resource for those conducting research on language development and the aging process, and a supplementary textbook for courses in applied linguistics/bilingualism programs that focus on language attrition/aging and adult literacy development in second languages. It offers an integrative approach to language development that examines changes in language over a lifetime, organized by different theoretical perspectives, which are presented by well-known international scholars.

Written by two of the foremost researchers in the field, the book benefits from their insight into conceptual issues, their understanding of experimentation, and their own pioneering research.

This introductory guide to language acquisition research is presented within the framework of Universal Grammar, a theory of the human faculty for language. The authors focus on two experimental techniques for assessing children's linguistic competence: the Elicited Production task, a production task, and the Truth Value Judgment task, a comprehension task. Their methodologies are designed to overcome the numerous obstacles to empirical investigation of children's language competence. They produce research results that are more reproducible and less likely to be dismissed as an artifact of improper experimental procedure. In the first section of the book, the authors examine the fundamental assumptions that guide research in this area; they present both a theory of linguistic competence and a model of language processing. In the following two sections, they discuss in detail their two experimental techniques.

The second edition of Theories in Second Language Acquisition seeks to build on the strengths of the first edition by surveying the major theories currently used in second language acquisition research. This volume is an ideal introductory text for undergraduate and graduate students in SLA and language teaching. Each chapter focuses on a single theory, written by a leading scholar in the field in an easy-to-follow style – a basic foundational description of the theory, relevant data or research models used with this theory, common misunderstandings, and a sample study from the field to show the theory in practice. This text is designed to provide a consistent and coherent presentation for those new to the field who seek basic understanding of theories that underlie contemporary SLA research. Researchers will also find the book useful as a "quick guide" to theoretical work outside their respective domains.

This monograph owes its existence to certain puzzles in universal grammar and the theory of language which led the author to an investigation of word order in Sanskrit and its possible analyses and descriptions. Not unexpectedly, the raw material was found to be too vast for a first-hand treatment even to be attempted. Rather surprisingly, however, its inter pretations by Indian and Western theorists and grammarians turned out to be so greatly at variance, that an analysis of these interpretations seemed rewarding. Accordingly, theoretical issues within the framework of generative grammar had to be faced anew, and alternative solutions suggested them selves. In this connexion the Sanskrit grammarians proved not only in spiring but positively helpful. This book may invite the accusation that it wilfully mixes disciplines. There were alternatives: one could try to write a history of the subject; or construct a merely formal edifice, leaving it to others to test its adequacy; or else one could make the notorious attempt to stick to the facts, which is not only unilluminating but also bound to fail. Any such self-imposed restrictions seemed to conflict with the original intent. And so it was decided not only to make available the results of the investigation into Sanskrit word order, but also to introduce a theory of universal grammar to account for these and other results.

Investigations of the Syntax-Semantics-Pragmatics Interface presents on-going research in Role and Reference Grammar in a number of critical areas of linguistic theory: verb semantics and argument structure, the nature of syntactic categories and syntactic representation, prosody and syntax, information structure and syntax, and the syntax and semantics of complex sentences. In each of these areas there are important results which not only advance the development of the theory, but also contribute to the broader theoretical discussion. In particular, there are analyses of grammatical phenomena such as transitivity in Kabardian, the verb-less numeral quantifier construction in Japanese, and an unusual kind of complex sentence in Wari' (Chapakuran, Brazil) which not only illustrate the descriptive and explanatory power of the theory, but also present interesting challenges to other approaches. In addition, there are papers looking at the implications and applications of Role and Reference Grammar for neurolinguistic research, parsing and automated text analysis.

The topic of variation in language has received considerable attention in the field of general linguistics in recent years. This includes research on linguistic micro-variation that is dependent on fine distinctions in syntax and information structure. However, relatively little work has been done on how this variation is acquired. This book focuses on how different types of variation are expressed in the input and how this is acquired by young children. The collection of papers includes studies of the acquisition of variation in a number of different languages, including English, German, Greek, Italian, Korean, Norwegian, Swiss German, Ukrainian, and American Sign Language. Different kinds of linguistic variation are considered, ranging from pure word order variation to optionally doubly filled COMPs and the resolution of scopal ambiguities. In addition, papers in the volume deal with the extreme case of variation found in bilingual acquisition.

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.

This volume brings together a selection of papers in linguistics presented at the 13th edition of the Conference on British and American Studies. Structured into three chapters, the studies included here are illustrative for the different perspectives, methodologies, and research traditions in the investigation of language-related phenomena. The first chapter, "Language Change and Cross-Linguistic Analysis", is mainly concerned with the external and internal catalysts for language change, and with a number of morphosyntactic and semantic particularities of Romanian, set in contrast with other languages. Aspects related to first or second language learning and language as an instrument of thought form the content of the second chapter, "Language Acquisition, Teaching and Processing". The focus of the final chapter, "Pragmatics, Translation, and the Negotiation of Meaning", is language as an instrument of power and (self-)communication.

This volume contains writings focusing on semantic phenomena and their interpretation in the analysis of the language of a learner. The variety of phenomena that are addressed is substantial: temporal aspect and tense, specificity, quantification, scope, finiteness, focus structure, and focus particles. These phenomena are investigated is many languages. The volume creates a theoretical as well as an empirical bridge between semantic research on the one hand and psycholinguistic acquisition studies on the other.

The Handbook of Descriptive Linguistic Fieldwork is the most comprehensive reference on linguistic fieldwork on the market bringing together all the reader needs to carry out successful linguistic fieldwork. Based on the experiences of two veteran linguistic fieldworkers and advice from more than a twenty active fieldwork researchers, this handbook provides an encyclopedic review of current publications on linguistic fieldwork and surveys past and present approaches and solutions to problems in the field, and the historical, political, and social variables correlating with fieldwork in different areas of the world. The discussion of the ethical dimensions of fieldwork, as well as what constitutes the "typical" linguistic fieldwork setting or consultant is explored from multiple perspectives relevant to fieldwork on every continent. Included is information omitted in most other texts on the subject such as the collection, representation, management, and methods of extracting grammatical information from discourse and conversational data as well as the relationship between questionnaire-based elicitation, text-based elicitation, and philology, and the need for combinations of these methods. The book is useful before, during and after linguistic field trips since it provides extensive practical macro and micro organization and planning fieldwork tips as well as a handy sketch of major typological features for use in linguistic analysis. Comprehensive references are provided at the end of each chapter as resources relevant to the reader's particular interests.

This volume contains a collection of studies that survey recent research in developmental linguistics, illustrating the fruitful interaction between comparative syntax and language acquisition. The contributors each analyse a well defined range of acquisition data, aiming to derive them from primitive differences between child and adult grammar. The book covers cross-linguistic and cross-categorial phenomena, shedding light on major developments in this novel and rapidly growing field. Extensions to second language acquisition and neuropathology are also suggested.

This book provides new insights into the acquisition of functional categories in child language. Operating within the Minimalist Framework (Chomsky 1995) it examines in particular the availability of Determiner Phrases in the grammar of young children acquiring Spanish as a first language. The analysis reveals an interaction in child grammar around the production of bare nominals, proto-determiners and full determiner phrases. Socarrás performs both qualitative and quantitative analyses to point to a link between the development stages children go through, and the occurrence of these elements in their speech. The work goes on to address the language acquisition debate between the continuity and discontinuity hypotheses, aligning the findings with a conclusion on how best to organise the theory.

Is children's language acquisition based on innate linguistic structures or built from cognitive and communicative skills? This book summarises the major theoretical debates in all of the core domains of child language acquisition research (phonology, word-learning, inflectional morphology, syntax and binding) and includes a complete introduction to the two major contrasting theoretical

approaches: generativist and constructivist. For each debate, the predictions of the competing accounts are closely and even-handedly evaluated against the empirical data. The result is an evidence-based review of the central issues in language acquisition research that will constitute a valuable resource for students, teachers, course-builders and researchers alike. Investigations in Universal GrammarA Guide to Experiments on the Acquisition of Syntax and SemanticsMIT Press

Applied Linguistics is a field of academic enquiry that deals with the theoretical and empirical investigation of real issues which focus on language. These issues include aspects of linguistics, first or second language acquisition, literacy, language disorders, foreign language learning and teaching, bilingual education, linguistic discrimination, and language policy, among others. New approaches, new theoretical concepts and new methods are a prerequisite for dealing with particular educational issues, and, as such, this book focuses on the challenges and opportunities that emerge from this. It brings together selected presentations given at the LIF2014 conference, which took place in Antalya, Turkey. The main focus of this event was to reflect the internationality of the English language by drawing academicians, researchers, teachers and educational authorities from all over the world and providing them with the opportunity to exchange an interdisciplinary dialogue on the theoretical as well as purely practical implications of Applied Linguistics and ELT.

Chomsky proposes a reformulation of the theory of transformational generative grammar that takes recent developments in the descriptive analysis of particular languages into account. Beginning in the mid-fifties and emanating largely form MIT, an approach was developed to linguistic theory and to the study of the structure of particular languages that diverges in many respects from modern linguistics. Although this approach is connected to the traditional study of languages, it differs enough in its specific conclusions about the structure and in its specific conclusions about the structure of language to warrant a name, "generative grammar." Various deficiencies have been discovered in the first attempts to formulate a theory of transformational generative grammar and in the descriptive analysis of particular languages that motivated these formulations. At the same time, it has become apparent that these formulations can be extended and deepened.The major purpose of this book is to review these developments and to propose a reformulation of the theory of transformational generative grammar that takes them into account. The emphasis in this study is syntax; semantic and phonological aspects of the language structure are discussed only insofar as they bear on syntactic theory.

Excerpt from The Philosophy of Language: Comprising Universal Grammar, or the Pure Science of Language; And Glossology, or the Historical Relations of Languages The present work was originally composed for the Encyclopaedia Metropolitana, a publication which was designed to have been produced under the editorial care of the late Samuel Taylor Coleridge. That accomplished scholar, distinguished poet, and proiound metaphysician, was unfortunately prevented by ill health, and other adverse circumstances, from carrying the intended editorship into effect. He, however, not only devised the comprehensive plan which was described in the Prospectus of the Encyclopaedia, but furnished the original materials for a general introduction, which his friend, my uncle, Sir John Stoddart, undertook, at the desire of the proprietors, to arrange for publication, in the form in which it eventually appeared. My uncle was led, from this circumstance, to draw up an article on Grammar, which, though hastily executed, in the intervals of a laborious profession, was deemed by Mr. Coleridge not unworthy to occupy a place in the Encyclopaedia. The subject was one which had attracted the author's attention at a very early period. He was educated at the school in the Close of Salisbury, an institution attached to the Cathedral, and of which a Minor Canon, Dr. Skinner, was Master, and the Rev. E. Coleridge (an elder brother of the poet), Under Master. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works."

Research Methods in Sign Language Studies is a landmark work on sign language research, which spans the fields of linguistics, experimental and developmental psychology, brain research, and language assessment. It summarizes all relevant methodologies in sign language research and provides a detailed synopsis of how to do necessary research. In 20 chapters, it examines a broad range of topics, including ethical and political issues, key methodologies, and the collection of linguistic, cognitive, neuroscientific, and neuropsychological data. Each chapter is written by a top researcher on the subject and provides tips and recommendations to improve research quality at all levels. The book is innovative and contemporary in tone and ideology. It encourages readers to approach sign languages from the perspective of diversity rather than disability and is the first volume to bring together work focusing on methodology from both hearing and deaf researchers in sign language studies. Integrating research on sign languages from Europe, Asia, North and South America, and Africa, this is an essential reference for any student or researcher who requires the most comprehensive and up-to-date information in the field.

Collecting the work of linguists, psychologists, neuroscientists, archaeologists, artificial intelligence researchers and philosophers this volume presents a richly varied picture of the nature and function of mental states. Starting from questions about the cognitive capacities of the early hominin homo floresiensis, the essays proceed to the role mental representations play in guiding the behaviour of simple organisms and robots, thence to the question of which features of its environment the human brain represents and the extent to which complex cognitive skills such as language acquisition and comprehension are impaired when the brain lacks certain important neural structures. Other papers explore topics ranging from nativism to the presumed constancy of categorization across signed and spoken languages, from the formal representation of metaphor, actions and vague language to philosophical questions about conceptual schemes and colours. Anyone interested in mental states will find much to reward them in this fine volume.

Volume two in a set of studies founded on the idea that universal grammar is based on - indeed, inseparable from - meaning. The theoretical framework is the natural semantic metalanguage (NSM) approach originated by Anna Wierzbicka and developed in collaboration with Cliff Goddard.

Research Methods in Second Language Acquisition: A Practical Guideis an informative guide to research design and methodology for graduate students and scholars. Each chapter of this volume offers background, step-by-step guidance, and relevant studies to create comprehensive coverage of each method. Includes chapters by expert scholars on an array of topics, including second language writing and reading, meta-analyses, research replication, qualitative data collection and analysis, and more Includes feature boxes in each chapter highlighting relevant research studies, discussion questions and suggested further readings Utilizes research methods and tools from varied

fields of study including education, linguistics, psychology, and sociology

Investigations in Clinical Phonetics and Linguistics is a sequel to the eighth meeting of the International Clinical Phonetics and Linguistics Association, attended by delegates from 26 different countries. This book reflects the scope of the subject area of clinical phonetics and linguistics, the balance of input into it with respect to the different kinds of research being carried on, and the representation of researchers from different parts of the world. Its scope includes the application of all levels of linguistic analysis and the chapters of the book have been ordered as far as possible according to linguistic level, beginning with pragmatics and ending with acoustics. It will be immediately apparent that a greater number of chapters are concerned with applications of phonetics and phonology then with any other levels.

A unique overview of the human language faculty at all levels of organization. Language is not only one of the most complex cognitive functions that we command, it is also the aspect of the mind that makes us uniquely human. Research suggests that the human brain exhibits a language readiness not found in the brains of other species. This volume brings together contributions from a range of fields to examine humans' language capacity from multiple perspectives, analyzing it at genetic, neurobiological, psychological, and linguistic levels. In recent decades, advances in computational modeling, neuroimaging, and genetic sequencing have made possible new approaches to the study of language, and the contributors draw on these developments. The book examines cognitive architectures, investigating the functional organization of the major language skills; learning and development trajectories, summarizing the current understanding of the steps and neurocognitive mechanisms in language processing; evolutionary and other preconditions for communication by means of natural language; computational tools for modeling language; cognitive neuroscientific methods that allow observations of the human brain in action, including fMRI, EEG/MEG, and others; the neural infrastructure of language capacity; the genome's role in building and maintaining the language-ready brain; and insights from studying such language-relevant behaviors in nonhuman animals as birdsong and primate vocalization. Section editors Christian F. Beckmann, Carel ten Cate, Simon E. Fisher, Peter Hagoort, Evan Kidd, Stephen C. Levinson, James M. McQueen, Antje S. Meyer, David Poeppel, Caroline F. Rowland, Constance Scharff, Ivan Toni, Willem Zuidema

Throughout much of the history of linguistics, grammaticality judgments - intuitions about the well-formedness of sentences - have constituted most of the empirical base against which theoretical hypothesis have been tested. Although such judgments often rest on subtle intuitions, there is no systematic methodology for eliciting them, and their apparent instability and unreliability have led many to conclude that they should be abandoned as a source of data. Carson T. Schütze presents here a detailed critical overview of the vast literature on the nature and utility of grammaticality judgments and other linguistic intuitions, and the ways they have been used in linguistic research. He shows how variation in the judgment process can arise from factors such as biological, cognitive, and social differences among subjects, the particular elicitation method used, and extraneous features of the materials being judged. He then assesses the status of judgments as reliable indicators of a speaker's grammar. Integrating substantive and methodological findings, Schütze proposes a model in which grammaticality judgments result from interaction of linguistic competence with general cognitive processes. He argues that this model provides the underpinning for empirical arguments to show that once extragrammatical variance is factored out, universal grammar succumbs to a simpler, more elegant analysis than judgment data initially lead us to expect. Finally, Schütze offers numerous practical suggestions on how to collect better and more useful data. The result is a work of vital importance that will be required reading for linguists, cognitive psychologists, and philosophers of language alike.

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The present work originates in a course given by the authors during the last few years in various university departments and institutions, among which we should like to mention: the Centre de Linguistique Quantitative of the Faculte des Sciences de Paris, created at the instance of the late Professor Favard; the Chaire d'Analyse Numerique of the Faculte des Sciences de Paris (Professor Rene de Possel), curriculum of Troisieme Cycle; the Chaire de Physique Mathematique of the University of Toulouse (Professor M. Laudet), for the degree DiplOme d'Etudes Approfondies in the section "Traitement de l'Information" ; the department 1 of linguistics of the University of Pennsylvania (Professor Z.S. Harris); Institut de Programmation of the Faculte des Sciences de Paris for the troisieme niveau. the courses in the Written for purely didactic purposes, this Introduction to Formal Grammars makes no pretense to any scientific originality. Large portions of it have been borrowed from the fundamental and "classic" works cited in the bibliography, such as that of M. Davis, Computability and Unsolvability [9], and those of N. Chomsky, among others Formal Properties of Grammars [6]. Ineluctably, there are numerous borrowings made during a course, and the authors would like to acknowledge their debt to J. Pitrat for his lectures given in the Centre de Linguistique Quantitative mentioned above, and to M. Nivat for his work in connection 2 and transduction.

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The new experimental evidence presented in The Ups and Downs of Child Language shows that it is possible to extend research on child language to children's semantic competence, adopting the same theoretical framework that has proven useful to the study of children's syntactic competence. Andrea Gualmini investigates the role of entailment relations for child language in a series of interconnected experiments assessing children's negation and their interpretation of words like or, every, and some. Comparing his study to other models of language acquisition and characterizing the observed differences between children and adults, Gualmini asserts that even in the domain of semantic competence there is no reason to assume that child language differs from adult language in ways that would exceed the boundary conditions imposed by Universal Grammar.

How do we understand what we are told, resolve ambiguities, appreciate metaphor and irony, and grasp both explicit and implicit content in verbal communication? This book provides the first comprehensive introduction to an exciting new field in which models of language and meaning are tested and compared using techniques from psycholinguistics.

Over the years, a major strand of Miyagawa's research has been to study how syntax, case marking, and argument structure interact. In particular, Miyagawa's work addresses the nature of the relationship between syntax and argument structure, and how case marking and other phenomena help to elucidate this relationship. In this collection of new and revised pieces, Miyagawa expands and develops new analyses for numeral quantifier stranding, ditransitive constructions, nominative/genitive alternation, "syntactic" analysis of lexical and syntactic causatives, and historical change in the accusative case marking from Old Japanese to Modern Japanese. All of these analyses demonstrate an intimate relation among case marking, argument structure, and word order.

This volume looks at the development of linguistic competence and convergence in second language acquisition by analysing the acquisition of complex syntax by non-native learners of Spanish. It looks at the knowledge that is transferred from the native language and the changes that occur as learners become more proficient. It focuses on a particular class of grammatical constructions that are central to understanding the transition from simple to complex syntax in language development: Control, Raising and Exceptional Case Marking structures. The formal properties of

these constructions have been described extensively in theoretical syntax. This volume presents an empirical study, as well as a comprehensive review of seminal and current theories, that ultimately seeks to bridge the gap between linguistic theory and its applications.

A MICHIGAN TEACHER TRAINING title Teachers are often in the forefront of today's cross-cultural contact, whether in the language classroom or in the K–12 or university/college classroom, but they are not always prepared to handle the various issues that can arise in terms of cross-cultural communication. The intent of this book is to make education in cross-cultural awareness accessible to a broad range of teachers working in a variety of educational settings. Crossing Cultures in the Language Classroom attempts to balance theory and practice for pre-service and in-service teachers in general education programs or in ESL/EFL, bilingual, and foreign language teacher training programs, as well as cross-cultural awareness workshops. This book is unique in that it combines theory with a wide range of experiential activities and projects designed to actively engage users in the process of understanding different aspects of cross-cultural awareness. The goals of the book are to help readers: expand cultural awareness of one's own culture and that of others achieve a deeper understanding of what culture is and the relationship between culture and language acquire the ability to observe behaviors in order to draw conclusions based on observation rather than preconceptions understand and implement observations of cultural similarities and differences develop an attitude of tolerance toward cultural differences and move away from the "single story." The new edition has been thoroughly updated and includes a Suggested Projects section in each chapter. This section provides opportunities for users of the text to explore in greater depth an area and topic of interest. It also includes even more Critical Incidents--brief descriptions of events that depict some element or elements of cultural differences, miscommunication, or culture clash. Critical Incidents develop users' ability to analyze and understand how multiple perspectives of the same situation are rooted in differing culturally influenced beliefs, behaviors, norms of interaction, and worldviews.

This book is a collection of eight articles by leading scholars investigating of the acquisition of English by native speakers of Japanese. It deals with a wide range of topics from the acquisiton of VP structures to functional categories and presents new empirical data. The studies all contribute to our understanding of these topics, and they are of current interest to researchers working on Second Language Acquisition.