

List of tables

 <https://doi.org/10.1075/lald.38.04lis>

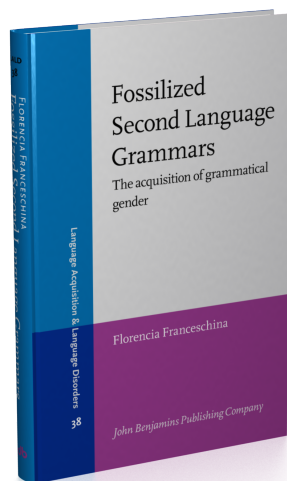
Pages xv–xvii of

Fossilized Second Language Grammars: The acquisition of grammatical gender

Florescia Franceschina

[*Language Acquisition and Language Disorders*, 38]

2005. xxiv, 288 pp.



© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights

List of tables

Chapter 2

- 2.1 Comparison of theories of SLA making different basic assumptions

Chapter 3

- 3.1 Teasing apart the effects of age and previously acquired linguistic knowledge
- 3.2 Empirical evidence compatible with FFFH/(1.5)

Chapter 4

- 4.1 Favoured loci of gender marking (Nichols 1992)
- 4.2 Interaction between gender and inflectional class (Harris 1985:36)
- 4.3 Nominal inflectional class hierarchy (based on Harris 1985:42, 1991:32)
- 4.4 Patterns of inflectional classes allowed in mating pairs (for nouns referring to humans only) based on Harris (1991:38–39)
- 4.5 Sample of singular and plural Spanish determiners
- 4.6 Summary of Bergen's (1978) gender assignment rules for Spanish
- 4.7 Mel'cuk's (1958:15–16) gender assignment rules for Spanish
- 4.8 Developmental milestones in the Rafael corpus (Hernández-Pina 1984)
- 4.9 Gender errors in child L1 and L2 acquisition (from Licerias, Díaz, & Mongeon 2000)
- 4.10 Comparison of Bruhn de Garavito and White's (2000) and Hawkins' (1998) results

Chapter 5

- 5.1 List of variables relevant to the present study
- 5.2 Predictions of hypothesis (1.5)
- 5.3 Subjects' age at the time of the interview and tests
- 5.4 Interviews – Subject information

- 5.5 Comparative chart of experimental tasks used in this study
- 5.6 Experimental tasks plotted against Hawkins' (2001: 22–24) classification of elicitation techniques
- 5.7 Test 1 – Subject information
- 5.8 Variables in Test 1
- 5.9 Test 1 null hypotheses
- 5.10 Test 1 scores – Descriptives
- 5.11 Test 1 scores per L1 group and gender marker type – Descriptives
- 5.12 Test 1 scores per L1 group and word class where gender clues resided – Descriptives
- 5.13 Test 2 – Subject information
- 5.14 Variables in Test 2
- 5.15 Test 2 null hypotheses
- 5.16 Test 2 scores – Descriptives
- 5.17 Test 2 – Errors of commission and omission per L1 group
- 5.18 Test 2 – Distribution of mistakes of commission in the L1 groups
- 5.19 Gender clues in Test 3 items
- 5.20 Key to gender clue notation in Table 31, column 3
- 5.21 Test 3 – Subject information
- 5.22 Variables in Test 3
- 5.23 Test 3 null hypotheses
- 5.24 Overall Test 3 scores – Descriptives
- 5.25 Test 3 scores per L1 group and gender clue combination – Descriptives
- 5.26 Test 3 scores per L1 group and word class where gender clues resided – Descriptives
- 5.27 Test 4 – Subject information
- 5.28 Variables in Test 4
- 5.29 Test 4 null hypotheses
- 5.30 Test 4 – Overall score means – Descriptives
- 5.31 Test 4 scores per L1 group and gender marker type – Descriptives
- 5.32 Test 4 scores per L1 group and gender agreement context – Descriptives
- 5.33 Test 5 – Novel nouns and their syntactic, semantic and morphological clues
- 5.34 Explanation of codes in Table 5.33
- 5.35 Test 5 – Subject information
- 5.36 Masculine agreement responses
- 5.37 Feminine agreement responses
- 5.38 Masculine agreement responses

- 5.39 Feminine agreement responses
- 5.40 Comparison of responses to items with and without semantic clues
- 5.41 Masculine agreement responses
- 5.42 Feminine agreement responses
- 5.43 Test 6 – Overall score means – Descriptives
- 5.44 Comparison of the subjects' performance across all tasks

Chapter 6

- 6.1 Belfast English imperatives in different dialects (Henry 1995, 1997)

Appendix 9

- A9.1 Test 2 scores in masculine, feminine and gender neutral contexts (Factor B) in each L1 group (Factor A) – Descriptives
- A9.2 Test 2 scores for singular and plural contexts (Factor C) per L1 group (Factor A) – Descriptives
- A9.3 Test 2 scores for accusative and dative contexts (Factor D) per L1 group (Factor A) – Descriptives
- A9.4 Test 2 scores in pre- and post-verbal contexts (Factor E) per L1 group (Factor A) – Descriptives
- A9.5 Test 2 scores in vowel-initial and consonant-initial contexts (Factor F) per L1 group (Factor A) – Descriptives
- A9.6 Test 2 – Frequencies of pronouns provided and omitted (Variable G) per L1 group (Variable A)
- A9.7 Test 2 – All mistakes
- A9.8 Summary of statistical results for Test 2