Table of contents



doi https://doi.org/10.1075/lald.6.toc

Pages v-viii of Knowledge of Reflexives in a Second Language **Margaret Thomas** [Language Acquisition and Language Disorders, 6] 1993. x, 234 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



Contents

Ack	Acknowledgments	
List	of Abbreviations	xi
Cha	pter 1 Language acquisition and linguistic theory	1
1.1	Introduction	1
1.2	Language acquisition and linguistic theory	2
	1.2.1 The logical problem of first language acquisition	2
	1.2.2 Second language acquisition and linguistic theory	4
1.3	Debate about the availability of UG to L2 learners	5
	1.3.1 Evidence of access to UG	5
	1.3.2 Evidence of lack of access to UG	11
	1.3.3 Current state of the debate	14
1.4	Three hypotheses about the role of UG in adult L2 acquisition	15
Cha	pter 2 Constraints on the interpretation of anaphors	19
	Introduction	19
2.2	Binding Theory	20
	2.2.1 Why study reflexives?	20
	2.2.2 Binding theory	21
	2.2.3 Cross-linguistic variation	24
	2.2.4 The subset principle	29
2.3	Preferences	30
2.4	Critique of Manzini and Wexler	32
Cha	pter 3 Acquisition of constraints on anaphors	35
3.1	Introduction	35
3.2	Research on L1 learners' knowledge of anaphors	35
	3.2.1 C-command and locality constraints	36
	3.2.2 Constraints on the grammatical roles of antecedents	40
	3.2.3 Summary	41
3.3	Hypotheses A, B, and C and the interpretation of anaphors in L2	42
	3.3.1 Hypothesis A: UG is unavailable	42
	3.3.2 Hypothesis B: UG is available as instantiated in L1	42
	3.3.3 Hypothesis C: UG is fully available	43
3.4	L2 learners' knowledge of anaphors	44
	3.4.1 Early work	44
	3.4.2 Recent work	45

3.5	Unresolved issues	55
	3.5.1 Improving experimental design	55
	3.5.2 Additional aspects of L2 learners' knowledge of anaphora	57
	3.5.3 Do L2 learners set parameters to values not sanctioned by UG?	58
	3.5.4 Summary	61
App	pendix	62
Cha	pter 4 L2 learners' knowledge of English reflexives	67
4.1	Introduction	67
4.2	Subjects	67
	4.2.1 Background information	67
	4.2.2 Exposure to L2	70
4.3	Materials	73
	4.3.1 The placement test	73
	4.3.2 The vocabulary list	74
	4.3.3 The test stimuli	74
	4.3.4 Non-formal considerations in the design of the test stimuli	83
	4.3.5 The comprehension task battery	84
4.4	Procedure	85
	4.4.1 Recruitment of the subjects	85
	4.4.2 The first test session	85
	4.4.3 The second test session	86
	4.4.4 Analysis of the data	89
4.5	Results	91
	4.5.1 Percent of coreference	91
	4.5.2 Validity of the data	101
	4.5.3 Consistency of the data	103
	4.5.4 Early vs. late learners	107
	4.5.5 Summary	107
4.6	Discussion	109
	4.6.1 UG and interpretation of English anaphors by L2 learners	109
	4.6.2 Hypotheses A, B, and C	110
	4.6.3 Unresolved issues	111
App	pendices	112
Cha	apter 5 L2 learners' knowledge of Japanese zibun	115
5.1	Introduction	115
5.2	Subjects	115
	5.2.1 Background information	115
	5.2.2 Exposure to L2	118

CONTENTS INC	••
CONTENTS	V11
COLLECTE	* * * * * * * * * * * * * * * * * * * *

5.3	Materials	120
	5.3.1 The placement test	120
	5.3.2 The vocabulary list	120
	5.3.3 The test stimuli	121
	5.3.4 Non-formal considerations in the design of the test stimuli	124
	5.3.5 The comprehension task battery	127
5.4	Procedure	127
	5.4.1 Recruitment of the subjects	127
	5.4.2 The experimental session	128
	5.4.3 Analysis of the data	129
5.5	Results	132
	5.5.1 Percent of coreference	132
	5.5.2 Validity of the data	138
	5.5.3 Consistency of the data	139
	5.5.4 Summary	141
5.6	Discussion	142
	5.6.1 UG and the interpretation of Japanese zibun by L2 learners	142
	5.6.2 Hypotheses A, B, and C	143
App	pendices	145
Cha	apter 6 Alternative views	151
6.1	Introduction	151
6.2	Reappraisal of Manzini and Wexler	151
6.3	Alternative approaches to the grammar of anaphors	152
	6.3.1 Two sets of proposals	152
	6.3.2 Two common denominators	157
6.4	Acquisition of reflexives under movement hypotheses	158
	6.4.1 Research on L1 acquisition	159
	6.4.2 Research on L2 acquisition	160
6.5	Acquisition of reflexives in L2 revisited	162
	6.5.1 Hypotheses A, B, and C revisited	163
	6.5.2 The data revisited	164
	6.5.3 Discussion	168
Cha	apter 7 Conclusion	173
	Introduction	173
	Second language learners' knowledge of reflexives	173
	7.2.1 Summary of results	173
	7.2.2 Three hypotheses about the interpretation of anaphors in L2	175
	7.2.3 Influence of preferences on the data	181

viii

KNOWLEDGE OF REFLEXIVES

7.3	Implications	182
	7.3.1 Implications for the notion of parameterized binding principles	182
	7.3.2 Implications for research on second language acquisition	183
	7.3.3 Implications for linguistic theory	184
7.4	Future prospects	184
Not	Notes	
Ref	References	
Inde	ex	229