

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

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 than with any other levels.

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 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.

Edmund Husserl's *Logische Untersuchungen* is, by any standard and also by nearly common consent, a great philosophical work. Within the phenomenological 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 investigations. But in the context of philosophy of logic and also of theory of knowledge 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 applications, 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 phenomenological 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.

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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. 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 in 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.

This book focuses on important methodological and theoretical issues in Chinese and Japanese L1 and L2 acquisition. All contributions discuss experiments using the Truth Value Judgment Task (TVJT), on three syntactic and semantic domains, binding, scope interaction, and wh- and logical expressions. The issues in these grammatical domains are particularly well suited for TVJT studies as the task allows for the testing of particular interpretations among alternative representations and reveals children's and adults' understandings of these constructions. The book is a tribute to Stephen Crain's contribution to the field of Chinese and Japanese language acquisition within the framework of Generative Grammar. It is a state-of-the-art collection that offers a picture of cutting-edge research on children's and adult's Chinese and Japanese acquisition. Readers will find the book a rich source of ideas and the starting point of new projects.

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.

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 acquisition 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.

Translation of Metodika polevykh issledovaniy.

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. Examines a broad range of topics, including ethical

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and political issues, key methodologies, and the collection of linguistic, cognitive, neuroscientific, and neuropsychological data Provides tips and recommendations to improve research quality at all levels and encourages readers to approach the field from the perspective of diversity rather than disability Incorporates research on sign languages from Europe, Asia, North and South America, and Africa Brings together top researchers on the subject from around the world, including many who are themselves deaf

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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.

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.

A COMPANION TO CHOMSKY Widely considered to be one of the most important public intellectuals of our time, Noam Chomsky has revolutionized modern linguistics. His thought has had a profound impact upon the philosophy of language, mind, and science, as well as the interdisciplinary field of cognitive science which his work helped to establish. Now, in this new Companion dedicated to his substantial body of work and the range of its influence, an international assembly of prominent linguists, philosophers, and cognitive scientists reflect upon the interdisciplinary reach of Chomsky's intellectual contributions. Balancing theoretical rigor with accessibility to the non-specialist, the Companion is organized into eight sections—including the historical development of Chomsky's theories and the current state of the art, comparison with rival usage-based approaches, and the relation of his generative approach to work on linguistic processing, acquisition, semantics, pragmatics, and philosophy of language. Later chapters address Chomsky's rationalist critique of behaviorism and related - empiricist approaches to psychology, as well as his insistence upon a "Galilean" methodology in cognitive science. Following a brief discussion of the relation of his work in linguistics to his work on political issues, the book concludes with an essay written by Chomsky himself, reflecting on the history and character of his work in his own words. A significant contribution to the study of Chomsky's thought, A Companion to Chomsky is an indispensable resource for philosophers, linguists, psychologists, advanced undergraduate and graduate students, and general readers with interest in Noam Chomsky's intellectual legacy as one of the great thinkers of the twentieth century.

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The second edition of Theories in Second Language Acquisition seeks to build on the strengths of the first edition by surveying the

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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.

Investigations in Universal Grammar A Guide to Experiments on the Acquisition of Syntax and Semantics MIT Press

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 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 most authoritative resource for students and researchers, The Cambridge Handbook of Child Language has been thoroughly updated and extended. Enhancements include new chapters on the acquisition of words, processing deficits in children with specific language impairments, and language in children with Williams syndrome, new authors for the bilingualism and autism chapters, a refocused discourse chapter on written narratives, and a new section on reading and reading disorders, cementing the handbook's position as the best study of the subject available. In a wide-ranging survey, language development is traced from

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prelinguistic infancy to adolescence in typical and atypical contexts; the material is intuitively grouped into six thematic sections, enabling readers to easily find specific in-depth information. With topics as varied as statistical learning, bilingualism, and the neurobiology of reading disorders, this multidisciplinary Handbook is an essential reference for students and researchers in linguistics, psychology, cognitive science, speech pathology, education and anthropology.

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.

In recent decades, a growing number of children have been diagnosed with autism spectrum disorder (ASD), a condition characterized by, among other features, social interaction deficits and language impairment. Yet the precise nature of the disorder's impact on language development is not well understood, in part because of the language variability among children across the autism spectrum. The contributors to this volume — experts in fields ranging from communication disorders to developmental and clinical psychology to linguistics — use innovative techniques to address two broad questions: Is the variability of language development and use in children with ASD a function of the language, such that some linguistic domains are more vulnerable to ASD than others? Or is the variability a function of the individual, such that some characteristics predispose those with ASD to have varying levels of difficulty with language development and use? Contributors investigate these questions across linguistic levels, from lexical semantics and single-clause syntax, to computationally complex phonology and the syntax-pragmatics interface. Authors address both spoken and written domains within the wider context of language acquisition. This timely and broadly accessible volume will be of interest to a broad range of specialists, including linguists, psychologists, sociologists, behavioral neurologists, and cognitive neuroscientists.

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

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Paris for the troisième 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.

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 hypotheses 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.

This volume presents the state of the art of recent research on the acquisition of semantics. Covering topics ranging from infants' initial acquisition of word meaning to the more sophisticated mapping between structure and meaning in the syntax-semantics interface, and the relation between logical content and inferences on language meaning (semantics and pragmatics), the papers in this volume introduce the reader to the variety of ways in which children come to realize that semantic content is encoded in word meaning (for example, in the event semantics of the verbal domain or the scope of logical operators), and at the level of the sentence, which requires the composition of semantic meaning. The authors represent some of the most established and promising researchers in this domain, demonstrating collective expertise in a range of methodologies and topics relevant to the acquisition of semantics. This volume will serve as a valuable resource for students and faculty, and junior and seasoned researchers alike.

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

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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.

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 profound 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](http://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."

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 is a comprehensive linguistic description of Kunbarlang (Gunbalang), a highly endangered polysynthetic language of northern Australia. Kunbarlang belongs to the non-Pama-Nyungan Gunwinyguan language family and is currently spoken by nearly 40 people. This work draws on elicitation and analysis of narratives from the author's original field work (2015--2018), as well as those from previous recordings. The main areas covered are the sound system, morphology, syntax, and aspects of lexical and constructional semantics. Dictated by the polysynthetic structure of the language and the patterns of its use, the principal focus of the work is the analysis of the verbal complex and the interaction between the verb and other constituents of the clause. The analysis strike a balance between taking into consideration the areal and genetic context, being informed by linguistic typology and theory, yet at the same time remaining data-driven and theory-neutral in the way generalisations are stated. Against the Australian and a broader cross-linguistic background, Kunbarlang possesses remarkable features at all levels of its organisation.

Most human beings grow up speaking more than one language; a lot of us also acquire an additional language or languages other than our mother tongue. This Element in the *Second Language Acquisition* series investigates the human capacity to learn additional languages later in life and introduces the seminal processes involved in this acquisition. The authors discuss how to analyze learner data and what the findings tell us about language learning; critically assessing a leading theory of how adults learn a second language: Generative SLA. This theory describes both universal innate knowledge and individual experiences as crucial for language acquisition. This Element makes the

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relevant connections between first and second language acquisition and explores whether they are fundamentally similar processes. Slabakova et al. provide fascinating pedagogical questions that encourage students and teachers to reflect upon the experiences of second language learners.

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 interpretations 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 themselves. 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.

Research Methods in Second Language Acquisition: A Practical Guide is 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

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



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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.

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 from 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.

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-categorical phenomena, shedding light on major developments in this novel and rapidly growing field.

Extensions to second language acquisition and neuropathology are also suggested.

Principles of Grammar and Learning is concerned with the nature of linguistic competence and with the cognitive structures underlying its acquisition and use. During the past several decades many linguists and psychologists have come to the conclusion that genetically determined categories and principles specific to language are needed to account for the form and acquisition of grammatical systems. William O'Grady argues here for quite a different conclusion, proposing that adequate grammars can be constructed from a conceptual base not specific to language. To support this thesis, O'Grady develops a well-articulated, single level, categorial-type grammar that he uses to analyze syntactic categories, extraction, anaphora, extraposition, and quantifier placement in English and other languages. He shows that such grammars can be constructed via general learning strategies from notions such as dependency, adjacency, precedence, and continuity, and that the available acquisition data points to the emergence of the principles he proposes. While exploratory, this book provides one of the few serious attempts to develop a theory of grammar and learning that does not posit faculty-specific innate principles. Principles of Grammar and Learning is an exemplary attempt to bring together issues and data from syntactic theory, language acquisition, and the more general study of the

