

Contents

1	Introduction	1
2	Theoretical and Empirical Accounts of the “Modular Mind”	9
2.1	Historical Background of the Modular Mind	10
2.1.1	The Modular Mind: Many Modules Linked by Interface Mechanisms.	10
2.1.2	The Language Faculty	12
2.1.3	Parallel Architecture Model.	17
2.2	Overview of Linguistic Interface Research: Evidence from Child and Agrammatic Speech.	20
2.2.1	Differentiating Narrow-Syntax and Interface-Syntax	21
2.2.2	Non-target-like Interface-Syntax in Children	27
3	Linguistic Interfaces in Bilingualism Research.	31
3.1	Interface-Syntax in the Grammar of Bilingual Children.	31
3.1.1	Overlapping Structures at the Interface-Syntax	32
3.1.2	CLI at Later Stages of Bilingual Acquisition	35
3.1.3	Language Dominance Effects on the Direction of CLI	37
3.1.4	Role of Input.	38
3.2	Interface-Syntax in the Grammar of L1 Attriters	40
3.3	Interface-Syntax in the Grammar of Near-Native L2 Learners	45
3.3.1	Interface Hypothesis, Version 1: Distinguishing Narrow-Syntax and Interface-Syntax.	45
3.3.2	Interface Hypothesis, Version 2: Differentiating the Internal and External Interfaces.	49
3.3.3	Putting Different Strands of IH Research Together	52

4	Review of Research on Heritage Bilingual Speakers	57
4.1	Characteristics of Heritage Languages and Heritage Speakers . . .	57
4.2	Approaches to Understanding the Grammar of HS	59
4.2.1	Are Heritage Speaker Grammars Incomplete?	60
4.2.2	Is Grammar of Heritage Speakers a Different Type of Grammar?	64
4.2.3	Is the Grammar of Heritage Speakers UG Constrained?	68
4.3	Aims of the Book	71
5	Measuring Animacy Effects on Verb Number Marking: A Semantics-Morphosyntax Interface Phenomenon	75
5.1	Interaction of Animacy and Number Marking Across Languages.	76
5.1.1	Interaction of Animacy and Number Marking	78
5.1.2	Animacy Levels Across Languages	79
5.1.3	Possible Explanations for the Interaction Between Semantic Properties and Morphosyntax.	81
5.2	Factors Interacting with Verb Number in Turkish.	82
5.2.1	Obligatory Non-occurrence of Verb Number Marking	82
5.2.2	Obligatory Occurrence of Verb Number Marking	85
5.2.3	Optional Occurrence of Verb Number Marking	86
5.3	An Experimental Approach	88
5.3.1	Measuring Gradience in Grammar	88
5.3.2	Participants	93
5.3.3	Data Analysis	96
5.4	Effects of Animacy on Optional Verb Number Marking: Testing Monolingual Speakers.	97
5.4.1	Materials.	97
5.4.2	Participants	99
5.4.3	Research Questions	99
5.4.4	Results	100
5.5	Discussion	104
5.6	Conclusions	105
5.7	Effects of Animacy on Optional Verb Number Marking: Testing Bilingual Speakers	105
5.7.1	Participants	105
5.7.2	Research Questions	105
5.7.3	Results	107
5.8	Discussion	111
5.9	Conclusions	114

6	Measuring Effects of Topicality on Verb Number Marking: A Pragmatics-Morphosyntax Interface Phenomenon	115
6.1	Interaction of Discourse Constraints and Verb Number Marking in Turkish	115
6.1.1	Distinctness Motivation on Use of Overt Verb Number Marking	117
6.1.2	Pragmatic Motivation on Use of Overt Verb Number Marking	118
6.2	Information Structural Properties in Turkish	121
6.2.1	Information Structure and the Referential Status of Subject Referents	121
6.2.2	Function of Word Order in Turkish	122
6.3	Interaction of Discourse Constraints and Morphosyntax Across Languages	128
6.3.1	SR Systems Operating on Narrow-Syntax Values	129
6.3.2	SR Systems Operating on Discourse Values	130
6.4	Experimental Design	134
6.4.1	Materials	134
6.4.2	Procedure	138
6.5	Effects of Topicality on Optional Verb Number Marking: Testing Monolingual Speakers	138
6.5.1	Participants	138
6.5.2	Research Questions	139
6.5.3	Results	140
6.6	Discussion	142
6.7	Conclusions	144
6.8	Effects of Topicality on Optional Verb Number Marking: Testing Bilingual Speakers	145
6.8.1	Participants	145
6.8.2	Research Questions	145
6.8.3	Results	146
6.8.4	Comparing Monolingual and Bilingual Results	148
6.9	General Discussion and Conclusions	150
6.10	Conclusions	153
7	Supporting Evidence from Categorical Data	155
7.1	Experimental Design	156
7.1.1	Materials	156
7.1.2	Participants	156
7.1.3	Procedure	156
7.1.4	Data Analysis	157
7.2	Results	157
7.2.1	Analysis of Animacy Levels	157
7.2.2	Analysis of Givenness-Newness Levels	159
7.3	Conclusions	161

- 8 Putting Things into a Frame.** 163
 - 8.1 Some MOGUL Basics 164
 - 8.1.1 The Core Language System and the Conceptual Structure 164
 - 8.1.2 Information Stores, Processors, Interfaces, and Representations 166
 - 8.1.3 Working Memory 169
 - 8.2 First and Second Language Acquisition and Maintenance in MOGUL 172
 - 8.2.1 Acquisition by Processing Theory 172
 - 8.2.2 Second Language Acquisition in MOGUL 173
 - 8.2.3 Attrition by Processing Theory 173
- 9 General Discussion and Conclusions** 177
- Appendix 1: Output Tables** 187
- Appendix 2: Individual Characteristics of Monolingual and Bilingual Participants** 191
- References** 199
- Index** 215



<http://www.springer.com/978-3-319-22990-4>

Competing Structures in the Bilingual Mind
A Psycholinguistic Investigation of Optional Verb
Number Agreement

Bamyacı, E.

2016, XXIV, 222 p. 25 illus. in color., Hardcover

ISBN: 978-3-319-22990-4