Glossary, Further Definitions and Abbreviations

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Accusative</td>
<td>(See Case)</td>
</tr>
<tr>
<td>Adjective/Phrase</td>
<td>A word/category which often denotes states or well being (e.g., happy, sad), and which can often take an adverb suffix {-ly} (e.g., sad&gt;sadly) or prefix {un-} (e.g., unhappy). Adjectives merge with and modify nouns to form adjective phrases (AdjP) (e.g, red shoes, sad boy, little news).</td>
</tr>
<tr>
<td>Adverb/Phrase</td>
<td>A word/category which often denotes manner (e.g., greatly, quickly, softly). Adverbs merge with and modify verbs to form adverb phrases (e.g., softly spoke, quickly ran). In English, most Adverbs end with the suffix {-ly}.</td>
</tr>
<tr>
<td>Affix</td>
<td>A grammatical morpheme which inflects onto a stem and cannot stand alone as an individual word. A Bound morpheme is a morpheme that must attach to a word stem. A Free morpheme, on the other hand, may stand alone as a free word (e.g., the word visit in re-visit is a free morpheme (and hence a word). The {re-} portion of the word is a prefix and thus bound. A prefix attaches at the beginning of the word, an infix to the middle, and a suffix attaches at the end.</td>
</tr>
<tr>
<td>Agreement</td>
<td>When the Person/Number features of a verb match that of its subject: a Verb-to-Subject relationship of grammatical features. For example, the verb like-s projects {s} due to its 3rd person/singular features matched to the subject John (e.g., John likes syntax).</td>
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<tr>
<td>Anaphor</td>
<td>An anaphor is an expression (e.g., himself) which cannot have independent reference, but which must take its reference from an antecedent (e.g., He hurt himself)—where himself refers back to He.</td>
</tr>
<tr>
<td>Argument</td>
<td>The roles played by specific expressions in the semantics of the sentence: e.g., in John hit Mary, the verb hit is said to have two arguments—the agent John and the theme Mary (see Thematic Roles). The verb give usually assigns three arguments as in John gave Mary flowers—Agent John, Goal Mary, and Theme flowers.</td>
</tr>
<tr>
<td>Aspect</td>
<td>The Progressive Aspect rule [Be+Verb+ing] denotes a present tense activity that is not yet completed (i.e., in progress) (e.g., She is studying French). It may however also be used to denote this same ‘incomplete/imperfect’ aspect but in the past tense (e.g., She was studying French).</td>
</tr>
</tbody>
</table>
Sometimes this grammar is referred to as the **imperfective**. The **imperfective** or **progressive participle** {*-ing} is sometimes called the **present participle**. It is interesting to note that in Standard English, it is very common to speak in the present tense by using the present progressive grammar. (In fact, the simple present tense sounds ‘marked’ (i.e., ungrammatical). Consider: ‘Excuse me, I am watching T.V.’ vs. (the marked version) ‘*Excuse me, I watch T.V.’ The latter is the marked or non-standard version. In a sense, modern English speakers have handed over our simple present tense to the progressive aspect. Other examples include e.g., ‘President Bush speaks to congress’, etc. when in fact the president has already spoken (in the past). This form of the present tense often shows-up in what is called **Headlines**e whereby the simple tense is used in the context of past tense—the fact that the action of the verb has already been completed. Also note other examples which seem to use the simple tense via default: 2 and 2 is 4. *John is happy*, etc. (These present verbs of Be (‘is’) seem to transcend tense altogether).

The **Perfect Aspect** rule [Have+Verb+Past Participle] denotes an activity that has been completed (marks perfection): (e.g., *She has studied French*). (See Past Participle). Also, you can think about perfect grammars as having two temporal references (but not two grammatical tense references since only ‘the first verb gets the tense inflection’). In so doing, a present-perfect grammar has the effect of simultaneously having a present (tense) and past (time reference) as in the sentence ‘*John has smoked for twenty years*’ (whereas John still survives to talk about it). As opposed to simply saying ‘*John smoked for twenty years*’, the **Present Perfect** grammar allows you to talk in the present tense about the ongoing smoking done over the **twenty years** (in the past). In relation to this same grammar, the **Past Perfect** then allows you to remove yourself from that same present tense reference point and to speak in totality about it in the past: e.g., ‘*John had smoked for twenty years*’ (whereas John no longer survives to talk about it). Combinations ensue with **Present Perfect Progressives, Perfect/Progressive Passives**, etc. etc. e.g.,

*John has/had been smoking for twenty years. John has been seen by the lung doctor. John is being looked after by the nurse.* And by one stretch of the imagination, consider this convoluted Auxiliary grammar: *Mary [has been being
beaten by her husband] over several years.

**AUXiliary/Modal** A functional word class. The Auxiliaries *Do, Be, Have* and Modals *will/would/can/could/shall/shoudl/may/might/must/ought (to) / (and in some cases) need/dare* trigger Auxiliary inversion for ‘Yes-No Questions’ (e.g., *can/will/should you come?*) and aid in forming ‘Negation’ (e.g. *She can/will/should not come*). The Aux node (part of the MVP) is responsible for housing functional/grammatical features associated with the verb.

**Aux-Inversion** The movement of an Auxiliary or Modal crossing over and positioning in front of the subject (forming an Aux+S order) e.g., *Is he going to the party? > He is going to the party.* (See Movement).

**Associationism** (See Empiricism)

**Behaviorism** An empirical scientific approach which suggests that all knowledge/learning is build-up over time via processes of association and **Stimulus & Response**. A school of thought associated with B.F. Skinner.

**Broca’s area** The left frontal area of the brain which is known to handle abstract computational processes responsible for language.

**C-Command** A structural configuration between to constituents which establishes (higher vs. lower) hierarchical relations:

```
       A
       / \   /   \\
      B   E
     /     /   \\
    C     D   F   G
   /     /         /   \\
  H     I
```

G contains H, I
E contains F, G, H, I
A doesn’t c-command, but is the mother of B, E. (B, E are sisters).
B is the mother of C, D.
F c-commands G, H, I
C-command is an operation on sisterhood.

Thus: A doesn’t c-command because is has no sisters.

B c-commands E, F, G, H, I

C c-commands D and D c-commands C (since they are both sisters).

There is a potential bi-directional command which suggest that a simple merge operation between two sisters can result in two word orders:

(i) \( X(S)VO \) or (ii) \( X(S)OV \)

\[
\begin{array}{ccc}
\text{Y} & \text{Z} & \text{Z} \\
\text{Verb} & \text{Noun} & \text{Noun} & \text{Verb}
\end{array}
\]

In current theory, the **c-command relation** has now replaced the **Spec-Head relation** as the proper **checking relation for AGREement**. This has come about primarily for reasons having to do with **passive constructions** whereby the verb seems to agree with an argument lower down in the tree and not with its superficial subject. For instance, in the sentence *There are likely to be presented many issues*, it seems that the verb *are* agrees with the lower argument (its true subject) *many issues* rather than agree with its spec of head *There*. Such agreement cannot be accounted for by a local Spec-Head agreement. However, if we assume that the verb *are* must look to check its agreement as early as possible in the derivation (even before the explitive *there* emerges) then the only argument found in the derivation would be *many issues*. Furthermore, since *are* is located in a higher position to c-commands *many issues* (as the first potential argument for the verb *are*) a checking relation for AGR can be established.

**CP**

(See complementizer phrase)

**Case**

The forms pronouns take depending on where they sit in the overall sentence structure—e.g., DP-subjects take the Nominative *I/We, You, He/She, They* while DP-objects take the Accusative *Me/Us, You, Him/Her, Them*. Genitive Case includes *my/our/your/his/her/its/their/whose.*
Prepositional Phrases are thought of as being Functional since they require their complements to have an Accusative [-Nom] case marking (= Oblique case).

**Case Licensing**

Under one licensing assumption, a transitive head c-commands an Accusative case, a finite intransitive head c-commands Nominative case. In this respect, a ‘Finiteness Feature’ within the verb may trigger Nominative case of its subject.

**Chomsky, N.**

Noam Chomsky is an MIT Professor of Linguistics and is considered to be the father of modern day linguistics world wide. His work is based on a Cartesian Rationalism and so attributes much of language acquisition to innate language specific principles of thought (viz. a Language Faculty or Language Acquisition Device (LAD)). His most recent interpretations of this LAD have spawn the last two models of his Theory—‘Principles & Parameters Framework’ and ‘The Minimalist Program’.

**Chunking**

The unanalyzable formulaic expression of a bit of language—as in ‘LMNO’ whenever sung as a single chunk as part of the alphabet song. Children may enter into a ‘chunking phase’ of language development—e.g., [I don’t know] or [I want+x]. If so, these chunks are considered non-segmented phonological idioms.

**Clause**

A Clause is defined as an expression that contains a Subject and a Predicate. Finiteness enters into the definition—e.g., where you have two verbs (with Tense/Agreement), you then have two clauses: e.g., John thinks Mary is smoking.

A Subordinate Clause functions as a dependent clause.

**Clitic**

The clitics {n’t} {‘ve} denote items which resembles a word but don’t contain the full phonological structure. For this reason, the word participle is considered bound and must attach to a lexical stem: where can’t {n’t} (= cannot), I’ve {ve} (= I have).

**Competency**

A native speaker’s true underlying knowledge of language. (See Performance).

**Complement**

A term that denotes a specific grammatical function. We say that in a phrase a constituency holds whereby a head word projects along with its comp(lement)—e.g., the VP kissed Mary (cf. John [kissed Mary]) shows Mary as the
DP-object complement of the transitive Verb (Head) *Kiss*.

\[
\text{VP} \quad \text{(Head initial)}
\]

\[
\text{Head} \quad \text{Comp}
\]

\[
\text{kissed} \quad \text{Mary}
\]

**Complementizer**  
A Functional Phrase that sits on top of a TP. The higher CP serves mainly as a host to any *moved element* that has raised upward and crossed over the subject—e.g., *Aux. Inversion, Wh-word movement*, etc.

**Conjunctive**  
Conjunctive Adverbs typically contrast and form opposition: Adverbs e.g., *however, instead, nevertheless, on the contrary, anyway*, etc. *(John spoke; however, no one listened.)* Conjunctive adverbs are usually set off by a semicolon or a period. One may set off conjunctive adverbs with commas if they are inside a clause: e.g., *(Mary, however, would listen).*

**Connectionism**  
An approach which focuses on associative formation and pattern recognition as a viable theory of language acquisition. Such a theory doesn’t need to rely on rule-formation. *(See Behaviorism).*

**Constituent**  
*(see Phrase)*

**Constructivism**  
A theoretical model developed by J. Piaget which suggests that a child’s language development builds outward based upon how the child copes with the surrounding environment. In this sense, the child constructs a language out of more primitive trappings of cognitive development.

**Continuity**  
A language acquisition hypothesis suggesting that the underlying grammars between a child and an adult are essentially the same—hence, there is *continuity*. The differences found in the early stages of child language may amount to little more than specific ‘formal features’ of a fully formed grammar not projecting or being underspecified. This hypothesis would be in opposition to a *Maturational* (structure-building) Hypothesis where it is viewed that a child’s grammar at the *early lexical stage-1*
has yet to fully mature—hence, it is claimed that there is Discontinuity between the child and adult grammars.

**Control Predicates**

A verb like *want* which allows the PRO subject of the infinitive complement to be controlled (to refer back to) by the subject of its matrix clause: e.g., *[John wants [PRO to study syntax]]*. The interpretation is that there is a control feature between that of PRO (of the lower clause) and that of *John* (of the higher clause).

[TP John wants [PRO John-himself] to [VP study syntax]]

(Not showing VP-internal Subject)

This is in opposition to raising predicate verbs like *seem* which disallow the control feature of PRO and rather must instigate full movement of the V–internal subject (*John*) up the tree to TP (as indicated by a trace instead of a Control PRO). Argument Structure and Theta-role Theory plays a factor in determining Control vs. Raising predicates.

[TP John; seems to [VP John; like syntax]]

**Copular Verbs**

The Auxiliary/linking Verb ‘Be’ is termed copular (to link) since it links the DP-subject to the predicate. For instance, in *Mary is a teacher*, *is* is a linking verb that links the DP-subject *Mary* with the DP-object *teacher*.

**Copy Theory**

The theory which suggests that when an item moves, raising up the tree, it does so by leaving a copy of itself behind. This copy is void of any phonology material and so is said to be null.

**Count**

(see Noun)

**Critical Period**

That period of time during which it is said that children acquire their languages effortlessly. There seems to be a window of opportunity in which such acquisition is possible. Some suggest that structural changes which take place within the brain leading up to puberty result in the closing of this critical period.

**D-Feature**

Features embedded within the Determiner: **Definiteness, Case, Person, Number, (Gender)**.
**DP**  (see Determiner Phrase)

**Dangling Modifier**  A modifier that doesn’t correctly refer back to what it is modifying—e.g., *My nail broke while changing the oil.* (A finger-nail cannot change the oil). Very often, altering a sentence from Passive to Active can help clear up such modification errors. The correct usage would be *I broke my nail while (I was) changing the oil.*

**Declarative**  A form of knowledge which can easily be called-up and be ‘declared’ from our working memory—e.g., The fact that one might know how to describe the process of what it takes, step by step, to effectively drive a car. This is in contrast to **procedural knowledge** which is much more tacit and to a large degree subconscious in nature—e.g., The deep seated ability to drive a car without the ability to explain just how it is done.

**Default Case**  In English, the default case is the accusative—e.g, *Me,* in the structure *Who wants icecream, Me!* The nominative case as default here would be ungrammatical—e.g., *Who wants icecream? *I!*

**Definiteness**  A grammatical feature belonging to DPs that mark specificity. Definiteness can influence the agreement spell-out of a verb: e.g., [*-Def A number]* of students *is/are dropping* vs. [*+Def The number]* of students *is/*are dropping.

**Demonstratives**  DP-subject/objects which show or point to the noun: e.g., *this/that/these/those.* Such DPs inherently mark [*+Def]*.

**Dependent Clause**  A clause is said to be Dependent when it cannot logically stand on its own and must seek further information to establish the full meaning: e.g., *While I was driving home.* This clause provides adverbial ‘time’ info but fails to include a subject which must be housed in a main clause.

**Determiner**  A functional word that introduces a Noun—e.g., *A/The/this/that/my/one* etc. Determiners house all functional features relevant to the Noun—e.g., Definiteness, Person, Case, and Number.

**Determiner Phrase**  A functional phrase made up of a Determiner and a Noun (=DP) which hosts both subjects and objects—e.g., *The boy, Those girls, Our teacher, my pen,* etc... DPs come in both subject or object position: DP-subj and DP-obj.
### Derivational
(See Morphology).

### Diagramming
Tree diagramming illustrates what we believe is the real physiological hierarchical / internal structure of the phrase. Using Chomsky’s innate theory, it is believed that the brain makes available all inherent rules of phrase structure which in turn serve as an internal template for the generation of all possible sentences.

### Discontinuity
(See Continuity).

### Di-transitive Verb
Often called Three-place Predicates, this term refers to the fact that certain verbs require two places in its predicate (with one place filling in as subject)—hence, ‘three place predicate’. For example, *John put the book on the table*.

Also see Argument.

### DMM
The Dual Mechanism Model: A brain-to-language computational model which claims there to be two fundamentally different processing routes for language housed in the brain. One route speaks to the process of lexical associationism, such as vocabulary learning and irregular noun/verb formation (see Wernicke’s area) while the other route addresses true rule formation as found in syntax (see Broca’s area). I have described this dual model as a pedagogical device which pins the ideology of Skinner against Chomsky: viz., a Lexical vs. Functional diachotomy (respectively).

### Dysphasia
A general term used to describe language disorders: e.g., Deep Dysphasia is an inability to repeat/read nonsense words, that is they are unable to decode words phonologically. Surface Dysphasics, on the other hand, can indeed decode (even nonsense words) but might mix phonological units between very familiar words—e.g. they might produce *Tac* for the word *Cat*.

Also the terms Deep and Surface Dyslexics are used specific to reading disorders.

### Economy
In ‘Minimalist’ terms, economy is a principle which governs the laws of movement informing the shortest trace-chain possible.

### Edge Properties
In ‘Minimalist’ terms, an ‘Edge’ represents that outer part of the phrase which hosts the Specifier and Head. The
Complement slot would not be part of the Edge.

**Elliptical Clause**
This is a process by which an expression is omitted in order to avoid repetition—e.g., *I’ll go to the party if you will*...(go to the party).

**Empiricism**
The school of thought (best described in the tradition of John Locke) which claims that all knowledge is borne of the senses—i.e., is environmentally determined (cf. Skinner’s **Behaviorism** pace Chomsky’s **Rationalism**).

**Empty Category**
A null or covert element void of any phonological material, but nonetheless present on syntactic grounds. Empty categories are referred to as **PRO** (big pro) when functioning in a finite phrase (e.g. *John wants PRO to win*) or as **pro** (little pro) when serving as a pronoun-drop (as in Spanish/Italian—*(pro Yo) hablo, (pro Io) Parlo*).

**ERP**
Event Related Potential: A brain imaging device which captures electrical activity in the brain in real time as it relates to specific tasks being performed by an individual.

**Explitive**
A filler word or constituent with no inherent semantic (meaningful) content—e.g., *it* or *there* in the sentences *There are just so many beautiful girls* and *Isn’t it lovely*.

**Inflectional**
(see Morphology)

**Faculty of Language**
(FL). In Chomskyan theory, the FL is a ‘species-specific’ module which brings about language, as separate from any form of animal communication.

**Feature Crash**
A syntactic functional crash occurs when two or more features do not match-up in an Agreement relationship—e.g., *She work-ø* endures a feature crash having to do with the absence of the required 3PSing verbal morpheme {-s}.

**Feature Theory**
A grammatical device used to describe particular linguistic properties. A theory which attempts to break down individual words into a ‘bundle’ of subcategorical features. For instance, Mass vs. Count [+/-Count] properties consist of finer grained features having to do with a larger prototype class of Noun.

**Finite**
This grammatical term denotes either a Main Verb or Clause which carries Tense and Agreement features. Subjects of finite verbs receive nominative case.
**fMRI**

**Functional Magnetic Resonance Imaging.** A brain imaging device which shows (moving in real time) language-related brain activity as associated with specific language tasks. fMRIs show how oxygen and blood flow are distributed within specific areas of the brain whenever that neural area is activated, e.g., Broca’s area lights-up whenever rule-based computations are performed.

**Form Class Word**

A word/grammatical category which holds substantive value—e.g., **Nouns, Verbs, Adjectives**. Form class words can change their form (or shape) via inflection, e.g., Verb *dance*: *dance*-s, *danc*-ed, *danc*-ing.

**FOX2**

A specific transcription gene making-up an 80-100 amino acid motif that influences speech and language acquisition. A ‘Forkhead Box’ P2 gene. Disturbance of the FOX2 gene (due to mutation, copying, deletion) has been implicated in **language disorders** involving movement—both motor-skill movement (speech) as well as morpho-syntactic movement (Inflection).

**Frontal Lobe**

The frontal lobe of the cerebral cortex which houses Broca’s area (Left frontal Lobe). The **cerebral cortex** is that outer layer of the brain which is involved in processes such as sensation, perception, cognition and language.

**Generative Grammar**

Chomsky’s term and namesake model suggestive of how the human mind/brain can *generate* via a finite set of rules an infinite amount of language (both creative and error prone).

**Genitive**

(See Case)

**Gerund**

The use of an {ing} verb form which changes verbs into noun—e.g., [ DP [ D The] [N writing]] *went smoothly*. While the word *Write* is a proto-typical verb (of action), it rather denotes here a noun in this {ing} usage as based on its syntactic function—i.e., *writing* is preceded by a determiner: (The something (= writing)).

**Head**

The part of speech word that labels the phrase within an XP. The head has to its right a **Specifier** (Spec) and to its left a **Complement** (Comp). Grammatical features are assumed to be housed in the Head (which is said to ultimately drive movement via a Spec-Head checking
relation. *(Note: The traditional Spec-Head Agreement relation has recently been supplanted by a **c-command** relation. (See c-command)).

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Head-to-Head</strong></td>
<td>Movement as indicated by the raising of an item from a lower head position into a higher head position—e.g., verb movement from head of V to head of T.</td>
</tr>
<tr>
<td><strong>IP</strong></td>
<td>(See Inflectional Phrase). TP (Tense Phrase) is sometimes used in its place.</td>
</tr>
<tr>
<td><strong>Infinitive Verb</strong></td>
<td>There are three [-Fin] verb forms which do not carry tense: ‘to’, ‘ing’ and ‘bare’ verb stems. <em>I like to play</em>. <em>I like playing</em>. <em>I can play</em> (respectively).</td>
</tr>
<tr>
<td><strong>Independent Clause</strong></td>
<td>A clause that may stand on its own—complete with subject and predicate material.</td>
</tr>
<tr>
<td><strong>Inflectional Phrase</strong></td>
<td>A functional phrase which consists of Inflection—i.e., Tense and Agreement.</td>
</tr>
<tr>
<td><strong>Intransitive Verb</strong></td>
<td>(See Transitive).</td>
</tr>
<tr>
<td><strong>Innateness</strong></td>
<td>A Cartesian Rationalist Hypothesis (as advanced by Chomsky’s <em>Cartesian Linguistics</em> (Chomsky 1966) which claims that a fair amount of knowledge must be built-in <em>a priori</em> in order for the child to able to conceive of the appropriate hypotheses about her grammar. <strong>The Innateness Hypothesis</strong>.</td>
</tr>
<tr>
<td><strong>Language Evolution</strong></td>
<td>One idea is that language has ‘adapted’ via natural selection from more primitive communicative niches—i.e, gesture, cries, etc.. A Darwian explanation for language evoluation. (See Pinker &amp; Bloom: 1990).</td>
</tr>
<tr>
<td><strong>Learnability Problem</strong></td>
<td>A Cartesian problem of how one goes about learning a formal system without sufficient positive evidence leading to the nature of the system. ‘Meno’s Paradox’. The problem leads to theories of innateness.</td>
</tr>
<tr>
<td><strong>Lexical Category</strong></td>
<td>The lexical category is made up of substantive Nouns/Verbs/Adjectives/Adverbs. This category is void of any Functional Inflection. (Also see Form Class Words).</td>
</tr>
<tr>
<td><strong>Linking Verb</strong></td>
<td>(see Copular verbs)</td>
</tr>
</tbody>
</table>
**Functional Category**
The Functional category is made up of abstract/grammatical Determiners & Auxiliary/Modals—e.g., Main verbs which take Inflection (IP/TP) and Nouns that take Inflection (DP).

**Mass**
(See Noun, Noun-Count Noun).

**Merge**
**External Movement.** A simple binary operation in which two constituents combine to form a single larger constituent (merger). This form of movement is distinct from **Move** which is an internal movement as indicated by PRO, trace.

**Minimalist Program**
A Theory of Grammar proposed by Chomsky (1995) whose underlying principle is that grammar should be described in a minimal way without an over-bearing of theoretical rules and procedures. A theory of grammar described as having both an economical and optimal design. (See Feature Theory).

**Missing Feature**
An account of language impairment whereby the functional aspects of language do not correctly spell-out the grammatical features—e.g., D-feature and Aux-features may be missing leading to SLI and other forms of language impairment.

**Morphology**
**Inflectional morphology** is a grammatical process by which Inflections of Tense {-s}, {-ed} as well Case/Agreement is borne of a functional node (node = tree branch) and delivered onto a lexical stem—hence changing the form of a word. Only form (lexical) words can take on inflection.

**Derivational morphology** is a grammatical process by which a class of word may change its meaning or part of speech—e.g., from noun to adjective as child > childish, or from a verb to a noun as in teach > teacher (where the bound morpheme {-er} derives some semantic meaning, i.e., ‘a person who performs the act of the verb’). Inflectional morphology is more akin to abstract functional grammar (Chomsky’s rule-driven nature) whereas Derivational morphology may be more akin to lexical learning (Skinner’s association nature).

**Move**
**Internal movement.** The overt/covert raising of elements which leaves a trace behind. **Head-to-Head movement.**

**Movement**
The syntactic process by which a functional element, phrase or clause detaches from its based generated position and
moves to a higher position within the tree. (See Aux-inversion, Wh-movement, PP-Fronting).

Nativism

The school of thought as proposed by Chomsky which suggests that some amount of ‘innate’ knowledge is a prerequisite to language acquisition. As opposed to strong empirical traditions.

Nominative

(see Case)

Noun

A category of a word which typically denotes an entity (person/place/thing). The classic defining aspect of Nouns is that they are countable [+Count]—i.e., they take on Number: N+{s} = Plural. However, there is a class of Nouns called Mass Nouns which don’t take the plural {s}—e.g., furniture/sand etc. Note how the word [News] takes on an {s} only via lexicalization (or chunking) and not via inflectional morphology of number (Plural) since the noun ‘news’ maintains its inherent singular number feature as seen in Subject-Verb agreement—e.g., The news is/*are bad.

Object Permanence

The ability to hold an image or thought of a given object in one’s mind over a length of time and without recourse to the reinforcement of direct and/or constant environmental feedback.

Oblique Case

In English, any default case that is typically not Nominative. Oblique case shows up as the default Accusative case in English (e.g., I want to go [PP with him]. I gave the flowers [PP ‘to’ Mary], etc.). It is said that Mary receives Oblique case (= her). Oblique case is traditionally assigned by a preposition.

Operator (OP)

Operator (grammatical) words (‘wh’-words, negative elements ‘not’) are said to occupy CP and thus have scope over the IP. OP sometimes surfaces as a Null operator for the binding of antecedent properties between CP and IP (e.g., in ‘That clause’ constructions).

Over-regularziation

The ability of young children (starting at around 30 months of age or a functional stage-2) to apply analogical patterns of rule-formation to otherwise irregular words: e.g., *foots/tooths/drawed/breaked/goed/wented.

Past Participle

The functional verb inflections {ed} and {en} having to do with the Perfect and Passive Grammars—e.g., I have/had
studied/walked vs. I have/had spoken/written vs. I have/had been tested/seen.

Passive (See Voice).

Perfect (See Aspect).

Performance Outside a speaker’s true competency is the issue of one’s Performance—i.e., how language gets actually utilized in specific environments (e.g., drunkeness, sleep deprivation, etc.). The performance-level of a speaker’s language in no way translates into the speaker’s competency-level.

Person A grammatical feature having to do with DP/pronouns—first person (I), second (you), and third person (He/She/it).

PF Phonological Form. A separate module of the Faculty of Language (FL) which spells-out the phonological component of language.

Phoneme The smallest meaningful unit of sound. Sounds which can form Minimal Pairs in a given language.

Phonology The systematic study of the sounds of language.

Phase Chomsky has recently proposed that syntactic structures are build-up of reduced propositional phases (vP and CP) and that once a phase has been created via Merge, it quickly transfers to PF, LF. The reduced nature of the phase is suggested here due to constraints on Working Memory.

Phrase An expression larger than a word—A structural unit. A phrase such as a DP is said to hold its Constituency (hold together) in the face of movement—e.g., Mary likes [DP which films] = Which films does Mary like? vs. *Which does Mary like films?

Pidgin A form of reduced speech spoken by a second language learner. Pidgin languages tend to exhibit pure lexical categories at the expense of functional categories.

Post-position As in Japanese where what would be viewed as a preposition (positioning before a DP in English, e.g., on Tuesday) is position after the DP—hence, post-position (e.g., Tuesday on).

Poverty of Stimulus An argument showing that there is not sufficient material in the input to allow a child to generate the appropriate
hypotheses leading to a target grammar. (See Innateness Theory).

**PP**
(See Prepositional Phrase).

**PP-fronting**
The movement of a Prepositional phrase from the back to the front of a sentence for purposes of focus—e.g.,

‘In the beginning, God created the word in the beginning’.

**PPT**
**Principles & Parameters Theory.** Chomsky’s 1981 work showing how language is to be defined by how languages select to set a handful of parameters—e.g., [+/- Head initial] as determining word order, etc.

**Predicate**
The full range of argument material of a sentence that follows the subject. The predicate includes the Finite verb along with any of its arguments.

**Prepositional Phrase**
A functional phrase headed by any of the class of prepositions which also must introduce a DP—e.g., *in the park, between you and me, under the stars,* etc...

**Pro**
(Little pro). A covert/null case Pronoun. E.g, in the imperative structure ‘Close the door, please!’ The implied subject pronoun (you) is said to be a null (empty) pro—similar to what we find in pro-drop languages. Other instances of pro-drop are found in ‘pro-drop languages’ such as Spanish *(yo) habl-o (= (I) speak)* and in Italian *(io) parl-o (= (I) speak)* where in both cases the pro(nouns) *(Yo/lo)* drop.

**PRO**
(Big PRO). A covert pronoun when situated e.g., as a subject of an infinitive clause—‘I want PROi to study syntax’ where PRO coindexes back to the pronoun ‘I’.

**Procedural**
(See Declarative).

**Pro-drop**
The grammatical act of deleting a subject pronoun in a sentence. (Spanish and Italian are pro-drop languages.)

**Progressive**
(see Aspect)

**Pronominal**
‘Mine’ is considered as a [+Gen] **Pronominal** (and not a Determiner) since it serves as a pronoun/DP—e.g., ‘this is mine’ (= *my book* vs. *Mine book*). The [+Gen] Determiner *My*, on the other hand, is **Prenominal** since it introduces
(comes before) a Noun (my book).

**Pronoun**  
A functional word that serves in place of a Noun—e.g., He (for John), She (for Mary), it (for book) etc. Pronouns are characterized as DPs since they house all appropriate functional features for the Noun. The Relative pronouns—(who/that/which) (e.g., He is someone who likes syntax) where ‘who’ relates back to the subject ‘He’.

**Questions**  
(see Yes-No question, Wh-question)

**Raising**  
(See Control Predicates)

**Relative pronoun**  
(see Pronoun)

**Sally Experiment**  
An experiment which attempts to demonstrate the dual model processing between lexical word learning (cf. Skinner) and Rule-driven grammar (cf. Chomsky). Another nice example of this dual model at work is my very own production of a wrongly placed plural inflection +{s} in the following utterance—e.g.,

*What about taco-Ø tonight+s?* Where the plural +{s} was supposed to inflect on the noun ‘taco’, but because of processing difficulties (I was tired), got delayed and placed onto the end word ‘tonight’ instead. This example, like that of the ‘wugs-test’, can be accounted for nicely by a dual processing model and cannot be accounted for by piece-meal lexical/inflectional learning in the way of rote-memorized chunks (pace Skinner).

**Shortest Move**  
In Minimalist terms, a principle which suggests that whenever an item raises upward, it must land at the nearest possible host. This is a principle of economy.

**Skinner, B.F.**  
A 20th century behavioral scientist who sought to re-emphasize the scope of associative powers wielded by the human mind. An empirical behavioralist who is best known for Reflex Theories such as *Stimulus & Response*, Operant Behavior, Reinforcement and Conditioning. Skinner sought to use such theories as a means to explain language acquisition. **The Skinner vs. Chomsky Debate.**

**SLI**  
Specific Language Impairment—a language specific impairment which leaves all other cognitive development intact. Theories suggest that specific genes such as *FOX2*
which control the language module may be affected in causing SLI symptoms which usually manifest in male children. (See FOX2).

**Small Clause**  
A clause that neither involves (i) Nominative case nor a Finite verb—e.g., I saw [Him swim in the lake.] Children at their lexical/stage-1 often speak in such ‘small-clause’ style: *Him do it. Me want drink, etc.* (cf. Radford, 1990).

**Spec-to-Spec**  
Movement indicated by the raising of an item from a lower specifier position into a higher spec position.

**Structure Building**  
A *Discontinuity Hypothesis*. A child language acquisition account as proposed by Andrew Radford (1990) and others who suggests that young children have a *Discontinuity of Grammar* from that of adults and that the more formal aspects of a child’s grammar must ‘build-up’ over time as a result of a biologically determined maturational scheduling. (The maturational development of *Broca’s area.*)

As opposed to the *Continuity Hypothesis*.

**Structure Class**  
A functional word such as a *Determiner* or an *Auxiliary* that is mainly involved with grammatical structure. Structure class words cannot take inflection (unlike *Form Class words*).

**Sub-category**  
Specific bundles of features which make-up a word/category. For instance, the [+/-Def] feature pertains to the Noun class.

**Subject**  
The topic of a given proposition or the entity performing the action of the verb—e.g., in *John kissed Mary*, ‘John’ is the subject of the sentence.

**Suppletion**  
Suppletive forms refer to inflected morphemes in which the regular inflectional rule does not apply, e.g., *went* as past tense of *go*, or where the Spanish determiners *La* vs. *Las* paradigm has been lost, no longer applying to *Lo* vs. *Los*.

**SVO**  
The English *Word Order* is SVO—e.g., *John kissed Mary* where *John* = subject, *kissed* = verb, and *Mary* = object. This word order is said to be generated by the *Head Initial Parameter* in English—where Heads must come first before their Complements. (See Complement).

**Syntax**  
The study of how words are stung together to form larger
units of phrases, clauses and sentences.

**Temporal Lobe**

That region of the brain right above the ear. This region houses Wernicke’s area which is responsible for associative-(Skinner)-related phenomena such as word retrieval, lexical learning, and memorization. Our lexical items are said to be stored in the temporal lobe while our rule-formations are said to be stored in the Frontal Lobe. (See DMM).

**Tense**

A grammatical marker of time. Finite verbs show a binary distinction between present and past [+/-Past]. The rule in grammar is that the first verb gets the time (tense)—meaning that any verb that follows the Main Verb must project as a Non-finite verb.

**Vowel Change** is an irregular formation of Tense—e.g., sing>sang>sung, speak>spoke, run>ran.

**Thematic Roles**

**Theme** (Patient) = entity undergoing effects of action:

(\textit{Mary fell over}) (John hit \textit{Mary})

**Agent** = instigator of some action:

(\textit{John killed Mary}) (\textit{John hit Mary})

**Experiencer** = entity experiencing a psychological state:

(\textit{Mary felt sad})

**Recipient** = entity receiving some entity:

(\textit{Mary gave John a gift})

**Goal** = entity towards which something moves:

(\textit{Mary went home})

**Topicalization** When an element is moved into a front position for focus. (See also Movement, PP-fronting.)

**Trace** As a result of some movement, a trace [t] recovers the place from which an element was moved.

**Transitive Verb** A verb which requires in its complement position one or multiple objects. A verb is said to be transitive if it checks
objective case [-Nom]. Conversely, Verbs are Intransitive (not transitive) if they don’t require an Object for its complement.

**Universal Grammar**  
The (language) computational system of fixed *principles* and variable *parameter settings* which form the universal condition that makes language for all humans possible.

**Verb**  
A Lexical category/word (which states an *action* or *state* of being) and which has the morphological properties that it can carry a range of Tense/participle inflections—{s}, {ed}, {ing}, {en}.

**Verb Phrase**  
A phrase that has as its head a verb—e.g., *Mary can/should [VP speak French]*.

**Verb Stem**  
The lexical root of a verb void of any inflection—e.g., *talk, walk, write*, etc., as found listed in a dictionary.

**Voice**  
*Active*: when the subject of the action is topicalized—e.g., *(John kissed Mary)*

*Passive*: when the object of the action is topicalized—e.g., *(Mary was kissed by John)*

**Vowel Change**  
(see Tense)

**Wernicke’s area**  
That area of the brain located in the temporal lobe which stores memory-based aspects of language.

**Wh-movement**  
A syntactic operation by which a ‘wh-element or ‘wh-phrase’ moves from the (back) object position of a sentence to the (front) subject position—e.g., *John bought his car where? => Where did John buy his car?*

**Wh-word**  
*What/where/who/when/why/which/how*, all of which generate a ‘wh-question’—e.g., *What are you doing?*

**Working Memory**  
(WM) A ‘memory-based’ on-line processing which allows for both conscious and subconscious reasoning. A cognitive capacity. For example, a ‘bottle-neck’ of working memory could in some way impact cognitive capacity. (See Phase).

Chomsky has recently claimed that it is due to a limit of WM that language must proceed to be ‘spelled-out’ one phase at a time.

**Wugs Test**  
A test performed by J. Berko (1958) illustrating that young
children have productive means of generating **rule-based morphology** to nonsense words—*pace* B.F. Skinner’s associative style of grammar learning which relied on ‘input-output’ schemes for such morphology. The fact that children are able to be productive and apply e.g., past tense {ed} to words they have never encountered before suggests that the children are using a true rule-based scheme.

**Yes-No Question**

A question operation by which an ‘Auxiliary/modal’ inverts which in turn triggers a ‘yes/no’ response to the question—e.g., *Are you going? Have you seen Mary?* (=Yes/No!).

**Zero Allomorph**

{ø} A Null or empty category that provides no phonological material though may have syntactic relevance—i.e., a place holder to preserve the features of a functional phrase.