Contents

Al	bbrev	iations	xiii		
1	Introduction				
1	100000000000000000000000000000000000000	Introduction	1		
		Spoken and written language in linguistics	4		
	1.2	The data	6		
	1.5	1.3.1 Data from English, German, and Russian	7		
		1.3.2 Adequacy of the data	10		
	1.4	Genres: dimensions, individuals, and education	14		
	1.5	Spontaneous spoken language	22		
2	Sen	tences and Clauses	28		
	2.1	Introduction	28		
	2.2	Sentences in spontaneous spoken language: an overview	29		
	Same of the same	Sentences in spoken texts	32		
	2.4	Text-sentences in spoken language	34		
		2.4.1 Intonational criteria	34		
		2.4.2 Intuitions about sentences in spoken language	35		
		2.4.3 The sentence: a changing concept	41		
	2.5	The sentence as a unit of analysis	46		
		2.5.1 Sentences and clauses in spontaneous dialogue	46		
		2.5.2 Sentences and syntactic analysis	49		
		2.5.3 Sentences, clauses, and distribution	56		
		2.5.4 Spoken language with fragmented syntax	58		
	~ -	2.5.5 Fragmented syntax in spoken Russian	61		
	2.6	Conclusion	71		
3	-	uses: Type, Combination, and Integration	72		
	3.1	Introduction	72		
	3.2	Clauses			
		3.2.1 Definition of clause	76		
	22	3.2.2 Clauses and situations	78 79		
		3.3 Constraints on complexity in spontaneous spoken language			
	2.4	Main and subordinate clauses	80		
		3.4.1 Finite constructions missing from the corpus of	01		
		3.4.2 Non-finite constructions missing from the corpus of	81		
		spoken language	85		
		SPORULI LALIE CARE	00		

X	Cor	ntents		
		3.4.3 Passives	0.	
		3.4.4 Proportion of main and subordinate clauses	88	
	35	Form and function: when a subordinate clause is not a	89	
	5.5	subordinate clause	0	
		3.5.1 English	94	
		3.5.2 Spoken Russian	94	
	36	Order of main clause and subordinate clause	95	
		WH constructions	100	
	5.1	3.7.1 Relative clauses	104	
		3.7.1 Relative clauses 3.7.2 WH clefts	105	
			120	
	20	3.7.3 Headless relative clauses in Russian	130	
	3.8	Conclusion	132	
4	No	un Phrases: Complexity and Configuration	12	
-	1		133	
	4.1	Introduction	133	
	4.2	Complexity of noun phrases	135	
		4.2.1 Noun phrases in written English	135	
		4.2.2 Noun phrases in spontaneous speech	139	
	4.3	Spontaneous spoken English	143	
		4.3.1 The data and its coding	143	
		4.3.2 The spontaneous spoken narrative	14:	
		4.3.3 Extract from spontaneous conversation	153	
		4.3.4 A newspaper text	153	
	4.4	Spoken and written Russian	159	
		4.4.1 Russian conversation and Russian newspaper text	160	
46		4.4.2 Split noun phrases	164	
	4.5	Noun phrases in spoken German	169	
		Split NPs: a problem for constituent structure	170	
		4.6.1 'Split' NPs in Russian	17	
		4.6.2 'Split' NPs in Australian languages	180	
	47	Theoretical implications	182	
	***	4.7.1 Configurational languages and spoken language	182	
		4.7.2 Scrambling and 'split' NPs	18:	
		4.7.3 Functional constituents as heads	180	
		4.7.5 I unctional constituents as meads	100	
5	Foc	eus Constructions	190	
	5.1	Introduction		
	5.2		19	
		5.2.1 Focus (1)	19:	
		5.2.2 Deixis	194	
		5.2.3 Theme and thematization	19:	
		5.2.4 Given and new information	19:	
	5.3	Results	190	
			19	
	5.4	Focus (2)	190	

			Contents	xi
	5.4.1	Overview	achorail.	198
	5.4.2	Halliday		198
	5.4.3	Chafe: components of contrastiveness		200
	5.4.4	Dik: extended notion of focus		200
	5.4.5	Vallduví		202
	5.4.6	Grosz and Sidner: focus space and transition		202
5.5	Macro	- and micro-focus		203
3.5	5.5.1	A text schema		203
	5.5.2	Transitions and contrasts		205
	5.5.3	Macro- and micro-focus in a spoken Russian to	ext	206
5.6	Given		E 5	209
5.0	5.6.1	Ellipsis		209
	5.6.2	Ellipsis in Russian		212
5.7		ghting devices		229
	5.7.1	Knowledge stores and focus spaces: highlightin	g	
		entities		230
	5.7.2	Existential and existential-possessive construction	ons	230
	5.7.3	New entities in written texts		231
	5.7.4	New entities in the Map Task dialogues		232
	5.7.5	SEE and KNOW		233
	5.7.6	Highlighting constructions in German		236
	5.7.7	NP-Clause		237
	5.7.8	Highlighting new propositions		242
5.8	Russia	n word order		259
5.9	Conclu	usion		262
_	-			260
Foc	us Con	structions: Clefts and like		263
6.1	Introd			263
6.2	An ov	erview of the clefts		263
	6.2.1	Cleft types		263
	6.2.2	The main points in the analysis		264
	6.2.3	Distribution of clefts in the data		265
	6.2.4	Theoretical preliminaries		267
	6.2.5	RWH clefts		274
	6.2.6	WH clefts		291
	6.2.7	IT clefts		300
	6.2.8	Conclusions		305
6.3	LIKE			306
	6.3.1	Previous accounts of LIKE		307
	6.3.2	Why LIKE is not a pause filler		312
	6.3.3	Non-contrastive focus		315
		LIKE as a non-contrastive focuser		317
	- Mr. Mar.	LIKE in the spontaneous conversations		328
	6.3.6	Conclusion		334

W 11	COLUMN TO SERVICE ASSESSMENT	1734	TOV	2 2 2

8 Written Language, First Language Acquisition, and Education 8.1 Introduction 3.73 8.2 Chomsky's theory of language acquisition 3.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript 373 373 375 375 376 376 376 377 377 378 378 378 378 379 379 379 379 379 379 379 379 379 379	7	Historical Linguistics and Typology					
7.2 Historical Linguistics 7.3 Typology 7.3.1 English conditional constructions 7.3.2 Participles and gerund 7.3.3 Negation 7.3.4 Relative clauses 7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 338 349 340 340 341 340 341 342 343 344 345 345 346 347 347 348 349 349 349 349 349 349 349		7.1	Introd	luction	335		
7.3.1 English conditional constructions 7.3.2 Participles and gerund 7.3.3 Negation 7.3.4 Relative clauses 7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 338 349 340 340 341 347 348 349 349 349 349 349 349 349		7.2	Histor	rical Linguistics	1, 200		
7.3.1 English conditional constructions 7.3.2 Participles and gerund 7.3.3 Negation 7.3.4 Relative clauses 7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 338 340 340 341 342 343 344 345 346 347 347 348 349 349 340 340 341 341 342 344 345 346 347 347 348 349 349 340 340 341 341 344 345 346 347 347 348 349 349 340 340 341 341 342 344 345 346 347 347 348 349 349 340 340 340 340 340 341 341 342 344 345 346 347 348 348 349 349 340 340 340 340 341 341 342 344 345 346 347 348 348 348 349 349 340 340 340 340 341 341 342 344 345 346 347 347 348 349 349 340 340 340 340 340 340		7.3	Typol	ogy	25 0100		
7.3.2 Participles and gerund 7.3.3 Negation 7.3.4 Relative clauses 7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 340 341 342 343 344 345 346 347 348 349 349 340 340 341 341 342 344 345 344 345 346 347 348 349 340 340 341 341 342 344 345 346 347 348 349 349 340 340 341 341 341 342 344 345 346 347 348 349 349 340 340 341 341 342 344 345 346 347 348 349 349 340 340 341 341 342 344 345 346 347 348 349 349 340 340 341 341 342 344 345 346 347 348 349 349 340 340 341 341 342 344 345 346 347 348 349 349 340 340 341 341 342 344 345 346 347 348 349 349 340 340 340 341 341 342 344 345 346 347 348 349 349 340 340 340 341 341 342 344 345 346 347 348 349 349 340 340 340 340 340 340			7.3.1	English conditional constructions	124		
7.3.4 Relative clauses 7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 344 345 346 347 347 348 349 349 349 349 349 349 349			7.3.2	Participles and gerund	1		
7.3.4 Relative clauses 7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 342 353 366 367 368 369 369 369 369 372 373 375 375 375 375 375 375			7.3.3	Negation	1		
7.3.5 Clause combining 7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 353 363 363 363 372 373 373 374 375 375 375 375 375 375 375 375 375 375			7.3.4	Relative clauses	-		
7.3.6 Subject-prominent and topic-prominent languages 7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education 826 366 367 368 368 368 369 369 369 372 373 373 374 375 375 375 375 375 375 375 375 375 375			7.3.5	Clause combining	2 1/20		
7.3.7 Noun phrases 7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 366 369 367 368 369 369 372 373 373 375 375 375 375 376 376 377 377 377 377 377 377 377 377			7.3.6	Subject-prominent and topic-prominent languages	2 12 17		
7.3.8 Word order 7.4 Conclusion 8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 453							
8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 373 373 375 375 375 376 376 376 377 377 377 377 377 377 378 378 378 378			7.3.8		12.2		
8 Written Language, First Language Acquisition, and Education 8.1 Introduction 8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 453		7.4	Concl	usion	372		
8.1 Introduction 8.2 Chomsky's theory of language acquisition 373 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 373 375 376 377 377 377 377 377 377 377 377 377	0	**7.			T.E.		
8.2 Chomsky's theory of language acquisition 8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 375 376 377 378 378 378 379 379 379 379	8	WII			373		
8.3 A critique of Chomsky's theory 8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 375 375 376 377 377 377 378 378 378 378 378 379 378 379 378 379 379 379 379 379 379 379 379 379 379					373		
8.3.1 Introduction 8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 375 376 376 377 378 378 378 378 378		8.2			373		
8.3.2 Magnasyntax vs. the syntax of spontaneous spoken language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 4378 378 378 378 378 378 378 37		8.3	A crit	ique of Chomsky's theory	375		
language 8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 378 378 378 378 378 378 378 37			8.3.1	Introduction	375		
8.3.3 Magnasyntax and the goals of generative grammar 8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 4378 378 378 378 378 381 381 382 383 384 387 384 387 387 387 387			8.3.2		376		
8.3.4 Misuse of magnasyntax in discussions of first language acquisition 8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 453			8.3.3				
8.3.5 The non-degenerate nature of written language 8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 384 8.3.7 Creativity 394 8.3.8 How long do children take to acquire their native language? 396 8.3.9 Degrees of competence and literacy 403 8.3.10 Grammaticality judgements 403 8.3.11 Mechanisms of language acquisition 406 8.4 Language processing by humans and by computer 8.5 Literacy and education 426 426 427 427 **Postscript** **Index**				Misuse of magnasyntax in discussions of first			
8.3.6 Computationally complex structure-dependent rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 453			835				
rules, formulas, and imitation 8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 384 394 394 396 406 407 408 408 408 409 409 409 409 409					203		
8.3.7 Creativity 8.3.8 How long do children take to acquire their native language? 396 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 396 407 408 408 408 408 408 408 408 408 408 408			0.5.0		384		
8.3.8 How long do children take to acquire their native language? 8.3.9 Degrees of competence and literacy 8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 4396 400 400 400 400 400 400 400 4			837				
language? 8.3.9 Degrees of competence and literacy 400 8.3.10 Grammaticality judgements 403 8.3.11 Mechanisms of language acquisition 406 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 396 400 400 400 400 400 400 400 400 400 40			232		377		
8.3.10 Grammaticality judgements 8.3.11 Mechanisms of language acquisition 406 8.4 Language processing by humans and by computer 8.5 Literacy and education 426 References 427 Postscript 443 Index			0.5.0		396		
8.3.11 Mechanisms of language acquisition 8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 406 406 419 421 421 421 421 422 423 423			The state of the s		400		
8.4 Language processing by humans and by computer 8.5 Literacy and education Epilogue References Postscript Index 419 420 421 421 421 423 433					403		
8.5 Literacy and education 421 Epilogue 426 References 427 Postscript 443 Index 453			8.3.11	Mechanisms of language acquisition	406		
Epilogue 426 References 427 Postscript 443 Index 453					419		
References 427 Postscript 443 Index 453		8.5	Litera	cy and education	421		
References Postscript Index 427 443 443	E	pilog	ue		426		
Postscript Index 443	R	eferei	nces		427		
Index 453	Po	ostsci	ript		443		
	In	dex			453		