# Contents

Acknowledgements — vii

1 Introduction — 1
1.1 Language acquisition from a functional perspective — 1
1.2 Overview of the book — 3

2 Lexical vs. functional elements — 9
2.1 Structure in language — 9
2.2 Language structure in production — 15
2.2.1 Phrase structure — 15
2.2.1.1 Lexical selection — 15
2.2.1.2 Phrasal coherence — 15
2.2.2 Utterance structure — 16
2.2.2.1 Perspective taking — 16
2.2.2.2 Contextual embedding — 19
2.2.2.3 Lexical categories — 21
2.2.2.4 Functional categories — 21
2.2.3 Word formation — 22
2.2.3.1 Derivation, inherent and contextual inflection — 24
2.2.3.2 Lexical and functional categories of word formation — 26
2.3 Learner systems — 30
2.3.1 Utterance structure at the initial stage — 31
2.3.2 Word formation at the initial stage — 33
2.4 First and second language acquisition — 34
2.5 Research questions — 37
2.6 Data sources — 38

3 The Target System — 41
3.1 Introduction — 41
3.2 Utterance structure — 42
3.2.1 Basic word order — 42
3.2.2 Word order variation — 46
3.2.3 Information structure and lexical meaning — 50
3.2.3.1 VP structure — 52
3.2.3.2 FP structure — 52
3.2.3.3 The function of F — 53
3.2.3.4 Movement — 55
3.2.4 Summary — 56
3.3 Utterance production — 56
3.3.1 Conceptualization, lexicalization and predication — 57
3.3.1.1 Conceptualization — 57
3.3.1.2 Lexicalization — 58
3.3.1.3 Predication — 62
3.3.2 Expressing finiteness and contextual embedding — 66
3.3.2.1 The semantic function of finiteness — 66
3.3.2.1.1 Truth value — 66
3.3.2.2 Anchoring — 70
3.3.2.2.1 Temporal anchoring — 71
3.3.2.2.2 Spatial anchoring — 72
3.3.2.3 The function of SpecFP — 74
3.3.3 Summary — 77
3.4 Hypotheses on language development — 78

4 The initial state — 79
4.1 Finiteness at the initial state — 79
4.2 Theoretical accounts — 80
4.2.1 Morpho-syntactic systems — 82
4.2.1.1 Poeppel and Wexler (1993), Wexler (1998) — 82
4.2.1.2 Discussion — 84
4.2.2 Semantic systems — 87
4.2.2.1 Clahsen (1986) — 87
4.2.2.2 Discussion — 88
4.2.2.3 Ingram and Thompson (1996) — 90
4.2.2.4 Discussion — 92
4.2.3 Summary — 95
4.3 The alternative — 99
4.4 Summary — 109

5 The lexical stage — 111
5.1 Basic languages, research questions — 111
5.2 The analysis of early learner data — 115
5.3 Utterance structure at the lexical stage — 124
5.3.1 Lexical projections — 124
5.3.2 Testing the model: ergatives and particle verbs — 129
5.3.2.1 Ergatives — 130
5.3.2.2 Particle verbs — 131
## Contents

5.3.3  Word order — 134
5.3.3.1  Subject first — 135
5.3.3.2  Topic first — 136
5.3.3.3  Head-initial — 138
5.3.4  Summary — 141
5.4  Conflicting constraints — 145
5.5  Conclusion — 150
5.6  From the lexical stage to the functional stage — 153

6  The functional stage — 155
6.1  The acquisition of the projection of F — 155
6.1.1  Utterance structure at the lexical stage — 155
6.1.2  Towards a functional topic position — 157
6.1.3  Towards a grammatical subject position — 162
6.2  Evidence of the projection of F — 164
6.2.1  The functional topic position — 164
6.2.2  The functional category F — 168
6.2.2.1  Analysis of the modal expressions ‘ulle’, ‘mag-ikke’ and ‘nee’ — 168
6.2.2.2  Analysis of the unanalysed modal expressions — 169
6.2.2.3  Epistemic modals — 170
6.2.2.4  The auxiliary verbs ‘heb, heeft’ and ‘ben, is’ — 172
6.2.2.5  The auxiliary verbs ‘doe, doet’ and ‘ga, gaat’ — 178
6.2.3  Topicalization — 179
6.3  The topic position — 182
6.3.1  The affix in F as a topicalization device — 182
6.3.2  Yes/no- and wh-questions — 184
6.3.3  Verb-third in adult L2 — 187
6.4  Finiteness — 191
6.4.1  Auxiliary verbs — 191
6.4.1.1  Verb placement — 191
6.4.1.2  ‘Light verbs’ — 193
6.4.1.3  Morphological properties of finiteness in L2 Dutch — 197
6.4.2  Grammatical aspect — 199
6.4.3  Tense — 208
6.4.4  Agreement — 208
6.5  Summary — 209
7  Finiteness in language acquisition research — 211
7.1  Finiteness in first language research — 211
  7.1.1  L1 Dutch: Gillis (2003) — 211
  7.1.2  L1 German: Bittner (2003) — 215
  7.1.3  Summary — 222
7.2  Finiteness in second language research — 223
  7.2.1  Verb placement and inflectional morphology — 223
    7.2.1.1  The contingency between verb placement and morphology — 223
    7.2.1.2  Methodological questions — 224
    7.2.1.3  Verb placement and inflectional morphology in second language research — 226
  7.2.2  Restrictions on the contingency between verb placement and inflection — 226
    7.2.2.1  Parodi (1998, 2000) — 226
  7.2.3  The dissociation of verb placement and inflection: The Impaired Representation Hypothesis — 229
    7.2.3.1  Meisel (1997) — 229
  7.2.4  The separation of verb placement and inflection: The Missing Surface Inflection Hypothesis — 231
    7.2.4.1  Prévost and White (2000) — 231
  7.2.5  The acquisition of auxiliaries as a prerequisite for verb movement — 234
  7.2.6  The stagewise acquisition of the functional category system — 237
    7.2.6.1  Rule and Marsden (2006) — 237
    7.2.6.2  Vainikka and Young-Scholten (1996, 2011): The Organic Grammar approach — 239
  7.2.7  Summary — 248
    7.2.7.1  The contingency between verb placement and morphology — 249
    7.2.7.2  The acquisition of the auxiliary as a carrier of finiteness — 250

8  Conclusion — 253
8.1  Basic languages — 253
8.2  The lexical stage — 253
8.3  The functional stage — 262
8.4  Driving forces — 267

References — 271
Index — 277