

Contents

<i>List of Figures</i>	<i>page</i> vii
<i>Acknowledgments</i>	viii
1 Introduction: Motivating a Unified Linguistic System	1
2 Remarks on Separationist Architectures	12
2.1 Two Grammars	12
2.2 Two Lexicons, Two PFs, and the MDM Model	13
2.3 Empirical Difficulties of 2Lex Theory	17
2.3.1 Mixed Selection	17
2.3.2 Noun Class in Swahili	18
2.4 Multiple Grammars Theory	20
3 Phases, Distributed Morphology, and Some Contributions from Code-Switching	22
3.1 The MDM and Code-Switching: Syntax	22
3.2 The MDM and Code-Switching: Morphology	34
3.3 The Encyclopedia	41
3.4 Language Differentiation	44
4 1Lex in MDM	46
4.1 Mixed Selection and Noun Class Revisited	46
4.2 Competitions	49
4.2.1 Roots and the Feminization of “Beer”	50
4.2.2 Free Functional Items	56
4.2.3 Bound Functional Items	59
4.3 Dependencies	62
4.4 Other Contact Phenomena	65
4.4.1 Code-Switching and Borrowing	65
4.4.2 Loan Translation	70
4.4.3 Syntactic Transfer	72
4.5 Conclusions	74
5 Building the Case for 1Lex: Gender in Code-Switching	76
5.1 Remarks on Gender Assignment and Concord	79
5.2 Gender in Basque/Spanish Code-Switching	86
5.3 Gender in English/Spanish Code-Switching	88
	v

vi	Contents	
	5.3.1 The Data	89
	5.3.2 Analysis: Preliminaries	92
	5.3.3 Analysis: <i>la</i> table	96
	5.3.4 Analysis: the <i>mesa</i>	97
	5.3.5 Earlier Approaches	100
	5.4 Gender in Nahuatl/Spanish Code-Switching	101
	5.5 Gender in Spanish/German Code-Switching	103
	5.5.1 Spanish and German Gender	104
	5.5.2 Esplugish Data	108
	5.5.3 Analysis	110
	5.5.4 Discussion and Precedents	113
	5.6 Conclusions	114
6	1PF in MDM	116
	6.1 The Layers of PF	116
	6.2 Clitic Combinations among Catalan/Spanish Bilinguals	118
	6.3 Welsh Mutations in English	120
	6.4 Word Order and Prosody	122
	6.5 The PF-Interface Condition	124
	6.6 Conclusions	129
7	Lexical Questions: What Do You Learn When You Learn a Word?	130
	7.1 The MDM: The Role of the Encyclopedia	130
	7.2 Learning New Words	132
	7.3 Psycholinguistic Models of the Bilingual Lexicon	136
	7.4 Co-activation	144
	7.5 Conclusions	145
8	Psycho-Syntactic Questions: Acquisition, Priming and Co-activation, and a Note on Processing Cost	146
	8.1 Bilingual Acquisition and the Separate Development Hypothesis	147
	8.2 Co-activation and Priming	157
	8.3 On the Cost of Code-Switching	162
	8.4 Conclusions	164
9	Convergent and Divergent Paths	165
	9.1 Norwegian American	166
	9.2 The Language Synthesis Model and Code-Blending	169
	9.3 Incongruent Code-Blending	176
	9.4 Soft Constraints	180
	9.5 Conclusions	184
10	General Conclusions	185
	<i>Appendix A: Restrictions on Code-Switching</i>	193
	<i>Appendix B: The Post-Creole Continuum</i>	204
	<i>Notes</i>	206
	<i>References</i>	211
	<i>Index</i>	225