

## Index

- absolute adjectives, 282, 284
- acquisition, 15, 97, 316
- action research, 30
- adjectival clauses, 188
- adjectival passives, 198, 204–205
- advanced learners, 166
- adverb placement, 90, 102, 303, 305
- adverbial clauses, 159, 161, 167, 176
- age effects, 10
- agreement, 120
- agreement morphology, 138
- animacy, 261, 265
- animate, specific direct object, 260–261
- a*-personal, 260, 262
- argument structure, 195
- article errors, 62, 68
- articles, 303, 308
- aural input, 290
- automatic explicit knowledge, 25
- awareness, 26
- baseline knowledge, 35
- canonical word order, 273
- case marking, 273
- causative/inchoative alternation, 196, 216
- clitic doubling, 249–250, 253, 266, 305
- clitic left dislocation, 250, 253
- clitic pronoun, 253
- clitic *se*, 224–226
- clitics, 233, 248, 279
- clustering effect, 92
- cognate object constructions, 203
- commands, 157, 161
- communicative instruction, 20
- Communicative Language Teaching (CLT), 49
- comparison group design, 37
- confounding variables, 40
- consciousness raising, 20, 51, 219
- Content and Language Integrated Learning (CLIL), 47
- Content-Based Language Teaching (CBLT), 47
- control group, 37
- copula *be*, 139, 303
- copulas *ser* and *estar*, 205, 312
- corrective feedback, 22, 107–108, 135, 148, 308
- count nouns, 58–59
- critical period, 9
- dative alternation, 195, 234, 236–237, 242
- dative constructions, 253, 263, 265
- debriefing questionnaire, 36
- Declarative/Procedural Model, 17
- declarative sentences, 273
- default forms, 122
- definite article, 57
- definiteness, 59–61
- dependent variables, 39
- developmental stages, 110
- Differential Object Marking (DOM), 249, 252, 260, 303
- direct object, 232, 248, 284
- direct object pronoun, 259, 306
- direct object relative clause, 285
- direct passive, 213
- ditransitive sentence, 250
- ditransitive verbs, 195, 238
- double object construction, 234–235, 237, 245, 252, 305
- double objects, 245, 308
- error correction, 68
- errors, 123, 125, 147
- explicit feedback, 138, 308
- explicit information, 175, 278, 280, 295
- explicit instruction, 78, 139–140, 284, 287, 294, 298, 303–304, 316, 320
- explicit knowledge, 15–17, 47, 78, 138, 140, 298, 304, 316
- explicit learning, 17, 98, 295
- explicit rule presentation, 67
- eye tracking, 41, 167, 177–178, 211, 321
- feedback, 68, 243, 260
- first language acquisition, 2
- First Noun principle, 276
- flexible word order, 273
- focus on form, 20, 48
- Focus on Form (FonF), 50
- focus on formS, 20, 48–49
- foreign language setting, 33–34
- form-focused instruction (FFI), 21, 107–108, 143, 150
- Full Transfer/Full Access Hypothesis/Model (FT/FA), 5, 237, 302, 309
- functional categories, 84
- gender agreement, 121, 147
- generalization, 315
- generative linguistic framework, 3
- genericity, 62, 72–73
- genitive relative clause, 285, 292
- grammar, 2
- grammar-translation method, 48
- grammatical gender, 121, 124–125, 141–142, 148, 308
- grammaticality judgment task (GJT), 23, 35, 90, 165
- heritage language acquisition, 7
- heritage language learner, 12
- heritage speakers, 4, 6, 13, 184
- immersive setting, 33
- imperfect subjunctive, 165
- impersonal *se* construction, 224
- impersonal *se* passive, 224
- implicit instruction, 139–140, 303, 305
- implicit knowledge, 15–17, 47, 78, 138, 140, 304, 316, 320
- implicit learning, 17

- implicit negative evidence, 142, 148
- incidental exposure, 138
- incomplete acquisition, 8, 10, 183
- indefinite article, 57
- indefiniteness, 60
- independent variables, 38, 175
- indicative, 154
- indirect object, 233, 248, 250, 284
- indirect object pronoun, 259, 306
- indirect object relative clause, 285, 292
- indirect passives, 198, 213
- inflectional morphemes, 84
- inflectional morphology, 122, 149
- input enhancement, 20, 48, 50, 107, 305
- input flooding, 48, 50, 284, 305
- input-based instruction, 67
- instructed group, 38
- intact classes, 39
- interaction, 110
- interlanguage, 125, 161, 204, 302
- intermediate learners, 167
- intervention research, 1
- intervention study, 44, 46
- intransitive verbs, 194–195, 201
- inverse scope, 293, 295
- kind reference, 64, 72–73
- L1 influence, 13
- lab-based experimental design, 39
- learning, 15, 97, 316
- lexical categories, 84
- linguistic competence, 3, 18
- linguistics, 2
- main clauses, 157
- markedness, 285–286
- mass nouns, 58–59
- meaning output instruction (MOI), 174–175
- metalinguistic feedback, 71, 308
- metalinguistic knowledge, 184
- Missing Surface Inflection Hypothesis, 123
- mobile device applications, 323
- modality, 154
- models, 101, 283
- modified output, 113
- Monitor model, 163
- mood, 154
- morpheme, 119
- morphology, 3, 119
- near-native speakers, 164
- negation, 165
- negative evidence, 10, 14, 98, 141, 194
- negative feedback, 100, 110, 113, 238
- no-interface position, 19
- nominal clauses, 162
- nonabsolute adjectives, 282, 284
- noncanonical word order, 273–275, 279
- noninterventionist studies, 30
- normative grammar, 14
- noun phrase accessibility hierarchy (NPAH), 285–288, 291, 316
- novice learners, 148
- number agreement, 120–121
- object-of-comparative relative clause, 285–286
- object-of-preposition relative clause, 285–286, 288–289, 291
- object pronoun, 233, 246, 257, 279
- object scrambling, 273
- oblique relative clause, 292
- observational studies, 30
- output, 288, 290
- output-based instruction, 67, 306
- overgeneralization, 228, 234, 237
- overgeneralization errors, 11, 13
- overpassivization, 215–217
- parameter, 123, 316
- parameter resetting, 91–93, 102
- passive, 194, 204, 266, 303
- passivization, 197
- past tense, 134
- past tense *-ed*, 133
- past-tense marking, 128
- pedagogical grammar, 14, 312, 314
- PI (input processing instruction), 211
- positive evidence, 10–11, 97, 194
- possessive determiners, 147
- posttest, 35
- postverbal subject, 257
- preemption, 98
- prescriptive grammar, 14
- presupposition, 60, 158, 162
- pretest, 35
- Processability Theory, 105–106, 301, 313, 321
- processing instruction (PI), 55, 150, 168
- prompts, 143, 147
- Prosodic Transfer Hypothesis, 124
- pseudopassive construction, 203
- psych verbs, 259
- purpose clauses, 159
- quantifier scope, 293
- quantifiers, 293
- question formation, 107, 110
- random assignment, 39
- recasts, 10, 14, 22, 100–101, 141–143, 147, 283, 308
- relative clauses, 89, 162, 166, 173, 189, 281–282, 284
- restrictive relative clauses, 158
- resultative construction, 202
- salience, 141–142, 148, 168
- scope ambiguity, 293
- self-paced reading task, 25, 177, 322
- semantics, 3
- sentential complements, 162
- se-passive, 199
- sequential bilinguals, 7
- shape adjectives, 282
- simultaneous bilingual acquisition, 8
- simultaneous bilinguals, 7
- size adjectives, 282
- specificity, 61, 72
- strong-interface position, 19
- structural priming, 113, 243, 263
- structured input, 307
- study abroad, 176, 284
- subject pronoun, 233
- subject relative clause, 285–286, 288
- subjunctive, 153–154, 303, 306
- subjunctive development, 161
- subjunctive morphology, 161
- subordinate clauses, 157, 168
- surface scope, 293
- syntactic priming, 113, 243, 245, 305
- syntax, 3, 269

**382      Index**

- Teachability Hypothesis, 106, 109  
Teaching Proficiency through Reading and Storytelling (TPRS), 140, 303  
technology, 321  
temporal clauses, 159, 164, 176  
tense marking, 306  
tense morphology, 150  
*to-dative* construction, 234, 236  
*to-datives*, 245  
topicalizations, 273  
traditional instruction, 20, 257, 307  
transfer, 13, 92, 226, 252, 275, 309, 311  
transitive verbs, 194–195  
trials-to-criterion, 176, 279  
truth-value judgment task (TVJT), 63, 165  
Unaccusative Hypothesis, 201, 216, 313  
unaccusative verbs, 197, 201–202, 214, 303  
unaccusativity, 202, 214, 220, 223  
Unaccusativity Hierarchy, 218, 220, 314  
unergative verbs, 196, 202, 214  
Universal Grammar (UG), 3, 7, 62, 83, 123, 302, 316  
verb movement, 100  
verb movement parameter, 83, 86, 91, 96, 98  
verb placement, 150  
verb second (V2), 83, 87  
verbal agreement, 125  
verbal morphology, 135, 139  
verbal passives, 198–199, 205, 212  
weak-interface position, 19  
wh-movement, 89  
wh-questions, 89, 108  
word order, 269  
written corrective feedback, 68  
yes/no questions, 108