Record Nr. UNINA9910961877103321 Point counterpoint: universal grammar in the second language / / **Titolo** edited by Lynn Eubank Pubbl/distr/stampa Amsterdam; ; Philadelphia, : John Benjamins Pub Co., 1991 **ISBN** 1-283-28025-6 9786613280251 90-272-8179-3 Edizione [1st ed.] Descrizione fisica 1 online resource (449 p.) Collana Language acquisition & language disorders, , 0925-0123 ; ; v. 3 Altri autori (Persone) EubankLynn Disciplina 401/.93 Soggetti Grammar, Comparative and general Language acquisition Second language acquisition Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. POINT COUNTERPOINT UNIVERSAL GRAMMAR IN THE SECOND Nota di contenuto LANGUAGE; Editorial page; Title page; Copyright page; Dedication; Table of Contents; Introduction: Universal Grammar in the Second Language; Seven Trivia of Language Acquisition; Seven Not-So-Trivial Triviaof Language Acquisition: Comments on Wolfgang Klein; Issuesin the Accessibility Debate: A Reply to Felix; Age-Dependent Effects in Language Acquisition: An Evaluation of ""Critical Period"" Hypotheses; On the Notion of ""Critical Period""in UG/L2 Theory: A Response to Flynn and Manuel Second Language Competence versus Second Language Performance: UG or Processing StrategiesProcessing, Constraints on Acquisition, and the Parsing of Ungrammatical Sentences; Linguistic Knowledge in Second Language Acquisition; Transfer or Universal Grammar: Reply to Jordens; Principles of Universal Grammar and Strategies of Language Use:On some Similarities and Differences between First and Second Language Acquisition; Conceptual and Empirical Evidence: A Response

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## Sommario/riassunto

Point Counterpoint offers a series of papers and replies originally presented at a special session of the Second Language Research Forum, UCLA, March 1989. The focus of the papers is primarily the role of Universal Grammar in second language acquisition, though the agenda also includes discussion of other fundamental questions, viz., the explanatory potential of linguistic theory in native-language development. It may come as no surprise that the contributors and their respondents often present very different perspectives on the issues, for most of the authors were known in advance to h