

**Dissertation Title:**

The acquisition of the English causative-inchoative alternation by Arabic native speakers

**Researcher:**

Hassan Ahmed El-Nabih  
Boston College  
[elnabih@yahoo.com](mailto:elnabih@yahoo.com)



Hassan Ahmed El-Nabih

**Research Supervisor:**

Dr. Patrick Proctor  
Dr. Audrey Friedman  
Dr. David Scanlon  
Dr. Paul Hagstrom

---

**Summary:**

This study is an investigation of Arabic native speakers' (ANSs) acquisition of the English causative-inchoative alternation (e.g., *Tom broke the vase* vs. *The vase broke*). Emphasis is placed on the relationship between English proficiency, language transfer, and Universal Grammar mechanisms in ANSs' interlanguage representations. An acceptability judgment and correction task was administered to a total of 119 ANSs (from the Gaza Strip, Palestine) of different English proficiency levels. Additionally, 23 American native speakers of English served as controls.

The results obtained from data analyses indicated that the English causative-inchoative alternation posed a learnability problem for the Arab participants. They exhibited four major non-target behaviors: overpassivization (both ungrammatical and unnatural), overcausativization, underpassivization, and undercausativization. It is argued that these errors can largely be attributed to L1 transfer, since Arabic is substantially different from English in terms of how to encode the causative-inchoative alternation. The results also revealed sensitivity to the unaccusative-unergative distinction in English, which supports the hypothesis that ANSs have access to the innate mechanisms of Universal Grammar. Moreover, while interlanguage development towards target-like behavior was observed across proficiency groups, certain test conditions revealed a strong influence of L1 transfer on even the high proficiency participants.

The findings from the study are inconsistent with the modular view of L1 transfer (Montrul, 2000), but they lend support to the hypothesis that L1 transfer operates not only on morphology, but on lexical argument structure as well (Whong-Barr, 2005).

The study is an attempt to fill a gap in the literature, since no research has specifically investigated the acquisition of the English causative-inchoative alternation by ANSs.

## References

- Abraham, R. G., & Chapelle, C.A. (1992). The meaning of cloze test scores: An item difficulty perspective. *The Modern Language Journal*, 76(4), 468-479.
- Alderson, C. (1979). The cloze procedure and proficiency in English as a foreign language. *TESOL Quarterly*, 13(2), 219-227.
- Allen, S. (1996). *Aspects of argument structure acquisition in Inuktitut*. Amsterdam, The Netherlands: John Benjamins.
- Al-Thubaiti, K. (2009). The acquisition of uninterpretable features: The Case of vP Ellipsis. In M. Bowles et al. (Eds.), *Proceedings of the 10th Generative Approaches to Second Language Acquisition Conference (GASLA 2009)* (pp. 192-200). Somerville, MA: Cascadilla Proceedings Project.
- Avery, P., & Radišić, M. (2007). Accounting for variability in the acquisition of English articles. In A. Belikova et al. (Eds.), *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA)* (pp. 1-11). Somerville, MA: Cascadilla Proceedings Project.
- Bachman, L. F. (1985). Performance on cloze tests with fixed-ratio and rational deletions. *TESOL Quarterly*, 19, 535-556.
- Badawi, S. (1973). *Mustawayat al-lugha al- 'arabiyya al-mu 'as.rafi mis.r*. Cairo, Egypt: Dar al-Ma'arif.
- Bakalla, M. H. (1984). *Arabic culture through its language and literature* (2<sup>nd</sup> ed). London, England: Kegan Paul International.
- Baker, C. L. (1979). Syntactic theory and the projection problem. *Linguistic Inquiry* 10(4), 533-581.
- Baker, M. (1988). *Incorporation: A theory of grammatical function changing*. Chicago, IL: Chicago University Press.
- Baker, M. (1997). Thematic roles and syntactic structure. In L. Haegeman (Ed.), *Elements of grammar: Handbook of generative syntax* (pp. 55-89). Dordrecht, Germany: Kluwer.
- Balcom, P. (1997). Why is this happened? Passive morphology and unaccusativity. *Second Language Research* 13(1), 1-9.
- Berman, R. (1982). Verb-pattern alternation: the interface of morphology, syntax, and semantics in Hebrew child language. *Journal of Child Language*, 9, 169-191.

- Berman, R. (1993). Marking of verb transitivity by Hebrew-speaking children. *Journal of Child Language*, 20, 642-669.
- Blanc, H. (1960). Style variation in spoken Arabic: A sample of inter-dialectal educated conversation. In *Harvard Middle Eastern Monographs*, Vol 3, (pp. 79-161). Cambridge, MA: Harvard University, Center for Middle Eastern Studies.
- Bley-Vroman, R., & Joo, H. R. (2001). The acquisition and interpretation of English locative constructions by native speakers of Korean. *Studies in Second Language Acquisition*, 23, 207-219.
- Bley-Vroman, R., & Yoshinaga, N. (1992). Broad and narrow constraints on the English dative alternation: Some fundamental differences between native speakers and foreign language learners. *University of Hawai'i Working Papers in ESL*, 11(1), 157-199.
- Bloomfield, L. (1933). *Language*. New York, NY: Holt.
- Bowerman, M. (1974). Learning the structure of causative verbs: A study in the relationship of cognitive, semantic, and syntactic development. In *Papers and Report on Child Language Development*, Vol. 8, (pp. 142-178). Palo Alto, CA: Stanford University Committee on Linguistics.
- Bowerman, M. (1982). Evaluating competing linguistics models with language acquisition data: Implications of developmental errors with causative verbs. *Quaderni Di Semantical*, 3, 5-66.
- Bowerman, M. (1990). When a patient is the subject: Sorting out passives, anticausatives, and middles in the acquisition of English. Ms. Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands. *Paper presented at the Symposium on Voice*, University of Santa Barbara, California.
- Bowerman, M. (1996). Argument structure and learnability: is a solution in sight? In *Berkeley Linguistics Society Proceedings*, Vol. 22,( pp. 454-468). Berkeley, CA.
- Braine, M. D., Brody, R. E., Fisch, S. M., & Weisberger, M. J. (1990). Can children use a verb without exposure to its argument structure? *Journal of Child Language*, 17(3), 13-342.
- Braine, M. D. S., & Brooks, P. J. (1995). Verb argument structure and the problem of avoiding an overgeneral grammar. In M. Tomasello & W. E. Merriman (Eds.), *Beyond names for things: Young children's acquisition of verbs* (pp. 352-376). Hillsdale, NJ: Erlbaum.
- Brown, J. D. (1980). Relative merits of four methods for scoring cloze tests. *Modern Language Journal*, 64(3), 311-317.
- Brown, J. D. (1983). A closer look at cloze: Validity and reliability. In J. Oiler, Jr. (Ed.), *Issues in language testing research* (pp. 237-250). Rowley, MA: Newbury House.

- Brown, J. D. (1993). What are the characteristics of natural cloze tests? *Language Testing*, 10, 93-116.
- Burzio, L. (1986). *Italian syntax: A government-binding approach*. Dordrecht, Germany: Reidel.
- Cabrera, M. E. (2005). The acquisition of causative structures in English and Spanish as second languages. Unpublished Ph.D. dissertation, University Southern California.
- Can, A. (2000). The use of ergative verbs by Turkish learners of English. Unpublished MA Thesis, Anadolu University, Eskisehir, Turkey.
- Can, A. (2007). When it does not fit into the schema. *Journal of Faculty of Education of Uludag University*, XX(2), 283-313.
- Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. *Modern Language Journal*, 91, 923-939.
- Chapelle, C.A., & Abraham, R.G. (1990). Cloze method: What difference does it make? *Language Testing*, 7, 121-146.
- Chaudron, C. (1983). Research in metalinguistic judgments: A review of theory, methods and results. *Language Learning*, 33, 343-377.
- Chen, D. (1996). L2 acquisition of English psych predicates by native speakers of Chinese and French. Unpublished PhD dissertation, McGill University.
- Chomsky, N. (1959). Review of B. E Skinner, *Verbal Behavior*. *Language*, 35(1), 26-58.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA.: MIT Press.
- Chomsky, N. (1972). *Studies on semantics in generative grammar*. The Hague, The Netherlands: Mouton.
- Chomsky, N. (1973). *The logical structure of linguistic theory*. New York, NY: Plenum.
- Chomsky, N. (1977). *Essays on form and interpretation*. Amsterdam, The Netherlands: Elsevier North-Holland.
- Chomsky, N. (1980). Rules and representations. *Behavioral and Brain Sciences*, 3, 1-61.
- Chomsky, N. (1981). *Lectures on government and binding*. Dordrecht, Germany: Foris.
- Chomsky, N. (1982). *Some concepts and consequences of the theory of government and binding*. Cambridge, MA: MIT Press.

- Chomsky, N. (1986a). *Knowledge of language: Its nature, origin, and use*. New York, NY: Praeger.
- Chomsky, N. (1986b). *Barrier*. Cambridge, MA.: MIT Press.
- Chomsky, N. (1993). A minimalist program for linguistic theory. In K. Hale & S. J. Keyser (Eds.), *The view from Building 20: Essays in linguistics in honor of Sylvain Bromberger*. Cambridge, MA: MIT Press.
- Chomsky, N. (1995). *The minimalist program*. Cambridge, MA: MIT Press.
- Chomsky, N. (2000). *New horizons in the study of language and mind*. Cambridge, England: Cambridge University Press.
- Chomsky, N. (2002). *On nature and language*. Cambridge, England: Cambridge University Press.
- Croft, W. (1990). Possible verbs and the structure of events. In S. Tsohatzidis, (Ed.), *Meaning and Prototypes* (pp. 48-73). London, England: Routledge.
- Crystal, D. (2003). *English as a global language*. (2<sup>nd</sup> ed.). Cambridge, England: Cambridge University Press.
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Tempe, AZ: Education Policy Analysis Archives.
- Davies, W. D., & Kaplan, T. I. (1998). Native speaker vs. L2 learner grammaticality judgments. *Applied Linguistics*, 19(2), 183-203.
- Ellis, R. (2002). Grammar teaching-practice or consciousness-raising? In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 167-174). Cambridge, England: Cambridge University Press.
- Ellison, G. C. (2005). Establishing the derivation of the English inchoative alternant. *Generative Grammar in Geneva, 1*, 159-194.
- El-Yasin, M. K. (1996). The passive voice: A problem for the English-Arabic translator. *Babel*, 42, 18-26.
- Epstein, S., Flynn, S., & Martohardjono, G. (1996). Second language acquisition: Theoretical and experimental issues in contemporary research. *Brain and Behavioral Sciences*, 19, 677-758.
- Epstein, S., Flynn, S., & Martohardjono, G. (1998). The strong continuity hypothesis: Some evidence concerning functional categories in adult L2 acquisition. In S. Flynn, G.

- Martohardjono & W. O'Neil (Eds.), *The generative study of second language acquisition* (pp. 61-77). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ferguson, C. (1959). Diglossia. *Word*, 15, 325-40.
- Ferguson, C. (1991). Diglossia revisited. *Southwest Journal of Linguistics* 10(1), 214–234.
- Finegan, E. (2008). *Language: Its structure and use*. (5<sup>th</sup> ed.). Boston, MA: Thomson Wadsworth.
- Fotos, S. (1991). The cloze test as an integrative measure of EFL proficiency: A substitute for essays on college entrance examinations? *Language Learning*, 41(3), 313-336.
- Gass, S. M. (1994). The reliability of second-language grammaticality judgments. In E. Tarone, S. Gass & A. Cohen (Eds.), *Research methodology in second-language acquisition* (pp. 303-322). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3<sup>rd</sup> ed.). New York, NY: Routledge/Taylor and Francis Group.
- Graddol, D. (2006). *English next*. London, England: British Council.
- Gropen, J., Pinker, S., Hollander, M., & Goldberg, R., (1991). Affectedness and direct objects: The role of semantics in the acquisition of verb argument structure. *Cognition*, 41(1), 153-195.
- Hanania, E., & Shikhani, M. (1986). Interrelationships among three tests of language proficiency: Standardized ESL, cloze and writing. *TESOL Quarterly*, 20(1), 97-109.
- Harrington, D. (2008). *Confirmatory factor analysis: Pocket guides to social work research methods*. Oxford, UK: Oxford University Press.
- Hary, B. (1996). The importance of the language continuum in Arabic multiglossia. In A. Elgibali (Ed.), *Understanding Arabic: Essays in contemporary Arabic* (pp. 69-90). Cairo, Egypt: American University in Cairo Press.
- Haspelmath, M. (1993). More on the typology of inchoative/causative verb alternations. In B. Comrie & M. Polinsky (Eds.), *Causatives and transitivity* (pp. 87-111). Amsterdam, The Netherlands: John Benjamin.
- Hawkins, R. (2001). *Second language syntax*. Oxford, UK: Blackwell.
- Helms-Park, R. (2001). Evidence of lexical transfer in learner syntax: The acquisition of English causatives by speakers of Hindi-Urdu and Vietnamese. *Studies in Second Language Acquisition* 23(1), 71-102.

- Hinofotis, F. B. (1980). Cloze as an alternative method of ESL placement and proficiency testing. In J. W. Oller, Jr. & K. Perkins (Eds.), *Research in language testing* (pp. 121-128). Rowley, MA: Newbury House.
- Hinofotis, F. B. (1987). Cloze testing: An overview. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 412-417), Rowley, MA: Newbury House.
- Hirakawa, M. (1995). L2 acquisition of English unaccusative constructions. In D. MacClaughlin & S. McEwen (Eds.), *Proceedings of the 19<sup>th</sup> Boston University conference on language development*, Vol. 1, (pp. 291-302). Somerville, MA: Cascadilla Press.
- Hirakawa, M. (2003). *Unaccusativity in second language Japanese and English*. Kasugabe, Japan: Hituzi Syobo Publishing LTD.
- Hochberg, J. (1986). Children's judgments of transitivity errors. *Journal of Child Language*, 13, 317-334.
- Hubbard, P. L. (1994). Non-transformational theories of grammar: Implications for language teaching. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 49-71). Cambridge, England: Cambridge University Press.
- Hyltenstam, L., & Abrahamsson, N. (2003). Maturation constraints in SLA. In C. Doughty & M. Long (Eds.), *Handbook of second language acquisition* (pp. 539-587). Oxford, England: Blackwell.
- Inagaki, S. (1997). Japanese and Chinese learners' acquisition of the narrow-range rules for the dative alternation in English. *Language Learning*, 47(4), 637-669.
- Jonz, J. (1990). Another turn in the conversations: what does cloze measure? *TESOL Quarterly*, 24, 61-83.
- Joo, H. R. (2003). Second language learnability and the acquisition of the argument structure of English locative verbs by Korean speakers. *Second Language Research*, 19, 305-328.
- Joo, H. R. (2008). Agentivity of passives and inchoatives in second language learners of English and Korean. Unpublished Ph.D. dissertation, University of Hawaii.
- Ju, M. K. (2000). Overpassivization errors by second language learners: The effect of conceptualizable agents in discourse. *Studies in Second Language Acquisition*, 22, 85-111.
- Juffs, A. (1996). *Learnability and the lexicon: Theories and second language acquisition research*. Amsterdam, The Netherlands: John Benjamins.
- Juffs, A. (1998). The acquisition of semantic-syntax correspondences and verb frequencies in ESL materials. *Language Teaching Research*, 2, 93-123.

- Juffs, A. (2000). An overview of the second language acquisition of links between verb semantics and morpho-syntax. In J. Archibald (Ed.), *Second language acquisition and linguistic theory* (pp. 187-227). Amsterdam, The Netherlands: John Benjamins.
- Juffs, A. (2009). Second language acquisition of the lexicon. In W. Ritchie & T. Bhatia, (Eds.). *The new handbook of second language acquisition* (pp. 181-209). United Kingdom: Emerald Group Publishing Limited.
- Kaye, A. (1994). Formal vs. informal Arabic: Diglossia, triglossia, tetraglossia, etc.: Olyglossia-multiglossia viewed as a continuum. *ZAL*, 26, 47-66.
- Kim, J. Y. (2005). L2 acquisition of transitivity alternations and of the entailment relations for causatives by Korean speakers of English and English speakers of Korean. Unpublished Ph.D. dissertation, University of Hawai'i.
- Kim, W.-Y. (2004). Explicit versus implicit instructions in learning English unaccusative verbs. *Korean Journal of English Language and Linguistics*, 4(4), 425-452.
- Kondo, T. (2005). Overpassivization in second language acquisition. *IRAL*, 43: 129-161.
- Kondo, T. (2009). Argument structure-morphosyntactic links in the second language English of adult speakers. Unpublished Ph.D. dissertation, University of Essex.
- Koontz-Garboden, A. (2009). Anticausativization. *Natural Language and Linguistic Theory*, 27, 77-138.
- Lado, R. (1957). *Linguistics across cultures*. Ann Arbor, MI: University of Michigan Press.
- Langacker, R. (1987). *Foundations of cognitive grammar. Vol. I*. Stanford, CA: Stanford University Press.
- Lange, D. L., & Clausing, G. (1981). An examination of two methods of generating and scoring CLOZE tests with students of German on three levels. *The Modern Language Journal*, 65(3), 254-261.
- Larson, R. (1988). On the double object construction. *Linguistic Inquiry*, 19(3), 335-391.
- Leow, R. P. (1996). Grammaticality judgment tasks and second language development. In J. E. Alatis et al. (Eds.), *Georgetown University round table of languages and linguistics, language acquisition, and language variation: Current trends and future prospects* (pp. 126-139). Washington, DC: Georgetown University Press.
- Levelt, W. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.
- Levin, B., & Rappaport Hovav, M. (1994). A preliminary analysis of causative verbs in English. *Lingua*, 92, 35-77.

- Levin, B., & Rappaport Hovav, M. (1995). *Unaccusativity: At the syntax–lexical semantics interface*. Cambridge, MA: MIT Press.
- Long, M. (1993). Second language acquisition as a function of age: Research findings and methodological issues. In K. Hyltenstam and A. Viberg (Eds.), *Progression and regression in language* (pp. 196-221). Cambridge, England: Cambridge University Press.
- Lord, C. (1979). Don't you fall me down: Children's generalizations regarding cause and transitivity. *Papers and Reports on Child Language Development*, 17, 81-89.
- Mace, J. (2007). *Arabic verbs*. New York, NY: Hippocrene Books Inc.
- Mandell, P. B. (1999). On the reliability of grammaticality judgment tests in second language acquisition research. *Second Language Research*, 15(1), 73-100.
- Marantz, A. (1984). *On the nature of grammatical relations*. Cambridge, MA: MIT Press.
- Marcotte, J. P. (2005). Causative alternation errors in child language acquisition. Unpublished Ph.D. dissertation, Stanford University.
- Matsunaga, K. (2005). Overgeneralization in second language acquisition of transitivity alternation. *Second Language (The Japan Second Language Association J-SLA)*, 4, 75-110.
- Mazurkewich, I. (1984). The acquisition of the dative alternation by second language learners and linguistic theory. *Language Learning*, 34, 91-109.
- Meierkord, C. (2004). Syntactic variation in interactions across international Englishes. *English World-Wide*, 25, 109-132.
- Meiseles, G. (1980). Educated spoken Arabic and the Arabic language continuum. *Archivum Linguisticum*, 11(2), 118–148.
- Mendikoetxea, A. (1999). Construcciones inacusativas y pasivas. In I. Bosque & V. Demonte (Eds.), *Gramática descriptiva de la lengua Española* (pp. 1575–1629). Madrid, Spain: Editorial Espasa.
- Mohammad, M. A. (2000). *Word order, agreement and pronominalization in standard and Palestinian Arabic*. Amsterdam, The Netherlands: Benjamins.
- Montrul, S. (1997). Transitivity alternations in second language acquisition: A crosslinguistic study of English, Spanish, and Turkish. Unpublished doctoral dissertation, McGill University, Montreal.

- Montrul, S. (2000). Transitivity alternations in L2 acquisition: Toward a modular view of transfer. *Studies in Second Language Acquisition*, 22, 229-273.
- Montrul, S. (2001). The acquisition of causative and inchoative verbs in L2 Turkish. *Language Acquisition*, 9, 1-58.
- Montrul, S. (2005). On knowledge and development of unaccusativity in Spanish L2 acquisition. *Linguistics*, 43, 1153–1190.
- Moore, M. M. P. (1993). SLA of lexically constrained transitivity alternations: Acquisition of the causative alternation by SLLs of English. Unpublished Ph.D. dissertation, University of South Carolina.
- Morikawa, H. (1991). Acquisition of causatives in Japanese. *Papers and Reports on Child Language Development*, 30, 80-87.
- Naigles, L., & Lehrer, N. (2002). Language-general and language-specific influences on children's acquisition of argument structure: A comparison of French and English. *Journal of Child Language*, 29, 545-566.
- Nedjalkov, V. P. (1969). Nekotorye verojatnostnye universalii v glagol'nom slovoobrazovanii. In I.F. Vardul' (Ed.), *Jazykovye universalii i lingvisticeskaja tipologija* (pp. 106-114). Moscow, Russia: Nauka.
- Nedjalkov, V. P. (1990). *Das verhältnis zwischen semantischen und formalin opposition en in verbaler derivation*. Leningrad/St. Petersburg, Russia: Ms., Institute of Linguistics, Academy of Sciences.
- Okamoto, A. (2006). Acquisition of the Japanese transitivity alternation by L1 English speaker. *Essex Graduate Student Papers in Language and Linguistics*, Vol. 8, (pp. 66-90). Retrieved on August 21, 2009 from <http://www.essex.ac.uk/linguistics/pgr/egspll/volume8/PDFs/A.%20Okamoto.pdf>
- Oller, J. W. (1979). *Language tests at school*. London, England: Longman.
- O'Neill, R., Cornelius Jr, E.T., & Washburn, G.N. (1991). *American kernel lessons: Advanced students' book*. New York, NY: Longman.
- Oshita, H. (1997). The unaccusative trap: L2 acquisition of English intransitive verbs. Unpublished Ph.D. dissertation, University of Southern California.
- Parsons, T. (1990). Causatives and inchoatives. In *Events in the semantics of English* (pp. 105-126). The MIT Press.
- Parsons, T. (1995). Thematic relations and arguments. *Linguistic Inquiry*, 26(4), 635-662.

- Perlmutter, D. (1978). Impersonal passives and the unaccusativity hypothesis. In J. Jaeger, et al. (Eds.), *Proceedings of the fourth annual meeting of the Berkeley Linguistics Society* (pp. 157-189). Berkeley, CA: University of California, Berkeley.
- Perlmutter, D., & Postal, P. (1984). The 1-advancement exclusiveness law. In D. Perlmutter & C. Rosen (Eds.), *Studies in relational grammar 2* (pp. 81-125). Chicago, IL: University of Chicago Press.
- Phillipson, R. (1996). ELT: The native speaker's burden. In T. Hedge & N. Whitney (Eds.), *Power, pedagogy, and practice* (pp. 23-30). Oxford, UK: Oxford University Press.
- Pinker, S. (1989). *Learnability and cognition: The acquisition of argument structure*. Cambridge, MA: MIT Press.
- Pinker, S. (1994). How could a child use verb syntax to learn verb semantics? *Lingua*, 92, 377-410.
- Pinker, S. (1999). *Words and rules: The ingredients of language*. New York, NY: HarperCollins.
- Piñón, C. (2001). A finer look at the causative-inchoative alternation. In R. Hastings, B. Jackson & Z. Zvolenszky (Eds.), *Semantics and linguistic theory 11*. Ithaca, NY: Cornell University, Department of Linguistics, Cornell Linguistics Club.
- Randall, J. (1990). Catapults and pendulums: The mechanics of language acquisition. *Linguistics*, 28, 1381-1406.
- Richards, J., Platt, J., & Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics*. London, England: Longman.
- Rutherford, W. E. (1987). *Second language grammar: Learning and teaching*. London, England: Longman.
- Ryding, K. C. (2005). *A reference grammar of modern standard Arabic*. Cambridge, England: Cambridge University Press.
- Saiegh-Haddad, E. (2005). Correlates of reading fluency in Arabic: Diglossic and orthographic factors. *Reading and Writing*, 18, 559-582.
- Samar, R. G., & Karimi-Alvar, N. (2007). Discourse pragmatics and verb type: Overpassivization of unaccusative/unergative verbs in L2. *Paper presented at CLA*. Saskatoon, Canada. Retrieved on December 20, 2009 from [http://www.chass.utoronto.ca/~cla-acl/actes2007/Samar\\_Karimi-Alvar.pdf](http://www.chass.utoronto.ca/~cla-acl/actes2007/Samar_Karimi-Alvar.pdf)

- Sawyer, M. (1995). Learnability, teachability, and argument structure: Adult Japanese learners' acquisition of the English dative alternation. Unpublished Ph.D. dissertation, University of Hawai'i at Manoa, Honolulu.
- Schäfer, F. (2009). The causative alternation. *Language and Linguistics Compass*, 3(2), 641-681.
- Schütze, C. T. (1996). *The empirical base of linguistics: Grammaticality judgments and linguistic methodology*. Chicago, IL: The University of Chicago Press.
- Schwartz, B. D., & Sprouse, R. A. (1994). Word order and nominative case in nonnative language acquisition: A longitudinal study of (L1 Turkish) German interlanguage. In T. Hoekstra & B. D. Schwartz (Eds.), *Language acquisition studies in generative grammar: Papers in honor of Kenneth Wexler from the 1991 GLOW workshops* (pp. 317-368). Philadelphia, PA: John Benjamins.
- Schwartz, B. D., & Sprouse, R. A. (1996). L2 cognitive states and the full transfer/full access model. *Second Language Research*, 12, 40-72.
- Skinner, B. F. (1957). *Verbal behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Slabakova, R. (1999). The parameter of aspect in second language acquisition. *Second Language Research*, 15(3), 283-317.
- Slabakova, R. (2001). *Telicity in the second language*. Philadelphia, PA: John Benjamins.
- Sorace, A. (1995). Acquiring linking rules and argument structures in a second language: The unaccusative/unergative distinction. In M. Sharwood Smith (Ed.), *The current state of interlanguage* (pp. 153-175). Amsterdam, The Netherlands: Benjamins.
- Talmy, L. (1985). Lexicalization patterns: semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and syntactic description (Vol. III)*. New York, NY: Cambridge University Press.
- Theakston, A. L. (2004). The role of entrenchment in children's and adults' performance on grammaticality-judgment tasks. *Cognitive Development*, 19(1), 15-34.
- Tremblay, A. (2005). Theoretical and methodological perspectives on the use of grammaticality judgment tasks in linguistic theory. *Second Language Studies*, 24(1), 129-167.
- Vainikka, A., & Young-Scholten, M. (1994). Direct access to X'-theory: Evidence from Korean and Turkish adults learning German. In T. Hoekstra & B. D. Schwartz (Eds.), *Language acquisition studies in generative grammar* (pp.265-316). Amsterdam, The Netherlands: John Benjamins.

- Vainikka, A., & Young-Scholten, M. (1998). Morphosyntactic triggers in adult SLA. In M.-L. Beck (Ed.), *Morphology and its interfaces in second language knowledge* (pp. 89-113). Amsterdam, The Netherlands: John Benjamins.
- Van-Valin, R. D., & Wilkins, D. P. (1996). The case for ‘effector’: Case roles, agents, and agency revisited. In M. Shibatani & S. A. Thompson (Eds.), *Grammatical constructions: Their form and meaning* (pp. 289–322). Oxford, UK: Oxford University Press.
- Vergnaud, J. R. (1977). A letter to N. Chomsky and H. Lasnik re their ms. “Filters and control.” Retrieved on January 19, 2010 from <http://norvin.dlp.mit.edu/~norvin/24.902/Vergnaud.pdf>
- Wardhaugh, R. (2006). *An introduction to sociolinguistics* (6<sup>th</sup> ed.). Cambridge, MA: Wiley Blackwell Publishers.
- White, L. (1990). Implications of learnability theories for second language learning and teaching: Learning, keeping, and using language (pp. 271-286). *Selected papers from the 8<sup>th</sup> World Congress of Applied Linguistics, Sydney, 16-21 August 1987*.
- White, L. (1995). Psych verbs and the T/SM restriction: What do L2 learners know? *Proceedings of the 1995 Canadian Linguistics Association Annual Conference*.
- White, L. (2003). *Second language acquisition and Universal Grammar*. Cambridge, England: Cambridge University Press.
- Whong-Barr, M. (2005). Transfer of argument structure and morphology. In L. Dekydtspotter et al. (Eds.), *Proceedings of the 7<sup>th</sup> Generative Approaches to Second Language Acquisition Conference (GASLA)* (pp. 268-282). Somerville, MA: Cascadilla Proceedings Project.
- Whong-Barr, M., & Schwartz, B. D. (2002). Morphological and syntactic transfer in child L2 acquisition of the English dative alternation. *Studies in Second Language Acquisition*, 24, 579-616.
- Yamauchi, S. (1990). An experiment with cloze procedure on Japanese EFL learners: On the diagnostic power of cloze procedure. *Ryudai Review of Language & Literature*, 35(2), 1-25.
- Yamashita, J. (2003). Processes of taking a gap-filling test: comparison of skilled and less skilled EFL readers. *Language Testing*, 20(3), 267-293.
- Yip, V. (1994). Grammatical consciousness-raising and learnability. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 123-139). Cambridge, England: Cambridge University Press.
- Yip, V. (1995). *Interlanguage and learnability*, Amsterdam, The Netherlands: John Benjamins.

- Yuan, B. (1999). Acquiring the unaccusative/unergative distinction in a second language: evidence from English-speaking learners of L2 Chinese. *Linguistics* 37(2), 275-96.
- Zobl, H. (1989). Canonical typological structures and ergativity in English L2 acquisition. In S. Gass & J. Schacter (Eds.), *Linguistic perspectives on second language acquisition* (pp. 203–21). Cambridge, England: Cambridge University Press.
- Zughoul, M. R. (2003). Globalization and EFL/ESL pedagogy in the Arab World. *Journal of Language and Learning*, 1(2). Retrieved from [http://www.jllonline.co.uk/journal/jllearn/1\\_2/zughoul.html](http://www.jllonline.co.uk/journal/jllearn/1_2/zughoul.html) on June 15, 2010.