

Contents

Series Foreword	ix
Program of Symposium on New Approaches to a Realistic Model of Language	x
Preface	xi
Participants: Workshop on Language and Cognition	xvi
Notes on Contributors	xvii

1 A Realistic Transformational Grammar

JOAN BRESNAN

The Realization Problem	1
Toward a More Realistic Transformational Grammar	3
The Active–Passive Relation	14
The Interpretation of Passives in Complex Sentences	23
The Need for Transformations	36
Consequences	40
Conclusion	58

2 Semantic Relations among Words

GEORGE A. MILLER

The Mental Lexicon	60
Sentential Concepts	64
Sentential Concepts and Words	71
Goals of Lexical Analysis	74
Nominal Concepts	76
Predicative Concepts	85
Reduction to Primitive Concepts	92
Semantic Fields	94
Polysemy and Lexical Disambiguation	97
Modals	108
Morphological Relations	112

3 An ATN Approach to Comprehension

ERIC WANNER AND MICHAEL MARATSOS

Why Augmented Transition Networks?	119
An Illustration of the ATN	123

An ATN Model of Relative Clause Comprehension	132
The HOLD Hypothesis	137
Measuring Transient Memory Load	139
Experiment 1	142
Experiment 2	147
Conclusions	157
Appendix	160

4 Anaphora as an Approach to Pragmatics

KEITH STENNING

Toward a Theory of Text	162
Possible Antecedents to Possible Anaphors	165
Meaning Relations between Antecedent and Anaphor	172
Inferential and Epistemic Relations	185
Interpretation of Text	188
Implications for Linguistic Theory	196
In Conclusion	199

5 Grammar as Evidence for Conceptual Structure

RAY JACKENDOFF

The Relation between Form, Meaning, and Thought	201
Things and Stuff, Locations and Paths	204
Things that Stand for Other Things	210
Generalization of Spatial Concepts to Abstract Domains	218
Interaction of Linguistic Semantics and Cognitive Psychology	227

6 Language and the Brain

EDGAR B. ZURIF AND SHEILA E. BLUMSTEIN

Broca's Aphasia and the Competence-Performance Distinction	229
Components of Sentence Processing	231
Lexical Semantics	239

7 New Models in Linguistics and Language Acquisition

MICHAEL MARATSOS

Underlying Logical Relations and Grammatical Structure	247
Initial Acquisitions	249
After Initial Acquisitions	257
Conclusions	262

8 The Child as Word Learner

SUSAN CAREY

The Process of Learning a Single New Word	264
Immature Lexical Entries: Missing Features	275
Immature Lexical Entries: Missing Features and Haphazard Examples	286
Summary and Conclusions	291

9 Knowledge Unlearned and Untaught: What Speakers Know about the Sounds of Their Language

MORRIS HALLE

Untaught Knowledge	294
Unlearned Knowledge	302
Bibliography	305
Index	321