



Second Language Syntax

A GENERATIVE INTRODUCTION

Roger Hawkins



Second Language Syntax

**Roeland van Hout, Aafke Hulk, Folkert
Kuiken, Richard J. Towell**

Second Language Syntax:

Second Language Syntax Roger Hawkins, 2001-02-08 Adopting the objectives of Chomsky's Principles and Parameters approach to Universal Grammar Second Language Syntax takes the reader through the main research findings in second language grammatical development For each area empirical findings are linked to proposals made by linguists working within the Principles and Parameters framework with the aim of developing a theory of second language syntax

Acquisition of Second Language Syntax Susan Braid, 2020-11-25 This book deals with the questions asked about the L2 acquisition process within different research paradigms examines the results found in each approach and evaluates the contributions of each to our understanding of L2 acquisition of syntax and to possible implications for L2 instruction

Meaning in the Second Language Roumyana Slabakova, 2008-12-10 This book reviews recent research on the second language acquisition of meaning with a view of establishing whether there is a critical period for the acquisition of compositional semantics A modular approach to language architecture is assumed The book addresses the Critical Period Hypothesis by examining the positive side of language development it demonstrates which modules of the grammar are easy to acquire and are not subject to age effects The Bottleneck Hypothesis is proposed which argues that inflectional morphology and its features present the most formidable challenge while syntax and phrasal semantics pose less difficulty to learners Findings from the neurofunctional imaging PET fMRI and electrophysiology ERPs of L2 comprehension are reviewed and critically examined Since it is argued that experimental tasks in those studies are mostly in need of linguistic refinement evidence from behavioral studies of L2 acquisition of semantics are brought to bear on comprehension modeling Learning situations are divided into two types those presenting learners with complex syntax but simple semantics and those offering complex semantic mismatches in simple syntactic contexts The numerous studies of both types reviewed in the book indicate that there is no barrier to ultimate success in the acquisition of phrasal semantics

The Acquisition of Second-language Syntax Susan M. Braid, 1999 An introduction to the acquisition of syntax in a second language which does not assume a detailed background knowledge The text builds a picture of second language grammatical development looking at the results of different approaches and provides a synthesis of research in the area

The Acquisition of Syntax in Romance Languages Vincent Torrens, Linda Escobar, 2006-07-26 This volume includes a selection of papers that address a wide range of acquisition phenomena from different Romance languages and all share a common theoretical approach based on the Principles and Parameters theory They favour discuss and sometimes challenge traditional explanations of first and second language acquisition in terms of maturation of general principles universal to all languages They all depart from the view that language acquisition can be explained in terms of learning language specific rules constraints or structures The different parts into which this volume is organized reflect different approaches that current research has offered which deal with issues of development of reflexive pronouns determiners clitics verbs auxiliaries inflection wh movement resumptive

pronouns topic and focus mood the syntax discourse interface and null arguments The Lexicon-syntax Interface in Second Language Acquisition Roeland van Hout, 2003-01-01 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA **Second Language Acquisition and Universal Grammar** Lydia White, 2003-03-06 This authoritative 2003 textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework Lydia White argues that second language acquisition is constrained by principles and parameters of Universal Grammar The book focuses on characterizing and explaining the underlying linguistic competence of second language learners in terms of these constraints Theories as to the role of Universal Grammar and the extent of mother tongue influence are presented and discussed with particular consideration given to the nature of the interlanguage grammar at different points in development from the initial state to ultimate attainment Throughout the book hypotheses maintaining that second language grammars are constrained by universal principles are contrasted with claims that Universal Grammar is not implicated relevant empirical research is presented from both sides of the debate This textbook is essential reading for those studying second language acquisition from a linguistic perspective Spanish Second Language Acquisition Barbara Armstrong Lafford, M. Rafael Salaberry, 2003 While the focus is on the acquisition of Spanish as a second language this is also an extremely useful volume for second language theoreticians and practitioners involved in all aspects of the pedagogy of other second languages Students teachers program administrators and scholars alike will benefit from the insights that the contributors bring to the myriad issues that language professionals confront **BOOK JACKET Handbook of Cognitive Linguistics and Second Language Acquisition** Peter Robinson, Nick C. Ellis, 2008-03-29 This cutting edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition SLA The first two sections identify theoretical and empirical strands of Cognitive Linguistics presenting them as a coherent whole The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction Its comprehensive range and tutorial style chapters make this handbook a valuable resource for students and researchers alike Language Universals and Second Language Acquisition William E. Rutherford, 1984-01-01 This volume consists of papers presented at the Conference on Language Universals and Second Language Acquisition University of Southern California

February 1982 Published with the papers are the remarks of the originally assigned discussants The collection represents an important cross fertilization between research in grammatical theory and in second language acquisition Topics dealt with in a number of the papers include word order markedness core grammar accessibility hierarchies and simplified registers The range of universals discussed embraces phonology syntax semantics and discourse Universals are also considered with reference to ontology psychological reality and evaluation metrics *Understanding Second Language Acquisition* Lourdes Ortega, 2014-02-04 Whether we grow up with one two or several languages during our early years of life many of us will learn a second foreign or heritage language in later years The field of Second language acquisition SLA for short investigates the human capacity to learn additional languages in late childhood adolescence or adulthood after the first language in the case of monolinguals or languages in the case of bilinguals have already been acquired Understanding Second Language Acquisition offers a wide encompassing survey of this burgeoning field its accumulated findings and proposed theories its developed research paradigms and its pending questions for the future The book zooms in and out of universal individual and social forces in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition It assumes no background in SLA and provides helpful chapter by chapter summaries and suggestions for further reading Ideal as a textbook for students of applied linguistics foreign language education TESOL and education it is also recommended for students of linguistics developmental psycholinguistics psychology and cognitive science Supporting resources for tutors are available free at www.routledge.com/ortega **From pragmatics to syntax** Anna Giacalone Ramat, Grazia Crocco Gal  s, 1995 *Morphology and its Interfaces in Second Language Knowledge* Maria-Luise Beck, 1998-12-15 This volume treats the connection between syntax and morphology with a focus on L2 acquisition This interface has been a matter of considerable interest in theoretical circles ever since Chomsky 1994 and others argued that morphological parameters form the primary locus of cross linguistic variation As might be expected generative theorists working in the area of language acquisition have responded to this argument with various analyses L2 research is no exception A variety of researchers have begun serious explorations on the ways in which morphology may or may not trigger variation not only in syntax but also in argument structure The volume thus brings together a concentrated research effort on the topic from an L2 perspective The volume starts off with a comprehensive introduction to the various sub topics and ends with an extensive index **Second Language Acquisition** Susan M. Gass, Larry Selinker, 2001 This book is a thorough revision of the highly successful text first published in 1994 The authors retain the multidisciplinary approach that presents research from linguistics sociology psychology and education in a format designed for use in an introductory course for undergraduate or graduate students The research is updated throughout and there are new sections and chapters in this second edition as well New chapters cover child language acquisition first and second Universal Grammar and instructed language learning new sections address issues such as what data analysis doesn't

show replication of research findings interlanguage transfer multilingual acquisition and transfer the aspect hypothesis general nativism connectionist approaches and implicit explicit knowledge Major updates include nonlanguage influences and the lexicon The workbook Second Language Learning Data Analysis Second Edition makes an ideal accompaniment to the text

Arabic L2 Interlanguage Ghassan Husseinali, 2015-10-23 Arabic L2 Interlanguage is a significant and timely addition to the field of Second Language Acquisition providing valuable insight into the development of interlanguage the interim language of early beginners in learners of Arabic This book Clearly establishes what interlanguage is and why it should form an important part of foreign language teaching Presents the reader with a sequence in which six English speaking learners of Arabic acquire the language Makes use of the rich morphological and syntactic property of Arabic to offer a new perspective on the field of Second Language Acquisition Arabic L2 Interlanguage contributes directly towards building a more comprehensive theoretical framework for explaining how L2s are acquired It will be key text for SLA scholars as well as an important resource for graduate students in Linguistics and Foreign Language Teaching

The Second Time Around □ Minimalism and L2 Acquisition Julia Herschensohn, 2000-02-15 Linking recent advances in theoretical syntax and empirical research in language development the book claims that second language acquisition is not totally distinct from first language acquisition but rather is a replay a relearning of language It argues that Universal Grammar is a template guiding acquisition of L1 while constraining acquisition of L2 Assuming that a syntactic distinction crucial for language and its acquisition is the division between lexical and functional categories it argues that the key to L2 as well as L1 acquisition of syntax is the mastery of morphological features and their linking to functional categories It thus supports the availability of UG to the second language learner and the minimalist claim that cross linguistic variation is morpholexical Constructionism the hypothesis of L2A proposed in this account argues for a period of feature underspecification after loss of the L1 value followed by a progressive building of the L2 value through specific constructions

Learnability and the Lexicon Alan Juffs, 1996 This book provides a critical review of recent theories of semantics syntax correspondences and makes new proposals for constraints on semantic structure relevant to syntax Data from several languages are presented which suggest that semantic structure in root morphemes is subject to parametric variation which has effect across a variety of verb classes including locatives unaccusatives and psych verbs The implications for first and second language acquisition are discussed In particular it is suggested that different parametric settings may lead to a learnability problem if adult learners do not retain access to sensitivity to underlying semantic organization and morphological differences between languages provided by Universal Grammar An experiment with Chinese speaking learners of English is presented which shows that learners initially transfer L1 semantic organization to the L2 but are able to retreat from overgeneralisations and achieve native like grammars in this area Suggestions for further research in this rapidly developing area of theory and acquisition research are also made

The Lexicon □ **Syntax Interface in Second Language Acquisition** Roeland van

Hout,Aafke Hulk,Folkert Kuiken,Richard J. Towell,2003-08-14 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA **The Acquisition of Spanish Morphosyntax**

Ana Teresa Pérez-Leroux,Juana Muñoz Licerias,2002-12-31 Recent developments in linguistic theory as well as the growing body of evidence from languages other than English provide new opportunities for deeper explorations into how language is represented in the mind of learners This collection of new empirical studies on the acquisition of Spanish morphosyntax by leading researchers in the field of language acquisition specifically contributes to the characterization of the L1 L2 connection in acquisition Using L1 and L2 Spanish data from children and adults the authors seek to address the central questions that have occupied developmental psycholinguists in the final decades of the previous century and that will no doubt continue engaging them into the present one **Linguists of Tomorrow** Kleanthes K. Grohmann,Aljona

Shelkovaya,2012-04-25 This volume is a selection of papers presented at Linguists of Tomorrow the 1st Cyprus Postgraduate Conference in Theoretical and Applied Linguistics held at the University of Cyprus on 7 8 May 2010 The collection includes nine chapters by postgraduate students of linguistics as well as two illustrious keynote papers by Prof Barbara Lust and Prof Thomas McFadden The topics range from theoretical linguistics syntax semantics morphology and phonology to psycholinguistics first and second language acquisition language impairments and language processing and applied linguistics bilingualism dictionaries writing and ethnolinguistics As such this collection of papers by established as well as up and coming researchers will appeal to a wide range of scholars students and academics alike interested in current issues in linguistics

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