

**Parameter
Setting
in
Language
Acquisition**

Dalila Ayoun



Parameter Setting In Language Acquisition

Lyn Frazier, J. de Villiers



Parameter Setting In Language Acquisition:

Parameter Setting in Language Acquisition Dalila Ayoun, 2005-02-28 This book provides a broad overview of parameter setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it based on cross linguistic language data that cover a range of syntactic and phonological phenomena From an historical perspective on parameter setting theory to an introduction to its role in computational linguistics neurolinguistics and language change the reader will find a critique of the most commonly made arguments as well as an index of all the syntactic phonological lexical and morphological parameters presented in the literature to date A closer look at the theory itself addresses the following questions What does a parameter setting approach to language acquisition entail What are the underpinnings of the theory What issues and problems remain to be solved The empirical studies carried out to test the null subject parameter and verb movement parameter are reviewed to re examine long standing theoretical assumptions as well as the learnability implications for first and second language acquisition

Language Acquisition and the Theory of Parameters Nina Hyams, 2012-12-06 This book is perhaps the most stunning available demonstration of the explanatory power of the parametric approach to linguistic theory It is akin not to a deductive proof but to the discovery of a footprint in a far off place which leaves an archeologist elated The book is full of intricate reasoning but the stunning aspect is that the reasoning moves between not only complex syntax and diverse languages but it makes predictions about what two year old children will assume about the jumble of linguistic input that confronts them Those predictions Hyams shows are supported by a discriminating analysis of acquisition data in English and Italian Let us examine the linguistic context for a moment before we discuss her theory The ultimate issue in linguistic theory is the explanation of how a child can acquire any human language To capture this fact we must posit an innate mechanism which meets two opposite constraints it must be broad enough to account for the diversity of human language and narrow enough so that the child does not make irrelevant hypotheses about his own language particularly ones from which there is no recovery That is a child must not posit a grammar which permits all of the sentences of a language as well as other sentences which are not in the language In a word the child must not create a language in which one cannot make adult discriminations between grammatical and ungrammatical

Properties of parameters and their connection to language acquisition Jens Stuhlemer, 2017-11-23 Seminar paper from the year 2015 in the subject English Language and Literature Studies Linguistics grade 2 3 University of Cologne language English abstract This paper is mainly investigating the properties of parameters and their connection to language acquisition One of the core questions will be in how far Chomsky's assumption of parameters being generally equipped with a default value can be validated In order to obtain a more detailed account of parameters in language acquisition a chronological analysis of relevant study areas will be made moving from a broad perspective to more and more detailed descriptions This analysis contains a brief overview of the Faculty of Language

and the LAD as well as of Universal Grammar simply because the parameters in question derive from these systems Afterwards a detailed look will be taken on specific features of parameters taking Meisel's text Parameters in Acquisition as a basis To become more specific in order to further question certain features of parameters that have occurred by then further linguistic fields will be taken into account namely bilingual studies neurolinguistics and computational linguistics

Parameter Setting Thomas Roeper, Edwin Williams, 2012-12-06 In May 1985 the University of Massachusetts held the first conference on the parameter setting model of grammar and acquisition The conference was conceived in the belief that there is a new possibility of tightly connecting grammatical studies and language acquisition studies and that this new possibility has grown out of the new generation of ideas about the relation of Universal Grammar to the grammar of particular languages The papers in this volume are all concerned in one way or another with the parametric model of grammar and with its role in explaining the acquisition of language Before summarizing the accompanying papers I would like to sketch the intellectual background of these new ideas It has long been the acknowledged goal of grammatical theorists to explicate the relation between the experience of the child and the knowledge of the adult Somehow the child selects a unique grammar by assumption compatible with a random partially unreliable sample of some language In the earliest work in generative grammar starting with Chomsky's Aspects and extending to such works as Jackendoff's Lexicalist Syntax 1977 the model of this account was the formal evaluation metric accompanied by a general rule writing system The model of acquisition was the following the child composed a grammar by writing rules in the rule writing system under the constraint that the rules must be compatible with the data and that the grammar must be the one most highly valued by the evaluation metric **How to**

Set Parameters David Lightfoot, 1991-01-01 Over the past decade generative grammarians have viewed language acquisition as a process of fixing option points or parameters defined in Universal Grammar Here David Lightfoot addresses the crucial question of what it takes to set a parameter of what kind of experience is needed to trigger the emergence of a natural kind of grammar Lightfoot asserts that parameter setting is not sensitive to embedded material that it is triggered only by robust elements that are structurally simple He observes that morphological properties play a significant role in setting parameters which have widespread syntactic effects Using evidence from data on diachronic changes and from current work in syntactic theory Lightfoot makes precise claims about the triggering experience that can explain a number of historical puzzles He argues that the changes could have taken place in the way they did only if language acquisition proceeds on the basis of simple unembedded experiences Along the way Lightfoot examines consequences of the loss of the rich Old English case system and of the breakdown of the verb classes and takes up particularly illuminating cases of obsolescent structures David Lightfoot is Professor and Chairman of the Linguistics Department at the University of Maryland

Language Processing and Language Acquisition Lyn Frazier, J. de Villiers, 1990-09-30 Studies of language acquisition have largely ignored processing principles and mechanisms Not surprisingly questions concerning the analysis

of an informative linguistic input the potential evidence for grammatical parameter setting have also been ignored Especially in linguistic approaches to language acquisition the role of language processing has not been prominent With few exceptions e g Goodluck and Tavakolian 1982 Pinker 1984 discussions of language performance tend to arise only when experimental debris the artifact of some experiment needs to be cleared away Consequently language processing has been viewed as a collection of rather uninteresting performance factors obscuring the true object of interest namely grammar acquisition On those occasions when parsing strategies have been incorporated into accounts of language development they have often been discussed as vague preferences not open to rigorous analysis In principle however theories of language comprehension can and should be subjected to the same criteria of explicitness and explanatoriness as other theories e g theories of grammar Thus their peripheral role in accounts of language development may reflect accidental factors rather than any inherent fuzziness or irrelevance to the language acquisition problem It seems probable that an explicit model of the ways processing routines are applied in acquisition would help solve some central problems of grammar acquisition since these routines regulate the application of grammatical knowledge to novel inputs

Processing and Parameter Setting in Language Acquisition Carole Tenny Boster, 1997

A Parameter-Setting Model of L2 Acquisition S. Flynn, 2012-12-06

Recent developments in linguistic theory have led to an important reorientation of research in related fields of linguistic inquiry as well as in linguistics itself The developments I have in mind viewed from the point of view of government binding theory have to do with the characterization of Universal Grammar UG as a set of subtheories each with its set of central principles perhaps just one principle central to each subtheory and parameters perhaps just one for each principle according to which a principle can vary between an unmarked and a marked parametric value Chomsky 1985 1986 For example let us assume that there is an X bar theory in explanation of those features of phrase structure irreducible to other subtheories of UG Within X bar theory variation among languages is then allowed only with respect to the position the head of a phrase occupies in relation to its complements such that the phrases of a language will be either right or left headed Thus languages will vary between being right headed in this respect as in Japanese phrase structure and being left headed as in English phrase structure Everything else about the phrase structure of particular languages will be fixed within X bar theory itself or else it will fall out from other subtheories of UG Case theory θ theory etc Chomsky 1985 161-62 Chomsky 1986 2-4 and references cited there Hatters are the same in other modules of grammar

The Split IP Parameter in Second Language Learning Adela Simoiu, 2014-05-02

The book addresses some important issues in second language acquisition research such as access to Universal Grammar the factors that account for success or failure in L2 learning as well as parameter re-setting within the generative framework The empirical data against which the research hypothesis is tested come from two main studies a longitudinal one involving beginner learners and an experimental one with elementary and advanced learners all subjects are adults learning English in a formal instruction setting with Romanian as L1 Starting from

Chomsky's 2005 account of first language acquisition in terms of three factors namely genetic endowment experience and non linguistic principles the first chapter of the book explores the question of whether the same three factors may be operating in second language learning The rest of the book focuses on more specific research issues related to access to Universal Grammar and parameter re setting Since L1 acquisition is defined mainly as the process of parameter setting on the basis of the input parameter setting is expected to be at the core of L2 learning as well However in the literature it has often been argued that one of the most important differences between L1 and L2 acquisition is related precisely to this process The parameter which the book focuses on is the split IP parameter Bobaljik and Thr insson 1998 in the case of Romanian L1 learners of English as L2 Romanian is split IP while English is split IP In this case the learners would need to move from the positive value of the parameter to the negative one i e from a wider set of property values to a more restrictive one There are three possible scenarios i the L2 learners set the negative value from the target language from the very beginning on the basis of input alone ii the learners first transfer the positive value from their L1 and reset this value to the L2 negative one as they progress in acquiring the L2 the final state is L2 like iii the learners first transfer the positive value from their L1 but resetting is impossible the L2 underlying representations are different from those of native speakers even with advanced speakers and what may account for final L2 state is parameter learning These scenarios are explored with the help of the data provided by longitudinal and experimental studies

Universal Grammar and Parameter Resetting in Second Language Acquisition Martin Kaltenbacher, 2001 Diese Arbeit wurde mit dem Förderpreis der Landeshauptstadt Salzburg zur Förderung von Kunst Wissenschaft und Literatur ausgezeichnet The book addresses the issue of Universal Grammar UG and parameter resetting in Second Language L2 acquisition The central questions are what is the initial state of a learner's L2 grammar and does UG play a role in L2 acquisition Several hypotheses are evaluated and set in relation to four parameters that are suggested to play a central role in UG and language acquisition Particular focus is put on parametric differences between English and German For this purpose Austrian learners have been tested on null subjects and adverbial and verb placement It is shown that the learners transfer the L1 parameter settings into their early English interlanguage grammars They are then involved in a disrupted process of parameter resetting which is not guided by UG but proceeds via cognitive processes and learning strategies Contents Universal grammar in language acquisition The pro drop parameter Parameterisation of adverbial and adverb placement The head parameter A case study with Austrian learners of L2 English

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.

Cognitive Science Neil A. Stillings, 1995. Cognitive Science is a single source undergraduate text that broadly surveys the theories and empirical results of cognitive science within a consistent computational perspective. In addition to covering the individual contributions of psychology, philosophy, linguistics, and artificial intelligence to cognitive science, the book has been revised to introduce the connectionist approach as well as the classical symbolic approach and adds a new chapter on cognitively related advances in neuroscience. Cognitive science is a rapidly evolving field that is characterized by considerable contention among different views and approaches. Cognitive Science presents these in a relatively neutral manner. It covers many new orientations, theories, and findings, embedding them in an integrated computational perspective and establishing a sense of continuity and contrast with more traditional work in cognitive science. The text assumes no prerequisite knowledge, introducing all topics in a uniform, accessible style. Many topics, such as natural language processing and vision, however, are developed in considerable depth, which allows the book to be used with more advanced undergraduates or even in beginning graduate settings. A Bradford Book.

Possible and Probable Languages Frederick J. Newmeyer, 2005-10-13. In this important and pioneering book, Frederick Newmeyer takes on the question of language variety. He considers why some language types are impossible and why some grammatical features are more common than others. The task of trying to explain typological variation among languages has been mainly undertaken by functionally oriented linguists. Generative grammarians, entering the field of typology in the 1980s, put forward the idea that cross linguistic differences could be explained by linguistic parameters within Universal Grammar, whose operation might vary from language to language. Unfortunately, this way of looking at variation turned out to be much less successful than had been hoped for. Professor Newmeyer's alternative to parameters combines leading ideas from functionalist and formalist approaches, which in the past have been considered incompatible. He throws fresh light on language typology and variation and provides new insights into the principles of Universal Grammar. The book is written in a clear, readable style and will be readily understood by anyone with a couple of years' study of linguistics. It will interest a wide range of scholars and students of language, including typologists, historical linguists, and theorists of every shade.

Uncommon Understanding Dorothy V. M. Bishop, 1997. A unique book integrating research in language acquisition, psycholinguistics, and neuropsychology to give a comprehensive picture of the process we call comprehension. The emphasis of the book is on children with specific language impairments.

The Limits of Syntactic Variation Theresa Biberauer, 2008. Against the background of the past half century's typological and generative work on comparative syntax, this volume brings together 16 papers considering what we have

learned and may still be able to learn about the nature and extent of syntactic variation More specifically it offers a multi perspective critique of the Principles and Parameters approach to syntactic variation evaluating the merits and shortcomings of the pre Minimalist phase of this enterprise and considering and illustrating the possibilities opened up by recent empirical and theoretical advances Contributions focus on four central topics firstly the question of the locus of variation whether the attested variation may plausibly be understood in parametric terms and if so what form such parameters might take secondly the fate of one of the most prominent early parameters the Null Subject Parameter thirdly the matter of parametric clusters more generally and finally acquisition issues Encyclopedia of Linguistics Philipp Strazny,2013-02-01 Utilizing a historical and international approach this valuable two volume resource makes even the more complex linguistic issues understandable for the non specialized reader Containing over 500 alphabetically arranged entries and an expansive glossary by a team of international scholars the Encyclopedia of Linguistics explores the varied perspectives figures and methodologies that make up the field **Contemporary Linguistic Parameters** Antonio Fabregas,Jaume Mateu,Michael Putnam,2015-11-19 Parameters have lain at the core of linguistic research in the generative tradition for decades The theoretical questions they have raised are deep and broad this reference text investigates how contemporary linguistics has best tried to answer them This book looks at how parameters might be properly defined and what their locus might be lexical information functional heads the computational system the phonological branch of the grammar What kind of data forms trigger acquisition of a parameter Are parameters necessary or can we study languages without making reference to them The questions looked at are not just theoretical how can a theory of parameters be used to help understand second language acquisition and what contributions can it make to the study of language typology This is the right time to gather all this information dispersed in many different kinds of publications by single authors and groups into one comprehensive volume A Companion to Chomsky Nicholas Allott,Terje Lohndal,Georges Rey,2021-04-27 A COMPANION TO CHOMSKY Widely considered to be one of the most important public intellectuals of our time Noam Chomsky has revolutionized modern linguistics His thought has had a profound impact upon the philosophy of language mind and science as well as the interdisciplinary field of cognitive science which his work helped to establish Now in this new Companion dedicated to his substantial body of work and the range of its influence an international assembly of prominent linguists philosophers and cognitive scientists reflect upon the interdisciplinary reach of Chomsky s intellectual contributions Balancing theoretical rigor with accessibility to the non specialist the Companion is organized into eight sections including the historical development of Chomsky s theories and the current state of the art comparison with rival usage based approaches and the relation of his generative approach to work on linguistic processing acquisition semantics pragmatics and philosophy of language Later chapters address Chomsky s rationalist critique of behaviorism and related empiricist approaches to psychology as well as his insistence upon a Galilean methodology in cognitive science Following a brief discussion of the relation of his work in linguistics to his work on political

issues the book concludes with an essay written by Chomsky himself reflecting on the history and character of his work in his own words A significant contribution to the study of Chomsky's thought A Companion to Chomsky is an indispensable resource for philosophers linguists psychologists advanced undergraduate and graduate students and general readers with interest in Noam Chomsky's intellectual legacy as one of the great thinkers of the twentieth century **First Language Attrition, Use and Maintenance** Monika S. Schmid, 2002 Accompanying CD also called a CD ROM by publisher contains excerpts from more than twenty of the interviews analyzed p 4 of cover *The Teacher's Grammar of English with Answers* Ron Cowan, 2008-05-26 The Teacher's grammar of English enables English language teachers and teachers in training to fully understand and effectively teach English grammar With comprehensive presentation of form meaning and usage along with practical exercises and advice on teaching difficult structures it is both a complete grammar course and an essential reference text Back cover

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Table of Contents Parameter Setting In Language Acquisition

1. Understanding the eBook Parameter Setting In Language Acquisition
 - The Rise of Digital Reading Parameter Setting In Language Acquisition
 - Advantages of eBooks Over Traditional Books
2. Identifying Parameter Setting In Language Acquisition
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Parameter Setting In Language Acquisition
 - User-Friendly Interface
4. Exploring eBook Recommendations from Parameter Setting In Language Acquisition
 - Personalized Recommendations
 - Parameter Setting In Language Acquisition User Reviews and Ratings
 - Parameter Setting In Language Acquisition and Bestseller Lists
5. Accessing Parameter Setting In Language Acquisition Free and Paid eBooks

- Parameter Setting In Language Acquisition Public Domain eBooks
- Parameter Setting In Language Acquisition eBook Subscription Services
- Parameter Setting In Language Acquisition Budget-Friendly Options
- 6. Navigating Parameter Setting In Language Acquisition eBook Formats
 - ePub, PDF, MOBI, and More
 - Parameter Setting In Language Acquisition Compatibility with Devices
 - Parameter Setting In Language Acquisition Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Parameter Setting In Language Acquisition
 - Highlighting and Note-Taking Parameter Setting In Language Acquisition
 - Interactive Elements Parameter Setting In Language Acquisition
- 8. Staying Engaged with Parameter Setting In Language Acquisition
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Parameter Setting In Language Acquisition
- 9. Balancing eBooks and Physical Books Parameter Setting In Language Acquisition
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Parameter Setting In Language Acquisition
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Parameter Setting In Language Acquisition
 - Setting Reading Goals Parameter Setting In Language Acquisition
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Parameter Setting In Language Acquisition
 - Fact-Checking eBook Content of Parameter Setting In Language Acquisition
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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