

Other Children, Other Languages

Issues in the Theory of Language Acquisition



edited by

Yonata Levy

Other Children Other Languages Issues In The Theory Of Language Acquisition

Clotilde Pontecorvo



Other Children Other Languages Issues In The Theory Of Language Acquisition:

Other Children, Other Languages Yonata Levy, 1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company

Handbook of Child Language Acquisition Tej K. Bhatia, William C. Ritchie, 2023-11-27 What allows children to acquire language so effortlessly with such speed and with such amazing accuracy Capitalizing on the most recent developments in linguistics and cognitive psychology this volume sheds new light on the what why and how of the child's ability to acquire one or more languages The Handbook is one of a kind in a number of respects It includes state of the art treatments of acquisition from a variety of theoretical viewpoints ranging from functionalist approaches and the implications of the creolization of languages for the study of acquisition to the relevance of Chomsky's Minimalist Program It contains overviews of the acquisition of all components of linguistic structure treats the acquisition of the sign languages of the deaf and discusses the specific problems of bilingual acquisition This handbook addresses the following questions Is the capacity for language acquisition constant throughout the career of the language learner that is is it continuous or does that capacity change in significant ways as the learner matures Is the language capacity a separate module of the mind or does it follow from general all purpose cognitive capacities What is innate in language acquisition and what is acquired on the basis of experience What research methodological issues arise in the study of child language acquisition How might input from the language or languages of the environment including visual gestural input in the case of the sign languages of the deaf affect the process and result of acquisition and How are the facts of non normal acquisition to be explained

Functional Categories in Language Acquisition Annette Hohenberger, 2011-04-20 This study investigates the acquisition of Functional Categories e g INFL AGR TNS DET COMP from the perspective of self organization in generative grammar Language is conceived of as a dynamical system which evolves in time and bifurcates when critical thresholds are reached The emergence of syntax as evidenced by the acquisition of Functional Categories is the major bifurcation in child language acquisition Target values of syntactic parameters are attractors which children approach on individual trajectories A proposed tripartite scenario of change from a simple stable state A via symmetry breaking in a liminal phase B characterized by variation to a new complex stable state C accounts for the dynamics in early grammatical development Traditional generative issues such as the acquisition of case marking finiteness V2 and wh questions are discussed as well as new issues such as functional neologisms and sentential blends Dynamical notions like precursor oscillation symmetry breaking and trigger are important explanatory tools The growing child phrase marker is a fractal mental object which represents syntactic information by way of self similar extended projections The book addresses researchers in language acquisition from various theoretical camps generative functional connectionist by giving new answers to old questions in the light of a novel challenging theory self organization

Foreign Language Learning Alice F. Healy, Lyle E. Bourne, Jr., 2013-05-13 Based on a research project funded by the Army Research Institute Foreign Language Learning reports original empirical

and theoretical research on foreign language acquisition and makes recommendations about applications to foreign language instruction. The ultimate goal of this project was to identify a set of psychological principles that can provide the foundation for or at least argumentation for a foreign language training course. This book reviews the various studies of which the project is comprised. It begins with an overview chapter outlining the scope of the project and summarizing some of the experiments that were conducted in the laboratory. In each of the following chapters the contributors report on previously unpublished research on selected specific psycholinguistic training principles: vocabulary and concept acquisition, language comprehension, reading processes, and bilingualism. The final chapter, prepared by a prominent expert on second language training, provides an overview and evaluation of the contribution of the research described in earlier chapters to the goal of improving instructional methods in foreign language learning. Sandwiched between the introductory and final chapters are four major sections: Vocabulary and Concept Acquisition, which discusses the effect of first language phonological configuration on lexical acquisition in a second language; contextual inference effects in foreign language vocabulary acquisition and retention; mediated processes in foreign language vocabulary acquisition and retention; and the status of the count-mass distinction in a mental grammar. Language Comprehension, which addresses voice communication between air traffic controllers and pilots who are nonnative speakers of English; cognitive strategies in discourse processing; and the effects of context and word order in Maasai sentence production and comprehension. Reading Processes, which discusses the enhancement of text comprehension through highlighting the effect of alphabet and fluency on unitization processes in reading; and reading proficiency of bilinguals in their first and second languages; and Bilingualism, which addresses Stroop interference effects in bilinguals between similar and dissimilar languages; the individual differences in second language proficiency; and the hierarchical model of bilingual representation.

The Cambridge Handbook of Morphology Andrew Hippisley, Gregory Stump, 2016-11-24. The Cambridge Handbook of Morphology describes the diversity of morphological phenomena in the world's languages, surveying the methodologies by which these phenomena are investigated and the theoretical interpretations that have been proposed to explain them. The Handbook provides morphologists with a comprehensive account of the interlocking issues and hypotheses that drive research in morphology. For linguists generally, it presents current thought on the interface of morphology with other grammatical components and on the significance of morphology for understanding language change and the psychology of language. For students of linguistics, it is a guide to the present-day landscape of morphological science and to the advances that have brought it to its current state; and for readers in other fields—psychology, philosophy, computer science, and others—it reveals just how much we know about systematic relations of form to content in a language's words and how much we have yet to learn.

(In)vulnerable Domains in Multilingualism Natascha Müller, 2003-01-01. The focus of this collection of essays is on the acquisition of so-called vulnerable and invulnerable grammatical domains in multilingualism. Language acquisition is studied from a comparative

perspective mostly in the framework of generative grammar Different types of multilingualism are compared the existence of multiple grammars in L1 acquisition simultaneous L2 acquisition balanced and unbalanced bilingualism and successive L2 acquisition child and adult L2 acquisition Evidence from the language pairs French German Italian Swedish Spanish English Spanish German Spanish Basque Portuguese Japanese English Portuguese German English German Turkish German is brought to bear on grammatical issues pertaining to the morphology and syntax of the noun phrase pronoun use and the null subject property clause structure verb position non finite clauses agreement at the clause level and on issues like code mixing and language dominance

The Oxford Handbook of Compounding Rochelle Lieber, Pavol Stekauer, 2011-07-07 This book presents a comprehensive review of theoretical work on the linguistics and psycholinguistics of compound words and combines it with a series of surveys of compounding in a variety of languages from a wide range of language families Compounding is an effective way to create and express new meanings Compound words are segmentable into their constituents so that new items can often be understood on first presentation However as keystone keynote and keyboard and breadboard sandwich board and mortarboard show the relation between components is often far from straightforward The question then arises as to how far compound sequences are analysed at each encounter and how far they are stored in the brain as single lexical items The nature and processing of compounds thus offer an unusually direct route to how language operates in the mind as well as providing the means of investigating important aspects of morphology and lexical semantics and insights to child language acquisition and the organization of the mental lexicon This book is the first to report on the state of the art on these and other central topics including the classification and typology of compounds and cross linguistic research on the subject in different frameworks and from synchronic and diachronic perspectives

Usage-Based Studies in Modern Hebrew Ruth A. Berman, 2020-03-18 The goal of the volume is to shed fresh light on Modern Hebrew from perspectives aimed at readers interested in the domains of general linguistics typology and Semitic studies Starting with chapters that provide background information on the evolution and sociolinguistic setting of the language the bulk of the book is devoted to usage based studies of the morphology lexicon and syntax of current Hebrew Based primarily on original analyses of authentic spoken and online materials these studies reflect varied theoretical frames of reference that are largely model neutral in approach To this end the book presents a functionally motivated dynamic approach to actual usage rather than providing strictly structuralist or formal characterizations of particular linguistic systems Such a perspective is particularly important in the case of a language undergoing accelerated processes of change in which the gap between prescriptive dictates of the Hebrew Language Establishment and the actual usage of educated literate but non expert speaker writers of current Hebrew is constantly on the rise

Writing Development Clotilde Pontecorvo, 1997-11-06 This volume presents a selection of papers presented at a series of three workshops organized by the Network Written Language and Literacy as launched by the European Science Foundation The main topics making up Writing Development are 1

Writing and literacy acquisition Links between speech and writing with contributions by David R Olson Claire Blanche Benveniste Emilia Ferreiro Ruth Berman Liliana Tolchinsky 2 Writing and reading in time and culture with contributions by Collette Sirat Fran oise Desbordes Harmut G nther Peter Koch 4 Writing systems brain structures and languages A neurolinguistic view with contributions by Giuseppe Cossu Heinz Wimmer Uta Frith Brian Butterworth The volume heads off with an extensive introduction Studying writing and writing acquisition today A multidisciplinary view

Perspectives on Language and Language Development Dorit Diskin Ravid,Hava Bat-Zeev Shyldkrot,2006-08-25 Perspectives on Language and Language Development brings together new perspectives on language discourse and language development in 31 chapters by leading scholars from several countries with diverging backgrounds and disciplines It is a comprehensive overview of language as a rich multifaceted system inspired by the lifework of Ruth A Berman Edited by Dorit Ravid and Hava Bat Zeev Shyldkrot both from Tel Aviv University Israel the book offers state of the art portrayals of linguistic and psycholinguistic phenomena with new insights on the interrelations of language structure discourse theory and the development of language and literacy The volume presents innovative investigations on the interface of language and narrative in a broad range of languages with a section devoted to linguistic studies of Modern Hebrew It traces the development of language and literacy from early childhood through adolescence to maturity in spoken and written contexts and in monolingual as well as multilingual perspectives Linguists psycholinguists discourse scholars cognitive psychologists language teachers education experts and clinicians working in the field of language and discourse will find this book extremely useful both as a textbook and as a source of information

Handbook of Child Psychology, Cognition, Perception, and Language William Damon,Richard M. Lerner,Deanna Kuhn,Robert S. Siegler,2006-05-11 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 2 Cognition Perception and Language edited by Deanna Kuhn Columbia University and Robert S Siegler Carnegie Mellon University covers mechanisms of cognitive and perceptual development in language acquisition It includes new chapters devoted to neural bases of cognition motor development grammar and language rules information processing and problem solving skills

Language Development Across Childhood and Adolescence Ruth Aronson Berman,2004-01-01 This volume brings together work by scholars with backgrounds in linguistics psycholinguistics developmental psychology education and language pathology As such the book adds psycholinguistic and crosslinguistic perspectives to the clinical and classroom approaches that have dominated the study of later language development Incorporating insights from prior language acquisition research it goes beyond preschool age to consider both isolated utterances and extended discourse conversational interactions and monologic text construction and both written and spoken

language use from early school age across adolescence Data from French Hebrew Spanish and Swedish as well as English cover varied domains morphology and lexicon syntax and verb argument structure as well as peer interaction spelling processing of on line writing and reading poetry The epilogue suggests explanations for the findings documented Across the book the authors show how cognitive and social maturation combines with increased literacy in the path taken by schoolchildren and adolescents towards the flexible deployment of a growing repertoire of lexical elements in varied morpho syntactic constructions and different discourse contexts that constitutes the hallmark of maturely proficient language use

An Introduction to Child Language Development Susan H.Foster- Cohen,2014-06-17 This volume introduces the field of child language development studies and presents hypotheses in an accessible largely non technical language aiming to demonstrate the relationship between these hypotheses and interpretations of data It makes the assumption that having a theory of language development is as important as having reliable data about what children say and understand and it advocates a combination of both rationalist and more empiricist traditions In fact the author overtly argues that different traditions provide different pieces of the picture and that taking any single approach is unlikely to lead to productive understanding Susan Foster Cohen explores a range of issues including the nature of prelinguistic communication and its possible relationship to linguistic development early stages of language development and how they can be viewed in the light of later developments the nature and role of children s experience with the language s around them variations in language development due to both pathological and non pathological differences between children and in the latter case between the languages they learn later oral language development and literacy The approach is distinctly psycholinguistic and linguistic rather than sociolinguistic although there is significant treatment of issues which intersect with more sociolinguistic concerns e g literacy language play and bilingualism There are exercises and discussion questions throughout designed to reinforce the ideas being presented as well as to offer the student the opportunity to think beyond the text to ideas at the cutting edge of research The accessible presentation of key issues will appeal to the intended undergraduate readership and will be of interest to those taking courses in language development linguistics developmental psychology educational linguistics and speech pathology The book will also serve as a useful introduction to students wishing to pursue post graduate courses which deal with child language development

Research on Child Language Acquisition International Congress for the Study of Child Language. Conference,2001

The Development of Language Martyn Barrett,2016-01-28

This book presents a general overview of our current knowledge of language development in children All the principal strands of language development are covered including phonological lexical syntactic and pragmatic development bilingualism precursors to language development in infancy and the language development of children with developmental disabilities including children with specific language impairment Written by leading international authorities each chapter summarises clearly and lucidly our current state of knowledge and carefully explains and evaluates the theories which have

been proposed to account for children's development in that area **The Cambridge Handbook of Literacy** David R. Olson, Nancy Torrance, 2009-02-16 This volume demonstrates how literacy is more than learning to read and write Literacy creates communities organizes personal and social lives makes possible civil society and the rule of law and underwrites the commitment of both modern and developing societies to universal education and ever higher levels of literate competence Everything that is involved in being and becoming literate is the concern of this interdisciplinary group of distinguished scholars *New Directions In Language Development And Disorders* Michael Perkins, Sara Howard, 2012-12-06 Research into child language development is being conducted more extensively by more people and in more countries throughout the world than at any point in the past We now know more than we ever did before about the linguistic cognitive neurobiological and social capacities that children bring to their language learning task as well as the ways in which these capacities interact with a whole range of factors present in the child's environment throughout the learning process not least the particular characteristics of the language or languages to which the child is exposed Far from inducing a sense of complacency this new knowledge seems instead to create an even stronger impetus to know more This is partly because of the new and unforeseen questions it raises and partly because of competition between different theories to provide the best explanation of the phenomenon and which in turn engender different methods of enquiry This volume addresses many of the key issues which are currently exercising the minds of child language researchers and which are likely to motivate research for some years to come The chapters included here all previously unpublished present a great deal of new data and address a range of theoretical issues from a variety of perspectives *Language Mixing in Infant Bilingualism* Elizabeth Lanza, 2004 This book addresses the issue of language contact in the context of child language acquisition Elizabeth Lanza examines in detail the simultaneous acquisition of Norwegian and English by two first born children in families living in Norway in which the mother is American and the father Norwegian She connects psycholinguistic arguments with sociolinguistic evidence adding a much needed dimension of real language use in context to the psycholinguistic studies which have dominated the field She draws upon evidence from other studies to support her claims concerning language dominance and the child's differentiation between the two languages in relation to the situation interlocutor and the communicative demands of the context She also addresses the question of whether or not the language mixing of infant bilingualism is conceptually different from the codeswitching of older bilinguals thus helping to bridge the gap between these two fields of study *The Handbook of Language Emergence* Brian MacWhinney, William O'Grady, 2018-05-01 This authoritative handbook explores the latest integrated theory for understanding human language offering the most inclusive text yet published on the rapidly evolving emergentist paradigm Brings together an international team of contributors including the most prominent advocates of linguistic emergentism Focuses on the ways in which the learning processing and structure of language emerge from a competing set of cognitive communicative and biological constraints Examines forces on widely divergent timescales from

instantaneous neurolinguistic processing to historical changes and language evolution Addresses key theoretical empirical and methodological issues making this handbook the most rigorous examination of emergentist linguistic theory ever

Progression and Regression in Language Kenneth Hyltenstam, Ake Viberg, 1993 First published in 1994 this crosslinguistic collection looks at changes and developments in language involving gain or loss in structural complexity or utility The dynamics of these processes of progression and regression are examined at the societal and the individual level and the two are compared In the former the focus is on the social and cultural forces that influence groups of speakers to create new languages or abandon old ones In the latter the acquisition and attrition of both first and second languages are considered Questions raised include Can parallel structural patterning be observed in whole languages and in the individual's version of a language Is there parallelism between progression and regression Can changes occurring in progression and regression be interpreted in a typological framework These are addressed from sociological neuropsychological and linguistic perspectives

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