
First Language Acquisition

Language Acquisition

A Computational Model Of First Language
Acquisition

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First and second language acquisition

The Handbook of Linguistics

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Syntactic Theory and First Language Acquisition

Acquisition

John Benjamins Publishing Company

For many years, Roger Brown and his colleagues have studied the developing language of pre-school children--the language that ultimately will permit them to understand themselves and the world around them. This longitudinal research project records the conversational performances of three children, studying both semantic and grammatical aspects of their language development. These core findings are related to recent work in psychology and linguistics--and especially to studies of the acquisition of languages other than English, including Finnish, German, Korean, and Samoan. Roger Brown has written the most exhaustive and searching analysis yet undertaken of the early stages of grammatical constructions and the meanings they convey. The five stages of linguistic development Brown establishes are measured not by chronological age--since children vary greatly in the speed at which their speech develops--but by mean length of utterance. This volume treats the first two stages. Stage I is the threshold of syntax, when children begin to combine

words to make sentences. These sentences, Brown shows, are always limited to the same small set of semantic relations: nomination, recurrence, disappearance, attribution, possession, agency, and a few others. Stage II is concerned with the modulations of basic structural meanings--modulations for number, time, aspect, specificity--through the gradual acquisition of

grammatical morphemes such as inflections, prepositions, articles, and case markers. Fourteen morphemes are studied in depth and it is shown that the order of their acquisition is almost identical across children and is predicted by their relative semantic and grammatical complexity. It is, ultimately, the intent of this work to focus on the nature and development of knowledge: knowledge

concerning grammar and the meanings coded by grammar; knowledge inferred from performance, from sentences and the settings in which they are spoken, and from signs of comprehension or incomprehension of sentences.

A
Computational Model Of First Language Acquisition
 Cambridge Scholars Publishing
 "The first edition of this Handbook is built on

surveys by well-known figures from around the world and around the intellectual world, reflecting several different theoretical predilections, balancing coverage of enduring questions and important recent work. Those strengths are now enhanced by adding new chapters and thoroughly revising almost all other chapters, partly to reflect ways in which the field

has changed in the intervening twenty years, in some places radically. The result is a magnificent volume that can be used for many purposes." David W. Lightfoot, Georgetown University "The Handbook of Linguistics, Second Edition is a stupendous achievement. Aronoff and Rees-Miller have provided overviews of 29 subfields of linguistics, each written by one of the

leading researchers in that subfield and each impressively crafted in both style and content. I know of no finer resource for anyone who would wish to be better informed on recent developments in linguistics." Frederick J. Newmeyer, University of Washington, University of British Columbia and Simon Fraser University "Linguists, their students, colleagues, family, and friends:

anyone interested in the latest findings from a wide array of linguistic subfields will welcome this second updated and expanded edition of *The Handbook of Linguistics*. Leading scholars provide highly accessible yet substantive introductions to their fields: it's an even more valuable resource than its predecessor." Sally McConnell-Ginet, Cornell University "No handbook or text offers a

more comprehensive, contemporary overview of the field of linguistics in the twenty-first century. New and thoroughly updated chapters by prominent scholars on each topic and subfield make this a unique, landmark publication." Walt Wolfram, North Carolina State University This second edition of *The Handbook of Linguistics* provides an updated and timely overview of

the field of linguistics. The editor's broad definition of the field ensures that the book may be read by those seeking a comprehensive introduction to the subject, but with little or no prior knowledge of the area. Building on the popular first edition, *The Handbook of Linguistics, Second Edition* features new and revised content reflecting advances within the discipline.

New chapters expand the already broad coverage of the Handbook to address and take account of key changes within the field in the intervening years. It explores: psycholinguistics, linguistic anthropology and ethnolinguistics, sociolinguistic theory, language variation and second language pedagogy. With contributions from a global team of leading

linguists, this comprehensive and accessible volume is the ideal resource for those engaged in study and work within the dynamic field of linguistics. [First Language Acquisition](#) Cambridge University Press Are all children exposed to the same linguistic input, and do they follow the same route in acquisition? The answer is no: The language that children hear

differs even within a social class or cultural setting, as do the paths individual children take. The linguistic signal itself is also variable, both within and across speakers - the same sound is different across words; the same speech act can be realized with different constructions. The challenge here is to explain, given their diversity of experience, how children arrive at similar generalization

s about their first language. This volume brings together studies of phonology, morphology, and syntax in development, to present a new perspective on how experience and variation shape children's linguistic generalizations. The papers deal with variation in forms, learning processes, and speaker features, and assess the impact of variation on the

mechanisms and outcomes of language learning. First and second language acquisition John Benjamins Publishing This book provides a snapshot of the field of language acquisition at the beginning of the 21st Century. It represents the multiplicity of approaches that characterize the field and provides a review of current topics and debates, as well as addressing

some of the connections between sub-fields and possible future directions for research. The Handbook of Linguistics GRIN Verlag Studienarbeit aus dem Jahr 2013 im Fachbereich Anglistik - Sonstiges, Note: 1,0, Ruprecht-Karls-Universität Heidelberg (Anglistisches Seminar), Veranstaltung: Psycholinguistics, Sprache: Deutsch, Abstract: We acknowledge the fact that to learn any

language takes time. It is a process and not instantaneous as we have all experienced whether it was through our first or our second language. Most of us though don't remember putting much effort into learning our mother tongue but remember well the effort we put into learning a foreign language. Understanding the underlying processes can especially be valuable to teachers and

learners of a second language. It can help teachers with their teaching methods and both teacher and learner can be more patient and enjoy exploring the new language. Processes in first and second language acquisition share common sequences but are still different and vary especially in the outcome. While all speakers achieve native proficiency in their first

language, they do not or are not able to do so in their second.

First and Second Language Acquisition

Cambridge University Press
 Universal Grammar (UG) is a theory of both the fundamental principles for all possible languages and the language faculty in the "initial state" of the human organism. These two volumes approach the study of UG by joint, tightly linked studies of both

linguistic theory and human competence for language acquisition. In particular, the volumes collect comparable studies across a number of different languages, carefully analyzed by a wide range of international scholars. The issues surrounding cross-linguistic variation in "Heads, Projections, and Learnability" (Volume 1) and in "Binding, Dependencies,

and "Learnability" (Volume 2) are arguably the most fundamental in UG. How can principles of grammar be learned by general learning theory? What is biologically programmed in the human species in order to guarantee their learnability? What is the true linguistic representation for these areas of language knowledge? What universals exist across languages?

The two volumes summarize the most critical current proposals in each area, and offer both theoretical and empirical evidence bearing on them. Research on first language acquisition and formal learnability theory is placed at the center of debates relative to linguistic theory in each area. The convergence of research across several different disciplines -- linguistics,

developmental psychology, and computer science -- represented in these volumes provides a paradigm example of cognitive science.

Language Acquisition by Children GRIN Verlag

How and why do all children learn language? Why do some have difficulties while others are early language learners? What are the consequences of early bilingualism? Is it possible to reach native-like competence in a foreign language? Although we still cannot fully answer these questions, research during the last two decades has begun to solve some pieces of the puzzle. This book proposes an interdisciplinary collection of writings from some of the best specialists across several fields in cognitive science, offering a wide sample of recent advances in the study of first language acquisition, bilingualism, second language acquisition, and disorders of oral language. It is addressed to all researchers and students interested in language acquisition, as well as to teachers, clinicians and parents, who will find therein many new findings and varied methodological approaches, as well as challenging questions that are still debated and in need of

further research. *Language Acquisition* A&C Black Pragmatic development is increasingly seen as the foundation stone of language acquisition more generally. From very early on, children demonstrate a strong desire to understand and be understood that motivates the acquisition of lexicon and grammar and enables ever more effective communication. In the 35 years since

the first edited volume on the topic, a flourishing literature has reported on the broad set of skills that can be called pragmatic. This volume aims to bring that literature together in a digestible format. It provides a series of succinct review chapters on 19 key topics ranging from preverbal skills right up to irony and argumentative discourse. Each chapter equips the reader with an overview of

current theories, key empirical findings and questions for new research. This valuable resource will be of interest to scholars of psychology, linguistics, speech therapy, and cognitive science. *Pragmatic Development in First Language Acquisition* John Benjamins Publishing This book describes a study on the question of what sort of innate knowledge it is that enables

children to acquire a first language. The author, using a computational approach, builds a model, named BUD (Bring Up a Daughter), on the basis of the data linguists and psychologists have collected. BUD is based on the empirists' view of first language acquisition (as opposed to that of the nativists'), that children make a number of rules in acquiring a first language and that over

generalizations can be found in the acquisition of every aspect of a language. Thus, BUD has no built-in procedure by which it computes the structures of a language. A detailed description of the BUD model and its workings answers the question on which the study is based. Language Acquisition across Linguistic and Cognitive Systems John Benjamins Publishing This volume

offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of

languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching. *First Language Acquisition* Cambridge University

Press
Bachelor Thesis from the year 2014 in the subject American Studies - Linguistics, grade: 1,0, [http://www.uni-jena.de/\(Anglistik/Amerikanistik\)](http://www.uni-jena.de/(Anglistik/Amerikanistik)), course: First Language Acquisition, language: English, abstract: "Language Acquisition represents, perhaps, the most impressive achievement in human development. This is all the more fascinating

since this process is quite rapid, and the successive stages for the progressive acquisition of the native language follow a quite similar chronology across languages." (Dominey et al. 2004: 122) What the linguist Peter Dominey here states describes people's fascination about language, specifically language acquisition. Both are highly complex

frameworks whose investigation, indeed, can be regarded as an inexhaustible enterprise. Nevertheless, research has been willing to face that challenge, and, over several decades, linguists have been trying to find out how exactly children acquire their native language. Children all over the world, regardless of language and culture, eventually acquire their

mother tongue. However, the question how exactly children learn language has not been answered unanimously. One of the interesting observations in language is that adults change their speech while talking to children - a phenomenon referred to as Child-Directed Speech (CDS). Why does this adjustment take place? Changing one's own speech in conversation with children seems to

occur quite intuitively and can be observed in any situation of everyday life in which adults and children are involved. Due to the examination of cross-cultural issues in my minor bachelor studies and given my personal interest in other cultures, I attach high importance to the consideration of cultural differences when investigating children's first language acquisition.

Moreover, it not only seems to be highly interesting but also indispensable to link theoretical aspects with practical relevance and vice versa: Ongoing general discussions about upbringing and education

First Language Use in Second and Foreign Language Learning

Trends in Language Acquisition Research

An up-to-date introduction to language acquisition for advanced undergraduates and beginning graduate students in linguistics and cognitive science

Examples from a wide variety of languages including English, Chinese, Dutch, German, Kannada, Portuguese and Spanish

A clear theoretical stance, adopting Chomskyan generative grammar as a framework

Summary boxes, exercises and discussion questions at the end of each chapter to improve understanding, generate discussion and encourage reflection

Appendices of research techniques and resources to aid further study

Helen Goodluck adopts Chomskyan generative grammar as a framework to guide students through the growth of language in a typically developing child. She presents

competing viewpoints and introduces the central controversies in the field in order to give students the opportunity to evaluate and reflect on these in relation to the examples and data presented. Summary boxes, exercises, discussion questions, an appendix of research techniques and suggestions for further reading are also included to develop deeper

understanding, generate reflective discussion and aid further study. Taking into consideration recent developments and advances in the field, coverage includes the acquisition of phonology, morphology, syntax and semantics, the nature of innate knowledge and learning mechanisms and new developments in performance mechanisms. Illustrated with examples from a wide

variety of languages, this book presents an accessible and essential guide to first language acquisition. Is there a Second Chance for First Language Acquisition? John Wiley & Sons
In the 35 years since the first edited volume on pragmatic development in first language acquisition, a flourishing literature has reported on the broad set of skills that can be called pragmatic.

This volume aims to bring that literature together in a digestible format.

Semantics and Morphology of Early Adjectives in First Language Acquisition

Walter de Gruyter GmbH & Co KG Seminar paper from the year 2016 in the subject Speech Science / Linguistics, grade: 2,7, University of Bayreuth, language: English, abstract: In today's era, society becomes more and

more globalized, with the increase of languages in contact. As a result, more and more people get in touch with, learn and use new languages whether for private or occupational reasons. Therefore, the interest in studying people who use two or more languages in an equal manner has greatly increased. These people are called Bi- or Multilinguals.

Due to the described development of society, the number of children growing up in multilingual communities and bilingual families is also increasing. Children achieve languages remarkable quickly and it is even more remarkable when they learn two languages simultaneously from the very beginning of their life. The central point of interest for this paper is different theoretical

approaches to the development of BFLA by children. Since the topic is studied for centuries, this paper has, of course, no claim for completeness. Thus the focus will be on Annick DeHouwer's work to Bilingual first language acquisition. In Chapter 2 the mentioned work by DeHouwer is introduced and explained on the basis of terminological definition. The following points specify the

importance of the environment for Bilingual First Language Acquisition before an overview of the major linguistic developments is made. The focus of the third chapter is on three theories that aim at explaining the complex matter of Bilingual First Language Acquisition process. After that, these theories are compared with one another under several points of view. Subsequently,

one of the named theories is applied on the introduced work of Annick DeHouwer to show that it can certainly be applied. The Basic Theories of Language Acquisition Cambridge University Press Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught - as opposed to the teenager

or the adult struggling without, it seems, ever being able to reach the same level of proficiency as five year olds in their first language. This useful textbook serves as a guide to different types of language acquisition: monolingual and bilingual first language development and child and adult second language acquisition. Unlike other books, it systematically compares first and second language

acquisition, drawing on data from several languages. Research questions and findings from various subfields are helpfully summarized to show students how they are related and how they often complement each other. The essential guide to studying first and second language acquisition, it will be used on courses in linguistics, modern languages and developmenta

l psychology. *Sources of Variation in First Language Acquisition*
John Benjamins Publishing Company
The papers comprising this volume focus on a broad range of acquisition phenomena (subject dislocation, structural case, word order, determiners, pronouns, quantifiers and logical words) from different languages and language combinations. These include languages

with large numbers of speakers (French, German, Spanish) and less frequently spoken ones (Norwegian, Russian, Swiss-German, Hebrew, Basque and Serbo-Croatian) within different language acquisition scenarios and a wide range of populations. Most contributions adopt a common theoretical background within the generative approach with

the aim to advance, discuss and critically analyse other research on first, bilingual and language impaired acquisition. The various sections of this stimulating volume reflect different theoretical and methodological perspectives of current research investigating morphology and syntax and offer diverging interpretations .
Development of Modality in First Language

Acquisition
 John Benjamins Publishing
 Prosodic development is increasingly recognized as a fundamental stepping stone in first language acquisition. Prosodic sensitivity starts developing very early, with newborns becoming attuned to the prosodic properties of the ambient language, and it continues to develop during childhood until early adolescence. In the last

decades, a flourishing literature has reported on the varied set of prosodic skills that children acquire and how they interact with other linguistic and cognitive skills. This book compiles a set of seventeen short review chapters from distinguished experts that have contributed significantly to our knowledge about how prosody develops in first language acquisition. The ultimate

aim of the book is to offer a complete state of the art on prosodic development that allows the reader to grasp the literature from an interdisciplinary and critical perspective. This volume will be of interest to scholars and students of psychology, linguistics, cognitive science, speech therapy, and education. **From Sound to Sentence** Multilingual Matters

An invaluable resource for students and professionals alike with an interest in child language acquisition. **Language-specific Factors in First Language Acquisition** John Benjamins Publishing Company Developmental research has long focused on regularities in language acquisition, minimizing factors that might be responsible for variation. Although researchers are now

increasingly concerned with one or another of these factors, this volume brings together research on three different sources of variation: language-specific properties, the nature of the input to children across contexts, and several aspects of the learners themselves. Chapters explore these sources of variation within an interdisciplinary and comparative

approach allying theories and methodologies stemming from linguistics, psycholinguistics, developmental psychology, and neuroscience. The comparative perspective involves different languages, contexts of use, types of learners (first/second language acquisition, monolingual/bilingual learners, autism, language impairment), as well as

vocal and visuo-gestural communicative modalities (co-verbal gestures, sign language acquisition). The volume points to the need to enhance interdisciplinary research using complementary methodologies to further examine sources of variation and to integrate variation into a more general developmental theory. *Social Aspects of Language Acquisition* Cambridge

University Press Language acquisition is a human endeavor par excellence. As children, all human beings learn to understand and speak at least one language: their mother tongue. It is a process that

seems to take place without any obvious effort. Second language learning, particularly among adults, causes more difficulty. The purpose of this series is to compile a collection of high-quality monographs

on language acquisition. The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and/or about language acquisition in specific contexts.