

The Acquisition of Mauritian Creole

Language Acquisition & Language Disorders



Dany Adone

John Benjamins Publishing Company

The Language Acquisition And Language Disorders The Acquisition Of Mauritian Creole Vol 9

Shanley Allen



The Language Acquisition And Language Disorders The Acquisition Of Mauritian Creole Vol 9:

The Acquisition of Mauritian Creole Dany Adone, 1994-04-22 This work is based on an investigation of language acquisition process particularly in regard to syntax among Mauritian children learning to speak Mauritian Creole as their first language As such it is the first major study of the development of child grammar in a Creole context Mauritian Creole is common with many Creole languages emerged under extreme conditions and as an isolating language Mauritian Creole is typologically different from languages where syntax is predominantly tied to morphology There is thus an opportunity to broaden perspectives on language acquisition since until now most work has focused on languages such as English French German Italian The analysis proceeds within the GB framework of generative grammar and discussion emanates from psycholinguistic sociolinguistic and theoretical linguistic viewpoints The data also provide a means for evaluating Bickerton's theory especially his conclusion that the acquisition of radical Creoles takes place with fewer errors than is the case for other languages given that Creole languages are in harmony with the Bioprogram [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 L2 Acquisition of Tense-Aspect Morphology](#) M. Rafael Salaberry, Yasuhiro Shirai, 2002-10-24 The present volume provides a cross linguistic perspective on the development of tense aspect in L2 acquisition Data based studies included in this volume deal with the analysis of a wide range of target languages Chinese English Italian French Japanese and Spanish Theoretical frameworks used to evaluate the nature of the empirical evidence range from generative grammar to functional typological linguistics Several studies focus on the development of past tense markers but other issues such as the acquisition of a future marker are also addressed An introductory chapter outlines some theoretical and methodological issues that serves as relevant preliminary reading for most of the chapters included in this volume Additionally a preliminary chapter offers a substantive review of first language acquisition of tense aspect morphology The analysis of the various languages included in this volume significantly advances our understanding of this phenomenon and will serve as an important basis for future research *Language Processing and Acquisition in Languages of Semitic, Root-Based, Morphology* Joseph Shimron, 2003-04-28 This book puts together contributions of linguists and psycholinguists whose main

interest here is the representation of Semitic words in the mental lexicon of Semitic language speakers. The central topic of the book confronts two views about the morphology of Semitic words. The point of the argument is: Should we see Semitic words morphology as root based or word based? The proponents of the root based approach present empirical evidence demonstrating that Semitic language speakers are sensitive to the root and the template as the two basic elements bound morphemes of Semitic words. Those supporting the word based approach present arguments to the effect that Semitic word formation is not based on the merging of roots and templates but that Semitic words are comprised of word stems and affixes like we find in Indo European languages. The variety of evidence and arguments for each claim should force the interested readers to reconsider their views on Semitic morphology.

The Acquisition of French in Different Contexts Philippe Prévost, Johanne Paradis, 2004-01-01. This volume is a collection of studies by some of the foremost researchers of French acquisition in the generative framework. It provides a unique perspective on cross learner comparative research in that each chapter examines the development of one component of the grammar: functional categories across different contexts in French learners: i.e. first language acquisition, second language acquisition, bilingual first language acquisition, and specifically language impaired acquisition. This permits readers to see how similar issues and morphosyntactic properties can be investigated in a range of various acquisition situations and in turn how each context can contribute to our general understanding of how these morphosyntactic properties are acquired in all learners of the same language. This state of the art collection is enhanced by an introductory chapter that provides background on current formal generative theory as well as a summary and synthesis of the major trends emerging from the individual studies regarding the acquisition of different functional categories across different learner contexts in French.

The Acquisition of Direct Object Scrambling and Clitic Placement Jeannette C. Schaeffer, 2000-11-13. This book offers a new contribution to the debate concerning the real time acquisition of grammar in First Language Acquisition Theory. It combines detailed and quantitative observations of object placement in Dutch and Italian child language with an analysis that makes use of the Modularity Hypothesis. Real time development is explained by the interaction between two different modules of language: namely syntax and pragmatics. Children need to build up knowledge of how the world works which includes learning that in communicating with someone else one must realize that speaker and hearer knowledge are always independent. Since the syntactic feature referentiality can only be marked if this pragmatic distinction is made and assuming that certain types of object placement such as scrambling and clitic placement are motivated by referentiality it follows that the relevant syntactic mechanism is dependent on the prior acquisition of a pragmatic distinction.

Aspects of Argument Structure Acquisition in Inuktitut Shanley Allen, 1996-01-01. This book discusses the first language acquisition of three morphosyntactic mechanisms of transitivity alternation in arctic Quebec Inuktitut. Data derive from naturalistic longitudinal spontaneous speech samples collected over a nine month period from four Inuit children. Both basic and advanced forms of passive structures are shown to be used.

productively by Inuktitut speaking children at an early age relative to English speaking children but consistent in age with speakers of non Indo European languages reported on in the literature potential explanations of this difference include frequency of caregiver input and details of language structure Morphological causatives appear slightly later in the acquisition sequence and their first instances reflect use of unanalyzed routines Lexical causatives are present from the earliest ages studied Evidence of a period of overgeneralization of lexical causatives in one subject at the same time as the morphological causative shows signs of being productively acquired suggests that the seeming overgeneralization may reflect nothing more than as yet unstable use of the morphological causative Noun incorporation structures are shown to be used productively by Inuktitut speaking children at an early age relative to Mohawk speaking children potential explanations of this difference include details of language structure and relative language use in the environments of the learners Findings are considered in light of current debates in the literature concerning continuity versus maturation of grammatical structure and concerning the functional categories available to the child at early stages of acquisition Data presented argue against late maturation and suggest that all functional categories may be accessed by the Inuktitut speaking child early in the acquisition process

The Acquisition of the DP in Modern Greek Theodoros Marinis, 2003-01-01 This book offers new data on the acquisition of functional categories in early child speech Based on longitudinal corpora of five children acquiring Modern Greek as their first language it describes the development of single DPs consisting of definite and indefinite articles complex DPs that require the use of multiple definite articles possessive constructions appositive constructions and Determiner Spreading a form of adjectival modification and number and case marking in nouns and definite articles Detailed quantitative and qualitative analyses show an incremental development of the DP The findings address the debate concerning maturation versus continuity Incremental acquisition of the DP argues in favour of a weak continuity approach to language acquisition Whilst gradual acquisition of the DP remains unexplained within the Principles and Parameters Theory it is fully compatible within Minimalism as it is argued to result from the gradual acquisition of the features associated with the Greek DP

The Acquisition of Spanish Silvina Montrul, 2004-01-01 This is the first book on the acquisition of Spanish that provides a state of the art comprehensive overview of Spanish morphosyntactic development in monolingual and bilingual situations Its content is organized around key grammatical themes that form the empirical base of research in generative grammar nominal and verbal inflectional morphology subject and object pronouns complex structures involving movement topicalizations questions relative clauses and aspects of verb meaning that have consequences for syntax The book argues that Universal Grammar constrains all instances of language acquisition and that there is a fundamental continuity between monolingual bilingual child and adult early grammatical systems While stressing their similarities with respect to linguistic representations and processes the book also considers important differences between these three acquisition situations with respect to the outcome of acquisition It is also shown that many linguistic properties of Spanish are acquired earlier than in

English and other languages This book is a must read for those interested in the acquisition of Spanish from different theoretical perspectives as well as those working on the acquisition of other languages in different contexts **The Development of Prosodic Structure in Early Words** Mitsuhiro Ota, 2003-01-01 This monograph addresses three basic questions regarding the development of word internal prosodic structure How much of the phonological structure of early words is regulated by the same constituents and principles that govern the organization of prosodic structure of mature grammar Why do early words diverge from the adult targets in shape and size And what is the best way to model developmental changes that occur in prosodic structure Answers to these questions are explored through the longitudinal analysis of spontaneous production data from child Japanese The analysis provides new types of evidence and new arguments that the prosodic phonology of young children is largely continuous with that of adults and that the surface child adult divergence in word forms and the overall pattern of developmental changes are best explained in terms of ranked violable constraints on the representation of prosodic structure whose ordering is modified in the course of acquisition

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