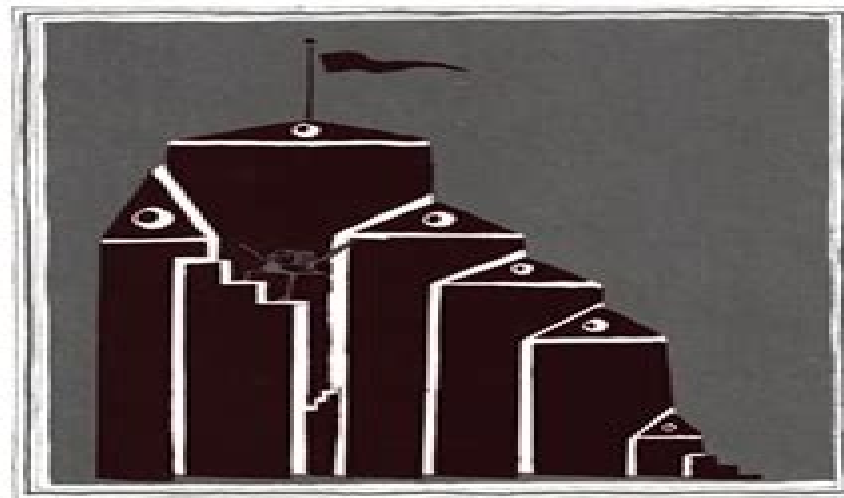SYNTACTIC THEORY AND FIRST LANGUAGE
ACQUISITION: CROSS-LINGUISTIC PERSPECTIVES

Heads, Projections, and Learnability

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Volume 1

Syntactic Theory And First Language Acquisition Cross Linguistic Perspectives Vol 1 Heads Projections And Learnability

Evelin Witruk,Angela D. Friederici,Thomas Lachmann

Syntactic Theory And First Language Acquisition Cross Linguistic Perspectives Vol 1 Heads Projections And Learnability:

   Syntactic Theory and First Language Acquisition (Vol.1)Barbara Lust,Margarita Su¤er,John Whitman,(Vol.2)Barbara Lust,Gabriella Hermon,2018-10-24 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   **Syntactic Theory and First Language Acquisition** (Vol.1)Barbara Lust,Margarita Su¤er,John Whitman,(Vol.2)Barbara Lust,Gabriella Hermon,2018-10-24 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   *Syntactic Theory and First Language Acquisition: Binding, dependencies, and learnability* Barbara Lust,Margarita Suñer,John Whitman,Gabriella Hermon,1994 First Published in 1994 Routledge is an imprint of

Taylor Francis an informa company **Heads, Projections, and Learnability** Barbara C. Lust,Margarita Suñer,John Whitman,1994 **Syntactic Theory and First Language Acquisition: Heads, projections, and learnability** Barbara Lust,Margarita Suñer,John Whitman,1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company Syntactic Development William O'Grady,2007-12-01 Syntactic Development presents a broad critical survey of the research literature on child language development Giving balanced coverage to both theoretical and empirical issues William O Grady constructs an up to date picture of how children acquire the syntax of English Part 1 offers an overview of the developmental data pertaining to a range of syntactic phenomena including word order subject drop embedded clauses wh questions inversion relative clauses passives and anaphora Part 2 considers the various theories that have been advanced to explain the facts of development as well as the learnability problem reporting on work in the mainstream formalist framework but also considering the results of alternative approaches Covering a wide range of perspectives in the modern study of syntactic development this book is an invaluable reference for specialists in the field of language acquisition and provides an excellent introduction to the acquisition of syntax for students and researchers in psychology linguistics and cognitive science *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 *Paths of Development in L1 and L2 acquisition* Sharon Unsworth,Teresa Parodi,Antonella Sorace,Martha Young-Scholten,2006-02-15 The main focus of generative language development research in recent decades has been the logical problem of language acquisition how learners go beyond the input to acquire complex linguistic knowledge This collection deals with the complementary issue of the developmental problem of language acquisition How do learners move from one developmental stage to another and how and why do grammars develop in a certain fashion Building on considerable previous research the authors address both general and specific issues related to paths of development These issues are tackled through considering studies of L1 and L2 children and L2 adults learning a range of languages including Dutch English French German Greek and Japanese Second Language Acquisition Susan M. Gass,Larry

Selinker,2008-01-31 A clear and accessible introductory textbook on second language acquisition research focusing on methodological issues L1 influence theories of second language research interlanguage issues L2 input nonlinguistic factors affecting L2 acquisition instructed SLA and the role of the lexicon It is intended for UG or G students who have little or no background in SLA research but do have a basic grounding in general linguistics Each chapter has exercises and a list of references   Generative SLA in the Age of Minimalism Tania Leal,Elena Shimanskaya,Casilde A. Isabelli,2022-08-17 This volume brings together empirical studies and keynote addresses presented at the 15th Generative Approaches to Second Language Acquisition conference hosted by the University of Nevada Reno in 2019 The studies selected for the volume reflect how the latest developments in generative syntactic theory and psycholinguistic methodologies have impacted second language acquisition research in the last decade from the linguistic properties under investigation and L1 L2 Ln language pairings down to the specific research questions in each study The minimalist view of language architecture is at the center of studies investigating L2 acquisition of raising scope definiteness phonological representations and interlanguage transfer The volume also showcases the latest research on interface phenomena language processing and working memory Studies analyze data collected with a variety of L2 populations from adult foreign language learners to adolescent L3 learners and heritage speakers   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   The Development of the Grammatical System in Early Second Language Acquisition Anke Lenzing,2013-08-14 Shortlisted for the Christopher Brumfit Award in Applied Linguistics The Development of the Grammatical System in Early Second Language Acquisition focuses on the acquisition process of early L2 learners It is based on the following key hypothesis the initial mental grammatical system of L2 learners is constrained semantically syntactically and mnemonically This hypothesis is formalised as the Multiple

Constraints Hypothesis The empirical test of the Multiple Constraints Hypothesis is based on a large database including cross sectional and longitudinal data from square one ESL beginners The study demonstrates that the postulated constraints are relaxed successively as learning progresses The book is intended for postgraduate students as well as SLA researchers

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 contraints 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 **New Perspectives on Chinese Syntax** Waltraud Paul,2014-12-12 Mandarin Chinese has become indispensable for crosslinguistic comparison and syntactic theorizing It is nevertheless still difficult to obtain comprehensive answers to research questions because Chinese is often presented as an exotic language defying the analytical tools standardly used for other languages This book sets out to demystify Chinese It places controversial issues in the context of current syntactic theories and offers precise analyses based on a large array of representative data Although the focus is on Modern Mandarin earlier stages of Chinese are occasionally referred to in order to highlight striking continuities in its history VO order is one such constant factor thus invalidating the idea that Chinese went through a major word order change from OV to VO and back to OV Another claim often made for Chinese as an isolating language viz the existence of an impoverished inventory of parts of speech is likewise refuted Other long debated issues addressed here include the relevance of the dichotomy topic vs subject prominence and the role of Chinese as a recurring exception to crosscategorial harmonies posited in typological studies **Basic Functions of Language, Reading and Reading Disability** Evelin Witruk,Angela D. Friederici,Thomas Lachmann,2012-12-06 The present book contains selected contributions from the international conference Basic Mechanisms of Language and Language Disorders This conference was held in Leipzig in September 1999 and was organized by the Department of Psychology at the University of Leipzig in collaboration with the Max Planck Institute of Cognitive Neuroscience and the Max Planck Institute for Evolutionary Anthropology It was held to commemorate the 120th anniversary of the foundation of the world s first institute of experimental psychology by Wilhelm Wundt in Leipzig This edition examines new results from different fields of psychology and neuro psychology of language reading and reading disability The presented book focuses on the following

main topics BASIC FUNCTIONS OF LANGUAGE ACQUISITION AND LANGUAGE COMPREHENSION BASIC FUNCTIONS OF READING BASIC FUNCTIONS OF READING DISABILITY The title Basic Functions of Language Reading and Reading disability expresses the interdisciplinary character of the book It aims not only at bringing together different theoretical approaches but also at connecting these approaches with applied work Since it is necessary to understand basic functions of language and reading in order to understand reading disability the present book strives to foster a scientific exchange and to promote the emergence of synergy effects between the different fields   The Crosslinguistic Study of Language Acquisition Dan Isaac Slobin,2014-03-05 In this final volume in the series the contributors attempt to expand the contexts in which child language has been examined crosslinguistically The chapters build on themes that have been touched on anticipated and promised in earlier volumes in the series The study of child language has been situated in the disciplines of psychology and linguistics and has been most responsive to dominant issues in those fields such as nativism and learning comprehension and production errors input and universals of morphology and syntax The context has primarily been that of the individual child interacting with a parent and deciphering the linguistic code The code has been generally treated in these volumes as a system of morphology and syntax with little attention to phonology and prosody Attention has been paid occasionally to the facts that the child is acquiring language in a sociocultural setting and that language is used in contexts of semantic and pragmatic communication In addition there has been a degree of attention paid to the interactions between language and cognition in the process of development As for individual differences between children they have been discussed in those studies where they could not be avoided but such variation has rarely been the focus of systematic attention Differences between individual languages have been of great interest but these differences have not often been placed in a framework of systematic typological variation And although languages and their grammars change over time the focus of attention on the individual child learner has generally led to neglect of explanatory principles that are best found on the level of linguistic diachrony rather than the level of innate ideas or patterns of learning and cognition in the individual child The chapter authors seek to explore these neglected contexts in more depth   **Second Language Acquisition** Alessandro G. Benati,Tanja Angelovska,2016-02-25 This book is written in order to help undergraduate students and trainee teachers to reflect on certain topics and key issues related to second language acquisition Despite the proliferation of books and introductory courses in second language acquisition most of these books very often provide a very complex account of theoretical views in second language acquisition and sometimes fail to emphasise the crucial interplay between how people learn languages and what is the most effective way to teach languages The overall purpose of this book is to provide an overview of second language acquisition research and theories by identifying the main key issues in this field and by highlighting the relevance of this research for classroom implications The study of second language acquisition is a rich and varied enterprise carried out by researchers whose interests and training often lie in broader disciplines of linguistics

psychology sociology and education Readers will be encouraged to critically reflect on the presented content through self engaging thinking activities in the form of questions matching activities choices and conclusions about the implications of SLA theories to the real world applications **The Handbook of Psycholinguistics** Eva M. Fernández,Helen Smith Cairns,2020-10-27 Incorporating approaches from linguistics and psychology The Handbook of Psycholinguistics explores language processing and language acquisition from an array of perspectives and features cutting edge research from cognitive science neuroscience and other related fields The Handbook provides readers with a comprehensive review of the current state of the field with an emphasis on research trends most likely to determine the shape of psycholinguistics in the years ahead The chapters are organized into three parts corresponding to the major areas of psycholinguists production comprehension and acquisition The collection of chapters written by a team of international scholars incorporates multilingual populations and neurolinguistic dimensions Each of the three sections also features an overview chapter in which readers are introduced to the different theoretical perspectives guiding research in the area covered in that section Timely comprehensive and authoritative The Handbook of Psycholinguistics is a valuable addition to the reference shelves of researchers in psychology linguistics and cognitive science as well as advanced undergraduates and graduate students interested in how language works in the human mind and how language is acquired **Is the Best Good Enough?** Pilar Barbosa,1998 These include new versions of an old debate between constraints on derivations and constraints on representations and entirely new questions about the nature of the candidate set as well as questions about learnability and computability **The Syntax of Negation** Liliane Haegeman,1995-03-30 Demonstrates sentential negation within a Government and Binding framework showing parallelism between negative and interrogative sentences

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