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First Language Acquisition in Spanish-Gilda Socarras 2011-06-16 >

Bilingual Language Acquisition-Carmen Silva-Corvalán 2014-02-06 How do children develop bilingual competence? Do bilingual children develop language in the same way as monolinguals? Set in the context of findings on language development, this book examines the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and meticulous analyses of naturalistic data, it explores how the systems of both languages affect each other as the children develop, and how different levels of exposure to each language influence the nature of acquisition. The author demonstrates that the children's grammars and lexicons follow a developmental path similar to that of monolinguals, but that cross-linguistic interactions affecting lexical, semantic and discourse-pragmatic aspects arise in Spanish when exposure to it diminishes around the age of four. The first of its kind, this original study is a must-read for students and researchers in bilingualism, child development, language acquisition and language contact.

The Acquisition of Spanish in Understudied Language Pairings-Tiffany Judy 2015-02-18 By examining the acquisition of Spanish in combination with languages other than English (Arabic, Basque, Catalan, Chinese, Dutch, Farsi, French, German, Nahuatl, Quechua, Portuguese, Swedish, Turkish), this volume advances novel data pertinent to the field's understanding of acquisition of Spanish in the XXI century. Its crosslinguistic nature invites us to reconsider major theoretical questions such as the role of L1 transfer, linguistic typology, and onset of acquisition from a fresh perspective, and to question the validity of the traditional parameter

Language-Kimberly L. Geeslin 2021-04-23 This volume offers an introduction to the field of second language acquisition with a particular focus on second language Spanish. It connects key issues in the acquisition of Spanish as a second language to theoretical and empirical issues in the field of second language acquisition more generally by exemplifying central concepts in second language acquisition through the exploration of the most widely researched structures and most recent developments in the field of second language Spanish. It is written for a non-specialist audience, making it suitable for advanced undergraduate and graduate courses and readers, while its treatment of recent empirical developments also makes it of interest to researchers in second language Spanish as well as allied fields.
(re)setting perspective taken in SLA. Additionally, this volume underscores the necessity of providing accurate descriptions of the language pairings investigated, emphasizing the interconnection between linguistic and SLA theory, and pushing us to a more atomic view of the system in which features and feature bundles mapped onto lexical items comprise the skeleton of language. This volume is of great relevance for researchers and students of SLA alike.

**Spanish Second Language Acquisition**
Barbara Armstrong Lafford 2003 While the focus is on the acquisition of Spanish as a second language, this is also an extremely useful volume for second language theoreticians and practitioners involved in all aspects of the pedagogy of other second languages. Students, teachers, program administrators, and scholars alike will benefit from the insights that the contributors bring to the myriad issues that language professionals confront. “--BOOK JACKET.

**First Language Acquisition in Spanish**
Gilda Socarras 2011-04-14 This book provides new insights into the acquisition of functional categories in child language. Operating within the Minimalist Framework (Chomsky 1995) it examines in particular the availability of Determiner Phrases in the grammar of young children acquiring Spanish as a first language. The analysis reveals an interaction in child grammar around the production of bare nominals, proto-determiners and full determiner phrases. Socarrás performs both qualitative and quantitative analyses to point to a link between the development stages children go through, and the occurrence of these elements in their speech. The work goes on to address the language acquisition debate between the continuity and discontinuity hypotheses, aligning the findings with a conclusion on how best to organise the theory.

**Bilingual First Language Acquisition**
Dr. Annick De Houwer 2009-02-17 Increasingly, children grow up hearing two languages from birth. This comprehensive textbook explains how children learn to understand and speak those languages. It brings together both established knowledge and the latest findings about different areas of bilingual language development. It also includes new analyses of previously published materials. The book describes how bilingually raised children learn to understand and use sounds, words and sentences in two languages. A recurrent theme is the large degree of variation between bilingual children. This variation in how children develop bilingually reflects the variation in their language learning environments. Positive attitudes from the people in bilingual children’s language learning environments and their recognition that child bilingualism is not monolingualism-times-two are the main ingredients ensuring that children grow up to be happy and expert speakers of two languages.

**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 Handbook of Spanish Second Language Acquisition - Kimberly L. Geeslin 2018-08-14
Bringing together a comprehensive collection of newly-commissioned articles, this Handbook covers the most recent developments across a range of sub-fields relevant to the study of second language Spanish. Provides a unique and much-needed collection of new research in this subject, compiled and written by experts in the field. Offers a critical account of the most current, ground-breaking developments across key fields, each of which has seen innovative empirical research in the past decade. Covers a broad range of issues including current theoretical approaches, alongside a variety of entries within such areas as the sound system, morphosyntax, individual and social factors, and instructed language learning. Presents a variety of methodological approaches spanning the active areas of research in language acquisition.

First Language Acquisition of Morphology and Syntax - Pedro Guijarro-Fuentes 2008-06-26
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.


Family Constellation and Language Experience as Influences on Bilingual First Language Acquisition - Silvia Place 2009
This study investigated the effects of family composition and properties of children's dual language exposure on bilingual first language acquisition. Mothers of 29 toddlers (13 boys and 16 girls, M age = 25.66 months, SD = .44) kept a language diary, providing measures of the amount, the contexts, and the persons with whom the children experienced English and Spanish. Measures of the children's vocabulary balance were obtained from English and Spanish language inventories. Results showed that only children with two native Spanish-speaking parents had larger Spanish than English vocabularies and experienced more hours of Spanish-only exposure and Spanish-only conversational contexts. Analysis of covariance demonstrated that the effect of family composition on vocabulary balance was completely mediated by the balance of English and Spanish in the children's language exposure. There was no evidence of a unique effect of experiencing Spanish-only conversational contexts or partners on children's acquisition of Spanish.

First and Second Language Acquisition - Jürgen M. Meisel 2011-07-07
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 developmental psychology.

**First Language Use in Second and Foreign Language Learning**-Assoc. Prof. Miles Turnbull 2009-08-24 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.

**Bilingual Language Acquisition**-Carmen Silva-Corvalán 2014-02-06 An in-depth and meticulous study of the English-Spanish bilingual development of two siblings from their first word to age six.

**Age and the Acquisition of English as a Foreign Language**-María del Pilar García Mayo 2003-01-01 "This book provides an overview of current research on the age factor in foreign language learning, addressing issues, which are critical for language planning. It presents new research on foreign language learning within bilingual communities in formal instruction settings focussing on syntax, phonology, writing, oral skills and learning strategies."

**Development of Verb Inflection in First Language Acquisition**-Dagmar Bittner 2003-01-01 The volume deals with the emergence of verb morphology in children during their second and early third year of life from a cross-linguistic perspective. It covers 15 contributions - each analyzing one single language - based on parallel longitudinal investigations of children with parallel methodology and macrostructure in representation. The main question addressed is: How do children detect morphology and construct first subsystems of verbal inflection? The focus lies on the transition from a premorphological phase to a protomorphological phase. The main proposal consists in the concept of miniparadigms and of their relation to morphosyntactic developments in early first language acquisition.

**English Language Learners**: Janette Klingner 2014-01-01 This unique guide for special education teachers, teachers of English language learners, and other practitioners provides the foundational information needed to determine whether the language difficulties experienced by English language learners (ELLs) result from the processes and stages of learning a second language or from a learning disability (LD). The book addresses the following critical factors in detail: determining whether an ELL’s struggles with reading in English are due to LD or language acquisition; characteristics of language acquisition that can mirror LD; different types of ELLs and why these differences are important; considering a student’s “opportunity to learn” when determining whether he or she may have LD; common misconceptions and realities about ELLs and the second language acquisition process; ways that learning to read in English as a second or additional language differ from learning to read English as a first language, and how the differences can be confusing for ELLs; how schools can establish structure to facilitate the process of distinguishing between language acquisition and LD; how families are involved in the process; guidelines for determining which ELLs should be referred for evaluation; and what it means to use an ecological framework to determine whether ELLs have LD.

**Syntactic Theory and First Language Acquisition: Heads, projections, and learnability**-Barbara Lust 1994 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.

Effects of the Second Language on the First Language Acquisition: Vivian Cook 2003-01-01 This study examines changes in the first language of people who know a second language. It presents theories and research that investigate the first language of second language users from a variety of perspectives including vocabulary, pragmatics, cognition and syntax.

Child Second Language Acquisition: Sonia Rocca 2007 As one of the first books in child second language acquisition (SLA), this book focuses on the core area of tense-aspect morphology, reporting on three L1-Italian children learning L2 English vs. three L1-English children learning L2 Italian. An innovative longitudinal/bidirectional research design, where two languages represent both source and target, show effects of language transfer in learners that, because of their age, still have potential to become native-speakers of the target. An unusual feature of this book is that relevant studies of acquisition of L2 Italian, some heretofore only in Italian, are reviewed, incorporated into the study and made available to a more general audience. Though the main focus is on child SLA, crucial comparisons to both first language acquisition vs. adult SLA are presented. This approach will thus be of interest more generally to readers in first and second language acquisition and child development.

The Generative Study of Second Language Acquisition: Suzanne Flynn 2014-01-14 The vast majority of work in theoretical linguistics from a generative perspective is based on first language acquisition and performance. The vast majority of work on second language acquisition is carried out by scholars and educators working within approaches other than that of generative linguistics. In this volume, this gap is bridged as leading generative linguists apply their intellectual and disciplinary skills to issues in second language acquisition. The results will be of interest to all those who study second language acquisition, regardless of their theoretical perspective, and all generative linguists, regardless of the topics on which they work.

Gender Acquisition in Spanish: Jessica Diebowski 2021-04-06 The comparative investigation of the acquisition of gender in Spanish by early and late bilinguals of different language combinations is highly debated and crucial as the phenomenon of gender involves grammatical features that differ in all three languages under investigation. Against this background, both early and late bilinguals face an arduous learning task which differs in complexity. Couched within a generative framework, the empirical study focuses on 257 participants with different levels of proficiency in Spanish ranging from low to advanced, and through a series of tests aims to discover which extra-linguistic and intra-linguistic factors act as triggers for non-native outcomes in adult heritage speakers and L2 learners. The observed morphological variability is argued not to stem from a representational (i.e. syntactic) deficit, but rather from a mapping problem in L2 learners and heritage speakers. Successful attainment in terms of gender is possible but dependent on the interplay between various extralinguistic and linguistic factors.

Understanding Interfaces: Laura Domínguez 2013-06-27 By combining theoretical analysis and empirical investigation, this monograph investigates the status of interfaces in Minimalist linguistic theory, second language acquisition and native language attrition. Two major questions are currently under debate: (1) what exactly makes a linguistic phenomenon an ‘interface phenomenon’, and (2) what is the
specific role that the interfaces play in explaining language loss and persistent problems in second language acquisition? Answers to these questions are provided by a theoretical examination of the role that economy and computational efficiency play in recent Minimalist models of the language faculty, as well as by evidence obtained in two empirical studies examining the acquisition and attrition of two interface phenomena: Spanish subject realization and word order variation. The result is a new definition of ‘interface phenomena’ which deemphasizes syntactic complexity and focuses on the effect of interface interpretive conditions on syntactic structure. This work also shows that representational deficits cannot be ruled out in the acquisition and attrition of interface structures.

Getting Started with English Language Learners-Judie Haynes 2007 Whether you're new to teaching English language learners or an old hand, here's a guide that provides you with a firm baseline and can't-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and (8) What to do for ell students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book's professional development activities to create workshops and teacher induction programs.

A Portrait of the Young in the New Multilingual Spain-Carmen Pérez Vidal 2008 This book examines the main issues in bilingual and multilingual language acquisition through children and youngsters growing up in todays multicultural Spain, where four official languages and other new languages are used. The studies cover phonetics, g

Grammaticalization and First Language Acquisition-Dominique Bassano 2013-05-29 Grammaticalization and lexicalization are at the heart of first language acquisition. Understanding how these processes begin and evolve is a major challenge for current theories and has implications for applications in teaching or clinical contexts. This volume examines the relative weight of cognitive and linguistic determinants of acquisition with particular attention to two questions. The first one concerns the origins of grammar and the processes underlying its development. Is grammatical knowledge innate or constructed by the child? Is it modular or does it interact with other capacities? How can we account for continuity and discontinuity in development? What is the role of input? Second, considerable variation is observed in lexical and grammatical development across child languages. Is the process of acquisition similar in all children or do language-specific factors impact its rhythm and course? Do typological factors determine children’s reliance on lexical or grammatical means of expression in some domains? Originally published in Language, Interaction and Acquisition - Langage, Interaction et Acquisition 2:1 (2011).

Principles and Practice in Second Language Acquisition-Stephen D. Krashen 1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication.

First Language Acquisition-Pilar Belendez 1978

The Development of Prosody in First Language Acquisition-Pilar Prieto 2018-05-15
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.

**Generative Second Language Acquisition**
Roumyana Slabakova 2020-08-31 Most human beings grow up speaking more than one language; a lot of us also acquire an additional language or languages other than our mother tongue. This Element in the Second Language Acquisition series investigates the human capacity to learn additional languages later in life and introduces the seminal processes involved in this acquisition. The authors discuss how to analyze learner data and what the findings tell us about language learning; critically assessing a leading theory of how adults learn a second language: Generative SLA. This theory describes both universal innate knowledge and individual experiences as crucial for language acquisition. This Element makes the relevant connections between first and second language acquisition and explores whether they are fundamentally similar processes. Slabakova et al. provide fascinating pedagogical questions that encourage students and teachers to reflect upon the experiences of second language learners.

**Language Acquisition and Contact in the Iberian Peninsula**
Alejandro Cuza 2018-09-24
The Spanish language is spoken by an estimated 477 million people worldwide. This volume focuses on the contact between Spanish and other language varieties, including Catalan, Portuguese and Galician in the Spanish Peninsula. The book explores the characteristics of such language contact situations from structural, developmental, societal and cognitive perspectives.

**Syntactic Theory and First Language Acquisition**
(Vol.1)Barbara Lust 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.
Early Language Learning Policy in the 21st Century-Subhan Zein

Teaching Vocabulary to English Language Learners-Michael F. Graves 2012-11-15 Building on Michael Graves's bestseller, The Vocabulary Book, this new resource offers a comprehensive plan for vocabulary instruction that K–12 teachers can use with English language learners. It is broad enough to include instruction for students who are just beginning to build their English vocabularies, as well as for students whose English vocabularies are approaching those of native speakers. The authors describe a four-pronged program that follows these key components: providing rich and varied language experiences; teaching individual words; teaching word learning strategies; and fostering word consciousness. This user-friendly book integrates up-to-date research on best practices into each chapter and includes vignettes, classroom activities, sample lessons, a list of children's literature, and more.

Order of Acquisition-Kyle A. McFerren 2015 This paper examines the order of acquisition for grammatical morphemes in Spanish and English first and second language learners. Brown's first morpheme order study, conducted in 1973, laid the foundation for what would become one of the most common types of study conducted within the field of second language acquisition. The four orders of acquisition relevant here are examined and compared in order to support the roles of salience, morphophonological regularity, complexity, input frequency, and native language transfer in first and/or second language acquisition. The conclusion is that these five determinants work interdependently in determining the difficulty of acquiring a particular morpheme in second language acquisition, and the same factors, except native language transfer, work together in first language acquisition as well, to varying degrees.

The Emergence of Nominal Expressions in Spanish-English Early Bilinguals-Emma Ticio Quesada 2018-12-15 This monograph examines the first syntactic unit in child language by presenting a longitudinal multiple-case study that focuses on the inner structure of nominal expressions in bilingual or monolingual child Spanish. This compilation of case studies offers the first insight on some of the properties of nominal expressions in bilingual or monolingual child Spanish and test some of the current theoretical proposals to analyze the main syntactic properties and operations within the nominal phrase. The findings of the study suggest new directions to address some core questions about monolingual and bilingual language acquisition taking as a point of departure the notion of economy, prevalent in the most recent theoretical discussion. Given the combination of empirical and theoretical discussions, this monograph will be appealing to a broad range of researchers in syntax and language acquisition.

Syntactic Theory and First Language Acquisition: Binding, dependencies, and learnability-Barbara Lust 1994