Development of the Syntax-Discourse Interface

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Development Of The Syntax Discourse Interface:

Development of the Syntax-Discourse Interface S. Avrutin,2013-04-17 In this book I address several issues of child linguistic development from the perspective of the syntax discourse interface Traditionally language acquisition research has focused on the development of one of the linguistic modules e g acquisition of syntax morphology or phonology While this approach can be viewed as fruitful in some cases there is a number of linguistic phenomena whose explanation depends on the interaction of different modules and therefore different domains of linguistic knowledge A typical example is pronominal anaphora It can be shown that to correctly use pronominal elements normal adult speakers must possess both syntactic and pragmatic knowledge and that these kinds of knowledge must interact with each other With regard to the language acquisition process such phenomena suggest a somewhat different approach to the language acquisition research Indeed if some experimental studies show that children make errors in the construction under investigation it will be necessary to consider these results from the point of view of the interaction of the different domains of linguistic knowledge involved in their interpretation In other words if this particular construction requires the integration of for example syntactic and discourse based knowledge children s errors may in principle be due to their lack of the former the latter or both kinds of knowledge and cannot be taken as direct evidence for the underdeveloped status of just one of them   Bilingualism and Deafness Carolina Plaza-Pust,2016-12-05 This book examines sociolinguistic educational and psycholinguistic factors that shape the path to sign bilingualism in deaf individuals and contributes to a better understanding of the specific characteristics of a type of bilingualism that is neither territorial nor commonly the result of parent to child transmission The evolution of sign bilingualism at the individual level is discussed from a developmental linguistics perspective on the basis of a longitudinal investigation of deaf learners bilingual acquisition of German sign language DGS and German The case studies included in this volume offer unique insights into bilingual deaf learners sign language and written language productions and the sophisticated nature of the bilingual competence they attain Commonalities and differences between sign bilingual language development in deaf learners and language development in other language acquisition scenarios are identified on the basis of a dynamic model of change in the evolution of learner language with a focus on the role of language contact in the organisation of multilingual knowledge and the scope of inter and intra individual variation in learner grammars In many respects as becomes apparent throughout the chapters of this work sign bilingualism represents not only a challenge but also a resource Given this cross disciplinary perspective the insights on bilingualism and deafness in this volume will be of interest to a wide range of researchers and professionals   *The Syntax-Information Structure Interface* Timothy Gupton,2014-10-24 It is quite remarkable that after over a half century of research in generative grammar there is still uncertainty and debate surrounding the analysis of preverbal subjects in a number of null subject languages The implications of this debate are far reaching for generative theory if preverbal subjects are analyzed as non arguments it calls into question

the proposed universality of the EPP as in e g Alexiadou Anagnostopoulou 1998 as well as its associated features and feature strengths Galician spoken in the northwest of Spain is an under documented Romance language within the generative paradigm In this book the author details an experimental program for establishing clausal word order appropriateness and preferences in a variety of information structure contexts while informing theoretical debate on preverbal subjects The experimental methodology and information structure assumptions employed create several testable predictions The statistical data suggest that Galician is a predominantly SVO language and that preverbal subjects behave like canonical subjects and not CLLD constituents The empirical data discussed inform the modified model of the preverbal field that the author proposes for Galician which takes into account a number of recent analyses of Western Iberian Romance clausal phenomena such as the enclisis proclisis divide topicalization focalization and recomplementation   The Handbook of Advanced Proficiency in Second Language Acquisition Paul A. Malovrh,Alessandro G. Benati,2018-09-12 A comprehensive current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific based research concerning higher proficiency in second language acquisition SLA With contributions from an international team of experts in the field the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development Comprehensive in scope this book provides an overview of advanced proficiency grounded in socially relevant domains of second language acquisition including discourse reading genre based writing and pragmatic competence The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars students and linguists The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language   *Information Structure* ,2009

Interfaces and Features in Second Language Acquisition Jia Wang,2023-02-11 This book presents comprehensive and rigorous research on the acquisition of Chinese negation by L1 English and L1 Korean learners within the theoretical framework of the Interface Hypothesis and the Feature Reassembly Hypothesis The results from grammaticality judgment data N 182 and learner corpus data overall scale 15 19 million characters reveal multiple factors contributing to the variability in L2 acquisition at the interfaces involved with Chinese negative structures including L1 influence the quantity input frequency and the quality of the target input input consistency and regularity as well as L2 proficiency These factors

also underlie the detectability and reassembly of the realis features encoded with bu and mei the two primary negation markers in Mandarin Chinese in different licensing contexts Task modality written vs aural seems to play a role in L2 learners access to explicit and implicit knowledge about Chinese negation but the effect of task modality is constrained by other factors such as structural feature complexity L2 proficiency and L1 L2 similarity The approach of employing both elicited experimental data and authentic learner corpus data furnishes new evidence for the acquisition Chinese negation by L2 learners The findings of this study are of significance to the examination of the Interface Hypothesis and the Feature Reassembly Hypothesis in generative oriented SLA research   Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective Yang Frank Gong,Chun Lai,Jinghe Han,Chan Lu,Sihui Echo Ke,2024-02-21 Over the past two decades Chinese as a foreign or second language CFL CSL has been increasingly taught and learnt as an important language both within and outside China Studies in the field have attempted to address deep seated tensions between existing educational ideologies concepts strategies and approaches and student learning process and performance and between existent teaching methods and techniques and the globalization of Chinese language education   **Interface Strategies** Hans Bennis,Martin Everaert,Eric J. Reuland,2000   Word order variation in Italian and Spanish why-interrogatives Svenja Krieger,2024-12-16 Questions that are introduced by the wh element why are special For instance in Italian and Spanish they allow the subject to occur in preverbal position in contrast to other wh interrogatives The overall goal of this book is to investigate the syntactic and discourse particularities of why interrogatives in Italian and Spanish More specifically based on a parallel corpus study and several experimental studies the factors that affect subject positioning in why interrogatives are determined In Italian focus plays a determining role while subject type and the heaviness of the subject affect its position in Spanish After discussing previous accounts that address the differences between the two languages an alternative approach is presented that builds on differences in the checking of the extended projection principle Additionally the special syntactic position of why is further supported by investigating a so far unnoticed intervening element in the context of why interrogatives namely vocatives Finally subject positioning in Italian why interrogatives is examined in heritage bilingualism in order to contribute to the debate on the general vulnerability of the syntax discourse interface   **The Role of Formal Features in Second Language Acquisition** Juana M. Liceras,Helmut Zobl,Helen Goodluck,2008 This edited volume dealing with formal features in Second Language Acquisition is defined within current generative grammatical theory such as the Principles and Parameters Theory and the Minimalist Program Formal features are essential to any account of language acquisiton because they are basic components of lexical and functional categories This is a subject of much current research as evidenced by the number of published articles in journals and in conference proceedings This is what the editors say While L2 acquisition is the focus of our volume the papers address the role of features in the current versions of generative grammar and explore the role of features for learnability theory as it

relates to native and non native acquisition To our knowledge the volume represents the first scholarly contribution specifiacally devoted to features in language acquisition There are many generativists in SLA including our two series editors Susan Gass and Jacquelyn Schacther When asked if the formalist bias will be a big detraction Jacquelyn said The formal features book will definitely be formalist in tone **Pronoun Comprehension in Agrammatic Aphasia** Nada Vasić,2006 Linguistics and Language Behavior Abstracts ,2008 Annual Workshop on Formal Approaches to Slavic Linguistics Wayles Browne,2003 Proceedings of the 34th Annual Boston University Conference on Language Development Katie Franich,Kate M. Iserman,Lauren L. Keil,2010 The 34th annual Boston University Conference on Language Development was held November 6 8 2009 in Boston MA The proceedings contain 45 of the papers presented at the conference The two volume set covers a wide range of research in language acquisition and language development **Pronouns, Prosody, and the Discourse Anaphora Weighting Approach** Jennifer Elaine Balogh,2003 *Factivity* Petra Schulz,2003 Challenging existing lexical semantic accounts this book presents a compositional approach to the concept of factivity and its acquisition Factive sentences such as John forgot that he bought wine presuppose the truth of the embedded complement The author argues that a satisfactory characterization of factivity can only be accomplished if its multiple dimensions are acknowledged A thorough examination of the empirical data demonstrates that factivity rather than being a property of the matrix predicate results from the complex interaction of lexical semantic syntactic and discourse semantic factors Focusing on English the predictions of this compositional approach to factivity are tested with production and comprehension data covering children s acquisitional patterns between the ages of 2 and 8 After a comprehensive review of previous studies the author presents two rigorously designed comprehension experiments and a detailed analysis of two longitudinal corpora The child data provides convincing evidence that the multidimensionality of factivity is mirrored in the acquisition process by a stepwise mastery of its different components Children produce and correctly interpret factive structures around age 4 but certain syntactic and discourse semantic properties are not learned before age 7 This book should be of interest to advanced students and researchers in both theoretical linguistics and language acquisition *Linguistic Research* ,2001 *The Acquisition of Reference* Margot Rozendaal,2008 **The Linguistic Review** ,2000 **Lexical Categories and Argument Structure** Nadezhda Vinokurova,2005

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