Language Acquisition In Childhood

Sonia Rocca

**Second-language Acquisition in Childhood: School-age children** Barry McLaughlin, 1984

**Current Perspectives on Child Language Acquisition** Caroline F. Rowland, Anna L. Theakston, Ben Ambridge, Katherine E. Twomey, 2020-09-15 In recent years the field has seen an increasing realisation that the full complexity of language acquisition demands theories that (a) explain how children integrate information from multiple sources in the environment, (b) build linguistic representations at a number of different levels, and (c) learn how to combine these representations in order to communicate effectively. These new findings have stimulated new theoretical perspectives that are more centered on explaining learning as a complex dynamic interaction between the child and her environment. This book is the first attempt to bring some of these new perspectives together in one place. It is a collection of essays written by a group of researchers who all take an approach centered on child-environment interaction, and all of whom have been influenced by the work of Elena Lieven, to whom this collection is dedicated.

**Child Language** Matthew Saxton, 2010-02-15 Electronic Inspection Copy available for instructors here Presented with the latest thinking and research on how children acquire their first language, the reader is taken from a standing start to the point where they can engage with key debates and current research in the field of child language. No background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear, non-technical language. A theme running through the book is the nature-nurture debate, rekindled in the modern era by Noam Chomsky, with his belief that the child is born with a rich knowledge of language. This book is rare in its balanced presentation of evidence from both sides of the nature-nurture divide. The reader is encouraged to adopt a critical stance throughout and weigh up the evidence for themselves. Key features for the student include: boxes and exercises to foster an understanding of key concepts in language and linguistics; a glossary of key terms; suggestions for further reading; a list of useful websites at the end of each chapter; discussion points for use in class; and separate author and subject indexes.

**Bilingual Development in Childhood** Annick De Houwer, 2021-05-13 In the first decade of life, children become bilingual in different language learning environments. Many children start learning two languages from birth (Bilingual First Language Acquisition). In early childhood hitherto monolingual children start hearing a second language through daycare or preschool (Early Second Language Acquisition). Yet other hitherto monolingual children in middle childhood may acquire a
second language only after entering school (Second Language Acquisition). This Element explains how these different language learning settings dynamically affect bilingual children's language learning trajectories. All children eventually learn to speak the societal language, but they often do not learn to fluently speak their non-societal language and may even stop speaking it. Children's and families' harmonious bilingualism is threatened if bilingual children do not develop high proficiency in both languages. Educational institutions and parental conversational practices play a pivotal role in supporting harmonious bilingual development.

**Language in Infancy and Childhood** Alan Cruttenden,1979

**Child Language** Barbara C. Lust,2006-09-21 The remarkable way in which young children acquire language has long fascinated linguists and developmental psychologists alike. Language is a skill that we have essentially mastered by the age of three, and with incredible ease and speed, despite the complexity of the task. This accessible textbook introduces the field of child language acquisition, exploring language development from birth. Setting out the key theoretical debates, it considers questions such as what characteristics of the human mind make it possible to acquire language; how far acquisition is biologically programmed and how far it is influenced by our environment; what makes second language learning (in adulthood) different from first language acquisition; and whether the specific stages in language development are universal across languages. Clear and comprehensive, it is set to become a key text for all courses in child language acquisition, within linguistics, developmental psychology and cognitive science.

**Second-language Acquisition in Childhood: Preschool children** Barry McLaughlin,1984

**Other Children, Other Languages** Yonata Levy,1994 First Published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

**Second Language Acquisition in Childhood** B. McLaughlin,2013-10-28 First published in 1987. Throughout human history, learning a second language has been an important part of the educational process. From ancient times to the present, school children have had to struggle to learn a second language (and in many cases third and fourth languages). To be educated meant to know a language other than the language of one's family and community. The contemporary American educational system is one of the few in recorded history that allows its products to remain monolingual.

**Language Acquisition by Children** Helen Goodluck,2020 An up-to-date introduction to language acquisition for advanced undergraduates and beginning graduate students in linguistics and cognitive scienceExamples 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 studyHelen 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.

**Child Language** Matthew Saxton, 2010-03-03 Electronic Inspection Copy available for instructors here Presented with the latest thinking and research on how children acquire their first language, the reader is taken from a standing start to the point where they can engage with key debates and current research in the field of child language. No background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear, non-technical language. A theme running through the book is the nature-nurture debate, rekindled in the modern era by Noam Chomsky, with his belief that the child is born with a rich knowledge of language. This book is rare in its balanced presentation of evidence from both sides of the nature-nurture divide. The reader is encouraged to adopt a critical stance throughout and weigh up the evidence for themselves. Key features for the student include: boxes and exercises to foster an understanding of key concepts in language and linguistics; a glossary of key terms; suggestions for further reading; a list of useful websites at the end of each chapter; discussion points for use in class; and separate author and subject indexes.

**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.

**Understanding Child Language Acquisition** Caroline Rowland, 2013-10-23 Taking an accessible and cross-linguistic approach, Understanding Child Language Acquisition introduces readers to the most important research on child language acquisition over the last fifty years, as well as to some of the most influential theories in the field. Rather than just describing
what children can do at different ages Rowland explains why these research findings are important and what they tell us about how children acquire language. Key features include: Cross-linguistic analysis of how language acquisition differs between languages. A chapter on how multilingual children acquire several languages at once. Exercises to test comprehension. Chapters organised around key questions that summarise the critical issues posed by researchers in the field, with summaries at the end. Further reading suggestions to broaden understanding of the subject. With its particular focus on outlining key similarities and differences across languages and what this cross-linguistic variation means for our ideas about language acquisition, Understanding Child Language Acquisition forms a comprehensive introduction to the subject for students of linguistics, psychology and speech and language therapy. Students and instructors will benefit from the comprehensive companion website that includes a students’ section featuring interactive comprehension exercises, extension activities, chapter recaps and answers to the exercises within the book. Material for instructors includes sample essay questions, answers to the extension activities for students and a Powerpoint including all the figures from the book.

www.routledge.com/cw/rowland

**Trilingual Language Acquisition** Sarah Chevalier, 2015-10-15 This book examines the language development of two children from the ages of two till four, who are growing up exposed to English, Swiss German and French. Its aim is to ascertain the importance of different environmental factors in fostering active trilingualism. These factors include the quantity of input for each language, whether or not the societal language is spoken in the home, and the conversational style of the caregivers. Although increasing numbers of children are being raised trilingually, research in this field is scarce; this study thus makes an important contribution to our knowledge of trilingual language acquisition. A special point of interest lies in a comparison of the acquisition of two minority languages by a single child, since this allows us to pinpoint more precisely how the development of non-societal languages can be influenced. This book will be of considerable interest to researchers and students working on multilingualism and language acquisition alike.

**Handbook of Child Language Acquisition** Tej K. Bhatia, William C. Ritchie, 2023-11-27 What allows children to acquire language so effortlessly, with such speed, and with such amazing accuracy? Capitalizing on the most recent developments in linguistics and cognitive psychology, this volume sheds new light on the what, why, and how of the child’s ability to acquire one or more languages. The Handbook is one of a kind in a number of respects. It includes state-of-the-art treatments of acquisition from a variety of theoretical viewpoints ranging from functionalist approaches and the implications of the creolization of languages for the study of acquisition to the relevance of Chomsky’s Minimalist Program. It contains overviews of the acquisition of all components of linguistic structure, treats the acquisition of the sign languages of the deaf, and discusses the specific problems of bilingual acquisition. This handbook addresses the following questions: ‘Is the capacity for language acquisition constant throughout the career of the language learner (that is, is it ‘continuous’)? or does that
capacity change in significant ways as the learner matures?'; 'Is the language capacity a separate module of the mind or does it follow from general, 'all-purpose' cognitive capacities?'; 'What is innate in language acquisition and what is acquired on the basis of experience?'; 'What research/methodological issues arise in the study of child language acquisition?'; 'How might input from the language (or languages) of the environment, including visual/gestural input in the case of the sign languages of the deaf, affect the process and result of acquisition?'; and, 'How are the facts of non-normal acquisition to be explained?'

**Child Language Development** Sandra Bochner, Jane Jones, 2008-04-30 This publication is concerned with the early stages of language acquisition and is designed for use by early childhood teachers, nursery nurses, special education teachers and others working with children experiencing difficulties in learning to talk. Procedures are described that can be used to assess a child's current skills and plan activities to increase communicative competence. The programme described is based on a developmental sequence that moves the early skills of joint attention, turn-taking and appropriate play to the more complex skills of asking and answering questions. Other issues discussed include sound development and intelligibility, the use of augmentative and alternative communication as stepping stones to speech, working with children and with families. The second edition has an expanded focus on the place of communicative intentions in early language development.

**Blackwell Handbook of Language Development** Erika Hoff, Marilyn Shatz, 2009-05-11 The Blackwell Handbook of Language Development provides a comprehensive treatment of the major topics and current concerns in the field; exploring the progress of 21st century research, its precursors, and promising research topics for the future. Provides comprehensive treatments of the major topics and current concerns in the field of language development Explores foundational and theoretical approaches Focuses on the 21st century's research into the areas of brain development, computational skills, bilingualism, education, and cross-cultural comparison Looks at language development in infancy through early childhood, as well as atypical development Considers the past work, present research, and promising topics for the future. Broad coverage makes this an excellent resource for graduate students in a variety of disciplines

**Current Trends in Child Second Language Acquisition** Belma Haznedar, Elena Gavruseva, 2008-07-09 This volume presents recent generative research on the nature of grammars of child second language (L2) acquirers -- a learner population whose exposure to an L2 occurs between the ages of 4 to 8. The main goal is to define child L2 acquisition in relation to other types of acquisition such as child monolingual and bilingual acquisition, adult L2 acquisition, and specific language impairment. This comparative perspective opens up new angles for the discussion of currently debated issues such as the role of Universal Grammar in constraining development, developmental sequences in L2, maturational influences on the 'growth' of grammar, critical period effects for different linguistic domains, initial state and ultimate attainment in relation to length of exposure, and L1-transfer in relation to age of onset. These issues are explored using longitudinal, cross-
sectional, and experimental data from L2 children acquiring a range of languages, including Dutch, English, French, and Greek.

Language Acquisition Jill G. De Villiers, Peter A. De Villiers, 1978 The study of language acquisition has become a center of scientific inquiry into the nature of the human mind. The result is a windfall of new information about language, about learning, and about children themselves. In Language Acquisition Jill and Peter de Villiers provide a lively introduction to this fast-growing field. Their book deals centrally with the way the child acquires the sounds, meanings, and syntax of his language, and the way he learns to use his language to communicate with others. In discussing these issues, the de Villiers provide a clear and insightful treatment of the classic questions about language acquisition: Does the child show a genetic predisposition for speech, or grammar, or semantics which makes him uniquely able to learn human language? What kinds of learning are involved in acquiring language and what kinds of experience with a language are necessary to support such learning? Is there a critical period during the child's development which is optimal for language acquisition? And what kind of psychological disabilities underlie the failure to acquire language?

The Acquisition of Turkish in Childhood Belma Haznedar, F. Nihan Ketrez, 2016-11-18 The Acquisition of Turkish in Childhood presents recent research on the nature of language acquisition by typically and atypically developing monolingual and bilingual Turkish-speaking children. The book summarises the most recent research findings on the acquisition of Turkish in childhood, with a focus on (i) the acquisition of phonology, morphology, syntax and semantics, (ii) the acquisition of discourse skills, (iii) literacy development and (iv) atypical vs. typical development. The book also provides the reader with a unique perspective on cross-learner comparative research on the acquisition of Turkish, demonstrating how similar issues can be investigated in a range of various acquisition contexts. By grouping together the recent research on the acquisition of Turkish within a single volume, this book provides a unique opportunity for readers to review the general developmental tendencies and the most prominent hypotheses put forward by scholars.

The Enigmatic Realm of Language Acquisition In Childhood: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of Language Acquisition In Childhood a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book’s core themes, assess its distinct writing style, and delve into
its lasting impact on the hearts and minds of those who partake in its reading experience.

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