

# “He kicked the barrel” Idioms-based learnability model

Hussein Ghaly



# Language Acquisition And Learnability

**J. Michael O'Malley, Anna Uhl Chamot**



## **Language Acquisition And Learnability:**

Teachability and Learnability across Languages Ragnar Arntzen, Gisela Håkansson, Arnstein Hjelde, Jörg-U. Keßler, 2019-06-15 Teachability and Learnability across Languages addresses key issues in second foreign and heritage language acquisition as well as in language teaching Focusing on a Processability Theory perspective it brings together empirical studies of language acquisition language teaching and language assessment For the first time a research timeline for the role of instruction in language learning is presented showing how the field of second language acquisition SLA research has developed over the last four decades since Pienemann's work on learnability and syllabus construction over the 1980s The book includes studies of child and adult second as well as foreign language acquisition research covering a wide range of target languages including English German Hungarian Japanese Norwegian Polish Spanish Swedish and Turkish In addition future extensions of PT are discussed This volume is designed for advanced students in international programs of SLA and Applied Linguistics as well as for SLA researchers and second and foreign language teachers *Language*

*Acquisition and Learnability* Stefano Bertolo, 2001-05-14 Language Acquisition and Learnability is an accessible introduction to learnability theory and its interactions with linguistic theories Working within the Principles and Parameters framework the book surveys general concepts from formal learning theory and complexity theory together with important findings from developmental psycholinguistics historical linguistics and language processing Written by a team of leading researchers it examines important techniques that can be used to obtain interesting and empirically testable predictions from parametric theories of language variation and includes chapters on syntax diachronic syntax and the relationship between linguistic complexity and the form of parameters Fully integrated and complete with a large number of exercises to test readers on their understanding of the material this book will become essential reading for students and researchers in linguistic theory

Syntactic Theory and First Language Acquisition: Heads, projections, and learnability Barbara Lust, Margarita Suárez, John Whitman, 1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company **Empiricism and Language Learnability** Nick Chater, Alexander Clark, John A. Goldsmith, Amy Perfors, 2015-07-09 This interdisciplinary new work explores one of the central theoretical problems in linguistics learnability The authors from different backgrounds linguistics philosophy computer science psychology and cognitive science explore the idea that language acquisition proceeds through general purpose learning mechanisms an approach that is broadly empiricist both methodologically and psychologically For many years the empiricist approach has been taken to be unfeasible on practical and theoretical grounds In the book the authors present a variety of precisely specified mathematical and computational results that show that empiricist approaches can form a viable solution to the problem of language acquisition It assumes limited technical background and explains the fundamental principles of probability grammatical description and learning theory in an accessible and non technical way Different chapters address the problem of language acquisition using different assumptions

looking at the methodology of linguistic analysis using simplicity based criteria using computational experiments on real corpora using theoretical analysis using probabilistic learning theory and looking at the computational problems involved in learning richly structured grammars Written by four researchers in the full range of relevant fields linguistics John Goldsmith psychology Nick Chater computer science Alex Clark and cognitive science Amy Perfors the book sheds light on the central problems of learnability and language and traces their implications for key questions of theoretical linguistics and the study of language acquisition

Learnability and the Lexicon Alan Juffs, 1996 This book provides a critical review of recent theories of semantics syntax correspondences and makes new proposals for constraints on semantic structure relevant to syntax Data from several languages are presented which suggest that semantic structure in root morphemes is subject to parametric variation which has effect across a variety of verb classes including locatives unaccusatives and psych verbs The implications for first and second language acquisition are discussed In particular it is suggested that different parametric settings may lead to a learnability problem if adult learners do not retain access to sensitivity to underlying semantic organization and morphological differences between languages provided by Universal Grammar An experiment with Chinese speaking learners of English is presented which shows that learners initially transfer L1 semantic organization to the L2 but are able to retreat from overgeneralisations and achieve native like grammars in this area Suggestions for further research in this rapidly developing area of theory and acquisition research are also made

*Learning Strategies in Second Language Acquisition* J. Michael O'Malley, Anna Uhl Chamot, 1990-02-23 A review of the literature on learning strategies describing and classifying learning strategies in second language learning

**Learnability and Cognition, new edition** Steven Pinker, 2013-05-24 A classic book about language acquisition and conceptual structure with a new preface by the author The Secret Life of Verbs Before Steven Pinker wrote bestsellers on language and human nature he wrote several technical monographs on language acquisition that have become classics in cognitive science Learnability and Cognition first published in 1989 brought together two big topics how do children learn their mother tongue and how does the mind represent basic categories of meaning such as space time causality agency and goals The stage for this synthesis was set by the fact that when children learn a language they come to make surprisingly subtle distinctions pour water into the glass and fill the glass with water sound natural but pour the glass with water and fill water into the glass sound odd How can this happen given that children are not reliably corrected for uttering odd sentences and they don't just parrot back the correct ones they hear from their parents Pinker resolves this paradox with a theory of how children acquire the meaning and uses of verbs and explores that theory's implications for language thought and the relationship between them As Pinker writes in a new preface The Secret Life of Verbs the phenomena and ideas he explored in this book inspired his 2007 bestseller The Stuff of Thought Language as a Window into Human Nature These technical discussions he notes provide insight not just into language acquisition but into literary metaphor scientific understanding political discourse and even the conceptions of

sexuality that go into obscenity      **Understanding Language Acquisition** Christina E. Erneling, 1993-01-01 How is language acquisition possible How is it that humans within a few years of birth can speak and understand language transcending both its limited experience and biological limitations In this challenge to the narrow confines of psychology and philosophy Christina Erneling argues that language acquisition results from the interaction between linguistic creativity inherent in language and a biological and social framework of learning Erneling explains and critically analyzes the idea that language acquisition requires a meaningful language of thought contrasting this with Wittgenstein's ideas on language and learning Erneling shows that the assumptions in J Fodor's development of Chomsky's ideas into a theory of language of thought have significantly influenced developmental theories yet fail to resolve the conflict between linguistic creativity and the necessity of a framework for learning She argues that the later Wittgenstein was more concerned with the conditions of learning than is generally appreciated and shows how his remarks can be developed into an alternative approach to language learning Understanding Language Acquisition has profound implications for evaluating hidden metatheoretical assumptions as well as for empirical research and methods for teaching language and treating language disorders      **Syntactic Theory and First Language Acquisition** (Vol.1) Barbara Lust, Margarita Suárez, 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

Modelling and Assessing Second Language Acquisition Kenneth Hyldenstam, Manfred Pienemann, 1985 This book forms an invaluable reference work for all teachers of second languages and researchers in the field of L2 acquisition It discusses the contribution that modern research into L2 acquisition makes to the curriculum development process It also provides the reader with arguments for and against the various approaches to teaching      **Children's Language and Learning** Judith Wells Lindfors, 1980      **Vocabulary Learning Strategies and Foreign Language Acquisition** Višnja Pavičić

Takač,2008-02-04 The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research Furthermore the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies Thus the book attempts at integrating the approaches of theories of second language acquisition the theory and practice of instructed foreign language learning and the findings of current empirical research

**Second Language Acquisition** ,2024-09-04 Second Language Acquisition Learning Theories and Recent Approaches will aim to present the process of learning an additional language apart from one s native language The process of understanding writing and speaking another language with fluency involves complex intellectual and emotional responses as well as continuous information processing abilities A variety of perspectives is needed in order for learning to take place Many factors both internal and external are involved in determining why some learn a second language at a faster rate than others With an internal or external focus of attention various linguistic techniques have explored the basic questions about SLA With the ability to covey and structure information in a second language there is a need for what is being learned to be viewed from various perspectives The focus on continuous natural UG capability for language learning versus communicative processing requirements differs among viewpoints on how SLA develops This book intends to provide readers with language acquisition language comprehension language development language processing and psychological and social variables which have been largely excluded by purely language approaches

Second Language Acquisition and Second Language Learning Stephen D. Krashen,1981 On the Monitor Theory of adult second language acquisition

*Computational Modeling of Human Language Acquisition* Afra Alishahi,2010-10-10 Human language acquisition has been studied for centuries but using computational modeling for such studies is a relatively recent trend However computational approaches to language learning have become increasingly popular mainly due to advances in developing machine learning techniques and the availability of vast collections of experimental data on child language learning and child adult interaction Many of the existing computational models attempt to study the complex task of learning a language under cognitive plausibility criteria such as memory and processing limitations that humans face and to explain the developmental stages observed in children By simulating the process of child language learning computational models can show us which linguistic representations are learnable from the input that children have access to and which mechanisms yield the same patterns of behaviour that children exhibit during this process In doing so computational modeling provides insight into the plausible mechanisms involved in human language acquisition and inspires the development of better language models and techniques This book provides an overview of the main research questions in the field of human language acquisition It reviews the most commonly used computational frameworks methodologies and resources for modeling child language learning and the evaluation techniques used for assessing these computational models

The book is aimed at cognitive scientists who want to become familiar with the available computational methods for investigating problems related to human language acquisition as well as computational linguists who are interested in applying their skills to the study of child language acquisition. Different aspects of language learning are discussed in separate chapters including the acquisition of the individual words, the general regularities which govern word and sentence form and the associations between form and meaning. For each of these aspects the challenges of the task are discussed and the relevant empirical findings on children are summarized. Furthermore, the existing computational models that attempt to simulate the task under study are reviewed and a number of case studies are presented.

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Overview  
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*Interlanguage and Learnability* Virginia Yip, 1995-01-01 This book investigates a set of structures characteristic of Chinese speakers' English interlanguage (CIL) in the light of grammatical theory and principles of learnability. As a study of CIL grammar, it illuminates both the theory of interlanguage syntax in general and some specific problems in the acquisition of English by Chinese L1 learners. A set of interrelated structures are investigated, including topicalization, passive, ergative, tough movement, and existential constructions. The interlanguage is approached through the comparative syntax of the relevant L1 and L2 constructions, combining insights from Chomskyan Universal Grammar and typological research. CIL proves to be permeable to Chinese typological influence and bears topic-prominent characteristics while showing effects of language universals. A parallel theme of the book is the question of learnability in the context of second language acquisition. The Subset and Uniqueness Principles are adapted to the L2 context so as to account for learning difficulty as well as successful acquisition. Under generation and over-generation of the interlanguage and target constructions give rise to learnability problems which are formulated in terms of set relations at the level of individual constructions. The Uniqueness Principle is invoked to motivate preemption of overgenerated forms. The interaction of syntax and semantics plays a crucial role in the formulation and resolution of these learnability problems. General conceptual issues raised by the Subset and Uniqueness Principles are also discussed.

**Language Learning and the Brain** Ulf Schütze, 2016-10-27 Every person who encounters or learns another language is faced with the challenge of processing many new words in a short period of time. What are the conditions under which a learner can acquire those words successfully and process them to long-term memory? How do language and memory faculties interact? What role do the senses play in this process? Are factors such as age or individual backgrounds of learners to be considered? Taking the reader on a fascinating journey through the brain to demonstrate how language is processed, Ulf Schütze explains the dynamic environment involved in recording and producing words. The book also discusses how to use information technology such as Apps to make the learning of words entertaining and efficient.

New Perspectives on Transfer in Second Language Learning Liming Yu, Terence Odlin, 2016 When people attempt to learn a new language, the languages they already know can help but also hinder their understanding or

production of new forms This phenomenon known as language transfer is the focus of this book The collection offers new theoretical perspectives some in the empirical studies and some in other chapters and consists of four sections considering lexical syntactic phonological and cognitive perspectives The volume provides a wealth of studies on the influence of Chinese on the acquisition of English but also includes studies involving Finnish French Hindi Korean Persian Spanish Swedish and Tamil It will be of great interest to researchers and students working in the areas of crosslinguistic influence in second language acquisition language pedagogy and psycholinguistics      *Language Learnability and Language Development* Steven Pinker, 2009-07-01 In this influential study Steven Pinker develops a new approach to the problem of language learning Now reprinted with new commentary by the author this classic work continues to be an indispensable resource in developmental psycholinguistics      *Fossilization in Adult Second Language Acquisition* Zhaohong Han, 2004 This book is a systematic attempt to address the issue of fossilization in relation to a fundamental question in second language acquisition research which is why are learners adults in particular unable to develop the level of competence they have aspired to in spite of continuous and sustained exposure to the target language adequate motivation to learn and sufficient opportunity to practice



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