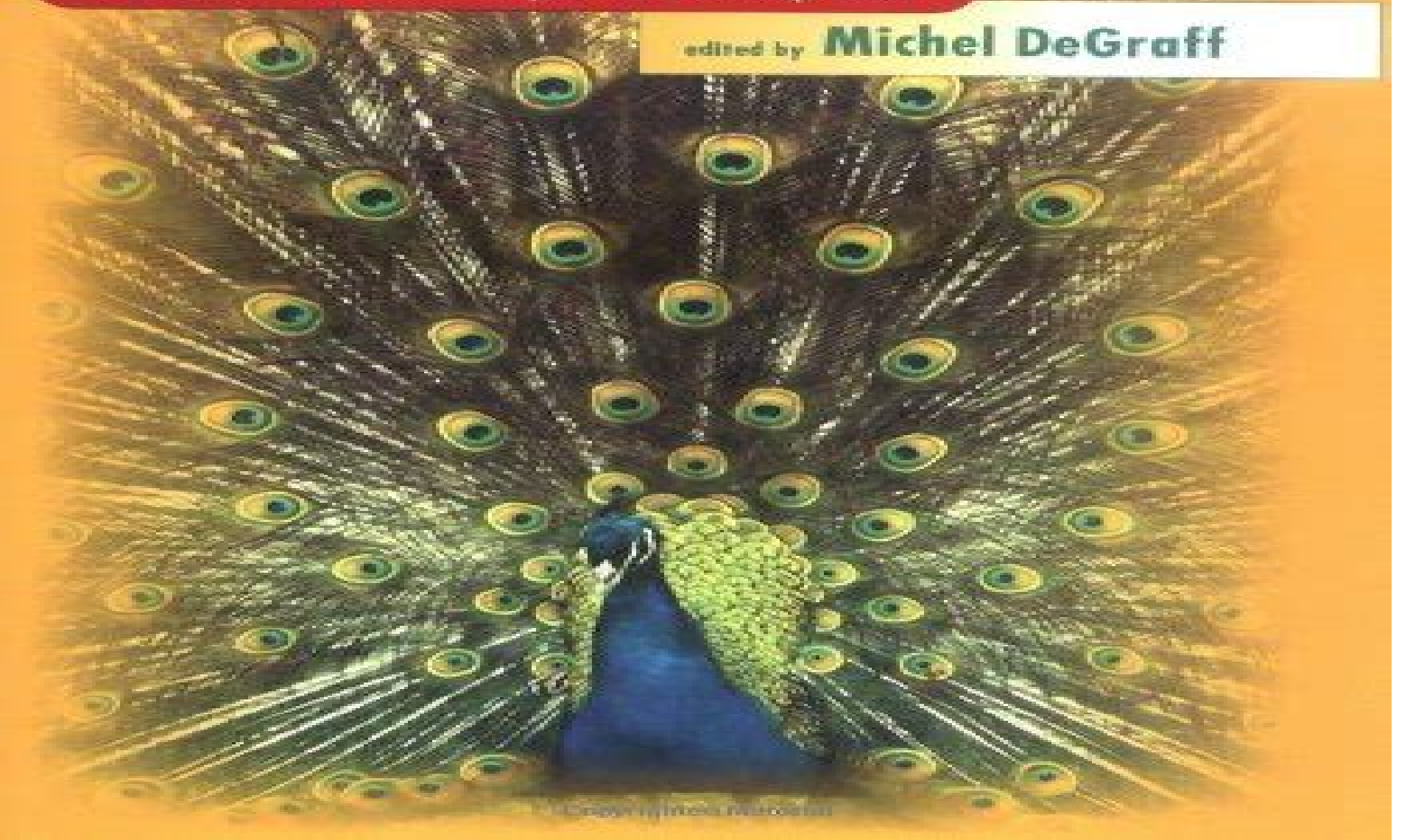


Language Creation and Language Change

Creolization, Diachrony, and Development

edited by **Michel DeGraff**



Language Creation And Language Change Creolization Diachrony And Development Learning Development And Conceptual Change

Michel DeGraff



Language Creation And Language Change Creolization Diachrony And Development Learning Development And Conceptual Change:

Language Creation and Language Change Michel DeGraff, 1999 *Language Creation and Language Change* Michel DeGraff, 1999 Research on creolization language change and language acquisition has been converging toward a triangulation of the constraints along which grammatical systems develop within individual speakers and viewed externally across generations of speakers The originality of this volume is in its comparison of various sorts of language development from a number of linguistic theoretic and empirical perspectives using data from both speech and gestural modalities and from a diversity of acquisition environments In turn this comparison yields fresh insights on the mental bases of language creation The book is organized into five parts creolization and acquisition acquisition under exceptional circumstances language processing and syntactic change parameter setting in acquisition and through creolization and language change and a concluding part integrating the contributors observations and proposals into a series of commentaries on the state of the art in our understanding of language development its role in creolization and diachrony and implications for linguistic theory Contributors Dany Adone Derek Bickerton Adrienne Bruyn Marie Coppola Michel DeGraff Viviane D prez Alison Henry Judy Kegl David Lightfoot John S Lumsden Salikoko S Mufwene Pieter Muysken Elissa L Newport Luigi Rizzi Ian Roberts Ann Senghas Rex A Sprouse Denise Tangney Anne Vainikka Barbara S Vance Maaïke Verrips

The Acquisition of Creole Languages Dany Adone, 2012-06-28 How do children acquire a Creole as their first language This relatively underexplored question is the starting point for this first book of its kind it also asks how first language acquisition of a Creole differs from that of a non Creole language Dany Adone reveals that in the absence of a conventional language model Creole children acquire language and go beyond the input they receive This study discusses the role of input a hotly debated issue in the field of first language acquisition and provides support for the nativist approach in the debate between nativism and input based models The Acquisition of Creole Languages will be essential reading for those in the fields of First Language Acquisition and Creole Studies Adone takes an interdisciplinary approach and uses insights from the acquisition of language in the visual modality making this of great interest to those in the field of Sign Linguistics

The Handbook of Historical Linguistics Brian Joseph, Richard Janda, 2008-04-15 The Handbook of Historical Linguistics provides a detailed account of the numerous issues methods and results that characterize current work in historical linguistics the area of linguistics most directly concerned with language change as well as past language states Contains an extensive introduction that places the study of historical linguistics in its proper context within linguistics and the historical sciences in general Covers the methodology of historical linguistics and presents sophisticated overviews of the principles governing phonological morphological syntactic and semantic change Includes contributions from the leading specialists in the field

The Handbook of Applied Linguistics Alan Davies, Catherine Elder, 2008-04-15 The Handbook of Applied Linguistics is a collection of newly

commissioned articles that provide a comprehensive and up to date picture of the field of Applied Linguistics Provides a comprehensive and current picture of the field of Applied Linguistics Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems Valuable resource for students and researchers in applied linguistics language teaching and second language acquisition Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use

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

Grammatical theory: From transformational grammar to constraint-based approaches (Fifth revised edition) Stefan Müller, 2023-01-23 This book introduces formal grammar theories that play a role in current linguistic theorizing Phrase Structure Grammar Transformational Grammar Government Binding Generalized Phrase Structure Grammar Lexical Functional Grammar Categorical Grammar Head Driven Phrase Structure Grammar Construction Grammar Tree Adjoining Grammar The key assumptions are explained and it is shown how the respective theory treats arguments and adjuncts the active passive alternation local reorderings verb placement and fronting of constituents over long distances The analyses are explained with German as the object language The second part of the book compares these approaches with respect to their predictions regarding language acquisition and psycholinguistic plausibility The nativism hypothesis which assumes that humans possess genetically determined innate language specific knowledge is critically examined and alternative models of language acquisition are discussed The second part then addresses controversial issues of current theory building such as the question of flat or binary branching structures being more appropriate the question whether constructions should be

treated on the phrasal or the lexical level and the question whether abstract non visible entities should play a role in syntactic analyses It is shown that the analyses suggested in the respective frameworks are often translatable into each other The book closes with a chapter showing how properties common to all languages or to certain classes of languages can be captured

Grammatical theory Stefan Müller, 2020-09-28 This book introduces formal grammar theories that play a role in current linguistic theorizing Phrase Structure Grammar Transformational Grammar Government Binding Generalized Phrase Structure Grammar Lexical Functional Grammar Categorical Grammar Head Driven Phrase Structure Grammar Construction Grammar Tree Adjoining Grammar The key assumptions are explained and it is shown how the respective theory treats arguments and adjuncts the active passive alternation local reorderings verb placement and fronting of constituents over long distances The analyses are explained with German as the object language The second part of the book compares these approaches with respect to their predictions regarding language acquisition and psycholinguistic plausibility The nativism hypothesis which assumes that humans possess genetically determined innate language specific knowledge is critically examined and alternative models of language acquisition are discussed The second part then addresses controversial issues of current theory building such as the question of flat or binary branching structures being more appropriate the question whether constructions should be treated on the phrasal or the lexical level and the question whether abstract non visible entities should play a role in syntactic analyses It is shown that the analyses suggested in the respective frameworks are often translatable into each other The book closes with a chapter showing how properties common to all languages or to certain classes of languages can be captured The book is a translation of the German book *Grammatiktheorie* which was published by Stauffenburg in 2010 This book is a new edition of <http://langsci.press.org/catalog/book/25> <http://langsci.press.org/catalog/book/195> and <http://langsci.press.org/catalog/book/255>

Grammatical theory Stefan Müller, 2018 This book introduces formal grammar theories that play a role in current linguistic theorizing Phrase Structure Grammar Transformational Grammar Government Binding Generalized Phrase Structure Grammar Lexical Functional Grammar Categorical Grammar Head Driven Phrase Structure Grammar Construction Grammar Tree Adjoining Grammar The key assumptions are explained and it is shown how the respective theory treats arguments and adjuncts the active passive alternation local reorderings verb placement and fronting of constituents over long distances The analyses are explained with German as the object language The second part of the book compares these approaches with respect to their predictions regarding language acquisition and psycholinguistic plausibility The nativism hypothesis which assumes that humans possess genetically determined innate language specific knowledge is critically examined and alternative models of language acquisition are discussed The second part then addresses controversial issues of current theory building such as the question of flat or binary branching structures being more appropriate the question whether constructions should be treated on the phrasal or the lexical level and the question whether abstract non visible entities should play a role in syntactic

analyses It is shown that the analyses suggested in the respective frameworks are often translatable into each other The book closes with a chapter showing how properties common to all languages or to certain classes of languages can be captured With this critical yet fair reflection on various grammatical theories M ller fills what has been a major gap in the literature Karen Lehmann *Zeitschrift f r Rezensionen zur germanistischen Sprachwissenschaft* 2012 Stefan M ller s recent introductory textbook *Grammatiktheorie* is an astonishingly comprehensive and insightful survey of the present state of syntactic theory for beginning students Wolfgang Sternefeld und Frank Richter *Zeitschrift f r Sprachwissenschaft* 2012 This is the kind of work that has been sought after for a while The impartial and objective discussion offered by the author is particularly refreshing Werner Abraham *Germanistik* 2012 *Approaches to Studying World-situated Language Use* John C. Trueswell, Michael K. Tanenhaus, 2005 The first steps toward merging the cognitive and social approaches to language processing *Bibliographie Linguistique de L'annee 1999* Mark Janse, Hella Olbertz, Sijmen Tol, 2003-11-30 Setting out the historical national and religious characteristics of the Italians as they impact on the integration within the European Union this study makes note of the two characteristics that have an adverse effect on Italian national identity cleavages between north and south and the dominant role of family It discusses how for Italians family loyalty is stronger than any other allegiance including feelings towards their country their nation or the EU Due to such subnational allegiances and values this book notes that Italian civic society is weaker and engagement at the grass roots is less robust than one finds in other democracies leaving politics in Italy largely in the hands of political parties The work concludes by noting that EU membership however provides no magic bullet for Italy it cannot change internal cleavages the Italian worldview and family values or the country s mafia dominated power matrix and as a result the underlying absence of fidelity to a shared polity Italian or European leave the country as ungovernable as ever *How Children Learn the Meanings of Words* Paul Bloom, 2002-01-25 How do children learn that the word dog refers not to all four legged animals and not just to Ralph but to all members of a particular species How do they learn the meanings of verbs like think adjectives like good and words for abstract entities such as mortgage and story The acquisition of word meaning is one of the fundamental issues in the study of mind According to Paul Bloom children learn words through sophisticated cognitive abilities that exist for other purposes These include the ability to infer others intentions the ability to acquire concepts an appreciation of syntactic structure and certain general learning and memory abilities Although other researchers have associated word learning with some of these capacities Bloom is the first to show how a complete explanation requires all of them The acquisition of even simple nouns requires rich conceptual social and linguistic capacities interacting in complex ways This book requires no background in psychology or linguistics and is written in a clear engaging style Topics include the effects of language on spatial reasoning the origin of essentialist beliefs and the young child s understanding of representational art The book should appeal to general readers interested in language and cognition as well as to researchers in the field **Systems that Learn** Sanjay

Jain,1999 This introduction to the concepts and techniques of formal learning theory is based on a number theoretical approach to learning and uses the tools of recursive function theory to understand how learners come to an accurate view of reality

The Algebraic Mind Gary F. Marcus,2019-01-01 In *The Algebraic Mind* Gary Marcus attempts to integrate two theories about how the mind works one that says that the mind is a computer like manipulator of symbols and another that says that the mind is a large network of neurons working together in parallel Resisting the conventional wisdom that says that if the mind is a large neural network it cannot simultaneously be a manipulator of symbols Marcus outlines a variety of ways in which neural systems could be organized so as to manipulate symbols and he shows why such systems are more likely to provide an adequate substrate for language and cognition than neural systems that are inconsistent with the manipulation of symbols Concluding with a discussion of how a neurally realized system of symbol manipulation could have evolved and how such a system could unfold developmentally within the womb Marcus helps to set the future agenda of cognitive neuroscience

Lingua Albert Willem Groot,Anton Joannes Bernardus Nicolaas Reichling,2001 International review of general linguistics

The Oxford Handbook of Applied Linguistics Robert B. Kaplan,2010-09-30 A monumental editorial enterprise It is to be commended and used widely and wisely

ESL Magazine

Making Space Nora Newcombe,Janellen Huttenlocher,2000 Argues for an interactionist approach to spatial development that incorporates and integrates essential insights of the Piaget Nativist and Vygotskian approaches

Handbook of Child Psychology and Developmental Science, Cognitive Processes ,2015-03-31 The essential reference for human development theory updated and reconceptualized The Handbook of Child Psychology and Developmental Science a four volume reference is the field defining work to which all others are compared First published in 1946 and now in its Seventh Edition the Handbook has long been considered the definitive guide to the field of developmental science Volume 2 Cognitive Processes describes cognitive development as a relational phenomenon that can be studied only as part of a larger whole of the person and context relational system that sustains it In this volume specific domains of cognitive development are contextualized with respect to biological processes and sociocultural contexts Furthermore key themes and issues e g the importance of symbolic systems and social understanding are threaded across multiple chapters although every each chapter is focused on a different domain within cognitive development Thus both within and across chapters the complexity and interconnectivity of cognitive development are well illuminated Learn about the inextricable intertwining of perceptual development motor development emotional development and brain development Understand the complexity of cognitive development without misleading simplification reducing cognitive development to its biological substrates or viewing it as a passive socialization process Discover how each portion of the developmental process contributes to subsequent cognitive development Examine the multiple processes such as categorizing reasoning thinking decision making and judgment that comprise cognition The scholarship within this volume and as well across the four volumes of this edition illustrate that developmental science is in

the midst of a very exciting period There is a paradigm shift that involves increasingly greater understanding of how to describe explain and optimize the course of human life for diverse individuals living within diverse contexts This Handbook is the definitive reference for educators policy makers researchers students and practitioners in human development psychology sociology anthropology and neuroscience Handbook of Child Psychology, Cognition, Perception, and Language William Damon, Richard M. Lerner, Deanna Kuhn, Robert S. Siegler, 2006-05-11 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 2 Cognition Perception and Language edited by Deanna Kuhn Columbia University and Robert S Siegler Carnegie Mellon University covers mechanisms of cognitive and perceptual development in language acquisition It includes new chapters devoted to neural bases of cognition motor development grammar and language rules information processing and problem solving skills Language by mouth and by hand Iris Berent, Susan Goldin-Meadow, 2015-05-11 While most natural languages rely on speech humans can spontaneously generate comparable linguistic systems that utilize manual gestures This collection of papers examines the interaction between natural language and its phonetic vessels human speech or manual gestures We seek to identify what linguistic aspects are invariant across signed and spoken languages and determine how the choice of the phonetic vessel shapes language structure its processing and its neural implementation We welcome rigorous empirical studies from a wide variety of perspectives ranging from behavioral studies to brain analyses diverse ages from infants to adults and multiple languages both conventional and emerging home signs and sign languages

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