
Language Acquisition after Puberty

Judith R. Strozer

Language Acquisition After Puberty

Muriel Saville-Troike, Karen Barto



Language Acquisition After Puberty:

Language Acquisition After Puberty Judith R. Strozer, 1994 Bridging the gap between theoretical linguistics and language teaching Judith R Strozer explores what recent theoretical advances suggest about learning a language after childhood and the implications for the design and execution of a foreign language program Strozer outlines clearly in nontechnical language the major concepts of modern language theory from Chomsky's theory of language through the most recent discoveries about the abstract foundations of language She explains ideas about the evolution of a cognitive structure for language in the human brain a language faculty or Universal Grammar that gives humans alone the creative ability to generate the infinite expressions of language This innate universal schema for language endows humankind with a number of very broad principles applicable to all languages Turning to current advances in the theory of phrase structure which has replaced our 2 000 year old rules of grammar with highly abstract universal principles of language structure she relates the latest discoveries about the foundations of language to ideas about how children learn languages A child hearing a specific language can automatically set the parameters for the rules governing that particular language much like setting a binary switch But our ability to access this innate language mechanism automatically seems limited to childhood until physical maturity somehow changes this brain function Arguing that adults need to learn consciously the systems and structures of another language that children acquire unconsciously Strozer applies these latest theories about the nature of language and how we learn it to the design of foreign language programs for adults She concludes with recommendations for developing a new kind of teaching program that would draw on comparative language research and include new pedagogic approaches Presenting state of the art language theory in easily readable terms and illustrative examples this book will be of interest to everyone interested in the latest understanding of the relationship between the brain and language as well as to all professionals in linguistics and language education *Language Development In Exceptional Circumstances* Dorothy Bishop, K. Mogford, 2013-04-15 Ever since attempts were made to describe and explain normal language development references to exceptional circumstances have been made Variations in the conditions under which language is acquired can be regarded as natural experiments which would not be feasible or ethical under normal circumstances This can throw light on such questions as What language input is necessary for the child to learn language What is the relationship between cognition and language How independent are different components of language function Are there critical periods for language development Can we specify necessary and sufficient conditions for language impairment This book covers a range of exceptional circumstances including extreme deprivation twinship visual and auditory impairments autism and focal brain damage Written in a jargon free style and including a glossary of linguistic and medical terminology the book assumes little specialist knowledge This text is suitable for both students and practitioners in the fields of psycholinguistics developmental and educational psychology speech pathology paediatrics and special education *Age and the Rate of Foreign Language*

Learning Carmen Muñoz, 2006-01-01 This book examines the various ways in which age affects the process and the product of foreign language learning in a school setting It presents studies that cover a wide range of topics from phonetics to learning strategies It will be of interest to students and researchers working in SLA research language planning and language teaching **The Age Factor in Second Language Acquisition** David Michael Singleton, Zolt

Lengyel, 1995-01-01 This book takes a hard look at some of the assumptions that are customarily made concerning the role of age in second language acquisition The evidence and arguments the contributors present run counter to the notion that an early start in second language learning is of itself either absolutely sufficient or necessary for the attainment of native like mastery of a second language Another theme of the book is a doubt that there is a particular stage of maturity beyond which language learning is no longer fully possible In short the book presents a challenge to those who take it as given that second language learning is inevitably different in its essential nature from language acquisition in the childhood years and that second language knowledge acquired beyond the critical period is in all circumstances and in all respects doomed to fossilize at a non native like level **The Study of Second Language Acquisition in the Asian Context**, 2007 This book will be of

special interest to English teachers and those in professional development in the region and or who have classrooms with Asian learners Paradigms appear to be shifting in Asian L2 learning in a region providing huge growth in English education This will have an important bearing on the profession including researchers worldwide *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 **Second Language Acquisition and the Critical**

Period Hypothesis David Birdsong, 1999-01-01 In language learning the rule of thumb is the earlier the better Children exposed to language from birth are uniformly successful in first language acquisition L1A whereas those deprived of contact with language during childhood are pathologically deficient In second language acquisition L2A the difficulty of learning after puberty is routinely attested anecdotally and has been the subject of numerous scientific studies It is widely believed that age effects in both are developmental in nature Native levels of attainment in L1A and L2A are thought to be possible only if learning began before the closure of a window of opportunity a critical or sensitive period Increasingly this popular wisdom is being called into question Triggering this reevaluation is evidence that some late starting learners achieve native like competence in a second language and evidence of age effects past the presumed closure of the window of opportunity for learning As the debate takes shape some of the most renowned researchers in the field are weighing in on the issue Their thoughts and evidence are presented in this volume The chapters approach the Critical Period Hypothesis CPH from diverse perspectives and are evenly balanced in favor of and against the CPH L2A Each of the contributors brings authority and an

international reputation to the question As the papers encompass many domains of inquiry in L2A syntax morphology phonetics phonology Universal Grammar and neurofunctional factors in language this volume should appeal to a wide audience of researchers and advanced students Language Acquisition David Michael Singleton, Lisa Ryan, 2004-01-01 The authors examine the evidence relative to the idea that there is an age factor in first second language acquisition goes on to explore the various explanations that have been advanced to account for such evidence Finally it looks at educational ramifications of the age question **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 **Parameter Setting in Language Acquisition** Dalila Ayoun, 2005-02-28 This book provides a broad overview of parameter setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it based on cross linguistic language data that cover a range of syntactic and phonological phenomena From an historical perspective on parameter setting theory to an introduction to its role in computational linguistics neurolinguistics and language change the reader will find a critique of the most commonly made arguments as well as an index of all the syntactic phonological lexical and morphological parameters presented in the literature to date A closer look at the theory itself addresses the following questions What does a parameter setting approach to language acquisition entail What are the underpinnings of the theory What issues and problems remain to be solved The empirical studies carried out to test the null subject parameter and verb movement parameter are reviewed to re-examine long standing theoretical assumptions as well as the learnability implications for first and second language acquisition

Introducing Second Language Acquisition Muriel Saville-Troike, Karen Barto, 2016-12-15 Providing a solid foundation in second language acquisition this book has become the leading introduction to the subject for students of linguistics psychology and education and trainee language teachers Now in its third edition the textbook offers comprehensive coverage of fundamental concepts including second language acquisition SLA in adults and children in formal and informal learning contexts and in diverse socio-cultural settings and takes an interdisciplinary approach encouraging students to consider SLA

from linguistic psychological and social perspectives Each chapter contains a list of key terms a summary and a range of graded exercises suitable for self testing and class discussion The third edition has been revised throughout and features new material on the practical aspects of teaching language along with updated online resources including new classroom activities to accompany each chapter as well as updated references and further reading suggestions

Tutorials in Bilingualism Annette M.B. de Groot, Judith F. Kroll, 2014-05-12 The past fifteen years have witnessed an increasing interest in the cognitive study of the bilingual A major reason why psychologists psycholinguists applied linguists neuropsychologists and educators have pursued this topic at an accelerating pace presumably is the acknowledgment by increasingly large numbers of language researchers that the incidence of monolingualism in individual language users may be lower than that of bilingualism This alleged numerical imbalance between monolinguals and bilinguals may be expected to become larger due to increasing international travel through for instance tourism and trade to the growing use of international communication networks and to the fact that in some parts of the world i e Europe the borders between countries are effectively disappearing In addition to the growing awareness that bilinguals are very common and may even outnumber monolinguals there is the dawning understanding that the bilingual mind is not simply the sum of the cognitive processes associated with each of the two monolingual modes and that the two languages of bilingual may interact with one another in complicated ways To gain a genuinely universal account of human cognition will therefore require a detailed understanding of language use by both pure monolinguals as well as bilinguals unbalanced and balanced and of the representations and processes involved These two insights that bilingualism is a common human condition and that it may influence cognition were presumably instrumental in putting bilingualism on the agendas of many researchers of cognition and language in recent years But other reasons may have played a role too The study of bilingualism also provides a unique opportunity to study the relation between language and thought A final reason for the growing interest in this area of research is the awareness that bilingualism may confer the benefit of broadening one's scope beyond the limits of one's own country and culture This book serves as an excellent introduction to the important topics in the psycholinguistic study of bilingualism The chapters represent a comprehensive and interrelated set of topics that form the core of contemporary research on the psycholinguistics of bilingualism The issues raised within this perspective not only increase our understanding of the nature of language and thought in bilinguals but also of the basic nature of the mental architecture that supports the ability to use more than one language

The Handbook of Second Language Acquisition Catherine J. Doughty, Michael H. Long, 2008-04-15 The Handbook of Second Language Acquisition presents an integrated discussion of key and sometimes controversial issues in second language acquisition research Discusses the biological and cognitive underpinnings of SLA mechanisms processes and constraints on SLA the level of ultimate attainment research methods and the status of SLA as a cognitive science Includes contributions from twenty seven of the world's leading scholars Provides an invaluable resource

for all students and scholars of human cognition including those in linguistics psychology applied linguistics ESL foreign languages and cognitive science

The New Handbook of Second Language Acquisition William C. Ritchie, Tej K. Bhatia, 2009 The New Handbook of Second Language Acquisition is a thoroughly revised re organized and re worked edition of Ritchie and Bhatia's 1996 handbook The work is divided into six parts each devoted to a different aspect of the study of SLA Part I includes a recent history of methods used in SLA research and an overview of currently used methods Part II contains chapters on Universal Grammar emergentism variationism information processing sociocultural and cognitive linguistic Part III is devoted to overviews of SLA research on lexicon morphosyntax phonology pragmatics sentence processing and the distinction between implicit and explicit knowledge Part IV examines neuropsychology of SLA another on child SLA and the effects of age on second language acquisition and use Part V is concerned with the contribution of the linguistic environment to SLA including work on acquisition in different environments through the Internet and by deaf learners Finally Part VI treats social factors in SLA including research on acquisition in contact circumstances on social identity in SLA on individual differences in SLA and on the final state of SLA bilingualism

Language Acquisition and Development Brian Tomlinson, 2007-04-01 Examines language acquisition and development across a wide range of languages and contexts

Creating Language Morten H. Christiansen, Nick Chater, 2016-03-18 A work that reveals the profound links between the evolution acquisition and processing of language and proposes a new integrative framework for the language sciences Language is a hallmark of the human species the flexibility and unbounded expressivity of our linguistic abilities is unique in the biological world In this book Morten Christiansen and Nick Chater argue that to understand this astonishing phenomenon we must consider how language is created moment by moment in the generation and understanding of individual utterances year by year as new language learners acquire language skills and generation by generation as languages change split and fuse through the processes of cultural evolution Christiansen and Chater propose a revolutionary new framework for understanding the evolution acquisition and processing of language offering an integrated theory of how language creation is intertwined across these multiple timescales Christiansen and Chater argue that mainstream generative approaches to language do not provide compelling accounts of language evolution acquisition and processing Their own account draws on important developments from across the language sciences including statistical natural language processing learnability theory computational modeling and psycholinguistic experiments with children and adults Christiansen and Chater also consider some of the major implications of their theoretical approach for our understanding of how language works offering alternative accounts of specific aspects of language including the structure of the vocabulary the importance of experience in language processing and the nature of recursive linguistic structure

Second Language Acquisition Wolfgang Klein, 1986-01-23 An up to date account of the main problems and theoretical and practical issues raised by second language acquisition research As such this introduction provides students with a real understanding of the

fundamental topics in the field and the advances achieved by empirical research First Language Acquisition Eve V. Clark, 2016-03-17 Fully updated throughout this new edition provides a comprehensive exploration of how children acquire a first language effectively *The Age Factor and Early Language Learning* Marianne Nikolov, 2009-10-28 This edited volume documents the state of the art in research into how the age factor interacts with other factors in a variety of educational contexts The book comprises 17 chapters examining early language learning and teaching in a range of countries in Europe Asia and North America Authors discuss main themes in research methodology curricular and assessment issues short and long term outcomes the role of individual differences innovation in teacher education classroom processes as well as the impact of the target language The first two chapters Nikolov Edelenbos and Kubanek overview the main trends in research Four papers Curtin Ofra Inbar Lourie and Elana Shohamy Jalkannen Haenni Hoti Heinzmann and M ller focus on the assessment of young learners two authors examine how age impacts on language learning over time Mu oz Kasai Individual differences motivation anxiety aptitude and socio economic status are explored by Mihaljevi Djigunovi Mattheoudakis and Alexiou and Kiss Innovation is the common theme in chapters written by Wang Moon and Peng and Zhang The last three papers analyze the status of languages Harris Enever Carmel The book is a must have for teacher educators of pre and in service teachers of modern languages to young learners MA and PhD students in TEFL TESOL and other languages researchers and policy makers *Bilingualism* Shahrzad Mahootian, 2019-09-26 Bilingualism provides a concise and lively introduction to bilingualism as a social and linguistic phenomenon and explains its impact on individuals and on society Addressing questions such as what it means to be bilingual how one becomes bilingual and how exposure to more than one language affects a child s cognitive development this book features an introduction to the linguistic sociolinguistic and cognitive outcomes of bilingualism including bilingual language acquisition the grammar of language mixing the link between language choice and identity and the value of maintaining and promoting bilingualism up to date overviews of the prominent concerns and facts about bilingualism activities and discussion questions which invite readers to consider their own perspectives on bilingualism and how it manifests in their own lives and communities links to relevant videos and suggested further reading including topical novels short stories and essays Aimed at students with no background in linguistics this book is essential reading for anyone studying bilingualism for the first time

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