The Lexicon—Syntax Interface in Second Language Acquisition

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Lexiconsyntax Interface In Second Language Acquisition

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Lexiconsyntax Interface In Second Language Acquisition:

The Lexicon-syntax Interface in Second Language Aquisition Roeland van Hout,2003-01-01 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA   The Lexicon-Syntax Interface in Second Language Acquisition Roeland Van Hout,Hulk (Aafke.),Folkert Kuiken,Richard Towell,1984   **The Lexicon-Syntax Interface in Second Language Acquisition** Yoko Shomura,2002   *The Lexicon-Syntax Interface in Second Language Acquisition* Yoko Shomura,2002   **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

Representational Deficits in SLA Neal Snape,Yan-kit Ingrid Leung,Michael Sharwood Smith,2009 The main focus of this collection is to explore the question of representational deficits in second language acquisition currently a much debated topic The volume is intended as a tribute to Roger Hawkins a leading scholar in generative second language acquisition whose research has been devoted to explaining lack of native like success in terms of representational deficits The papers in this volume feature a range of studies all undertaken within a generative linguistic framework which investigate various properties of L2 grammar bearing on the question of whether or not there are representational deficits in the post critical

period L2 learners grammar The significance of such deficits if their existence can be confirmed is that they provide support for the claim at least for the type of L2 learner under investigation that there are insurmountable obstacles to ultimate attainment   Second Language Acquisition Tania Ionin,Silvina Montrul,2023-01-26 Based on classic and cutting edge research this textbook shows how grammatical phenomena can best be taught to second language and bilingual learners Bringing together second language research linguistics pedagogical grammar and language teaching it demonstrates how linguistic theory and second language acquisition findings optimize classroom intervention research The book assumes a generative approach but covers intervention studies from a variety of theoretical perspectives Each chapter describes relevant linguistic structures discusses core challenges summarizes research findings and concludes with classroom and lab based intervention studies The authors provide tools to help to design linguistically informed intervention studies including discussion questions application questions case studies and sample interventions Online resources feature lecture slides and intervention materials with data analysis exercises ensuring the content is clear and ready to use Requiring no more than a basic course in linguistics the material serves advanced undergraduates and first year graduate students studying applied linguistics education or language teaching   **Second Language Acquisition of Articles** María del Pilar García Mayo,Roger Hawkins,2009-07-29 The studies in this collection address a topic that has recently become the focus of considerable interest in second language acquisition SLA research the acquisition of articles Languages appear to vary in whether they have articles English German Norwegian do but Chinese Japanese Russian do not Languages that have articles also appear to divide into those that realise definiteness e g English and those that realise specificity e g Samoan When speakers of one type of language learn an L2 of a different type issues of central concern to SLA research arise the nature of L1 influence the time course of development ultimate attainment the relationship between performance and competence and the role of Universal Grammar These issues are considered in nine studies written by researchers whose work is at the forefront of enquiry that offer new data new perspectives and new insights into the way L2 speakers acquire articles   **The Handbook of Spanish Second Language Acquisition** Kimberly L. Geeslin,2018-08-14 Bringing together a comprehensive collection of newly commissioned articles this Handbook covers the most recent developments across a range of sub fields relevant to the study of second language Spanish Provides a unique and much needed collection of new research in this subject compiled and written by experts in the field Offers a critical account of the most current ground breaking developments across key fields each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches alongside a variety of entries within such areas as the sound system morphosyntax individual and social factors and instructed language learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition   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 neuropsycholgy 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

   The Lexicon␣Syntax Interface in Second Language Acquisition Roeland van Hout,Aafke Hulk,Folkert Kuiken,Richard J. Towell,2003-08-14 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA   **The Routledge Handbook of Second Language Acquisition** Susan M. Gass,Alison Mackey,2013-06-17 The Routledge Handbook of Second Language Acquisition brings together fifty leading international figures in the field to produce a state of the art overview of Second Language Acquisition The Handbook covers a wide range of topics related to Second Language Acquisition language in context linguistic psycholinguistic and neurolinguistic theories and perspectives skill learning individual differences L2 learning settings and language assessment All chapters introduce the reader to the topic outline the core issues then explore the pedagogical application of research in the area and possible future development The Routledge Handbook of Second Language Acquisition is an essential resource for all those studying and researching Second Language Acquisition   **The Acquisition of Syntax in Romance Languages** Vincent Torrens,Linda Escobar,2006-01-01 This volume includes a selection of papers that address a wide range of acquisition phenomena from different Romance languages and all share a common theoretical approach based on the Principles and Parameters theory They favour discuss and sometimes challenge traditional explanations of first and second language acquisition in terms of maturation of general principles universal to all languages They all depart from the view that language acquisition can be explained in terms of learning language specific rules

constraints or structures The different parts into which this volume is organized reflect different approaches that current research has offered which deal with issues of development of reflexive pronouns determiners clitics verbs auxiliaries Inflection wh movement rssumptive pronouns topic and focus mood the syntax discourse interface topic and focus and null arguments **Minimal Answers** Ana Lúcia Santos,2009-03-11 This book offers a new contribution to the debate concerning the acquisition of the syntax discourse interface It provides evidence that children acquiring European Portuguese have a very early ability to spontaneously produce VP ellipsis as answers to yes no questions It is also argued that the distribution of VP ellipsis in European Portuguese including its co existence with Null Complement Anaphora supports the hypothesis that the identification condition on ellipsis is derivable from some innate knowledge of the syntax discourse interface Answers to yes no questions also provide evidence concerning children s interpretation of questions containing a cleft or the operator s only The analysis of spontaneous production is complemented by a comprehension experiment showing that children have two problems in the interpretation of these questions i they do not understand that the cleft and s introduce a presupposition and ii they start with a default focus assignment strategy and may not access other focus interpretations **Phonology in Multilingual Grammars** John Archibald,2024 This book explores questions about the nature of an interlanguage grammar i e the grammar of a bilingual John Archibald approaches these questions within a cognitive science perspective that draws upon abstract representational structures in demonstrating that phonological knowledge underlies the surface phonetic properties of L2 speech Specifically he proposes that interlanguage grammars are not impaired fundamentally different or shallow as some have argued the phonological grammars are complex hierarchically structured mental representations that are governed by the principles of linguistic theory including those of Universal Grammar The book outlines a model that addresses Plato s problem learning in the absence of evidence and Orwell s problem resistance to learning in the face of abundant evidence Furthermore the study of grammatical interfaces phonetics phonology phonology morphology phonology syntax reveals the necessary design conditions for an internally consistent architecture for a comprehensive model of second language speech The resulting empirically motivated model is parsimonious in accounting for all aspects of L2 speech from phonological feature to segment to word to sentence The book concludes by discussing why phonology has been underrepresented in generative approaches to second language acquisition and examining some of the implications of second language phonology for applied linguistics and language pedagogy **Mind Matters in SLA** Clare Wright,Thorsten Piske,Martha Young-Scholten,2018-09-21 This book examines key issues in theories of what language is and what happens in the mind during second language acquisition SLA inspiring readers to think in new and exciting ways about language learning and teaching Chapters written by both established and rising star scholars provide cutting edge insights and new empirical findings on major topics of formal and cognitive linguistics psycholinguistics and second language development and offer a coherent wide ranging reader friendly examination of learner internal factors in SLA The first section of the book

focuses on issues that are pertinent to our understanding of language acquisition particularly in relation to syntax The second section comprises empirical chapters on syntax the lexicon phonetics phonology and language production in English and other languages These chapters refer to theories and frameworks from within SLA to enable the reader to grasp the key questions and issues that are currently relevant The final section focuses on research relating to how second language L2 learners make transitions from one stage of development to the next it covers state of the art psycholinguistic research concerning how L2 acquisition occurs in real time and includes discussion of models of L2 development both in and out of the classroom *The Routledge Handbook of Second Language Acquisition, Morphosyntax, and Semantics* Tania Ionin,Silvina Montrul,Roumyana Slabakova,2024-03-11 This handbook provides innovative and comprehensive coverage of research on the second language acquisition SLA of morphosyntax semantics and the interface between the two Organized by grammatical topic the chapters are written by experts from formal and functional perspectives in the SLA of morphosyntax and semantics providing in depth yet accessible coverage of these areas All chapters highlight the theoretical underpinnings of much work in SLA and their links to theoretical syntax and semantics making comparisons to other populations including child language acquirers bilinguals and heritage speakers links to first language acquisition and bilingualism dedicating a portion of each chapter to the research methods used to investigate the linguistic phenomenon in question links to psycholinguistics and experimental linguistics and where relevant including intervention studies on the phenomenon in question links to applied linguistics The volume will be indispensable to SLA researchers and students who work on any aspect of the SLA of morphosyntax or semantics With its coverage of a variety of methodologies and comparisons to other populations such as child language acquirers early bilinguals heritage speakers and monolingual adults the handbook is expected to also be of much interest to linguists who work in psycholinguistics first language acquisition and bilingualism *Research Design and Methodology in Studies on L2 Tense and Aspect* M. Rafael Salaberry,Llorenç Comajoan,2013-03-22 Research Design and Methodology in Studies on Second Language Tense and Aspect provides an up to date review of past and current methodologies for the study of the L2 acquisition of tense and aspect More specifically the book addresses the following issues related to the design of studies for research in tense and aspect Theoretical frameworks e g Are research questions investigated within one theoretical approach incompatible with other approaches Elicitation procedures Do different types of tasks elicit different types of tense aspect data Coding of data e g How are lexical categories defined and coded Data analysis e g What statistical tests are more appropriate to analyze language data The volume provides new insights into the study of L2 tense aspect by bringing together well renowned scholars with experience in the research design of research this area of the field **Spanish as an International Language** Deborah Arteaga,Lucía Llorente,2009-07-27 Spanish is a pluricentric language meaning that it has several centers of prestige e g San Juan Buenos Aires Mexico City Lima Moreover Spanish like all languages evinces sociolinguistic variation in that levels of formality are expressed through the use of different structures

Given this variety students of Spanish will inevitably come into contact with variation Spanish This variation in Spanish adds layers of complexity to the learning and instruction of the Spanish language therefore a linguistic understanding of variation is crucial for our students to achieve communicative competence This unique work which provides an overview of the most important linguistic aspects of Spanish within a context that recognizes variation assumes no prior linguistic knowledge and is appropriate as a valuable resource manual for teachers and learners of Spanish alike **Handbook of Japanese Psycholinguistics** Mineharu Nakayama,2015-06-16 The studies of the Japanese language and psycholinguistics have advanced quite significantly in the last half century thanks to the progress in the study of cognition and brain mechanisms associated with language acquisition use and disorders and in particular because of technological developments in experimental techniques employed in psycholinguistic studies This volume contains 18 chapters that discuss our brain functions specifically the process of Japanese language acquisition how we acquire learn the Japanese language as a first second language and the mechanism of Japanese language perception and production how we comprehend produce the Japanese language In turn we address the limitations of our current understanding of the language acquisition process and perception production mechanism Issues for future research on language acquisition and processing by users of the Japanese language are also presented Chapter titles 1 Learning to become a native listener of Japanese Reiko Mazuka 2 The nature of the count mass distinction in Japanese Mutsumi Imai Junko Kanero 3 Grammatical deficits in Japanese children with Specific Language Impairment Shinji Fukuda Suzy E Fukuda Tomohiko Ito 4 Root infinitive analogues in Child Japanese Keiko Murasugi 5 Acquisition of scope Takuya Goro 6 Narrative development in L1 Japanese Masahiko Minami 7 L2 acquisition of Japanese Yasuhiro Shirai 8 The modularity of grammar in L2 acquisition Mineharu Nakayama Noriko Yoshimura 9 Tense and aspect in Japanese as a second language Alison Gabriele Mamori Sugita Hughes 10 Language acquisition and brain development Cortical processing of a foreign language Hiroko Hagiwara 11 Resolution of branching ambiguity in speech Yuki Hirose 12 The role of learning in theories of English and Japanese sentence processing Franklin Chang 13 Experimental syntax word order in sentence processing Masatoshi Koizumi 14 Relative clause processing in Japanese psycholinguistic investigation into typological differences Baris Kahraman Hiromu Sakai 15 Processing of syntactic and semantic information in the human brain evidence from ERP studies in Japanese Tsutomu Sakamoto 16 Issues in L2 Japanese sentence processing similarities differences with L1 and individual differences in working memory Koichi Sawasaki Akiko Kashiwagi Wood 17 Sentence production models to consider for L2 Japanese sentence production research Noriko Iwasaki 18 Processing of the Japanese language by native Chinese speakers Katsuo Tamaoka

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   - Chapter 5: Conclusion

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4. In chapter 3, the author will examine the practical applications of Lexiconsyntax Interface In Second Language Acquisition in daily life. The third chapter will showcase real-world examples of how Lexiconsyntax Interface In Second Language Acquisition can be effectively utilized in everyday scenarios.

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6. In chapter 5, this book will draw a conclusion about Lexiconsyntax Interface In Second Language Acquisition. This chapter will summarize the key points that have been discussed throughout the book.
The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Lexiconsyntax Interface In Second Language Acquisition.

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