

Language Learnability and Language Development

Steven Pinker

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Language Learnability And Language Development

Steven Pinker



Language Learnability And Language Development:

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Language Development Steven Pinker, 1996 Language Learnability and Language Development Steven Pinker, 1984 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

Language Development Erika Hoff, 1997 A textbook on language acquisition and development and includes an area on bilingual development **Language Learnability and L2 Phonology** J. Archibald, 2012-12-06 In this book Archibald describes two studies conducted within a parametric framework in the area of second language acquisition The studies are designed to investigate the acquisition of English stress patterns via both production and perception tasks by adult speakers of Polish and Hungarian Archibald argues that interlanguage grammars can be understood as a mix of L1 transfer and the effects of Universal Grammar Metrical parameters related to such things as quantity sensitivity extrametricality and word tree dominance determine the structure of the interlanguage The author reports that the subjects are remarkably successful at acquiring English stress and do not appear to violate proposed universals of metrical phonology This book is one of the few attempts to investigate the acquisition of L2 phonology within a UG framework Empirical support is provided for the parametric model to an extent uncommon in most syntactic studies *Empiricism and Language Learnability* Nick

Chater, Alexander Simon Clark, John A. Goldsmith, Amy Perfors, 2015 This book explores one of the central theoretical problems in linguistics learnability Written by four researchers in linguistics psychology computer science and cognitive science it sheds light on the problems of learnability and language and their implications for key theoretical linguistics and the study of language acquisition Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning Gessica De Angelis, Ulrike Jessner, Marijana Kresic, 2015-11-05 Which strategies do multilingual learners use when confronted with languages they don't yet know Which factors are involved in activating prior linguistic knowledge in multilingual learning This volume offers valuable insights into recent research in multilingualism crosslinguistic influence and crosslinguistic interaction Experts in the field examine the role of background languages in multilingual learning All the chapters point to the heart of the question of what the multilingual mind is Does learning one language actually help you learn another and if so why This volume looks at languages and scenarios beyond English as a second language Italian Gaelic Dutch and German amongst others are covered as well as instances of third and additional language learning Research into crosslinguistic influence and crosslinguistic interaction essentially contributes to our understanding of how language learning works when there are three or more languages in contact Language, Memory, and Cognition in Infancy and

Early Childhood Janette B. Benson, Marshall M. Haith, 2010-05-22 Language cognition and memory are traditionally studied together prior to a researcher specializing in any one area They are studied together initially because much of the development of one can affect the development of the others Most books available now either tend to be extremely broad in the areas of all infant development including physical and social development or specialize in cognitive development language acquisition or memory Rarely do you find all three together despite the fact that they all relate to each other This volume consists of focused articles from the authoritative Encyclopedia of Infant and Early Childhood Development and specifically targets the ages 0 3 Providing summary overviews of basic and cutting edge research coverage includes attention assessment bilingualism categorization skills critical periods learning disabilities reasoning speech development etc This collection of articles provides an essential affordable reference for researchers graduate students and clinicians interested in cognitive development language development and memory as well as those developmental psychologists interested in all aspects of development Focused content on age 0 3 saves time searching for and wading through lit on full age range for developmentally relevant info Concise understandable and authoritative easier to comprehend for immediate applicability in research

Encyclopedia of Language Development Patricia J. Brooks, Vera Kempe, 2014-03-28 The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous What are the biological cognitive and social underpinnings of this miracle What major language development milestones occur in infancy What methodologies do researchers employ in studying this progression Why do some become adept at multiple languages while others face a lifelong struggle with just one What accounts for declines in language proficiency and how might such declines be moderated Despite an abundance of textbooks specialized monographs and a couple of academic handbooks there has been no encyclopedic reference work in this area until now The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood as well as their practical application Features This affordable A to Z reference includes 200 articles that address such topic areas as theories and research tradition biological perspectives cognitive perspectives family peer and social influences bilingualism special populations and disorders and more All articles signed and authored by key figures in the field conclude with cross reference links and suggestions for further reading Appendices include a Resource Guide with annotated lists of classic books and articles journals associations and web sites a Glossary of specialized terms and a Chronology offering an overview and history of the field A thematic Reader's Guide groups related articles by broad topic areas as one handy search feature on the e Reference platform which includes a comprehensive index of search terms Available in both print and electronic formats Encyclopedia of Language Development is a must have reference for researchers and is ideal for library reference or circulating collections

Learning Indigenous Languages: Child Language Acquisition in Mesoamerica Barbara Pfeiler, 2011-12-22 This book includes six studies on the acquisition of single Mesoamerican indigenous languages Huichol

Zapotec and the Mayan languages Ch'ol Tzeltal K'iche' and Yukatek and a crosslinguistic study of five Mayan languages K'anjob'al K'iche' Tzeltal Tzotzil and Yukatek Three topics are theoretically and methodologically discussed and empirically demonstrated with respect to ergativity the ergative absolutive cross referencing pattern on the morphological level noun verb distinction and the acquisition of body part locatives in the early lexicon and the role of semantic properties and cultural context in language acquisition and socialization This book makes important claims regarding the methodology of cross linguistic studies as well as the results of these studies and the comparative method used in the book structural and discursive factors in language acquisition cross linguistic relationships and variation

Encyclopedia of the Sciences of Learning Norbert M. Seel, 2011-10-05 Over the past century educational psychologists and researchers have posited many theories to explain how individuals learn i.e. how they acquire organize and deploy knowledge and skills The 20th century can be considered the century of psychology on learning and related fields of interest such as motivation cognition metacognition etc and it is fascinating to see the various mainstreams of learning remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology Beyond folk psychology and its naive theories of learning psychological learning theories can be grouped into some basic categories such as behaviorist learning theories connectionist learning theories cognitive learning theories constructivist learning theories and social learning theories Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines such as philosophy and epistemology education information science biology and as a result of the emergence of computer technologies especially also in the field of computer sciences and artificial intelligence As a consequence machine learning struck a chord in the 1980s and became an important field of the learning sciences in general As the learning sciences became more specialized and complex the various fields of interest were widely spread and separated from each other as a consequence even presently there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely The Encyclopedia of the Sciences of Learning provides an up to date broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields including relevant areas of instruction pedagogy cognitive sciences and especially machine learning and knowledge engineering This modern compendium will be an indispensable source of information for scientists educators engineers and technical staff active in all fields of learning More specifically the Encyclopedia provides fast access to the most relevant theoretical terms provides up to date broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies supplies clear and precise explanations of the theoretical terms cross references to related entries and up to date references to important research and publications The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning the entries are written by a distinguished panel of researchers in the various fields of

the learning sciences 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

Blackwell Handbook of Language Development Erika Hoff, Marilyn Shatz, 2008-04-15 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 **Language Processing and Second**

Language Development Manfred Pienemann, 1998-01-01 Aims to provide a systematic perspective on some central psychological mechanisms underlying the spontaneous production of interlanguage IL speech The text develops a framework that represents a theory of processability of grammatical structures referred to as Processability Theory *Routledge Encyclopedia of Language Teaching and Learning* Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level *The Many Faces of Imitation in Language Learning* Gisela E. Speidel, Keith E. Nelson, 2012-12-06 In this book we take a fresh look at imitation With the knowledge of some 20 years of research after Chomsky's initial critique of the behavioristic approach to language learning it is time to explore imitation once again How imitation is viewed in this book has changed greatly since the 1950s and can only be understood by reading the various contributions This reading reveals many faces many forms many causes and many functions of imitation cognitive social information processing learning and biological Some views are far removed from the notion that an imitation must occur immediately or that it must be a perfect copy of an adult sentence But the essence of the concept of imitation is retained

Some of the child's language behavior originates as an imitation of a prior model. The range of phenomena covered is broad and stimulating. Imitation's role is discussed from infancy on through all stages of language learning. Individual differences among children are examined in how much they use imitation and in what forms and to what purposes they use it. The forms and functions of parent imitation of their child are considered. Second language learning is studied alongside first language learning. The juxtaposition of so many views and facets of imitation in this book will help us to study the commonalities as well as differences of various forms and functions of imitative language and will help us to discern the further dimensions along which we must begin to differentiate imitation.

Prediction in Second Language Processing and Learning Edith Kaan, Theres Grüter, 2021-09-15 There is ample evidence that language users including second language L2 users can predict upcoming information during listening and reading. Yet it is still unclear when how and why language users engage in prediction and what the relation is between prediction and learning. This volume presents a collection of current research insights and directions regarding the role of prediction in L2 processing and learning. The contributions in this volume specifically address how different L1 based theoretical models of prediction apply to or may be expanded to account for L2 processing. report new insights on factors linguistic cognitive social that modulate L2 users engagement in prediction and discuss the functions that prediction may or may not serve in L2 processing and learning. Taken together this volume illustrates various fruitful approaches to investigating and accounting for differences in predictive processing within and across individuals as well as across populations.

Processability Approaches to Second Language Development and Second Language Learning Jörg-U. Keßler, 2009-03-26 A fundamental issue in second language acquisition research and in applied linguistics is the question of how learners acquire a second language. Today it is general knowledge that any second language learning follows certain theoretically established and empirically supported developmental sequences. Based on Processability Theory Pienemann 1998 and 2005 one can diagnose current states of individual learners second language development. Knowing about the path of second language development provides important insights into what learners are ready to acquire in the second language at a given point in time. This can support second language learning both in natural and instructional settings. Pienemann's Processability Theory PT provides a well researched and empirically substantiated framework to explain the developmental sequences in second language learning across languages. Taking Pienemann 1998 and 2005 as the point of departure the chapters of this book apply test and extend PT. The book is organised in four parts I Introduction II Current Theoretical Issues within the PT Framework III Applying PT to the Second Language Classroom and IV Work in Progress within the PT Framework.

Beyond Names for Things Michael Tomasello, William E. Merriman, 2014-02-25 Most research on children's lexical development has focused on their acquisition of names for concrete objects. This is the first edited volume to focus specifically on how children acquire their early verbs. Verbs are an especially important part of the early lexicon because of the role they play in children's emerging grammatical competence. The

contributors to this book investigate children's earliest words for actions and events and the cognitive structures that might underlie them the possibility that the basic principles of word learning which apply in the case of nouns might also apply in the case of verbs and the role of linguistic context especially argument structure in the acquisition of verbs A central theme in many of the chapters is the comparison of the processes of noun and verb learning Several contributors make provocative suggestions for constructing theories of lexical development that encompass the full range of lexical items that children learn and use

Advances in the Sign Language Development of Deaf Children Brenda Schick, Marc Marschark, Patricia Elizabeth Spencer, 2005-09-02

The use of sign language has a long history Indeed humans first languages may have been expressed through sign Sign languages have been found around the world even in communities without access to formal education In addition to serving as a primary means of communication for Deaf communities sign languages have become one of hearing students most popular choices for second language study Sign languages are now accepted as complex and complete languages that are the linguistic equals of spoken languages Sign language research is a relatively young field having begun fewer than 50 years ago Since then interest in the field has blossomed and research has become much more rigorous as demand for empirically verifiable results have increased In the same way that cross linguistic research has led to a better understanding of how language affects development cross modal research has led to a better understanding of how language is acquired It has also provided valuable evidence on the cognitive and social development of both deaf and hearing children excellent theoretical insights into how the human brain acquires and structures sign and spoken languages and important information on how to promote the development of deaf children This volume brings together the leading scholars on the acquisition and development of sign languages to present the latest theory and research on these topics They address theoretical as well as applied questions and provide cogent summaries of what is known about early gestural development interactive processes adapted to visual communication linguistic structures modality effects and semantic syntactic and pragmatic development in sign Along with its companion volume *Advances in the Spoken Language Development of Deaf and Hard of Hearing Children* this book will provide a deep and broad picture about what is known about deaf children's language development in a variety of situations and contexts From this base of information progress in research and its application will accelerate and barriers to deaf children's full participation in the world around them will continue to be overcome

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