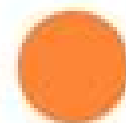


FIRST LANGUAGE ACQUISITION STAGES

Stage	Typical Age	Description
Babbling	6-8 months	Repetitive CV patterns
One-word stage or holophrastic stage	9-18 months	Single open-class words or word stems
Two-word stage	18-24 months	"mini-sentences" with simple semantic relations
Telegraphic stage or early multiword stage	24-30 months	"Telegraphic" sentence structures of lexical rather than functional or grammatical morphemes
Later multiword stage	30+ months	Grammatical or functional structures emerge



First Language Acquisition

**Barbara Lust, Margarita Suárez, John
Whitman**



First Language Acquisition:

First Language Acquisition David Ingram, 1989-09-07 This major textbook setting new standards of clarity and comprehensiveness will be welcomed by all serious students of first language acquisition. Written from a linguistic perspective, it provides detailed accounts of the development of children's receptive and productive abilities in all the core areas of language: phonology, morphology, syntax, and semantics. With a critical acuity drawn from long experience and without attempting to offer a survey of all the huge mass of child language literature, David Ingram directs students to the fundamental studies and sets these in broad perspective. Students are thereby introduced to the history of the field and the current state of our knowledge in respect of three main themes: method, description, and explanation. Whilst the descriptive facts that are currently available on first language acquisition are central to the book, its emphasis on methodology and explanation gives it a particular distinction. The various ways in which research is conducted is discussed in detail, as well as the strengths and weaknesses of various approaches, leading to new perspectives on key theoretical issues. **First Language Acquisition** provides advanced undergraduate and graduate students alike with a cogent and closely analysed exposition of how children acquire language in real time. Equally importantly, readers will have acquired the fundamental knowledge and skill not only to interpret primary literature but also to approach their own research with sophistication.

First Language Acquisition Eve V. Clark, 2003 Table of contents [A First Language](#) Roger Brown, 1973 For many years Roger Brown and his colleagues have studied the developing language of pre-school children, the language that ultimately will permit them to understand themselves and the world around them. This longitudinal research project records the conversational performances of three children, studying both semantic and grammatical aspects of their language development. These core findings are related to recent work in psychology and linguistics, and especially to studies of the acquisition of languages other than English, including Finnish, German, Korean, and Samoan. Roger Brown has written the most exhaustive and searching analysis yet undertaken of the early stages of grammatical constructions and the meanings they convey. The five stages of linguistic development Brown establishes are measured not by chronological age, since children vary greatly in the speed at which their speech develops, but by mean length of utterance. This volume treats the first two stages. Stage I is the threshold of syntax, when children begin to combine words to make sentences. These sentences, Brown shows, are always limited to the same small set of semantic relations: nomination, recurrence, disappearance, attribution, possession, agency, and a few others. Stage II is concerned with the modulations of basic structural meanings: modulations for number, time, aspect, specificity, through the gradual acquisition of grammatical morphemes such as inflections, prepositions, articles, and case markers. Fourteen morphemes are studied in depth, and it is shown that the order of their acquisition is almost identical across children and is predicted by their relative semantic and grammatical complexity. It is ultimately the intent of this work to focus on the nature and development of knowledge concerning grammar and the meanings coded by grammar.

knowledge inferred from performance from sentences and the settings in which they are spoken and from signs of comprehension or incomprehension of sentences

Bilingual First Language Acquisition Annick De Houwer, 2009-02-17 Increasingly children grow up hearing two languages from birth This comprehensive textbook explains how children learn to understand and speak those languages It brings together both established knowledge and the latest findings about different areas of bilingual language development It also includes new analyses of previously published materials The book describes how bilingually raised children learn to understand and use sounds words and sentences in two languages A recurrent theme is the large degree of variation between bilingual children This variation in how children develop bilingually reflects the variation in their language learning environments Positive attitudes from the people in bilingual children's language learning environments and their recognition that child bilingualism is not monolingualism times two are the main ingredients ensuring that children grow up to be happy and expert speakers of two languages

Language Acquisition Paul Fletcher, Michael Garman, 1986-05-22 An invaluable resource for students and professionals alike with an interest in child language acquisition

From Sound to Sentence Mieke Beers, 2000

First and Second Language Acquisition Processes Carol Wollman Pfaff, 1987

First Language Acquisition David Ingram, 1989 The study of children's language acquisition is a topic without a discipline There are virtually no university departments of language acquisition and only one major journal devoted to the topic Language acquisition is instead a subfield of other areas such as linguistics psychology education and communication disorders These disciplines approach this topic from very different perspectives resulting in a situation wherein there are a handful of general texts on the subject This book uses linguistics as its foundation but attempts to transcend a limited linguistic view by discussing works and issues produced in other disciplines The goal of this book is to provide the reader with the to practice the field of language acquisition not just learn about it

Language Development from Two to Three Lois Bloom, 1993-05-28 The studies in this book cover a range of topics in child language development including acquisition of semantic syntactic relations negation verb inflections questions syntactic connectives complementation causality imitation and discourse contingency Of special interest is the development of verb subcategorization and the importance of action locative epistemic and perception verbs in particular Language Development from Two to Three will be of interest to a range of readers in psychology linguistics early childhood education speech and language pathology and second language learning

First and Second Language Acquisition Jürgen M. Meisel, 2011-07-07 Infants and very young children develop almost miraculously the ability of speech without apparent effort without even being taught as opposed to the teenager or the adult struggling without it seems ever being able to reach the same level of proficiency as five year olds in their first language This useful textbook serves as a guide to different types of language acquisition monolingual and bilingual first language development and child and adult second language acquisition Unlike other books it systematically compares first and second language acquisition drawing on data from several languages Research questions and findings from various subfields are

helpfully summarized to show students how they are related and how they often complement each other The essential guide to studying first and second language acquisition it will be used on courses in linguistics modern languages and developmental psychology

Grammaticalization and First Language Acquisition Dominique Bassano, Maya Hickmann, 2013-05-29 Grammaticalization and lexicalization are at the heart of first language acquisition Understanding how these processes begin and evolve is a major challenge for current theories and has implications for applications in teaching or clinical contexts This volume examines the relative weight of cognitive and linguistic determinants of acquisition with particular attention to two questions The first one concerns the origins of grammar and the processes underlying its development Is grammatical knowledge innate or constructed by the child Is it modular or does it interact with other capacities How can we account for continuity and discontinuity in development What is the role of input Second considerable variation is observed in lexical and grammatical development across child languages Is the process of acquisition similar in all children or do language specific factors impact its rhythm and course Do typological factors determine children's reliance on lexical or grammatical means of expression in some domains Originally published in *Language Interaction and Acquisition* *Language Interaction et Acquisition* 2 1 2011

First Language Acquisition Eve V. Clark, 2016-03-07 How do young children learn language When does this process start What does language acquisition involve Children are exposed to language from birth surrounded by knowledgeable speakers who offer feedback and provide extensive practice every day Through conversation and joint activities children master the language being used around them This fully revised third edition of Eve V Clark's bestselling textbook offers comprehensive coverage of language acquisition from a baby's first sounds to a child's increasing skill in negotiating explaining and entertaining with language This book drawing together the most recent findings in the field and illustrated with examples from a wide range of experimental and observational studies including the author's own diary observations presents an essential and comprehensive guide to first language acquisition It will be fascinating reading for students of linguistics developmental psychology and cognitive science

Trends in Bilingual Acquisition Jasone Cenoz, Fred Genesee, 2001-11-19 The chapters in this volume provide the first comprehensive overview of trends in research on early phonological lexical syntactic and pragmatic development in children acquiring two or more languages simultaneously Ongoing as well as emerging issues are examined and discussed by leading researchers in the field Collectively these studies extend our knowledge of bilingual acquisition and broaden our understanding of the child's ability to acquire and use language This volume is of interest to researchers working on language acquisition by monolingual and bilingual children graduate students of psychology linguistics and communication sciences and researchers and professionals concerned with the diagnosis and treatment of bilingual children with language impairment

Theoretical approaches to Bilingual First Language Acquisition, 2017-09-11 Seminar paper from the year 2016 in the subject Speech Science Linguistics grade 2.7 University of Bayreuth language English abstract In today's era society becomes more and more

globalized with the increase of languages in contact As a result more and more people get in touch with learn and use new languages whether for private or occupational reasons Therefore the interest in studying people who use two or more languages in an equal manner has greatly increased These people are called Bi or Multilinguals Due to the described development of society the number of children growing up in multilingual communities and bilingual families is also increasing Children achieve languages remarkable quickly and it is even more remarkable when they learn two languages simultaneously from the very beginning of their life The central point of interest for this paper is different theoretical approaches to the development of BFLA by children Since the topic is studied for centuries this paper has of course no claim for completeness Thus the focus will be on Annick DeHouwer s work to Bilingual first language acquisition In Chapter 2 the mentioned work by DeHouwer is introduced and explained on the basis of terminological definition The following points specify the importance of the environment for Bilingual First Language Acquisition before an overview of the major linguistic developments is made The focus of the third chapter is on three theories that aim at explaining the complex matter of Bilingual First Language Acquisition process After that these theories are compared with one another under several points of view Subsequently one of the named theories is applied on the introduced work of Annick DeHouwer to show that it can certainly be applied

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 informal company

Language Acquisition by Eye Charlene Chamberlain, Jill P. Morford, Rachel I. Mayberry, 2014 This volume explores the reading development of native speakers of sign language as well as their early pre literacy language development For deafness and sign language scholars as well as linguists and reading specialists

Language Acquisition across Linguistic and Cognitive Systems Michèle Kail, Maya Hickmann, 2010-12-15 How and why do all children learn language Why do some have difficulties while others are early language learners What are the consequences of early bilingualism Is it possible to reach native like competence in a foreign language Although we still cannot fully answer these questions research during the last two decades has begun to solve some pieces of the puzzle This book proposes an interdisciplinary collection of writings from some of the best specialists across several fields in cognitive science offering a wide sample of recent advances in the study of first language acquisition bilingualism second language acquisition and disorders of oral language It is addressed to all researchers and students interested in language acquisition as well as to teachers clinicians and parents who will find therein many new findings and varied methodological approaches as well as challenging questions that are still debated and in need of further research

Bilingual First Language Acquisition Jürgen M. Meisel, 1994-09-06 The contributions in this volume are based on an analysis of data from bilingual children acquiring French and German simultaneously The longitudinal studies started at approximately age one year and six months and continued till age six The papers focus on the development of specific grammatical phenomena explanations are given within

the framework of the Principle and Parameter approach The study is primarily concerned with the acquisition of so called functional categories and the consequences of their acquisition for the development of grammar Specific points dealt with in these papers include gender number and case and their internal structure DP vs NP inflection and its consequences for agreement marking and word order phenomena subject raising constructions incl passives word order in subordinate clauses The basic hypothesis underlying this study is that early child grammars consist only of lexical categories and that functional categories are implemented later in the child s grammar How this happens exactly is the central issue explored in this book

Social Aspects of Language Acquisition Jessica Narloch,2012-03-02 Research Paper undergraduate from the year 2006 in the subject American Studies Linguistics grade 1 3 University of Duisburg Essen language English abstract There are many ways of talking to children and preverbal infants and also a great variety of opinions about how important the child s environment is or if it plays a role at all The question is not only how and why children understand grammatical forms and language Ochs Schieffelin 1995 73 but also which role other aspects such as Parentese and Baby Talk play Are they necessary or totally unimportant Should parents talk to their children at all or is it senseless because they do not understand what the parents say to them Some people are of the opinion that Parentese only plays a minimal role Garnica 1977 63 whereas other people think that the verbal environment is important In how far is the acquisition of language the result of a process of interaction between mother and child Snow 1977 31 By explaining some aspects of talk to children such as Parentese Baby Talk expansion correction imitation and by giving examples of children being socialized through language the question about which role these aspects really play in first language acquisition should be answered **Current Issues in First Language Acquisition** Tanja Heizmann,2006 This volume consists of new work on language acquisition by resident students and faculty visiting researchers and visiting students at the University of Massachusetts Amherst

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