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# First Language

**(Vol.1) Barbara Lust, Margarita  
Suer, John Whitman, (Vol.2) Barbara  
Lust, Gabriella Hermon**

## **First Language:**

First Language Attrition, Use and Maintenance Monika S. Schmid, 2002-05-07 This book is a study of the L1 attrition of German among German Jews who emigrated to anglophone countries under the Nazi regime It places the study of language attrition within the historical and sociocultural framework of Weimar and Nazi Germany applying issues of identity and identification to first language loss and maintenance Morphosyntactic features of German are looked at in free spoken discourse in an analysis of both interferences or errors and their overall correct use The picture of L1 proficiency which emerges from these investigations is then related to a taxonomy of intensity of persecution clearly demonstrating this to be the decisive factor in language attrition while showing other factors such as age at emigration and intermediate use to be inconclusive In order to give a full and tangible picture of language attrition and maintenance the book comes with an Audio CD featuring excerpts from more than twenty of the interviews analyzed

**First Language Bidialectism in Second Language Interface Acquisition** Weifeng Han, 2020-09-11 This book explores the relationship between language difference and disorder with particular consideration of multidialectal L1 speakers learning English as an L2 It provides the reader with ready to use data on child L2 acquisition at the syntax semantics interface and offers both empirical and theoretical support for educational and clinical linguists in order to separate language differences from disorders It provides researchers and students in applied and educational linguistics and speech language pathology with a comprehensive understanding of L2 development in previously unidentified groups of bilingual bidialectal children with different performance in the target language Developmental linguists applied linguists and speech language pathologists will find accessible information on the role of L1 bidialectism in L2 acquisition as well as valuable implications to language teaching and learning practices and speech language pathology services in multilingual and multicultural contexts This volume will be key reading for researchers interested in typical and atypical multilingual development and assessment in educational and clinical linguistics cognitive sciences and psychology It will also appeal to both undergraduate and postgraduate students interested in conducting mixed method research in language education linguistics and health sciences

Bilingual First Language Acquisition Jürgen M. Meisel, 1994-01-01 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.

**First Language Influences on Multilingual Lexicons** Paul Booth, Jon Clenton, 2020-02-26 This collection brings together recent research on the influences between first and additional languages with a focus on the development of multilingual lexicons. Featuring work from an international group of scholars, the volume examines the complex dynamics underpinning vocabulary in second and third languages and the role first languages play within this process. The book is organized around three different facets of research in this area: lexical recognition processing and knowledge, the effects of first languages on second language reading and writing, collocations and translation skills, and vocabulary testing, drawing on examples from a variety of languages including European languages, Arabic, and Japanese. Setting the stage for further research on the interplay between first languages and multilingual lexicons, this volume is key reading for students and researchers in applied linguistics, language learning and teaching, bilingualism, second language acquisition, and translation studies.

**Syntactic Theory and First Language Acquisition** (Vol.1) Barbara Lust, Margarita Suárez, John Whitman, (Vol.2) Barbara Lust, Gabriella Hermon, 2018-10-24 Universal Grammar (UG) is a theory of both the fundamental principles for all possible languages and the language faculty in the initial state of the human organism. These two volumes approach the study of UG by joint, tightly linked studies of both linguistic theory and human competence for language acquisition. In particular, the volumes collect comparable studies across a number of different languages, carefully analyzed by a wide range of international scholars. The issues surrounding cross-linguistic variation in Heads, Projections, and Learnability (Volume 1) and in Binding Dependencies and Learnability (Volume 2) are arguably the most fundamental in UG. How can principles of grammar be learned by general learning theory? What is biologically programmed in the human species in order to guarantee their learnability? What is the true linguistic representation for these areas of language knowledge? What universals exist across languages? The two volumes summarize the most critical current proposals in each area and offer both theoretical and empirical evidence bearing on them. Research on first language acquisition and formal learnability theory is placed at the center of debates relative to linguistic theory in each area. The convergence of research across several different disciplines—linguistics, developmental psychology, and computer science—represented in these volumes provides a paradigm example of cognitive science.

**First Language Acquisition of Morphology and Syntax** Pedro Guijarro Fuentes, María Pilar Larrañaga, John Clibbens, 2008 The papers comprising this volume focus on a broad range of acquisition phenomena: subject dislocation, structural case, word order determiners, pronouns, quantifiers, and logical words from different languages and language combinations. These include languages with large numbers of speakers (French, German, Spanish) and less frequently spoken ones (Norwegian, Russian, Swiss German, Hebrew, Basque, and Serbo-Croatian) within different language acquisition scenarios and a wide range of populations. Most contributions adopt a common theoretical background within the generative approach, with the aim to advance, discuss, and critically analyse other research on first bilingual and language-impaired

acquisition The various sections of this stimulating volume reflect different theoretical and methodological perspectives of current research investigating morphology and syntax and offer diverging interpretations

**Language-Specific Factors in First Language Acquisition** Anne-Katharina Harr,2012-12-06 A growing number of studies have begun to examine the influence of language specific factors on language acquisition During language acquisition German children from six years on use structures that are similar to those of adults in their language group and also encode all semantic components from an early age In striking contrast French children up to ten years have difficulties producing some of the complex structures that are necessary for the simultaneous expression of several semantic components Nonetheless in addition to these striking cross linguistic differences the results of this study also clearly show similar developmental progressions in other respects suggesting the impact of general developmental determinants

**First Language Use in Second and Foreign Language Learning** Miles Turnbull,Jennifer Dailey-O'Cain,2009-08-24 This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion type classrooms It includes new work by both new and established scholars in educational scholarship second language acquisition and sociolinguistics as well as in a variety of languages countries and educational contexts Through its focus at the intersection of theory practice curriculum and policy the book demands a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching

**A Computational Model of First Language Acquisition** Nobuo Satake,1990 This book describes a study on the question of what sort of innate knowledge it is that enables children to acquire a first language The author using a computational approach builds a model named BUD Bring Up a Daughter on the basis of the data linguists and psychologists have collected BUD is based on the empirists view of first language acquisition as opposed to that of the nativists that children make a number of rules in acquiring a first language and that over generalizations can be found in the acquisition of every aspect of a language Thus BUD has no built in procedure by which it computes the structures of a language A detailed description of the BUD model and its workings answers the question on which the study is based

First Language Acquisition in Spanish Gilda Socarras,2011-06-16 Learning and Teaching Chinese as a First Language Sin Manw Sophia Lam,John Chi-Kin Lee,Chung Mou Si,2024-06-28 In this book the authors embark on a critical investigation of the complex field of Chinese language education with a particular focus on exploring new trends and teaching and learning They delve into the intricacies of language education and its effectiveness in teaching Chinese as a first language The book has three objectives establishing a field of study in Chinese language learning and teaching providing critical discussion and progressive insights on language education and offering relevant pedagogical perspectives of learning and teaching Chinese as L1 and L2 The chapters investigate learning and teaching of Chinese in different aspects including four skills culture literature technology assisted learning and learners identity By focusing on the teaching practices of Chinese at

different levels it sheds light on teaching Chinese as a first language Theoretically it broadens the linguistic and geographical reach of previous works on language education that mainly examine English as a lingua franca or children's first language acquisition Drawing upon theories in language learning the book demonstrates the applicability of language theories in the first language and Chinese as a non alphabetic language and examines the impact and effectiveness of some theories in Chinese learning and teaching Academic researchers teacher educators teachers and students interested in Chinese language and education will find this a highly relevant text for its focus on curriculum pedagogy and assessment of teaching Chinese as a first language     The Development of Prosody in First Language Acquisition Pilar Prieto,Núria

Esteve-Gibert,2018-05-15 Prosodic development is increasingly recognized as a fundamental stepping stone in first language acquisition Prosodic sensitivity starts developing very early with newborns becoming attuned to the prosodic properties of the ambient language and it continues to develop during childhood until early adolescence In the last decades a flourishing literature has reported on the varied set of prosodic skills that children acquire and how they interact with other linguistic and cognitive skills This book compiles a set of seventeen short review chapters from distinguished experts that have contributed significantly to our knowledge about how prosody develops in first language acquisition The ultimate aim of the book is to offer a complete state of the art on prosodic development that allows the reader to grasp the literature from an interdisciplinary and critical perspective This volume will be of interest to scholars and students of psychology linguistics cognitive science speech therapy and education     **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     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 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

Effects of the Second Language on the First Vivian Cook,2003-01-01 This study examines changes in the first language of people who know a second language It presents theories and research that investigate the first language of second language users from a variety of perspectives including vocabulary pragmatics cognition and syntax **First Language Attrition**

Monika S. Schmid,Barbara Köpke,2013-05-22 This volume consists of a collection of papers that focus on structural grammatical aspects of the process of first language attrition It presents an overview of current research methodological issues and important questions regarding first language attrition In particular it addresses the two most prominent issues in current L1 attrition research Can attrition effects impact on features of core syntax or are they limited to interface phenomena and What is the role of age at onset pre post puberty in this regard By investigating attrition in a variety of settings from a case study of a Spanish speaking adoptee in the US to an empirical investigation of more than 50 long term attriters of Turkish in the Netherlands the investigations presented take a new perspective on these issues Originally published in Language Interaction and Acquisition Language Interaction et Acquisition 2 2 2011 **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 **History of the Problems of Philosophy: Introduction. pt. I.**

**Psychology** Paul Janet,Gabriel Séailles,1902 **Donahoe's Magazine** ,1883 **The School World** ,1911

The book delves into First Language. First Language is an essential topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into First Language, encompassing both the fundamentals and more intricate discussions.

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