

FIRST LANGUAGE ACQUISITION

Method,
Description and
Explanation

David Ingram

First Language Acquisition Method Description And Explanation

**Felicity Meakins, Jennifer
Green, Myfany Turpin**



First Language Acquisition Method Description And Explanation:

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 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.

First Language Acquisition David Ingram, 1991 The Development of Language Martyn Barrett, 2016-01-28 This book presents a general overview of our current knowledge of language development in children. All the principal strands of language development are covered, including phonological, lexical, syntactic, and pragmatic development, bilingualism, precursors to language development in infancy, and the language development of children with developmental disabilities, including children with specific language impairment. Written by leading international authorities, each chapter summarises clearly and lucidly our current state of knowledge and carefully explains and evaluates the theories which have been proposed to account for children's development in that area.

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

Understanding Linguistic Fieldwork Felicity Meakins, Jennifer Green, Myfany Turpin, 2018-03-19 *Understanding Linguistic Fieldwork* offers a diverse and practical introduction to research methods used in field linguistics Designed to teach students how to collect quality linguistic data in an ethical and responsible manner the key features include A focus on fieldwork in countries and continents that have undergone colonial expansion including Australia the United States of America Canada South America and Africa A description of specialist methods used to conduct research on phonological grammatical and lexical description but also including methods for research on gesture and sign language acquisition language contact and the verbal arts Examples of resources that have resulted from collaborations with language communities and which both advance linguistic understanding and support language revitalisation work Annotated guidance on sources for further reading This book is essential reading for students studying modules relating to linguistic fieldwork or those looking to embark upon field research

Learning Through Language in Early Childhood Clare Painter, 2005-03-01 Language is a child s major tool for learning about the world Through the taken for granted interactions of everyday conversation a child not only learns the mother tongue but uses it as a resource for thinking and reasoning This book presents a rich naturalistic case study of one child s use of language from two and a half to five years drawing on systemic functional theory to argue that cognitive development is essentially a linguistic process and offering a new description and interpretation of linguistic and cognitive developments during this period The case study examines the child s changing language in terms of its role in interpreting four key domains of experience the world of things the world of events the world of semiosis including the inner world of cognition and the construal of cause and effect It shows how new linguistic possibilities constitute developments in cognitive resources and prepare the child for later learning in school

Language Matters Donna Jo Napoli, Vera Lee-Schoenfeld, 2010-07-08 Is Ebonics really a dialect or simply bad English Do women and men speak differently Will computers ever really learn human language Does offensive language harm children These are only a few of the issues surrounding language that crop up every day Most of us have very definite opinions on these questions one way or another Yet as linguists Donna Jo Napoli and Vera Lee Schoenfeld point out in this short and thoroughly readable volume many of our most deeply held ideas about the nature of language and its role in our lives are either misconceived or influenced by myths and stereotypes *Language Matters* provides a highly informative tour of the world of language examining these and other vexing and controversial language related questions Throughout Napoli and

Lee Schoenfeld encourage and lead the reader to use common sense and everyday experience rather than preconceived notions or technical linguistic expertise Both their questions and their conclusions are surprising sometimes provocative and always entertaining This thoroughly revised second edition updates the book with a new co author and includes new chapters on language and power language extinction and what it is linguists actually do Language Matters is sure to engage both general readers and students of language and linguistics at any level The Handbook of the Neuropsychology of Language Miriam Faust,2015-06-15 The Handbook of the Neuropsychology of Language The Handbook of the Neuropsychology of Language Libraries catering for undergraduates in both fields may well find themselves being asked to get it for seminar reading Reference Reviews This is a lengthy and comprehensive set of volumes covering all relevant issues in the neuroscience of language in a current and immediately useful package Readers will enjoy this as primer through individual chapters or as a complete review of the field Doody s A comprehensive handbook of the neuropsychology of language has been long overdue But here it is superbly edited state of the art No better way to celebrate the second centennial of Franz Joseph Gall s pioneering treatise Willem J M Levelt Max Planck Institute for Psycholinguistics This book has an all star cast of distinguished experts on language and the brain A must read for students teachers and researchers in psychology and linguistics Matthew Traxler University of California Davis This new in paperback handbook provides a comprehensive review of developments in the relationship between the brain and language from both basic research and clinical neuroscience perspectives Contributions from leading figures emphasize state of the art methodologies and their application to the central questions of the field Including research that focuses on all parts of language from syntax and semantics to the neuropsychology of both spoken and written language the articles explore the variety of methodologies used in this area including brain imaging electrophysiology and transcranial magnetic stimulation The contributors cover a wide range of issues including basic and high level linguistic functions individual differences as well as group studies and neurologically intact and different clinical populations Addressing a wide range of issues using a unique combination of basic science and clinical research The Handbook of the Neuropsychology of Language offers a complete and up to date look at the field

Mandarin Competence of Chinese-English Bilingual Preschoolers Hock Huan Goh,2016-11-03 This book provides readers with a detailed sketch of the Mandarin competence of Chinese children in Singapore from different home language backgrounds Their Mandarin competence is defined in terms of lexical diversity syntactic complexity and code switching tendency The findings presented show that there are statistical differences in lexical diversity and syntactic complexity among the compared groups of children and these differences in linguistic competence were found to be positively correlated to increased Mandarin exposure at home They also demonstrate that there are statistical differences in code switching tendency among the groups of children compared which were found to be negatively correlated to increased exposure to Mandarin at home A general relationship between home language exposure and Mandarin competence was established

although this relationship was found to be volatile especially among children who are more bilingually exposed This book shares these findings with linguists language educators and language policymakers both local and international The Proceedings of the 26th Annual Child Language Research Forum Eve V. Clark,1995 This book is the product of the twenty sixth annual meeting of the Stanford Child Language Research Forum held in April 1994 The conference included panel sessions organised by Terry K F Au on Does input constrain word learning principles Matthew Rispoli on Pronoun case errors new approaches to an old phenomenon and Janet F Werker on Setting the stage for acquisition experiential influences on infant speech perception

New Insights into Linguistic Communicative Behaviour Mihaela Zamfirescu,Alina Tigău,Ioana Stoicescu,Mihaela Tănase-Dogaru,2022-09-21 This volume investigates a wide variety of topics at the forefront of linguistic research with a specific focus on generative syntax semantics language acquisition and traductology It compares English and Romanian linguistic data to those of Romance and other European and non European languages The volume also includes valuable contributions discussing the challenges of translating specialised or literary texts

Children's Speech Sound Disorders Caroline Bowen,2023-07-18 Children s Speech Sound Disorders Concise easy to understand overview of current practice in articulation disorders childhood apraxia of speech developmental dysarthria phonological disorders and structurally based speech sound disorders Children s Speech Sound Disorders provides reader friendly explanations of key aspects of the classification assessment diagnosis and treatment of speech sound disorders with clinically applicable insights from 58 distinguished contributors who draw on their current work in the child speech field in providing expert essays This bestselling guide with international appeal includes case vignettes and relatable real world examples to place topics in context Children s Speech Sound Disorders also delivers information on The evolution of current practices working with families telepractice innovations and important new speech acquisition norms Phonetic stimulability perceptual phonological and motor learning based interventions and facilitating phonological awareness development in children with speech sound disorders Treatment target selection phonemic placement and shaping techniques and goal attack strategies for a range of sounds including affricates compensatory errors in cleft lip and palate fricatives and vowels Lifelong speech and psychological consequences of childhood apraxia of speech and measuring speech intelligibility in children with motor speech disorders Multilingualism language variation and the application of constraint based nonlinear phonology across languages Drawing on a range of theoretical research and clinical perspectives and emphasising treatment fidelity quality client care and evidence based practice Children s Speech Sound Disorders comprises an indispensable collection of research based clinical nuggets hands on strategies thoughtful discussion and inspiration for academics clinicians educators and students in speech language pathology speech and language therapy

On Under-reported Monolingual Child Phonology Elena Babatsouli,2020-07-14 This book compiles original studies investigating crosslinguistic child phonological development in typical and atypical settings that is protolanguage phonology The chapters address topics and issues not

widely or exhaustively reported in the literature such as research on under represented languages and foci of interest as well as information that has remained little known to the field It documents recent developments on typically developing populations and atypical developmental speech in children with autism developmental language disorder affecting speech childhood apraxia of speech phonological assessment and intervention phonological awareness in a typical contexts affecting literacy and motor speech analysis in speech sound disorders The book will be of interest to linguists and academic researchers as well as postgraduate students who are investigating child language acquisition in monolingual settings

Learning to Talk Gee Macrory,2021-04-28 There is a pressing need for new teachers to understand the wider context of language development and to know how best to support children in learning to talk This accessible text introduces you to the numerous contexts of language development It helps you understand the many ways in which children acquire language skills Importantly it provides a breadth of learning about language not offered by other texts exploring typical language development atypical language development and learning more than one language The book also explores the current literature and research on language development for primary aged children supporting trainee teachers with their academic study

The Handbook of Applied Linguistics Alan Davies,Catherine Elder,2008-04-15 The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up to date picture of the field of Applied Linguistics Provides a comprehensive and current picture of the field of Applied Linguistics Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems Valuable resource for students and researchers in applied linguistics language teaching and second language acquisition Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use

Psycholinguistics Danny D. Steinberg,Hiroshi Nagata,David P. Aline,2013-10-23 How do we learn to produce and comprehend speech How does language relate to thought This second edition of the successful text Psycholinguistics Language Mind and World considers the psychology of language as it relates to learning mind and brain as well as various aspects of society and culture Current issues and research topics are presented in an in depth manner although little or no specific knowledge of any topic is presupposed The book is divided into four main parts First Language Learning Second Language Learning Language Mind and Brain Mental Grammar and Language Processing These four sections include chapters covering areas such as deaf language education first language acquisition and first language reading second language acquisition language teaching and the problems of bilingualism Updated throughout this new edition also considers and proposes new theories in psycholinguistics and linguistics and introduces a new theory of grammar Natural Grammar which is the only current grammar that is based on the primacy of the psycholinguistic process of speech comprehension derives speech production from that process Written in an accessible and fluent style Psycholinguistics Language Mind and World will be of interest to students lecturers and researchers from

linguistics psychology philosophy and second language teaching **The Proceedings of the 27th Annual Child Language Research Forum** Eve V. Clark, 1995 Since its inception in 1967 the Forum has provided an informal but critical setting for the presentation of new ideas and research on first language acquisition The Forum itself is sponsored by the Linguistics Department at Stanford and is organised by graduate students In this volume the contributors explore their findings in language acquisition in a variety of the world's languages The papers presented here reflect the diversity of interests in the field and the range of languages being studied This volume makes an empirical as well as a theoretical contribution to linguistic research The Linguistics Enterprise Martin Everaert, 2010 The linguistics enterprise from knowledge of language to knowledge in linguistics Martin Everaert et al Scope ambiguities through the mirror Raffaella Bernardi Phonetic and phonological approaches to early word recognition empirical findings methodological issues and theoretical implications Paola Escudero Titia Benders Restructuring head and argument in West Germanic Arnold E Evers Scope assignment in child language on the role of the question under discussion Andrea Gualmini Sharon Unsworth The learnability of A bar chains Jacqueline van Kampen Looking at anaphora the psychological reality of the primitives of binding model Arnout W Koornneef Incremental discourse processing how coherence relations influence the resolution of pronouns Willem M Mak Ted J M Sanders Theoretical validity and psychological reality of the grammatical code Ad Neeleman Hans van de Koot Monitoring for speech errors has different functions in inner and overt speech Sieb Nooteboom What's in a quantifier Rick Nouwen Minimal versus not so minimal pronouns feature transmission feature deletion and the role of economy in the language system Eric Reuland Against partitioned readings of reciprocals Sivan Sabato Yoad Winter The representation and processing of fixed and compositional expressions Joost Schilperoord Rein Cozijn Clitic doubling in Spanish agreement of the third kind Jan Schroten Metalinguistic processing and acquisition within the MOGUL framework Michael Sharwood Smith Catching heffalumps onset fricatives in child speech Wim Zonneveld *Input and Interaction in Language Acquisition* Clare Gallaway, Brian J. Richards, 1994-04-14 Language addressed to children or Baby Talk became the subject of research interest thirty years ago Since then the linguistic environment of infants and toddlers has been widely studied *Input and Interaction in Language Acquisition* is an up to date statement of the facts and controversies surrounding Baby Talk its nature and likely effects With contributions from leading linguists and psychologists it explores language acquisition in different cultures and family contexts in typical and atypical learners and in second and foreign language learners It is designed as a sequel to the now famous *Talking to Children* edited by Catherine Snow and Charles Ferguson and Professor Snow here provides an introduction comparing issues of importance in the field today with the previous concerns of researchers

Whispering the Strategies of Language: An Mental Journey through **First Language Acquisition Method Description And Explanation**

In a digitally-driven earth where displays reign supreme and quick connection drowns out the subtleties of language, the profound techniques and psychological subtleties hidden within phrases often move unheard. However, set within the pages of **First Language Acquisition Method Description And Explanation** a fascinating literary value blinking with fresh emotions, lies an extraordinary journey waiting to be undertaken. Published by a skilled wordsmith, that marvelous opus invites visitors on an introspective journey, lightly unraveling the veiled truths and profound affect resonating within ab muscles fabric of each and every word. Within the mental depths of the moving evaluation, we shall embark upon a genuine exploration of the book is key themes, dissect their fascinating writing design, and yield to the strong resonance it evokes deep within the recesses of readers hearts.

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