

Acquisition Of Word Order In Chinese As A Foreign Language Studies On Language Acquisition

The case studies in this volume offer new insights into word order change. As is now becoming increasingly clear, word order variation rarely attracts social values in the way that phonological variants do. Instead, speakers tend to attach discourse or information-structural functions to any word order variation they encounter in their input, either in the process of first language acquisition or in situations of language or dialect contact. In second language acquisition, fine-tuning information-structural constraints appears to be the last hurdle that has to be overcome by advanced learners. The papers in this volume focus on word order phenomena in the history of English, as well as in related languages like Norwegian and Dutch-based creoles, and in Romance.

Research on spontaneous language acquisition both in children learning their mother tongue and in adults learning a second language has shown that language development proceeds in a stagewise manner. Learner utterances are accounted for in terms of so-called 'learner languages'. Learner languages of both children and adults are language systems that are initially rather simple. The present monograph shows how these learner languages develop both in child L1 and in adult L2 Dutch. At the initial stage of both L1 and L2 Dutch, learner systems are lexical systems. This means that utterance structure is determined by the lexical projection of a predicate-argument structure, while the functional properties of the target language are absent. At some point in acquisition, this lexical-semantic system develops into a target-like system. With this target-like system, learners have reached a stage at which their language system has the morpho-syntactic features to express the functional properties of finiteness and topicality. Evidence of this is word order variation and the use of linguistic elements such as auxiliaries, tense, and agreement markers and determiners. Looking at this process of language acquisition from a functional point of view, the author focuses on questions such as the following. What is the driving force behind the process that causes learners to give up a simple lexical-semantic system in favour of a functional-pragmatic one? What is the added value of linguistic features such as the morpho-syntactic properties of inflection, word order variation, and definiteness?

This dissertation examines the impact of the type of referring expression on the acquisition of word order variation in German-speaking preschoolers. A puzzle in the area of language acquisition concerns the production-comprehension asymmetry for non-canonical sentences like "Den Affen fängt die Kuh." ("The monkey, the cow chases."), that is, preschoolers usually have difficulties in accurately understanding non-canonical sentences approximately until age six (e.g., Dittmar et al., 2008) although they produce non-canonical sentences already around age three (e.g., Poeppel & Wexler, 1993; Weissenborn, 1990). This dissertation investigated the production and comprehension of non-canonical sentences to address this issue. Three corpus analyses were conducted to investigate the impact of givenness, topic status and the type of referring expression on word order in the spontaneous speech of two- to four-year-olds and the child-directed speech produced by their mothers. The positioning of the direct object in ditransitive sentences was examined; in particular, sentences in which the direct object occurred before or after the indirect object in the sentence-medial positions and sentences in which it occurred in the sentence-initial position. The results reveal similar ordering patterns for children and adults. Word order variation was to a large extent predictable from the type of referring expression, especially with respect to the word order involving the sentence-medial positions. Information structure (e.g., topic status) had an additional impact only on word order variation that

involved the sentence-initial position. Two comprehension experiments were conducted to investigate whether the type of referring expression and topic status influences the comprehension of non-canonical transitive sentences in four- and five-year-olds. In the first experiment, the topic status of the one of the sentential arguments was established via a preceding context sentence, and in the second experiment, the type of referring expression for the sentential arguments was additionally manipulated by using either a full lexical noun phrase (NP) or a personal pronoun. The results demonstrate that children's comprehension of non-canonical sentences improved when the topic argument was realized as a personal pronoun and this improvement was independent of the grammatical role of the arguments. However, children's comprehension was not improved when the topic argument was realized as a lexical NP. In sum, the results of both production and comprehension studies support the view that referring expressions may be seen as a sentence-level cue to word order and to the information status of the sentential arguments. The results highlight the important role of the type of referring expression on the acquisition of word order variation and indicate that the production-comprehension asymmetry is reduced when the type of referring expression is considered. --- Im Rahmen der vorliegenden Dissertation wurde der Einfluss des referierenden Ausdrucks auf den Erwerb von Wortstellungsvariationen bei deutschsprachigen Vorschulkindern untersucht. Eine zentrale Fragestellung im Spracherwerb betrifft die Asymmetrie zwischen Produktion und Verständnis. Diese Asymmetrie ist dadurch gekennzeichnet, dass sechsjährige Kinder oft Schwierigkeiten haben, Sätze in der nicht-kanonischen Wortstellung, z.B. „Den Affen fängt die Kuh.“, zu verstehen (z.B., Dittmar et al., 2008), obwohl bereits Dreijährige nicht-kanonische Sätze produzieren können (z.B., Poeppel & Wexler, 1993; Weissenborn, 1990). Um diese Asymmetrie zu untersuchen wurde in der Dissertation die Produktion und das Verständnis von nicht-kanonischen Sätzen betrachtet. In drei Korpusstudien wurde der Einfluss von Vorerwähntheit, Topikstatus und Wahl des referierenden Ausdrucks auf die Wortstellung in der Spontansprache von Zwei- bis Vierjährigen und in der kind-gerichteten Sprache ihre Mütter analysiert. Es wurde die Position des direkten Objektes in ditransitiven Sätzen untersucht, d.h., Sätze in denen das direkte Objekt vor oder nach dem indirekten Objekt in den satzmedialen Positionen stand, und Sätze in denen es in der satzinitialen Position stand. Die Ergebnisse zeigen ähnlich Abfolgemuster in der Satzproduktion der Kindern und Erwachsenen. Die Position des direkten Objektes, vor allem in den satzmedialen Positionen, war zu einem großen Teil durch die Wahl des referierenden Ausdrucks vorhersagbar. Informationsstrukturelle Faktoren (z.B. Topikstatus) hingegen beeinflussten - unabhängig vom Einfluss des referierenden Ausdrucks - nur die Wortstellung in der satzinitialen Position. Zwei Verständnisexperimente wurden durchgeführt um den Einfluss des referierenden Ausdrucks und des Topikstatus auf das Verständnis von nicht-kanonischen transitiven Sätzen zu untersuchen. Im ersten Experiment wurde der Topikstatus eines der beiden Satzargumente durch einen vorherigen Kontext modifiziert. Im zweiten Experiment wurde zusätzlich der referierende Ausdruck modifiziert, d.h. das Topik wurde entweder durch eine lexikalische Nominalphrase (NP) oder ein Personalpronomen realisiert. Die Ergebnisse zeigen, dass vier- und fünfjährige Kinder Sätze in der nichtkanonischen Wortstellung besser verstehen konnten, wenn das Topik als Personalpronomen realisiert wurde, unabhängig von der grammatischen Rolle des Topiks. Das Satzverständnis war jedoch nicht verbessert, wenn das Topik als lexikalische NP realisiert wurde. Zusammengefasst zeigen die Produktions- und Verständnisstudien, dass der referierende Ausdruck als Hinweis auf die Wortstellung und auf den Informationsstatus der Argumente des Satzes von den Kindern genutzt werden kann. Sie unterstreichen somit die Bedeutung der Wahl des referierenden Ausdrucks auf den Erwerb von Wortstellungsvariation und zeigen, dass die Asymmetrie zwischen Produktion und Verständnis an Bedeutung verliert, wenn der referierende Ausdruck einbezogen wird.

Word Order Universals

The Case of Mandarin Chinese

The Role of Maternal Input in Early Word Order Acquisition: the Case of Mandarin Chinese

The Acquisition of word order in child English and German

The Acquisition of Word Order

A Study in the Influence of Syntactic/semantic Strategies and of Adult Language

Statistical Learning and Language Acquisition

Open publication This volume brings together contributors from cognitive psychology, theoretical and applied linguistics, as well as computer science, in order to assess the progress made in statistical learning research and to determine future directions. An important objective is to critically examine the role of statistical learning in language acquisition. While most contributors agree that statistical learning plays a central role in language acquisition, they have differing views. This book will promote the development of the field by fostering discussion and collaborations across disciplinary boundaries.

This volume focuses on different aspects of language development. The contributions are concerned with similarities and differences between first and second language acquisition, the acquisition of sentence structure and functional categories, cross-linguistic influence in bilingual first language acquisition as well as the relation between language acquisition, language contact and diachronic change. The recurrent topic of the volume is the link between linguistic variation and the limitation of structural variability in the framework of a well-defined theory of language. In this respect, the volume opens up new perspectives for future research.

This text addresses one of the most famous and controversial arguments in the study of language and mind, the poverty of the stimulus. Internationally recognised scholars consider afresh the issues surrounding this argument and discuss its relation to the process of language acquisition.

"In this book, linguistic achievements of word order studies in Chinese have been applied to Chinese second language acquisition research. By analyzing a great number of word order errors made by learners of Chinese as a foreign language (CFL), this book has developed a method for describing and explaining Chinese word order errors. With this method, the book has the potential to empower CFL teachers all over the world to teach Chinese in an informed manner, and particularly to teach Chinese word order more effectively and efficiently." --Book Jacket.

Bilingual First Language Acquisition

The Acquisition of Relative Clauses

Child Language Acquisition

The Crosslinguistic Study of Language Acquisition

An Empirical Study with Applications for the Foreign Language Classroom

Acquisition of Word Order in Chinese as a Foreign Language

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.

This volume brings together a collection of 18 papers dealing with the problem of word order variation in discourse. Word order variation has often been treated as an essentially unpredictable phenomenon, a matter of selecting randomly one of the set of possible orders generated by the grammar. However, as the papers in this collection show, word order variation is not random, but rather governed by principles which can be subjected to scientific investigation and are common to all languages. The papers in this volume discuss word order variation in a diverse collection of languages and from a number of perspectives, including experimental and quantitative text based studies. A number of papers address the problem of deciding which order is 'basic' among the alternatives. The volume will be of interest to typologists, to other linguists interested in problems of word order variation, and to those interested in discourse syntax.

Highly proficient speakers of a second language who began acquisition as adults are rarely the object of second language acquisition research. In the study described in this book, the speech of 36 advanced learners of German, 20 of whom were considered to have "near-native" proficiency was recorded, transcribed and analyzed according to the "Quaestio Model". The focus of the study was the information structure of the learners' spoken texts and its implications for word order. The study revealed differences in the information structure of texts of learners and native German speakers even for those learners whose performance was nearly indistinguishable from L1 German speakers. The author discusses possible reasons for these differences, suggests implications for second language acquisition theory and draws up lesson plans for using the insights brought forth by the study for the second language and translation classrooms.

Within a new model of language acquisition, this book discusses verb second (V2) word order in situations where there is variation in the input. While traditional generative accounts consider V2 to be a parameter, this study shows that, in many languages, this word order is dependent on fine distinctions in syntax and information structure. Thus, within a split-CP model of clause structure, a number of "micro-cues" are formulated, taking into account the specific context for V2 vs. non-V2 (clause type, subcategory of the elements involved, etc.). The micro-cues are produced in children's L-language grammars on exposure to the relevant input. Focusing on a dialect of Norwegian, the book shows that children generally produce target-consistent V2 and non-V2 from early on, indicating that they are sensitive to the micro-cues. This includes contexts where word order is dependent on information structure. The children's occasional non-target-consistent behavior is accounted for by economy principles."

Variable Properties in Language

Non-primary Language Acquisition of Word Order in German

Contrasting Theoretical Approaches

Studies in the Acquisition of Word Order

Processing, Typology and Function

The Acquisition of Word Order Knowledge in Early Child German

This dissertation examined the role of maternal input in word order acquisition of Mandarin-speaking children from the one-word to multi-word stages. Four questions about the role of maternal input were addressed: frequency effects, age-related changes, utterance type effects, and verb diversity effects. Predictions for each question were made based on the generativist and constructivist accounts. Spontaneous speech of 40 Mandarin-speaking mother-child dyads selected from CHILDES Zhou corpus, with 10 dyads in each of four age groups: 14-, 20-, 26-, and 32-month-olds, were coded for word order, utterance type, and verb type. Both maternal and child distributions were compared for analyses. Mothers across all four age groups produced a variety of word orders and constructions in their speech. Frequency effects were found in most child word order uses but not in the Ba and different multiple-verb constructions. Most child word order uses reached adult levels of frequency at either 26 or 32 months. Maternal speech did not show age-related changes as child production grew from one word to multi words. No significant relationship was found between mothers and children in most word orders. Utterance type effects were not found because mothers used different word orders for different utterance types while child production did not reflect this tendency. The distribution of verb diversity within maternal and child word orders shared a similar pattern. Word orders with greater verb diversity tended to be acquired earlier. The findings that frequency effects and verb diversity effects were found in early word order acquisition support both generativist and constructivist claims. The lack of age-related changes and utterance type effects in maternal word order uses is contrary to the constructivist view. Although maternal input (e.g., frequency and verb diversity) may play a role in acquisition of Mandarin word order, there are possible influences other than input. These influences may include child linguistic competence, linguistic complexity of constructions being learned, and semantic/pragmatic factors that constrain the choice of word order.

Is children's language acquisition based on innate linguistic structures or built from cognitive and communicative skills? This book summarises the major theoretical debates in all of the core domains of child language acquisition research (phonology, word-learning, inflectional morphology, syntax and binding) and includes a complete introduction to the two major contrasting theoretical approaches: generativist and constructivist. For each debate, the predictions of the competing accounts are closely and even-handedly

evaluated against the empirical data. The result is an evidence-based review of the central issues in language acquisition research that will constitute a valuable resource for students, teachers, course-builders and researchers alike.

The theory of language acquisition is a young but increasingly active field. Language Acquisition and Syntactic Theory presents one of the first detailed studies of comparative syntax acquisition. It is informed by the view that linguists and acquisitionists are essentially working on the same problem, that of explaining grammar learnability. The author takes cross-linguistic data from child language as evidence for recent proposals in syntactic theory. Developments in the structure of children's sentences during the first few years of life are traced to changes in the setting of specific grammatical parameters. Some surprising differences between the early child grammars of French and English are uncovered, differences that can only be explained on the basis of subtle distinctions in inflectional structure. This motivates the author's claim that functional or nonthematic categories are represented in the grammars of very young children. The book also explores the relationship between acquisition and diachronic change in French and English. It is argued that findings in acquisition, when viewed from a parameter setting perspective, provide answers to important questions arising in the study of language change. The book promises to be of interest to all those involved in the formal, psychological or historical study of linguistic knowledge.

The unifying topic of this volume is the role of information structure, broadly conceived, as it interacts with the other levels of linguistic description, syntax, morphology, prosody, semantics and pragmatics.

The Acquisition of Dutch

Linguistic Variation in the Minimalist Framework

The Acquisition of Pronouns and Word Order in Non-native Spanish

French and German Grammatical Development

Information Structure and Word Order in the Advanced Learner Variety

Word Order Change

Most linguistic theories assume that each grammatical relation is established in a unique structural configuration. Neeleman and Weerman take issue with this view, arguing for a more flexible approach on the basis of conceptual considerations and data taken mostly, but not exclusively, from the Germanic languages. In-depth analyses of word order phenomena as well as diachronic and typological generalizations motivate a re-evaluation of the role of case in the projection of arguments. Case is shown to provide a syntactic foothold for thematic interpretation, something which is necessary in a grammar that does not allow fixed theta-positions.

Thus, this study does not only offer a genuine alternative to many standard assumptions, it also explains why there should be such a thing as case in natural language.

This book provides a number of studies of different aspects of Swedish child language. Some of the thematic chapters present original, unpublished data: on the acquisition of tense, on the range and frequency of different word order patterns in early child Swedish, related to the input, meaning the language of adults talking to the children or in the presence of the children. The remaining chapters present overviews of previous research: on the acquisition of word formation rules, the noun phrase, and wh-questions. The introduction to this volume contains a concise overview of the basic features of Swedish grammar and a comprehensive overview of different Swedish child language corpora. The main body of research proceeds within a generative framework, but the text is designed to be accessible to researchers of different theoretical paradigms.

Explaining the acquisition and processing of relative clauses has long challenged psycholinguistics researchers. The current volume presents a collection of chapters that consider the acquisition of relative clauses with a particular focus on function, typology, and language processing. A diverse range of theoretical approaches and languages are brought to bear on the acquisition of this construction type, making the volume unique in its coverage. The volume will appeal to students and scholars whose interest lies in the acquisition and processing of syntax with a particular focus on complex sentences in crosslinguistic and functionalist perspective.

Word Order and Scrambling introduces readers to recent research into the linguistic phenomenon called scrambling and is a valuable contribution to the fields of theoretical linguistics, psycholinguistics, and applied linguistics. Introduces readers to recent research into the linguistic phenomenon called scrambling, or free word order. Explores major issues including factors responsible for word order variations, how scrambled constructions are processed, and whether variations are available in early child language development and in second language acquisition. Discusses a number of typologically diverse languages including Hindi, Japanese, and Navajo. Provides enlightening information on different aspects of word order variation and the consequences for our understanding of the nature of human language.

The Acquisition of Swedish Grammar

Third Language Acquisition

Language Acquisition and Diachronic Change : in Honour of Jürgen M. Meisel

RlyThe Role of Maternal Input in Early Word Order Acquisition

Syntactic Theory and First Language Acquisition: Heads, projections, and learnability

In this dissertation I dispute a widely cited claim in the literature that the German child's acquisition of word order is characterized by an initial extended stage of a predominance of verbs in the final position or that the child's early grammar lacks functional categories. I argue in favour of a strong form of the Continuity Hypothesis, namely, a hypothesis that the child's grammar does not differ from the adult

to the basic principles and parameters of Universal Grammar.

Acquisition of Word Order in Chinese as a Foreign Language Walter de Gruyter

Within a new model of language acquisition, this book discusses verb second (V2) word order in situations where there is variable input. While traditional generative accounts consider V2 to be a parameter, this study shows that, in many languages, this word order is dependent on fine distinctions in syntax and information structure. Thus, within a split-CP model of clause structure, a number of cues are formulated, taking into account the specific context for V2 vs. non-V2 (clause type, subcategory of the elements in the clause). Micro-cues are produced in children's L-language grammars on exposure to the relevant input. Focusing on a dialect of Norwegian, this book shows that children generally produce target-consistent V2 and non-V2 from early on, indicating that they are sensitive to these cues. This includes contexts where word order is dependent on information structure. The children's occasional non-target-consistent behavior is accounted for by economy principles.

This edited volume, based on papers presented at the 2017 Georgetown University Round Table on Language and Linguistics, approaches the study of language variation from a variety of angles. Language variation research asks broad questions such as, "Why are languages' grammatical structures different from one another?" as well as more specific word-level questions such as, "Why are words pronounced differently still recognized to be the same words?" Too often, research on variation has been siloed based on subfield—sociolinguists do not talk to historical linguists, who do not talk to phoneticians, and so on. This edited volume sees discussions from different subfields of linguistics together to explore language variation in a broader sense and acknowledge the complex and interwoven nature of variation itself.

Papers in Honor of Kenneth Wexler from the 1991 GLOW Workshops

Their Nature and Acquisition

A Comparative Analysis of French and English Child Grammars

Impact of the type of referring expression on the acquisition of word order variation

Word Order and Scrambling

Micro-cues, Information Structure, and Economy

This volume explores word order change within the framework of diachronic generative syntax and offers new insights into word order, syntactic movement, and related phenomena. It draws on data from a wide range of languages including Sanskrit, Tocharian, Portuguese, Irish, Hungarian and Coptic Egyptian.

This is a collection of essays on the native and non-native acquisition of syntax within the Principles and Parameters framework. In line with current methodology in the study of adult grammars, language acquisition is studied here from a comparative perspective. The unifying theme is the issue of the 'initial state' of grammatical knowledge: For native language, the important controversy is that between the Continuity approach, which holds that Universal Grammar is essentially constant throughout development, and the Maturation approach, which maintains that portions of UG are subject to maturation.

For non-native language, the theme of initial states concerns the extent of native-grammar influence. Different views regarding the continuity question are defended in the papers on first language acquisition. Evidence from the acquisition of, inter alia, Bernese, Dutch, English, Finnish, French, German, Icelandic, Italian and Japanese, is brought to bear on issues pertaining to clause structure, null subjects, verb position, negation, Case marking, modality, non-finite sentences, root questions, long-distance questions and scrambling. The views defended on the initial state of (adult) second language acquisition also differ: from complete L1 influence to different versions of partial L1 influence. While the target language is German in these studies, the native language varies: Korean, Spanish and Turkish. Analyses invoke UG principles to account for verb placement, null subjects, verbal morphology and Case marking. Though many issues remain, the volume highlights the growing ties between formal linguistics and language acquisition research. Such an approach provides the foundation for asking the right questions and putting them to empirical test.

Key Issues in Chinese as a Second Language Research presents and discusses research projects that serve as theoretical grounding for improving the teaching and learning of Chinese as a second language (CSL) in order to help researchers and practitioners better understand the acquisition, development, and use of CSL. With the exception of the first chapter, which is state-of-the-art, each chapter makes an attempt to bring together theory and practice by focusing on theory building and theory application in practice. The book is organized around areas where most future research is needed in CSL: phonology, semantics, grammar, and pragmatics. Consisting of contributions from an international group of scholars working on cutting-edge research, this is the ideal text for researchers, graduate students, and practitioners in the area of Chinese as a second or foreign language.

This book investigates the syntactic influences of Turkish and German on the acquisition of English word order in a German educational setting. A substantial sample of both written and spoken data collected from Turkish-German bilingual students in Hamburg, Germany formed the data and the analyses were carried out within the theories of Third Language Acquisition and Functional Pragmatics. Analysis revealed that the subjects have difficulty acquiring the rigid SVO word order of English and disregarding their native language knowledge of Turkish, they tend to apply word order rules of German, that are thought to be motivated from the pragmatic needs of the learners.

Rich Languages From Poor Inputs

Essays in honour of Ans van Kemenade

Two First Languages

Language Acquisition and the Functional Category System

Key Issues in Chinese as a Second Language Research

The Development of Grammar

In the present-day context of cross-linguistic perspectives on language acquisition, *The Acquisition of Dutch* offers a much needed overview of the wealth of Dutch child language research that was hitherto lacking. Its comprehensive coverage in terms of topics, its many new theoretical contributions and its focus on providing a solid basis for cross-linguistic comparisons will be of interest to linguists and psycholinguists studying child language everywhere. The volume consists of four thematic chapters preceded by an introductory overview. The thematic chapters cover early speech development in the first year of life, the acquisition of phonology, the lexicon and syntax. The consolidated list of references cover most of the work on Dutch child language in the last few decades.

An essential handbook for professionals and advanced students in the field. Volume 1 contains comprehensive studies on the acquisition of 15 different languages (from ASL to Samoan) -- written by top researchers on each topic. Volume 2 concentrates on theoretical issues, emphasizing current linguistic and psycholinguistic research. Unique in its approach toward individual languages and in its comparative perspective, this book is a hallmark of a rapidly growing area of interdisciplinary, international research.

Leading scholars in the field tackle a variety of current issues in linguistic variation from a minimalist perspective, including the role of parameters, the significance of syntactic factors in language variation, and the conditions imposed by narrow syntax.

The topic of variation in language has received considerable attention in the field of general linguistics in recent years. This includes research on linguistic micro-variation that is dependent on fine distinctions in syntax and information structure. However, relatively little work has been done on how this variation is acquired. This book focuses on how different types of variation are expressed in the input and how this is acquired by young children. The collection of papers includes studies of the acquisition of variation in a number of different languages, including English, German, Greek, Italian, Korean, Norwegian, Swiss German, Ukrainian, and American Sign Language. Different kinds of linguistic variation are considered, ranging from pure word order variation to optionally doubly filled COMPs and the resolution of scopal ambiguities. In addition, papers in the volume deal with the extreme case of variation found in bilingual acquisition.

Universal Grammar and Focus Constraints
Language Acquisition and Syntactic Theory

A Theory of Case and Arguments

Flexible Syntax

Information Structure and Syntactic Change in the History of English

Micro-cues, information structure, and economy