Utterance Structure

Developing grammars again

Wolfgang Klein and Clive Perdue

Utterance Structure Developing Grammars

Zhe Xu

Utterance Structure Developing Grammars:

Utterance Structure Wolfgang Klein,Clive Perdue,1992-08-13 This volume presents the results of part of the ESF project Second language acquisition by adult immigrants The present study deals specifically with structure of utterances in learner varieties The authors have attempted to find general principles which determine the form of utterances from the very beginning to relatively advanced stages Chapter 1 and 2 provide the framework for the study and here the guiding hypotheses are sketched on the basis of a pilot analysis The empirical part of the study is contained in Chapters 3 6 in which data are given for the acquisition of respectively English by Punjabi and Italian learners German Italian and Turkish learners Dutch Turkish and Moroccon learners and French Moroccon and Spanish learners thus allowing for crosslinguistic comparisons in various ways For each data set the learner s linguistic repertoire is established and then the utterance patterns recurrent in his her production and the constraints these patterns are subject to In Chapter 7 the general and theoretical implications are discussed **Utterance Structure** Wolfgang Klein,1992 **Acquisition of Second Language Syntax** Susan Braidi,2020-11-25 This book deals with the questions asked about the L2 acquisition process within different research paradigms examines the results found in each approach and evaluates the contributions of each to our understanding of L2 acquisition of syntax and to possible implications for L2 instruction **Portraits of the L2 User** Vivian Cook,2002-08-06 Portraits of the L2 User treats second language users in their own right rather than as failed native speakers It describes a range of psychological and linguistic approaches to diverse topics about L2 users It thus provides an innovative overview of current second language acquisition theories results and methods seen from a common perspective

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 **Child Second Language Acquisition** Sonia Rocca,2007 As one of the first books in child second language acquisition SLA this book focuses on the core area of tense aspect morphology reporting on three L1 Italian children learning L2 English vs three L1 English children learning L2 Italian An innovative longitudinal bidirectional research design where two languages represent both source and target show effects of language transfer in learners that because of their age still have potential to become native speakers of the target An unusual feature of this book is that relevant studies of acquisition of L2 Italian some heretofore only in Italian are reviewed incorporated into the study and made available to a more general audience Though the main focus is on child SLA crucial comparisons to both first language acquisition vs adult SLA are presented This approach will thus be of interest more generally to readers in first and second language acquisition and child development **English and Students with Limited or Interrupted Formal Education** Luis Javier Pentón Herrera,2022-02-25 This book examines students with limited or interrupted education SLIFE in the context of English

learners and teacher preparation courses from a cultural and social lens The book is divided into five parts Part I frames the conversation and contributions in this edited volume Part II provides an overview of SLIFE Part III focuses on teacher preparation programs Part IV discusses the challenges faced by SLIFE in K 12 learning environments and Part V examines SLIFE in adult learning environments This book is unique in that it offers practical instructional tools to educators thus helping to bridge theory and practice Moreover it retains a special focus on K 12 and adult SLIFE and has an inclusive and international perspective which includes a novel theoretical framework to support the mental emotional and instructional needs of LGBTQ refugee students The book is of interest to teacher educators in service and pre service teachers English literacy educators graduate students tutors facilitators instructors and administrators working in organizations serving SLIFE in K 12 and adult learning environments *Language Development* Lois Bloom,1970 The research reported is in investigation into the early acquisition of grammar by three children from the age of approximately 19 months Nonlinguistic information from situational and behavioral context was used to infer the semantic intent of utterances in order to analyze the development of linguistic expression Previous psycholinguistic studies of child language had described utterances in terms of the orderly distribution with which words occurred in juxtaposition In this study by making judgments of semantic intent it was possible to describe the inherent structure of utterances so that conclusions could be drawn about the child s knowledge of semantic syntactic relationship in the derivation of sentences For example when the child said Mommy sock and Mommy was putting the child s sock on the child it was clear that a different semantic interpretation was intended than when the child said Mommy sock and picked up Mommy s sock The syntactic components of generative transformational grammars were proposed for those samples of the children s language in which mean length of utterance was less than 1 5 morphemes For the psychologist the book provides added insight into the relative development of syntactic expression and underlying cognitive function It was clear for example that the two did not develop hand in hand For the linguist the book provides additional evidence for the growing conclusion that child language is not incoherent There is strong evidence presented to demonstrate the extent and limitations of the child s knowledge of basic grammatical relations in the earliest two word utterances For the speech pathologist concerned with language disorders in children the evidence presented and the resulting conclusions should provide important hypotheses for application in treatment One of the major contributions that this book will make to the literature on child language is the presentation of a large body of data in support of the conclusions that have been drawn There is an extensive catalog of the children s earliest two word utterances negative sentences and syntactic and single word lexicons This evidence should prove invaluable to other researchers in the field

Developing Grammars Wolfgang Klein,N. Dittmar,1979-09 This study deals with variation in grammar both from a theoretical and an empirical point of view In Part I Chaps 1 4 an attempt is made to char acterize this phenomenon within the broader context of what might be called the fluctuating character of natu ral language and to develop suitable and precise

descriptive techniques that account for it The method which is pro posed here is called variety grammar roughly speaking this is a formal grammar with probabilistic weighting for an ordered set of varieties such as dialects sociolects registers or developmental stages In Part II Chaps 5 8 this technique is applied to an important area of grammatical variation to the process of second language acquisition in social context based on a large investigation of the language behavior of foreign migrant workers acquiring German through everyday contacts We have tried to characterize their developing grammars and to relate this complex developmental process to social and individual factors that determine it **Phonology and Morphology of Creole Languages** Ingo Plag,2003 Until very recently phonology and morphology have been neglected areas in the study of creole languages This collection of articles presents intriguing data and new analyses from a wide range of creoles that call into question traditional claims about the nature of the phonological and morphological systems of these languages and give crucial insights into one of the major questions of creole studies i e the question of how these languages and their grammars come about The volume is organized into 5 sections each focusing on particular aspects of the respective subsystems Segments and syllablesStress tone and intonationMorphophonologyDerivational morphologyInflection *Time in Language* Wolfgang Klein,2013-09-13 This book looks at the various ways in which time is reflected in natural language All natural languages have developed a rich repetoire of devices to express time but linguists have tended to concentrate on tense and aspect rather than discourse principles Klein considers the four main ways in which language expresses time the verbal categories of tense and aspect inherent lexical features of the verb and various types of temporal adverbs Klein looks at the interaction of these four devices and suggests new or partly new treatments of these devices to express temporality *Anthropological Linguistics* ,1959 **Tense and Aspect in Advanced Swedish Learners' Written English** Andreas Eriksson,2008 Literaturverz S 233 249 **Journal of Portuguese Linguistics** ,2004 *The Role of Formal Features in Second Language Acquisition* Juana M. Liceras,Helmut Zobl,Helen Goodluck,2008 This edited volume dealing with formal features in Second Language Acquisition is defined within current generative grammatical theory such as the Principles and Parameters Theory and the Minimalist Program Formal features are essential to any account of language acquisiton because they are basic components of lexical and functional categories This is a subject of much current research as evidenced by the number of published articles in journals and in conference proceedings This is what the editors say While L2 acquisition is the focus of our volume the papers address the role of features in the current versions of generative grammar and explore the role of features for learnability theory as it relates to native and non native acquisition To our knowledge the volume represents the first scholarly contribution specifiacally devoted to features in language acquisition There are many generativists in SLA including our two series editors Susan Gass and Jacquelyn Schacther When asked if the formalist bias will be a big detraction Jacquelyn said The formal features book will definitely be formalist in tone **Pragmatics and Language Learning** ,1996 Conversational Interaction in Second Language Acquisition Alison Mackey,2007-10-04

Conversational Interaction in Second Language Acquisition A Series of Empirical Studies Oxford applied linguistics

Analysing Learner Language Rod Ellis,Gary Barkhuizen,2005-04-14 Readership Graduate students teachers researchers in Applied Linguistics   **The Celtic Englishes** ,2000   *Second Language Instruction/acquisition Abstracts* ,1994

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