



Parameter
Setting
in
Language
Acquisition

Dalila Ayoun



Parameter Setting In Language Acquisition Dalila Ayoun

R Bogdan

Parameter Setting In Language Acquisition Dalila Ayoun:

Parameter Setting in Language Acquisition Dalila Ayoun, 2005-02-28 This book provides a broad overview of parameter setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it based on cross linguistic language data that cover a range of syntactic and phonological phenomena. From an historical perspective on parameter setting theory to an introduction to its role in computational linguistics, neurolinguistics and language change the reader will find a critique of the most commonly made arguments as well as an index of all the syntactic, phonological, lexical and morphological parameters presented in the literature to date. A closer look at the theory itself addresses the following questions: What does a parameter setting approach to language acquisition entail? What are the underpinnings of the theory? What issues and problems remain to be solved? The empirical studies carried out to test the null subject parameter and verb movement parameter are reviewed to re-examine long-standing theoretical assumptions as well as the learnability implications for first and second language acquisition.

Parameter Setting in Language Acquisition Dalila Ayoun, 2003 Dalila Ayoun provides a broad overview of parameter setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it based on cross linguistic language data that cover a range of syntactic and phonological phenomena.

Young Language Learners' Motivation and Attitudes Sybille Heinzmann, 2013-06-20 Taking three different perspectives this book looks at primary school children's language learning motivation and language attitudes. In adopting a longitudinal perspective the book fills a research gap and provides a macro level analysis of motivational development over time. It reveals a surprising amount of stability in primary school children's motivational and attitudinal development. The comparative perspective looks at the learners' affective dispositions with regard to English (theorized as a global language) and French (theorized as a national language). The comparisons between global language and national language are relevant across the world especially in situations where instruction in languages other than English struggles to get attention. The results reveal sizeable differences between the two languages with children being substantially more motivated to learn English than to learn French. Finally the explanatory section identifies key antecedents of the learners' motivational and attitudinal dispositions and thereby opens up paths for intervention relevant for those working in the field of language instruction.

Arabic Second Language Learning and Effects of Input, Transfer, and Typology Mohammad T. Alhawary, 2019-02-25 Despite the status of Arabic as a global language and the high demand to learn it the field of Arabic second language acquisition remains underinvestigated. Second language acquisition findings are crucial for informing and advancing the field of Arabic foreign language pedagogy including Arabic language teaching, testing and syllabus design. Arabic Second Language Learning and Effects of Input Transfer and Typology provides data driven empirical findings for a number of basic and high frequency morphosyntactic structures with two novel typological language pairings examining

Arabic second language acquisition data from adult L1 Chinese and Russian speaking learners of Arabic as a foreign language Alhawary's study examines the different processes hypotheses and acquisition tendencies from the two learner groups and documents the extent of the successes and challenges faced by such learners in their L2 Arabic grammatical development during the first three years of learning the language. In addition the book offers both theoretical and practical implications related to input exposure L1 and L2 transfer and typological and structural proximity effects. This book serves as a valuable resource for both second language acquisition experts and foreign language teaching practitioners.

Research Design and Methodology in Studies on L2 Tense and Aspect M. Rafael Salaberry, Llorenç Comajoan, 2013-03-22. Research Design and Methodology in Studies on Second Language Tense and Aspect provides an up to date review of past and current methodologies for the study of the L2 acquisition of tense and aspect. More specifically the book addresses the following issues related to the design of studies for research in tense and aspect. Theoretical frameworks e.g. Are research questions investigated within one theoretical approach incompatible with other approaches? Elicitation procedures Do different types of tasks elicit different types of tense aspect data? Coding of data e.g. How are lexical categories defined and coded? Data analysis e.g. What statistical tests are more appropriate to analyze language data? The volume provides new insights into the study of L2 tense aspect by bringing together well renowned scholars with experience in the research design of research this area of the field.

Parameter Resetting and Learnability in the Acquisition of French and Spanish by Adult Native Speakers of English Dalila Ayoun, 1992. The French and Spanish data include grammatical and ungrammatical sentences all the equivalent English sentences are grammatical. Instances of preposition stranding include ten grammatical sentences with pied piping five declaratives and five wh interrogatives and ten ungrammatical sentences with preposition stranding five declaratives and five wh interrogatives. Instances of Exceptional Case marking and dative passive include five grammatical and five ungrammatical sentences. Instances of dative alternation include five double object constructions ungrammatical in French and Spanish and five prepositional constructions grammatical in French and Spanish the results do not indicate strong support for the parameter resetting hypothesis nor for the learnability hypothesis. Subjects successfully acquire some of the properties tested by fail to acquire others.

The L2 Acquisition of Spanish Subjects Margaret Quesada, 2015-07-01. There is a long overdue need to address the sharp philosophical and methodological divide between formal generative and functional discourse perspectives in contemporary theoretical linguistics and L2 acquisition. Language structure in general and the use of subjects in particular is dependent upon multiple syntactic, lexico semantic and discourse pragmatic factors. Therefore the study of L2 acquisition must be equally multi faceted. This volume examines data from over twenty years of research in the L2 acquisition of Spanish subjects from several theoretical perspectives including generative approaches, processing theory, discourse pragmatics and sociolinguistic variationist models. By so doing the author seeks to fulfill two principal objectives the first is to determine the many linguistic and extra linguistic properties of Spanish subjects.

that constrain their acquisition and use and the second is to establish common ground among researchers from varied theoretical persuasions in acquisition studies The author argues throughout the volume that central to native speaker use and L2 acquisition are universal properties ranging from highly specific syntactic principles to more general characteristics of human cognition and a range of these properties is responsible for language acquisition An examination of the diverse body of research that considers a wider scope of universal properties of language can thus bring us closer to a unified account of the L2 acquisition of Spanish subject expression *English Linguistics* ,2006 **The Linguistic Review** ,2006

The British National Bibliography Arthur James Wells,2004 **American Book Publishing Record** ,2003

International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and Humanities and the Social Sciences ,2004 *Book Review Index* ,2006 Every 3rd issue is a quarterly cumulation *Second Language Instruction/acquisition Abstracts* ,1997 Linguistics and Language Behavior Abstracts ,2005 *Le Français moderne* ,2008 Revue de linguistique française *Internationale Bibliographie der Rezensionen wissenschaftlicher Literatur* ,2006 *Forthcoming Books* Rose Arny,2003 **Current Index to Journals in Education** ,2001 *Actes des Journées de linguistique* ,2003

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