



Methods for Assessing Children's Syntax

edited by **Dana McDaniel,**

Cecile McKee, and

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Methods For Assessing Children S Syntax Methods For Assessing Children S Syntax:

Methods for Assessing Children's Syntax Dana McDaniel,Cecile McKee,Helen Smith Cairns,1996 Designed in part as a handbook to assist in the choice and use of methods for investigating children s grammer this volume presents a selection of methods and pointers for designing and conducting experimental studies and for evaluating research **Language Acquisition by Children** Helen Goodluck,2020-06-18 This textbooks introduces the main arguments for an innate domain specific capacity to learn human language It guides you through the growth of language in a typically developing child and also discusses a range of viewpoints introducing the central controversies in the field of language acquisition Taking models and analyses from generative phonology morphology syntax and semantics the author describes children s language acquisition using examples from a wide variety of languages She explores the connections between language and other aspects of human cognition the role of environment in learning and the role in language development of mechanisms for speech production and speech comprehension Extensively illustrated with models and figures each chapter is also followed by a summary box exercises and questions for discussion An appendix of research techniques and suggestions for further reading is also included to provide a Chomskyan introduction to language acquisition for advanced undergraduates and beginning graduate students in linguistics and cognitive science **Third Language Acquisition and Universal Grammar**

Yan-kit Ingrid Leung,2009-01-01 This volume presents studies which approach the relatively new field of third language L3 acquisition from the generative linguistic perspective It aims to bring together researchers who are interested in L3 acquisition and who are at the same time working within the generative framework i e Chomsky s Universal Grammar UG approach to language acquisition A total of nine contributions are included reporting research on L3 involving different combinations of source target languages and investigating various UG related properties **Assessment of Language Disorders in Children** Rebecca J. McCauley,2013-03-07 This book constitutes a clear comprehensive up to date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders Rebecca McCauley describes specific commonly used tools as well as general approaches ranging from traditional standardized norm referenced testing to more recent ones such as dynamic and qualitative assessment

Highlighting special considerations in testing and expected patterns of performance she reviews the challenges presented by children with a variety of problems specific language impairment hearing loss mental retardation and autism spectrum disorders Three extended case examples illustrate her discussion of each of these target groups Her overarching theme is the crucial role of well formed questions as fundamental guides to decision making independent of approach Each chapter features lists of key concepts and terms study questions and recommended readings Tables throughout offer succinct summaries and aids to memory Students their instructors and speech language pathologists continuing their professional education will all welcome this invaluable new resource Distinctive features include A comprehensive consideration of both

psychometric and descriptive approaches to the characterization of children's language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers

Assessing Children's Language in Naturalistic Contexts

Nancy J. Lund, Judith F. Duchan, 1993 *Children's Language and Multilingualism* Jane Simpson, Gillian

Wigglesworth, 2008-10-17 An accessible survey of the linguistic issues facing children growing up in indigenous communities

Harvard Working Papers in Linguistics ,1999 **Linguistics and Language Behavior Abstracts** ,2005 **The**

Development of Language Jean Berko Gleason, 2001 The fifth edition of The Development of Language is written and contributed by leading researchers and covers language acquisition and development from infancy through adulthood. With its organization based on developmental stages of language this book is especially well suited for courses that take a developmental approach. It covers every aspect of language acquisition and development from a lifespan perspective beginning with the earliest attempts to communicate and ending with the language and communication concerns of the aged. The book thoroughly explores syntax morphology semantics phonology and pragmatics. It examines atypical development presents strong coverage of individual differences how and why they occur and provides contemporary references and the most recent research findings. The panel of expert authors provides readers with cutting edge research knowledge in an interesting and highly readable format. For anyone interested in language development across the age span **Studies in Second Language Acquisition** ,1999-03 *Proceedings of the ... West Coast Conference on Formal Linguistics* ,2000

Working Papers in Linguistics ,1999 **Language Development** LouAnn Gerken, 2009 The English word infant is derived from the Latin word meaning unable to speak reflecting the general sense that the transition from infancy into childhood is marked by the production of the child's first word. However modern methods for measuring infant behavior and brain activity suggest that there is a great deal of language learning that goes on before first word production. The book Language Development by LouAnn Gerken Ph D examines both classic and current studies that trace the development of human language from before birth to the early childhood years. By focusing on areas of language development in which a unified set of theoretical issues has been explored the book presents a theoretically and empirically more coherent approach to language development than other books in this discipline. The book also considers the theoretical questions that drive language scientists to pursue these studies. What are the biological underpinnings of language? Why has it proven so difficult to build a computer that learns language? Is language learning like or unlike learning of other abilities such as math or music? How should we best characterize developmental language disorders? This book is aimed at the junior and senior undergraduates and the graduate students enrolled in Language Development across psychology linguistics and

communication disorders For practitioners engaged in working with language development disorders this is the perfect book to stay up to date Each chapter in this book includes valuable highlights of thought questions to help students ponder the content of the chapter Lucid narration of contents has been significantly augmented by ample usage of tables and illustrations

Cahiers Linguistiques D'Ottawa ,2001 **Factivity** Petra Schulz,2003 Challenging existing lexical semantic accounts this book presents a compositional approach to the concept of factivity and its acquisition Factive sentences such as John forgot that he bought wine presuppose the truth of the embedded complement The author argues that a satisfactory characterization of factivity can only be accomplished if its multiple dimensions are acknowledged A thorough examination of the empirical data demonstrates that factivity rather than being a property of the matrix predicate results from the complex interaction of lexical semantic syntactic and discourse semantic factors Focusing on English the predictions of this compositional approach to factivity are tested with production and comprehension data covering children s acquisitional patterns between the ages of 2 and 8 After a comprehensive review of previous studies the author presents two rigorously designed comprehension experiments and a detailed analysis of two longitudinal corpora The child data provides convincing evidence that the multidimensionality of factivity is mirrored in the acquisition process by a stepwise mastery of its different components Children produce and correctly interpret factive structures around age 4 but certain syntactic and discourse semantic properties are not learned before age 7 This book should be of interest to advanced students and researchers in both theoretical linguistics and language acquisition

McGill Working Papers in Linguistics ,2003 **Language** George Melville Bolling,Bernard Bloch,2005 *Acquisition of English* Heini-Marja Järvinen,1999 Yhteenvetö **Communication**

Assessment and Intervention Strategies Lyle L. Lloyd,1976 **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 acquisition 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 specifically devoted to features in language acquisition There are many generativists in SLA including our two series editors Susan Gass and Jacquelyn Schachter When asked if the formalist bias will be a big detraction Jacquelyn said The formal features book will definitely be formalist in tone

Embracing the Beat of Expression: An Emotional Symphony within **Methods For Assessing Children S Syntax Methods For Assessing Children S Syntax**

In a world used by displays and the ceaseless chatter of instant interaction, the melodic beauty and psychological symphony produced by the written word usually disappear into the background, eclipsed by the persistent sound and disturbances that permeate our lives. However, located within the pages of **Methods For Assessing Children S Syntax Methods For Assessing Children S Syntax** a charming literary value brimming with natural emotions, lies an immersive symphony waiting to be embraced. Crafted by an outstanding musician of language, this captivating masterpiece conducts readers on a mental journey, skillfully unraveling the concealed songs and profound affect resonating within each carefully constructed phrase. Within the depths of the moving review, we will discover the book's key harmonies, analyze their entralling publishing type, and surrender ourselves to the profound resonance that echoes in the depths of readers' souls.

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