

# Second Language Syntax

A GENERATIVE INTRODUCTION

Roger Hawkins



Blackwell  
Publishing

# Second Language Syntax

**Michael Hoelscher**



## **Second Language Syntax:**

*Second Language Syntax* Roger Hawkins, 2001-02-08 Adopting the objectives of Chomsky's Principles and Parameters approach to Universal Grammar *Second Language Syntax* takes the reader through the main research findings in second language grammatical development For each area empirical findings are linked to proposals made by linguists working within the Principles and Parameters framework with the aim of developing a theory of second language syntax

*The Acquisition of Second-language Syntax* Susan M. Braid, 1999 An introduction to the acquisition of syntax in a second language which does not assume a detailed background knowledge The text builds a picture of second language grammatical development looking at the results of different approaches and provides a synthesis of research in the area

**Acquisition of Second Language Syntax** Susan Braid, 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

**The Lexicon-syntax Interface in Second Language Acquisition** Roeland van Hout, 2003-01-01 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA

*The Analogy Between First and Second Language Syntax Acquisition* Barbara Joan Richards, 1975

*The Acquisition of Syntax in Romance Languages* Vincent Torrens, Linda Escobar, 2006-01-01 This volume includes a selection of papers that address a wide range of acquisition phenomena from different Romance languages and all share a common theoretical approach based on the Principles and Parameters theory They favour discuss and sometimes challenge traditional explanations of first and second language acquisition in terms of maturation of general principles universal to all languages They all depart from the view that language acquisition can be explained in terms of learning language specific rules constraints or structures The different parts into which this volume is organized reflect different approaches that current research has offered which deal with issues of development of reflexive pronouns determiners clitics verbs auxiliaries Inflection wh movement rsumptive pronouns topic and focus mood the syntax discourse interface topic and focus and null arguments

**The Role of Output in Acquisition of Second Language Syntax** Elizabeth Harriett Glew, 1999

*Linguists of Tomorrow* Kleanthes K. Grohmann, Aljona Shelkova, 2012-04-25 This volume is a selection of papers presented at Linguists of Tomorrow the 1st

Cyprus Postgraduate Conference in Theoretical and Applied Linguistics held at the University of Cyprus on 7-8 May 2010. The collection includes nine chapters by postgraduate students of linguistics as well as two illustrious keynote papers by Prof Barbara Lust and Prof Thomas McFadden. The topics range from theoretical linguistics (syntax, semantics, morphology and phonology) to psycholinguistics, first and second language acquisition, language impairments and language processing and applied linguistics, bilingualism, dictionaries, writing and ethnolinguistics. As such, this collection of papers by established as well as up and coming researchers will appeal to a wide range of scholars, students and academics alike interested in current issues in linguistics.

**The Acquisition of Spanish Morphosyntax** Ana Teresa Pérez-Leroux, Juana Muñoz

Liceras, 2002-12-31. Recent developments in linguistic theory as well as the growing body of evidence from languages other than English provide new opportunities for deeper explorations into how language is represented in the mind of learners. This collection of new empirical studies on the acquisition of Spanish morphosyntax by leading researchers in the field of language acquisition specifically contributes to the characterization of the L1-L2 connection in acquisition. Using L1 and L2 Spanish data from children and adults, the authors seek to address the central questions that have occupied developmental psycholinguists in the final decades of the previous century and that will no doubt continue engaging them into the present one.

Arabic L2 Interlanguage Ghassan Husseinali, 2015-10-23. Arabic L2 Interlanguage is a significant and timely addition to the field of Second Language Acquisition, providing valuable insight into the development of interlanguage, the interim language of early beginners in learners of Arabic. This book clearly establishes what interlanguage is and why it should form an important part of foreign language teaching. Presents the reader with a sequence in which six English speaking learners of Arabic acquire the language. Makes use of the rich morphological and syntactic property of Arabic to offer a new perspective on the field of Second Language Acquisition. Arabic L2 Interlanguage contributes directly towards building a more comprehensive theoretical framework for explaining how L2s are acquired. It will be key text for SLA scholars as well as an important resource for graduate students in Linguistics and Foreign Language Teaching.

*Representational Deficits in SLA*

Neal Snape, Yan-kit Ingrid Leung, Michael Sharwood Smith, 2009. The main focus of this collection is to explore the question of representational deficits in second language acquisition, currently a much debated topic. The volume is intended as a tribute to Roger Hawkins, a leading scholar in generative second language acquisition whose research has been devoted to explaining lack of native-like success in terms of representational deficits. The papers in this volume feature a range of studies all undertaken within a generative linguistic framework which investigate various properties of L2 grammar bearing on the question of whether or not there are representational deficits in the post-critical period L2 learners' grammar. The significance of such deficits, if their existence can be confirmed, is that they provide support for the claim, at least for the type of L2 learner under investigation, that there are insurmountable obstacles to ultimate attainment.

**Inquiries in Linguistic**

**Development** Roumyana Slabakova, Silvina A. Montrul, Philippe Prévost, 2006-04-05. The focus of this collection is on

important themes in L2 acquisition the nature of grammatical systems developed by language learners in L1 acquisition third language acquisition and bilingualism and language attrition The chapters present an interesting mix of theoretical contributions overview studies and experimental designs exploring various research questions such as learnability and access to UG L1 influence the nature of initial and endstate grammars and variability The linguistic domains investigated are also extremely diverse morphosyntax phonology the lexicon argument realization language processing and interface phenomena This book edited and written by McGill University alumni is intended as a tribute to Lydia White s contribution to the field of generative second language acquisition The authors present current work on language acquisition which further investigates several themes developed by White s research Through these state of the art contributions the reader will be able to identify important new directions in which generative language acquisition is developing and expanding

**How Second Languages are Learned** Roger Hawkins,2019 A comprehensive introduction to second language learning for newcomers to the field with frequent summaries and supporting activities *Learnability and the Lexicon* Alan Juffs,1996 This book provides a critical review of recent theories of semantics syntax correspondences and makes new proposals for constraints on semantic structure relevant to syntax Data from several languages are presented which suggest that semantic structure in root morphemes is subject to parametric variation which has effect across a variety of verb classes including locatives unaccusatives and psych verbs The implications for first and second language acquisition are discussed In particular it is suggested that different parametric settings may lead to a learnability problem if adult learners do not retain access to sensitivity to underlying semantic organization and morphological differences between languages provided by Universal Grammar An experiment with Chinese speaking learners of English is presented which shows that learners initially transfer L1 semantic organization to the L2 but are able to retreat from overgeneralisations and achieve native like grammars in this area Suggestions for further research in this rapidly developing area of theory and acquisition research are also made

**Second Language Learning Among Young Children** ,1981 *The Acquisition of Second Language Syntax* Dean Mellow,2006-12 **Handbook of Categorization in Cognitive Science** Henri Cohen,Claire Lefebvre,2005-10-25 Categorization the basic cognitive process of arranging objects into categories is a fundamental process in human and machine intelligence and is central to investigations and research in cognitive science Until now categorization has been approached from singular disciplinary perspectives with little overlap or communication between the disciplines involved Linguistics Psychology Philosophy Neuroscience Computer Science Cognitive Anthropology Henri Cohen and Claire Lefebvre have gathered together a stellar collection of contributors in this unique ambitious attempt to bring together converging disciplinary and conceptual perspectives on this topic Categorization is a key concept across the range of cognitive sciences including linguistics and philosophy yet hitherto it has been hard to find accounts that go beyond the concerns of one or two individual disciplines The Handbook of Categorization in Cognitive Science provides just the sort of interdisciplinary

approach that is necessary to synthesize knowledge from the different fields and provide the basis for future innovation  
Professor Bernard Comrie Department of Linguistics Max Planck Institute for Evolutionary Anthropology Germany Anyone  
concerned with language semantics or categorization will want to have this encyclopedic collection Professor Eleanor Rosch  
Dept of Psychology University of California Berkeley USA [Mind Matters in SLA](#) Clare Wright, Thorsten Piske, Martha  
Young-Scholten, 2018-09-21 This book examines key issues in theories of what language is and what happens in the mind  
during second language acquisition SLA inspiring readers to think in new and exciting ways about language learning and  
teaching Chapters written by both established and rising star scholars provide cutting edge insights and new empirical  
findings on major topics of formal and cognitive linguistics psycholinguistics and second language development and offer a  
coherent wide ranging reader friendly examination of learner internal factors in SLA The first section of the book focuses on  
issues that are pertinent to our understanding of language acquisition particularly in relation to syntax The second section  
comprises empirical chapters on syntax the lexicon phonetics phonology and language production in English and other  
languages These chapters refer to theories and frameworks from within SLA to enable the reader to grasp the key questions  
and issues that are currently relevant The final section focuses on research relating to how second language L2 learners  
make transitions from one stage of development to the next it covers state of the art psycholinguistic research concerning  
how L2 acquisition occurs in real time and includes discussion of models of L2 development both in and out of the classroom

*Key Terms in Second Language Acquisition* Bill VanPatten, Alessandro G. Benati, 2010-01-04 Key Terms in Second  
Language Acquisition includes definitions of key terms within second language acquisition and also provides accessible  
summaries of the key issues within this complex area of study The final section presents a list of key readings in second  
language acquisition that signposts the reader towards classic articles and also provides a springboard to further study The  
text is accessibly written with complicated terms and concepts explained in an easy to understand way Key Terms in Second  
Language Acquisition is an essential resource for students [Second Language Instruction/acquisition Abstracts](#) ,1997

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