

Incomplete Acquisition In Bilingualism Re Examining The Age Factor Studies In Bilingualism By Silvina A Montrul 2009 08 27

A pioneering study of heritage languages, from a leading scholar in this area of study world-wide.

Prominent researchers from the US, Mexico, Chile, Colombia and Spain contribute experimental reports on language development of children who are acquiring Spanish. The chapters cover a wide range of dimensions in acquisition: comprehension and production; monolingualism and bilingualism; typical development, children who are at risk and children with language disorders, phonology, semantics, and morphosyntax. These studies will inform linguistic theory development in clinical linguistics as well as offer insights on how language works in relation to cognitive functions that are associated with when children understand or use language. The unique data from child language offer perspectives that cannot be drawn from adult language. The first part is dedicated to the acquisition of Spanish as a first or second language by typically-developing children, the second part offers studies on children who are at risk of language delays, and the third part focuses on children with specific language impairment, disorders and syndromes.

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This volume is a collection of papers presented at the 12th Generative Approaches to Language Acquisition Conference held at the University of Nantes, France, in 2015. Language acquisition, a field of inquiry that has witnessed continuous growth during the past four decades, is central to building a detailed understanding of the human amazing capacity to develop language. The papers gathered here reflect the current research in the field of first, second and heritage language acquisition, addressing a variety of topics in syntax, semantics, phonology and their interfaces, from a wide range of languages such as Tashlhiyt Berber, English, German, Italian, Japanese, Mandarin, European Portuguese, Heritage Portuguese, Romanian, Serbian, Heritage Sign Language, and Yudja. This volume will thus serve as a valuable reference guide to all scholars interested in (first/second/bilingual) language acquisition, multilingualism, heritage languages, sign language, language pathology and impairment, and experimental research in linguistics.

It's hard to conceive of a topic of more broad and personal interest than the study of the mind. In addition to its traditional investigation by the disciplines of psychology, psychiatry, and neuroscience, the mind has also been a focus of study in the fields of philosophy, economics, anthropology, linguistics, computer science, molecular biology, education, and literature. In all these approaches, there is an almost universal fascination with how the mind works and how it affects our lives and our behavior. Studies of the mind and brain have crossed many exciting thresholds in recent years,

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and the study of mind now represents a thoroughly cross-disciplinary effort.

Researchers from a wide range of disciplines seek answers to such questions as: What is mind? How does it operate? What is consciousness? This encyclopedia brings together scholars from the entire range of mind-related academic disciplines from across the arts and humanities, social sciences, life sciences, and computer science and engineering to explore the multidimensional nature of the human mind.

Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances

Heritage Languages and Their Speakers

Foundations of Bilingual Memory

Bilingualism in Action

A Parents' Guide

The Handbook of Bilingualism and Multilingualism

A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of

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advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists, The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language.

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The Oxford Handbook of Chinese Linguistics offers a broad and comprehensive coverage of the entire field from a multi-disciplinary perspective. All chapters are contributed by leading scholars in their respective areas. This Handbook contains eight sections: history, languages and dialects, language contact, morphology, syntax, phonetics and phonology, socio-cultural aspects and neuro-psychological aspects. It provides not only a diachronic view of how languages evolve, but also a synchronic view of how languages in contact enrich each other by borrowing new words, calquing loan translation and even developing new syntactic structures. It also accompanies traditional linguistic studies of grammar and phonology with empirical evidence from psychology and neurocognitive sciences. In addition to research on the Chinese language and its major dialect groups, this handbook covers studies on sign languages and non-Chinese languages, such as the Austronesian languages spoken in Taiwan.

Despite the significant presence of Cuban immigrants in the United States, current research on Cuban Spanish linguistics remains underexplored. This volume addresses this lacuna in Cuba

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Spanish research by providing a state-of-the-art collection of articles from a range of theoretical perspectives and linguistic areas, including phonological and phonetic variation, morphosyntactic approaches, sociolinguistic perspectives, and heritage language acquisition. Given increasing interest in Cuban Spanish among graduate students and faculty, this volume is a timely and highly relevant contribution to Hispanic linguistics and Cuban Spanish dialectology in particular. This book presents a comprehensive, state-of-the-art treatment of the acquisition of Indo- and Non-Indo-European languages in various contexts, such as L1, L2, L3/Ln, bi/multilingual, heritage languages, pathology as well as language impairment, and sign language acquisition. The book explores a broad mix of methodologies and issues in contemporary research. The text presents original research from several different perspectives, and provides a basis for dialogue between researchers working on diverse projects with the aim of furthering our understanding of how languages are acquired. The book proposes and refines new theoretical constructs, e.g. regarding the complexity of linguistic features as a relevant factor forming children's,

adults' and bilingual individuals' acquisition of morphological, syntactic, discursive, pragmatic, lexical and phonological structures. It appeals to students, researchers, and professionals in the field.

A Crosslinguistic Perspective

Theoretical and Applied Approaches

Foundations of Bilingual Education and Bilingualism

Innovative Research and Practices in Second Language Acquisition and Bilingualism

Multilingual Individuals and Multilingual Societies

Encyclopedia of the Mind

Foundations of Bilingual Memory provides a valuable update to the field of bilingual memory and offers a new psychological perspective on how the bilingual mind encodes, stores, and retrieves information. This volume emphasizes theoretical issues, such as classic memory approaches, Compound-Coordinate Bilingualism, Bilingual Dual Coding Theory, and Working Memory, about which relatively little has been written in the bilingual domain. Also covered are:

- The neuropsychology of bilingual memory
- Applied issues (such as false memories and bilingualism, emotion and memory)
- Empirical findings in support of the uniqueness of the different memory systems of the

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bilingual individual • Connectionist models of bilingualism The volume represents the first book of its kind, in stressing a memory perspective with regards to bilingual speakers. It can serve as an advanced text for both undergraduate and graduate level students and it will be of great interest to the growing number of bilingual teachers and university classes interested in understanding the bilingual mind, as well as in preparing teachers to work with the bilingual individual.

The present volume represents a variety of portraits of what happens when families attempt to raise children in Spanish while living in English-speaking societies. Aided by the foregrounding chapter by Suzanne Romaine about language and identity and the afterword by Carol Klee that ties together many issues brought up throughout the collection, the reader gains a more complete understanding of the variables that contribute to Spanish bilingualism in English-speaking societies, and by extension a more complete understanding of the dynamic nature of bilingualism in general. This volume, the first of its kind, brings together an impressive array of sociolinguistic environments while keeping the two languages constant. We hope that it marks the beginning of comparative analyses of bilingualism, acquisition outcomes, and identity construction across environments that share the same languages, but where important disparities exist in the sociolinguistic landscapes.

Age effects have played a particularly prominent role in some theoretical perspectives on

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second language acquisition. This book takes an entirely new perspective on this issue by re-examining these theories in light of the existence of apparently similar non-native outcomes in adult heritage speakers who, unlike adult second language learners, acquired two or more languages in childhood. Despite having been exposed to their family language early in life, many of these speakers never fully acquire, or later lose, aspects of their first language sometime in childhood. The book examines the structural characteristics of "incomplete" grammatical states and highlights how age of acquisition is related to the type of linguistic knowledge and behavior that emerges in L1 and L2 acquisition under different environmental circumstances. By underscoring age of acquisition as a unifying factor in the study of L2 acquisition and L1 attrition, it is claimed that just as there are age effects in L2 acquisition, there are also age effects, or even perhaps a critical period, in L1 attrition. The book covers adult L2 acquisition, attrition in adults and in children, and includes a comparison of adult heritage language speakers and second language learners.

From structure to chaos: twenty years of modeling bilingualism / Diane Larsen-Freeman, Monika S. Schmid and Wander Lowie -- Psycholinguistic perspectives on language processing in bilinguals / Judith Kroll and Daan Hermans -- Triggered codeswitching: evidence from picture naming experiments / Mirjam Broersma -- Working memory capacity, inhibitory control, and proficiency in a second language / Susan Gass and

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Junkyu Lee -- Explanations of associations between L1 and L2 literacy skills / Jan H. Hulstijn -- The acquisition, attrition, and relearning of mission vocabulary / Lynne Hansen -- Second language attrition: theory, research and challenges / Lelia Murtagh -- Contact X time: external factors and variability in L1 attrition / Monika S. Schmid -- The shifting structure of emotion semantics across immigrant generations: effects of the second culture on the first language / Robert W. Schrauf and Julia Sanchez -- Bilingualism, code-switching and aging: a myth of attrition and a tale of collaboration / Michael Clyne -- Language reversion versus general cognitive decline: towards a new taxonomy of language change in elderly bilingual immigrants / Merel Keijzer -- A dynamic model of expert-novice co-adaptation during language learning and acquisition / Paul van Geert, Henderien Steenbeek and Marijn van Dijk -- The dynamics of multilingualism: Levelt's speaking model revisited / Wander Lowie and Marjolijn Verspoor -- Epilogue: twenty years of modeling bilingualism, from chaos to structure and back again / Bert Weltens

The Oxford Handbook of Chinese Linguistics
Theoretical Perspectives and Empirical Findings
Understanding Interfaces
The Oxford Handbook of Language Attrition
The Psycholinguistics of Bilingualism

Language Acquisition at the Interfaces

The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels.

Language processing is considered as an important part of cognition, with an ever-increasing amount of studies conducted on this field. This volume brings together research on language processing and disorders presented at the Experimental Psycholinguistics Conference in Madrid. It covers topics ranging across syntax processing, second language acquisition, bilingualism, lexical processing, and language disorders. The contributions here include studies about universal quantifiers, prepositional phrases, relative clauses, argument structure, personal pronouns, modal particles, anaphoras, relative clauses, long distance extractions, light verbs, small clauses, inflectional morphology, focus particles, prosody, acoustics, and phonotactics.

The Psycholinguistics of Bilingualism presents a comprehensive introduction to the foundations of bilingualism, covering language processing, language acquisition, cognition and the bilingual brain. This thorough introduction to the psycholinguistics of bilingualism is accessible

to non-specialists with little previous exposure to the field Introduces students to the methodological approaches currently employed in the field, including observation, experimentation, verbal and computational modelling, and brain imaging Examines spoken and written language processing, simultaneous and successive language acquisition, bilingual memory and cognitive effects, and neurolinguistic and neuro-computational models of the bilingual brain Written in an accessible style by two of the field's leading researchers, together with contributions from internationally-renowned scholars Featuring chapter-by-chapter research questions, this is an essential resource for those seeking insights into the bilingual mind and our current knowledge of the cognitive basis of bilingualism

Heritage speakers are native speakers of a minority language they learn at home, but due to socio-political pressure from the majority language spoken in their community, their heritage language does not fully develop. In the last decade, the acquisition of heritage languages has become a central focus of study within linguistics and applied linguistics. This work centres on the grammatical development of the heritage language and the language learning trajectory of heritage speakers, synthesizing recent experimental research. The Acquisition of Heritage Languages offers a global perspective, with a wealth of examples from heritage languages around the world.

Written in an accessible style, this authoritative and up-to-date text is essential reading for professionals, students, and researchers of all levels working in the fields of sociolinguistics, psycholinguistics, education, language policies and language teaching.

Language in Development

Modeling Bilingualism

From Structure to Chaos : in Honor of Kees de Bot

East Asian and International Perspective

**Language Development, Interaction, and Maintenance in Sign Language
Contact Situations**

Studies and Global Perspectives of Second Language Teaching and Learning

Statements like "Ich kann doch nicht shufflen!" or other language mixings belong to the everyday life of bilingual children. This book deals exactly with this topic and contains a case study about English-German bilinguals having lived in Great Britain and the U.S. and now growing up in Germany. Thereby, the study is based on the current theory of bilingualism. The study was conducted with a family living in Germany whereby the children were 8, 10 and 12 years old. They were studied for 2 weeks in their everyday lives, and the results should be of interest for all kinds of readers who are interested in languages and their acquisition or who are personally involved in

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bilingualism. In chapter 1, the term 'bilingualism' is described briefly, the reasons for the chosen topic are portrayed, and the family of the case study and their special situation is introduced. In the next chapter, a general overview about the theoretical background of bilingualism is given. Important sub items of this chapter are the current status of research, the ways in which bilinguals can be categorized, the 'one person – one language principle' and interferences and code-mixing as important components of bilingualism. In chapter 3, the case study itself is presented. Here, the aims, methodology and materials of the study are described. Subsequently, the results of the case study are brought into relation with the underlying linguistic theory. At the end of the book, the findings of the study are summarized, and further, the consequences for the three children's language acquisition processes are drawn. By combining theoretical analysis and empirical investigation, this monograph investigates the status of interfaces in Minimalist linguistic theory, second language acquisition and native language attrition. Two major questions are currently under debate: (1) what exactly makes a linguistic phenomenon an 'interface phenomenon', and (2) what is the specific role that the interfaces play in explaining language loss and persistent problems in second language acquisition? Answers to these questions are provided by a theoretical examination

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of the role that economy and computational efficiency play in recent Minimalist models of the language faculty, as well as by evidence obtained in two empirical studies examining the acquisition and attrition of two interface phenomena: Spanish subject realization and word order variation. The result is a new definition of 'interface phenomena' which deemphasizes syntactic complexity and focuses on the effect of interface interpretive conditions on syntactic structure. This work also shows that representational deficits cannot be ruled out in the acquisition and attrition of interface structures. The contributions in this volume explore the grammars of moribund varieties of heritage Germanic languages and contribute to theoretical investigations of heritage language grammars. This volume brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning. Following these two sections, Part III provides a summative commentary of the theories explored in the

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volume along with suggestions for future research directions. The book is intended to act as a valuable reference for scholars, applied linguists, specialists in pedagogy, language educators, and anyone wishing to gain an overview of current issues in SLA and bilingualism.

Bilingual Youth

Cuban Spanish Dialectology

Language Processing and Disorders

Language Dominance in Bilinguals

Incomplete Acquisition in Bilingualism

Second language acquisition and first language attrition of Spanish
subject realization and word order variation

Incomplete Acquisition in Bilingualism Re-examining the Age Factor
John Benjamins Publishing

****Honored as a 2013 Choice Outstanding Academic Title**** Comprising state-of-the-art research, this substantially expanded and revised Handbook discusses the latest global and interdisciplinary issues across bilingualism and multilingualism. Includes the addition of ten new authors to the contributor team, and coverage of seven new topics ranging from global media to heritage language learning Provides extensively revised coverage of bilingual and multilingual communities, polyglot aphasia, creolization, indigenization,

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linguistic ecology and endangered languages, multilingualism, and forensic linguistics Brings together a global team of internationally-renowned researchers from different disciplines Covers a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling Assesses the latest issues in worldwide linguistics, including the phenomena and the conceptualization of 'hyperglobalization', and emphasizes geographical centers of global conflict and commerce

Much recent scholarship has sought to identify the linguistic and social factors that favor the expression or omission of subject pronouns in Spanish. This volume brings together leading experts on the topic of language variation in Spanish to provide a panoramic view of research trends, develop probabilistic models of grammar, and investigate the impact of language contact on pronoun expression. The book consists of three sections. The first studies the distributional patterns and conditioning forces on subject pronoun expression in four monolingual varieties—Dominican, Colombian, Mexican, and Peninsular—and makes cross-dialectal comparisons. In the second section, experts explore Spanish in contact with English, Maya, Catalan, and Portuguese to determine the extent to which each language influences this syntactic variable. The final section examines the acquisition of variable subject pronoun expression among monolingual

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and bilingual children as well as adult second language learners. Code-switching – the alternating use of two languages in the same stretch of discourse by a bilingual speaker – is a dominant topic in the study of bilingualism and a phenomenon that generates a great deal of pointed discussion in the public domain. This handbook provides the most comprehensive guide to this bilingual phenomenon to date. Drawing on empirical data from a wide range of language pairings, the leading researchers in the study of bilingualism examine the linguistic, social and cognitive implications of code-switching in up-to-date and accessible survey chapters. The Cambridge Handbook of Linguistic Code-switching will serve as a vital resource for advanced undergraduate and graduate students, as a wide-ranging overview for linguists, psychologists and speech scientists and as an informative guide for educators interested in bilingual speech practices.

A Practical Guide for the Classroom

Bilingual Development and Literacy Learning

Memory, Language, and Bilingualism

Introduction to Bilingualism

The Cambridge Handbook of Linguistic Code-switching

The Acquisition of Heritage Languages

Explorations of language development in different types of learner populations and across various languages. This volume

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examines language development in different types of learner populations and across various languages. The contributors analyze experimental studies of child and adult language acquisition, heritage language development, bilingualism, and language disorders. They consider theoretical and methodological issues; language development in children, discussing topics that range from gestures to errors in person and number agreement; and development and attrition of (morpho)syntactic constructions in second language learners, bilinguals, and Alzheimer's patients. The approach is "crosslinguistic" in three senses of the word: the contributors offer analyses of acquisition phenomena in different languages; they consider "crosslinguistic influence," or the potential effects of multiple languages on one another in the mind of the same speaker; and (in a novel use of the term, proposed by the editors) the chapters bring together theoretical and methodological approaches pertinent to the linguistics of language development in children, adults, and heritage speakers.

The language experience of children developing in linguistically diverse environments is subject to considerable variation both

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in terms of quantity and quality of language exposure. It is an open question how to investigate language exposure patterns and more important which factors are relevant for successful language learning. For example, children acquiring a minority language, including a signed language, are exposed to less variety of input than children acquiring a more global language. This is because they are living in a smaller linguistic community and with fewer occasions to use the language in everyday life. Despite this reduced input, most native signers are successful language learners. In contrast native language competence is not always achieved in signing deaf children with hearing parents or those with cochlear implants learning a spoken language. A similar outcome but with very different reasons has also been reported for hearing children with language impairment. In these populations acquisition of morphosyntactic aspects is developing atypically ending with an uncomplete linguistic repertoire. The circumstances of exposure during language development tend to differ in significant ways with respect to a large number of factors, such as, (i) length, quality and quantity of input, (ii) social status and attitudes

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toward the language, (iii) cognitive abilities required for language learning, and (iv) age of first exposure. Having early exposure to a range of different speakers is important in the acquisition of any language and may affect language proficiency. However, negative societal attitudes or a cognitive based disadvantage may create an unfavourable learning environment that prevents language learning from surfacing typically. This situation inevitably generates a different type of exposure for the child and consequently different language competence. In this Research Topic we intend to encourage the debate on social, linguistic and cognitive factors at play for designing an effective environment for language acquisition aiming at integrating linguistic variables coming from theoretical studies on language with environmental variables, such as, measures of language input or cognitive abilities on functions ancillary to language development.

Heritage language (HL) education has as its primary aims to help learners regain, develop, or maintain their HL while gaining deeper understanding of their cultural heritage. The topic has gained traction in recent years, as the interest in bilingual

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education and the numbers of people speaking English as a second language have grown. Teachers play a vital role in advancing HL learning (HLL). This edited volume presents them with the knowledge and tools necessary to overcome common obstacles in HLL based on cutting-edge research. In twelve chapters, contributors address the various types of challenges faced in trying to transfer research findings into new teaching approaches and encourages teacher innovation. Part I reviews fundamental issues in curricular, teacher, and program development, while Part II addresses pedagogical strategies, techniques, and approaches. The book seeks to answer questions such as, What are the best ways to help HLL acquire language for use in professional settings? How should HL learners' skills be assessed? How should new HL programs be designed? How do we define HL learners? How do we prepare teachers to meet their needs? While many HLL books focus on Spanish, information on multiple languages is included in this book.

This volume is the first handbook dedicated to language attrition, the study of how a speaker's language may be affected by crosslinguistic interference and non-use. Topics covered

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include theoretical implications, psycho- and neurolinguistic approaches, linguistic and extralinguistic factors, L2 attrition, and heritage languages.

3 Children - 3 „Genglishes“: A Linguistic Case Study with Bilingual Children

Language Development and Disorders in Spanish-speaking Children Bilingual Children

Variation, Contact, and Change

Re-examining the Age Factor

New Trends in Language Acquisition Within the Generative Perspective

A major part of this book is devoted to the presentation of a series of proposals for collaborative research with investigators working in East Asia on cross-writing system comparisons and bilingual literacy - comparing alphabetic and morpho-syllabic literacy.

The 25 contributions of this volume represent a selection from the more than 120 papers originally presented at the International Conference on

Multilingual Individuals and Multilingual Societies (MIMS), held in Hamburg (October 2010) and organized by the Collaborative Research Center

Multilingualism after twelve years of successful research. It presents a panorama of contemporary research in multilingualism covering three fields of investigation: (1) the simultaneous and successive acquisition of more than one language, including language attrition in multilingual settings, (2) historical aspects of multilingualism and variance, and (3) multilingual communication. The papers cover a vast variety of linguistic phenomena including morphology, syntax, segmental and prosodic phonology as well as discourse production and language use, taking both individual and societal aspects of multilingualism into account. The languages addressed include numerous Romance, Slavic and Germanic varieties as well as Welsh, Hungarian, Turkish, and several South African autochthonous languages.

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned.

Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission

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of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions. A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues. When two or more languages are part of a child's world, we are presented with a rich opportunity to learn something about language in general and about how the mind works. In this book, Norbert Francis examines the development of bilingual proficiency

and the different kinds of competence that come together in making up its component parts. In particular, he explores problems of language ability when children use two languages for tasks related to schooling, especially in learning how to read and write. He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language-speaking community in Mexico. This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today, including the distinction between competence and proficiency, modularity, and the Poverty of Stimulus problem. Francis proposes that competence (knowledge) should be considered as an integral component of proficiency (ability) rather than something separate and apart, arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study. The bilingual indigenous language project illustrates how the concepts of modularity and the competence-proficiency distinction in particular might be applied to problems of language learning and literacy. Few investigations of indigenous language and culture approach bilingual research problems from a cognitive science perspective. By suggesting connections to broader cognitive and linguistic issues, Francis points the way to further research along these lines.

Societal Discourses and Contact Phenomena

Bilingual Competence and Bilingual Proficiency in Child Development

Spanish in English-speaking Societies

The Handbook of Advanced Proficiency in Second Language Acquisition

A Cross-Dialectal Perspective

Grammatical development in second languages. Exploring the boundaries of
Processability Theory

A comprehensive and interdisciplinary approach to the study
of memory, language and cognitive processing across various
populations of bilingual speakers.

This practical and reassuring guide will enable readers to
make informed decisions about how to raise their child
bilingually.

A new model of bilingualism unifying psycholinguistics and
sociolinguistics that explains how multiple factors interact
within and across bilingual minds.

There is growing interest in heritage language
learners—individuals who have a personal or familial
connection to a nonmajority language. Spanish learners

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represent the largest segment of this population in the United States. In this comprehensive volume, experts offer an interdisciplinary overview of research on Spanish as a heritage language in the United States. They also address the central role of education within the field. Contributors offer a wealth of resources for teachers while proposing future directions for scholarship.

The State of the Field

Innovative Strategies for Heritage Language Teaching

Multilingualism in the Baltic States

Spanish as a Heritage Language in the United States

Issues of Measurement and Operationalization

Proceedings of GALA 2015

This volume provides a unique cross-disciplinary perspective on the external ecological and internal psycholinguistic factors that determine sign bilingualism, its development and maintenance at the individual and societal levels. Multiple aspects concerning the dynamics of contact situations involving a signed and a spoken or a written language are covered in detail, i.e. the development of the languages

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in bilingual deaf children, cross-modal contact phenomena in the productions of child and adult signers, sign bilingual education concepts and practices in diverse social contexts, deaf educational discourse, sign language planning and interpretation. This state-of-the-art collection is enhanced by a final chapter providing a critical appraisal of the major issues emerging from the individual studies in the light of current assumptions in the broader field of contact linguistics. Given the interdependence of research, policy and practice, the insights gathered in the studies presented are not only of scientific interest, but also bear important implications concerning the perception, understanding and promotion of bilingualism in deaf individuals whose language acquisition and use have been ignored for a long time at the socio-political and scientific levels.

This edited collection provides an overview of linguistic diversity, societal discourses and interaction between majorities and minorities in the Baltic States. It presents a wide range of methods and research paradigms including folk linguistics, discourse analysis, narrative analyses, code alternation, ethnographic observations, language learning motivation, languages in education and language acquisition.

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Grouped thematically, its chapters examine regional varieties and minority languages (Latgalian, Võro, urban dialects in Lithuania, Polish in Lithuania); the integration of the Russian language and its speakers; and the role of international languages like English in Baltic societies. The editors' introductory and concluding chapters provide a comparative perspective that situates these issues within the particular history of the region and broader debates on language and nationalism at a time of both increased globalization and ethno-regionalism. This book will appeal in particular to students and scholars of multilingualism, sociolinguistics, language discourses and language policy, and provide a valuable resource for researchers focusing on Baltic States, Northern Europe and the post-Soviet world in the related fields of history, political science, sociology and anthropology.

Subject Pronoun Expression in Spanish

Sign Bilingualism

Moribund Germanic Heritage Languages in North America