

Early Syntactic Development:
A Cross-Linguistic Study with
Special Reference to Finnish
(Cambridge Studies in
Linguistics)

Bowerman, Melissa

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Early Syntactic Development A Cross Linguistic Study With Special Reference To Finnish

Melissa Bowerman



Early Syntactic Development A Cross Linguistic Study With Special Reference To Finnish:

Early Syntactic Development Melissa Bowerman, 1973-06-21 First published in 1973 this important work was the first systematic attempt to apply theoretical and methodological tools developed in America to the acquisition of a language other than English Dr Bowerman presents and analyses data from a longitudinal investigation of the early syntactic development of two Finnish children and compares their speech at two stages of development with that of American Samoan and Luo children The four language families Finno Ugric Indo European Malayo Polynesian and Nilotic respectively with very different structures and this is the first systematic comparison of the acquisition of several types of native language within a common analysis Similarities in the linguistic behaviour of children learning these four different languages are used to evaluate hypotheses about universals of language and to generate new proposals *Early Syntactic Development. A*

Cross-linguistic Study with Special Reference to Finnish. [Mit Tab.] Melissa Bowerman, 1973

Learning to Talk: a Cross-linguistic Study of Early Syntactic Development Melissa Foster Bowerman, 1970 **The Crosslinguistic Study of Language Acquisition** Dan Isaac Slobin, 2014-02-25 Continuing the tradition of this series which has become a standard reference work in language acquisition Volume 4 contains chapters on three additional languages language groups Finnish Greek and Korean The chapters are selective critical reviews rather than exhaustive summaries of the course of development of each language Authors approach the language in question as a case study in a potential crosslinguistic typology of acquisitional problems considering those data which contribute to issues of general theoretical concern in developmental psycholinguistics and linguistic theory Each chapter therefore provides the following Grammatical Sketch of Language Brief grammatical sketch of the language or language group presenting those linguistic facts which are relevant to the developmental analysis Sources of Evidence Summary of basic sources of evidence characterizing methods of gathering data and listing key references Overall Course of Development Brief summary of the overall course of development in the language or language group giving an idea of the general problems posed to the child in acquiring a language of this type summarizing typical errors domains of relatively error free acquisition and the timing of acquisition areas of the grammar that show relatively precocious or delayed development in crosslinguistic perspective Data Specific developmental aspects of the language examined in depth depending on each individual language and available acquisition data Conclusions An interpretive summary of theoretical points raised above attending to general principles of language development and linguistic organization suggested by the study of a language of this type plus comparisons with development of other languages **Syntactic Development** William O'Grady, 2007-12-01 Syntactic Development presents a broad critical survey of the research literature on child language development Giving balanced coverage to both theoretical and empirical issues William O Grady constructs an up to date picture of how children acquire the syntax of English Part 1 offers an overview of the developmental data pertaining to a range of syntactic phenomena including word order subject drop embedded clauses

wh questions inversion relative clauses passives and anaphora Part 2 considers the various theories that have been advanced to explain the facts of development as well as the learnability problem reporting on work in the mainstream formalist framework but also considering the results of alternative approaches Covering a wide range of perspectives in the modern study of syntactic development this book is an invaluable reference for specialists in the field of language acquisition and provides an excellent introduction to the acquisition of syntax for students and researchers in psychology linguistics and cognitive science

The Acquisition of Romance, With Special Reference To French Eve Clark, 2016-01-08 First published in 1986 This edition offers a grammatical sketch of French with occasional comments on how other Romance languages diverge from this picture a brief account of the sources available on language acquisition by children and a summary of the overall course of development in children acquiring the major Romance languages The remainder of the review takes up different facets of the language acquisition process in more detail

Syntactic Development, Its Input and Output Anat Ninio, 2011-03-03 This important new book places the syntactic learning process under close scrutiny Its focus is on the characteristics of linguistic input and the resultant output which it suggests do not follow the orderly uniform processes assumed by some versions of formalistic linguistic theory

Laura Jeni Ellen Yamada, 1990 The case of Laura also known as Marta a young retarded woman with a testable IQ of 40 provides the opportunity to address key issues concerning the relationships between language and other mental functions as well as among the components of language use The case shows that language can develop and function in spite of marked pervasive cognitive deficiencies and it provides clinical evidence in support of the notion that language is an independent cognitive ability Possibly the most in depth and comprehensive study of selectively intact language done to date this case counters claims that cognitive social interactive and perceptual factors can wholly account for language acquisition and upholds the notion that language is a highly evolved specialized human ability driven at least in part by a set of principles seen in no other cognitive domains Jeni Yamada presents Laura's provocative performance profile of relatively advanced linguistic abilities alongside significantly impaired nonlinguistic skills Laura differs from other subjects studied in that her cognitive impairment is particularly marked In addition her syntactic and semantic knowledge are more dissociated than previously studied subjects As the data on Laura unfold they show that language can emerge and develop despite limited nonlinguistic cognitive abilities including those hypothesized to be prerequisite for language or to reflect underlying principles necessary for both nonlinguistic and linguistic development In addition the case indicates that various components of language are separable and differentially related to nonlanguage abilities Jeni E Yamada is coauthor with Susan Curtiss of the Curtiss Yamada Comprehensive Language Evaluation Test and is currently an independent scholar working in the Boston area

The Resilience of Language Susan Goldin-Meadow, 2005-04-05 Imagine a child who has never seen or heard any language at all Would such a child be able to invent a language on her own Despite what one might guess the children described in this book make it clear that the answer

to this question is yes The children are congenitally deaf and cannot learn the spoken language that surrounds them In addition they have not yet been exposed to sign language either by their hearing parents or their oral schools Nevertheless the children use their hands to communicate they gesture and those gestures take on many of the forms and functions of language The properties of language that we find in the deaf children s gestures are just those properties that do not need to be handed down from generation to generation but can be reinvented by a child de novo the resilient properties of language This book suggests that all children deaf or hearing come to language learning ready to develop precisely these language properties In this way studies of gesture creation in deaf children can show us the way that children themselves have a large hand in shaping how language is learned

Explanations in the Study of Child Language Development Martin

Atkinson,1982-02-18 Dr Atkinson s work has grown out of a deep satisfaction with the state of theorising in child language development Critical analysis of superficially attractive theories showed that they had no real explanatory power Yet no coherent framework had been proposed for evaluating theorising in this area A central tenet of this volume is that theories of language development should be relatable to some general view of human development and on this basis Dr Atkinson presents a number of conditions that any adequate theory of language development should satisfy The major theories in most areas of language acquisition in particular work in semantic syntactic and functional development are then systematically examined in the light of these conditions and found wanting In a final chapter the author relates his work to recent studies in the formal theory of learnability This scholarly critique should be read by anyone with a serious interest in the study of child language development and will undoubtedly have a singular impact on the field

Developing Language and Literacy Ronit

Levie,Amalia Bar-On,Orit Ashkenazi,Elitzur Dattner,Gilad Brandes,2022-10-07 This volume dedicated to Dorit Ravid offers 29 new chapters on the multiple facets of spoken and written language learning and usage from a group of illustrious scholars and scientists focusing on typologically different languages and anchored in a variety of communicative settings The book encompasses five interrelated yet distinct topics One set of studies is in the field of developmental psycholinguistics covering the acquisition of lexical and grammatical categories from toddlerhood to adolescence A second topic involves a section of studies on the interface of cognition and language with chapters on processing production comprehension teaching and learning language in usage and in historical perspective A third topic involves a theoretical and applied perspectives on the acquisition and development of literacy competence including reading writing spelling and text production A fourth topic brings together an array of studies on social environmental and clinical diversity in language highlighting novel issues in multilingualism immigration language and literacy disorders Finally a section of the volume examines in depth questions in Modern Hebrew linguistics as the home language and launching base of Dorit Ravid s research work

The Minimalist

Parameter Galina M. Alexandrova,Olga Arnaudova,2001 In view of its exploratory nature Chomsky s minimalist model has undergone multiple changes triggering in response numerous proposals that are consistent with the tendencies that it

follows or anticipates and numerous proposals that offer alternatives to it A good illustration of the variety of parallel proposals is provided in the present volume The articles derive from papers read at the Challenges of Minimalism session of the Open Linguistics Forum held in Ottawa in March 1997 This OLF meeting started as a graduate student initiative but because of the topic chosen attracted a wide and international audience The twenty contributions are grouped in five sections I Syntactic Structure Relations Operations II Syntactic Movement Cyclicity Optionality Non overtness III Case Topic Focus Interrogativity IV Ellipsis Reconstruction and Related Phenomena V DPs Features and Syntactic Relations

Machine Learning of Natural Language David M.W. Powers, Christopher C.R. Turk, 2012-12-06 We met because we both share the same views of language Language is a living organism produced by neural mechanisms relating in large numbers as a society Language exists between minds as a way of communicating between them not as an autonomous process The logical rules seem to us an epiphenomena of the neural mechanism rather than an essential component in language This view of language has been advocated by an increasing number of workers as the view that language is simply a collection of logical rules has had less and less success People like Yorick Wilks have been able to show in paper after paper that almost any rule which can be devised can be shown to have exceptions The meaning does not lie in the rules David Powers is a teacher of computer science Christopher Turk like many workers who have come into the field of AI Artificial Intelligence was originally trained in literature He moved into linguistics and then into computational linguistics In 1983 he took a sabbatical in Roger Shank's AI project in the Computer Science Department at Yale University Like an earlier visitor to the project John Searle from California Christopher Turk was increasingly uneasy at the view of language which was used at Yale

The Oxford Handbook of Experimental Syntax Jon Sprouse, 2023-05-23 This volume showcases the contributions that formal experimental methods can make to syntactic research in the 21st century Syntactic theory is both a domain of study in its own right and one component of an integrated theory of the cognitive neuroscience of language It provides a theory of the mediation between sound and meaning a theory of the representations constructed during sentence processing and a theory of the end state for language acquisition Given the highly interactive nature of the theory of syntax this volume defines experimental syntax in the broadest possible terms exploring both formal experimental methods that have been part of the domain of syntax since its inception i.e. acceptability judgment methods and formal experimental methods that have arisen through the interaction of syntactic theory with the domains of acquisition psycholinguistics and neurolinguistics The Oxford Handbook of Experimental Syntax brings these methods together into a single experimental syntax volume for the first time providing high level reviews of major experimental work offering guidance for researchers looking to incorporate these diverse methods into their own work and inspiring new research that will push the boundaries of the theory of syntax It will appeal to students and scholars from the advanced undergraduate level upwards in a range of fields including syntax acquisition psycholinguistics neurolinguistics and computational linguistics *The Categorization of*

Spatial Entities in Language and Cognition Michel Aurnague, Maya Hickmann, Laure Vieu, 2007-01-01 Despite a growing interest for space in language most research has focused on spatial markers specifying the static or dynamic relationships among entities verbs prepositions postpositions case markings Little attention has been paid to the very properties of spatial entities their status in linguistic descriptions and their implications for spatial cognition and its development in children This topic is at the center of this book that opens a new field by sketching some major theoretical and methodological directions for future research on spatial entities Brought together linguistic descriptions of spatial systems formal accounts of linguistic data and experimental findings from psycholinguistic studies all couched within a wide cross linguistic perspective Such an interdisciplinary approach provides a rich overview of the many questions that remain unanswered in relation to spatial entities while also throwing a new light on previous research focusing on related topics concerning space and or the relation between language and cognition

Language Frederick J. Newmeyer, 1988 Linguistics The Cambridge Survey is a comprehensive introduction to current research in all branches of the field of linguistics from syntactic theory to ethnography of speaking from signed language to the mental lexicon from language acquisition to discourse analysis Each chapter has been written by a specialist particularly distinguished in his or her field who has accepted the challenge of reviewing the current issues and future prospects in sufficient depth for the scholar and with sufficient clarity for the student Each volume can be read independently and has a particular focus Volume I covers the internal structure of the language faculty itself while Volume II considers the evidence for and the implications of a generativist approach to language Psycholinguistics and neurolinguistics are covered in Volume III and Volume IV concentrates on sociolinguistics and the allied fields of anthropological linguistics and discourse and conversation analysis Several of the chapters in the work concentrate on the interface between different aspects of linguistic theory or the boundaries between linguistic theory and other disciplines Thus in both its scope and in its approach the Survey is a unique and fundamental reference work It undoubtedly fulfills the editor's aims of providing a wealth of information insight and ideas that will excite and challenge all readers with an interest in linguistics

The Syntax of Nonsententials Ljiljana Progovac, 2006-01-01 This volume brings the data that many in formal linguistics have dismissed as peripheral straight into the core of syntactic theory By bringing together experts from syntax semantics pragmatics philosophy of language language acquisition aphasia and pidgin and creole studies the volume makes a multidisciplinary case for the existence of nonsententials which are analyzed in various chapters as root phrases and small clauses Me Me First Him worry Class in session and whose distinguishing property is the absence of Tense and with it any syntactic phenomena that rely on Tense including structural Nominative Case Arguably the lack of Tense specification is also responsible for the dearth of indicative interpretations among nonsententials as well as for their heavy reliance on pragmatic context So pervasive is nonsentential speech across all groups including normal adult speech that a case can be made that continuity of grammar lies in nonsentential rather than sentential speech

Children's

Language Carolyn E. Johnson, John H.V. Gilbert, 2013-01-11 This volume brings together the work of 32 scholars from 13 countries investigations of children learning 15 different languages in some instances more than one at a time The scope of this work as broad as it is only partially represents the research interests and approaches of the more than 350 scholars from 34 countries who contributed papers or posters to the Sixth International Congress for the Study of Child Language This investigative power and diversity are for the most part focused on topics and issues of modern day child language research that have been under discussion for the last 30 years or so Some even go beyond that in early diary studies and philosophers speculations While the issues are mainly familiar ones the 17 chapters contribute to the advancement of child language study in several specific ways They represent current theoretical frameworks both bringing the insights of the theories to the interpretation of language development and testing tenets or implications of the theories with child language data contribute substantively to the crosslinguistic study of child language reflecting both the linguistic diversity of the authors themselves and a recent major shift in the approach to child language study build on the now considerable body of knowledge about children's language both adding to information about the basic systems of phonology syntax and semantics and extending beyond to explore aspects of narrative and literacy development language acquisition by bilingual and atypical children and language processing and contain hints of new directions in child language study such as increased attention to the impact of phonology on other language systems Taken as a whole this volume reflects the current strength of crosslinguistic research the application and testing of new theoretical developments a new legitimacy of language disorder data and a new appeal to the descriptive possibilities of language processing models In addition there is a theme that runs through many of the chapters and points the way for important research in the future the role of prosody in the acquisition of various language structures and systems Children's Language Keith E. Nelson, Carolyn E. Johnson, John H. V. Gilbert, 1996 First Published

in 1996 Routledge is an imprint of Taylor Francis an informa company **Psychology Library Editions:**
Psycholinguistics Steven Schwartz, 2013-09-05 Psychology Library Editions Psycholinguistics brings together as one set or individual volumes a series of previously out of print titles originally published between 1970 and 1990 From a variety of academic imprints this set reflects the growth of psycholinguistics as a serious scientific discipline in its own right It provides in one place a wealth of important reference sources from a wide range of authors expert in the field

Unveiling the Magic of Words: A Overview of "**Early Syntactic Development A Cross Linguistic Study With Special Reference To Finnish**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Early Syntactic Development A Cross Linguistic Study With Special Reference To Finnish**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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Early Syntactic Development A Cross Linguistic Study With Special Reference To Finnish Introduction

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