

# Child Linguistic

Michelle Aldridge

*Child Language* Alison J. Elliot, 1981-04-23 The way children learn their native language has been the subject of intense and widespread investigation in the last decades, stimulated by advances in theoretical linguistics and the behavioural sciences. For the student, this has meant a bewildering number of research reports, often differing in their theoretical viewpoint and the methodological approach they advocate, and apparently conflicting in their conclusions. *Child Language* provides the student with a cool, clear and concise survey of the most important recent research work, and puts into perspective the contributions made by Chomsky, Piaget and others. The research surveyed, though primarily of English-speaking children, includes studies of children whose first language is not English and bilingual children. Dr Elliot believes that the study of child language necessarily raises questions about the nature of language - is human language something only humans can learn? - and about learning itself - how does our ability to learn language depend on biological factors, such as our age, and how important is our social and linguistic environment? Little justification is found for the view that language has an independent existence for the young child, and their

linguistic achievements are studied within the context of their development in general.

Child Language Matthew Saxton, 2010-02-15 Electronic Inspection Copy available for instructors here Presented with the latest thinking and research on how children acquire their first language, the reader is taken from a standing start to the point where they can engage with key debates and current research in the field of child language. No background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear, non-technical language. A theme running through the book is the nature-nurture debate, rekindled in the modern era by Noam Chomsky, with his belief that the child is born with a rich knowledge of language. This book is rare in its balanced presentation of evidence from both sides of the nature-nurture divide. The reader is encouraged to adopt a critical stance throughout and weigh up the evidence for themselves. Key features for the student include: boxes and exercises to foster an understanding of key concepts in language and linguistics; a glossary of key terms; suggestions for further reading; a list of useful websites at the end of each chapter; discussion points for use in class; and separate author and subject indexes.

**Child Language** Matthew Saxton, 2017-10-02 Presenting the latest thinking and research on how children acquire their first language, this book takes the reader from a standing start to the point where they can engage with key debates and current research in the field of child language.

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glossary of key terms; suggestions for further reading; a list of useful websites at the end of each chapter; discussion points for use in class; and separate author and subject indexes.

*Child Language* Barbara C. Lust, 2006-09-21 The remarkable way in which young children acquire language has long fascinated linguists and developmental psychologists alike. Language is a skill that we have essentially mastered by the age of three, and with incredible ease and speed, despite the complexity of the task. This accessible textbook introduces the field of child language acquisition, exploring language development from birth. Setting out the key theoretical debates, it considers questions such as what characteristics of the human mind make it possible to acquire language; how far acquisition is biologically programmed and how far it is influenced by our environment; what makes second language learning (in adulthood) different from first language acquisition; and whether the specific stages in language development are universal across languages. Clear and comprehensive, it is set to become a key text for all courses in child language acquisition, within linguistics, developmental psychology and cognitive science.

*Child Language* Jean Stilwell Peccei, 2002-03-11 Building on

the established strengths of the first edition, *Child Language* has now been fully updated and includes some basic theory content, more exercises and summaries at the end of each unit. *Child Language*: \* introduces students to key areas involved in the study of children's language: vocabulary development, word and sentence structure, conversational skills and pronunciation \* contains a corpus of children's language \* includes suggestions for project work.

**Child Language** Willem Kaper, 2019-10-08 No detailed description available for *Child Language*.

**Language in Children** Eve V. Clark, 2016-08-12 *Language in Children* provides a concise and basic introduction for students studying child language acquisition for the first time. Starting from the first sounds a child produces, this book covers all the stages a child goes through in acquiring a language. This title: Illustrates developmental stages from the recognition of sounds and words to the ability to hold a conversation, also covering bilingual upbringing and language disorders; Features real-life examples of all the phenomena discussed, from languages such as French, Spanish and Portuguese as well as English; Incorporates guidance on sources for further reading and exploration by chapter; Is supported

by a companion website that includes exercises with links to real-world data in the CHILDES archive. Written by an experienced author and teacher, *Language in Children* is essential reading for students studying this topic.

*A Functional Approach to Child Language* Annette Karmiloff-Smith, 1981-07-30 A critical exposition of Piaget's views on child language and thought.

*Studies of Child Language Development* Charles Albert Ferguson, Dan Isaac Slobin, 1973

**An Introduction to Child Language Development** Susan H. Foster-Cohen, 2014-06-17 This volume introduces the field of child language development studies, and presents hypotheses in an accessible, largely non-technical language, aiming to demonstrate the relationship between these hypotheses and interpretations of data. It makes the assumption that having a theory of language development is as important as having reliable data about what children say and understand, and it advocates a combination of both 'rationalist' and more 'empiricist' traditions. In fact, the author overtly argues that different traditions provide different pieces of the picture, and that taking any single approach is unlikely to lead to productive understanding. Susan Foster-

Cohen explores a range of issues, including the nature of prelinguistic communication and its possible relationship to linguistic development; early stages of language development and how they can be viewed in the light of later developments; the nature and role of children's experience with the language(s) around them; variations in language development due to both pathological and non-pathological differences between children, and (in the latter case) between the languages they learn; later oral language development; and literacy. The approach is distinctly psycholinguistic and linguistic rather than sociolinguistic, although there is significant treatment of issues which intersect with more sociolinguistic concerns (e.g. literacy, language play, and bilingualism). There are exercises and discussion questions throughout, designed to reinforce the ideas being presented, as well as to offer the student the opportunity to think beyond the text to ideas at the cutting edge of research. The accessible presentation of key issues will appeal to the intended undergraduate readership, and will be of interest to those taking courses in language development, linguistics, developmental psychology, educational linguistics, and speech pathology. The book will also serve as a useful introduction to students wishing to



pursue post-graduate courses which deal with child language development.

*Current Perspectives on Child Language Acquisition* Caroline F. Rowland, Anna L. Theakston, Ben Ambridge, Katherine E. Twomey, 2020-09-15 In recent years the field has seen an increasing realisation that the full complexity of language acquisition demands theories that (a) explain how children integrate information from multiple sources in the environment, (b) build linguistic representations at a number of different levels, and (c) learn how to combine these representations in order to communicate effectively. These new findings have stimulated new theoretical perspectives that are more centered on explaining learning as a complex dynamic interaction between the child and her environment. This book is the first attempt to bring some of these new perspectives together in one place. It is a collection of essays written by a group of researchers who all take an approach centered on child-environment interaction, and all of whom have been influenced by the work of Elena Lieven, to whom this collection is dedicated.

*Child Language* Jean Stilwell Peccei, 2006 *Child Language*: provides a comprehensive overview of language acquisition in

children introduces students to key theories and concerns such as innateness, the role of input and the relation of language to other cognitive functions teaches students the skills needed to analyze children's language includes sections on the bilingual child and atypical language development provides classic readings by key names in the field, such as Brian MacWhinney, Richard Cromer, Jean Aitchison, and Eve Clark. The accompanying website to this book can be found at

<http://www.routledge.com/textbooks/0415281032>

### **Understanding Child Language Acquisition Caroline**

Rowland, 2013-10-23 Taking an accessible and cross-linguistic approach, *Understanding Child Language Acquisition* introduces readers to the most important research on child language acquisition over the last fifty years, as well as to some of the most influential theories in the field. Rather than just describing what children can do at different ages Rowland explains why these research findings are important and what they tell us about how children acquire language. Key features include: Cross-linguistic analysis of how language acquisition differs between languages A chapter on how multilingual children acquire several languages at once Exercises to test comprehension Chapters organised around

key questions that summarise the critical issues posed by researchers in the field, with summaries at the end Further reading suggestions to broaden understanding of the subject With its particular focus on outlining key similarities and differences across languages and what this cross-linguistic variation means for our ideas about language acquisition, *Understanding Child Language Acquisition* forms a comprehensive introduction to the subject for students of linguistics, psychology and speech and language therapy. Students and instructors will benefit from the comprehensive companion website that includes a students' section featuring interactive comprehension exercises, extension activities, chapter recaps and answers to the exercises within the book. Material for instructors includes sample essay questions, answers to the extension activities for students and a Powerpoint including all the figures from the book.

[www.routledge.com/cw/rowland](http://www.routledge.com/cw/rowland)

*Children's Discourse* Maya Hickmann, 2002-11-21 This comparative study explores two central questions in the study of first language acquisition: What is the relative impact of structural and functional determinants? What is universal versus language-specific during development? Maya Hickmann addresses these

questions in three domains of child language: reference to entities, the representation of space, and uses of temporal-aspectual markings. She provides a thorough review of different theoretical approaches to language acquisition and a wide range of developmental research, as well as examining all three domains in English, French, German and Chinese narratives. Hickmann's findings concern the rhythm of acquisition, the interplay among different factors (syntactic, semantic, pragmatic) determining children's uses, and universal versus variable aspects of acquisition. Her conclusions stress the importance of relating sentence and discourse determinants of acquisition in a crosslinguistic perspective. *Children's Discourse* will be welcomed by those working in psychology and language-related disciplines interested in first language acquisition.

Child Language and Developmental Dysphasia Harald Clahsen, 1991 The subject of this two part work is the acquisition of language structure in which the development of syntax and morphology is examined by investigations on children without language problems and on children with developmental dysphasia. The author uses a comparative acquisition study to provide insights into the structure and development of the language acquisition

device, which cannot be obtained by isolated analysis of only one type of learning. The theoretical framework used for the investigations is the learnability theory, in which acquisition models are proposed which are heavily influenced by theoretical linguistics. Part I shows how child grammar acquisition can be explained in the framework of learnability theory and Part II deals with deficiencies in normal grammar acquisition using the learnability theory.

It Takes Two to Talk Jan Pepper, Elaine Weitzman, Hanen Centre, 2004 Shows parents how to help their child communicate and learn language during everyday activities.

**Handbook of Child Language Acquisition** Tej K. Bhatia, William C. Ritchie, 2023-11-27 What allows children to acquire language so effortlessly, with such speed, and with such amazing accuracy? Capitalizing on the most recent developments in linguistics and cognitive psychology, this volume sheds new light on the what, why, and how of the child's ability to acquire one or more languages. The Handbook is one of a kind in a number of respects. It includes state-of-the-art treatments of acquisition from a variety of theoretical viewpoints ranging from functionalist approaches and the implications of the creolization of languages

for the study of acquisition to the relevance of Chomsky's Minimalist Program. It contains overviews of the acquisition of all components of linguistic structure, treats the acquisition of the sign languages of the deaf, and discusses the specific problems of bilingual acquisition. This handbook addresses the following questions: 'Is the capacity for language acquisition constant throughout the career of the language learner (that is, is it 'continuous') or does that capacity change in significant ways as the learner matures?' ; 'Is the language capacity a separate module of the mind or does it follow from general, 'all-purpose' cognitive capacities?'; 'What is innate in language acquisition and what is acquired on the basis of experience?'; 'What research/methodological issues arise in the study of child language acquisition?'; 'How might input from the language (or languages) of the environment, including visual/gestural input in the case of the sign languages of the deaf, affect the process and result of acquisition?'; and, 'How are the facts of non-normal acquisition to be explained?'

Other Children, Other Languages Yonata Levy, 1994 First

Published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

Child Language Michelle Aldridge, 1996 Comprises 17 papers presented at the Child Language Seminar, Bangor 1994, with contributions in areas as diverse as bilingual development, phonological disorders, sign language development, and the language of Down's syndrome children.

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