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*Shigenori Wakabayashi (Ed.)*

**GENERATIVE  
APPROACHES TO  
THE ACQUISITION  
OF ENGLISH BY  
NATIVE SPEAKERS OF  
JAPANESE**

STUDIES ON LANGUAGE ACQUISITION [SOLA]

# Generative Approaches To The Acquisition Of English By

**Howard Hao-Jan Chen, Keiko  
Mochizuki, Hongyin Tao**



## **Generative Approaches To The Acquisition Of English By:**

### **Generative Approaches to the Acquisition of English by Native Speakers of Japanese** Shigenori

Wakabayashi,2011-07-11 This book is a collection of eight articles by leading scholars investigating of the acquisition of English by native speakers of Japanese It deals with a wide range of topics from the acquisition of VP structures to functional categories and presents new empirical data The studies all contribute to our understanding of these topics and they are of current interest to researchers working on Second Language Acquisition Generative Approaches to the Acquisition of English by Native Speakers of Japanese. Shigenori Wakabayashi,2002

**Handbook of Generative Approaches to Language Acquisition** Jill de Villiers, Tom Roeper,2011-08-27 Modern linguistic theory has been based on the promise of explaining how language acquisition can occur so rapidly with such subtlety and with both surprising uniformity and diversity across languages This handbook provides a summary and assessment of how far that promise has been fulfilled exploring core concepts in acquisition theory including notions of the initial state parameters triggering theory the role of competition and frequency and many others across a variety of syntactic topics that have formed the central domains of investigation and debate These topics are treated from the unique perspective of central actors in each domain who have helped shape the research agenda The authors have presented a summary of the data the theories under discussion and their own best assessments of where each domain stands Providing as well the agenda for future work in the field showing both particular needs and general directions that should be pursued in the coming decades **The Proceedings of the Inaugural Conference on Generative Approaches to Language Acquisition North America, Honolulu** Kamil Ud Deen,2006

Three Streams of Generative Language Acquisition Research Tania Ionin, Matthew Rispoli,2019-04-15 This edited volume contains a representative sample of papers presented at the 7th meeting of the Generative Approaches to Language Acquisition North America GALANA 7 conference The book features three streams of research Variation in Input First Language Acquisition and Second Language Acquisition each of which investigates the nature of language acquisition from the generative perspective A unique feature of the GALANA 7 conference and of this volume is the bringing together of research on generative language acquisition and research on the role that cross dialectal input variation plays in acquisition This volume should be of interest to scholars and students of first language acquisition second language acquisition and input variation **Advancing English Language Education** Wafa Zoghbor ,Thomaï Alexiou,2020-01-01 Advancing English Language Education Edited by Wafa Zoghbor Young Learners Testing and Assessment Teaching of Writing Skills Context Specic Issues in EFL Teaching Learning and Pedagogy Contributors Alessandro Ursic Alison Larkin Koushki Athanasios Karasimos Daria Grits David Rear Irshat Madyarov Ivan Ivanov James Milton Laila Khalil Larysa Nikolayeva Mariam Al Nasser Marianthi Serafeim Marielle Risse Marta Tryzna Mher Davtyan Michael M Parrish Nikita Berezin Nour Al Okla Peter Davidson Richard D Miller Syuzanna Torosyan Talin Grigorian Thoma Alexiou Wafa Zoghbor Zainab Rashed Aldhanhani

*The Generative Study of Second Language Acquisition* Suzanne Flynn, Gita Martohardjono, Wayne O'Neil, 2014-01-14 The vast majority of work in theoretical linguistics from a generative perspective is based on first language acquisition and performance. The vast majority of work on second language acquisition is carried out by scholars and educators working within approaches other than that of generative linguistics. In this volume this gap is bridged as leading generative linguists apply their intellectual and disciplinary skills to issues in second language acquisition. The results will be of interest to all those who study second language acquisition regardless of their theoretical perspective and all generative linguists regardless of the topics on which they work.

*The Grammar of Multilingualism* Artemis Alexiadou, Terje Lohndal, 2016-10-31 This volume investigates the nature of grammatical representations in speakers who master multiple languages. Since the early days of modern formal approaches to grammar most work has been based on the language of monolingual humans. Less work has been conducted based on data from speakers who possess more than one language. Although important insights have been gained from a monolingual focus there is every reason to believe that bi and multilingual data can inform linguistic theory. A lot of ongoing work demonstrates that this is indeed the case and the current volume contributes to this growing literature. Thus the research topic addresses a number of questions relating to grammatical structures in multilingual speakers as well as the methodological issues that arise in the context of studying such speakers. A better understanding of the grammatical sides of multilingualism is crucial for understanding the human language capacity and in turn for offering better advice to the public concerning issues of language choice for multilingual children and adults education and language deficits in multilingual individuals.

**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.

*Genitive Variation in English* Anette Rosenbach, 2012-10-29 The future of English linguistics as envisaged by the editors of Topics in English Linguistics lies in empirical studies which integrate work in English linguistics into general and theoretical linguistics on the one hand and comparative linguistics on the other. The TiEL series features volumes that present interesting new data and analyses and above all fresh approaches that contribute to the overall aim of the series which is to further outstanding research in English linguistics.

**Learner Corpora: Construction and Explorations in Chinese and Related**

**Languages** Howard Hao-Jan Chen, Keiko Mochizuki, Hongyin Tao, 2023-04-02 This edited book reflects the state of the art in learner corpus and related approaches to Chinese as a second language CSL CSL as a field has flourished in the past few decades due to the increasingly important role of the Chinese language at the world stage yet studies of Chinese as a second language based on learner corpora have been less well developed due to the limited availability of data and lack of theoretical insights This book represents the latest research in this area by 1 assembling a large group of active researchers from multiple international research communities USA China Hong Kong Macau Japan Taiwan and France 2 discussing the latest resources and technologies in Chinese and other Asian languages learner corpora and corpus building 3 basing Chinese as a second language studies on data from learners of Chinese with a wide range of first language backgrounds English Japanese Korean French among others and 4 integrating corpus methods with a wide range of related methods in allied fields language acquisition usage based linguistics psycholinguistics and neurolinguistics This comprehensive collection is indispensable for anyone who is interested in corpus approaches to CSL and Chinese applied language studies in general

*Interpretation of English Reflexives by Child and Adult L2 Learners* Amer Al Kafri, 2013-07-16 This book casts new light on the debate of adult L2 learners access to Universal Grammar UG by comparing the performance of adult L2 learners with that of child L2 learners The study in this book compares Arabic and Chinese speaking child and adult L2 learners acquisition of English reflexives particularly concentrating on the differences between child and adult L2 learners in terms of their a acquisition of the local binding of English reflexives b obedience of UG constraints on reflexives and c knowledge of the syntactic differences between reflexives and pronouns The outline of the book goes as follows chapter one is a general introduction to the study Chapter two discusses the linguistic assumptions and empirical evidence of Usage Based Approaches and Generative Approaches with regards to language acquisition in general and the interpretation of reflexives in particular Adopting Generative Grammar as a theoretical background for this study age effects on access to UG in first and second language acquisition are discussed in chapter three Chapter four presents different views on access to UG in second language acquisition and reviews previous studies on the acquisition of reflexives by L2 learners Chapter five discusses the methodology of this study in terms of participants selection materials used procedures followed and data analysed Chapter six presents the results of the study and chapter seven discusses the results of the study with regards to previous studies and theories The study shows that the grammar of adult L2 learners is constrained by UG and they can have full access to UG in advanced stages of L2 acquisition The findings of this study will be of interest to L2 researchers in generative grammar in general and in second language acquisition in particular

**The Development of Second Language Grammars** Elaine C. Klein, Gita Martohardjono, 1999-05-15 This volume is a collection of state of the art papers in generative studies of second language L2 acquisition bringing together an unusually broad range of interests and inquiry Selected papers report on controlled experimental studies within specific areas of research investigating the development of

L2 grammars others formulate exciting new proposals for methodology and learnability in both first and second language acquisition Following an introduction which argues for new research strategies that focus on the process of acquisition along with its product the book is divided into two sections Current Perspectives includes compelling new work on the development of functional categories within a parameter setting model of L2 acquisition the second section New Directions introduces research and discussion on topics which reflect the latest developments in the field including syntax semantics correspondences L2 processing research code switching from a UG perspective and applications of Chomsky's 1995 Minimalist Program to second language acquisition studies

The syntax of early English Olga Fischer, Ans van Kemenade, Willem Koopman, Wim van der Wurff, 2000 This book is a guide to the development of English syntax between the Old and Modern periods Beginning with an overview of the main features of early English syntax it gives a unified account of the significant grammatical changes that occurred during this period Four leading experts demonstrate how these changes can be explained in terms of grammatical theory and the theory of language acquisition Drawing on a wealth of empirical data the book covers a wide range of topics including changes in word order infinitival constructions and grammaticalization processes

Formal Linguistics and Language Education Andreas Trotzke, Tanja Kupisch, 2020-06-10 This volume focuses on work that has its origin and motivation in formal linguistics and theory driven research on the acquisition of grammar and on this basis tries to establish links to language pedagogy including students and teachers beliefs about what grammar actually is The contributions to this volume cover a wide range of empirical linguistic domains and concern aspects of morphosyntax including word order inflectional morphology article systems pronouns compounding patterns as well as orthography and students general beliefs about grammar There are very few volumes which include work for language education by researchers in formal linguistics This volume does just that looking at grammar both in terms of the teaching of grammar in general and with treatment of specific areas of grammar As such it is a welcome contribution to our understanding of language education and the role of grammar in language teaching

Melinda Whong The Hong Kong University of Science and Technology Hong Kong

*Changing Language Regimes in Globalizing Environments: Japan and Europe* Florian Coulmas, Patrick Heinrich, 2005

McGill Working Papers in Linguistics, 2007

**Language Acquisition Studies in Generative Grammar** Kenneth Wexler, Teun Hoekstra, Bonnie D. Schwartz, 1994 This is a collection of essays on the native and non native acquisition of syntax within the Principles and Parameters framework In line with current methodology in the study of adult grammars language acquisition is studied here from a comparative perspective The unifying theme is the issue of the initial state of grammatical knowledge For native language the important controversy is that between the Continuity approach which holds that Universal Grammar is essentially constant throughout development and the Maturation approach which maintains that portions of UG are subject to maturation For non native language the theme of initial states concerns the extent of native grammar influence Different views regarding the continuity question are

defended in the papers on first language acquisition Evidence from the acquisition of inter alia Bernese Dutch English Finnish French German Icelandic Italian and Japanese is brought to bear on issues pertaining to clause structure null subjects verb position negation Case marking modality non finite sentences root questions long distance questions and scrambling The views defended on the initial state of adult second language acquisition also differ from complete L1 influence to different versions of partial L1 influence While the target language is German in these studies the native language varies Korean Spanish and Turkish Analyses invoke UG principles to account for verb placement null subjects verbal morphology and Case marking Though many issues remain the volume highlights the growing ties between formal linguistics and language acquisition research Such an approach provides the foundation for asking the right questions and putting them to empirical test [Linguistics and Language Behavior Abstracts](#) ,2009-04 **A Contrastive Analysis of German and English Morphosyntactic Features** Jenny Streb,2018-07-24 Bachelor Thesis from the year 2017 in the subject English Language and Literature Studies Linguistics grade 2 0 University of Mannheim language English abstract In this thesis the accuracy of the Common European Framework of Reference for Languages CEFR is explored with the help of a study investigating the German L2 morphosyntactic competence of 15 English L1 speakers in two settings a language assessment test setting as well as in online processing Within this thesis L2 morphosyntactic competence was limited to the two investigated areas of subject verb agreement SVA as well as the distinctive verb placement in German main and subordinate clauses Previous research has identified these two linguistic areas as being especially prone to error in adult L2 acquisition of German Since all test takers varied in their German language proficiency levels encompassing a range from A2 to B2 according to the CEFR it was hypothesised that L2 learners of a B2 language proficiency level generally outperform L2 learners of a lower language proficiency level B1 and A2 in all investigated areas However this hypothesis could not be affirmed since the study did not find significant differences in the morphosyntactic competence of English German L2 learners between test takers of distinctive CEF language proficiency levels

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