

From grammatical categories to processes of categorization

The acquisition of morphosyntax from a usage-based perspective

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Current version of usage-based grammars propose that grammatical categories are language-specific local generalizations rather than universal building blocks of linguistic structure. This changes the perspective on what learning syntax or morphology is about. Instead of activating innate knowledge that provides the access to possible syntactic structures, children need to build the grammatical representations based on the linguistic input they receive in their communicative interactions. In doing so, they go through processes of re-representation regarding the underlying concepts and the structural generalizations. The process of conceptual integration is illustrated with the domain of space, where there is no direct connection between percepts and linguistically encoded notions. Language learning itself tunes the child's attention to the distinctions made in the target language. Morphological categories differ in their conceptual unity and morphological regularity and provide different learning problems. Plural marking serves as an example to show how a category with conceptual unity raises learning challenges because of allomorphy (several affixes that encode the same concept). Finally, the acquisition German case marking is discussed to raise the question whether "case" as such is a useful concept in acquisition research, as case markers are polysemous in encoding different kinds of relations, and formally heterogeneous (pronominal and nominal paradigms differ in their sub-regularities). These learning problems can only be solved with a bottom-up approach, if we assume that children learn language from language use.

Preface

Elena is a source of inspiration in her quest to find out how children develop – not just linguistically – and under which conditions they thrive. To me, her research is

Categories And Processes In Language Acquisition

Pao-Hsiang Chi



Categories And Processes In Language Acquisition:

Categories and Processes in Language Acquisition Yonata Levy, I. M. Schlesinger, Martin D. S. Braine, 1988

Categories and Processes in Language Acquisition Yonata Levy, I. M. Schlesinger, Martin D. S. Braine, 1988

Growing Points in Child Language Katharine Perera, Glyn Collis, Brian Richards, 1994-06-16 This volume explores key child language developments and celebrates the twentieth anniversary of the Journal of Child Language **Functional**

Categories in Learner Language Christine Dimroth, Peter Jordens, 2009 Main description Research on spontaneous processes of language acquisition has shown that early learner systems are based on lexical structures At some point in acquisition this lexical semantic system is given up in favour of a target like functional category system This work deals with the driving forces behind the acquisition of the functional properties of inflection word order variation definiteness and agreement Language Acquisition and the Functional Category System Peter Jordens, 2012-12-06 Research on spontaneous language acquisition both in children learning their mother tongue and in adults learning a second language has shown that language development proceeds in a stagewise manner Learner utterances are accounted for in terms of so called learner languages Learner languages of both children and adults are language systems that are initially rather simple The present monograph shows how these learner languages develop both in child L1 and in adult L2 Dutch At the initial stage of both L1 and L2 Dutch learner systems are lexical systems This means that utterance structure is determined by the lexical projection of a predicate argument structure while the functional properties of the target language are absent At some point in acquisition this lexical semantic system develops into a target like system With this target like system learners have reached a stage at which their language system has the morpho syntactic features to express the functional properties of finiteness and topicality Evidence of this is word order variation and the use of linguistic elements such as auxiliaries tense and agreement markers and determiners Looking at this process of language acquisition from a functional point of view the author focuses on questions such as the following What is the driving force behind the process that causes learners to give up a simple lexical semantic system in favour of a functional pragmatic one What is the added value of linguistic features such as the morpho syntactic properties of inflection word order variation and definiteness Structure-Building Processes and Functional Categories in Language Acquisition Sixta Quaßdorf, 2003-10-07 Seminar paper from the year 2003 in the subject English Language and Literature Studies Linguistics grade very good University of Basel English Seminar Basel course Language Acquisition and Universal Grammar language English abstract Language acquisition seems to be subject to a paradox like probably all matters connected with the human language every one acquires his or her first language with relative ease in a few years it is a matter of course except if disabilities or social deprivations obstruct this natural process but even the most learned scholars cannot offer a satisfactory and all encompassing explanation about how this process works A number of different approaches exists which can be subsumed under the headings behaviourist interactionist

nativist cognitivist or the like¹ and each of these major currents bifurcates into sub theories which often enough seem to be incompatible with each other again In this essay I am going to present and discuss two hypotheses of language acquisition which follow the generative approach i e which presuppose the existence of an innate language acquisition device LAD helping us solve the task of acquiring the complicated linguistic system by providing a ready made underlying fundamental structure the Universal Grammar UG Accordingly Andrew Radford and Harald Clahsen et al assume that the rules of UG are with the child from the very beginning yet that the final build up of the internal grammatical structure is triggered by lexical learning processes Radford identifies three major stages of developmental phases with children acquiring English syntax whereas Clahsen et al studying children acquiring German find plausible explanations for the developmental process by a notion of underspecified functional categories 1 cf Crystal p 234 f Clahsen p xv Cognition and Language Growth Sascha W. Felix,2019-11-18 No detailed description available for Cognition and Language Growth Language Acquisition and Conceptual Development Melissa Bowerman,Stephen C. Levinson,2001-01-11 Recent years have seen a revolution in our knowledge of how children learn to think and speak In this volume leading scholars from these rapidly evolving fields of research examine the relationship between child language acquisition and cognitive development At first sight advances in the two areas seem to have moved in opposing directions the study of language acquisition has been especially concerned with diversity explaining how children learn languages of widely different types while the study of cognitive development has focused on uniformity clarifying how children build on fundamental presumably universal concepts This book brings these two vital strands of investigation into close dialogue suggesting a synthesis in which the process of language acquisition may interact with early cognitive development It provides empirical contributions based on a variety of languages populations and ages and theoretical discussions that cut across the disciplines of psychology linguistics and anthropology **The Development of Language Processing Strategies** Reiko Mazuka,2014-05-12 Ever since the notion of explanatory adequacy was promoted by Chomsky in his 1965 Aspects linguists and psycholinguists have been in pursuit of a psychologically valid theory of grammar To be explanatorily adequate a theory of grammar can not only describe the general characteristics of a language but can also account for the underlying psychological processes of acquiring and processing that language To be considered psychologically valid a grammar must be learnable by ordinary children the problem of acquisition and must generate sentences that are parsable by ordinary people the problem of processing Ultimately the fields of language acquisition and processing are concerned with the same goal to build a theory that accounts for grammar as it is acquired by children accessed in comprehension and production of speech and represented within the human mind Unfortunately these two fields developed independently and have rarely been well informed about each other s concerns Both have experienced past difficulties as a result Recently new models have been developed with full consideration to cross linguistic diversity Gone are many of the basic assumptions of conventional models and in their place a variety of innovative

and more flexible assumptions have emerged. However, in their attempt to address cross-linguistic issues, these processing models have yet to fully address the developmental challenge: How can a child without a stable grammar process language and still manage to acquire new grammar? This book attempts to develop a model of language processing that addresses both cross-linguistic and developmental challenges. It proposes to link the setting of a basic configurational parameter during language acquisition to the different organization of processing strategies in left and right branching languages. Based primarily on Mazuka's doctoral dissertation, this volume incorporates various responses to the original proposal as well as the author's responses to the comments. **The Cambridge Handbook of Child Language** Edith L. Bavin, Letitia R.

Naigles, 2015-11-26. The most authoritative resource for students and researchers. The Cambridge Handbook of Child Language has been thoroughly updated and extended. Enhancements include new chapters on the acquisition of words, processing deficits in children with specific language impairments and language in children with Williams syndrome, new authors for the bilingualism and autism chapters, a refocused discourse chapter on written narratives, and a new section on reading and reading disorders, cementing the handbook's position as the best study of the subject available. In a wide-ranging survey, language development is traced from prelinguistic infancy to adolescence in typical and atypical contexts; the material is intuitively grouped into six thematic sections, enabling readers to easily find specific in-depth information. With topics as varied as statistical learning, bilingualism, and the neurobiology of reading disorders, this multidisciplinary Handbook is an essential reference for students and researchers in linguistics, psychology, cognitive science, speech pathology, education, and anthropology. **Proceedings of the Twenty-second Annual Conference of the Cognitive Science Society** Lila R.

Gleitman, Aravind K. Joshi, 2000. Vol. includes all papers presented at 2000 Cog Sci mtg; summaries of symposia invited. Addresses deal with issues of representing model cognitive processes; appeals to scholars in all subdisciplines that comprise cog sci: psy, compu sci, neuro sci, ling, philo. **Linguistics**, 1998 **Language Sciences**, 1999 **Research on Child Language**

Acquisition International Congress for the Study of Child Language. Conference, 2001 **Asha** American Speech-Language-Hearing Association, 1990 *Linguistic Categorization* Roberta Corrigan, Fred R. Eckman, Michael P. Noonan, 1989-01-01. This volume contains a selection of the papers presented at the 16th International Symposium at the University of Wisconsin-Milwaukee. Two central questions were addressed: What is the nature of the categories that underlie the structure of human language? What is the nature of extralinguistic categories that are reflected in language? These questions are addressed from the perspective of a variety of disciplines, using many different methodologies and focusing on many different aspects of language, including morphology, syntax, semantics, phonology, and discourse. The volume is divided into 3 sections: prototype effects in language categorization processes and cross-linguistic categorization. **The Interaction Between Taxonomic Assumption and Syntactic Category** Pao-Hsiang Chi, 1995 **Linguistics and Language Behavior Abstracts**, 2002 **Human Language** Peter Hagoort, 2019-10-29. A unique overview of the human

language faculty at all levels of organization Language is not only one of the most complex cognitive functions that we command it is also the aspect of the mind that makes us uniquely human Research suggests that the human brain exhibits a language readiness not found in the brains of other species This volume brings together contributions from a range of fields to examine humans language capacity from multiple perspectives analyzing it at genetic neurobiological psychological and linguistic levels In recent decades advances in computational modeling neuroimaging and genetic sequencing have made possible new approaches to the study of language and the contributors draw on these developments The book examines cognitive architectures investigating the functional organization of the major language skills learning and development trajectories summarizing the current understanding of the steps and neurocognitive mechanisms in language processing evolutionary and other preconditions for communication by means of natural language computational tools for modeling language cognitive neuroscientific methods that allow observations of the human brain in action including fMRI EEG MEG and others the neural infrastructure of language capacity the genome s role in building and maintaining the language ready brain and insights from studying such language relevant behaviors in nonhuman animals as birdsong and primate vocalization Section editors Christian F Beckmann Carel ten Cate Simon E Fisher Peter Hagoort Evan Kidd Stephen C Levinson James M McQueen Antje S Meyer David Poeppel Caroline F Rowland Constance Scharff Ivan Toni Willem Zuidema

The Bilingual Special Education Interface Leonard Baca, Hermes T. Cervantes, 1998 This text is appropriate for courses that deal with Bilingual Special Bilingual Special and Multicultural Special Education This resource is designed to familiarize educators with the major needs of the exceptional child with limited skills in English Organized to emphasize the link between bilingual and special education this unique updated edition addresses the need for school districts to adjust instructional programs and service delivery models to accommodate the tremendous increase in the number of Asian Hispanic and Native American students By making such adjustments school districts can better serve other linguistically and culturally different individuals

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