Wh Questions Age Of Acquisition

Wh- Questions: Age of Acquisition and Language Development

Introduction:

Unlocking the mystery of language acquisition is a fascinating journey, and a key milestone in this process is mastering wh-questions. From the simple "What?" of a toddler to the complex interrogatives of an adult, the ability to formulate and understand wh-questions marks a significant leap in cognitive and linguistic development. This comprehensive guide dives deep into the age of acquisition for wh-questions, exploring the typical developmental stages, influencing factors, and implications for language learning and intervention. We'll examine the different types of wh-questions, common developmental patterns, and practical strategies for supporting children's language development in this area. Get ready to unravel the intricacies of wh-question acquisition!

1. Understanding Wh-Questions and Their Developmental Trajectory

Wh-questions – those beginning with words like who, what, where, when, why, and how – are fundamental to communication. They represent a child's growing ability to gather information, express curiosity, and engage in complex interactions. The acquisition of wh-questions isn't a sudden event; it's a gradual process unfolding over time, influenced by various factors. Early attempts often involve simplified sentence structures and may lack grammatical accuracy. For example, a child might say "Where ball?" instead of "Where is the ball?" This simplification reflects the child's ongoing development of syntax and morphology.

2. Typical Age Ranges for Wh-Question Acquisition:

While individual variation is substantial, general trends emerge in the acquisition of different wh-questions. Generally, children begin to understand and produce simpler wh-questions, such as "What?" and "Where?", earlier than more complex ones like "Why?" and "How?".

18-24 months: Understanding and using simple wh-questions like "What's that?" and "Where's...?" begins to emerge. These are often prompted by pointing or other nonverbal cues.

2-3 years: Children start to expand their repertoire of wh-questions and show a better grasp of their meaning. They may still rely on simplified grammar, but their understanding improves significantly.

3-4 years: The complexity of wh-questions increases. Children begin to use and understand "when," "why," and "how," although their usage may still be less precise than that of adults.

4-5 years: Children's understanding and use of wh-questions approaches that of adults. However, subtleties in grammar and nuances in meaning continue to develop.

3. Factors Influencing Wh-Question Acquisition:

Several factors play a crucial role in determining the pace and success of wh-question acquisition:

Language Exposure: Children exposed to rich and varied language input from caregivers and their environment generally acquire wh-questions faster. Frequent and meaningful interactions are key.

Cognitive Development: Cognitive abilities such as memory, attention, and problem-solving directly influence a child's capacity to process and use complex linguistic structures.

Individual Differences: Children develop at their own pace. Some may master wh-questions earlier than others, and this is perfectly normal. Genetic predisposition and temperament also play a part.

Socioeconomic Status: Studies suggest a correlation between socioeconomic status and language development, with children from higher socioeconomic backgrounds often showing faster acquisition of complex linguistic features.

Language Disorders: Children with language disorders may experience significant delays in acquiring wh-questions. Early intervention is vital in these cases.

4. Strategies to Support Wh-Question Development:

Parents and educators can actively support a child's wh-question development through various strategies:

Asking Open-Ended Questions: Regularly ask open-ended wh-questions to encourage children to use their language skills. For instance, instead of asking "Do you like the park?", ask "What do you like about the park?"

Modeling Correct Usage: Provide clear and consistent examples of correct grammar and sentence structure when using wh-questions.

Responsive Communication: Answer children's wh-questions thoroughly and patiently, even if they're repetitive. This demonstrates the value of asking questions and encourages further exploration.

Reading Aloud: Reading books with engaging narratives and rich language exposure can significantly contribute to language development, including the acquisition of wh-questions.

Interactive Games and Activities: Games that involve asking and answering wh-questions can make learning fun and engaging.

5. Implications for Language Learning and Intervention:

Difficulties with wh-question acquisition can signal potential language delays or disorders. Early identification and intervention are essential to provide targeted support. Speech-language pathologists play a crucial role in assessing and addressing these challenges through specialized interventions, including therapy and educational strategies.

Article Outline: Wh-Questions: Age of Acquisition and Language Development

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Introduction: Hook the reader with a relatable anecdote about children's questions. Provide an overview of the article's content.

Chapter 1: The Developmental Stages of Wh-Question Acquisition: Detail the typical age ranges for different wh-questions, including examples.

Chapter 2: Factors Influencing Wh-Question Acquisition: Discuss environmental, cognitive, and individual factors affecting development.

Chapter 3: Strategies for Parents and Educators: Offer practical tips and activities to promote wh-question development.

Chapter 4: Identifying and Addressing Delays: Explain the significance of early intervention for children struggling with wh-questions.

Conclusion: Summarize key points and encourage readers to support children's language development.

(The detailed content for each chapter is provided above in the main body of the article.)

FAQs:

1. At what age should a child understand most wh-questions? Most children understand and use most wh-questions by ages 4-5, but individual variations exist.

2. What should I do if my child is struggling with wh-questions? Consult a speech-language pathologist for assessment and potential intervention.

3. Are there specific games or activities that help with wh-question development? Yes! Interactive games, reading aloud, and asking open-ended questions are beneficial.

4. How much language exposure is necessary for optimal wh-question acquisition? Rich and varied language input is crucial. Frequent conversations and engaging interactions are key.

5. Can socioeconomic status impact wh-question acquisition? Studies suggest a correlation, with children from higher socioeconomic backgrounds sometimes showing faster acquisition.

6. What are the signs of a wh-question acquisition delay? Significant delays in understanding or using wh-questions, compared to developmental norms, may indicate a concern.

7. How do cognitive abilities influence wh-question development? Strong cognitive skills, including memory and attention, are essential for processing and utilizing complex language.

8. Is it normal for children to simplify wh-questions initially? Yes, simplified grammar is common in early stages of wh-question development.

9. What role does reading aloud play in wh-question acquisition? Reading aloud exposes children to rich language, varied sentence structures, and enhances their understanding.

Related Articles:

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wh questions age of acquisition: <u>Guide to Communication Milestones</u> Janet R. Lanza, Lynn K. Flahive, 2008

wh questions age of acquisition: The Acquisition of WH-Questions Jill De Villiers, 1995 This special issue spans the domain of inquiry concerning the acquisition of wh-questions. Wh-questions have become a central interest for theorists of language acquisition because they exemplify some of the most significant principles of grammar. Most important, they involve movement rules; hence, their acquisition introduces issues such as: * When are long-distance rules acquired? * When are barriers to movement operative? * How do empty categories emerge? As these articles demonstrate, questions can provide a window into phrase structure as well as the principles of children's grammar. In the past several years, the growing body of research on questions has multiplied the perspectives, the range of constructions studied, and the cross-linguistic evidence about Universal Grammar and child language. In this new work, acquisition theorists have moved beyond trying to verify the claims of linguistic theory with respect to child grammars. The contributors share the perspective that one can take seriously the evidence from acquisition to suggest modifications in liguistic theory, or to help in deciding among competing accounts in adult grammar based on intuitions. Representing the leading edge of contemporary work in this domain, the articles range widely in topic, methodology, and theoretical commitments.

wh questions age of acquisition: *Wh-exclamatives, Imperatives and Wh-questions* Simone Guesser, Ani Marchesan, Paulo Medeiros Junior, 2023-12-18 Research on left periphery phenomena has increased in the last 20 years, resulting in consistent studies from a wide range of languages and a fruitful debate on the functional projections within the CP system. Throughout these years, important contributions have been made on Brazilian Portuguese, especially on wh-interrogative sentences, focalization, topicalization and relative clauses. As for exclamative and imperative sentences, however, there is a considerable research gap in all grammatical levels. Regarding interrogatives, semantic and prosodic studies are still lacking (as well as research on the acquisition and processing of these constructions). This collected volume fills some of those gaps, gathering studies on wh-exclamatives, imperatives and wh-questions in Brazilian Portuguese which approach syntactical, semantical and prosodic aspects of these constructions through a rich and unregistered set of data. They also deliver novel acquisition and diachronic data that will further both the comprehension of Brazilian Portuguese grammar and the ongoing discussions on left periphery phenomena.

wh questions age of acquisition: The Questioning Child Lucas Payne Butler, Samuel Ronfard, Kathleen H. Corriveau, 2020-01-30 Explores how question-asking develops, how it can be nurtured, and how it helps children learn.

wh questions age of acquisition: Language Development from Two to Three Lois Bloom, 1993-05-28 The studies in this book cover a range of topics in child language development, including: acquistion of semantic-syntactic relations, negation, verb inflections, questions, syntactic connectives, complementation, causality, imitation, and discourse contigency. Of special interest is the development of verb subcategorization, and the importance of action, locative, epistemic, and perception verbs in particular. Language Development from Two to Three will be of interest to a range of readers in psychology, linguistics, early childhood education, speech and language pathology, and second language learing.

wh questions age of acquisition: Language Acquisition, Processing and Bilingualism Anna Cardinaletti, Chiara Branchini, Giuliana Giusti, Francesca Volpato, 2020-07-16 Bringing together selected papers from the conference "The Romance Turn VII" held in Venice in October 2015, this volume focuses on a broad range of topics at the heart of the current debate on language acquisition, including clitic pronouns, left-dislocations, passives, relative clauses, and wh-questions. It explores these topics within a range of different acquisition settings, such as L1 and L2 acquisition, bilingualism, typical and atypical development. In addition to syntax, the volume covers other modules of grammar, namely, semantics, pragmatics, and phonology, and adds a perspective on language processing to current discussions on the acquisition of Romance languages. This book also includes contributions on atypical language acquisition in cases of deafness and on language intervention based on formal linguistics. It will appeal not only to scholars and students interested in the nature and processes behind first, second and bilingual language acquisition, and impaired language acquisition, but also to language educators and clinicians.

wh questions age of acquisition: *Empirical and Theoretical Approaches to Language Acquisition* Merle Weicker, Rabea Lemmer, Andrea Listanti, Angela Grimm, 2024-09-25 This volume presents original up-to-date research in the field of language acquisition. The contributions reflect experimental work guided by linguistic theory, covering different populations of learners, a wide range of linguistic phenomena, a variety of empirical methods, and a rich set of typologically different languages. The studies investigate first and second language acquisition, as well as acquisition in children with developmental language disorder or hearing impairment. The different chapters address various phenomena in the areas of morpho-syntax, phonology, and semantics. This edited collection of papers is a valuable reference for researchers who are interested in language acquisition research and its multifaceted nature. The book highlights the fruitful connection between empirical research and linguistic theory, making it interesting to both psycholinguists and theoretical linguists. The experimental studies collected in this book contribute to our understanding of how different types of learners acquire and process language and can offer novel insights to theoretical linguistics as well.

wh questions age of acquisition: The Acquisition of Word Order Marit Richardsen Westergaard, 2009 Within a new model of language acquisition, this book discusses verb second (V2) word order in situations where there is variation in the input. While traditional generative accounts consider V2 to be a parameter, this study shows that, in many languages, this word order is dependent on fine distinctions in syntax and information structure. Thus, within a split-CP model of clause structure, a number of micro-cues are formulated, taking into account the specific context for V2 vs. non-V2 (clause type, subcategory of the elements involved, etc.). The micro-cues are produced in children s I-language grammars on exposure to the relevant input. Focusing on a dialect of Norwegian, the book shows that children generally produce target-consistent V2 and non-V2 from early on, indicating that they are sensitive to the micro-cues. This includes contexts where word order is dependent on information structure. The children s occasional non-target-consistent behavior is accounted for by economy principles.

wh questions age of acquisition: *Children with Specific Language Impairment* Laurence B.

Leonard, 2000 Children with Specific Language Impairment covers all aspects of SLI, including its history, possible genetic and neurobiological origins, and clinical and educational practice.

wh questions age of acquisition: Bilingual Language Development: The Role of Dominance Cornelia Hamann, Esther Rinke, Dobrinka Genevska-Hanke, 2019-09-20 It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic "Bilingual Language Development: The Role of Dominance" focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the concept across studies. The studies in this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

wh questions age of acquisition: *The Acquisition of Swedish Grammar* Gunlög Josefsson, Christer Platzack, Gisela Håkansson, 2004-05-28 This book provides a number of studies of different aspects of Swedish child language. Some of the thematic chapters present original, unpublished data: on the acquisition of tense, on the range and frequency of different word order patterns in early child Swedish, related to the input, meaning the language of adults talking to the children or in the presence of the children. The remaining chapters present overviews of previous research: on the acquisition of word formation rules, the noun phrase, and wh-questions. The introduction to this volume contains a concise overview of the basic features of Swedish grammar and a comprehensive overview of different Swedish child language corpora. The main body of research proceeds within a generative framework, but the text is designed to be accessible to researchers of different theoretical paradigms.

wh questions age of acquisition: First Language Acquisition Eve V. Clark, 2003 Table of contents

wh questions age of acquisition: *Syntax, Semantics and Acquisition of Multiple Interrogatives* Lydia Grebenyova, 2012-10-17 Multiple interrogatives, questions with multiple wh-phrases (e.g. Who bought what?), have long presented analytical challenges for linguistic theory. This monograph presents a new theoretical and experimental study of this construction. The theoretical findings concern the interaction between superiority effects, subject-auxiliary inversion, and the distribution of pair-list and single-pair readings cross-linguistically. The author examines multiple interrogatives under sluicing (i.e. clausal ellipsis), presenting new arguments for the deletion analysis of sluicing. The author also reports the results of several experimental studies on how children acquire the language-specific properties of multiple interrogatives in English, Russian, and Malayalam. The results suggest a correlation between the acquisition of multiple interrogatives and the acquisition of contrastive focus, which has been independently motivated in the syntactic literature. The monograph will be of interest to linguists concerned with syntax, semantics, and language acquisition, as well as readers who are interested in a comprehensive theory of language in general.

wh questions age of acquisition: The Acquisition of French in Multilingual Contexts Pedro Guijarro-Fuentes, Katrin Schmitz, Natascha Müller, 2015-11-23 This volume brings together new research from different theoretical paradigms addressing the acquisition of French. It focuses on the acquisition of French in combination with English, German, Russian or Spanish and enriches our understanding of the particularities of French and the role of language combinations in the

acquisition process. The chapters examine the development of different grammatical aspects (word order phenomena, adjective placement, dislocation and cleft constructions, wh-questions, DP phenomena, argument omissions and constructions with particular word groups) and use various methodologies (such as elicitation tasks, longitudinal studies and parsing experiments) to further add to our understanding of how French is acquired in different contexts. This book will be a resource for researchers and graduate students working in the discipline of language acquisition, especially those who are interested in language contact phenomena where two typologically different languages are involved.

wh questions age of acquisition: Key Questions in Second Language Acquisition Bill VanPatten, Megan Smith, Alessandro G. Benati, 2020 An introduction to the key questions that drive the field of L2 acquisition research, including its historical foundations.

wh questions age of acquisition: The Acquisition of French Philippe Prévost, 2009 This book presents a thorough description of morphosyntactic knowledge developed by learners of French in four different learning situations first language (L1) acquisition, second (L2) language acquisition, bilingualism, and acquisition by children with Specific Language Impairment within the theoretical framework of generative grammar. This approach allows for multiple comparisons across acquisition contexts, which provides the reader with invaluable insights into the nature of the acquisition process. The book is divided into four parts each dealing with a major morphosyntactic domain of acquisition: the verbal domain, the pronominal domain, the nominal domain, and the CP domain. Each part contains four chapters, the first one presenting an overview of the basic facts and analyses of the relevant properties of French, and the next three focusing on the different acquisition contexts. This book will be useful to anyone interested in the acquisition of French and in language development in general. It is also meant to stimulate cross-linguistic research from a theoretical perspective.

wh questions age of acquisition: Language Acquisition Beyond Parameters Anahí Alba de la Fuente, Elena Valenzuela, Cristina Martínez Sanz, 2016-12-16 The chapters in this volume take different approaches to the exploration of language acquisition processes in various populations (monolingual and bilingual first language acquisition, L2 acquisition) and address issues in syntax, morphology, pragmatics, language processing and interface phenomena. This volume is a tribute to Juana M. Liceras' fundamental and enduring contribution to the field of Spanish Second Language Acquisition (SLA). All the chapters in the volume are linked to or inspired by Juana's extensive body of work, and, like Juana's research, they all stand at the crossroads of formal and experimental linguistics. Together, the studies presented in this volume are a reflection of Juana's impact both as a mentor and as a collaborative researcher while at the same time showcasing current trends and new directions in the field of generative SLA.

wh questions age of acquisition: The Acquisition of Scrambling and Cliticization S.M. Powers, C. Hamann, 2013-04-17 This collection of papers investigates two specific linguistic phenomena from the point of view of first- and second-language acquisition. While observations on the acquisition of scrambling or pronominal clitics can be found in the literature, up until the recent past they were sparse and often buried in other issues. This volume fills a long-existing gap in providing a collection of articles which focus on language acquisition but at the same time address the overarching syntactic issues involved (for example, the X-bar status of clitics, base-generation vs. movement accounts of scrambling). This volume contains an overview of L1 (and, in one case, L2) acquisition data from a number of different languages including Bernese, Swiss, German, Dutch, English, French, German, Italian, Spanish and Swedish, as well as from several theoretical points of view with these two clause-internal processes at its center. These language acquisition data are considered to be crucial in the validation of analyses of these specific linguistic phenomena in adult grammars. The contributions in this volume include the earliest thoughts in this vein and, for this reason, should be viewed as a starting point for discussions within theoretical linguistics and language acquisition alike.

wh questions age of acquisition: Generative Linguistics and Acquisition Misha Becker, John

Grinstead, Jason Rothman, 2013-04-18 The articles of this collection cover a wide range of formal syntactic and semantic phenomena. The focus is on a broad array of developmental syntactic phenomena, including topics in Argument Structure and Clause-Internal Syntax, the DP Domain and Learning Theory. In total, the contents of the volume illustrate ways in which theoretically informed linguistic research can explain language behavior in terms that are motivated on independent grounds and point towards new research opportunities to test theoretical claims about the adult model of grammar. The contributions of this volume are inspired by or related to the scholarship of Nina Hyams, whose dedication to rigorous, theoretically-informed research on language is well represented here.

wh questions age of acquisition: South and Southeast Asian Psycholinguistics Heather Winskel, Prakash Padakannaya, 2014 This groundbreaking volume explores the languages of South and Southeast Asia, which differ significantly from Indo-European languages in their grammar, lexicon and spoken forms. This book raises new questions in psycholinguistics and enables readers to re-evaluate previous models in light of new research.

wh questions age of acquisition: *Child Language* William Snyder, 2007-06-21 This is a systematic presentation of the parametric approach to child language. Linguistic theory seeks to specify the range of grammars permitted by the human language faculty and thereby to specify the child's hypothesis space during language acquisition. Theories of language variation have central implications for the study of child language, and vice versa. Yet the acquisitional predictions of such theories are seldom tested against attested data. This book aims to redress this neglect. It considers the nature of the information the child must acquire according to the various linguistic theories. In doing so it sets out in detail the practical aspects of acquisitional research, addresses the challenges of working with children of different ages, and shows how the resulting data can be used to test theories of grammatical variation. Particular topics examined in depth include the acquisition of syllable structure, empty categories, and wh-movement. The data sets on which the book draws are freely available to students and researchers via a website maintained by the author. The book is written for scholars and students of child language acquisition in linguistics, psychology, and cognitive science. It will be a valuable reference for researchers in child language acquisition in all fields.

wh questions age of acquisition: Transforming the Workforce for Children Birth Through Age 8 National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children

Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

wh questions age of acquisition: Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances, volume II Maria Garraffa, Gary Morgan, Theodoros Marinis, Maria Teresa Guasti, 2023-10-10

wh questions age of acquisition: *Advances in Language Acquisition* Xenia Konstantinopoulou, Marina Lalioti, Stavroula Stavrakaki, 2014-10-16 This book contains 51 chapters based on papers presented at the GALA (Generative Approaches to Language Acquisition) conference held in Thessaloniki, Greece, in 2011. It thus reflects the GALA 2011 scientific presentations and discussions and raises issues that are currently at the centre of language acquisition research. Such issues examined in this volume include first and second language acquisition and processing by children and adults; language acquisition by individuals with linguistic and/or cognitive impairment; and cross-linguistic comparisons in (a)typical language acquisition. As such, Advances in Language Acquisition constitutes a valuable reference guide for current work on the interdisciplinary research field of language acquisition.

wh questions age of acquisition: Language, Cognition, and the Brain Karen Emmorey, 2001-11 Intro to Amer Sign Lang w/ focus on psychological processes involvd in its acquistion & use, as well as the brain bases of ASL. An upper- level txt w/ readership among researchers in cognitve psych & cognitve neuroscience, language & linguistics, speech,

wh questions age of acquisition: *Profiling Grammar* Paul Fletcher, Martin J. Ball, David Crystal, 2016-02-02 This book brings together twelve previously unpublished language profiles based on the original Language Assessment, Remediation and Screening Procedure (LARSP). The languages featured are: Afrikaans, Bulgarian, Cantonese, Finnish, Greek, Hindi, Hungarian, Japanese, Kannada, Korean, Malay and Swedish. Each chapter includes a grammatical sketch of the language, details of typical language development in speakers of the language, as well as a description of and justification for the profile itself. The book will be an invaluable resource for speech-language pathologists and others wishing to analyse the grammatical abilities of individuals speaking one of these languages. This new collection complements a previous book in this series on the same theme: Assessing Grammar: The Languages of LARSP (Ball et al., 2012,).

wh questions age of acquisition: Language Acquisition and Development Ana Castro, João Costa, Maria Lobo, 2010-08-11 This edited collection contains 43 papers presented at the GALA (Generative Approaches to Language Acquisition) conference 2009, held in Lisbon, Portugal. The volume contains a very wide and rich range of topics, reflecting the immense quality of the event: the acquisition of languages from different families is studied; comparisons between acquisition of L1, L2 and atypical language development are made; all areas of language development are explored (phonology, morphology, syntax, semantics, lexicon, pragmatics and interactions between components). The proceedings of GALA are an invaluable reference for those interested in Language Acquisition, Language Development and Child Language.

wh questions age of acquisition: An Introduction to Language with Online Study Tools 12 Months Victoria Fromkin, Robert Rodman, Nina M. Hyams, Mengistu Amberber, Felicity Cox, Rosalind Thornton, 2017 An Introduction to Language continues to be instrumental in introducing students to the fascinating study of human language. Engagingly and clearly written, it provides an overview of the key areas of linguistics from an Australian perspective. This classic text is suitable for students in fields as diverse as linguistics, computer science, English, communication studies, anthropology, foreign language teaching and speech pathology. The text is divided into four sections, and chapters take you through the nature of human language, the grammatical aspects and psychology of language, finishing with language and its relation to society. Chapters have also been reworked and revised to keep all syntax up-to-date and accurate. Popular features from previous

editions have been retained for this ninth edition including learning objectives and margin definitions in each chapter, along with summary tables inside the covers, which assist you to learn core concepts and terminology.gy.

wh questions age of acquisition: <u>Cognitive Aspects of Bilingualism</u> Istvan Kecskes, Liliana Albertazzi, 2007-08-19 This work has a uniquely cognitive-functional perspective on bi-lingualism. This means that it makes a clear distinction between real world and projected world. Information conveyed by language must be about the projected world. Both the experimental results and the systematic claims in this volume call for a weak form of whorfianism. The authors examine too some relatively unexplored issues of bilingualism, such as, among others, gender systems in the bilingual mind, synergic concepts, and ontological categorization.

wh questions age of acquisition: *Handbook of Child Language Disorders* Richard G. Schwartz, 2017-02-03 The acquisition of language is one of the most remarkable human achievements. When language acquisition fails to occur as expected, the impact can be far-reaching, affecting all aspects of the child's life and the child's family. Thus, research into the nature, causes, and remediation of children's language disorders provides important insights into the nature of language acquisition and its underlying bases and leads to innovative clinical approaches to these disorders. This second edition of the Handbook of Child Language Disorders brings together a distinguished group of clinical and academic researchers who present novel perspectives on researching the nature of language disorders in children. The handbook is divided into five sections: Typology; Bases; Language Contexts; Deficits, Assessment, and Intervention; and Research Methods. Topics addressed include autism, specific language impairment, dyslexia, hearing impairment, and genetic syndromes and their deficits, along with introductions to genetics, speech production and perception, neurobiology, linguistics, cognitive science, and research methods. With its global context, this handbook also includes studies concerning children acquiring more than one language and variations within and across languages. Thoroughly revised, this edition offers state-of-the-art information in child language disorders together in a single volume for advanced undergraduate students and graduate students. It will also serve as a valuable resource for researchers and practitioners in speech-language pathology, audiology, special education, and neuropsychology, as well as for individuals interested in any aspect of language acquisition and its disorders.

wh questions age of acquisition: *The Handbook for Evidence-based Practice in Communication Disorders* Christine A. Dollaghan, 2007 Written for speech-language pathologists, this book demonstrates how to apply current best evidence in making critical decisions about the care of individual patients, be it screening, diagnosis or treatment of communication disorders.

wh questions age of acquisition: *The Acquisition of Syntax in Romance Languages* Vincent Torrens, Linda Escobar, 2006-01-01 This volume includes a selection of papers that address a wide range of acquisition phenomena from different Romance languages and all share a common theoretical approach based on the Principles and Parameters theory. They favour, discuss and sometimes challenge traditional explanations of first and second language acquisition in terms of maturation of general principles universal to all languages. They all depart from the view that language acquisition can be explained in terms of learning language specific rules, constraints or structures. The different parts into which this volume is organized reflect different approaches that current research has offered, which deal with issues of development of reflexive pronouns, determiners, clitics, verbs, auxiliaries, Inflection, wh-movement, rssumptive pronouns, topic and focus, mood, the syntax/discourse interface, topic and focus, and null arguments.

wh questions age of acquisition: <u>Usage-Based Approaches to Language Acquisition and Language Teaching</u> Jacqueline Evers-Vermeul, Elena Tribushinina, 2017-03-06 Although usage-based approaches have been successfully applied to the study of both first and second language acquisition, to monolingual and bilingual development, and to naturalistic and instructed settings, it is not common to consider these different kinds of acquisition in tandem. The present volume takes an integrative approach and shows that usage-based theories provide a much needed unified framework for the study of first, second and foreign language acquisition, in monolingual and

bilingual contexts. The contributions target the acquisition of a wide range of linguistic phenomena and critically assess the applicability and explanatory power of the usage-based paradigm. The book also systematically examines a range of cognitive and linguistic factors involved in the process of language development and relates relevant findings to language teaching. Finally, this volume contributes to the assessment and refinement of empirical methods currently employed in usage-based acquisition research. This book is of interest to scholars of language acquisition, language pedagogy, developmental psychology, as well as Cognitive Linguistics and Construction Grammar.

wh questions age of acquisition: Morphosyntactic Development in Child Emirati Arabic Dimitrios Ntelitheos, 2024-09-23 This book investigates selected aspects of the grammatical development of Emirati Arabic, the variety of Gulf Arabic spoken in the United Arab Emirates and closely related to the varieties spoken in the rest of the Gulf States. While the acquisition of Arabic as a second language has been widely studied, first language acquisition of different Arabic dialects has received much less attention. Ntelitheos addresses this disparity by presenting a number of systematic studies on the acquisition of Emirati Arabic grammar based on a two-year longitudinal corpus of six children. He discusses the acquisition of the nominal domain, including definiteness and possession; the acquisition of verbal functional structure and agreement; and the acquisition of word order and negation in the syntactic domain. In addition, he defines several developmental stages for Emirati Arabic, based on established diagnostic tests. The discussion is framed within a general survey of the relevant literature in Arabic acquisition studies and combines new empirical data with rigorous discussion of several long-standing theoretical problems in the broader field of child language development.

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